**Subject area/course**: English/Language Arts

**Grade level/band**: 11

**Task source**: Center for Collaborative Education (CCE); Task Author: Stephen Goyette

**Hemingway and the Effects of the First World War**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will imagine themselves as journalists writing about Post-traumatic Stress Disorder (PTSD) in veterans returning from the Iraq and Afghanistan wars, making connections to wars in the past and Hemingway’s literature. Using direct quotations from Hemingway’s “Soldier’s Home” and “In Another Country,” students will write a thesis-driven literary analysis essay that discusses the ways in which these examples of Hemingway’s short fiction reveal the trauma suffered by soldiers during World War I. Students will also connect the literature of World War I to the experiences of soldiers in today’s wars.

1. **Aligned standards:**
2. **Common Core State Standards**

[CCSS.ELA-Literacy.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RL.11-12.3](http://www.corestandards.org/ELA-Literacy/RL/11-12/3/) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. **Critical abilities**

Analysis of Information: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Interpersonal Interaction and Collaboration: Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

New Hampshire. 7 World History and Contemporary Issues

Depending on how the student focuses their essay, other Social Studies standards could be addressed.

1. **Time/schedule requirements:**

This task takes approximately seven days to complete.

1. **Materials/resources:**

Materials for students: (To increase student choice, students should be allowed to select from the alternative materials as a replacement for one of the designated stories or articles below.)

* “Soldier’s Home,” by Ernest Hemingway
* “In Another Country,” by Ernest Hemingway
* CNN article, “Experts: Vets’ PTSD, violence a growing problem” http://www.cnn.com/2012/01/17/us/veterans-violence

Alternatives:

* “Hemingway on War and Its Aftermath” by Thomas Putnam http://www.archives.gov/publications/prologue/2006/spring/hemingway.html
* “Old Man and the Bridge,” by Ernest Hemingway

Materials to further engage all learners:

* Audio or video representations of soldiers’ experiences
* Current-day blogs or other narratives that feature experiences of veterans of today

1. **Prior knowledge:**

* How to write a literary analysis according to specified criteria
* Background on the causes and events of World War I

1. **Connection to curriculum:**

This task is most relevant when taught in collaboration with a social studies class dealing with the events/causes leading to WWI/ background and context.

1. **Teacher instructions:**

Pre-work and Sample Unit Topics

* Background of World War 1
* Trauma of World War 1
* Background of Hemingway and his involvement in the war
* Literary Analysis Practice using “Old Man on the Bridge”
* Reading “Soldiers Home” and “In Another Country”
* Note-taking strategies
* Outlining strategies

Sample Formative Work

* Drafts
* Peer Review
* Graphic organizers

Recommendations for Task Administration

**Part 1: Introducing the Task**

* Start by introducing the task and making the connection to today’s wars by reading and discussing the CNN article, “Experts: Vets’ PTSD, violence a growing problem” http://www.cnn.com/2012/01/17/us/veterans-violence.
* Teachers should be sensitive to the graphic nature of the CNN article and be sure to provide context and support for students who may struggle with the sensitive topic and content.
* Read this in class and have students work in groups to discuss the similarities to the two Hemingway stories.

**Part 2: Text Analysis of Soldier’s Home**

In small groups, have the students analyze the text and answer the following questions. Encourage students to use details from the story and refer to relevant quotations from the book.

1. Who is narrating the story?
2. From what you know of Hemingway’s service in World War I, can you see any similarities between Hemingway and Harold Krebs?
3. Are people in town interested in hearing about what the war was really like?
4. What kind of stories do they want to hear about the war and how does Krebs feel about telling them?
5. Is Harold comfortable being back home? What is one instance when he can relax and be himself? Why is it only at this time that he feels at ease?
6. Krebs looks at the girls in town, but doesn’t speak to them. Why not? What does Krebs want to avoid in his life and why do you think he feels this way?
7. The story states: “He sat there on the porch reading a book on the war. It was a history and he was reading about all the engagements he had been in. It was the most interesting reading he had ever done.” Why do you think he enjoyed reading about a war he just got out of?
8. What did Harold’s mother mean when she said, “There can be no idle hands in His Kingdom.”?
9. What does Krebs’ mother want from him? What is it she expects and desires for him and why does he seem to resent his mother? How could this be connected to his war experience?
10. When Harold’s mother says, “I’m your mother,” she said. “I held you next to my heart when you were a tiny baby.” Harold responds, “I know, Mummy…I’ll try and be a good boy for you.” Why does he feel sick and vaguely nauseated?
11. Krebs’ mother makes him pray with her. Why does he feel he is a liar by praying? He seems to come from a religious background, what influence could his war experience have had on his belief in God?
12. What is Hemingway trying to communicate about soldiers who have returned from war in this story?

**Part 3: Text Analysis of Another Country**

In small groups, have the students analyze the text and answer the following questions. Encourage students to use details from the story and refer to relevant quotations from the book.

1. The men were being treated for physical wounds. What is the evidence they are suffering from psychological wounds?
2. In what ways is Nick isolated and alone? Evidence? What separates him from his comrades?
3. While the soldiers being treated are isolated as a group, are they also isolated from each other? Why and how?
4. Does Nick have any faith in the machines that are supposed to heal him and his fellow injured soldiers? Why or why not?
5. What role have new technologies and machines had in these character’s experiences from what we have studied about WWI?
6. Mental healing of any kind is very obviously absent from the story? Why?
7. How is the idea of death dealt with in this story?
8. What does the Major mean by, “If he is to lose everything, he should not place himself in a position to lose that. He should not place himself in a position to lose. He should find things he cannot lose.”
9. How does the story help us better understand those who have fought in the war?

**Part 4: Writing and Revising the Essay**

Allow students to have time in class to independently work on writing the essay. Encourage students to use the rubric to review their own work.

1. **Student support:**

Possible accommodations (discuss in advance with SPED and ELL students):

* Extended time
* Teacher coaching, as needed
* Access to audio versions
* Writing support as per IEPs
* Graphic organizers
* Sentence stems for outlines
* Note-taking strategies

1. **Extensions or variations:**

In consultation with the teacher, the student may choose a work from a different conflict (e.g., Tim O’Brien’s *The Things They Carried*), or a work in a different medium (e.g., the film *Gallipoli*). The student may then compare the new work to the work of Hemingway. What similarities and differences surface?

1. **Scoring:**

Student work can be scored using the QPA Common Literacy Analysis Rubric.