Literacy Project

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Dr. Cozens

Content Literacy

Spring 2013

**Alternative Text Set**

NONWHITE

Ward, A. (2009). *The slaves’ war: The Civil War in the words of former slaves.* New York, NY: Mariner Books

This book is an accumulation of interviews, diaries, letters, and memoirs that tell the story of the Civil War from the perspective of the slaves and others that were involved with the war.

McPherson, J. (2003). *The negro’s Civil War: How American blacks felt and acted during the war for the union.* New York, NY: Vintage Publishing

This book tells the story of the Civil War from the view of former slaves and black soldiers that lived in the North and the South.

WOMAN

Chang, I. (1996). *A separate battle: Women and the Civil War.* New York, NY: Puffin Books

This book tells the stories of notable women such as Harriet Beecher Stowe, Clara Barton, Harriet Tubman and Louisa May Alcott that made their mark on the Civil War.

Elliot, H. (2009). *Harriet Beecher Stowe: The voice of humanity in white America.* New York, NY: Crabtree Publishing Co.

This book tells the story of Stowe that helped slaves escape and how her words and actions helped put an end to slavery.

MAGAZINES

Von Drehle, D. (2011). 150 years after Ft. Sumter: Why we’re still fighting the Civil War. *Time Magazine.* Retrieved from [www.time.com](http://www.time.com).

This article discusses the different views of why the Civil War was fought.

Holzer, H. (2012). America’s second Declaration of Independence. *America’s Civil War, pgs. 1-4.* Retrieved from [www.historynet.com](http://www.historynet.com).

This article discusses the Emancipation Proclamation and how it differed from the Declaration of Independence.

Brown, O. (2012). Women soldiers of the Civil War. *Civil War Times.* Retrieved from [www.historynet.com](http://www.historynet.com).

This is an award winning senior paper that was published in this magazine. It depicts the lives of women that fought in the battles during the Civil War.

NEWSPAPER ARTICLES

Lincoln, A. (1862, April 10). A proclamation by the President. *Wisconsin State Journal.* Retrieved from <http://www.wisconsinhistory.org/wlhba/articleView.asp?pg=1&id=6909&hdl=&np=&adv=yes&ln=&fn=&q=&y1=1860&y2=1865&ci=&co=&mhd=Civil+War&shd>=

This is the proclamation that Abraham Lincoln released in regards to the Civil War.

Editors State Journal. (1862, May 12). A trip up the Tennessee: The battlefield of Shiloh. *Wisconsin State Journal.* Retrieved from <http://www.wisconsinhistory.org/wlhba/articleView.asp?pg=1&id=6909&hdl=&np=&adv=yes&ln=&fn=&q=&y1=1860&y2=1865&ci=&co=&mhd=Civil+War&shd>=

This is an actual account of a regiment traveling up the Ohio and Tennessee rivers and their encounters along the way.

NONFICTION

Fritz, J. (1993). *Just a few words, Mr. Lincoln: The story of the Gettysburg Address.* New York, NY: Penguin Group

This is a book for young readers. It is a true story about a great man and his famous speech.

Herbert, J. (2007). *Abraham Lincoln for kids.* Chicago, IL: Chicago Review Press, Inc.

This book is about Abraham Lincoln and his life as a child and young man. This book also includes activities that children can do to help them feel apart of this great man’s legacy.

Lawless, C. (1999). *The Civil War: Unstilled voices.* New York, NY: Crown Publishers, Inc.

This book is told from the perspective of those that fought in the war. Included in this book are duplicated letters, memoirs, spy wheel, notes, and tickets from the Ford Theatre.

NOVELS

Moss, M. (2012). *A soldier’s secret: The incredible true story of Sarah Edmonds, a Civil War hero.* New York, NY: Amulet Books

This book is about a young woman that masqueraded as a man named Frank Thompson during the Civil War. She was a nurse on the battlefield, a spy for the Union army, and was captured by the Confederates. The story is told from Sarah’s point of view and is considered historical fiction.

O’Reilly, B., & Zimmerman, D. (2012). *Lincoln’s last days: The shocking assassination that changed America forever.* New York, NY: Henry Holt and Co.

This book was adapted from Killing Lincoln for young readers. It tells the story of how the war was ending and Lincoln was traveling around the country and is assassinated by John Wilkes Booth. This book tells the story of the hunt and capture of Booth and other perpetrators.

