

## Literature Of War

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Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p><b>UEQ- <i>All Quiet on the Western Front</i> Unit</b></p> <p><b>What is life like for a soldier?</b>  <b>How is the novel reflective of the author's background?</b>  <b>How is the novel reflective of the time period in which it was written?</b>  <b>What is the author's message/intent?</b>  <b>What elements of literature does the author use to communicate his message?</b></p> <p><b>UEQ:</b>  <b>How is the novel reflective of the author and the time period?</b>  <b>What message is the author trying to convey about war?</b></p>	<p><b><i>All Quiet on the Western Front</i> Unit</b></p> <ol style="list-style-type: none"> <li>Analyze theme, setting, plot</li> <li>Describe character development</li> <li>Relate content of novel to historical context</li> <li>Identify and analyze the author's use of imagery</li> <li>Identify author's stylistic changes</li> <li>Evaluate the author's background influence on his/her writing.</li> </ol>	<p><b><i>All Quiet on the Western Front</i> Unit</b></p> <p>LT1- I can independently comprehend literature.</p> <p>LT2- I can identify and explain the use of figurative language in a literary work.</p> <p>LT3- I can understand the visual elements and style of the author's work.</p> <p>LT4- I can determine theme, author's purpose, or main idea in a literary work.</p> <p>LT5- I can independently identify literary elements.</p> <ul style="list-style-type: none"> <li>-Foreshadowing</li> <li>-Symbolism</li> <li>-Conflict</li> <li>-Satire</li> <li>-Characterization</li> <li>-Plot Line</li> </ul>	<p><b><i>All Quiet on the Western Front</i> Unit</b></p> <p>11.4.2.2</p> <p>11.4.3.3</p> <p>11.4.4.4</p> <p>11.4.5.5</p> <p>11.4.6.6</p> <p>11.4.10.10</p> <p>11.5.4.4</p> <p>11.5.5.5</p>	<p><b><i>All Quiet on the Western Front</i> Unit</b></p> <p>CFA- Class discussion, study guides, small group discussions.</p> <p>CSA- Quizzes and book test.</p>	<p><b><i>All Quiet on the Western Front</i> Unit</b></p> <ul style="list-style-type: none"> <li><i>All Quiet on the Western Front</i></li> <li><i>All Quiet on the Western Front</i> DVD</li> </ul>

<p><b>Writing- War Poetry Essay</b></p> <ul style="list-style-type: none"> <li>• What is the theme of a war poem?</li> <li>• How is the theme supported in the poem?</li> <li>• What themes/motifs from the poem are also evident in the novel?</li> </ul>	<p><b>Writing- War Poetry Essay</b></p> <ol style="list-style-type: none"> <li>1. Compose a topic/thesis sentence</li> <li>2. Support points with textual evidence</li> <li>3. Organize evidence</li> </ol>	<p>LT6- I can analyze how authors use literary elements to enhance works.</p> <p>LT7- I can analyze how the literature is influenced by the culture, context, or era in which it was written.</p> <p>LT8- I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p><b>Writing- War Poetry Essay</b></p> <p>LT1- I can formulate a thesis statement that clearly communicates the focus of a longer work.</p> <p>LT2- I can support a thesis statement with specific evidence, examples, and/or details that show the reader my ideas.</p> <p>LT3- I can organize supporting details into</p>	<p><b>Writing- War Poetry Essay</b></p> <p>11.7.1.1</p> <p>11.7.4.4</p> <p>11.7.5.5</p> <p>11.7.6.6</p> <p>11.7.10.10</p>	<p><b>Writing- War Poetry Essay</b></p> <p>CFA- Large group discussion of sample essays.</p> <p>CFA- Small group peer review.</p> <p>CSA- Final paper.</p>	<p><b>Writing- War Poetry Essay</b></p> <ul style="list-style-type: none"> <li>• War poem essay handout</li> <li>• Online Writing Lab site</li> <li>• Daily checkpoints for paper</li> <li>• Final checklist</li> </ul>
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	<p>4. Refine sentence fluency</p>	<p>paragraph structure with a definite introduction, body, and conclusion.</p> <p>LT4- I can enhance organization through the use of topic sentences, transitions, and concluding sentences.</p> <p>LT5- I can improve my work by revising content and editing writing so it is free of punctuation, capitalization, and usage errors.</p> <p>LT6- I can extend the appeal of my work so it goes beyond functional writing (basic execution of the assignment) and entertains, provokes thought, and/or connects with a variety of target audiences. (SPECIFY FOR DIFFERENT LEARNING TARGETS)</p>			
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*The Things They Carried*

Literature:

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-I can identify and explain the use of figurative language in a literary work.

-I can understand the visual elements and style of the author's work.

-I can determine theme, author's purpose, or main idea in a literary work.

-I can independently identify literary elements  
 -Symbolism  
 -Conflict  
 -Satire  
 -Characterization  
 -Plot Line

-I can analyze how authors use literary elements to enhance works.

-I can analyze how the literature is influenced by the culture, context, or era in which it was written.

		<p>-I can effectively communicate critical thinking through literary-based writings, discussions, and presentations.</p> <p>-I can evaluate the quality of literature (i.e. what makes a work a classic versus popular).</p>			
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