

Day 2: "A Night Battle, over a Week Since"

Begin lesson

Card 1 of 18

	Teaching notes
	Click the "Begin lesson" button to view this lesson. Teaching notes for each slide will appear in this box.

Before the Lesson

Card 2 of 18

Before the Lesson	Teaching notes

"A Night Battle, over a Week Since"

Card 3 of 18

<p>A Night Battle, over a Week Since By Walt Whitman Published 1862</p> <p>May 12 — THERE was part of the late battle at Chancellorsville (second Fredericksburgh,) a little over a week ago, Saturday, Sunday night and Sunday, under Gen. Joe Hooker, I would like to give just a glimpse of—(a moment's look in a terrible storm of war—of which a few suggestions are enough, and full details impossible.) The fighting had been very hot during the day, and after an intermission the latter part was resumed at night, and kept up with furious energy till 3 o'clock in the morning. That afternoon (Saturday) an attack was made and strongly Stonewell Jackson had given a great advantage to the southern army, and broken our lines, entering on like a wedge, and forcing things in that position at dark. But Hooker at 11 at night made a desperate push, drove the south forces back, restored his original lines, and resumed his plan. This night scrimmage was very exciting, and afforded countless strange and fearful pictures. The fighting had been general both at Chancellorsville and northwest at Fredericksburgh. (The hour of some great fighting, episodes, including on our part I think out of it, I think of the fierce heavy, the general rule.) The corps, the 9th, Sedgewick's, Right four divisions and Heavy battery in thirty-six hours, retreating in great disorder, losing largely but maintaining itself fighting with the utmost desperation under all circumstances, getting over the Rappahannock only by the skin of its teeth, not getting over it last night, many brave men perished with vengeance, single vengeance.</p> <p>But it was the day of Saturday evening, and through the night and Sunday morning, I wanted to make a special note of. It was largely in the woods, and quite a general engagement. The night was very pleasant, at least the moon shone out full and clear, all Nature so calm in itself, the early summer grass so rich, and foliage of the trees—yet there the battle raged, and many good fellows lying helpless, with new accretions to them, and every minute amid the rattle of muskets and crash of cannon, for there was an artillery contest too, the red life blood seeping out from heads or backs or limbs upon that green.</p>	<p>Teaching notes</p> <p>Download and print copies of the anchor text for each student.</p>
--	--

Student Notes Sheet

Card 4 of 18

<p style="text-align: center;"></p> <p>Name: _____ Date: _____</p> <p>Student notes for: "A Night Battle, over a Week Since"</p> <p>Day: 2</p> <p>1. How does the use of dashes in the second and third paragraphs of "A Night Battle, over a Week Since" impact the meaning? What emotion does this support?</p> <p>2. When Whitman first introduces the setting in the second paragraph, what mood does he create for the reader? Why does he create the mood?</p> <p>3. In the second paragraph Whitman writes, "the red life blood seeping out from heads or backs or limbs upon that green and blue cool grass." How does this description of the dying soldier relate to the setting?</p>	<p>Teaching notes</p> <ul style="list-style-type: none"> This guided notes sheet provides students with the text-dependent questions associated with this lesson, and relevant graphic organizers. You may modify these sheets as needed. During class, students can use these sheets to record their responses, notes, or ideas. Use the back to record responses to the focus question. <ul style="list-style-type: none"> Following class, collect student notes to use as a formative assessment.
--	---

Getting Started

Card 5 of 18

<h2>Getting Started</h2>	<h3>Teaching notes</h3>
--------------------------	-------------------------

Introduction 1 of 3

Card 6 of 18

<div data-bbox="267 1045 500 1339" style="border: 1px solid black; padding: 5px;"> <p>A Night Battle, over a Week Since by Walt Whitman</p> <p>May 12, 1862 was part of the battle of Chancellorsville during the American Civil War. General Robert E. Lee and General George Meade fought a battle that was a turning point in the war. The battle was a tactical draw, but it was a strategic victory for the Confederates. The battle was a tactical draw, but it was a strategic victory for the Confederates. The battle was a tactical draw, but it was a strategic victory for the Confederates.</p> </div> <div data-bbox="581 1129 776 1222" style="margin-left: 20px;"> <p>"A Night Battle, over a Week Since" by Walt Whitman</p> </div>	<h3>Teaching notes</h3> <p>Pacing: 15 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Remind the students that this week, you are reading an informational text "A Night Battle, over a Week Since" closely. This means going back and rereading the text, answering questions based on evidence in the text.
---	---

Introduction 2 of 3

Card 7 of 18



A Night Battle, over a Week Since
Richard Wright

Richard Wright's "A Night Battle, over a Week Since" is a powerful piece of social commentary. The text is divided into several paragraphs, with the second and third paragraphs highlighted in green. The annotations on the right side of the text indicate that the focus will be on these two paragraphs and that students should reread the section on their own.

