

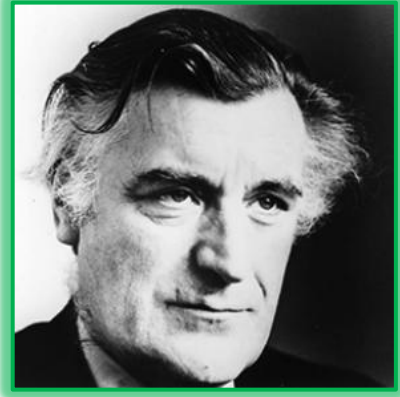
5 a day recall questions in your books please

1. What does PTSD stand for?
2. What is enjambment?
3. What is the difference between a metaphor and a simile?
4. Finish the last line of Remains 'his _____ life in my _____ hands.'
5. Define alliteration.

5 a day recall questions in your books please

1. What does PTSD stand for? **Post Traumatic Stress Disorder**
2. What is enjambment? **When a line continues onto the next without punctuation at the end**
3. What is the difference between a metaphor and a simile? **A simile is comparing two things using 'like' or 'as' whereas a metaphor is saying something is something else.**
4. Finish the last line of Remains 'his **bloody** life in my **bloody** hands.'
5. Define alliteration. **When more than one word starts with the same letter in a sentence**

Ted Hughes – summarise the information below



Ted Hughes was born near Halifax, West Yorkshire in 1930. His father was a carpenter and a veteran of World War I. Although his family moved when he was eight years old, the landscape of his birthplace had a huge impact on his writing. He went to Cambridge in the 1950s where he read English Literature, Archaeology and Anthropology. While at Cambridge, he met his first wife, Sylvia Plath, whom he married in 1956.

Hughes writes about the elements and aspects of the natural world in much of his poetry. The poet Simon Armitage said that for Hughes, poetry was ‘a connecting rod between nature and humanity’.

This poem seems to be heavily influenced by the fact that Hughes’ father was a veteran of the First World War (having survived his regiment’s massacre at Gallipoli), as well as by the poetry of Wilfred Owen. Ted Hughes served in the RAF, but he did not see combat.

BAYONET CHARGE

1. Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

2.
In bewilderment then he almost stopped –
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

3.
Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

What was it like 'going over the top'?

We are going to watch some interviews of men going over the top like the soldier in 'Bayonet Charge'.

As we watch, consider what the soldiers may be thinking and how they are feeling. What emotions are presented?

Be prepared to share your ideas and make sure you pay attention as this will help with your homework.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-ks4-i-was-there-the-great-war-interviews-going-over-top-infantrymen-trenches/z68c8xs>

First impressions of the poem

On your copy of the poem, make notes on the following:

- Meaning
- Imagery
- Emotions/Tone
- Structure
- Language

What can you say about each of these things? Make notes on your copy of the poem.



Homework

- Write a diary entry or letter home from the perspective of a soldier in the trenches. You can use ideas from the real first hand accounts you have heard and anything else you know about being in the trenches.

You should aim to write at least 3 paragraphs.

You may want to start:

- *Dear diary/dear (wife/mum etc)*
- *Being in the trenches is like... I feel...*
- *Yesterday we had to go over the top and fight and I felt...*
- *As I was running I could hear..*

September

**key
words:**

Free verse

Futility

Sibilance

Caesura

What are we learning? To analyse the writer's use of language

Why are we learning this? To prepare for literature paper 2

Title: none – annotating anthology

5 a day recall questions in your books please

1. What is a caesura?
2. Write 3 adjectives to describe how a soldier might feel before going over the top.
3. Ted Hughes served in WW1. True or false?
4. Write one similarity between Remains and Bayonet Charge
5. Write one difference between Remains and Bayonet Charge.

