

ANSWERS TO QUESTIONS IN THE STUDY GUIDE

Theme: War and Peace (2018)

Anthology: We Will Remember Them

These are suggestions only. Please feel free to explore the possibilities of the poetry unreservedly.

PART 1 PRE 20TH CENTURY

PART 1.1 WAR: PRE 20TH CENTURY

1. HENRY V BEFORE THE BATTLE OF AGINCOURT- Shakespeare (NEP)

1 It could be argued that this speech is an example of propaganda. Read the section on argument, persuasion and propaganda in this Study Guide and then consider the following questions.

1.1 Read the first five lines of Henry's speech ("What's he ... of honour") and identify a

1.1.1 rhetorical question

"What's he that wishes so?" or "My cousin, Westmorland?"

1.1.2 balanced syntactic structure

"The fewer men, the greater share of honour"

What is the effect of these devices?

The rhetorical question implies the intended answer, thus swaying the audience towards Henry's goal of persuading the soldiers to fight despite being greatly outnumbered.

The balanced syntactic structure lends a rhythm and helps contrast the concepts of "fewer men" and "greater share" of the honour if they win.

2 Henry uses contrast to persuade his men to fight. What is he contrasting in

2.1 lines 10 to 15 ("By Jove ... soul alive")?

Material wealth such as "gold", "garments" and "outward things" is contrasted with intangible wealth such as "honour".

2.2 lines 20 to 29 ("Rather proclaim ... of Crispian.")

The shame of those that will desert the battle and "hath no stomach to fight" is contrasted with those who will stay and fight and later be covered in glory.

3 The lines 35 to 37 ("Old men forget ... that day") roughly translate into modern English as "Old men are forgetful, but he will forget everything except, with elaborations, the feats he did that day". Explain what linguistic and rhetorical techniques Shakespeare has used to make the original so much better than this modern translation.

Shakespeare uses rhythm, balanced sentence structure and alliteration that is lacking in the modern version. The predominantly iambic pentameter rhythm stresses certain important words such as "remember", "advantages", "feats" and "day". The first half of line 35 is balanced by the second emphasising that while "old men forget" they will not be forgotten and these techniques, together with

the alliteration of the “f” sound that stresses that their heroic “feats” help render the lines memorable, poetic and eloquent.

4 Like most rousing speeches this one builds up to a climax at the end. Write a paragraph of about ten to fifteen lines in which you analyse how Shakespeare has achieved this. Concentrate on lines 42 to the end (“This story ... Saint Crispin’s day”).

Shakespeare builds up this speech to a climax by using plenty of repetition, emotive language and contrast amongst other devices. Repetitions such as “Crispin Crispian”, “We few, we happy few ...”, “brothers” and “gentle” help emphasise their elitist and close relationship. This idea is also caught up and stressed in the emotive phrase “band of brothers” which, in turn, is broadened to include the concept that by shedding blood for the king they all become brothers with each other and with him. The “b” sound is alliterated to help underline this blood brother relationship and hyperbole used to promote the idea that this “story” will be retold annually on this feast day “to the ending of the world”. Like the martyred twins who died for their faith the king implies that those who fight now with him will also be martyrs and heroes as opposed to those who, back in England, will be shamed and “hold their manhoods cheap” in contrast to the brave men who fight with him.

2. THE DESTRUCTION OF SENNACHERIB – Lord Byron (NEP)

1 The meter is dominantly anapaestic tetrameter:

∪ ∪ / ∪ ∪ / ∪ ∪ / ∪ ∪ /

The Assyrian came down like a wolf on the fold

See if you can mark out the meter in the next three lines. They will follow a similar pattern to the one above.

∪ ∪ / ∪ ∪ / ∪ ∪ / ∪ ∪ /

And his cohorts were gleaming in purple and gold;

∪ ∪ / ∪ ∪ / ∪ ∪ / ∪ ∪ /

And the sheen of their spears was like stars on the sea,

∪ ∪ / ∪ ∪ / ∪ ∪ / ∪ ∪ /

When the blue wave rolls nightly on deep Galilee.

2 What might this regular rhythm echo?

It might echo the sound of the hoof beats of the horses or the marching sounds of the approaching army.

3.1 Explain how Byron has used parallel structures and antithesis in the second stanza.

Lines one and three, and two and four are in parallel structure, but they are opposite in meaning. “Summer” is contrasted with “Autumn”; “green” with leaves that “hath blown” and the host, that in line two was upright with their banners, are laying “withered and strown” in line four.

3.2 What is its effect?

It shows the sudden and complete destruction of the Assyrians.

3. THE CHARGE OF THE LIGHT BRIGADE – Alfred Lord Tennyson (HL)

1. What is the effect of the direct speech included in the first two stanzas?

The direct speech gives the poem a sense of immediacy.

2. Why has Tennyson included the phrase “valley of Death” (line 16)?

It refers to Psalm 23 while also referring to the ravine or valley into which the 600 men rode.

