

Subject area/course: English/Language Arts

Grade level/band: 11

Task source: Center for Collaborative Education (CCE); Author: Stephen Goyette

Hemingway and the Effect of the First World War

STUDENT INSTRUCTIONS

A. Task context:

You are a journalist researching Post-Traumatic Stress Disorder (PTSD) in veterans returning from the Iraq and Afghanistan wars. In your research, you discover that PTSD has been known by many names (such as “shell shock” and “battle fatigue”) and has been recorded in wars for decades. In fact, you discover that Ernest Hemingway wrote short stories and novels on the subject. You decide to write a piece connecting Hemingway’s works to the modern research.

1. Read two of the three following Hemingway stories:
 - a. “Soldier’s Home”,
 - b. “In Another Country” OR
 - c. “Old Man and the Bridge”
2. Read one of the two articles:
 - a. CNN article “Experts: Vets’ PTSD, violence a growing problem.”
<http://www.cnn.com/2012/01/17/us/veterans-violence> OR
 - b. “Hemingway on War and Its Aftermath” by Thomas Putnam
<http://www.archives.gov/publications/prologue/2006/spring/hemingway.html>
3. Using direct quotations from the two Hemingway stories and the article you read, write a thesis-driven essay that explains how the soldier’s experience in war is reflected in the literature of the time period, including the short stories of Hemingway, poetry, and contemporary texts from modern-day war veterans. Be sure to answer these essential questions:
 - What do these writings reveal about the experience of WWI?
 - How do these two examples of short fiction communicate the hidden trauma of the experience of war?
4. Peer edit, using the rubric to give and receive feedback on your (and your partner’s) writing.

B. Final product:

A literary analysis essay.



ADDITIONAL INFORMATION

C. Knowledge and skills you will need to demonstrate on this task:

1. On this task, you will show that you know these things:
 - Soldiers who served in WWI suffered a variety of both physical and mental trauma as shown in the two Hemingway short stories.
2. On this task, you will show that you are able to do these things:
 - Write a literary analysis of these short stories highlighting the trauma of the WWI experience.
 - Draw conclusions, make connections, interpret, and analyze your reading of literary and informational texts.
 - Develop ideas, draw conclusions, interpret, and analyze through written response.

D. Materials needed:

Choose 2 Hemingway stories AND choose 1 article:

- “Soldier’s Home,” by Ernest Hemingway
- “In Another Country,” by Ernest Hemingway
- “Old Man and the Bridge,” by Ernest Hemingway
- CNN article “Experts: Vets’ PTSD, violence a growing problem”
<http://www.cnn.com/2012/01/17/us/veterans-violence>
- “Hemingway on War and Its Aftermath” by Thomas Putnam
<http://www.archives.gov/publications/prologue/2006/spring/hemingway.html>

E. Time requirements:

You will have approximately seven days to complete this task.

F. Scoring:

Your work will be scored using the QPA Common Literary Analysis Task Rubric. You should make sure you are familiar with the language that describes the expectations for proficient performance.





