



'THE SOLDIER' BY RUPERT BROOKE AND 'HAWK ROOSTING' BY TED HUGHES

⚠ YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! ⚠



⚠ COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA ⚠

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ PREP STEP - Make a copy of this document.
- ☒ PREP STEP - Share your essay outline template with your tutor.
- ☒ PREP STEP - Copy and paste the link for your essay outline into your study system.
- ☒ STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- ☒ STEP 2 - Use the TTECEA checklist for details
- ☒ STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- ☒ STEP 4 - Edit your essay.
- ☒ STEP 5 - Put your essay together as one complete piece.

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QUESTION

Part a: Read Rupert Brooke's poem 'The Soldier.' Brooke's poem is about conflict. How does Brooke's present conflict in the poem? Remember to refer to the contexts of the poem in your answer. [15 marks]

Part b: Choose one other poem from the anthology in which the poet also writes about conflict. Compare the way the poet presents conflict in your chosen poem with the way Rupert Brooke's presents conflict in 'The Soldier'. [25 marks]

In your answer you should compare:

- the content and structure of the poems – what they are about and how they are organised
- how the writers create effects, using appropriate terminology where relevant
- the contexts of the poems, and how these may have influenced the ideas in them.

If I should die, think only this of me:
That there's some corner of a foreign field
That is for ever England. There shall be
In that rich earth a richer dust concealed;
A dust whom England bore, shaped, made aware,
Gave, once, her flowers to love, her ways to roam,
A body of England's, breathing English air,
Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,
A pulse in the eternal mind, no less
Gives somewhere back the thoughts by England given;
Her sights and sounds; dreams happy as her day;
And laughter, learnt of friends; and gentleness,
In hearts at peace, under an English heaven.





'THE SOLDIER' BY RUPERT BROOKE NOTES

Category	Information
Context	<p>Rupert Brooke was a popular, charismatic figure and a known member of the Georgians, a group of poets popular in the early 20th century. He was a public school and Cambridge educated athlete and poet, known as 'the handsomest young man in England'. He had connections with influential figures such as Winston Churchill, Henry James, Virginia Woolf, and W.B. Yeats. He died early from blood poisoning and is buried on the Greek island of Scyros. Brooke's five war sonnets, including 'The Soldier', were written before the war started, at a time of patriotic excitement. However, as the war progressed and the realities of prolonged trench warfare became horribly apparent, the early enthusiasm seemed terribly naive and potentially misleading.</p>
Language	<p>Rupert Brooke's poem is rich in patriotic and nationalistic sentiment, expressed in phrases such as 'a richer dust concealed' and 'a pulse in the eternal mind'. The language suggests an idealised image of England and the soldier, focusing on positive life experiences like dreams, laughter, friendship, gentleness, and peace. The phrases 'rich soil', 'foreign field', and 'richer dust' underscore a nationalist view, suggesting not only is English soil superior to foreign soil, but even English dust is richer than foreign soil.</p>
Form	<p>Brooke's poem, 'The Soldier', is a sonnet, a form most characteristically associated with love poetry. It's an appropriate choice of form for a poet expressing such perfect love for their country. Brooke's vision of England in the poem is a timeless rural idyll, including 'rivers', 'flowers', 'suns', and 'English air', a place of freedom where the poet can roam. There's no mention of English cities, slums, motor cars, or any trace of the modern world, or conflict, in a poem about a soldier.</p>



