

LITERATURE GUIDES & WORKSHEETS FOR TEACHERS



WAR POEMS AND OTHERS

BY

WILFRED OWEN

©Written by Angie Barillaro, Radiant Heart Publishing ©2011

Introduction

Wilfred Owen is remembered as a key poet who wrote about the horrifying experiences of World War I, which occurred from 1914 to 1919. This war has produced many great poems and poets, and Wilfred Owen is in the company of other other great poets such as Siegfried Sassoon, Rupert Brooke, Ivo Gurney, Charles Sorley, Isaac Rosenberg and Edward Thomas. They were all young men who fought in the First World War and out of this group; five were killed during the War including Owen.

Each of the poets has a different focus on the war; however most are like Wilfred Owen who depicts the horror and suffering of trench warfare. Owen and other poets such as Rosenberg challenged the traditional view that participating in war was a great heroic feat and a duty / honour.

Instead the poetry of Wilfred Owen and others focuses on the tragedies of trench warfare, the absurdity of the conditions and the cruelty of the surroundings. The poetry was quite modern in style and the use of colloquial language and slang would have been quite controversial at the time, but it suited what the poetry was describing.

Owen especially focused on the tragedy of wasted lives - the sad statement such a war made about the human condition. Because of poets like Wilfred Owen, history has an incredible insight into war and the suffering that occurred as over nine million soldiers were killed in battle. The poetry of World War One challenged the patriotic, noble ideals of war especially with this new approach to warfare that had never been tried before – trench warfare.



Storm troops advancing under gas – Art by Otto Dix, 1924

About the Poet – Wilfred Owen

Wilfred Edward Salter Owen was born in Shropshire, England on the 18th March 1893. He lived with his middle class family until his grandfather died, and life became a struggle.

Owen studied at Birkenhead Institute and he was particularly interested in writing and Botany, with a particular love of poetry. His mother Susan had great ambitions for him and also provided a strong religious background. Although he got into London University, the costs were too high and he decided to find a career, becoming an assistant to the Vicar in Oxfordshire. Owen continued to write poetry, but disliked the religious position he held. In 1913 Owen went to France to work as an English teacher in Bordeaux, later becoming a private tutor. The following year, 1914, saw the outbreak of the First World War, so in 1915 Owen returned to England to join the Army. Arriving at the Front in 1916, he was shocked by what he saw which seemed to be endless miles of mud, constant shelling and fighting.

During one of these attacks, he was so shell-shocked that he had to go back to England to hospital. There he met Siegfried Sassoon who encouraged him in his poetry writing which led to his best works. When he got better, he actually went back to war and was shot and killed on the 4th November 1918 at the Sambre Canal - the war ended just one week later on the 11th November 1918. After his death, Sassoon edited Owen's poetry and Wilfred Owen's first book of poetry was published in 1920.

Wilfred Owen is considered to be one of the greatest war poets along with Siegfried Sassoon. Since the end of World War I, Owen's poetry has become forever studied and strikes horror in those who read it. Especially with hindsight one can see the futility and pointlessness of war - so many lives being lost and then again in World War II. Owen was different because he portrayed the reality of war as experienced by soldiers on the Front however, in the past it had only been acceptable to write patriotic, jingoistic poetry, such as that of Rupert Brooke. Some people criticized his poetry for not encouraging Britain to succeed, as war had to be fought for freedom.

Owen himself wrote "my subject is war, and the pity of war". The poetry is in the pity." Through his poetry we see the complete destructiveness of war and there is no room for sentimentality, instead we lament the lost lives, his own included. As war has continued to rage throughout the world, although not at the rate of the major World Wars, we fully understand the grief and loss of Owen's war poetry.



Context – World War I

The First World War was one of the biggest wars that had ever been staged and saw the introduction of weapons of mass destruction such as gas as well as other new war technology. There are many reasons for the outbreak of World War I, however the trigger was the assassination of Archduke Franz Ferdinand by a Serbian student. Other factors included diplomatic fall-outs, irrational nationalism, and a buildup of military might.

Europe was split into two opposing camps. France, Russia and Great Britain were in the Triple Entente and Germany, Italy and Austria/Hungary were part of the Triple Alliance. On July 28, 1914 Austria/Hungary declared war on Serbia, so Russia began to get ready for war, and then Germany declared war on Russia and then France. These were the key players in the war. However, when Germany invaded Belgium - a neutral country, Britain joined the war for fear of follow-up attacks.

