

Literature Focus Unit:

Civil War

By: Erica Hudson

THEME:

- ❖ I am going to have my students participate in a Civil War unit for two weeks. I think the students will be interested in learning more about the war and the Underground Railroad. I also want them to appreciate the books that were written specifically to this time period.

BOOKS:

- ❖ Polacco, Patricia. *Pink and Say*

Pink and Say, is about a white soldier, Say Curtis, being wounded in the war and Pinkus Aylee, a black soldier, came to his rescue. Pinkus helped Say recover and they both escape from the Southern troops. This is based on Patricia Polacco's great-great-grandfather.

- ❖ Winter, Jeanette. *Follow the Drinking Gourd*

Follow the Drinking Gourd, is about the song, "The Drinking Gourd," that Peg Leg Joe gave the slaves to escape to freedom. He told the slaves to travel north along the Underground Railroad to become free in Canada.

OTHER RESOURCES:

- ❖ I would show the students Patricia Polacco's website, so they could get more information on the author and why she writes the books she does. It also has activities to do for each of her books, so the students could do this during Literatures Centers or during free time.
- ❖ I would find information on Jeanette Winter and other information on her book. I would print out the song for the students, so they are able to read and sing it with me while we are reading the book.
- ❖ I rent an Underground Railroad movie and how this movie to the students.

ACADEMIC STANDARDS:

- ❖ English 4.3.2—Identify the main events of the plot, including their causes and the effects of each event on future actions, and the major theme from the story action.
- ❖ English 4.4.5—Quote or paraphrase information sources, citing them appropriately.
- ❖ English 4.7.14—Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.
- ❖ History 4.1.7—Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War.
- ❖ Physical Education 4.1.1—Demonstrate mature movement patterns in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
- ❖ Theatre 4.11.1—Create a theatre piece exploring human relationships.

OBJECTIVES:

- ❖ The students will be able to complete a story map including all of the important information from both books. This story map will include: the main characters, the setting, the main events, the causes and effects of each event on future actions, and the major theme from the story action.
- ❖ The students will pick out their favorite quotes in both books and illustrate the quote properly with drawing pictures or getting pictures out of magazines.
- ❖ The students will be able to dramatize a scene from, *Follow the Drinking Gourd*, with proper timing, volume, and phrasing.
- ❖ The students will be able to understand the events that led up to the Civil War and how it affected this war.
- ❖ The students will be able to use different types of locomotor, non-locomotor, and manipulative skills when doing an obstacle course of the Underground Railroad.
- ❖ The students will be able to role play a real-life situations that might consider confronting a friend, respecting a friend's decision, etc. This will go along with the lesson the children should learn in, *Pink and Say*.

ACTIVITIES:

- ❖ I will give information leading up (a year before) to the Civil War, throughout the war, and a year after the Civil War. The students will complete a timeline of the major events that happened before, during, and after the Civil War. The students can work with a partner for this project. (*Logical/Mathematical*)
- ❖ I will read, *Pink and Say*, and discuss the events that happened throughout this book. We will fill out a story map together on this book and discuss the main events in the book. The students will be able to have a copy of their own story map and they will fill it out themselves, while we are discussing it.
- ❖ The students will pick out one of their favorite passages/quotes in the book and illustrate it. The students will write the passage/quote on the bottom of the page and draw the picture towards the top. I will then have the students turn over the paper and "cite" their work. This will help them when they have to start writing bibliographies for reports in upper grades. (*Visual/Spatial*)
- ❖ Since *Pink and Say*, is a good book to represent friendship, I would give the students different situations to act out in front of the class. They will do this in a group of three, maybe four. Some examples of the situations would be: a friend lying to another friend, someone saying something bad about this person and how to confront the problem, etc. These "plays" will help the students figure out how to confront certain "friend" problems and how to deal with them in the correct manner.
- ❖ The students will write a poem about friendship or some kind of relationship. They will include a picture or an illustration for this poem. They can give it to a friend or family member when the poem is graded and returned to the students. (*Intrapersonal Intelligence*)
- ❖ I will go more into detail about the Underground Railroad with my students. I will show a movie about the Underground Railroad. This will go in conjunction with a history lesson on the Underground Railroad.