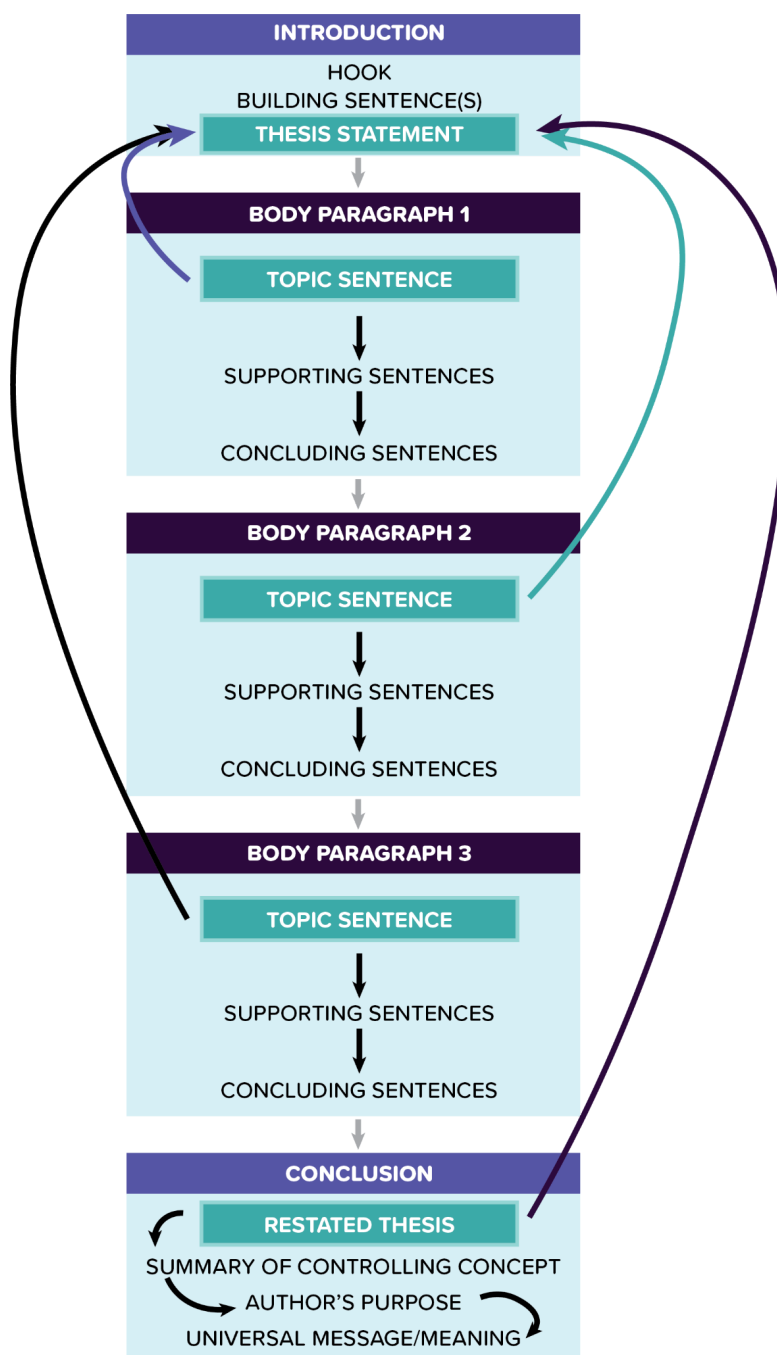


Structure	<p>The sonnet is structured into an octave (the first eight lines) and a sestet (the last six lines). In the octave, Brooke personifies England as a gentle mother figure, the motherland, and also like God. The sestet, however, does not present a typical 'volta' or turn in the poem's argument or theme; instead, it develops a further amplification of the ideas expressed in the octave. A steady, unruffled iambic pentameter also keeps the lines ticking along easily, and Brooke uses full rhymes so that each rhyme chimes perfectly with its partner.</p>
Effects on the Reader	<p>The poem's language and form serve to provoke strong feelings of patriotism and idealism, and its steady, unruffled iambic pentameter may instill a sense of comfort and tranquility. However, given the harsh realities of World War I, the reader may also find Brooke's portrayal of war and patriotism naive, even misleading. The poem's idealised vision of England and the soldier might also appear romantic and appealing, but could also come across as outmoded, especially when contrasted with the grim realities of war. The personification of England as a mother figure may evoke feelings of warmth and tenderness, but the nationalist sentiments could also appear divisive or controversial to some readers.</p>
Author's Purpose	<p>Brooke's purpose was to express his love for his country, and his perception of the nobility and purity of self-sacrifice in war, to the extent that he saw his Englishness as the most essential aspect of his self. In 'The Soldier', he suggests that by dying in a foreign field, a soldier could make that place a part of England, continuing to give back to the country even in death. However, this romantic idealism was, to some extent, out of touch with the brutal realities of war. It is likely that his intention was also to inspire patriotism and courage in readers at the outset of the war, offering a comforting and idealised vision of the sacrifice made by soldiers.</p>