After Germany moved into France the trench warfare began. This was a new method of warfare that had never been tried before and had been a military officer's brainchild. It meant that both sides had dug trenches underground, and the middle became known as "no-man's land". The conditions in the trenches were horrific, especially as they were always wet and muddy and filled with rats, lice and disease. There was shelling and fire all day and night, and no protection from the heat or winter cold. Many soldiers not only died from being hit by guns and grenades, but also from the diseases that were rampant as well as the mental anguish.

For the first time poison gas was used at large which was deadly as it could blind and kill anyone hit by it. As a result, all the soldiers had gas masks to protect themselves, although they were still not fully protected. Over 9 million soldiers are believed to have been killed, in other words a whole generation of young men. Later the Americans entered the War and joined the allied forces which led to the Germans surrendering on the 11th November 1918. Not only had so many people been killed but another 6 million people were either missing or captured.

The economy of all the countries had been ruined because of the billions of dollars that had been spent. As a result, at the end of the War, Germany and the central powers were penalized and forced to sign the Treaty of the Versailles which was very humiliating, especially for Germany. These frustrations are believed to be a key factor in the out-break of World War II in 1939.



Owen's War Poetry

Wilfred Owen believed he could make an important difference in society through the writing of his war poetry now that he had experienced firsthand the horror and trauma of World War I. It is important to understand that at the time many families had no idea what was going on in trench warfare and the true extent of the horrors. Owen himself identified as a soldier and wished to gain support for the soldier's plight, thus he writes from the soldiers' point of view.

In order to encourage young men to enlist in the army, enlistment efforts were in full swing with the military organizing propaganda. Posters were aimed at the patriotic ideals, the sense of duty to fight for one's country and protect one's country and the so-called honour and glory of war. There were many events organized to encourage young men to enlist in the war including exciting posters, concerts and so on.

After the soldiers enlisted and actually arrived at war, nothing could have prepared them for the horror, the despair, the pessimism and bloodshed. Owen is believed to have captured the terror of trench warfare better than any other poet at the time and was not afraid to attack and criticize those at home, protected from the reality that the soldiers were facing.

Owen's poetry does not glorify war, in fact he wrote about "the pity of war". By writing about the reality of the trenches and the experiences the soldiers had, he was shocking people into realizing the futility of war. Underlying Owen's poetry is the belief that there must be other ways of solving conflict without resorting to war. Another aspect common in war poetry and in Owen's especially, is the way that the young soldiers supported each other which is probably why after he recovered from his first stint at war, he then went back to the Front as he felt the other soldiers needed him. However, just one week before the war ended, he was killed in battle.

Owen wrote his poetry in the hope of creating reform and enlightenment. He used the sort of language that would be understood and could carry the grossness of war which included colloquial language and harsh reality, which was radical for the time and is part of the modern poetry movement. Therefore Owen was not about to apologize about the strong, gruesome imagery and language used in his poems. It is easy to see that Owen's war poetry was unique not just in its modernity and use of language but also in its perspective (that of the soldier) and purpose (that of reform). Owen's poetry also serves as a warning for later generations.

Owen's poems recreate the horror at the Front, for the sake of recreating the experience the soldiers were having. Overall war is seen as a universal tragedy, not just in the trenches but also for future wars to come and those of the past. War is the antipathy of life. War is death. In Owen's poetry we see how in war, life is denied and the physical reality is so great and inhumane it goes against all human values.



“The Parable of the Old Man and the Young”

By juxtaposing the Bible story of Abraham, taking his son to the mountain to sacrifice him, Owen creates an intensely confronting message laying blame on those who promote war. In the Bible story Abraham was stopped at the last minute by the Angel, just as he was about to plunge the knife into his own son. Instead he was shown a lamb.

However the conclusion of the poem is that in reality the young men who were sent to war are sacrificial offerings cruelly sent to their death.

The last two lines of the poem say it all, as not only did the old man slaughter his son, but many old men who sent their sons to war slaughtered “half the seed of Europe...” The simplicity and familiarity of the poem belies the message and the horror of war - that war is slaughter and is against the better judgment of humanity. This Bible section is found in the first Book of the Bible, Genesis in Chapter 22 where Abraham’s faith is being tested and God orders Abraham to take his only son Isaac and offer his as a sacrifice to prove his loyalty and love for God. In both the Bible story and the poem, Isaac is innocent and unaware of the terrible fate that awaits him as he asks innocently “where is the lamb?” At the last minute the Lord sends an Angel to stop Abraham “lay not thy hand upon the lad, neither do thou anything to him.” God is very happy with Abraham’s faith and tells him he and his race will be blessed.

