



Grade 12 – Attitudes Toward War Unit 3 - Fog of War

Unit Focus

Students in this generation were born during the War on Terror. While their experience with war is distant and not on US soil, students will attempt to disaggregate their perspectives and understandings of this war to understand their overall sentiment toward war. In this unit, students will synthesize multiple resources to analyze the changes overtime in civilian perception of soldiers, war, and the hero. In order to become independent thinkers, students will engage in book groups to reflect on their bias and opinions and attempt to suspend judgment while considering multiple perspectives. Students will then research a contemporary conflict/war.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">Common Core<ul style="list-style-type: none">English Language Arts: 11-12<ul style="list-style-type: none">Reading Literature<ul style="list-style-type: none">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.11-12.1)Reading: Informational Text<ul style="list-style-type: none">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.RI.11-12.1)Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.ELA-LITERACY.RI.11-12.6)Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS.ELA-LITERACY.RI.11-12.7)Writing<ul style="list-style-type: none">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.11-12.2)	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers make inferences about a text by using text evidence to support their thinking. U2 Great literature is intentionally crafted to explore enduring human themes transferable across time and place. U3 Readers analyze how subject/content presented in two or more formats present different perspectives. U4 Determining an author's point of view and craft moves helps the reader better interpret and explain the text.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How does this text challenge my thinking about this topic? How should I read it? Q3 What insights can we gain by comparing texts? Q4 What's the author's point of view? How does it influence the author's message and reader's interpretation?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 An interpretation of a text changes depending on the lens used to analyze it. K2 War narratives present personalized and various perspectives.	<i>Students will be skilled at...</i> S1 Analyzing texts through critical lenses changes the way it is interpreted. S2 Comparing and contrasting perspectives within the context of a war narrative.

Stage 1: Desired Results - Key Understandings

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (*CCSS.ELA-LITERACY.SL.11-12.1*)
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (*CCSS.ELA-LITERACY.SL.11-12.1.A*)
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (*CCSS.ELA-LITERACY.SL.11-12.1.B*)
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (*CCSS.ELA-LITERACY.SL.11-12.1.C*)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (*CCSS.ELA-LITERACY.SL.11-12.1.D*)
- Speaking & Listening
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (*CCSS.ELA-LITERACY.SL.11-12.4*)

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (*POG.5.1*)

K3 Analyzing a text involves accessing background knowledge and reading closely.

K4 Independent research requires multiple sources and modalities.

S3 Performing close reads and using evidence from the text to support their analysis.

S4 Synthesizing various elements of independent research.