



Grade 12 – Attitudes Toward War Unit 1 - Attitudes and Propaganda

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

| Standard(s) | Transfer | |
|--|--|-----------------------|
| <p>Standards</p> <ul style="list-style-type: none"> • Common Core <ul style="list-style-type: none"> ○ <i>English Language Arts: 11-12</i> <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) ▪ Writing <ul style="list-style-type: none"> ▪ 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.) (CCSS.ELA-LITERACY.W.11-12.4) ▪ 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 | <p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T2 Synthesize information from a variety of sources to take and support a position.</p> <p>T3 Present information and ideas using appropriate grammar, spelling and vocabulary to convey the message.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| <p><i>Students will understand that...</i></p> <p>U1 The psychological implications of war are not just limited to soldiers/those who serve.</p> <p>U2 Stories are told from many different perspectives and reveal conflicting attitudes.</p> <p>U3 Writers write for an authentic audience and choose their modality and style to match that audience.</p> <p>U4 Great literature is intentionally crafted to explore enduring human themes transferable across time and place.</p> <p>U5 Readers examine an author's word choice to interpret point of view, meaning, mood, or tone.</p> <p>U6 Readers pay close attention to details that are emphasized, altered, or absent.</p> | <p><i>Students will keep considering...</i></p> <p>Q1 What are the psychological impacts of war?</p> <p>Q2 Whose story is it? How do literary devices impact the telling of one's story?</p> <p>Q3 How do authors persuade their audiences and for what purposes?</p> <p>Q4 What is a just war?</p> <p>Q5 How does this text challenge my thinking about this topic? How should I read it?</p> <p>Q6 How do the techniques/craft moves authors use impact the meaning of the text?</p> <p>Q7 How do readers use close reading techniques?</p> | |

Stage 1: Desired Results - Key Understandings

| <p>and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <i>(CCSS.ELA-LITERACY.SL.11-12.1.A)</i></p> <ul style="list-style-type: none"> ▪ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <i>(CCSS.ELA-LITERACY.SL.11-12.1.B)</i> ▪ 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. <i>(CCSS.ELA-LITERACY.SL.11-12.4)</i> ▪ 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. <i>(CCSS.ELA-LITERACY.SL.11-12.5)</i> <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> ○ Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. <i>(POG.1.2)</i> ○ Product Creation: Effectively use a medium to communicate important information. <i>(POG.3.2)</i> | Acquisition of Knowledge and Skill | |
|--|--|--|
| | Knowledge | Skill(s) |
| | <p><i>Students will know...</i></p> <p>K1 World War II: historical background- Pearl Harbor, Axis Powers, D-Day, Types of government, war tactics, famous battles, Holocaust, Japanese Internment, homefront (propaganda, women's roles, teenagers), role of Tennessee</p> <p>K2 Historical characteristics of "just war" - Geneva Conventions</p> <p>K3 Vocabulary: tone, mood, imagery, symbolism, analysis</p> <p>K4 Elements of propaganda</p> <p>K5 Elements of rhetoric: ethos, pathos, logos</p> | <p><i>Students will be skilled at...</i></p> <p>S1 Comparing and contrasting historical attitudes toward war</p> <p>S2 Analyzing propaganda for its tone and bias.</p> <p>S3 Recognizing an author's underlying message in different artistic media</p> <p>S4 Recognizing common motifs concerning innocence, courage, depersonalization, effects of war</p> |