100% ESSAY STRUCTURE OVERVIEW





PART A ESSAY PLAN

I. Introduction

- A. Overview of Rupert Brooke's poem 'The Soldier'
- B. Thesis statement: This essay explores how Brooke's choice of the Petrarchan sonnet form, masterful use of language, and thoughtful structure in 'The Soldier' successfully encapsulate the ethos of duty, honor, and love for the homeland during World War I, creating an evocative depiction of the English soldier's experience and emotional journey from life to death.

II. Petrarchan Sonnet Form

- A. Significance of writing in the Petrarchan sonnet form during World War I
- B. Analysis of the octave: Bond between the soldier and England, expressions of nationalism and sacrifice
- C. Analysis of the sestet: Representation of the soldier's soul, the spirit of sacrifice, in line with Brooke's Neo-Romantic leanings

III. Language and Imagery

- A. Sensory and abstract imagery in Brooke's portrayal of the idealised English soldier
- B. Descriptions of the peaceful countryside and perfect portrayal of England
- C. Transformation of death into a purifying process, reframing the realities of war

IV. Structure

- A. Symmetry and rhythmic iambic pentameter reflecting the balance and harmony attributed to England
- B. Emotional journey depicted through the shift from the octave to the sestet
- C. Influence of Brooke's philosophical beliefs and the spiritual outlook of his time

V. Conclusion

- A. Recap of the essay's main points
- B. Emphasis on Brooke's successful encapsulation of the ethos of duty, honor, and love for the homeland during World War I
- C. The poem's reflection of the zeitgeist and its portrayal of noble sacrifice and deep patriotism





PART B ESSAY PLAN

I. Introduction

- A. Overview of the poets Ted Hughes and Rupert Brooke and their respective poems 'Hawk Roosting' and 'The Soldier'
- B. Thesis statement: This essay explores the authors' use of contrasting form, language, and structure in their poems to reflect societal norms, hierarchies, and provoke readers' contemplation of duty, loyalty, power, and their place within the human and natural worlds.

II. Contrasting Forms

- A. Analysis of Brooke's 'The Soldier' as a traditional Petrarchan sonnet, conveying a sense of duty, love, and honor typical of the era
- B. Analysis of Hughes' 'Hawk Roosting' as a free verse poem lacking a set meter or rhyme scheme, presenting the unfettered power of nature and challenging human constraints

III. Language and Perspectives on Existence

- A. Brooke's use of idyllic language in 'The Soldier' evokes national pride and longing for pre-war England, shaping readers' thoughts on duty, honor, and sacrifice
- B. Hughes' portrayal of the hawk's primal power and predatory instincts in 'Hawk Roosting' forces readers to confront the realities and inherent brutality of nature, prompting introspection on power dynamics and relationships with nature

IV. Structural Reflections

- A. Brooke's Petrarchan structure in 'The Soldier' charts the soldier's journey from the physical realm to spiritual transcendence, highlighting connections to England and notions of sacrifice
- B. Hughes' chaotic structure in 'Hawk Roosting' embodies the untamed spirit of nature, disrupting human-centric views and hierarchies

