### Analysing and comparing ‘The Charge of the Light Brigade’ and ‘Disabled’

**‘The Charge of the Light Brigade’**  
Alfred, Lord Tennyson

- Read the poem carefully.  
- Stick the techniques used in the correct places.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Repetition</th>
<th>Imperatives (commands)</th>
<th>Half rhyme</th>
<th>Repetition of final words of stanza</th>
<th>Alliteration to emphasise danger</th>
</tr>
</thead>
<tbody>
<tr>
<td>repetition</td>
<td></td>
<td></td>
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<tr>
<td>personification</td>
<td></td>
<td>repetition of final words of stanza</td>
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</tr>
<tr>
<td>strong verbs of movement</td>
<td></td>
<td>dialogue so we can imagine the exact words said</td>
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</tr>
<tr>
<td>exciting rhythm, like a horse galloping</td>
<td></td>
<td>rhyme</td>
<td></td>
<td>repetition of final words of stanza</td>
<td>rhyme</td>
</tr>
<tr>
<td>rhetorical question</td>
<td></td>
<td>half rhyme</td>
<td></td>
<td>metaphor to emphasise danger</td>
<td>dactylic dimeter</td>
</tr>
<tr>
<td>strong verbs to emphasise loud sounds and danger</td>
<td></td>
<td>dactylic dimeter</td>
<td></td>
<td>exclamation to emphasise how brave they were</td>
<td>commands to the reader - the purpose of the poem</td>
</tr>
<tr>
<td>repetition of ‘flash’d’ to emphasise light flashing on sword - visual image</td>
<td></td>
<td>adjective - flattering the soldiers</td>
<td>repetition to show they are surrounded</td>
<td>nouns - weapons</td>
<td></td>
</tr>
<tr>
<td>repetition of ‘not’ to emphasise tragedy</td>
<td></td>
<td>rhetorical question to make the reader realise the men will never be forgotten</td>
<td>strong adverb placed first in the poetic foot, to emphasise bravery</td>
<td>alliteration to emphasise tragedy</td>
<td>dactylic dimeter</td>
</tr>
<tr>
<td>changes to present tense as poet addresses the reader</td>
<td></td>
<td>exciting start, full of action</td>
<td>alliteration to show bravery and obedience of soldiers</td>
<td>point when we learn they were not successful</td>
<td>point when we learn someone had made a mistake</td>
</tr>
</tbody>
</table>
### Helpful terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>League</td>
<td>A distance of about three miles.</td>
</tr>
<tr>
<td>The Light Brigade</td>
<td>A cavalry (horse-riding) regiment of soldiers.</td>
</tr>
<tr>
<td>The Crimean War</td>
<td>1854–1856. A war between Russia and Britain/France/the Ottoman Empire. About land ownership, especially in Palestine.</td>
</tr>
<tr>
<td>Alfred, Lord Tennyson</td>
<td>English Poet Laureate.</td>
</tr>
<tr>
<td>Alfred, Lord Tennyson (1809–1892)</td>
<td>English Poet Laureate.</td>
</tr>
<tr>
<td>Personification</td>
<td>When something which isn't human is made to sound like a human. It is a type of metaphor.</td>
</tr>
<tr>
<td>Rhetorical question</td>
<td>A question asked to make the reader think.</td>
</tr>
<tr>
<td>Half rhyme</td>
<td>When two lines nearly rhyme, but not quite e.g. onward/hundred, brigade/said.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>When two things are compared indirectly e.g. ‘they rode into the jaws of Death’. This is saying that they rode into a very dangerous situation. The situation is indirectly compared to the jaws of death.</td>
</tr>
<tr>
<td>Dactylic dimeter</td>
<td>A type of poetic rhythm.</td>
</tr>
<tr>
<td>Dactylic foot</td>
<td>Three syllables, the first of which is stressed.</td>
</tr>
<tr>
<td>Dimeter</td>
<td>When the poetic foot is repeated twice e.g. We that had/loved him so.</td>
</tr>
<tr>
<td>Alliteration</td>
<td>When different words start with the same letter, for emphasis e.g. ‘shot and shell’.</td>
</tr>
</tbody>
</table>
'The Charge of the Light Brigade'
by Alfred, Lord Tennyson

1. Half a league, half a league,
   Half a league onward,
All in the valley of Death
   Rode the six hundred.
"Forward, the Light Brigade!
"Charge for the guns!" he said:
Into the valley of Death
   Rode the six hundred.

2. "Forward, the Light Brigade!"
   Was there a man dismay'd?
Not tho' the soldier knew
   Someone had blunder'd:
Their's not to make reply,
Their's not to reason why,
Their’s but to do and die:
Into the valley of Death
   Rode the six hundred.

3. Cannon to right of them,
   Cannon to left of them,
   Cannon in front of them
   Volley’d and thunder’d;
Storm’d at with shot and shell,
Boldly they rode and well,
Into the jaws of Death,
Into the mouth of Hell
   Rode the six hundred.
4.
Flash’d all their sabres bare,
Flash’d as they turn’d in air,
Sabring the gunners there,
Charging an army, while
   All the world wonder’d:
Plunged in the battery-smoke
Right thro’ the line they broke;
Cossack and Russian
Reel’d from the sabre stroke
   Shatter’d and sunder’d.
Then they rode back, but not
   Not the six hundred.

5.
Cannon to right of them,
Cannon to left of them,
Cannon behind them
   Volley’d and thunder’d;
Storm’d at with shot and shell,
W hile horse and hero fell,
They that had fought so well
Came thro’ the jaws of Death
Back from the mouth of Hell,
All that was left of them,
   Left of six hundred.