5 a day recall questions in your books please

1. What is a caesura? **A pause of break in the middle of a line of poetry.**
2. Write 3 adjectives to describe how a soldier might feel before going over the top. **Scared, worried, nervous, anxious, terrified etc.**
3. Ted Hughes served in WW1. True or **false?**
4. Write one similarity between Remains and Bayonet Charge. **They are both about war/from the soldiers' perspectives etc**
5. Write one difference between Remains and Bayonet Charge. **Remains is more modern and BC is about WW1, Remains is about one incident of killing and BC is about the act of going to fight...etc**

ANALYSE AS A CLASS

The poem opens in 'Medias Res', meaning, 'in the middle of things'. What is the effect and why has Hughes chosen to open his poem like this?

The poem has an irregular rhythm meaning it can be difficult to read. What could this mirror?

How is war portrayed as a violent event here?

**Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
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What could the dashes suggest?

The poem is in free verse, meaning there is no set rhyme or meter patterns. Why has Hughes made this choice? What could it reflect?

How does Hughes dehumanise the soldier in the last line?

Why mention the hedge is 'green'? Considering the effects of war, what is the significance of this 'green hedge'?

Analyse independently

Why is enjambment used extensively in this stanza? What could it reflect?

In bewilderment then he almost stopped –
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What language device does Hughes use to show the soldier is uncertain as to why he is running?

Why does Hughes use caesura after 'mid-stride'? What is the effect?

What does 'statuary' mean? What is Hughes suggesting here?

What is the effect of the sibilance in the final line? What might it sound like?

Analyse independently

What does the verb 'threshing' imply?

What could the 'yellow hare' be symbolic of?

The structure of this stanza means the 'green hedge' stands out again because it is the longest line. Why does Hughes want to draw our attention to it again?

How is the mood of extreme terror created here?

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How does this stanza portray the futility of war?

What is the soldier feeling when he says, 'King, honour, human dignity, etcetera'? Panic? Fear? Frustration? Why is the soldier so dismissive of these three things?

What is the last line suggesting about the soldier's emotions? Consider the noun 'dynamite' and its connotations.

When you have finished your annotations,
choose an activity below:

Write a response to the statement:

- Which poem, out of Remains and Bayonet Charge, shows the reality of conflict the most accurately, do you think, and why?

Write a PEEL style response to the question:

- How does Ted Hughes present the reality of war in Bayonet Charge?

TEACHERS ON TWITTER: THE SIGNIFICANCE OF THE 'YELLOW HARE'



When asked about the significance of the 'yellow hare' on Twitter, teachers offered the following suggestions. Do you agree or disagree with anything mentioned here? What is your own interpretation?



'According to some folklore, the hare is a symbol of an imminent tempest, inspired foreboding and trepidation. It can be seen to be unlucky to meet a hare and it is often associated with disaster.'

'I think it's interesting that it's the only other life he sees (no humans mentioned) and it is a natural image which is killed, like the air.'

'I get students to consider the reason for a hare and not a rabbit. Rabbits will hide (I'm not David Attenborough so don't judge me) and live together whilst a hare will run from danger and tend to be solitary. Then link this idea to the soldier in the poem.'

'On a physical rather than figurative level, I always thought it was in part because the hare is running for its life like the soldier and it is only when he stops that he becomes aware of it and the image of it being torn apart indicates his own possible fate.'

TEACHERS ON TWITTER: THE SIGNIFICANCE OF THE 'YELLOW HARE'

'Consider survival techniques used by soldiers and hares: both use camouflage to evade attack; a hare will lie in their form in the ground, a soldier his trench; hares run in zig zags to avoid being caught/ shot at, a strategy used by soldiers.'

'I've always gone down human warfare destroying nature and also that it foreshadows the soldier's fate. He sees the hare & knows his will be the same.'

'I always consider it as a representation of the effects of war on nature.'

'It could be an image of nature in pain, suffering at the sight of man destroying one another and nature. Yellow links to illness/death, hare links to death/rebirth/resurrection. Maybe it's a warning that we all suffer and make sacrifices in conflict...maybe!'

'Vulnerability? Cowardice?'

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