

**The Literature of War**  
*Ellen Connelly*  
*Mifflin Elementary School*

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**Overview**

The curriculum unit I have chosen to write, The Literature of War, is designed for students at the middle school level. Although the unit could be used at any grade level, my specific target audience is sixth grade Communications students. The main goal of this unit is to discover more about the Civil War and the literature of the time, while meeting the Communication standards of the Pittsburgh Public School District. In order to meet the main objective my curriculum unit will be divided into three different yet interconnected areas of study.

The first area of study will be a look about the history of the Civil War. This might be considered an optional choice for teachers depending on the students you teach and your own time constraints. If students are very familiar with the Civil War it may be possible to eliminate this area of study completely. If your students have some idea of the events, a brief look at this part of the curriculum unit would be beneficial. In this area of study, I will provide students with nine different activities. These activities will range from something as simple as a discussion of the Civil War to something as detailed as a research project on famous Civil War participants. Teachers will have the option of picking and choosing between the activities listed in the curriculum unit. This area of study is designed to be flexible in order to meet the needs of a variety of learners.

The next area of study will be an exploration of the children of the Civil War. This particular area of study includes seven activities with varying degrees of difficulty. Students will be introduced to the children of the Civil War through books such as Growing Up in the Civil War by Duane Damon and ...If you Lived At the Time of the Civil War by Kay Moore. Students will explore what it was like to grow up in the North and the South during the war. They will research life during that time and compare and contrast the world of a Northern and Southern child. Students will conclude this area of study by presenting their essays to the class. All of the activities in this area of study are aimed at presenting students with information about how children of the war lived while

narrowing the focus of the unit. Again, teachers using the curriculum unit will have the freedom to pick and choose activities based on time and need.

The third and final area of study revolves around the exploration of the types of literature read during the Civil War. Here, students really have a chance to discover the various types of literature available to not only adults, but also children. As the unit narrows to its conclusion, the emphasis will turn to really discussing the types of materials available to children during the war period. This final area of study includes eight activities. Students will discuss the various forms of communication and how they differ from communication techniques of the twenty-first century. Students will research famous authors and present a biography of that author's life. They will write a compare/contrast essay focusing on what is learned in school today and what was learned during the period of the Civil War. The culmination of the unit will consist of journal writings, student reflections, and the creation and presentation of a short school lesson.

Each of the three areas of study will require students to read, write, and research the Civil War, children of the period, and the literature of the time. It is not necessary to include each of these areas if a teacher chooses to use this unit. The idea is to pick and choose which areas suit your specific educational needs, interests, and objectives.

## **Rationale**

The rationale behind the development of this unit is two-fold. First, this unit will enable me, as a teacher, to have students meet many of the requirements needed for completion of their standards-based portfolios. This unit will also meet many of the Communications standards used in the Pittsburgh Public Schools. Developing this unit will also help me gain insights and knowledge into the Civil War and how its exploration can be used to expand our knowledge of literature during that time period.

The seminar that I participated in which led to the development of this unit was titled War and Peace in America. The focus of this seminar was the exploration of armed conflict waged on our nation's soil. Being a Communications teacher, not a Social Studies teacher, I was eager to expand my knowledge base, which led to participation in this particular seminar.

I suppose my recollections of war revolve mostly around what I was taught in school. The mass media of war was found only in my elementary textbooks. War did not reach me in any significant way until Vietnam. During that period of time I can remember my family watching the evening news on television. Reporters would give an update on the progress of the conflict and the number of casualties... It all seemed so remote. The only thing I do recall quite clearly is hearing the names of American soldiers who were killed being read on the news. That was what brought the war home for me and made it more personal. I was too young to know anyone who was drafted and too young to know anyone personally who lost their life. Today, however, with all of our modern technology, war is much more a part of everyday events. The Internet allows us to see the conflict in Iran up close and in person. The images are real and the soldiers are people I

know on a personal level (several of my former students are now serving in the war). The war really does hit home!

Although conflict on American soil is far removed and what students might refer to as ancient history, I believe its study serves a valuable purpose. One of the main reasons I feel this curriculum unit is important is that it will provide me with a way to learn more about the Civil War and the literature of that time period. I see this unit as a teaching tool for my students and myself. I can use this unit to expand my student's knowledge and understanding of the Civil War, while broadening my own spectrum of knowledge and helping me to become a more well rounded teacher.

