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| **Technique** | **Evidence** | **Effect** |
| Personification | “monstrous anger of the guns”  “stuttering rifles’ rapid rattle”  “demented choirs of wailing shells”  “bugles calling for them from sad shires” | * Calling the guns angry given them human qualities, which in turn highlight the lack of ceremony for the soldiers deaths. * Again giving guns a human quality, also adds to the sound machine guns would have made. * Guns personified to give the allusion of being surrounded by song (this is also religious imagery as a funeral has a choir to mourn death). The soldiers are left with not a beautiful choir but a crazy/insane sound surrounding them. * Highlights the effect of those at home calling for them, bringing the home front into the mind of the reader. Reminding that war affects more than the soldier and the sadness for the families left behind. |
| Metaphor | “candles”  “The pallor of girls’ brows shall be their pall”  “Their flowers the tenderness of patient minds”  “And each slow dusk a drawing-down of blinds” | * The glow of flares and explosions, highlighting what the soldiers are surrounded by in death, rather than a candle in a church. * Sadness of their lovers is all they receive upon death, not a pall (sheet placed over coffin). * The flowers are the memories of those at home. * Closing the blinds of a house is a mourning practice soldiers do not receive this. The soldiers closing of blinds is the sun setting on the battlefield. Dusk is also a representation of death. |
| Rhetorical question | “What passing-bells for these who die as cattle?”  “What candles may be held to speed them all?” | * Compares the way soldiers die to the way cattle die, which questions the amount of respect given in death. * Comparing flares and explosions to soft church candles, asking the reader which one they should get/entitled to. |
| Irony (descriptive word) | “Anthem for a Doomed Youth” | * An anthem is normally a celebratory or song of praise however is contrasted with Doomed. This immediately implies the negative connotations of the young people i the poem. |
| Contrasts | “monstrous anger of the guns” | * Contrasted with the passing bells, as this is all soldiers get when they die. |
| Religious imagery | “passing-bells”  “hasty orisons” “mockeries” “bells” “choirs”  “candles” “holy glimmers” | * Signifies that bells are a normal funeral rite * All religious terms to highlight the lack of attention soldiers receive upon their death, acknowledging they miss out on proper burial rites * Continually referred to which reinforces the lack of burial rites |
| Alliteration | “rifles’ rapid rattle” | * Adds to the aural nature of the poem |
| Repetition | “No” “nor” | * Repetition of negative words help to show the futility of war |