At the time when Owen wrote this poem, readers would have been shocked by the use of the Bible verse in the poem especially with the last two lines which stand out and harshly judge every family that has sent a son to war with its conclusion – that war is the opposite of what God said to Abraham.

The emphasis is repeated about the seed and how with the men who died at war, a whole generation has been wiped out. The old men in the poem refer to all patriarchal and authority figures from the Governments, the Military, the Church and families. Owen is teaching and showing us that we have gone against God’s word because even God did not want the senseless sacrifice of Isaac, and would not sanction war and the death of innocent millions.

The title is important, it refers to a parable, and parables usually relate to the short stories that Jesus preached in The New Testament, which are like fables with a moral conclusion. Some parables you may have heard of include the story of the loaves and the fishes, and the prodigal son. The last two lines of the poem are very condemnatory in tone.

Question - How do you think the poem would have been received when it was published?



‘Anthem for Doomed Youth’

This powerful poem is a series of questions, angrily asked for a generation that is doomed. An anthem is usually a positive expression, a song for life. However in the poem, the young men at war are presented as doomed youth - as mere cattle and fodder to be slaughtered. It is asking us what are we giving these young men? And the reply is nothing but death, “monstrous anger of the guns”. The use of alliteration emphasizes angrily the meaninglessness of their reward or lack of. The adjectives are negative, “monstrous, demented, wailing...” and create an image of sheer wastefulness and doom. There is nothing for these youth. They have not been allowed to live life.

Even in death they will not be properly mourned, they will not be properly buried or have dignified ceremonies with prayers and bells, and there will be no candles lit for them. The title is ironic as an anthem is meant to be a celebration but for these young men there is no celebration. They do not receive any praise, they just rot away in the earth and the mud. The poem builds up around the concept of ‘doomed’ in the title. The poem is organized as a sonnet with fourteen lines and the formality of the rhyming pattern merely serves to render the plight of these doomed youths as even more tragic.

The total lack of humanity afforded to the young men is seen in the opening lines “what passing bells for these who die as cattle?” The sonnet is short like the lives of the young men themselves with no time for any humanity and dignity, and in their place is gloom and doom. There is also an underlying unspoken attack against the Church and religious people who promoted war and encouraged young men to go to war which again is against the real teaching of the Bible. The repetition of negatives in the “no mockeries....no prayers...no bells....nor any voice.....” emphasizes the lack that this generation has had nothing to look forward to. The use of words such “shrill” and “wailing” adds to the sound pattern of the poem (onomatopoeia).

The last line “.....a drawing down of blinds” is indicative again of death and endings and is also referring to blinds being drawn down or shut in houses where mourning is taking place. From the title to the end of the poem the doomed youth is trapped, captured and maintained.

Question:

Describe in your own words how the use of the sonnet form has given meaning to the poem.



‘Futility’

The word futility is an apt word to describe how Owen felt about war and the wasted lives of the young men in the trenches. The poem opens to a scene of panic and rushing – “move them into the sun.” The plight of the soldier is one of crisis as various attempts are made to keep him alive in desperation “if anything might rouse him now – the kind old sun will know.” The contrast of home and the whispering fields is a gentle comforting image which contrasts with where the soldier is right now “this morning and this snow.”

The second stanza reminds us of what life is all about with the sun giving life to seeds and plants growing freely and reaches a conclusion which sums up the term futility “oh what made factious sun beams toil – to break earths sleep at all.” In other words, what is the point if this is what we are going to do with human beings? The poem forces us to question the pointlessness of human sacrifice and war. The sun, the beauty and peace as “gently its touch awoke him once, at home, whispering of fields are sown” draws us to the beauty that life can hold as opposed to the monstrosity of war.

We remember a time when the young man was healthy and filled with life and potential. But now even the sun cannot warm him and wake him and nothing will rejuvenate him, despite the plea at the end of the first stanza, or the sense of hope, that if anything, it will be the sun that would wake him. The sun is personified affectionately as a kind old man but here the sun is impotent - for Owen and others the destruction of warfare brought to question the whole pointlessness of life and why we go to war. In other words the question Owen seems to be asking is what is the point of being born at all if this is the result of life.

