**Subject area/course**: History/World History or U.S. History

**Grade level/band**: 10-12

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

**Historical Aspects of Hatred in Conflict**

**TEACHER'S GUIDE**

1. **Task overview**:

In this task, students will relate the concepts of a poem entitled “Hatred” by Wislawa Szymborska to an historical event or conflict. This is a thematic assessment that can apply to any time period, war, or conflict (either chosen by the student or by the teacher). Students will research the chosen conflict and analyze that event using the poem. They should choose at least four of the poem’s eight stanzas to use in their analysis. In an essay, students will explain how the poem helps us understand the historical conflict they have chosen. They will then express their views as to how to prevent hatred by identifying a brewing conflict and explaining how the ways of hatred might be avoided.

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.11-12.4](http://www.corestandards.org/ELA-Literacy/RL/11-12/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors).

[CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.4](http://www.corestandards.org/ELA-Literacy/RH/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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. **Other standards**

[C3 Framework](http://education.nationalgeographic.com/media/file/C3-Framework-for-Social-Studies.pdf)

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D4.2.9-12 Construct explanations using sound reasoning, correct sequence,…examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose. …

1. **Time/schedule requirements:**

Provide approximately one week of time to research and learn about the historic event as well as write the essay. If this task is used as an assessment of a time period or conflict just studied, a couple of days will be sufficient to analyze the poem and apply it to the event.

1. **Materials/resources:**

* Become familiar with the poem “Hatred.” <http://www.pbs.org/newshour/bb/entertainment-july-dec99-pinsky_08-19/>
* Print copies of the complete poem for each student.
* Distribute the "Hatred" Poem Analysis document (Item A).
* Students will appreciate some background information on Wislawa Szymborska, the Polish winner of the Nobel Prize for Literature in 1996. Many Internet sources on Szymborska are easily accessible, including this brief account from the Academy of American Poets: <http://www.poets.org/poetsorg/poet/wislawa-szymborska>
* Secure library and/or computer lab time to allow students time to conduct research and word-process their essays.
* Distribute the "Hatred" Poem-Event Graphic Organizer (Item B).

1. **Prior knowledge:**

Students should be able to:

* Analyze poetry
* Apply abstract ideas to concrete events
* Research the major issues of a conflict
* Develop and express personal opinion

1. **Connection to curriculum:**

There are a variety of historical events that apply well to this poem. Civil wars in the U.S., the Balkans, and Africa are pertinent. World Wars I and II apply as well. The Vietnam War, Arab-Israeli Wars, India partition, Armenian genocide, or the period of South African apartheid are other options as well.

1. **Teacher instructions:**

Day One:

* Distribute the student prompt and a copy of the poem “Hatred.”
* Read through the poem as a class. Briefly discuss the poem and the background on Wislawa Szymborska.
* Have students complete the "Hatred" Poem Analysis document (Item A) and share their responses to it in a class discussion.
* Assign students the historic event or conflict that you want them to apply to the poem. Alternatively, you may want to provide students with a list of possible events/conflicts for them to choose their own. If this is an assessment for an event or time period you just studied in class, minimal or no research time is needed. Assign a due date.
* If you want students to research a specific event or events, assign them and provide a week of time for students to research. Assign a due date when you would like the analysis essay to be due.

Day Two:

* After students have had time to do some research on their chosen historical event, distribute the "Hatred" Poem-Event Graphic Organizer (Item B). Give students time to complete this document in class or as homework and discuss it the next day.

Final Day:

* On the due date of the final written assignment, have students share their personal reflections on hatred in the historical record. Students can do this in small groups or as a larger class.

1. **Student support:**

* Frequent check-ins with students can help guide time allotment to above activities.
* Supporting documents (Poem Analysis document and Poem Graphic Organizer – Items A and B) can be optional.
* Discussion and activities that support student understanding of the rubric and what is expected can be added.

1. **Extensions or variations:**

None listed.

1. **Scoring:**

Student work can be scored using the Hatred in Conflict rubric.