In order to understand the Civil War and what an impact it had on everyone, it is vital to have some basic background information. On the Atlantic coast of North America the original thirteen states were former British colonies that banded together to fight and eventually defeat the British in the American Revolution. The young country rapidly expanded and as settlers arrived, new states were admitted to the Union. Problems began around the issue of whether to admit new states to the union as free states or slave states.

The states in the North were quite different from the southern states. In fact, the North and South were like two separate countries. In the North there were many factories and manufacturing jobs. Nine out of ten U.S. factories were located in the North. The Southern states had far fewer factories. The South was an agricultural land where many plantations were located. Southern planters grew vast amounts of cotton, tobacco, rice, and sugar. In order to accommodate the large crops, plantation owners relied on African American slaves to do all of the labor-intensive work. The South's answer to its need for a cheap labor force, slaves, was a source of terrible friction between the North and South. Although there were many events that led to the Civil War, the main reason so many fought and died was the issue of slavery. The industrialized North was becoming increasingly industrialized and saw no need for slave labor. The South, on the other hand, wanted to continue their traditional way of life, based on agriculture and slave labor. It appeared as though no compromise could be reached. When Abraham Lincoln was elected president in 1860 tensions mounted.

Lincoln was determined to preserve the Union. On December 20<sup>th</sup>, South Carolina seceded from the Union. Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas soon followed them. The South formed a new country called the Confederate States of America. On April 12, 1861, Southern troops fired the first shots at Fort Sumter in South Carolina. The Civil War had begun.

Over the course of four years, three million Americans fought in over ten thousand battles and skirmishes across the land. Approximately six hundred and twenty thousand died. About two hundred thousand men were killed in battle, while the remaining people died of disease or injuries. The Civil War ended on April 9, 1865, when General Robert E. Lee surrendered to Ulysses S. Grant at Appomattox Court House. The United States would never be the same as it had been.

The second idea behind my rationale for developing this curriculum unit deals more directly with the students I teach. In my sixth grade Communications curriculum, the scope and sequence requires the use of the Elements of Literature textbook. The book is divided into eight separate collections. Each collection includes stories from different genres and varying time periods. The idea behind my curriculum unit is to incorporate the use of various activities and ideas more heavily into these existing collections.

Another curriculum requirement revolves around the students' Standards Based Portfolios. The three elements include a reading section, a writing section, and a speaking, listening, and viewing section. Students are required to complete different elements in each of these sections. A narrative piece, a persuasive piece, and a compare/contrast essay are a few of the required elements in the writing section of the portfolio. The activities included in this curriculum unit will easily allow my students to meet many of the writing requirements. Students are also required to read twenty-five books in at least four different genres. Along with the twenty-five book requirement students are also required to respond to informational and fictional text as a part of the reading requirement. Again the readings and activities contained in this curriculum unit will coordinate and complement what students are already completing as a part of their individual portfolio. By following this curriculum unit, students will acquire new information and insights, while never straying far from the scope and sequence of the mandated curriculum. This unit will be fun, entertaining, and educational for everyone.

## **Objectives**

As previously mentioned, students in the Pittsburgh Public School District are required to develop and maintain a Standards Based Portfolio. As students move through the different phases of this curriculum unit, they will be meeting many of the reading and writing requirements. This unit will also enable students to fulfill the speaking, listening, and viewing requirements of their portfolios. In order to meet the requirements and standards set forth by the district, children are given rubrics that enable them to understand and therefore, meet or exceed the expected criteria for a given piece of work. Within the framework of this curriculum unit, students will meet and hopefully exceed the expected criteria for each piece of work. My objectives for students as they progress through the unit will be:

1. The student will do independent research using the computer.
2. The student will do independent research using the library.
3. Students will read books about the Civil War.
4. Students will discuss facts about the Civil War.
5. Students will develop a KWL chart based on the Civil War.
6. The student will write a narrative based on facts about the Civil War.

