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

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

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

**Effects of War**

**TEACHER'S GUIDE**

1. **Task overview**:

Students select a topic about the impact of war on combatants or another group affected by war. Students conduct independent historical research on their chosen topic in addition to selecting and reading two to three poems centered on the British experience in World War I. Students then research a contemporary account of a solider or noncombatant and compare and contrast the effects of war in a research paper.

1. **Aligned standards:**
2. **Primary 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.11-12.6](http://www.corestandards.org/ELA-Literacy/RL/11-12/6/) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.RL.11-12.10](http://www.corestandards.org/ELA-Literacy/RL/11-12/10/) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.W.11-12.2](http://www.corestandards.org/ELA-Literacy/W/11-12/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

[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.

[CCSS.ELA-Literacy.W.11-12.6](http://www.corestandards.org/ELA-Literacy/W/11-12/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.L.11-12.4](http://www.corestandards.org/ELA-Literacy/L/11-12/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

[CCSS.ELA-Literacy.L.11-12.6](http://www.corestandards.org/ELA-Literacy/L/11-12/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

1. **Critical abilities**

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

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.

Communication in Many Forms:Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

1. **Time/schedule requirements:**

The entire project should take about three weeks. A guideline for implementation is listed below.

* Week 1: Students choose topic, poems, and draft plan for paper.
* Week 2: Draft due in class. In-class work: small group peer discussions on topics and evidence. Draft due at end of week.
* Week 3: Teacher comments on content returned at the beginning of the week. Students spend the remainder of week 3 drafting and editing.
* Final paper due the beginning of week 4.

1. **Materials/resources:**

You may use any general introduction to World War I. Some suggested web sites:

* “The Great War and the Shaping of the Twentieth Century,” <http://www.pbs.org/greatwar/>
* “BBC History—World War I,” http://www.bbc.com/ww1

A good general text:

* Keegan, John. *The First World War.* Vintage, 2000. ISBN: 0375700455.

Suggested Textbook:

* Walter, George. *The Penguin Book of First World War Poetry.* Penguin Classics, Revised edition 2007. ISBN: 0141181907.

Current blogs:

* “RAF Blogs from Afghanistan,” <http://www.raf.mod.uk/news/rafblogsfromafghanistan.cfm> (Note: This site includes blogs by women).
* “UK in Afghanistan,” <http://blogs.fco.gov.uk/ukinafghanistan/>

1. **Prior knowledge:**

Students should be able to:

* Read and understand British poetry of the early 20th century.
* Identify necessary information needed to conduct independent research.
* Differentiate between reliable and unreliable sources.
* Draw conclusions based on evidence.
* Research using both the Internet and libraries.
* Plan, draft, revise, edit, and proofread an essay (use the writing process).
* Use MLA citation format or another style that you select.

1. **Connection to curriculum:**

This task may be used as a culmination of a unit on British literature of the early 20th century.

1. **Teacher instructions:**

Week 1:

* Introduce the topic by having a discussion about veterans/military personnel that students know and what they say about their time in combat.
* Explain the assignment, including the fact that it will connect a “long-ago” war with people we know now.
* Check off all assignments on the dates they are due in order to be sure students follow the full writing process.
* Allow students in-class time if needed to select their poems and conduct background research.
* Have students complete a draft of their papers in class or at home.

Week 2:

* Assign working groups of 3 to 4 students to discuss their drafts. Assign specific written outcomes (peer review sheets) for each writer to use when revising.
* Have students revisit their draft papers using the peer feedback and submit a revised daft at the end of the week.
* Teacher beings to comment on draft content and organization (not line-editing).

Week 3:

* Teacher comments on content returned at the beginning of the week. Students spend the remainder of week 3 drafting and editing

Optional: Students can peer-review for line-editing once the full drafts are finished.

Optional: Student presentations or group discussion on their conclusions.

Optional: Instructor may wish to provide the material for the current experience.

*Optional exercises depend on teacher’s judgment of class needs and abilities.*

1. **Student support:**

The following suggestions are examples of scaffolding that can be used to meet the diverse student needs within the classroom.

* Provide class time for research on students’ topics.
* Provide definitions of new vocabulary words ahead of time.
* For the final product, all learners will benefit from peer assistance while brainstorming their topics, as well as a peer- or teacher-edit of their papers before final submission.
* Some students will have good research skills, but some will need guidance in the determination of appropriate sources and where to look for them. It is important to spend class time in review of what constitutes an appropriate source in advance of students’ independent work time.

1. **Extensions or variations:**

* Students could present the results of their research to the class via an oral or multi-media presentation.
* If there is a particularly interesting and/or controversial topic, a debate could be organized where students choose sides on the topic and defend their views.

1. **Scoring:**

Student work can be scored using the College and Career Readiness (CCR) Task Bank rubric.