



Proficient | Exemplar Essay

Dulce et Decorum Est

Different Perspectives on War



Claim and Focus

The essay makes a clear claim about the poems in the introduction (“The poems develop opposing viewpoints of war to persuade the reader”) and develops it throughout the essay. The essay is fairly balanced across both poems and addresses the demands of the prompt.



Analysis and Evidence

The essay cites appropriate evidence from each poem to support the claim (“GAS! GAS! Quick, boys!” “Your country is...looking and calling for you”). The writing adequately analyzes the strategies each author used to express the purpose of their poem (“The author sets a mood of fear in the reader for the soldiers, so that the poet can truly send his message of how horrifying war is”).



Organization

The essay uses clear transitions to show the relationships between and among ideas (“initially,” “additionally,” “in comparison”). Paragraphs are arranged purposefully, organizing the essay’s ideas into a structure that is fluid and easy to follow.



Language and Style

A formal style is established in the introduction and adequately maintained. Sentence structure is varied throughout, and domain-specific vocabulary is used to address the complexity of the topic (“perspective,” “viewpoints,” and “patriotism”). Some errors exist, but they do not interfere with the meaning of the essay (“they can effect your life”).



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



Different Perspectives on War

War could be helpful and heroic in one's perspective, but in someone else's mind, it could be the worst experience. The two poems demonstrate different views about war. In the first poem, Jessie Pope conveys that joining the army for war is important and should be encouraged. Meanwhile, in the second poem, Wilfred Owen conveys that war was a dangerous, life changing thing that people wouldn't want to be involved with or be recruited for. The poems develop opposing viewpoints of war to persuade the reader.

Initially, in "Dulce et Decorum Est," the speaker feels that war is not only harsh on the men who are fighting in it, but it is also deadly. The poet uses words like coughing, lame, blind, fatigue and deaf to describe the difficult experiences that one may have when off to war. He wants the reader to feel like they're deaf, blind, and choking from the explosions. Additionally, the poet writes, "GAS! GAS! Quick, boys! - An ecstasy of fumbling... stumbling." The author sets a mood of fear in the reader for the soldiers, so that the poet can truly send his message of how horrifying war is.

In comparison, "Who's for the Game?" has a different perspective of war. In the poem, they explain their love for patriotism by telling readers how good it is to fight in the war. The poet states, "Your country is up to her neck in a fight, and she's looking and calling for you." The author wants you to feel loyalty to your country and describes why people should join the war. Instead of showing readers the tragedy and horrors of war like Owen, Pope wants the readers to believe that war is something you wouldn't want to miss out on. For example, when he says, "Who would much rather come back with a crutch than lie low



and be out of the fun?" he uses the word "fun" to describe fighting in a war.

In conclusion, both poems seem to have very strong perspectives on war, but the poets represent their views in different ways. The first poem portrays war as a game that everyone wants to play for the glory and recognition that one would and could receive, while the second poem shows the bad consequences of war and how they can effect your life. Although both very different in perspective, both poems give information to show how war can mean something different for multiple people.