V. Conclusion

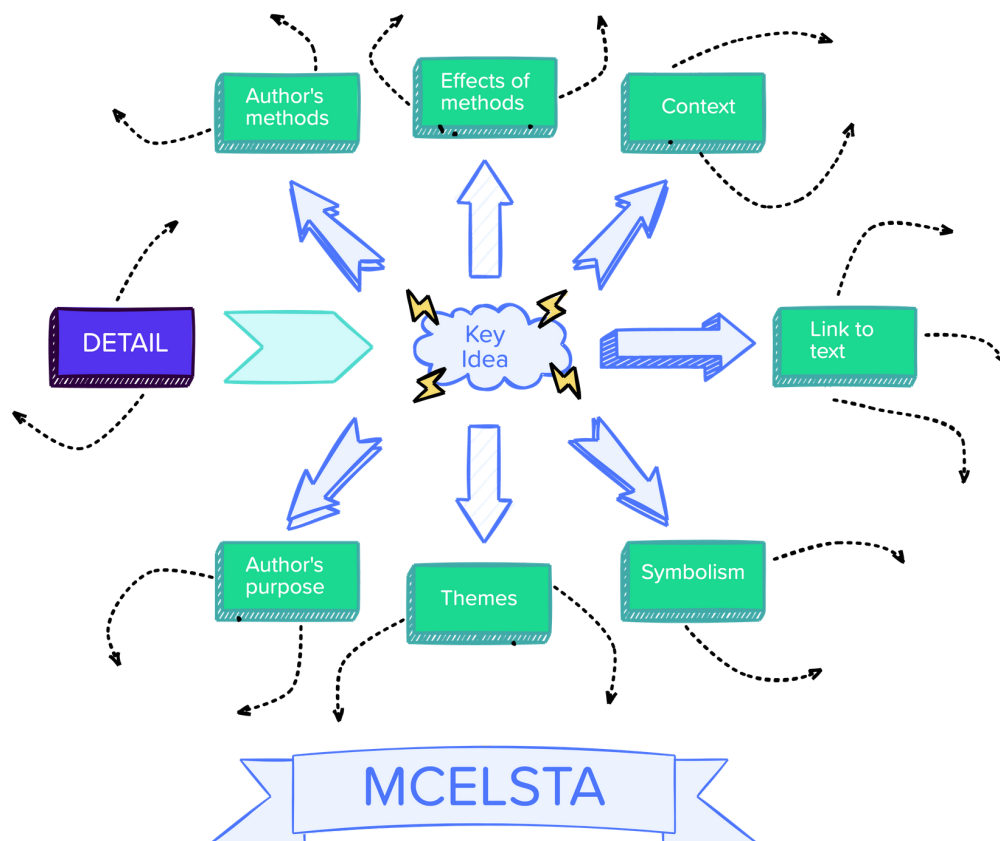
- A. Recap of the essay's main points on contrasting form, language, and structure in the poems
- B. Reflection on the exploration of societal norms, hierarchies, and readers' contemplation of duty, loyalty, power, and their roles within the human and natural realms
- C. Overall impact of Brooke's and Hughes' poetic techniques in deepening our understanding of the world and the forces that shape it



STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)
- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5A: 'THE SOLDIER' BY RUPERT BROOKE

'The Soldier' is one of Rupert Brooke's most celebrated poems, written at the dawn of World War I. It forms part of his war sonnets, reflecting the initial patriotic fervor that marked the start of the conflict. Consequently, this essay explores how Rupert Brooke, through his deliberate choice of the Petrarchan sonnet form, masterful use of language, and thoughtful structure in 'The Soldier,' successfully encapsulates the ethos of duty, honor, and love for the homeland during World War I, thus creating an evocative depiction of the English soldier's experience and his emotional journey from life to death.

Written during the heated beginnings of World War I, Rupert Brooke's poem 'The Soldier' calls to mind a period when war was seen through a prism of duty, honor, and love for one's country. Steeped in this sentiment, Brooke intentionally chose to write in the Petrarchan sonnet form, a style typically used to express romantic or religious feelings, which meshed well with the romanticised view of war common in his time. The first part of the sonnet, the octave, beautifully expresses a deep bond between the soldier and England. This can be seen in lines like 'If I should die, think only this of me / That there's some corner of a foreign field / That is forever England.' This isn't just a romantic notion; it's a moving representation of the era's strong feelings of nationalism and sacrifice. The second part, the sestet, presents a high-minded image of the soldier's soul—'And think, this heart, all evil shed away / A pulse in the eternal mind, no less / Gives somewhere back the thoughts by England given'—depicting the spirit of sacrifice that was integral to the Great War, perfectly in line with Brooke's Neo-Romantic leanings.

