

# Lest We Forget

## The Images of War | Years 5 and 6

Resources to mark the 100th Anniversary of the ANZAC Landings at Gallipoli

### Worksheet 8: Imagery and sound analysis, *In Flanders Fields*

Use the tables below to help you analyse how the poet, John McCrea, used imagery and sound devices to help the reader to build mental pictures and experience emotional responses.

#### Imagery devices

Imagery device	Example from the text	What mental picture does this literary device help the reader to create?
Metaphor		
Personification		
Simile		
Language that appeals to the senses (Which senses are being appealed to? For example, sight, sound, touch, smell, taste?)		

#### Sound devices

Sound device	Example from the text	What mental picture does this literary device help the reader to create?
Alliteration (Repetition of beginning consonants in words)		
Sibilance (A special form of alliteration which uses 'soft' consonants to create 'sss' or hissing sounds)		
Assonance (Repetition of vowel sounds in the middle of words)		
Consonance (Repetition of consonant sounds in the middle of words)		

### **Rhyming scheme**

Which words 'rhyme' in the first stanza?

Which words are 'rhyme' in the second stanza?

Which words don't rhyme in the second stanza and what effect does this have?

Which words rhyme in the third stanza?

### **Line placement**

What effect does the full stop have in the first line of the second stanza?

Why do you think the words *In Flanders Fields* end the second and third stanza?

Why don't they rhyme with any of the other words?