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

**Grade level/band**: 11-12

**Task source**: Educational Policy Improvement Center (EPIC)

**Effects of War**

**STUDENT INSTRUCTIONS**

1. **Task context**:

Although the First World War ended nearly 100 years ago, many of the experiences are still relevant to today’s society and today’s military. In this task you will choose a topic about the effects of war, such as the physical effects of war on soldiers, the psychological effects of war on soldiers, the psychological effects of war on support personnel (medical, etc.), perceptions of patriotism, perceptions of the enemy, etc. Feel free to develop your own topics. Find two or three poems that the class has not previously studied that address the topic you have chosen. For this assignment, you will be interpreting and using the information from these texts to draw conclusions that you will compare and contrast to a contemporary situation.

Plan and draft a paper showing the information you have gathered about your topic from the poems with a preliminary conclusion based on the evidence. The conclusion is *your* idea of what the information means; however, it must be based on the evidence. You will need to do some research for factual information. *Example: You read Wilfred Owen’s “Dulce et Decorum* Est*.” A possible topic could be the physical effect of gas during World War I. You would research historical information about when and how gas was used, and then you would draw your own conclusions on the use of gas.*

The issues and topic you discover likely will be applicable to more than just World War I. After researching your topic, seek out information about a related issue in contemporary wartime. For this, you will need to find an account by a British military person who has been or is in combat (or a noncombat with a wartime experience). Using the evidence from the contemporary source, compare and contrast the effects of wars that are nearly 100 years apart. Revise your paper and conclusions in light of your most recent research. What is your opinion now about your topic? Have things changed? How is this topic relevant to today’s military?

1. **Final product**:

Your paper will focus on the essential question of: What are the effects of war on combatants and others? You will use a variety of resources to answer this question, including two or three poems of your choice about the British experience in World War I and researched articles about a topic that you choose. In order to make comparisons with modern events and draw further conclusions, research and read about current British military or noncombatant experiences. Write a 3- to 4-page paper that explains one of the effects of war in depth. What inferences and conclusions can you draw from the texts you have read?

Your paper should:

* Go through all stages of the writing process.
* Cite your sources correctly in the text of your paper and create a Works Cited page using MLA format or another style that your teacher selects.
* Support your conclusion with clearly explained evidence.
* Employ standard American academic English.

**Additional Information**

1. **Knowledge and skills you will need to demonstrate on this task:**
* An understanding of, as well as the ability to analyze, 20th century British poetry.
* The ability to identify appropriate sources and information.
* The ability to write a thesis that addresses the prompt.
* The ability to integrate evidence into writing.
* The ability to use an appropriate organizational structure when writing.
* The ability to use appropriate grammar, mechanics, and usage when writing.
1. **Materials needed:**
* **“The First World War Poetry Digital Archive,”** <http://www.oucs.ox.ac.uk/ww1lit>
* Access to the Internet and library for research
* Word processing software

1. **Time requirements:**

The entire project should take about three weeks. A guideline for implementation is listed below. Your teacher will indicate which work is to be completed outside of class.

* Week 1: Choose topic, poems, and draft a plan for your paper.
* Week 2: Draft due in class at end of week.
* Week 3: Teacher comments on content returned at the beginning of the week. Spend the remainder of week 3 drafting and editing.
* Final paper due the beginning of week 4.
1. **Scoring:**

Your work will be scored using the College and Career Readiness (CCR) Task Bank rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.