Ray, D. (1996). *Behind the blue and gray: The soldier’s life in the Civil War.* New York, NY: Puffin Books

This book is told from the perspective of the soldiers that fought for the Union and Confederacy. From the start of the war to its final end, the stories of the young men who fought for their beliefs tell a fascinating side. This book also includes black and white photos.

Murphy, J. (1993). *The boy’s war: Confederate and union soldiers talk about the Civil War.* Boston, MA: Sandpiper Publishing

This is a first-hand account that includes diaries and personal letters from boys that fought in the Civil War. All of the boys in this book are sixteen years old or younger.

POETRY AND SONGS

Foster, S. (1848). *Oh Susanna!*  Retrieved from [www.civilwarpoetry.org](http://www.civilwarpoetry.org).

This was a popular song during the time of the Civil War. It includes different music traditions that express the feelings of the time.

Hughes, L. (n.a.). *Lincoln Monument: Washington.* Retrieved from [www.civilwarpoetry.org](http://www.civilwarpoetry.org)

I chose this poem because it speaks of how Lincoln will forever remain and resonate in our lives. As long as the marble remains we will forever be reminded of how he wanted to make a difference in our country and it cost him his life.

VISUAL REPRESENTATIONS

Timeline Civil War: From divided to united*.* (2007). New York, NY: Play Bac Publishing.

This is an incredible fold out timeline that shows the start of the war to its finish. This timeline folds out to five feet long with pictures and dates.

CHILDREN’S PICTURE BOOKS

Hopkinson, D. (1993). *Sweet Clara and the freedom quilt.*  New York, NY: Dragonfly Books.

This book is about a girl that lives on a plantation and she is trying to find the Underground Railroad. She fashions a quilt with secret messages hidden within it to help others escape.

Fletcher, S. (2007). *Dadblamed union army cow.* Cambridge, MA: Candlewick Press

This book is about a boy who goes off to fight in the war and his cow follows him. He can’t get her to go back home, so she follows him everywhere he goes.

Polacco, P. (2011). *Just in time, Abraham Lincoln.* New York, NY: Penguin Publishers

This is a story of two young boys that travel back in time to the Civil War and meet Abraham Lincoln.

WEBSITES

*Smithsonian Education.* (2012). Retrieved from <http://smithsonianeducation.org/>

This is an excellent website because you can look up artifacts from different times including the Civil War. The Smithsonian is currently doing a section on Abraham Lincoln. This website can be used by students and teachers.

*History.* (2012). Retrieved from [www.history.com](http://www.history.com).

This website has great videos on the Civil War as well as Abraham Lincoln and Robert E. Lee and Ulysses S. Grant.

**Word Sort**

*The Civil War: Unstilled Voices*

Lawless, C. (1999). *The Civil War: Unstilled voices.* New York, NY: Crown Publishers, Inc.

Content GLE/s

**Social Studies**

**2.C.8** Apply rights and responsibilities of individuals to events in US history and everyday life.

**3a.F.5,8.c** Examine cultural interactions among these groups from colonial times to Civil War: Africans brought to America

**3a.G.1** Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln

**3a.I.5,8** Identify political, economical and social causes and consequences of the Civil War and Reconstruction

Literacy GLE/s­­­­­­­­

**Communication Arts**

**Reading 1.H.3-5.a-i**

Apply post-reading skills to demonstrate comprehension of text:

1. answer basic comprehension questions
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7. analyze
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9. summarize

**Directions:** Each group will review the categories provided and into which you will sort the vocabulary terms/concepts. *(For an Open Word Sort, instruct the student teams to suggest categories for organizing the words.)* You will have about 10 minutes to assign the words to the appropriate categories. We will have a class discussion with each group presenting your word list for one of the categories. You will be asked to defend your sorting of terms by sharing the common features of the categories and how each specific term/concept meets the criteria.

**When and why I would use this:**

This word sort would be given prior to reading *The Civil War: Unstilled Voices* as a preparation for the reading. Students can then follow up with this word sort to check for understanding. I would not give this to complete during the reading unless it is necessary for accommodation.

