

The Artios Home Companion Series

Literature and Composition

Units 19 – 24: The Research Paper *Works of Poetry from World War I and Speeches from World War II*

Literature for Units 19 – 24

In units 19-24 students will be introduced to works of poetry from World War I and speeches from World War II that shaped the literary field during this time period. At the end of these units, students will have learned how to research a topic, write an essay outline, and compose a research essay based on a topic chosen from the two world wars.

- Optional *Additional* Assignment: After studying the poetry and speeches, students may choose one poem or speech to memorize and present as part of their grade for these next six units.

Unit 19 - Author Spotlight: John McCrae

Lieutenant Colonel John McCrae MD was born in 1872 in Canada. He had a head for education and eventually went to medical school, where he paid for his tuition by tutoring other students. Among those he tutored were women that became some of the first female doctors in Ontario. At the start of WWI, the United Kingdom declared war on Germany, and McCrae went to fight in support of the United Kingdom. He was a field surgeon, and his poem “In Flanders Field” became one of the most famous poems of WWI. He died of pneumonia before the end of WWI, but his poem continues to be one of the most influential of the time period.

- For more information on John McCrae please visit:
http://www.biographi.ca/en/bio/mccrae_john_14E.html

Unit 19 – Assignments

- Read “In Flanders Field” by John McCrae.
- Write an Author Profile for John McCrae.
- Read Unit 19 – Assignment Background.
- Below is a list of possible research topics. This is by no means an exhaustive list. You should conduct your own preliminary research on any topics that spark your interest, and narrow

your choice of topics down to three. You will choose one topic out of these three *after* you've done some pre-researching.

Possible Topics: (If you are using this curriculum as part of a class, each student should select a different topic so that you can have a wide variety of subjects to discuss.)

- Bolshevik
- Anne Frank
- Hugo Haase
- John McCrae
- Wilfred Owen
- Kaiser Wilhelm II
- Karl Liebknecht
- Rosa Luxemburg
- Spartacus Group
- Weimar Republic
- Winston Churchill
- Archduke Franz Ferdinand of Austria
- Social Democratic Party
- Weapons of World War II
- The Bombing of Pearl Harbor
- The role of submarines in WWII

Unit 19 – Assignment Background

How to Choose a Research Topic

Sometimes choosing a topic to research can be daunting. There is so much information to choose from, and so many wonderful stories to explore. It is easy to fall into two camps: too broad or too narrow.

- **When a topic is too broad:**

This is the camp where people who cannot decide what to research go to reside. Too many subjects are interesting, so they decide to pick something like “Battles of WWII,” or just simply “World War II.”

Both of these topics are too broad for our purposes because to adequately cover one of those topics would take the length of several books. If a student tried to cover that in a research paper, the paper would be vague and without purpose. The subject is too big to cover in that amount of space, and the paper would not be cohesive because of the amount of information it would need to cover.

If a student were interested in the battles of WWII, then choosing a particular battle, or choosing a related topic such as “living conditions of soldiers on the battlefields in WWII” would narrow the topic down into a manageable size.

- **When a topic is too narrow:**

This is when not enough is known about a topic to construct a research paper. Mostly this occurs when a student tries to research a smaller battle, or a lesser known individual or political movement. The research paper will need several types of sources, and if there is only one book or maybe one website that talks about the topic, then it is too narrow.

The purpose of this unit is to give you time to do some preliminary research on several topics to see if the topics are a good fit for the research paper. Once you've found three possible topics, go to the library, research online, and look through periodicals to see if your topic is too broad, too narrow, or a good match for the project.

Unit 20 - Author Spotlight: Wilfred Owen

Wilfred Owen was born in England in 1893. He grew up in England and became interested in poetry when he was 17 years old. He did not attend University, but instead assisted a reverend for a time, then went to teach English in France. He joined the war effort in 1915 but was wounded two years later. He spent some time in recovery where he met several other poets of the time period. Owen constructed most of his poetry within a one year period during the war, and unlike others who chose to Romanticize the battle, Owen tried to show a realistic picture of the war. His poems focus more on the pain of war than anything else. After recovering, Owen rejoined the fight, and he was killed in battle on November 4, 1918.

