

ENGLISH ACTIVITY THREE: WRITING POETRY**Learning Objective**

- To adapt language and style for particular contexts, purposes and audiences;
- To perform own compositions.

Prior Learning

This lesson should be done after the Activity Two, The First World War Poets.

MAIN TASKS

1. Taking on board everything learnt in Activity Two: First World War Poets, write two First World War poems. Choose one scenario from A and one from B:
 - Ai. As if you were a soldier;
 - Aii. As if you were a nurse;
 - Aiii. As if you were a parent or child left at home.

 - Bi. In the present day writing about a relative who fought in the First World War;
 - Bii. As yourself expressing what you've learnt about what the War was like;
 - Biii. Writing about the War in a way which is understandable to younger children who don't know about it.
2. In pairs, students should read their A poems to each other. Discuss the differences in the styles and approaches each student has chosen. Do the same with their B poems.
3. As a whole group, discuss the difference in style, impact and emotional effect between the A poems, in which each student was embodying someone who lived through the experience of the War, and the B poems, written in the present tense as the students themselves.
4. What did the students learn about the experience of writing in different styles, for different audiences? Did they feel more comfortable in either A or B or feel they wrote a better poem in one or the other style?

Ideas for Differentiation

Higher attainers to research modern poems written in response to World War One and compare them to those written by poets living through the experience.

See [Modern First World War poems](#)