QPA COMMON LITERARY ANALYSIS RUBRIC

Student Name: _____ Scorer: _____ Date: _____

Subject: ELA Social Studies Science Mathematics Other: _____

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
IDEA DEVELOPMENT (ID) (weighted x 2) <i>The main thesis the student conveys to his/her audience and the way the thesis and analysis are expressed.</i>	I've done everything to earn a score of Proficient, plus 2 of 3: a. I use my own voice and perspective in presenting my analysis. b. My analysis includes different points of view and develops the reasoning, evidence, strengths, and limitations for each point of view. c. I make connections between my analysis and myself, other texts, history, pieces of evidence, and/or the world.	a. My thesis is important, clear, and defensible. b. My analysis shows that I understand the literary work(s) I am analyzing because I explain and show the reason for each idea used to support my thesis. c. I explain the significance of my thesis/analysis (the "so what?" of my essay).	a. My paper has a topic, but my thesis is not important, not clear, or not defensible. b. My analysis is confusing, OR it only partly shows that I understand the meaning of the literary work(s), because I mainly summarize the information instead of explaining how my ideas relate to my thesis. c. I attempt to explain the significance of my thesis/analysis, but it is not clear.	a. My paper has a topic, but not a thesis. b. My ideas are not clearly related to my topic because I only list information rather than connect my ideas about the literary work(s) to my topic. OR I make inappropriate connections between the literary work(s). c. I do not explain the significance of my topic.
SUPPORTING EVIDENCE (SE) <i>The facts, quotations, definitions, descriptions, examples, and/or scenarios used to support the main thesis</i>	I've done everything to earn a score of Proficient, plus 2 of 3: a. In my analysis, I distinguish between the text(s) and my interpretation, and show that I know how to use each appropriately. b. I consistently and effectively integrate well-chosen citations to create a cohesive analysis. c. I anticipate my audience's familiarity with the literary work(s) and their values and possible biases.	a. I use sufficient evidence that is relevant to my thesis/topic and that effectively elaborates on my point. b. I use accurate evidence with enough detail to support my thesis/topic. c. I cite supporting evidence from my sources appropriately, even when paraphrasing.	a. I use evidence to support my thesis/topic, but it is insufficient, not fully relevant, or repeats rather than elaborates on my point. b. Most of my evidence is related to my thesis/topic, but some of it may be too general, inaccurate, or misinterpreted. c. I sometimes cite my supporting evidence appropriately.	a. I use limited evidence, or my evidence contradicts or does not connect to my thesis/topic. b. I use evidence that is too general, is inaccurate, or is misinterpreted. c. I do not include citations from the media I am analyzing. OR I use direct quotations but do not identify where they are from.

QPA COMMON LITERARY ANALYSIS RUBRIC

	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
ORGANIZATION (O) <i>The logic, structure, and clarity of the essay.</i>	<i>I've done everything to earn a score of Proficient, plus 2 of 3:</i>			
	a. My introduction hooks and orients the reader to the topic in a thoughtful and engaging way.	a. My introduction orients the reader to my topic and provides an overview of the analysis in the rest of the paper.	a. My paper begins with an introduction that only partly orients the reader to the rest of my paper.	a. My paper begins presenting information without an introduction.
	b. My body paragraphs build in significance and enhance the clarity and engagement of my essay.	b. My body paragraphs are logically ordered.	b. Most, but not all, of my body paragraphs are logically ordered.	b. The order of my body paragraphs is confusing and distracting.
	c. My conclusion is interesting and ties up my analysis, leaving the reader with a new perspective.	c. My topic sentences are clearly stated for each paragraph and develop my paper's logic.	c. My topic sentences are sometimes underdeveloped or unclear.	c. My topic sentences are mostly missing, unclear, or do not relate to the rest of the paragraph.
		d. My essay's structure and transitions are logical and help the reader understand my essay.	d. My transitions between sentences and ideas are inconsistent.	d. The transitions between my sentences and ideas are non-existent or hard to follow.
		e. My conclusion summarizes my analysis and reflects upon the thesis.	e. My conclusion does not fully close/summarize my analysis.	e. My paper lacks a conclusion.
	ADVANCED – 4	PROFICIENT – 3	DEVELOPING – 2	BEGINNING – 1
CONVENTIONS & STYLE (CS) <i>The word choice, fluency, spelling, mechanics, usage, and grammar.</i>	<i>I've done everything to earn a score of Proficient, plus 2 of 3:</i>			
	I maintain the audience's interest by doing at least two of the following: <ul style="list-style-type: none"> • varying syntax and sentence structure • using figures of speech • choosing precise language 	a. I have only a few errors, and my errors do not interfere with the reader's interpretation of my message.	a. I have many different types of errors. <i>OR</i> My errors interfere somewhat with the reader's interpretation of my message.	a. My errors seriously interfere with the reader's interpretation of my message.
		b. The style of my writing and my use of vocabulary is academic and appropriate for the intended audience and topic.	b. The style of my writing and my use of vocabulary is not consistently academic and appropriate for the intended audience or topic.	b. The style of my writing is not academic; it is too informal.
		c. I demonstrate control of Standard English.	c. I have some control of Standard English, but it is not consistent.	c. I have little control of Standard English conventions, sentence structure, and grammar.