How is the theme of bravery expressed in the poem, Charge of the Light Brigade, and Bayonet Charge?

**Charge of the Light Brigade**

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|  | Point | Evidence | Technique | Explain/explore/effect | Relate |
| Structure | The rhythm is like a galloping horse showing determination to complete the task.Chronological events | ‘Half a league….”‘rode the 600’Left of 600’ | Repetition/rhythm | Shows bravery and a patriotic attitude. Soldiers following orders and fighting for King and country…Tells the story of bravery, obedience, and loss of life BUT they did as they were told. | Crimean War. 170 years ago. More patriotic attitude. Tennyson presents them as ‘all together’ and doing the right thing |
| Patterns | Broken pattern of the rhythm of the galloping | ‘Charging an army. While all the world wondered.’ | Interruption/break in rhythm | The break creates a pause/interruption to emphasise the moment when the Light Brigade were attacked and started to ‘fall’.Patriotic because ‘Theirs but to do and die’. | Links to The Times article where the reporter states that there were ‘holes’ in the line. |
| Language | Emotive to raise the profile of bravery and pride in country and deeds. | ‘Honour’‘Glory’‘Noble’ | E.L | Focuses on sacrifice and remembering the brave deeds of soldiers | The emotive language prompts the reader to feel pride in the soldiers and the country. Patriotic viewpoint. Emotional response.  |
| Imagery | Tennyson uses imagery to create a realisation of the horrors of war, but contrasts this with the soldiers’ willingness to go ahead. | Metaphor | ‘Mouth of hell’‘Jaws of death’Also use an aural (sound image) image here  | They ride into certain death. ‘Battery smoke’. Cannon fire, smoke, bullets, confusion, dead and dying horses and soldiers. There is no question that these soldiers are courageous.  | Psalm 23The Times article |
| Themes | Broadly pro-war, patriotic | ‘go forward’ ‘Glory’ |  | The whole poem focuses on telling the story of the brave soldiers who go,’ forward’, who are ‘noble’ and who do not question the orders, even if they die because of them.  |  |

**Bayonet Charge**

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|  | Point | Evidence | Technique | Explain/explore/effect | Relate |
| Structure | In media res – starts in the middle of action to create a sense of movement and fear. | ‘Suddenly he awoke…’ | In media res | Shows how the soldier runs away from the action – animal instinct/fear/preservation of own life. | WWI – most soldiers fought on a battlefield against another battalion. Death or serious injury was expected for huge numbers of men.  |
| Patterns | Semantic field to suggest fear, effort, confusion. | ‘raw’, lugged’, ‘tear’ ‘sweating’, ‘bewilderment’, ‘crawled’,  | Semantic field | Focuses on the confusion and fear of the soldier and his natural reaction to danger. Suggests bravery is not part of the soldier’s immediate agenda. He volunteered to join up, but regrets this.  | Could relate to Ted Hughes father, who fought in WWI and may have passed on is experiences.  |
| Language | Emotive to highlight fear and confusion | ‘dazzled’‘smacking’ ‘terror’s’ | Emotive Language | Each word suggests confusion and/or fear. The soldier could be seen as both brave and a coward as he is on the battlefield, but he tries to run.  |  |
| Imagery | The imagery creates a sense of despair and confusion and contrast. | ‘patriotic tear’ vs ‘’King, honour, human dignity, etcetera’. ‘…cold clockwork’ vs ‘’…crawled in a threshing circle…’ | Imagery | The 1st contrast shows initial bravery at volunteering because he was a patriotic man, but later shows he can no longer respect king and country.The 2nd contrast is between a moment of reflection – why am I here? Why does the universe not care? With sheer terror.A soldier cannot think or act bravely when they are paralysed with fear.  |  |
| Themes | Anti-war  |  |  | The poem focuses on the thoughts, instincts and responses of a soldier who is in a state of complete terror.  |  |