

Year 8: Conflict Poetry – self isolation work (Spring Term 1)

- ❑ **Week 1 - Lesson 1** – Munition Wages
- ❑ **Week 2 - Lesson 2** – A Century Later

Lesson 1: Munition Wages

Task 1: Context of the poem.

Watch these videos to help understand the poem:

<https://www.youtube.com/watch?v=PQz4D3WEBww>

<https://www.youtube.com/watch?v=YBeIDO2ggew>

Write a summary of what you have learnt here:



Now, read the poem:

Earning high wages?
Yus, Five quid a week.
A woman, too, mind you,
I calls it dim sweet.

Ye'are asking some questions —
But bless yer, here goes:
I spends the whole racket
On good times and clothes.

Me saving? Elijah!
Yer do think I'm mad.
I'm acting the lady,
But — I ain't living bad.

I'm having life's good times.
See 'ere it's like this:
The 'oof come o' danger,
A touch-and-go bizz.

We're all here today, mate,
Tomorrow — perhaps dead,
If Fate tumbles on us
And blows up our shed.

Afraid! Are yer kidding?
With money to spend!
Years back I wore tatters,
Now — silk stockings, mi friend!

I've bracelets and jewellery,
Rings envied by friends;
A sergeant to swank with,
And something to lend.

I drive out in taxis,
Do theatres in style.
And this is mi verdict —
It is jolly worth while.

Worth while, for tomorrow
If I'm blown to the sky,
I'll have repaid mi wages
In death — and pass by.

Now answer these questions about the poem:

1. How does the worker spend the money she is earning?

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2. How do you think she feels about earning money?

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3. Why do you think she is not trying to save money?

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4. It is written a bit like a song. Why do you think the writer has done this?

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5. On the surface it seems like a very cheerful poem. What lines could show that it is not all cheerful?

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6. Overall, how do you think she feels about working in the factory?

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Extension: If you could ask the speaker one question, what would it be?

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Lesson 2: A Century Later

Task 1: The next poem that we are going to read is in response to a poem written in WW1.

Firstly, read the WW1 poem:

Anthem for Doomed Youth

What passing-bells for these who die as cattle?
— Only the monstrous anger of the guns.
Only the stuttering rifles' rapid rattle
Can patter out their hasty orisons.
No mockeries now for them; no prayers nor bells;
Nor any voice of mourning save the choirs,—
The shrill, demented choirs of wailing shells;
And bugles calling for them from sad shires.

What candles may be held to speed them all?
Not in the hands of boys, but in their eyes
Shall shine the holy glimmers of goodbyes.
The pallor of girls' brows shall be their pall;
Their flowers the tenderness of patient minds,
And each slow dusk a drawing-down of blinds.

This poem is about the soldier in World War One.

How would you describe the tone of this poem?

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Task 2: The poem that we are looking at, 'A Century Later' is about Malala Yousafzai

Watch this video about what happened to Malala:

<https://www.youtube.com/watch?v=FnloKzEAX7o>

Write a summary of what you learnt about Malala:

Now, read the poem 'A Century Later'

The school-bell is a call to battle,
every step to class, a step into the firing-line.
Here is the target, fine skin at the temple,
cheek still rounded from being fifteen.

Surrendered, surrounded, she
takes the bullet in the head
and walks on. The missile cuts
a pathway in her mind, to an orchard
in full bloom, a field humming under the sun,
its lap open and full of poppies.

This girl has won
the right to be ordinary,
wear bangles to a wedding, paint her fingernails,
go to school. Bullet, she says, you are stupid.
You have failed. You cannot kill a book
or the buzzing in it.

A murmur, a swarm. Behind her, one by one,
the schoolgirls are standing up
to take their places on the front line.

Quotes analysis;

"The school-bell is a call to battle/ every step to class, a step into the firing-line."

How is school presented in this quote?

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"This girl has won/ the right to be ordinary"

How is Malala presented in this quote?

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“Bullet, she says, you are stupid/ You have failed.”

How is Malala presented in this quote?

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“Behind her, one by one,/the schoolgirls are standing up”

How is Malala's actions presented in this quote?

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Extension; Write a letter to Malala asking about her experience and how she feels

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