7. Students will develop a timeline showing the events of the Civil War.
8. Students will orally present a Civil War timeline to the class.
9. Students will develop a list of Civil War participants.
10. The student will write a compare/contrast essay based on two Civil War characters.
11. The student will orally present his/her compare/contrast essay to the class.
12. Students will read books specifically discussing children during the Civil War period.
13. Students will discuss the similarities and differences between children in the North and South.
14. The student will write a letter to someone involved in the Civil War.
15. The student will write an essay comparing a child's life in the North to life in the South.
16. Students will list the similarities and differences between Northern and Southern children.
17. Students will discuss and list different ways of communication in the 1860's.
18. Students will compile a list of famous authors during the Civil War.
19. The student will research a specific author of the period.
20. The student will present a biography of a famous author.
21. Students will discuss what children learned in schools during the Civil War period and what is learned today.
22. The student will write a compare/contrast essay based on schools of the past and today.
23. The student will create a school lesson based on living in either the North or the South.
24. The student will orally present the lesson to the class.
25. The student will write a journal of reflections based on the unit.

## **Strategies**

Throughout the development of this unit, I will employ a number of strategies in order to meet the objectives I outlined and to assist students in reaching the standards.

In order to enable students to successfully complete the curriculum unit, it will be necessary to familiarize them with the Civil War and the literature of that time. This will be done in several different phases in order to keep their interest high and establish an adequate background for the unit.

As I mentioned in the Overview, I see the entire curriculum unit as divided into three different, yet interconnected, areas of study. The first strategy I will use to give students a better understanding of the Civil War will be to introduce them to the history of the Civil War. This can be done in several different ways. Teacher led discussions that introduce the background information on the Civil War will be the first step. Hopefully, taking a broad look at the Civil War period will make the material familiar and therefore easier for students to deal with when the focus of the unit begins to narrow later in the curriculum's development. Also, students will certainly be curious about the role that children played during the Civil War as we are exploring the events. Once students develop some background knowledge about the Civil War, we can move to the next area of study.

The next strategy I will employ in order to help students meet the objectives outlined in my unit is the introduction of a second area of study. This area focuses on children of the Civil War. The rationale at this point is to begin to narrow the focus of the curriculum unit while still giving the students vital information regarding the children of the Civil War and the role they played. Again, teacher input, reading, and research will be used to generate a list of what life was like for children in both the North and the South during the Civil War. A research-based presentation will be one component of this area of study. Student driven discussions and speeches including children's role in the war and a day in the life component will complete this phase of the curriculum unit.

The final step in the process of developing my unit is to introduce the third area of study to my students. This phase involves the exploration of the different types of literature available during the Civil War period, In order to successfully complete the objective; several strategies will be used at this point in the unit.

An initial strategy to guide students during this phase of the curriculum unit will be to generate a teacher-led discussion of the type of media used today versus what was available during the 1860's. It is important for students to see the differences in the types of communication available today and during the Civil War period. The next step is to introduce students to a variety of notable authors of the time. Students will research a chosen author and present a biography to their classmates. Students will also create and present a short school lesson comparable to the time period.

The final strategy used in this curriculum unit will be a student reflection. During this reflection, the students may discuss the different areas of study throughout the unit and give their reactions to each.

As students work through the objectives outlined in this unit, they will be meeting the district standards outlined by the Pittsburgh Board of Education. These can be found at the end of the curriculum unit in the appendix.

### **Classroom Activities**

What follows is a detailed description of the activities I intend to use in order to bring this unit to fruition.

#### **Activity 1- Introduction**

Before beginning this or any other unit, it is important to check students' prior knowledge. Since this unit is actually divided into three areas of study, I will begin by introducing students to a broad overview of the areas. In order to accomplish this goal, I will display several items to the students and direct them to find something they all have in common. For example, a small replica of a soldier, a schoolbook, and a picture of a child from the 1860's might be items I would use. Through discussions, students will hopefully conclude that the common thread is that the items were related to the Civil War period.

From here, I will outline the three areas of study the unit will cover in more detail. I will explain that the activities that follow will touch upon each of these three areas of study in much greater detail. It is important to note that teachers using this unit will have the opportunity to pick and choose activities based on their own particular needs.

#### **Activity 2- Book read / Discussion / KWL Chart**

This activity will begin with a teacher led discussion surrounding the events leading to the Civil War and including the events of the Civil War. A large KWL chart will be used here as a beginning activity and could be used throughout the course of the unit as students learn more about the Civil War and the literature of the period. The KWL chart will list what the students know (K), what they want to know (W), and what they learned (L). The chart is a good way to help weave a common thread throughout the unit as it progresses from start to finish.

