

# Wilfred Owen: Investigating *Disabled*

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### **Investigating *Disabled***

- ❖ This poem is about one particular soldier, his past, his war experience and his future. How does Owen make this a universal anti-war poem?
- ❖ The boy who becomes the limbless man joined up to 'please the giddy jilts' l.27. How does this add to the pathos of the poem?
- ❖ Compare the references to women and girls in *Disabled* with Owen's references to the women in *The Send Off* and *The Dead Beat*.

### **Investigating language and tone in *Disabled***

- ❖ Each stanza is a vignette (a brief sketch) of different phases in the man's life. How does Owen's diction create a picture of a handsome, healthy young man?
- ❖ How effective is Owen's language in building up a picture of the disabled man as a victim of war?
- ❖ How does Owen use juxtaposition to bring home the contrast between the past and the present in *Disabled*?

### **Investigating structure and versification in *Disabled***

- ❖ Despite Graves' criticism of Owen for the irregularity of his line lengths and for daring to break with the poetic tradition which demanded a regular pattern, Owen continued to break the 'rules'. What does Owen's purposeful use of the extra foot add to the emotion of his poetry here?
- ❖ Find a more metrically 'regular' poem by Owen and compare its effect with that of *Disabled*.

### **Investigating imagery and symbolism in *Disabled***

- ❖ In *Disabled* women and girls are represented in a less than positive light. Look at how Owen builds up this picture throughout the poem.
  - What is his purpose in doing so?
  - Do you think this is Owen's view or the protagonist's view?

### **Investigating themes in *Disabled***

- ❖ At one point Owen planned to call his book of war poem '*Disabled and Other Poems*'. Say whether you think this would have been a good choice.
- ❖ Can you think of the title of any other poem which, in your view, would have been as effective to encapsulate the collection?