

WAR

Poetry Unit

Lesson 3

What is a sense poem?



Remind your pupils of Jack's story.

Now ask if your pupils can name the five senses: sight, sound, smell, taste and touch.

Read out these two short passages, then invite a couple of pupils to give an example of a description using one of the senses, to give your class examples of how they can describe war in a sense poem. E.g. 'Icy water flooding my boots'.

Passage 1

Taken from Jack's story in Lesson 1

"D-Day was a terrifying experience. Soldiers were shot at as they got off the boats. For boats stopped by the rocks, soldiers plunged into the cold sea, weighted down by their packs and uniform. As they came ashore, they moved across the open beach full of ridges and water-filled holes, with no cover and were surrounded by enemy gunfire and explosions."

Passage 2

Quote from Harry Leigh-Dugmore – full recount available at <https://www.britishlegion.org.uk/stories/remembering-dunkirk-we-were-still-soldiers-by-god>

"One day we found a quartermaster's truck that had been abandoned. None of us had had a bath or even a good wash for at least a week, so we stripped at the side of the road and re-dressed ourselves in brand-new underclothes and shirts – wonderfully refreshing.

We helped ourselves, too, to his stock of bully beef and had a tin each to eat then and there. But even after about three days with nothing to eat we could not manage a whole tin each."

Task - Write A Sense Poem

There is a worksheet of this template available at the end of this unit. Each pupil needs a worksheet or to copy the template into their English workbook.

Ask your pupils to look at their (or the class) word bank you created in Lesson 2.

Next, explain the template poem of:

War looks...
War smells...
War sounds...
War feels...
War tastes ...
War reminds me of...
Lest we forget.



Your pupils now use the word bank to help them complete the sentences.

You can adapt this by asking your pupils to add in poetic techniques.

Once your pupils have written their poems, ask them to share their poem with the person sat next to them for feedback. Allow them 5 minutes for self-assessment, and a further 5 minutes for edits.

If your pupils have a relative they'd like to dedicate their poem to, please ask them to – this is a wonderful way to remember and commemorate them.