



## Combat Literature Unit 3 - Ambiguity of War "What is right?"

### 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 interview a veteran to gain an authentic perspective of war; students will then reflect on the interview and the motifs/ideas in the course to make an independent decision about their attitude toward war.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>Common Core Standards</b>  <i>English Language Arts : 12</i>  <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• 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></li> <li>• 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.</li> <li>• 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.</li> <li>• CCSS.ELA-LITERACY.RI.11-12.7 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.  <i>919579 Writing</i></li> <li>• CCSS.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.</li> </ul>	<p>T1 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T2 Synthesize information from a variety of sources to take and support a position.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Thinkers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers</p> <p>U2 Readers reflect on their own schema and bias in order to suspend judgment and consider alternate perspectives.</p> <p>U3 Authors have a position or perspective and readers can agree or disagree with it.</p>	<p>Q1 What are the emotional effects of the War on Terror?</p> <p>Q2 How has our perception of soldiers changed? How has our view of heroes changed?</p> <p>Q3 Can you be pro military and anti-war at the same time?</p> <p>Q4 How does one reintegrate after a traumatic experience?</p> <p>Q5 How does one reconcile individuality/conformity in war?</p> <p>Q6 What is a just war?</p> <p>Q7 Whose story is it?</p>	

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

*919590 Speaking & Listening*

- 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, 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.11-12.1 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.
- CCSS.ELA-LITERACY.SL.11-12.1.C 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.D 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.

**Student Growth and Development 21st Century Capacities Matrix**

*Global Thinking*

- Engaging in Global Issues: Students will be able to analyze complex issues and their implications and/or consequences.
- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.
- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.

**ACQUISITION OF KNOWLEDGE AND SKILL**

KNOWLEDGE	SKILLS
K1 Vocabulary: PTSD, Apathy	S1 analyzing texts through multiple lenses
K2 Background: War on Terror; 9/11	S2 analyzing character development
K3 Themes: innocence, courage, glorification of individuality, attitudes of war	S3 determining cause and effect
	S4 composing questions
	S5 comparing and contrasting perspectives