**English Language & Literature 10**

**War Poetry & Propaganda**

**Summative Assessment: Analytical Essay**

***Key Concept:*** Creativity

***Global Context:*** Personal and Cultural Expression

***Statement of Inquiry:***Profound human emotion can be powerfully expressed through creative genres.

As William Wordsworth said, and as you have seen, poetry is “a spontaneous overflow of powerful feeling” and it can allow people to express extreme emotions during difficult times.

WW1 poets conveyed various emotions – from patriotism to disgust – through their poetry, and showed its realities through the tone, language, and structure of their poems.

**GOAL:** Your goal is to use the analytical and writing skills you have practiced during this unit to closely examine and analyze a poem from World War One (or possibly another war).

**AUDIENCE:** You are writing for your classmates and your teacher to express your ideas about a poem. Your register should be formal.

**PRODUCT:**

You will write a **literary analysis essay**, which is a piece of writing that shows your detailed understanding and interpretation of a text (a poem, in this case). Your interpretation must be supported with textual evidence and an analysis of language used in the text to create meaning.

**STEPS:**

* Find a WW1/war poem (NOT already studied) using the sources given in class or using alternative sources
* Read your poem multiple times and complete the “Big 5” analysis: themes, tone, audience, purpose, and literary devices. You should also note its structural elements.
* ANNOTATE thoroughly! Interact with the poem and find lots (and lots!) of stuff!
* Decide on WHAT you believe the poet is trying to convey through the poem, and HOW his message is conveyed through literary devices and stylistic elements.
* Then, write a thesis with your purpose (theme or themes), and organize your evidence into body paragraphs, and make sure you have several examples in each body paragraph to support your point.

**\*\* Use the essay planning handout on our website (and given to you as a handout) to plan your points to ensure you have enough support for a strong argument.**

**PRODUCT REQUIREMENTS:**

* You will plan your essay with an outline, which will also be submitted/checked
* You need an introduction, 2-4 body paragraphs, and a conclusion (4-6 total paragraphs).
* The response must be between 800-1000 words, and must include a WORD COUNT
* You must use MLA formatting and citation, including a Works Cited List

**FORMAT:**

Your Name

*This is the MLA format we will use for headings. Please include it in the upper left-hand corner of all assignments.*

Teacher’s Name

Course/Grade Level & Section

Date

*Come up with an appropriate & informative title for your essay*

**Literary Analysis Essay: Poetry Unit**

1. Introduction: Relevant Expository Information & Set up of Ideas
	1. **This is the introductory paragraph and should:**
		1. Hook the reader
		2. Include relevant information of the context of WW1 and/or the poet
		3. Include the “Poem Title” and poet’s full name.

*Feel free to organize this information as you see fit. Thesis should be last.*

* + 1. Include a BRIEF overview of the poem - in your own words.
		2. Include a THESIS (what are you arguing & how you will support it)
1. Body Paragraphs: Argument/Analysis
	1. **Focus on a type of the literary or stylistic devices below in each paragraph (with 2-4 examples of each one as support in your paragraph – SEE x 3-4):**
		1. Imagery (a variety of literary devices fall under this umbrella – choose 1-3 types) & connotative diction

*Please see your notes on literary devices, as well as their purpose & effect*

* + 1. Symbolism
		2. Syntax & Structure & Punctuation
		3. Other (meter, juxtaposition, consonance, assonance, …or any other element or device you want to analyze to support your argument!)
	1. You must use textual evidence and specific examples from the story in your analysis.
	2. Remember to use SEE – Statement, Example, Explanation and LINK your points back to your overall argument/thesis
1. Conclusion: Re-state your argument, summarize points, address the “so what?” factor.

***NOTE: You can organize your paragraphs based on 2-3 THEMES/CENTRAL IDEAS + use various devices for support for each theme in each body paragraph, if you’d prefer.***

**STANDARDS & CRITERIA FOR SUCCESS:**

You will be assessed using the following criteria:

|  |  |
| --- | --- |
| *MYP criteria:* | *Task-specific clarifications:* |
| **Criterion A: Analyzing**i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. analyse the effects of the creator’s choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology  | **Criterion A: Analyzing**i.discuss the content and context, structure, and literary & stylistic features of the poem and explore how the choices made by the poet create a clear meaning and link to the purpose of the poemii. discuss the effects of the literary and stylistic features on the audienceiii. support all points with specific evidence from the text, using specific literary terms learned (imagery, metaphor, connotative diction, assonance, etc.), and explain all examples fully |
| Criterion B: Organizingi.Employ organizational structures that serve the context and intention.ii. Organize opinions and ideas in a sustained, coherent and logical manneriii. Use referencing and formatting tools to create a presentation style suitable to the context and intention. | **Criterion B: Organizing**i.Your response should written in clear, developed paragraphs. You should have an introduction with a thesis and then develop your points in the body. ii. Your response must have a logical flow (introduction with thesis, 2-3 body paragraphs, conclusion); set up your points and examples and explain them thoroughly (SEE paragraph structure). Ideas should build and tie to thesis. iii. Use MLA format to write your essay. Use embedded quotations and citations in the MLA style. Integrate quotations smoothly using appropriate punctuation and techniques learned.  |
| Criterion D: Using Languagei. Use a range of appropriate vocabulary, sentence structures and forms of expression.ii. Write in a consistently appropriate register and style that serve the context and intention.iii. Use correct grammar, syntax, and punctuation. iv. spell and write with accuracy | **Criterion D: Using Language**i. Vary your vocabulary to avoid repetition and to strengthen ideas. Use a range of sentence structures to express your ideas (simple, complex, compound). ii. Use a formal language register that is suitable to a formal written task (no contractions, “I”, slang, etc.).iii. Make sure your sentences are grammatically correct (subjects and verbs agree, consistent verb tense, sentences are all complete thoughts). Use periods, commas, semi-colons, and quotation marks correctly.iv. Check spelling, particularly of literary terms, titles, and names. Edit your writing for errors in spelling and syntax. |