After a discussion to assess the students' knowledge of the Civil War, the teacher will share two books with the students. Among the choices will be Fields of Fury, The American Civil War by James M. McPherson and Scholastic Encyclopedia of the Civil War by Catherine Clinton. Both of these books contain very interesting information about the events of the Civil War. After reading these books with the students, a teacher led discussion of the Civil War will occur. The hope here is to have the students engaged in meaningful dialog about the Civil War while kicking off the curriculum unit.

### Activity 3- Small Group Discussion/Narrative

After a broad discussion of the events of the Civil War, I will have students divide into smaller groups to continue dialog. At this point, I will encourage students to add information to the KWL chart that we began earlier. Next, students will produce a short narrative highlighting some of the most interesting new facts they have acquired about the Civil War. The title of their piece might be, “Did You Know?” A sample follows:

#### Did You Know?

Did you know that many states had their own small armies, which were known as “militias”? An act known as The Militia Act of 1795 allowed President Abraham Lincoln to put state militias under control of the federal government for ninety days. In 1861, when Fort Sumter fell, President Lincoln issued a proclamation calling 75,000 militiamen into national service for ninety days. Did you know?

Each student will compose his or her own short “Did You Know?” narrative. This will be an excellent way to determine what students learned while having them participate in an engaging activity.

### Activity 4- Oral Presentation

After students complete the composition of their “Do You Know?” narrative, they will orally present the information to the class. The hope here is that students will again get an opportunity to be exposed to more information about the Civil War. Along with the chance to gain more knowledge, students will also have the opportunity to speak in front of their classmates. Since students at this age are often uncomfortable speaking in front of their peers, giving this short presentation is a good way to ease students into oral presentations. Later in the unit, students will be required to give a more in-depth presentation.

### Activity 5 – Group Timeline

As the first area of study continues, I will divide the students into three groups. The students will develop a timeline showing the events of the Civil War, with the first group composing a list of important dates from The Kansa- Nebraska Act of 1854 through 1861. Group two will list events from 1862 and 1863. The final group will list events from 1864 and 1865. After students complete their group work, they will come together and create one continuous timeline. (See Appendix A for a sample of a partial timeline).

### Activity 6 – Timeline Presentation

At this point in the unit, students will present the timeline of the events of the Civil War. Each group will pick one speaker to present their particular portion of the timeline. The idea is for students to see the highlights of the events leading up to and including the Civil War. The timeline will be prominently displayed in the classroom until the completion of the entire curriculum unit.

#### Activity 7- Discussion / Research

Now that students are familiar with the events of the Civil War the unit will continue with the exploration of famous people associated with the conflict. First, I will lead the students in a discussion of influential people in the war. At this point I will have students choose a famous person and begin research. I will assist students by giving them a partial list of a few people they may want to consider researching. Below is a list of famous people associated with the Civil War.

Major Robert Anderson  
Clara Barton  
General Nathaniel Banks  
John Brown  
Jefferson Davis  
Frederick Douglass  
Commander David Farragut  
General Ulysses S. Grant  
General Robert E. Lee  
Abraham Lincoln  
General George Pickett  
General William T. Sherman

This is just a partial list off famous people associated with the Civil War. Certainly students are free to choose a name other than one on this list.

After students choose the person they are interested in writing about they will begin their research. The school library and school computers will serve as the main sources of information. Students can research their subject using biographies, encyclopedias, the Internet, or any other viable sources. Once students gather their information they will compose it in the form of a biography. Next, students will pair up with a classmate to compare and contrast each individual's famous Civil War character. From here they will, as a team, compose a compare/contrast essay using the two biographies. Students will use the information from the compare/contrast essay to make a class presentation.

#### Activity 8- Presentation

Each pair of students will choose one representative to share the compare/contrast essay with the class. This provides students with another opportunity to learn more about the many people who had an impact on the events of the Civil War while at the same time

affording students another opportunity to speak in front of their fellow classmates. This will have the dual benefit of fulfilling a speaking portfolio requirement and will hopefully put students more at ease when making oral presentations.