Question:

1. What is the tone of the poem and how does Owen create it?
2. Why do you think Owen wrote this poem?



‘Dulce et Decorum Est’

This is one of Owen’s most famous poems and he wrote it as he was recovering in hospital after being shell-shocked and gassed. The title refers to a famous patriotic saying that means that it is sweet and noble to die for one’s country. However, Owen disagrees with this as he has been at war and seen the reality. In order to prove that there is no heroism in war, Owen recreates the reality very vividly with soldiers “bent double, like old beggars under sacks” and later “all went lame: all blind.” The imagery is one of physical despair, illness and ageing before one’s time showing us that this is what one reaps from war.

The vivid contrast with the reality of “gas! gas! quick, boys!” confronts us with the reality of attack and the nightmare vision is surreal “as under a green sea I saw him drowning”. Onomatopoeia is used throughout the poem creating very clear and disturbing imagery “guttering, choking, drowning, smothering, gargling.” Owen builds up the reality of the men suffering and we cannot turn away from it. It is anything but noble and heroic, furthermore the dead are simply “flung”. In particular the reality of dead men thrown one on top the other on a carriage disgusts us, yet we cannot turn away from the horror,

“if you could hear at every jolt, the blood,
come gargling from the froth, corrupted lungs,
obscene as cancer...”

which leads to the conclusion that only silly children would believe “the Old Lie:

“Dolce et Decorum Est.

Pro Patia Mori” (*How sweet it is to die for one’s country*)

Question: How has Owen proven that there is no heroism in dying for one’s country?
Discuss.



‘Disabled’

Disabled portrays a young man who has been injured through war and is back home, however because he no longer has legs and is wheelchair bound. There is a great sense of loss and limitation. The poem focuses on a sense of his not being whole and what he will miss out on, thanks to the war. There is no sense of positive future for the young man and he wonders why it was that he even signed up for the war.

Despite falling for all the glory and honour of war, it all turned out to be a lie for “now he will spend a few sick years in Institutes” as he waits and wonders “why don’t they come and put me into bed? Why don’t they come?” There is no sense of possibility and a future for the young man and he has to take whatever pity can give him. He feels overlooked and that he may never experience love from a woman.

The poem may be dated in attitudes towards disabled people compared with nowadays where we would not see being in a wheelchair and having no legs, as necessarily being the end of life. Nowadays people fight for the rights of disabled people to be heard and treated as all other people are heard and treated. However this is from a modern point of view.

The focus of the poem is on the man’s physical and emotional disability and it is interesting that the man is never named, suffering from a lack of identity. The poem shows us the contrast between the man before the war and now. In the past, he enjoyed sport and there was nothing wrong with “a blood smear down his leg” as part of a game, however the loss of his legs in battle has virtually ended his life. In other words although soldiers fight in teams and are active, as they do in sports, war is a deadly game with no winners.

The naivety and innocence of the young man is poignant, as he lied about his age pretending to be 19 years old, so he could be allowed to enlist. That he went into war without knowing what lay ahead or having any feelings about the enemy adds to the tragedy. The last two lines of the poem “how cold and late it is!” show us how powerless the young man is and suggests a greater mental anguish.

Task: Imagine you are the young man in this poem; write a diary entry about your life.



‘Mental Cases’

Mental Cases is a disturbing and confronting poem about a special type of hell inhabited by those who have lost their mind through war. We see their constant and repeated suffering as they are trapped in a nightmare of “multitudinous murderers” they once witnessed.

The buildup of the imagery is unrelenting; there is no escape for these people as they are now mere “purgatorial shadows”. There is no escape from this suffering and we are to blame as the last two lines indicate. “Snatching after us...”

There is a strong bitterness about the psychological damage that these victims of war have suffered and Owen would have seen many in the hospital and on the fields. Owen’s description of mental illness and insanity is created and built up visually “treading blood from lungs” and in sound in the use of onomatopoeia. The imagery is grotesque “picking at the rope knots of their scorging:”

The men have now been reduced to “mental cases” and have become dehumanized. However, these figures in white robes are not the ones in the Bible but are reminiscent of the characters from Dante’s Book of Purgatory, a world where souls suffer in eternity. How madness affects the men is drawn clearly “awful falseness ...” That they are laughing without any understanding of their situation makes it more tragic.

