**ELA B10 Equality** Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Freedom from War: Dream or Possibility** (105)

“History Lesson” By: Jeannette C. Armstrong (15)

1. History Lesson isn’t a traditional poem about war. Think about how this poem relates to the question or whether freedom from war is a dream or a possibility. Using lines from the poem and your own ideas, argue what you think the message of the poem is about war. (5)
2. This poem talks about colonialism and the exploitations of Aboriginal peoples in North America by European settlers. One of the factors that first brought the two groups together was trade. Find and research one group of Aboriginal peoples and research the impact of trade with the Europeans on their lives. (5)

Aboriginal People:

What did the Aboriginal People’s and the Europeans gain and lose in this process?

1. Let’s pretend that I am giving you two options and you have to write an essay on one. Which one would you choose to write about and why? Be sure to give examples. “A World Without War-Impossible.” OR “A World Without War- Possible.” (5)

The Wars By Timothy Findley (30)

1. Create a “Found poem” from the information in this excerpt. For your poem, choose language, symbols, and descriptions that show Robert’s emotions. Your goal is to communicate the essence of what you think the author, Timothy Findley, intended to express about war in this scene from his novel. If you are confused, please refer to the found poem sheet. This poem must be typed, and on a separate sheet of paper to be handed in. (15)
2. Working with a partner, choose a current or historical war. Write a letter home in the voice of a soldier involved in this war. You have to do some research in order to add authentic details. Focus on conveying the soldier’s point of view about the conflict and his or her participation in it, and what he or she thinks should be done to resolve the conflict. This letter must be on a separate sheet of paper, and it may be neatly hand written. (15)

Marking Scheme:

Content (mention/evidence of elements from specific war)- 8

Believable POV- 4

Spelling/grammar/ feature of a letter- 3

“One Family’s Experience of War” By: Hélène Caux (10)

1. Reports are often factual accounts. “One Family’s Experience of War;” however, is very personal. Write down whether the style of this report with its focus on one family’ story is more powerful than a listing of statistics and events and explain which you prefer and why. (5)
2. Advocacy is an important element in UNHCR activities. Think about a location in the world where there is an ongoing conflict. Who is affected by this war? Should people know more about this war? Why or why not? Should it be the responsibility of other human beings to help others involved in this war? (5)

“Wounded Veterans, Wounded Families” (5)

1. What do you think some of the challenges might be for veterans and their families when the soldiers return seriously wounded from serving in the military? (5)

“The Kingdom of Night” By: Elie Wiesel (15)

1. What can be learned fro the past? Why is it important to remember the past? (5)
2. Choose a minimum of 5 lines that make it clear that Wiesel thinks freedom from war is a possibility, not a dream. (5)
3. Choose one of the persons of integrity that Wiesel mentions at the end of his speech and research his life. Discuss why Wiesel included him in his Nobel Peace Prize acceptance speech. (5)

“The Art of Anti War” (30)

1. With a partner, look carefully at all four anti war posters. Explain the purpose and the audience for which each was created.
2. Identify and explain the overt and implied messages conveyed in each poster.
3. Evaluate how effectively these posters communicate their messages and whether they achieve their intended purpose.
4. In a small group, 2-3 people, decide upon a media text that you could create that would achieve the same purpose as these anti war posters. You may choose to create a poster, web page, TV clip, PSA, etc. This media text will be presented to the class. You must explain the techniques that you used to communicate your meaning. (30) A rubric will be handed out for this project.