Moving to the language of the poem, Brooke's words are a mixture of sensory and abstract imagery, effectively sketching the idealised English soldier. The peaceful countryside, as reflected in 'Gave, once, her flowers to love, her ways to roam,' and the perfect portrayal of England in 'In hearts at peace, under an English heaven,' are reminiscent of England's romantic tradition, which significantly influenced Brooke's writing. Furthermore, Brooke's description of death as a purifying process—'this heart, all evil shed away'—serves to recast the harsh truth of war, transforming it into something sacred and honorable. This reframing was important both psychologically and culturally at the time, helping both soldiers and civilians to better deal with the harsh realities of war.

Finally, focusing on the structure of 'The Soldier,' the poem's symmetry and rhythmic iambic pentameter reflect the balance and harmony that Brooke attributes to England, showcasing the influence of his cultural surroundings that idealised English values and characteristics. The shift from the octave to the sestet outlines an emotional journey, paralleling the soldier's transition from physical existence to spiritual everlastingness—a notion deeply influenced by Brooke's own philosophical beliefs and the spiritual outlook of his peers. This journey, moving from reflection on mortality to awe, transcendence, and pride, would have struck a chord with readers of the time, many of whom were grappling with similar existential issues in the face of the war's destructive aftermath.

In conclusion, we have delved into how Rupert Brooke masterfully encapsulates the ethos of duty, honor, and love for the homeland during World War I in 'The Soldier,' via his deliberate choice of the Petrarchan sonnet form, nuanced use of language, and thoughtful structure, thereby creating a deeply evocative portrayal of the English soldier's emotional journey from life to death. By integrating the Petrarchan sonnet form, evocative language, and a structured narrative progression, Brooke effectively stirs patriotic feelings and reframes perceptions of war. Given the context of its creation, the poem can be seen as a reflection of the zeitgeist of early World War I, when patriotism and noble sacrifice were the prevailing sentiments. In this regard, 'The Soldier' portrays the noble sentiment that even if a soldier dies on a foreign land, his spirit continues to exist in and through his homeland. The poem suggests that such





sacrifice purifies the soldier's heart, contributing to a sense of spiritual transcendence, and underscores the deep and abiding love for one's country even in the face of death.





STEP 5b: COMPLETE - 'The Soldier' by Rupert Brooke and 'Hawk Roosting' by Ted Hughes

Two of the 20th century's prominent English poets, Ted Hughes and Rupert Brooke, explored themes of nature and nationalism in their respective poems 'Hawk Roosting' and 'The Soldier'. Both poets employ unique forms, intricate language, and compelling structures, yet their poetic techniques serve divergent ends. While Hughes' work embodies the raw ferocity of the natural world, Brooke's sonnet resonates with the fervor of nationalism during World War I. Consequently, this essay will explore the authors' use of contrasting form, language and structure to not only reflect the societal norms and hierarchies of their respective contexts but also offer insights into readers' contemplation of duty, loyalty, power, and their place within the human and natural worlds.

Exploring the authors' use of form, Brooke's 'The Soldier' is a traditional Petrarchan sonnet, which stands in vivid contrast to Hughes' depiction of raw nature in the free verse poem, 'Hawk Roosting.' The sonnet form, often tied to deep emotions, is used by Brooke to convey a sense of duty, love, and honor typical of his era. An example can be found in the lines, 'If I should die, think only this of me / That there's some corner of a foreign field / That is forever England.' Here, readers are subtly introduced to a patriotic sentiment and a soldier's readiness to sacrifice. Consequently, Brooke's structure echoes societal norms of his time, a period defined by a strong focus on honour and duty. Coupled with the theme of patriotism, readers are encouraged to reflect on their own sense of duty and loyalty. This reflection may resonate especially with those from a patriotic nation or during times of national crisis. As a result, readers might start questioning their commitment to their country: Are they prepared to make similar sacrifices? This introspection could trigger a reconsideration of their personal values and roles as citizens. On the other hand, Hughes' 'Hawk Roosting' is quite different, written in a free verse style that lacks a set meter or rhyme scheme. This style presents the unfettered power of nature, instilling unease in the reader. The hawk's statement, 'I kill where I please because it is all mine,' reminds us of the unyielding laws of the animal kingdom, unfettered by human constraints. This lack of conventional structure mirrors the untamed spirit of nature, offering readers an alternate reality. This unsettling depiction might prompt them to reconsider their ideas of control: Can it ever be absolute, or is it always subject to checks and balances?

