

**LI: To understand the content, context and devices used in *Bayonet Charge* by Ted Hughes.**

- 1. Read the poem through once on page 22 in the booklet and pay attention to the annotations next to it as you read.** What are your first impressions of the poem? What mood is set? What do you think the poem might be about?
- 2. Read over the information on page 23 on context, themes and structure.** Now, create a mind- map or bullet-point list reducing this information into key points.
- 3. Next, read the poem through again.** Highlight/ underline any language devices you see being used in one colour. Next to these highlighted points, annotate the effect of these techniques. **Refer to terminology in the glossary.**
- 4. Now, read the poem again.** Using a different colour highlighter/ pen, identify any structural devices used and, just like with language, annotate the effect of the structure. **Refer to terminology in the glossary.**
- 5. What links to context can be seen within the poem?** Highlight and annotate.
- 6. What links to themes can be seen within the poem?** Highlight and annotate.
- 7. Now, listen to the GCSEPods on *Bayonet Charge*-** there are several short pods so make sure you listen to them all. As you listen, add key information to your annotations or create a mind-map/ bullet- point list of key information as you listen.

## 8. Finally, answer all of the following questions based on the poem:

### *Bayonet Charge*

1. Who is the speaker in this poem? How do we know?
2. What message is Hughes trying to portray to the reader? What gives us this impression?
3. How is caesura used in the first stanza and what's the effect?
4. What's the effect of the perfect past tense in line 7?
5. Look at lines 10-11 and explain the ideas Hughes is expressing.
6. What war is this poem set in?
7. What's the term for a list without conjunctions? Find an example in the third stanza and comment on it.
8. Look at lines 16-17. Choose four verbs. What's the effect of them. What do they suggest?
9. What's a bayonet?
10. How does Ted Hughes feel about war? How do you know?
11. What's the effect of the plosive sounds in line 5?
12. Why do you think Hughes has used the adjective "numb" to describe the soldier's rifle?

### Challenge tasks:

1. How has Hughes presented the theme of Conflict in *Bayonet Charge*? Use **WETTER** plus links to **context** to form your response. Include **key terminology** from the glossary.
2. How has Hughes presented the theme of Power in *Bayonet Charge*? Use **WETTER** plus links to **context** to form your response. Include **key terminology** from the glossary.
3. Which other poems that you have seen so far could you link *Bayonet Charge* to and why? Compare writers' intentions in both poems.