Teaching notes

Pacing: 15 minutes

Notes:

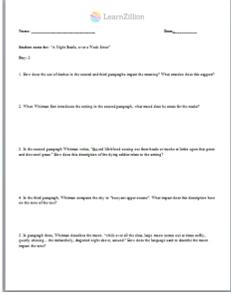
- Remind the students that this week, you are reading an informational text "A Night Battle, over a Week Since" closely. This means going back and rereading the text, answering

questions based on evidence in the text.

- Make sure that students have their copy of the text and the student notes worksheet.
- As a whole group, summarize the text they read yesterday, and review the previous day's notes.
- Give the students time to reread the second and third paragraph on their own.

Introduction 3 of 3

Card 8 of 18

 <p>As we explore the text we will be asking and answering questions.</p> <p>We will find and keep track of evidence from the text to support our ideas about each question.</p>	<p>Teaching notes</p> <p>Pacing: 15 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Remind the students that this week, you are reading an informational text "A Night Battle, over a Week Since" closely. This means going back and rereading the text, answering questions based on evidence in the text. <ul style="list-style-type: none"> Make sure that students have their copy of the text and the student notes worksheet. As a whole group, summarize the text they read yesterday, and review the previous day's notes. Give the students time to reread the second and third paragraph on their own.
---	--

Exploring the Text

Card 9 of 18

<p>Exploring the Text</p>	<p>Teaching notes</p>
---------------------------	------------------------------

Supporting Question 1

Card 10 of 18

How does the use of dashes in the second and third paragraphs of "A Night Battle, over a Week Since" impact the meaning? What emotion does this support?

Teaching notes

Pacing: 7 minutes

Standard: L9-10.3

Purpose: This question builds a connection to Whitman's purpose and tone. Focusing on the dashes will allow the students to see that Whitman is using them to emphasize the horror of war. This sets students

up to answer the following support questions, which address mood and tone.

Answer: Whitman uses dashes in the second and third paragraphs to emphasize the horror of the battle. In the second paragraph he tells the reader that the dead are burning, and then he uses a dash. After this dash he is more specific about what is burning. He tells us that the "hair and beards (are) singed". Within other dashes, Whitman says, "the crashing and trampling of men-the yelling-close quarters-we hear the secesh yells-". When he uses the dash, he limits the amount of periods he uses. This makes the reader think that Whitman is overwhelmed with what he is seeing. He is just rambling off what he sees. It is like a stream-of-consciousness which requires the reader to slow down to grasp the author's meaning. In the third paragraph Whitman focuses on the wounded soldiers. He uses the dashes for emphasis here as well. He begins the paragraph with the question"-is this indeed humanity-". He is emphasizing the fact that the brutal killing is not a humane act. It invokes a sense of disgust and anger that comes with witnessing this battle. Also in the third paragraph, Whitman uses dashes to describe the night sky. He says, "the sky so heavenly," and "-the clear-obscure up there, those buoyant upper oceans-". Whitman is emphasizing the serenity of the sky. It invokes a calm and peaceful emotion.

Look for students....

- to use the text to support their answer.
- to identify the text that is inside the dash versus the text that is outside the dash.
- to recognize that when Whitman uses dashes, he doesn't use periods.
- to recognize the stream-of-consciousness.
- to answer why Whitman uses the dashes.
- to connect a negative emotion to the battle and a peaceful emotion to the night sky.

Guiding questions and prompts:

- Ask, "What is a 'secesh' in the second paragraph?"
- Ask, "Are there any other words you are unfamiliar with in the second or third paragraph?"
- Ask, "When Whitman uses the dashes, what do you notice about the sentence structure or end punctuation?"
- Ask, "What do you do when you read the part of the text that has dashes? How does your reading change in that moment?"

Additional Notes:

- Some of the vocabulary in the second and particularly the third paragraph may give students a difficult time. For example, in the second paragraph, many students (not just ELL) will know that "secesh" is another name for the Confederate Army. You may want the students to circle words that are unfamiliar to them and then have a discussion about the meanings. This will help prepare them for the other support questions they answer today.