Taking the discussion a step further from contrasting forms, the use of language in both 'The Soldier' and 'Hawk Roosting' brings out the differing perspectives on existence. For example, Brooke's portrayal of England is steeped in an idyllic quality, which could inspire feelings of national pride, nostalgia, and admiration in readers. His detailed use of metaphor in depicting England as 'A body of England's, breathing English air, / Washed by the rivers, blest by suns of home' turns England into a living organism, emphasising its vitality and connection to its inhabitants. By describing England as a 'body,' the metaphor suggests that the nation is a living entity with its own unique characteristics and attributes. The emphasis on connection here might spark a longing in readers, possibly for the tranquility associated with pre-war England. Likely, Brooke's choice of words aimed to motivate his fellow citizens, subtly pushing them towards national service. The pride and respect emerging from this depiction of England could shape readers' thoughts on duty, honor, and sacrifice. However, shifting to Hughes' 'Hawk Roosting,' we encounter a sharp contrast. His bare portrayal of the hawk's primal power and predatory instincts differs significantly from the previous poem. The hawk's frank statements, particularly, 'My manners are tearing off heads,' devoid of romantic touches, paint a vivid picture of a world where survival and dominance rule. It's clear that Hughes uses the hawk's perspective intentionally - to challenge romantic views of nature and underline the realities of the natural world. As a result, readers are forced to face and grapple with the inherent brutality of nature. This confrontation could spur a serious reconsideration of readers' attitudes towards nature and their place within it. Reflecting on the hawk's fierce survival instincts, readers might introspect about their own actions - their use of power, their relationships with others, and their interaction with





nature. In the end, Hughes' realistic portrayal of nature's survival strategies might make readers reassess their behaviors and beliefs, encouraging a deeper understanding of the natural world.

While examining the hawk's uncompromising stance on survival and dominance, one can't ignore the structures of 'The Soldier' and 'Hawk Roosting,' which provide ways to understand the hierarchies governing human society and the natural world. Brooke's sonnet adheres to the classic Petrarchan structure, charting a soldier's journey from the physical realm of human existence to spiritual transcendence. The soldier's tangible connection with England is initially emphasised—'That is forever England. There shall be / In that rich earth a richer dust concealed'—before shifting to a contemplation of a spiritual existence—'And think, this heart, all evil shed away / A pulse in the eternal mind, no less.' In a shift from this spiritual contemplation, Hughes' 'Hawk Roosting' offers a different view with its consistently chaotic structure—six four-line stanzas—that embodies the spirit of nature, unbounded by societal norms or hierarchies. The hawk's assertions of dominance disrupt the usually human-centric view of the natural world.

In conclusion, through their skillful employment of contrasting form, language, and structure, the authors provide a thought-provoking exploration of societal norms, hierarchies, and readers' introspection on duty, loyalty, power, and their roles within the human and natural realms. Brooke's 'The Soldier' encapsulates a period marked by profound nationalistic fervor, evoking a sense of pride, longing, and respect for the soldier's sacrifice. In contrast, Hughes' 'Hawk Roosting' invites readers to confront the raw, unromanticised reality of nature's power dynamics, eliciting feelings of awe and discomfort. Through their distinct poetic lenses, Hughes and Brooke challenge readers to navigate complex layers of emotion and thought, deepening our understanding of our place in the world and the complex forces that shape it.





STEP 5A: 'THE SOLDIER' BY RUPERT BROOKE - ADVANCED VERSION

'The Soldier' is one of Rupert Brooke's most celebrated poems, written at the dawn of World War I. It forms part of his war sonnets, reflecting the initial patriotic fervor that marked the start of the conflict. This essay aims to delve into Brooke's conscious deployment of poetic form, language, and structure in crafting a poignant representation of the quintessential English soldier.