**Civil War Word Sort**

**Vocabulary Words:**

|  |  |  |
| --- | --- | --- |
| Confederacy | Fort Sumter | Ulysses S. Grant |
| Gettysburg | Slaveholder | John Wilkes Booth |
| Thomas “Stonewall” Jackson | Abraham Lincoln | William Tecumseh Sherman |
| Union | Plantation | Louisa May Alcott |
| Jefferson Davis | Emancipation Proclamation | Belle Boyd |
| Freed | Robert E. Lee | Harpers Ferry |
| Antietam | Slave |  |

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| --- | --- | --- |
| **North** | **South** | **Battles** |
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**Vocabulary Self-Awareness Chart**

*The Civil War: Unstilled Voices*

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**Communication Arts**

**Reading**

**1.E.04**

Develop vocabulary through text, using

1. root words and affixes
2. synonyms and antonyms
3. context clues
4. glossary and dictionary

**Student Directions:**

1. Examine the list of words you have written in the first column
2. Put a “+” next to each word you know well, and give an accurate example and definition of the word.  Your definition and example must relate to the unit of study.
3. Place a “check” next to any words for which you can write only a definition or an example, but not both.
4. Place a “?“ next to words that are new to you.
5. Add any additional words you feel are important to know or are unfamiliar to you.

**When and why I would use this:**

You will use this chart throughout the unit.  By the end of the unit should have the entire chart completed.  Because you will be revising this chart, write in pencil.

Model the process of using this chart for students prior to the reading. After modeling, have the students fill out the chart. Students should continue to fill out the chart and revise their responses while they read the book and again after. This will allow students to monitor their knowledge of the terms/concepts throughout the study. The classroom teacher can also monitor student responses throughout the study.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Word** | **+** |  | **-** | **Example** | **Definition** |
| fanatic | + |  |  | crazy, passionate | a person with an extreme and uncritical enthusiasm or zeal, as in religion or politics |
| unconstitutional |  |  |  | illegal |  |
| secession |  |  | ? |  |  |
| politician |  |  |  |  |  |
| commander |  |  |  |  |  |
| patriotic |  |  |  |  |  |
| abolish |  |  |  |  |  |
| inventor |  |  |  |  |  |
| spy |  |  |  |  |  |
| volunteer |  |  |  |  |  |
| prisoner of war |  |  |  |  |  |
| photographer |  |  |  |  |  |
| assassin |  |  |  |  |  |
| confederate |  |  |  |  |  |
| union |  |  |  |  |  |

**Question Answer Relationship (QAR)**

APA Reference(s)

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Student directions:

Read through the text before attempting to answer the questions. If you are unable to answer a question, then rereading the text may help you.

|  |  |  |
| --- | --- | --- |
| **IN THE TEXT** | **Question** | **Answer** |
| ***Right There* questions (2)** | 1. What war did President Lincoln need to win? | 1. The Civil War |
|  | 1. What was the name of the cemetery that President Lincoln gave his speech? | 1. Gettysburg |
| ***Think and Search* questions (2)** | 1. Find two examples of why the North was not winning the battles. | 1. The soldiers needed blankets and knapsacks. |
|  | 1. President Lincoln was thankful that the North had won the battle of Gettysburg. For what reason was President Lincoln still sad? | 1. Because 20,000 southern soldiers had died, as well as 23,000 northern soldiers. Not one of them was ready to die and the war wasn’t over yet. |
| **IN YOUR HEAD** |  |  |
| ***Author and You* questions (1)** | 1. President Lincoln had to make a decision between staying home with his sick son or traveling to give his speech at Gettysburg. Do you feel that President Lincoln made a smart decision? List two reasons to support your decision. | President Lincoln had the responsibility of the nation on his shoulders. He also felt loyalty to his son. If he had stayed home with his son, he would not have been able to deliver his speech and therefore change the war. By going to Gettysburg, he showed his son that sometimes decisions are tough to make. In the end, his son was better and he delivered a speech that no one will forget. |
| ***On Your Own* questions (1)** | 1. What is your personal view of slavery? | I personally feel that slavery is wrong. I don’t think anyone should own another person. There are other ways to harvest crops and supply what everyone needs. The plantation owners could have offered to pay the workers for their labor. It could have saved our nation a Civil War. |

Rubric for *Author and Me* (adjust your rubric to match your question)

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student states what they would have done. Two pieces of information from the text are used to support the answer. The student thoroughly explains background knowledge or experiences to further support their answer. | Student states what they would have done. At least one piece of information from the text is used to support the answer and the student uses some background knowledge or experience to further explain and support their answer. | Student states what they would have done and uses at least one piece of information from the text **OR** uses background knowledge/experiences to support and explain, | Student states what they would have done but does not use information from the text or personal knowledge/experience to support or explain. |