#### Activity 9- Peer / Self- Evaluations / Reflections

In order to give students the opportunity to evaluate themselves and their peers, a self-evaluation and peer evaluation will be a part of the speech presentation. Each student will evaluate one other student's speech. After all of the speeches are completed students will conduct a self-evaluation of their own speech. Students will also be given the opportunity at this time, for written reflection. (See Appendix B for samples of the peer and self-evaluations)

#### Activity 10- Introduction to Children of the Civil War

After students have been introduced to the events of the Civil War, the focus of the curriculum unit begins to narrow with the introduction of the role children played in the conflict. To keep students' interest level high, I will begin this portion of the unit by asking students to discuss what they think children were like during the Civil War. We will also read the book Children of the Civil War by Candice F. Ransom. This will hopefully spark the students' interest and lead to lively discussion, which will be a great way to begin this portion of the curriculum unit.

#### Activity 11- Book Read / Book Talk

In order to continue encouraging students to share ideas and in order to exchange important information with the students, we will read three books. Growing Up In The Civil War by Duane Damon, ...If You Lived At the Time of the Civil War by Kay Moore, and Growing Up In Slavery by Sylviane A. Diouf are excellent accounts of the lives of children during the Civil War period. In order to more fully incorporate this curriculum unit into the children's standard based portfolio, I will have them choose one of these three books and complete a book proof. The book proofs are used as evidence that students have read a book toward their twenty-five-book goal. Students have the opportunity to choose between twenty-five different proofs (see Appendix B for a list of book proofs). After completing their proof, students will be given the opportunity to share with the class.

As a second activity to accompany the book read, I will have students divide up into small groups and participate in a book talk. The purpose here is to allow students an opportunity to discuss the book they've read and explore more deeply what children growing up during the Civil War were like. I will encourage students to formulate discussion ideas and share questions and answers with one another. Since it is often difficult for students at this grade level to know where to begin a discussion, I will offer a few ideas, like the ones listed below, as a point at which to begin.

Possible Discussion Ideas:

1. Discuss the reasons for the war.
2. Explain who fought in the war for the Northern Army and the Southern Army.
3. Did your home life change much because of the war? Why or why not?
4. How did children support the war?
5. Discuss some of the words and expressions that came from life in the North/South.
6. Explain the life of a slave before, during, and after the war.

After allowing students sufficient time to discuss the books, I will allow children to share their thoughts, ideas, and questions with the entire class.

Activity 12- Fascinating Facts

After encouraging students to discuss the lives of Civil War children they will participate in a short activity called 'Fascinating Facts'. This activity requires each student to write a short factual blurb based on their own prior knowledge as well as from the information gathered from the book read and book talk. Below is an example of a fascinating fact.

Civil War Fascinating Fact

Northern troops were called Union, Federal, or Yankee and usually wore blue uniforms. They generally named the battles they fought after streams (Antietam Creek, for instance).

Civil War Fascinating Fact

Southern troops were called Confederate or Rebel and usually wore gray uniforms. They usually named the battles they fought after cities (Sharpsburg, for example).

After all of the students have written their fascinating facts, I will display them on a poster board in the classroom. Having another visual present in the room will hopefully help to keep the students interested as we progress through the unit.

Activity 13- A Day in the Life

As students continue to learn more about children in the North and the South, the unit will begin to focus on the specific roles of children. For example, some children worked in factories, or went to school, or served as a drummer in the army, or if you were a slave, worked in the fields. Students will use the previously gathered information to

write a passage entitled, "A Day in the Life". Each student will write a passage. They will choose to write about the typical day of a Northern boy or girl, a Southern boy or girl, or a boy or a girl who was a slave at the time. Below is an example of a day in the life of a typical Northern girl.

### A Day in the Life

Another day has begun. I'm up early, about 6:00 AM to get my chores finished before school. One of my chores is heating the water for cooking the morning breakfast. Now that the war has been raging for a while, prices have risen. Eggs are almost six dollars per dozen and bacon costs fifteen cents a pound. We don't have bacon and eggs for breakfast very often. After having some bread and hot cereal, I head off to school. My school day lasts from 8 AM to 5 PM. We read from our McGuffey Reader, working on "sums" and memorizing "pieces" to recite aloud. Our schoolmaster was drafted, so now I have a female teacher. At noon, everyone goes home for the main meal of the day. After school, I eat supper at about six o'clock. Some cold meat, fresh fruit, and potato salad is a typical supper for my family. In the evening my sister, mother, and I help support the war by sewing towels and knitting socks for the soldiers. With my homemade corn cob doll, I turn in to bed thinking about my father, who is in the Union army, and I pray that he is safe. This is a day in my life.