Penned amidst the fervor of the First World War, Rupert Brooke's 'The Soldier' harks back to a time when war was perceived through the lens of duty, honor, and patriotism. Rooted in this ethos, Brooke makes a considered decision to adopt the Petrarchan sonnet form, which is conventionally tied to romantic or religious themes, perfectly aligning with the romanticised vision of war prevalent in his era. In this light, the octave of the sonnet renders an intimate relationship between the soldier and England, as vividly encapsulated in lines such as 'If I should die, think only this of me / That there's some corner of a foreign field / That is forever England.' This imagery isn't merely a romantic declaration; rather, it's a poignant reflection of the era's deeply held sentiments of nationalism and sacrifice. Conversely, the sestet offers a lofty depiction of the soldier's soul—'And think, this heart, all evil shed away / A pulse in the eternal mind, no less / Gives somewhere back the thoughts by England given'—a portrayal imbued with Brooke's Neo-Romantic sensibilities and underpinning the spirit of sacrifice that was so central to the Great War.

Transitioning to the linguistic aspects, Brooke's language teems with both sensory and abstract imagery, breathing life into the idealised English soldier. The pastoral tranquility, as echoed in 'Gave, once, her flowers to love, her ways to roam,' and the idyllic rendering of England in 'In hearts at peace, under an English heaven,' are resonant of England's romantic tradition. This tradition was a formative element in the literary milieu within which Brooke was writing. In addition to this, Brooke's portrayal of death as a cleansing process—'this heart, all evil shed away'—serves to reframe the raw brutality of war, endowing it with a sacred and dignified aura. This reframing was a crucial psychological and cultural device of the time, crucial for soldiers and civilians alike in navigating the harsh realities of war.

Focusing next on the structure of 'The Soldier,' it emerges as an additional facet of Brooke's poetic craftsmanship. The poem's symmetry and rhythmic iambic pentameter echo the balance and harmony that Brooke attributes to England, reflecting his cultural context which idolised English values and characteristics. The transition from the octave to the sestet traces an emotive journey, mirroring the soldier's progression from a corporeal existence to spiritual immortality—a concept deeply influenced by Brooke's personal philosophical beliefs and the spiritual perspective of his contemporaries. This journey, marked by contemplation of mortality, awe, transcendence, and pride, would have resonated deeply with readers of the time, many of whom were wrestling with similar existential questions brought forth by the war's devastating impact.

In conclusion, Rupert Brooke's 'The Soldier' represents a masterful union of form, language, and structure to construct a moving portrayal of the English soldier. By integrating the Petrarchan sonnet form, evocative language, and a structured narrative progression, Brooke effectively stirs patriotic feelings and reframes perceptions of war. Given the context of its creation, the poem can be seen as a reflection of the zeitgeist of early World War I, when patriotism and noble sacrifice were the prevailing sentiments. In this regard, 'The Soldier' transcends the personal to serve as a collective tribute to the spirit of England and its soldiers. Through this exploration, readers gain not only a deeper appreciation for Brooke's craft but also insight into the socio-cultural environment of his time.





'The Soldier' by Rupert Brooke and 'Hawk Roosting' by Ted Hughes - ADVANCED

Two of the 20th century's prominent English poets, Ted Hughes and Rupert Brooke, explored themes of nature and nationalism in their respective poems 'Hawk Roosting' and 'The Soldier'. Both poets employ unique forms, intricate language, and compelling structures, yet their poetic techniques serve divergent ends. While Hughes' work embodies the raw ferocity of the natural world, Brooke's sonnet resonates with the fervor of nationalism during World War I. Through their distinct visions, these poets offer multifaceted insights into the shared human experiences of power, survival, and devotion to country.

