**Modeled Writing Artifact**

APA Reference

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

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
2. identify and explain the relationship between the main idea and supporting details
3. make predictions
4. question to clarify
5. reflect
6. draw conclusions
7. analyze
8. paraphrase
9. summarize

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.