

ANTHEM FOR DOOMED YOUTH

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SUMMARY	CONTEXT	STRUCTURE	ANALYSIS	THEMES	MY BOY JACK
<p>Illustrates the loss of young life in war and describes the sensory horrors of combat. It takes particular issue with the official pomp and ceremony that surrounds war (gestured to by the word "Anthem" in the title), arguing that church bells, prayers, and choirs are inadequate tributes to the realities of war.</p> <p>What church bells will ring for the young men slaughtered like farm animals? Instead, these young men just hear the fearsome rage of firing guns. The only prayers they get are the quick and jarring rhythms of rifle fire. These men will have no inappropriate rituals in their</p>	<p>Written in 1917 while he was in hospital in Craiglockhart recovering from injuries and trauma from his service in WW1</p> <p>Sassoon helped with the poems alteration - "Anthem for Doomed Youth" - changed the adjective to show the inevitability of war.</p>	<p>Regular rhyme scheme that is closest to the Shakespearean sonnet scheme. Although the structure is more of a Petrarchan sonnet of a couplet.</p> <ul style="list-style-type: none"> - Makes the poem a hybrid of mainland Europe - Petrarch's Italy and the UK - In its form, the poem represents both home and the foreign lands in which the war was fought. Relates to other countries' losses. 	<p>"The pallor of the girls' brows" →</p> <ul style="list-style-type: none"> - "pallor" connotes paleness. Illuminating that the people back home are mentally sick from the loss of their loved ones as a result of war and not knowing if they will ever come home. They are turning into ghostly shadows of their former selves - Word most often associated with death or dying. - They will turn into ghostly shadows of their former self - people at home affected by war. - Young generations affected such as sisters and girlfriends <p>The people at home do all they can to cope and mourn by their loved ones' deaths despite having no body and no funeral.</p> <p>Second stanza uses euphonic language of the "dusk"</p> <p>"Each slow dusk a drawing-down of blinds."</p> <ul style="list-style-type: none"> - Highlights inevitability - Mourning has become a way of life in WW1 - Normalises the funeral and hints that this is not the first, second nor last time that such mourning will happen - Dusk connotes sunset - slow adjective highlights the continuity of the deaths and war. The continuation of war and human life. - Final image is blinds being drawn in respect of the dead. Another tradition to mark the loss. Curtains and shutters are closed to 	<p>NATIONALISM, WAR and WASTE</p> <p>WW1 caused the deaths of around 17 million people worldwide. Makes a statement that war is a hellish and futile waste of human life. A kind of protest poem - subverting the usual "anthem" as a symbol of nationalism in war.</p> <p>RITUAL AND REMEMBRANCE - the usual tributes to the dead—e.g. the ringing of bells, collective prayer, choir singing, the draping of coffins with the national flag—practically meaningless.</p> <p>MOURNING VULNERABILITY</p> <p>HEROISM - for the ones at home - let them live their lives - last couplet</p> <p>MENTAL TRAUMA</p> <p>PHYSICAL AND</p>	<p>Emotional human vulnerability of Rudyard - caused by John's death in the war. Act 2 scene 5 - listening to the radio in 1933 about the rise to power of Hitler.</p> <ul style="list-style-type: none"> - "For nothing, for nothing, for nothing" - repetition, tripling, asyndetic listing. Encapsulates that Jack's life that was sacrificed did not end up making a difference in the war to end all wars. <p>Rudyard shows this emotional vulnerability from the loss of his son through his poem 'My Boy Jack' at the very end of the play.</p> <ul style="list-style-type: none"> - "Oh dear, what comfort can I find?" - emphasises the agony of knowing that his boy has gone due to war. Links to John at the battle of Loos before going over the top in Act 1 scene 8 calling for his dad in his thoughts before he goes over - they find comfort in

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