Each student would write a short narrative depicting a typical day in the life of a Civil War child. Students will then have the opportunity to share their narrative with fellow classmates.

#### Activity 14- Letter Writing

Since the war had such a great impact on the children of the time I feel it would be a good time for my students to become more aware of that fact. After completing a short narrative about a typical day in their life, they can turn their attention to the soldiers in the army. Each student will write a letter to someone in either the Northern or Southern army. This letter might be to a father, uncle, or brother. Since children, sometimes as young as ten years old, also served in the war effort, students might want to write their letter as a young army drummer or bugler. I think it is important to give students the opportunity to write the letter from which ever prospective they choose. After students complete their letters they will have the opportunity to share them with their classmates. I will also display the letters in the classroom in order to keep the unit fresh and alive for the class.

#### Activity 15- Compare/ Contrast Essay

Now that students are really familiar with children of the North and the South it is time for them to take a deeper look at the similarities and differences between the two. This will be done by having the students write a compare and contrast essay on the lives of these children. The idea here is to have students choose a Southern girl and a Northern girl or a Southern boy and a Northern boy and really take an in depth look at how each

lived. Naturally some further research may need to be done at this point. Students will use the library, Internet, and the many books I have made available in order to make the essay as accurate and complete as possible. Students will discuss the similarities and differences between children living in the North and in the South. The goal is to have students analyze the lives of these children give their opinions.

#### Activity 16- Presentation

After students have completed their compare/ contrast papers, I will have them share their analyses with the class. Aside from affording them another opportunity to get comfortable speaking in front of their classmates, this presentation allows students to listen to many different ideas regarding how children lived back in the Civil War era. The intent is to allow students time to think and reflect on others' ideas and opinions as we move into the final phase of the curriculum unit.

#### Activity 17- Introduction/Discussion

The activities that follow form the third and final area of study for this curriculum unit. Here, students will explore the different types of literature read during the Civil War. This activity begins with a general discussion of the different ways people communicate. I will have students make a list of the types of communication we have available today and the ways they believe people communicated during the Civil War. The discussion is a good way to peak the students' interest and allows me to begin shifting the focus of the unit to literature.

#### Activity 18- List of Famous Authors

Now that students have had the opportunity to explore the different types of literature read during the time period, I will narrow the focus more by researching a list of authors. Students will use the library, Internet and other available sources to compile the list. Below are a few names that students may choose from.

Charles Eastman  
Timothy S. Arthur  
John Nietz  
Peter Parley  
William Holmes McGuffey  
Sir Walter Scott  
Washington Irving  
Agnes Leonard  
James Russell Lowell  
William Gilmore Simms  
Virginia F. Townsend  
James Fenimore Cooper

This is just a short list and with research the students will be able to expand the number of authors they are able to locate. I will have the students make a poster with all of the names as another way to incorporate all of the different phases of the curriculum unit. This poster will be prominently displayed with the other materials the students have generated throughout the course of the unit.

#### Activity 19- Biography of a Famous Author

Now that students have had the opportunity to research some of the authors of the Civil War Era they can begin to write their biography. I will require students to gather information from at least three different sources in order to make sure their research is thorough. Students will take notes during the research phase and then use the notes to write a biography of their chosen author. Naturally a portion of the biography will include what kind of contribution the author made to the literature of the time, and specifically what impact (if any) their writings had on the Civil War.

#### Activity 20- Speech

After students have completed the publishing of their biographies, the next step is to present the biographies to the class. Each student will prepare a speech that will outline the selected author's life and contributions to literature. Students will present individual speeches to their fellow classmates. Once again this speech fulfills a portfolio requirement as mandated by the Pittsburgh Public School District. Each student will be evaluated by the teacher and will complete a self-evaluation of their individual presentation (See Appendix C for copies of the evaluation forms).

