

Class: CP World History	Grade: 10
Lesson: War Poems	Unit: World War 1
Student Language Background: L1 Spanish - L2 English -	
Content Standards: <i>History-Social Science 10.5</i> - Students analyze the causes and course of the First World War. <ul style="list-style-type: none"> • <i>History-Social Science 10.5.1</i> - Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.” 	
Key Vocabulary: N/A - There are some obscure/archaic words in the poems that students will likely be unfamiliar with. Definitions are in the “War Poems Teacher Copy” document and should be shared with the students as poems are read.	Visuals/Resources: <ul style="list-style-type: none"> • War Poems Powerpoint • Video: Suicide in the Trenches by Siegfried Sassoon: Read by Stephen Graham • Video: The Soldier by Rupert Brooke: Read by Sophie Okonedo • Video: Anthem for Doomed Youth by Wilfred Owen: Read by Sean Bean • Video: Ian McMillan: Has poetry affected our view of WW1? • Copies of War Poems Handout • Copies of Compare Contrast Graphic Organizer
Higher Order Thinking Skills: Analyze, Understand, Evaluate, Create	
Motivation: Introduce lesson with video, Suicide in the Trenches by Siegfried Sassoon: Read by Stephen Graham . Students will read along using the War Poems handout. Note: The reader has a fairly thick accent so pause to check that students can understand and remind them to read along.	
Connections: <i>Prior Knowledge/Building Background/Prior Learning:</i> Using a PowerPoint presentation, provide an overview of poetry from WWI, introduce famous ‘war poets’, and highlight the historical context and significance of WWI poetry.	

<p>Content Objective:</p> <ul style="list-style-type: none"> ● SWBAT analyze and compare two poems with sharply divergent views of war. ● SWBAT analyze poetry presented in a dramatic reading and assess any additional meaning or context this adds to the poem. ● SWBAT use evidence from the articles to answer the Central Historical Question: <i>How does war poetry help us understand World War 1?</i> 	<p>Meaningful Activities:</p> <ol style="list-style-type: none"> 1. Working individually, students will read <i>Rupert Brooke "The Soldier"</i> and <i>Wilfred Owen "Anthem for Doomed Youth"</i>. Using a graphic organizer, students will then compare and contrast the tone and message of the two poems. 2. With a pair partner, students will share their impressions of these two poems. 3. As a whole class, students will watch videos of dramatic readings of these two poems, then discuss whether or not (and if so, why) this changed their impressions of the poems. 4. As a whole class, students will watch a video of a reading of <i>Wilfred Owen "Dulce Et Decorum Est"</i> and how poetry affected our view of WW1. 	<p>Review/Assessment:</p> <ul style="list-style-type: none"> ● Using evidence from the poems, teacher instruction, videos, and class discussion, students will write a short paragraph answering the Central Historical Question: <i>How does war poetry help us understand World War 1?</i>
<p>Language Objective:</p> <ul style="list-style-type: none"> ● SWBAT read and compare and contrast the tone and message of two different poems then verbally share their impressions with a partner. 	<p>Meaningful Activities:</p> <ul style="list-style-type: none"> ● Working independently in a graphic organizer, students will compare and contrast poems using context clues, author's tone, and background knowledge. ● In a whole-class discussion, students will share out their answers and engage in an academic discussion. 	<p>Review/Assessment:</p> <ul style="list-style-type: none"> ● Students will write a short persuasive paragraph that summarizes their findings and and answers a key question.
<p>Wrap Up: Class closing discussion:</p> <ul style="list-style-type: none"> ● <i>What reasons do soldiers have for fighting (compare reasons during World War I and reasons today – are they the same or different?).</i> ● <i>What factors could account for the amount and quality of poetry that arose from the World War 1 battlefield?</i> ● <i>How does war poetry help us understand World War 1?</i> 		