- ❖ I will read the book, *Follow the Drinking Gourd*, and also pass out the song lyrics for the students. I will explain to them that when I get to this part of the story they will sing the song with me. (*Musical Intelligence*) We will fill out a story map for this book and include all of the main events. We will start with re-writing the story and making props for an activity later in the week.
- ❖ We will how the stars, especially the North Star, are important because they can give directions at night. We will also discuss the certain constellations that are apparent during the fall and spring. If it is possible I will go to www.astro.wisc.edu website and click on the Interactive Sky Charts, so the students are able to see certain constellations. If time permits we will work on the re-writing of the story and making the props for the play.
- ❖ I will make an obstacle course outside and have the students do locomotor, non-locomotor, and manipulative skills when completing the course. They will be on team, so they will have to work together to complete this course. (*Bodily/Kinesthetic*) After this activity the students will finish re-writing the story and making props for the play.
- ❖ The students will put on the play with the props and scripts. They can use their scripts when saying their lines. They will have to work on the correct timing, volume, and phrasing when performing.

TIME SCHEDULE:

Monday- Give information about Civil War and make a timeline of the events.	Monday- Give more information on the Underground Railroad and show a movie that deals with the Underground Railroad.
Tuesday- Read, <i>Pink and Say</i> , and fill out a story map on the main events.	Tuesday- Read, <i>Follow The Drinking Gourd</i> , and hand out songs to students. Fill out a story map after the book is read and start re-writing the story and making props for the play.
Wednesday- Students will pick out their favorite passage/quote and illustrate and cite it properly.	Wednesday- Discuss the stars and constellations. Go on website and look at the Interactive Sky Chart. Work on the play.
Thursday- Students will role play certain situations based on friendships and relationships.	Thursday- Students will complete the obstacle course using the correct locomotor, non-locomotor, and manipulative skills. They will also finish up the play work.
Friday- Students will write a friendship/relationship poem and illustrate it.	Friday- Students will perform the play with the props and using their scripts.

GROUPING:

- ❖ I will read both books to the students, but the students will help me with the song in, *Follow the Drinking Gourd*. Also, students who excel in the art could help the

others who do not perform well in this area. I would have my “higher” students help my “lower” students if they needed help. This way it would help me get to every student’s need. I would group some of my strong writer with my weak writers to re-write the story. The reason for this would be for my strong writers to help out the weak writers. I would guide all of the students through each activity and if any student needed help I would provide help and if any students were done with their work I would have them help as well.

CHECKLISTS:

- ❖ See attachment. I will provide each student with the following checklist.

BLOOM’S TAXONOMY:

- ❖ **Level I Knowledge:** What is the Underground Railroad? Where did the slaves escaped to?
- ❖ **Level II Comprehension:** How would you compare and contrast Pinkus and Say? What is the main idea of the book, *Pink and Say*?
- ❖ **Level III Application:** If you could interview Pinkus or Say, what questions would you ask them?
- ❖ **Level IV Analysis:** How is the book, *Pink and Say*, related to the book, *Follow the Drinking Gourd*? What is the theme of these two books?
- ❖ **Level V Synthesis:** What facts could you compile from this unit? Imagine yourself in the Civil War era. What are some of your thoughts, concerns, and questions?
- ❖ **Level VI Evaluation:** Do you agree with the actions and outcome of the Civil War? Based on what you know about the Civil War, how would you explain it to someone who knew nothing about it?

Checklist For

Civil War Unit:

Name: _____

Date: _____

Assignment:	Completed:	Yes	No
Timeline			
Story Map			
Quote/Passage Illustrations			
Role Play-Friendship			
Friendship Poem			
Story Map			
Interactive Sky Charts			
Obstacle Course			
Play			