#### Activity 21- Discussion

Now that students are more familiar with the types of literature read during the Civil War and the different authors of the time, I will shift the focus of this final area of study slightly and begin taking a look at what children learned. I will begin by asking students if they believe there is much difference between what they learn in school today and what children learned during the Civil War period. I would expect students to come up with some obvious differences such as; no computers were used back then and the lack of other technology. Through a detailed discussion and some examples of readings of the time period, I will help students to formulate a list of similarities and differences in educational teachings. Students will use this list as they proceed to the next activity in the curriculum unit.

#### Activity 22- Compare/ Contrast Essay

After the students are able to explore the types of material studied during the Civil War and see how it compares to what is learned today, they will write a compare/contrast essay. This essay is important on several different levels. First, it allows students to look at what children were learning back in the 1860's and comparing that to what the focus of learning is in the year 2006. Next, writing a compare/contrast essay fulfills yet

another portfolio requirement. Finally, this writing assignment is an excellent way to lead into the final three activities of the curriculum unit, which are the creation and presentation of a school lesson, and journal reflections.

#### Activity 23- Develop a School Lesson

As a culminating activity to this curriculum unit, I would like to see the students develop a school lesson. Using all of the information learned to date and with my guidance, I will divide the students into groups and have them develop a short school lesson that children during the Civil War period might have learned. I will provide students with some samples from the McGuffey Reader and other sources to give them a better feel for the tone of the lesson. Students can choose from Reading, Mathematics or another subject area. The lessons should reflect the subtle (or not so subtle) differences between a Northern and Southern curriculum. From the prior knowledge students have gained throughout this unit, they will be able to develop an accurate, meaningful lesson.

#### Activity 24- Presentation

After students have completed their school lessons, I will have them share the lesson with fellow classmates. This presentation will afford students a final opportunity to speak in front of their classmates while at the same time allowing all of the students to share in the knowledge each has gained as a result of developing the school lessons.

#### Activity 25- Journal Writings/ Reflections

In order to complete the curriculum unit, I will have students write about their thoughts and reflections regarding the entire unit. Students will be given the opportunity to discuss their favorite parts of the unit, things they were not particularly fond of, and ways to improve the unit in the future. The students will be given the opportunity to share their thoughts and feelings with classmates in an open journal reading time. By giving the students a chance to share their likes and dislikes, I will be able to gain important insight into ways to adjust the unit for future use. Hopefully at the end of this curriculum unit all of the students will have become more knowledgeable about the Civil War, the children of the time, and the literature of the period.

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- Stanchak, John. Eyewitness Books Civil War. New York: Dorling Kindersley Publishing, 2000.  
*Presents a broad overview of the Civil War with a focus on Confederate culture and the issues of slavery and succession.*

## Appendix B

### Types of Proof

1. **AN ANNOTATED SUMMARY** – Respond briefly in your own words to what you learned from reading this book. Summarize the plot, actions of major characters, and development of theme in the book.
2. **BOOK LETTER** – Write a letter to the author of the book or a character in the book. What would you like to say to the author or the character? If you respond to the author, be sure to explain what you like about the book and be sure to suggest any changes you would recommend.
3. **INTERVIEW** – Write an interview with questions and the answers you imagine the author would give to each question.
4. **PICTURE THIS** – In your own words, describe the author of this book. Use examples from the book to support your thoughts.
5. **AUTHOR PROBE** – How do you imagine the author of this book? What kind of life does he/she live? Now find out by researching the author. What biographical facts are noteworthy? Which facts surprised you? How close did you come when you imagined this author's life?
6. **QUOTE SAMPLE (W/EXPLANATIONS)** – After reading your book, compile a collection of 4 quotes from the text, with written commentary explaining how the selected quotes exemplify the text.
7. **BOOK REVIEW** – Refer to your **Houghton English** book and write your review.
8. **BOOK TALK WITH A TEACHER** – In a conversation with a teacher, discuss the major topics of your book, including (but not limited to) PLOT, THEME, POINT OF VIEW, CHARACTERS, SETTING, and WRITER'S STYLE. You must prepare an outline for your conversation to represent the book you read.
9. **ILLUSTRATED PLOT, CHARACTER AND SETTING** – Using your artistic talents, draw (paint, sketch, etc.) your interpretation of your book's main plot events, the important characters, and the most important settings. The illustration should not be an exact copy of a picture from the book. It should be what you see when you're reading. Along with the illustration, you must write a brief description of your illustration, explaining how it represents the book that you read.
10. **SPOKEN SUMMARY + SONG + RAP + POEM** – After reading your book, you may write a song, rap, and/or poem that summarizes as well as includes your

reflections of the book that you have read. Even though these summaries are to be “spoken” to a teacher or other evaluating adult, they must also be written down in order to receive credit.