6.
W hen can their glory fade?
O the wild charge they made!
   All the world wondered.
Honour the charge they made,
Honour the Light Brigade,
   N oble six hundred.
‘Disabled’

- Read the poem carefully.
- Stick the techniques/interesting points used in the correct places.

<table>
<thead>
<tr>
<th>Stanza all about after the injury</th>
<th>Use of alliteration to emphasise how horrible his clothes were</th>
<th>Use of contrast - girls' changed attitudes</th>
<th>Hyperbole (exaggeration) to emphasise waste</th>
<th>Metaphor to show how the man has altered and no longer feels his true age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part of stanza about before the war</td>
<td>Adjectives - dark, grey - to emphasise sadness</td>
<td>Soldier called 'he' - never named as could be one of many</td>
<td>Contrast - immaturity/ excessive and tragic maturity</td>
<td>Contrast - blood of sporting injury/wartime injury</td>
</tr>
<tr>
<td>Part of stanza about after the war</td>
<td>Alliteration to emphasise girls' beauty</td>
<td>Vocabulary - lights, colourfulness, shining - to emphasise joy</td>
<td>Verbs showing man's discomfort</td>
<td>Personification to emphasise how bad his terror would become</td>
</tr>
<tr>
<td>Stanza describing contrasts in the man before and after the war</td>
<td>Repetition to emphasise sounds of boys playing - contrast with his loneliness</td>
<td>Alliteration to emphasise his disability</td>
<td>Metaphor to show he's lost his youth, vitality, 'colour'</td>
<td>Repetition to show loneliness and helplessness</td>
</tr>
<tr>
<td>Stanza about why he joined up</td>
<td>Exclamation to show strength of feeling</td>
<td>Rhyme to emphasise positive aspects of army life</td>
<td>Use of alliteration to show boys having fun - contrasts with soldier</td>
<td>The man's bleak future</td>
</tr>
<tr>
<td>Stanza about after the war</td>
<td>The man will have to obey rules for the rest of his life</td>
<td>Evening time link between stanzas to link before/after the war</td>
<td>Punctuation - short phrases and caesuras to show his thought processes and actions before he joined up</td>
<td>Detail to show how the man was handsome</td>
</tr>
<tr>
<td>Alliteration to emphasise a positive aspect of army life</td>
<td>Contrast with previous stanza - leaving and returning very different</td>
<td>Rhetorical questions to show helplessness and loneliness</td>
<td>The man cannot move himself - he depends on others</td>
<td>Strong verb at time of injury</td>
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'Disabled'
by Wilfred Owen

He sat in a wheeled chair, waiting for dark,
And shivered in his ghastly suit of grey,
Legless, sewn short at elbow. Through the park
Voices of boys rang saddening like a hymn,
Voices of play and pleasure after day,
Till gathering sleep had mothered them from him.

About this time Town used to swing so gay
When glow-lamps budded in the light-blue trees
And girls glanced lovelier as the air grew dim,
— In the old times, before he threw away his knees.
Now he will never feel again how slim
Girls' waists are, or how warm their subtle hands,
All of them touch him like some queer disease.

There was an artist silly for his face,
For it was younger than his youth, last year.
Now he is old; his back will never brace;
He's lost his colour very far from here,
Poured it down shell-holes till the veins ran dry,
And half his lifetime lapsed in the hot race,
And leap of purple spurted from his thigh.
One time he liked a bloodsmear down his leg,
After the matches carried shoulder-high.
It was after football, when he'd drunk a peg,
He thought he'd better join. He wonders why …
Someone had said he'd look a god in kilts.
That’s why; and maybe, too, to please his Meg,
Aye, that was it, to please the giddy jilts,
He asked to join. He didn’t have to beg;
Smiling they wrote his lie; aged nineteen years.
Germans he scarcely thought of; and no fears
Of Fear came yet. He thought of jewelled hilts
For daggers in plaid socks; of smart salutes;
And care of arms; and leave; and pay arrears;
Esprit de corps; and hints for young recruits.
And soon, he was drafted out with drums and cheers.

Some cheered him home, but not as crowds cheer Goal.
Only a solemn man who brought him fruits
Thanked him; and then inquired about his soul.
Now, he will spend a few sick years in Institutes,
And do what things the rules consider wise,
And take whatever pity they may dole.
To-night he noticed how the women’s eyes
Passed from him to the strong men that were whole.
How cold and late it is! Why don’t they come
And put him into bed? Why don’t they come?
## WAR POETRY

**Compare two poems on the theme of war:**
‘The Charge of the Light Brigade’ and ‘Disabled’.

<table>
<thead>
<tr>
<th><strong>Context</strong></th>
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<tbody>
<tr>
<td>Write about the two wars. Why were the poems written? What was each poet’s attitude to war?</td>
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<tr>
<th><strong>‘Charge of the Light Brigade’</strong></th>
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<td>What is the poem about? Tell the story of what happens in your own words.</td>
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<td>What interesting poetic techniques are used and why? You will need to use quotations. Use your planning sheet to help.</td>
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<td>What is the poem about? Tell the story of what happens in your own words.</td>
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<td>What interesting poetic techniques are used and why? You will need to use quotations. Don’t forget to write about how the poet uses the ‘flashback’ technique, showing how life was before the war compared with now, afterwards. He uses lots of contrasts too.</td>
</tr>
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<th><strong>Your opinions</strong></th>
</tr>
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<tr>
<td>Which poem is the more realistic in its portrayal of war? Which one is written in the more interesting way? Which one is easiest to understand and why? Which do you prefer and why?</td>
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