The second stanza focuses on and remind us of how these men came to be mental cases as we remember their experiences of war “carnage incomparable and human squander.”

Question: How does Owen recreate the mental state of these “mental cases.”



War Poems and Others...Extension Questions

1. Choose one poem and show how Owen creates meaning through his visual and aural affects.

2. What are the challenges that Owen would have faced as a poet writing about the horror of war?

3. What are the characteristics of Owen's poems. What makes them uniquely Wilfred Owen?

More of Owen's poetry

Choose three other poems written by Wilfred Owen and analyze them in the spaces provided below.

Title and Content	Language	Theme	How Owen creates meaning



Good vs. Evil

- Magazines and newspapers are needed for this lesson (to cut up)
 - Scissors, glue, blank paper, textas.

Are people essentially GOOD or EVIL? What do you think? Discuss in small groups and jot down your ideas below.

Human Nature is Good

Using newspapers and magazines and your own life experience etc. create a collage of images and words on the theme that human nature is basically good even though society, hardships and other problems corrupts human nature and may make us do evil deeds.

Human Nature is Evil

Is human nature basically evil? Think of events that seem to show that humans are essentially evil. Why do we need so many laws, family rules, and religion to keep human nature in control? Now create a collage of images and words on the theme that humans are essentially evil.

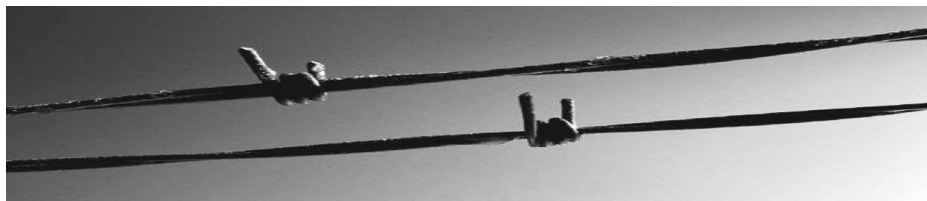
Class forum/ Debate

The class is to break up into two sides – good and evil to have an open forum to discuss whether human nature is good or evil.

Take a vote – what is every student's final verdict?

OTHER ACTIVITIES:

- Draw the feeling of evil
- Create a recipe for cooking up evil
- Create masks of how evil looks
- Create a scene or role play
- Create a scientific experiment.



Good and Evil in the World

- Other words for evil are?

- Other words for good are?

In groups, brainstorm what good and evil means to you. List the examples you can think of in the world we live in.

Good	Evil



War and Peace

Wars are unfortunately part of our history and all around us. How many wars and conflicts are going on right now? War, conflict, terrorism are all horrible evils we face and hear every day.

Research: Use the Internet, newspapers and Library books - on the supplied world map, colour in the sections of the world where war, conflict, terrorism acts have occurred in the last two years. Use different colours to colour in various problems around the world. Create a colour indicator for different types of conflict:

Conflict guide: War 

Terrorism 



A SECRET HIDING PLACE (related to World War II)

On May 26th, 1997, The Sunday Telegraph newspaper reported from London, the discovery of a wartime hiding place for over five hundred Jewish children trying to escape torture, imprisonment and death.

1. Do you know of any other hiding places, or stories involving hiding?
2. Imagine how terrifying it would be to have to hide from someone who wants to torture or kill you. What would they be thinking of?
3. How would they endure hiding for long periods of time?

A British couple have uncovered the wartime hiding place of hundreds of Jewish children in France after buying a remote 13th century Chateau.

Alex and Laurie Hussev moved into the Chateau near Montpellier, in Southern France, three weeks ago. On an outside wall they noticed a plaque saying: "site of the centre of the Resistance." But they were puzzled by the remains of two stone buildings at the end of the garden. Research revealed that the building had been used to house more than 500 children between 1942 and 1947.

WRITING TASK: A Secret Hiding Place

Think of a situation based on a real life hiding experience, or make one up from your imagination. Reflecting upon the above questions, write a story or keep a diary. Ensure the reader understands who you are, why you are hiding, where you are hiding, from whom you are hiding and how you get by. Are you alone or with others? How long have you been hiding?