3. The poem is written in a highly emotive style. How has Tennyson achieved this?

The poem contains plenty of emotive language and repetition which emphasises the valour and discipline of the men who, obeying orders, rode into battle against impossible odds. Words and phrases such as “Half a league”, “valley of Death” and “Cannon to right of them” are just some examples of highly emotive language that is repeated to emphasise their bravery. In addition Tennyson keeps highlighting the plight of the men who were lightly armed with “sabres” or swords and yet fought bravely. The emotive style is also achieved by onomatopoeic phrases such as “Volley’d and thunder’d” that help echo the frightening sound of the battle as well as the alliteration of, for instance, the “s” sound in “Storm’d at with shot and shell”. The rhymes also help link ideas that evoke an emotive reaction in the reader who cannot help thinking that with each “shot and shell” a “hero fell”.

4. Discuss whether the poem could be classed as propaganda.

This may be argued both ways. It is certainly evokes pride and patriotic feelings towards the brave men who died in their efforts to win the war for England, but it is based essentially on emotion and lacks logical argument.

On the other hand it might be argued that the phrase “Someone had blundered” is very condemnatory of the senior army management and while the common soldiers were not required to “reason why” and should be honoured as the “Noble six hundred”, the whole poem is critical and based on reason.

5. If it is propaganda does it also have literary merit? Why?

It certainly has literary merit as it has stood the test of time and promotes thoughtful contemplation.

4. THE LAST OF THE LIGHT BRIGADE – Rudyard Kipling (NEP)

1. How does Kipling depict the survivors?

The survivors are depicted as proud as they would not accept charity and say they “don’t want food, sir”, but also as pitiable as they are a “poor little army” who “are starving now”.

2. Study the final stanza and discuss how he has used contrast to make his point.

The first and third lines describe the English public who “babble” and whose children lisp of their past glory, yet the second and fourth lines belie this supposed glory by emphasising the poverty of these heroes who are reduced to begging as they “lack their food to-night”.

5. DRUMMER HODGE – Thomas Hardy (NEP)

1. Comment on the choice of the title in the poem Drummer Hodge. What is the intention of the speaker in referring to the soldier in this way?

The title is impersonal. The soldier’s first name is not mentioned, just his occupation. The surname ‘Hodge’ was a common surname in rural England at the time of writing. This all emphasises the dehumanising effect of war. The soldier is almost anonymous.

- 2 The word 'throw' shows disrespect for the body. Comment on the mood and tone invoked by the use of the words 'strange', 'foreign' and 'unknown'.

The mood is one of sadness regarding the needless death of such a young soldier who is so far from home. The tone is one of futility – the futility of war.

- 4 Comment on the physical location and the historical context from which the poem emerged. Find four quotations which refer to the specific landscape and how it is contrasted to the home landscape of the soldier. Write a paragraph to explain why the poet uses these references and what kind of emotional effect they have on the reader.

The context is the South African or Anglo-Boer War. The reference to 'kopje-crest' might invoke the image of a grave or 'mount'. The landscape is called the 'broad Karoo' referring to its expanse as compared to the English landscape that is green, compact and 'fresh'. 'The Bush' and 'dusty loam' also contrast with 'Fresh'. 'Some Southern tree' is contrasted with his 'Northern brain and breast' and shows his alienation from the landscape. The name of the tree is not known to the soldiers. These fairly unspecific references indicate that the soldier is in a strange and, for him, frightening place.

- 5 Refer to 'Dulce et decorum est' and 'Drummer Hodge' in order to explain the irony expressed in each of the two poems. Quote from both poems to substantiate your point.

The poem 'Dulce ...' is ironic in that it points out the dreadfulness of dying in the trenches of World War 1 and then shows up the double standards set up by the leaders who claim that it is 'sweet and right/decorous' to die for ones country. This is similar to the irony of the young soldier who does not belong and is not at home in the African landscape, yet will 'eternally' lie there.

PART 1.2 PEACE PRE 20TH CENTURY

6. IN TIME OF "THE BREAKING OF NATIONS" – Thomas Hardy (HL)

- 1 The title comes from the Bible: Jeremiah, 61:20 in which Jeremiah prophesied that the Lord would "break in pieces the nations" that were opposed to Him and to peace.

- 1.1 Why might this title have been a good one at the time of the poem's publication?

At the time the nations of Europe were breaking each other up. They were tearing up the world they knew.

- 2 Why do you think Hardy chose to include the images of the farmer ploughing his fields and the two young lovers in this poem?

They are both images they imply renewal and regeneration. The ploughed field will be seeded and there will be new growth and the lovers epitomise love as opposed the hatred and war and they might marry and bring another generation into the world.

7. WHEN LEADERS SPEAK OF PEACE– Bertold Brecht (NEP)

- 1 Brecht uses contrast in these poems. Explain what is being contrasted.

The major contrast is between those with power 'the leaders' and the poor or 'common folk'. Brecht shows us how the ordinary people are constantly misled by the powerful.

- 2 What is the tone that emanates from his poetry?

The tone is cynical and bitter.