Rubric for *On My Own* (adjust your rubric to match your question)

|  |  |  |  |
| --- | --- | --- | --- |
| 4 | 3 | 2 | 1 |
| Student states their personal view. They explained options and reasons for the various choices. Student states the final decision with a thorough explanation of their choice. | The student states their personal view and provided at least two options with an adequate explanation of their final choice. | Student presented a vaguely stated view and what they decided with only minimal explanation. | Student failed to clearly present their view. No clear answer was stated. No explanation was provided. |

**When and why I would use this strategy:**

I would use this strategy when introducing a non-fiction text. I would want to know if the students were reading the text and understanding the information. This can also be used for fiction, but I would use it for the class book. This would be to check understanding and to make sure the students were understanding. I would assign this QAR at the beginning. So that the students knew what the expectation of the text is.

**Graphic Organizer**

*The Civil War: Unstilled Voices*

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**Directions:** Students will utilize a concept map to sort the information from the book *The Civil War: Unstilled Voices*. The following graphic organizer is an example of what is needed to complete the exercise. Students will need to determine the information that they want to fill in the organizer. Students will choose the topics and subtopics. If you are unable to get started on this task, ask the teacher for help.

Students will be asked to share the information that is filled in on the concept map. The information used will be used at a later time for the writing project.

**When and why I would use this strategy:**

This strategy should be used anytime a student is researching information for a writing assignment. This strategy can also be used when the student needs to learn specific information for studying. This is not a limited strategy. I would recommend this for all subjects and grades. It is excellent for ESL students to help them obtain the information needed and to have a reference for future use. Graphic organizers are an excellent tool for all students and teachers should incorporate them into their classroom and curriculum

South was falling apart

If owners had 20 or more slaves they did not have to fight

Cotton revenues were cut off

Currency became worthless due to inflation

9 million people, 3 million were slaves

Food was scarce

Cutoff from the Atlantic

War cost $2 million a day

Could hire a substitute

Population grew

Jobs were plentiful

Food was good

Kansas and Nevada joined

Railroads expanded to west

Central Park was created

Confederacy

Union

Costs of the War

Blamed Lincoln for the Confederates defeat

Believed he was serving his country

Broke his leg during the assassination that led to his capture

Shakespearean Author

Proslavery

Plotted to kidnap President Lincoln

Decided to kill him instead

Planned other assassinations

John Wilkes Booth

The

Assassin

Commander of the Confederate Army

Daring and savagely attacked in battle

Intelligent and born leader

Fought in the Mexican War

Greatest General of the war

Unusual circumstances that led to West Point

Refused to fight against their native state

The Commanders

Commander of the Union army

Reserved and more careful in battle

Lazy and unskilled

Robert E. Lee

Ulysses S. Grant

President of Confederacy

West Point graduate

Refined and cultured

Military experience

Considered a failure

From Kentucky

Tall and thin

Love of reading

Gifted public speaker

Became president on the eve of the war

President of the Union

Self-educated and unpolished

No military experience

Great President

Jefferson Davis

Abraham Lincoln

The Presidents

The Civil War

**Shared Reading**

APA Reference(s)

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Student directions:

Students will continue with the think aloud on their own. Follow the pattern that I have set. Write the passage from the book that you are thinking on. Then write the thoughts or questions in the Think-Aloud section. State whether you are practicing questioning, clarifying, inferring, evaluating, or predicting.

|  |  |  |
| --- | --- | --- |
| **Text** | **Think-Aloud** | **Strategies Modeled** |
| President Lincoln was one busy man. He had two big jobs. He had to free the slaves. And he had to win the war. The Civil War. It had begun in 1861-Americans against Americans. Some southern states had quit the Union. They wanted their own country, they said. | How was he going to free the slaves? It wasn’t going to be easy. What was his plan?  Americans against Americans-how can they just quit the Union? We share the same land. How could they become their own country? | Questioning  Clarifying |
| But Lincoln couldn’t let them run off like that. This was the United States, wasn’t it? That’s the way it had started. That’s the way it should be. Besides these big jobs, the president had little jobs, too. He had to shake hands. | Where would they run? Would they find other land to start their country?  Why are shaking hands a job? Don’t people shake hands all of the time? | Questioning |
| Everyone wanted to shake the president’s hand. So he shook and shook and shook. Often his own hand was swollen afterward. | Why did everyone want to shake his hand? Maybe they thought he was doing a great thing by freeing the slaves. Or maybe they just wanted to see the president because he was so important. | Questioning  Inferring  Evaluating  Predicting |
|  |  |  |
|  |  |  |

