



Combat Literature Unit 1 - Glorification of War - "I want YOU for the US Army?"

Unit Focus
World War II is deemed as a “good war” and a “just war.” Most Americans contributed to the cause and soldiers were proud to fight for their country. Where did this attitude stem from? What is a “just war”? Students will analyze propaganda from World War II to first understand how the media influenced the generally positive attitude toward war. Students will then watch Saving Private Ryan to observe and analyze characters, mood, tone, symbols, and imagery to determine the purpose of the film. Students will then read fiction and nonfiction expressing different perspectives on the war, and compare and contrast these sentiments with that of the general attitudes toward World War II. Students will complete this unit by creating a movie trailer for a self-selected film depicting World War II that demonstrates a command of tone, imagery, symbolism, and dialogue.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>Common Core Standards <i>English Language Arts : 12</i> <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> • CCSS.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. <i>919568 Reading: Informational Text</i> • CCSS.ELA-LITERACY.RI.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.RI.11-12.6 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. <i>919579 Writing</i> • CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) <i>919590 Speaking & Listening</i> • CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 	T1 Evaluate the author’s message and purpose, citing text evidence to support conclusions. T2 Synthesize information from a variety of sources to take and support a position. T3 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message.		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 Stories are told from many different perspectives and reveal conflicting attitudes.	Q1 What are the emotional effects of World War II?	
	U2 Writers write for an authentic audience and choose their modality and style to match that audience.	Q2 What is war's effect on innocence?	
		Q3 How does one reconcile individuality/conformity in war?	
		Q4 Whose story is it? How do literary devices impact the telling of one's story?	
		Q5 What is a just war?	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
K1 World War II: historical background- Pearl Harbor, Axis Powers, D-Day, Types of government, war tactics, famous battles, Holocaust, Japanese Internment, homefront	S1 Analyzing tone and bias in a given medium.		
	S2 Recognizing an author's underlying message in different		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

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.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.1 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.A** 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.B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- **Synthesizing:** Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Collaboration/Communication

- **Product Creation:** Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

(propaganda, women's roles, teenagers), role of Tennessee

K2 Various depictions of soldiers - images of ancient Greek soldiers vs. WWII soldiers

K3 how war is presented in terms of good vs. evil

K4 Heroic traits- review from previous years (i.e. epic hero)

K5 Historical characteristics of "just war" - Geneva Conventions

K6 Vocabulary: tone, mood, imagery, symbolism, dialogue

artistic media

S3 Comparing and contrasting historical attitudes toward war

S4 Recognizing common motifs concerning innocence, courage, depersonalization, effects of war