

RE, Philosophy and Ethics (RPE) –

Closure work for Year 7

You are working through this topic of War, Peace and Justice and you have, so far, considered a range of key words, definitions and concepts, related to this topic. We are going to complete a quick knowledge assessment this week, followed by some tasks. You'll be aware that the work for RPE, per week, should not take you any longer than about 1 hour to complete.

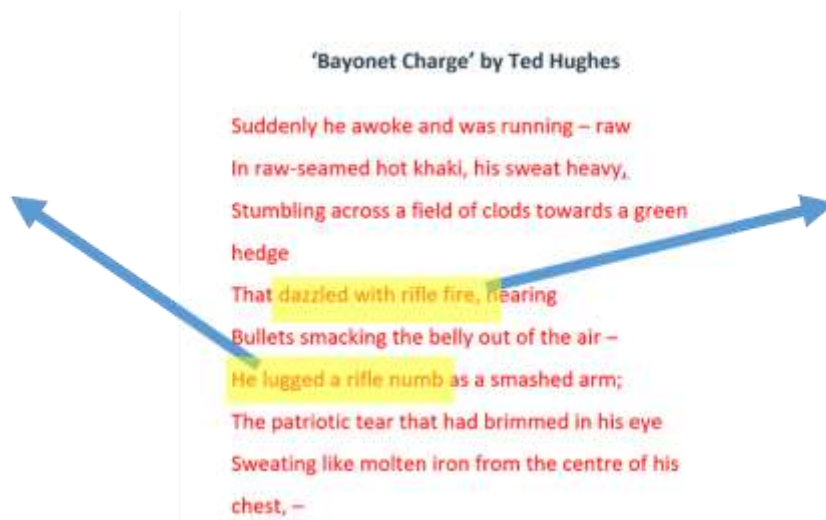
However, this work is being set for **two weeks. From 08/06/20 to 19/06/20.**

Tasks:

1. Complete this knowledge quiz, using this link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=flzQy2QFTEapyFTpF1Os7oLgXMoMzhtGiAKJUmf148pUNIVaQ1pXVEUxTjdUMVhPUEE1NV05VIJNUS4u>

2. Many people have written poetry about war. Read the two poems, below.
3. Once you have read the poems, select one and annotate it, explaining what they are saying about war. Try and annotate the poem with, approximately, five annotations. (You might need to use a dictionary to help you with any definitions of words you are unsure of).



Poem 1.

'Bayonet Charge' by Ted Hughes

Suddenly he awoke and was running – raw
In raw-seamed hot khaki, his sweat heavy,
Stumbling across a field of clods towards a green hedge
That dazzled with rifle fire, hearing
Bullets smacking the belly out of the air –
He lugged a rifle numb as a smashed arm;
The patriotic tear that had brimmed in his eye
Sweating like molten iron from the centre of his chest, –

In bewilderment then he almost stopped –
In what cold clockwork of the stars and the nations
Was he the hand pointing that second? He was running
Like a man who has jumped up in the dark and runs
Listening between his footfalls for the reason
Of his still running, and his foot hung like
Statuary in mid-stride. Then the shot-slashed furrows

Threw up a yellow hare that rolled like a flame
And crawled in a threshing circle, its mouth wide
Open silent, its eyes standing out.
He plunged past with his bayonet toward the green hedge,
King, honour, human dignity, etcetera
Dropped like luxuries in a yelling alarm
To get out of that blue crackling air
His terror's touchy dynamite.

Poem 2.

'On The Somme' by Claude Quayle Lewis Penrose MC

Who heard the thunder of the great guns firing?
Who watched the line where the great shells roared?
Who drove the foemen back, and followed his retiring
When we threw him out of Pommiers, to the glory of the Lord?

Englishmen and Scotsmen, in the grey fog of morning
Watched the dim, black clouds that reeked, and strove to break the gloom;
And Irishmen that stood with them, impatient for the warning,
When the thundering around them would cease and give them room

Room to move forward as the grey mist lifted,
Quietly and swiftly – the white steel bare;
Happy, swift and quiet, as the fog still drifted,
They moved along the tortured slope and met the foemen there.

Stalwart men and wonderful, brave beyond believing –
Little time to mourn for friends that dropped without a word!
(Wait until the work is done, and then give way to grieving) –
So they hummed the latest rag-time to the glory of the Lord.

All across the No Man's Land, and through the ruined wiring,
Each officer that led them, with a walking-cane for sword,
Cared not a button though the foeman went on firing
While they dribbled over footballs to the glory of the Lord.

And when they brought their captives back, hungry and downhearted,
They called him "Fritz" and slapped their backs, and, all with one accord
They shared with them what food they'd left from when the long day started
And gave them smokes and bully to the glory of the Lord.

4. You are going to create a speech about the use of war. You only have two weeks to write the speech, according to the following success criteria.

Success criteria

- ✓ You need to introduce your argument;
In this speech, I will be arguing that...
- ✓ You need to make your points clearly;
- ✓ You need to include any further information to justify any points you make;
- ✓ You need to come to a reasoned conclusion;
- ✓ You need to communicate effectively with your audience through your writing.
- ✓ **S&C:** You might want to include facts and figures;
- ✓ **S&C:** You might want to include case studies.

Use this structure if you are struggling:

In this speech, I will be arguing that war is/ is not acceptable.

Here are some reasons for this. They are as follows.

Firstly,... Secondly,... Thirdly,...

A case study of when the use of war was/ was not acceptable could include...

In this case study...

In conclusion, it could be suggest that that war is/ is not acceptable, because...