**When and why I would use this strategy:**

I would use this strategy when a new book is introduced that you want the students to pull specific information from the text. In this book in particular, the students need to understand the purpose of Abraham Lincoln writing the Gettysburg Address. The way this book is written, it may seem that his job wasn’t that important. But the students need to see that all of the seeming unimportant jobs led to one large important decision and job that changed our history forever. If students don’t know how to pull all of that information together, then they miss the important purpose of the book. Students need to learn these strategies to get the most out of what they are reading.

**Modeled Writing Artifact**

APA Reference

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Student directions: Students will read the text thoroughly before writing their artifact. Below is an example of the teacher’s modeled writing artifact. Students will follow this example when writing their own artifact.

**Dadblamed Union Army Cow**

That cow just had to come with me.

She even snuck on the train.

She marched all the way to the South.

I had to find her grass to eat.

She got stuck in the mud.

That cow got spooked and ran.

She shooed the flies and kept us warm.

She even kept his fed.

She stayed by my side.

We were both happy when the war was over.

She even got her picture in the paper.

She was famous and they hung a medal around her neck.

She was a hero now.

That Dadblamed Union Army Cow.

**When and why I would use this strategy:**

I would use this strategy when I want to assess the student’s comprehension of the text. This is great tool to let the students interpret what this story means to them. In most cases, they are told what the meaning of the story is. This approach lets them tell the story from their point of view. Since its not a full story, the students don’t feel the pressure of having to write a full story. This shows them the writing process and having fun in the process.

**Constructed Response**

APA Reference

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Student directions: Students must read the text thoroughly before writing a response. Read each question thoroughly before writing a response. The answer must be a direct response to the question. Points will be deducted for answers that are missing specific information. A rubric is enclosed to demonstrate the scoring for each question.

*Just a Few Words, Mr. Lincoln*

1. Why do you think President Lincoln had to shake hands with everyone? Give two details from the story to support your answer.

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2. In the story, it is said that President Lincoln is one busy man. If you were given the opportunity to speak to him, what three questions would you ask him?

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Please circle the correct response for questions 3 and 4.

3. During the Civil War, a great battle was fought and won by the Union army. What battle was fought and later named a National cemetery?

A. Fredericksburg

B. Uniontown

C. Gettysburg

D. Yorktown

4. President Lincoln was asked to speak at the dedication of the Gettysburg cemetery. Why was he reluctant to leave home?

A. He was afraid to give the speech

B. He did not like to travel

C. He didn’t know what to say

D. Tad was sick and not doing well

Scoring Guide: *Just a Few Words, Mr. Lincoln*, Nonfiction

Constructed Response (CR) Item 1, GLEs R3C, W3B

2 pts The response includes two text-based details.

Examples—Some of the southern states wanted to leave the Union. He was trying to win the war. He was trying to free the slaves. Everyone wanted to talk to him and shake his hand.

1 pt The response includes one text-based detail.

0 pts Other

Constructed Response (CR) Item 3, GLE I1A

2 pts The response includes three reasonable questions.

Example—Why are you trying to keep the Union together? Why are you trying to free the slaves? Did you try to stop the war from happening? Do you like shaking hands with all of those people?

1 pt The response includes two reasonable questions.

0 pts Other

Note: Questions must pertain to the text and have some supporting information from the text.

Selected Response (SR) Item 3, GLE R3C

1 pt C

Selected Response (SR) Item 4, GLE R3C

1 pt D

**When and why I would use this strategy:**

I would use this strategy at the end of a unit. This would be a final response to what the students have been learning and to the books they have been reading. If the whole class did the unit together, then a series of questions could be asked to determine the student’s comprehension. I would use this to ensure the students understood the meaning and purpose of the unit and the text included. When asking the questions, I would include specific passages for them to refer to when answering. This will help the students to know what book you were specifically asking about. The multiple-choice questions could be unit specific questions and therefore would not need a passage to refer to.