11. **PERSONAL CONNECTIONS** – Make connections to your own experiences. What does the reading make you think of? Does it remind you of incidents, events, places, people from your own life? Explain.
12. **ARGUE WITH THE AUTHOR** – Explain on which points you disagree and why. Use evidence from the book to support your position.
13. **AUTHOR’S ATTITUDE** – Identify the author’s point of view, his/her attitude toward the subject or issues being presented and his/her purpose behind this piece of writing.
14. **DIRECTOR’S CHAIR** – Imagine that you are a stage director or film director responsible for producing this work for an audience. What actors/actresses would fill the roles? What settings, costumes, and special effects would you use? Explain your choices.
15. **REWRITE** – If you were to rewrite any portion of this work, what changes would you make? Why?
16. **WRITE IT DOWN** – Just write about the text! What intrigues you? What bored you? If you are fascinated by certain statements or developments, if you are attracted or repelled by certain characters, if a particular problem or issue is personal or important to you – write it down! Explain.
17. **GOOD AND BAD** – What are the best parts of this book? What are the worst parts? Explain.
18. **FEELINGS** – Did the book make you laugh? Cry? Cheer? Explode? Explain your reaction.
19. **POINT OF VIEW** – From whose point of view is the story told? What does the point of view have to do with the theme, information, action, characters, etc.?
20. **TRANSFORMATION** – Have you changed after reading this book? Explain.
21. **DESCRIPTION** – Describe a funny event or unusual fact from your book.
22. **COMPARE/CONTRAST** – Compare or contrast the characters or information in your book with another book that you have read.
23. **RATE THE TEXT** – Give the text a rating from 1 – 10 and justify your rating.

24. **BOOK RECOMMENDATION** – Would you recommend this book to others?  
Why or why not?
25. **YOUR TURN** – Write the next chapter for your book.

Appendix C

# Self Evaluation Form

(Speaking, Listening, and Viewing Exhibit)

Your name \_\_\_\_\_

Assignment \_\_\_\_\_

4 = ADVANCED

3 = PROFICIENT

2 = BASIC

1 = BELOW BASIC

0 = NOT SCORABLE

My voice was clear and could be heard.	
I made eye contact with the audience.	
I delivered the information at a good pace.	
I had good posture.	
I used correct grammar and pronunciations when communicating.	
The presentation was well organized and included all the necessary components.	
Questions from the audience were handled well.	

\_\_\_\_\_ / \_\_\_\_\_  
Total                      Total Points

Appendix C (cont.)

# Speaker Feedback Form

(SPEAKING, LISTENING, AND VIEWING EXHIBIT)

NAME OF SPEAKER: \_\_\_\_\_

NAME OF CRITIC: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

**4 = ADVANCED (EXCELLENT)**

**3 = PROFICIENT (GOOD)**

**2 = BASIC (FAIR)**

**1 = BELOW BASIC (POOR)**

**0 = NOT SCORABLE**

The speaker's voice was clear and could be heard.	
The speaker had eye contact with the audience.	
The speaker delivered the information at a good pace.	
The speaker had good posture.	
The speaker used correct grammar and pronunciations when communicating.	
The presentation was well organized and included all the necessary components.	
Questions from the audience were handled well.	

\_\_\_\_\_ / 28  
total total points

## Content Standards for the Pittsburgh Public Schools Reading, Writing, Speaking and Listening

1. All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.
2. All students read and use a variety of methods to make sense of various kinds of complex texts.
3. All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.
4. 4. All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.
5. All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.
6. All students exchange information orally, including understanding and giving spoken instructions, asking questions appropriately, and promoting effective group communication.
7. All students listen to and understand complex oral messages and identify their purpose, structure and use.
8. All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.
9. All students converse, at a minimum level of “Intermediate Low”, as defined in the oral proficiency guidelines developed by the American Council on Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English, under Sec. 5.215© (relating to languages).
10. All students communicate appropriately in business, work and other applied situations.

### Timeline from 1854-1862