- For more information on Wilfred Owen please visit:
<http://www.poets.org/poetsorg/poet/wilfred-owen>

Unit 20 – Assignments

- Read Wilfred Owen’s “Dulce et Decorum est” found at:
<http://www.poetryfoundation.org/poem/175898>
- Read Wilfred Owen’s “Anthem for Doomed Youth” found at:
<http://www.poetryfoundation.org/poem/176831>
- Read Unit 20 – Assignment Background.
- Choose a topic for your research paper.
- Find a minimum of 6 sources, with a source card for each one, from at least 3 different types of sources (book, websites, magazine, etc.) and create a minimum of 25 different note cards.

Unit 20 – Assignment Background

In order to research the topic, you should use a combination of print and internet sources to find out as much as you can about the topic you’ve chosen. You may need to go to the library a second time, so give yourself time to do this. As you research, you should write source cards and note cards to keep you organized. Source cards contain the information about the source that you are using (book, periodical, newspaper article, website, interview, etc.). This will include the title of the source, the author, the page number, etc. Note cards contain the information that you gather from the source.

Visit these sites for examples of source cards and note cards:

http://www.crlsresearchguide.org/04_Making_Source_Cards.asp

http://www.crlsresearchguide.org/12_Making_Note_Cards.asp

As you look through sources and find information you would like to use in your paper, you should paraphrase (re-write) the information in your own words. Paraphrase information about only one topic on each note card. For instance, if you are researching a person, you would write information on their place of birth on one card, and another card which details their school experience. One good way to do this is to only write notes, rather than full sentences, while you're researching; then when you return to your notes during the writing phase of this project, you will have forgotten exactly the way it was written and the words that you write will truly be your own. If you copy sentences or paragraphs from a source and do not give credit to that source, that is called plagiarism. While you are in high school and once you reach college, most teachers and professors will fail your work if it contains any plagiarism.

Now, you will find that sources contain well written information that you may want to use in your paper. This is where “quoting” comes into play. Quotes from reputable sources make your writing sound more credible and professional, so be looking for solid quotes as you do your research and note taking. Your final paper should contain at least 5, but no more than 7, quotes from sources. You should use quotation marks around any quote that you use word for word from your source. If there are not quotation marks around the information on your note card, it will be assumed that this information is paraphrased. Make sure that each quote is on its own note card.

One more note on sources: there is a lot of debate in the education world about whether or not [Wikipedia.org](http://www.wikipedia.org) should be accepted as a source. For the purpose of this research paper, Wikipedia.org will NOT count as a source. Here's a hint, though, if you find an article that you'd like to use on Wikipedia, scroll to the bottom of the page and find the links to the “References” used within the article; these will frequently make for more solid sources.

Unit 21 – Author Spotlight: Sir Winston Churchill

Sir Winston Churchill was born in England in 1874. He grew up in a life of privilege, with his father being a Lord, and his mother being an American aristocrat. He was very bright but did not perform well in school, and instead of going to university, he went to a military academy. Winston Churchill dedicated his life to the advancement of his people. He eventually rose through the ranks to become the Prime Minister of Britain and led the country through WWII. In later years he became Prime Minister for another term and was knighted by Queen Elizabeth in 1953. He retired from politics in 1954 and passed away one year later, but his memory and legacy are still strong today.

- For more information on Winston Churchill please visit:
<http://www.history.com/topics/british-history/winston-churchill>

Unit 21 – Assignments

- Read these WWII speeches by Winston Churchill:
 - <http://www.winstonchurchill.org/learn/speeches/speeches-of-winston-churchill/1941-1945-war-leader/103-never-give-in>
 - <http://www.winstonchurchill.org/learn/speeches/speeches-of-winston-churchill/1941-1945-war-leader/802-christmas-message-1941>
- Read Unit 21 - Assignment Background.
- Create an outline for your research paper.

Unit 21 – Assignment Background

Now that you have completed your note cards, you will organize them in order to create an outline. An outline is an organizational tool used by writers to help them keep track of their material, and it will help you stay focused when you begin writing your research paper. An outline is constructed of main ideas and subtopics, and uses Roman numerals, letters and numbers to help create order. For your outline, you will use phrases, not complete sentences for each main idea, subtopic, and supporting detail.