Notes- World War One Background Information

- Fought from 1914 to 1918
- More than 15 million soldiers killed
- Began because of political problems in Europe and the assassination of Archduke Franz Ferdinand of Austria in 1914 was the final straw
- Also referred to as ‘the Great War’, the First World War’ and ‘the War to end all Wars’
- Most of the war was fought by soldiers from inside trenches facing the enemy soldiers who were also in trenches. The space in between was called ‘no man’s land’ and those who ran across it were often shot.
- Barbed wire, poisonous gas, gunfire, machine guns, aircraft, grenades and submarines were some of the main new technology being used to fight this war

Group Research Lesson

In groups of two or three, find out as much information as you can about the following aspects of World War One in order to present a quick two minute talk to the class about your findings.

Group 1: The countries involved in World War One

Group 2: Trench warfare

Group 3: Society during the time of World War One

Group 4: The experiences the soldiers had

Group 5: Australia in World War One



WAR

During World War One (1914 - 1918) millions of soldiers fought in the trenches and were killed fighting for their countries. In World War Two (1939 - 1945) the wars continued. Millions more soldiers died, and furthermore, over six million Jews were persecuted during the Holocaust. In Concentration camps, the Jews were tortured and killed, due to racial hatred. Children were not spared the suffering or killings. Out of these horrific experiences, we have some of the most powerful poetry ever to be written – by soldiers in the war. One of the most noted poets is Wilfred Owen, whose poetry presents the utter brutality of trench warfare truthfully. The experience for the soldiers was a shocking one especially as many of the soldiers were just young teenagers who had been fed propaganda about how noble it would be to fight for one's country in the War. In fact the common saying was "How sweet and noble it is to die for one's country", but the soldiers quickly realised they had just been sent to killing fields.

- Tasks:**
- 1. Create a Collage about War**
 - 2. Is war inevitable? Discuss.**



Task One - Poetry Analysis, Comparison & Photo Essay

Use this sheet with any war poem of your choice

1. **TITLE** Take notice of the title (if there is one) – this may reveal the theme of the poem
2. **FIRST READING**
 - Read the poem slowly – what ideas and images come to you?
 - What is happening (narrative) in the poem?
3. **RE-READ**
 - Read the poem again – thinking more about it
 - Take note of punctuation; images; listen to the rhyming pattern and the words
4. **MEANINGS**
 - Identify the literal or real meaning and then look for what you think the poet is trying to communicate?
5. **PUTTING IT ALL TOGETHER**
 - Read the poem again to consolidate your understanding of its meaning.
6. **THEME**
 - Identify main theme (s)
7. **ANALYTICAL RESPONSE**
 - Read the poem again, with your pen to underline. Look for poetic techniques. In particular: **similes; metaphors; alliteration; personification; onomatopoeia; assonance.**
 - Look for interesting structures such as: **repetition;; different voices;**
 - **Look up words unfamiliar to you.**
 - Listen to the tone of the poem. How does the poem sound? Where (if at all) does it change? Why do you think the poet wrote this poem?
8. **INTERPRETATION – How I see this poem**
 - What issues does this poem raise about society etc?



- Using this information, choose two poems about war and analyse them in 250 words each focusing on their similarities and differences.
- Then using the internet and other sources, create a Photo essay or other visual representation that captures the poetry above



World War One *Research Sites...*

American Internet Sites to Explore Taken from National Endowment
for the Humanities

Academy of American Poets

[<http://www.poets.org/>]

The Wilfred Owen Multimedia Digital Archive

[<http://www.hcu.ox.ac.uk/jtap/>]

A Wonderful Opportunity for You"

[<http://media.nara.gov/media/images/7/1/07-0001a.gif>]

Chronology of WWI

[http://www.digitalhistory.uh.edu/historyonline/ww1_chron.cfm?]

Modern American Poetry

[<http://www.english.uiuc.edu/maps/index.htm>]

WWI Photoessay

[<http://www.english.uiuc.edu/maps/ww1/photoessay.htm>]

Australian Internet Sites to Explore

First World War – Australian War Memorial

<http://www.awm.gov.au/atwar/ww1.asp>

Anzac Day – Cultural Portal

<http://www.cultureandrecreation.gov.au/articles/anzac/>

Gallipoli and the Anzacs

<http://www.anzacsite.gov.au/>

Gallipoli – The First Day ABC

<http://www.abc.net.au/innovation/gallipoli/>

National Archives of Australia

<http://www.naa.gov.au/collection/explore/defence/conflicts.aspx>



Gallipoli – A Peter Weir Film.

