Words and definitions

Here is a series of words from the poem which you might not know. Try to match each word with its definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>light brigade</td>
<td>broken into many pieces</td>
</tr>
<tr>
<td>league</td>
<td>smoke from the lines of cannon</td>
</tr>
<tr>
<td>shot</td>
<td>lightly armed cavalry</td>
</tr>
<tr>
<td>battery-smoke</td>
<td>broken apart or in two</td>
</tr>
<tr>
<td>sabre (sabring)</td>
<td>the firing of a large number of missiles at the same time</td>
</tr>
<tr>
<td>shatter’d</td>
<td>about three miles</td>
</tr>
<tr>
<td>sunder’d</td>
<td>a type of sword</td>
</tr>
<tr>
<td>volley’d</td>
<td>solid projectiles fired from a gun</td>
</tr>
</tbody>
</table>

Add any other words from the poem you don’t know, along with a definition, to the bottom of this table. You will probably want to use a dictionary to help you.
Attitudes to war

‘The Charge of the Light Brigade’ by Alfred Tennyson

What are your views?

War in general

1. In pairs, make a list of all the wars that you can think of. Mark those that involved British soldiers.

2. Do you think there are any wars British soldiers should, or should not, have fought in? Prepare a short oral presentation that argues for or against Britain’s involvement in a particular war. (It could still be taking place.)

3. Imagine you have been asked to write a letter to a parliamentary committee that is looking at young people’s attitudes to war. The politicians want to know what teenagers think. Your letter should be set out as a formal letter and should use appropriate language. You might like to consider the following:
   - the cost to the country
   - what can be achieved by war
   - what cannot be achieved by war
   - the effects on the soldiers and their families
   - alternatives to war.

What would it be like to be a soldier?

1. Make list of five things that would be positive about being a member of the armed forces and five things that would be negative. In your view, would it be a good job?

2. Some people argue that one thing that sets members of the army, navy and air force apart from other people is that they have to follow orders. However, everyone who has a job has to follow rules and regulations, and do anything the person in charge says (or face the sack). Do you think there is a real difference between being a soldier, for example, and working for the local council?

3. Why do people join the armed forces? Would you try to persuade a friend, brother or sister (or a son or daughter, when you are older) to join the forces, or would you try to dissuade him or her?

4. Think about the following two lines from the poem:

   Theirs not to reason why,
   Theirs but to do and die:

   These lines refer to men who know that they face great danger. They know that there is a good chance that they will die. Think of two different reasons why they might still follow the orders they have been given.

Research tasks

1. Research what happened to soldiers who refused to follow orders in World War One.

2. Find two examples of military blunders. You might like to find out more about the Battle of Gallipoli, for example.