In order to create an outline, start by arranging your note cards into groups (information that goes together or builds off one another) to help you decide the most important information that will go into your paper. For example, if you are researching the life of a person, your first topic could be their childhood, your second main topic could be their involvement in the war, and your third topic could be their life after the war, or the legacy they left behind. Arrange your notecards into those different “categories” and then build from there.

You may find that there are some note cards that don’t fit into any category of your paper, and it’s okay to eliminate some of them.

You should include as many main topics as you need to cover to thoroughly analyze your topic. Below you will find an example of an outline:

TITLE OF YOUR PIECE

I. Introduction - First Main Topic

A. Subtopic

1. Supporting detail for Subtopic A
2. Supporting detail for Subtopic A

B. Subtopic

1. Supporting detail for Subtopic B
2. Supporting detail for Subtopic B

C. Subtopic

1. Supporting detail for Subtopic C
2. Supporting detail for Subtopic C

II. Second Main Topic

A. Subtopic

1. Supporting detail for Subtopic A
 2. Supporting detail for Subtopic A
- B. Subtopic
1. Supporting detail for Subtopic B
 2. Supporting detail for Subtopic B
- C. Subtopic
1. Supporting detail for Subtopic C
 2. Supporting detail for Subtopic C
- III. Third Main Topic
- A. Subtopic
1. Supporting detail for Subtopic A
 2. Supporting detail for Subtopic A
- B. Subtopic
1. Supporting detail for Subtopic B
 2. Supporting detail for Subtopic B
- C. Subtopic
1. Supporting detail for Subtopic C
 2. Supporting detail for Subtopic C

Unit 22 – Assignments

- Read Unit 22 - Assignment Background.
- Create a rough draft of your essay to turn in. For classroom use: this rough draft will be reviewed by at least two peers and will be returned to the student for use in constructing a final draft.
 - It is strongly recommended that the rough draft be reviewed by at least two different individuals and checked against the essay rubric found on the **Artios Home Companion** website before proceeding to the first and final drafts of the paper.

Unit 22 – Assignment Background

The rough draft of the paper should be handwritten, even though the final draft will be typed. Each one of your subtopics should become at least one paragraph, and you should have a minimum of twelve paragraphs when you are finished. Your final paper will be 5-7 pages in length, so plan accordingly.

- Work through the writing of your rough draft by following your outline and referring to the information in your organized note cards. You will not be able to just copy the note cards in order; you will need to fit your information together so that the information is presented in a natural way. Remember to use at least five quotes.

- When using quotes, be sure to cite your sources through the use of parenthetical (or in-text) citations. This means to include information after a quote so that the reader knows where you've gotten your information. For example, here is a quote taken from *My Brother's Shadow* by Monika Schroeder. If you were to use the quote, you should cite it in the paper:
"A woman walks by with a small child on each hand. All three of them look gaunt, their eyes underlined by purplish rings, their cheeks hollow" (Schroeder 2).
- Paraphrases should also be cited. When you rewrite information from a specific source in your own words, you still need to credit that source. Paraphrasing is not just a rearrangement of an author's words, but a restating of the information in your own words. You want to be sure to give that source credit for the information.

More information on parenthetical citations can be found at www.ArtiosHCS.com under the **Resources** section.

Unit 23 – Assignments

- Create a first draft of your research paper. A first draft should be an improvement on your rough draft. It is not the final draft of the paper. For classroom use, this first draft will be reviewed by the teacher. Students will have an opportunity to write a final draft before receiving a final grade for the research paper.
- Review your first draft, and correct any errors. Make sure all of your sources are cited in text. Also, look for places where you can add more descriptive language, or add some more detail to a point.
- At the end of your first draft, create a bibliography or “works cited” page. This bibliography is a list of all the sources you used to create your paper. Each type of source (book, magazine, and website) has a different format in which it should be listed. Visit the **Artios Home Companion** website and look under **Resources** for information about how to properly list each type of source.

Make sure your rubric, outline, rough draft, and first draft are stapled together.

Unit 24 – Assignments

- Using the edited first draft as a guide, correct any errors in the essay or the bibliography and construct the final draft of your research paper.
- When you turn in your final draft, make sure you include a cover page and page numbers.
 - A sample cover page can be found at www.ArtiosHCS.com website.
- Remember to turn in a blank rubric, your outline, and first draft along with your final research paper.