After watching this film, answer the following:

1. For what different reasons did the soldiers enlist?	
2. How did the British soldiers view the Australian soldiers? Explain	
3. How did the Australian soldiers view the British soldiers? Explain	
4. In what ways does Guy Nightingale change during the war?	
5. The men seem to accept that they will die in battle – how can you explain this?	
6. What do you think about the portrayal of leadership in this film?	
7. Why do you think Gallipoli has become an integral part of Australia's history and present day culture?	
8. After watching this film, how would you define bravery and courage?	
9. What are the key themes in this film?	
10. Research the ANZAC legend. What does it mean today?	



Peace



‘Peace, like charity, begins at home’. ~ Franklin D. Roosevelt



‘Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal’. ~ Dr. Martin Luther King Jr.

‘All we are saying is: give peace a chance’. ~ John Lennon

‘Imagine all the people living life in peace. You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will live as one’. ~ John Lennon

"Peace is our gift to each other." ~ Elie Wiesel

"Peace starts with a smile" ~ Mother Teresa

For everything there is a season,
 And a time for every matter under heaven:
 A time to be born, and a time to die;
 A time to plant, and a time to pluck up what is planted;
 A time to kill, and a time to heal;
 A time to break down, and a time to build up;
 A time to weep, and a time to laugh;
 A time to mourn, and a time to dance;
 A time to throw away stones, And a time to gather stones together;
 A time to embrace, And a time to refrain from embracing;
 A time to seek, and a time to lose;
 A time to tear, and a time to sew;
 A time to keep silence, and a time to speak;
 A time to love, and a time to hate,
 A time for war, and a time for peace.-Ecclesiastes 3: 1-8 (Bible)


- **Task: Create your own PEACE posters and hang them in a public place OR write a personal response about peace.**



Propaganda and War...


- Reflect on and analyze the following War posters.

 <p>WHO'S ABSENT?</p> <p><i>Is it <u>You</u>?</i></p>	
 <p>WOMEN OF BRITAIN SAY - GO!</p>	
 <p>THE NAVY NEEDS YOU! DON'T READ AMERICAN HISTORY - MAKE IT!</p> <p>U.S. NAVY RECRUITING STATION</p>	



Little AMERICANS
Do your bit

Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals-
and Rice with milk.
Save the wheat for our soldiers.
Leave nothing on your plate




UNITED STATES FOOD ADMINISTRATION

WAKE UP, AMERICA!



CIVILIZATION CALLS
EVERY MAN WOMAN AND CHILD!

MAYORS COMMITTEE 50 EAST 42ND ST




SINGLE MEN

Hundreds of Thousands of
married men have left
their homes to fight for
KING & COUNTRY

**SHOW YOUR
APPRECIATION**

**BY FOLLOWING THEIR
NOBLE EXAMPLE**



Take a look at...

• **Some Picture Books about World War I**

<i>Simpson and his Donkey</i>	<i>Mark Greenwood</i>
<i>In Flanders Field</i>	<i>Norman Jorgensen</i>
<i>Night Without Darkness</i>	<i>Elisabeth Stanley</i>
<i>The Bantam and the Soldier</i>	<i>Jennifer Beck</i>
<i>The Enemy</i>	<i>Daide Cali</i>
<i>Memorial</i>	<i>Gary Crew & Shaun Tan</i>
<i>Forbidden Forest</i>	<i>Du Bois</i>
<i>The Language of Doves</i>	<i>Wells</i>

• **A random list of World War I Films**

Admiral

All Quiet on the Western Front (1930 film) *All Quiet on the Western Front (1979 film)*

Beneath Hill 60

Dawn

The Dawn Patrol

Einstein and Eddington

Flyboys (2006 film)

The Four Horsemen of the Apocalypse

Gallipoli (1981 film)

Gallipoli (2005 film)

Grand Illusion

Haber (film)

Hedd Wyn (film)

In Love and War (1996 film)

J'accuse

Johnny Got His Gun

Joyeux Noël

King & Country

King of Hearts

The Lighthorsemen

The Lost Battalion

The Lost Battalion (2001 film)

My Boy Jack

Passchendaele

Paths of Glory

The Red Baron

Regeneration

The Trench (film)

A Very Long Engagement

Von Richthofen and Brown

Westfront 1918



Notes...