



Developing | Exemplar Essay

## Dulce et Decorum Est

### Fight For What's Right



#### Claim and Focus

The essay attempts to make a claim about the texts ("In both poems the poets let on a strong argument on war"), but it is not specific or arguable. The essay attempts to address point of view in the introduction ("Their individual thoughts and beliefs on the subject of war are quite different"), but that focus is not developed or maintained in the body of the essay.



#### Analysis and Evidence

The essay's use of evidence is unbalanced, and analysis is mostly general ("The author is saying that war is no easy task") and does not discuss points of view or the authors' strategies.



#### Organization

The essay is organized into separate sections for the introduction, body, and concluding statement. Basic transitions are offered to move the essay from beginning to end ("first," "second," "as you can see"), though they are not used to show connections between ideas.



#### Language and Style

A formal, academic style is not maintained throughout the essay. Some variety in sentence structure is apparent, but the essay lacks precise, domain-specific vocabulary throughout.



#### Using Exemplars in Your Lessons

Exemplar essays are tools to take abstract descriptions and make them more concrete for students. One way to use them is to print the clean copies of the essays and allow students to use the rubric to make notes or even find examples of important elements of an essay - thesis statements, introductions, evidence, conclusions, transitions, etc. Teachers can also use exemplars to illustrate what each score point within a trait 'looks like' in an authentic student essay. For additional ideas, please see "25 Ways to Use Exemplar Essays" by visiting the Curriculum Resources page in Help.

## Dulce et Decorum Est



### Fight For What's Right

Would you ever fight? Would you fight for what's right, for freedom and your country? The poems by Wilfred Owen and Jessie Pope show different sides of war. In both poems the poets let on a strong argument on war. Their individual thoughts and beliefs on the subject of war are quite different.

In the first poem "Who's for the Game" the point of view of the poem is encouraging people to join the army. In the poem it says "who'll toe the line for the signal to 'go!'" This stanza is telling me that young boys or men should go in the army and lead on his team to win the war. The second poem makes the reader develop a sad emotion because it's a very descriptive poem. We often forget what troops go through and it shows it's not easy and moments like having a soldier die in a tragic way is life changing. The author is saying that war is no easy task. The purpose of the poem is to stop the youth from believing in the false glory of joining the war.

As you can see, both of the poems tell how they have to make certain sacrifices to survive and to fight for our country they just do it in different ways.