**Effects of War**

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

**Grade level/band**: 11–12

**INSTRUCTOR PROCEDURES**

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 soldier or noncombatant and compare and contrast the effects of war in a research paper.

1. **Prior knowledge required:**

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 on both the Internet and in libraries.
* Plan, draft, revise, edit, and proofread an essay (use the writing process).
* Use MLA citation format or another style that you select.
1. **Common Core State Standards aligned to this task**:

[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. **Time requirements:**

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

* Week 1: Students choose their topic and poems and draft a plan for their paper.
* Week 2: Students bring a working draft to class. In-class work: small group peer discussions on their topics and evidence. A solid draft is due to the instructor at the end of the week.
* Week 3: Instructors make comments on the content of the rough draft and return papers to students sometime during the week. Students spend the remainder of week 3 drafting and editing.
* The final paper is due the beginning of week 4.
1. **Instructor materials to use during administration:**

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. **Instructor procedures during administration:**

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

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.
* Instructor begins to comment on draft content and organization (not line editing).

Week 3:

* Instructor comments on content returned at the beginning of the week. Students spend the remainder of week 3 drafting and editing**.**
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 going through a peer editing process before the final submission of papers.
* 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 reviewing 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 and assessment considerations:**

EPIC developed the *College and Career Ready (CCR) Task Bank Scoring Rubric* to accompany this task. If your school or department uses a standardized rubric that would fit the content and requirements of this task, you may choose to use your existing rubric. The following notes and suggestions are meant to clarify the intent of the rubric and include considerations for the assessment of student work.

* When assigning the task, provide students with the rubric that will be used to score their final product and discuss it as a class.
* Unlike some rubrics, the *CCR Task Bank Rubric* does not predetermine “point values” for the scoring criteria. The rubric thus allows for flexibility with different instructors’ scoring systems and individual determination of the “weight” of each criterion.
* Student work that scores at the *Accomplished* level is considered to be entry-level college work.
* The *Exceeds* category on the rubric provides an example of how a student can go above and beyond the *Accomplished* level. These examples are intended to be only ONE way a work product can exceed expectations, thus allowing room for your professional judgment.
* If needed, consider including task-specific criteria as an additional scoring category to the rubric or providing a checklist of requirements for the task.