Diving into the realm of poetic forms, one finds the emotive power of Brooke's 'The Soldier,' crafted in the traditional Petrarchan sonnet form, striking a sharp contrast with the unsettling rawness of nature depicted in Hughes' free verse 'Hawk Roosting.' Specifically, the sonnet form, which is typically associated with intense feelings, serves as a vehicle for Brooke to articulate a heightened sense of duty, love, and honor that resonated with his time. Notably, within the lines, 'If I should die, think only this of me / That there's some corner of a foreign field / That is forever England,' readers are gently introduced to a profound patriotic sentiment and an implicit readiness of a soldier for the ultimate sacrifice. This choice of structure by Brooke, as it turns out, significantly mirrors the societal expectations of his era, an epoch unequivocally shaped by a resolute emphasis on honor and duty. Subsequently, when coupled with the pervasive theme of patriotism, readers are subtly nudged to delve into their sense of duty and loyalty. This introspection could potentially strike a chord with those residing in a nation where patriotism is held in high esteem, or perhaps, during periods of national crisis. Consequently, they might find themselves questioning the depth of their dedication to their country: are they poised to make similar sacrifices? Such introspection, in due course, may lead to a thoughtful reevaluation of their personal beliefs and responsibilities as citizens. However, the scene dramatically shifts as we move to Hughes' 'Hawk Roosting,' a poem that decidedly diverges from traditional structures. Written in free verse, devoid of a steady meter or rhyme scheme, it brings to light the unrestricted power of nature, cultivating a sense of unease in the reader. The hawk's bold statement, 'I kill where I please because it is all mine,' serves as a stern reminder of the immutable laws of nature that govern the animal kingdom, operating uninhibited by human restrictions. This audacious disregard for conventional structure resonates with the primal spirit of the natural world, providing readers with a jarring alternative reality. This unsettling portrayal might prompt them to reconsider their notions of control and power: could they ever be absolute, or are they always subject to checks and balances?

Building upon the contrasting structures explored earlier, the nuanced use of language in both 'The Soldier' and 'Hawk Roosting' further emphasises the starkly divergent perspectives on existence. Beginning with Brooke's depiction of England, the text is imbued with an idyllic quality that has the potential to stir feelings of national pride, nostalgia, and reverence in readers. Specifically, the eloquent imagery of England - 'A body of England's, breathing English air, / Washed by the rivers, blest by suns of home' - elevates the nation from being merely a geographic entity to a nurturing motherland that leaves a profound, enduring impression on its citizens. This deep connection to one's homeland might evoke a longing in readers, perhaps for the serene beauty synonymous with the pre-war era in England. Moreover, it is plausible to suggest that Brooke's purposeful choice of words was aimed at galvanising his compatriots, subtly encouraging them towards their national service. As a result, the deep-seated sense of pride and respect that emerges from this depiction of England could significantly influence readers' perspectives on duty, honor, and sacrifice. However, as we shift our focus to Hughes' 'Hawk Roosting,' we encounter a stark counterpoint. His raw and unadorned portrayal of the hawk's primal power and predatory instincts stands in striking contrast to the previous poem. The hawk's unabashed statements, most notably, 'My manners are tearing off heads,' devoid of any romantic embellishments, paint a vivid picture of a world governed by survival and dominance. Evidently, Hughes employs the hawk's perspective with a deliberate intent - to challenge the often idealised views of nature and to underscore the





harsh realities of the natural world. Consequently, readers are compelled to face and grapple with the inherent brutalities of nature. This direct confrontation could potentially stimulate a critical reevaluation of readers' attitudes towards nature and their perceived place within it. Reflecting upon the hawk's relentless survival instincts, readers might find themselves introspecting about their own actions - their exercise of power, their relationships with others, and their interaction with the natural world. Ultimately, Hughes' realistic portrayal of nature's survival strategies could provoke readers to reassess their behaviors and beliefs, fostering in the process a more refined and nuanced understanding of the natural world.

In their respective poems, both Hughes and Brooke masterfully manipulate poetic form, language, and structure to shape their readers' emotional responses and philosophical reflections. Brooke's 'The Soldier' encapsulates a period marked by profound nationalistic fervor, evoking a sense of pride, longing, and respect for the soldier's sacrifice. In contrast, Hughes' 'Hawk Roosting' invites readers to confront the raw, unromanticised reality of nature's power dynamics, eliciting feelings of awe and discomfort. Through their distinct poetic lenses, Hughes and Brooke challenge readers to navigate complex layers of emotion and thought, deepening our understanding of our place in the world and the complex forces that shape it.