Supporting Question 2

Card 11 of 18

When Whitman first introduces the setting in the second paragraph, what mood does he create for the reader? Why does he create this mood?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.1

Purpose: This question will deepen students' interpretation of the text and build its connection to the mood. It builds on the previous question, which asks about emotions. Now the students have to transfer an emotion

to a mood.

Answer: Whitman begins by introducing nature. He says, "The night was very pleasant, at times the moon shining out full and clear, all Nature so calm in itself." The words "pleasant", "shining out full and clear", and "calm" help create a peaceful mood. Whitman also describes the woods where the battle is taking place. He says, "Patches of the woods take fire, and several of the wounded unable to move, are consumed," and "The flashes or fire from the cannon, the quick flaring flames and smoke, and the immense roar." Words like "fire", "consumed", "quick flaring flames", and "immense roar" create a tense and uncomfortable mood. Whitman creates these moods to help the reader feel like he or she is actually there in the battle.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the nature and battle setting.
- to connect a peaceful mood to the nature part of the setting.
- to connect a tense and uncomfortable mood to the battle setting.

Guiding questions and prompts:

- Ask, "What's the first setting Whitman describes?"
- Ask, "Is there another part of the setting that Whitman is describing? Where is located in the text?"
- Ask, "What words in text help create the mood?"

Additional Notes:

- You may want to explain the difference between mood and tone.
 - Tone - author's attitude toward the subject
 - Mood - the emotions aroused in the reader

Supporting Question 3

Card 12 of 18

In the second paragraph Whitman writes, "the red life-blood oozing out from heads or trunks or limbs upon that green and dew-cool grass." How does this description of the dying soldier relate to the setting?

Teaching notes

TEACHER'S NOTES

Pacing: 3 minutes

Standard: RI 9-10.1

Purpose: This question will give students the chance to consider meaning at the word and phrase level in order to gain clarity as a

building block for understanding the connection between man and nature. This connection will also help the students with the big takeaway that deals with the juxtaposition of war (man) and nature.

Answer: The battle takes place in the woods, and trees are part of the woods. While the soldiers are fighting in the woods, many of them are dying. Through his description of the dying soldiers, Whitman makes a bridge between nature and man. Both man and trees have "heads". On trees it is called the crown. Both man and trees have trunks. On man, the trunk is the body. Both have limbs; the limbs on a tree are the branches and on man the limbs are the arms and legs. So this description is emphasizing the fact that the blood from the battle is staining nature.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the similar parts of a human to a tree.
- to identify the setting as the woods.

Guiding questions and prompts:

- Say, "Find this quote in the text. Based off of the quote, what is the setting?"
- Draw a picture of a tree and man on the board. Then ask, "What do they have in common?"
- Ask, "Why does Whitman describe the death of the soldier like this?"

Additional Notes:

- ELL students may struggle with the similar parts of a tree and human. Illustrations may be very helpful.

Supporting Question 4

Card 13 of 18

In the third paragraph, Whitman compares the sky to "buoyant upper oceans". What impact does this description have on the tone of the text?

Teaching notes

TEACHER'S NOTES

Pacing: 4 minutes

Standard: RI 9-10.4

Purpose: This question is intended to help students build a connection to the tone Whitman is trying to convey through the description of nature. In

a previous question, students looked at the mood created by the dashes, which directly relate to the war. Here, students are moving away from the emotion aroused in the reader and focusing on the author's attitude towards the sky.

Answer: "Buoyant" has several meanings. It means "able to float" and "cheerful". In this paragraph Whitman is describing what a soldier sees as he lay dying in the woods. He looks up and sees the "buoyant upper oceans." The ocean is often viewed as a calm and happy place to visit, so as the soldier lay dying from the battle he finds peace looking at the sky. This supports a calm and serene tone. Whitman is saying that amid all of the horrific effects of the war, the sky and heavens still offer comfort and peace to those who are dying.

Look for students....

- to use direct quotes from the text to support their answer.
- to define the term "buoyant".
- to identify what is happening to the soldier when the quote is used.
- to identify a calm and serene tone.
- to recognize that the tone is Whitman's attitude toward the subject (sky).

Guiding questions and prompts:

- Say, "This question is different from the first question because the first question asks about the mood, and this question asks about the tone. What is the difference?"
- Ask, "Where in the third paragraph is this comparison made?"
- Ask, "What is happening during this part of the text?"
- Ask, "What does the word 'buoyant' mean?"
- Ask, "What associations do people make with the ocean?"
- Ask, "What could Whitman's attitude be toward the sky?"

Additional Notes:

- Tone is the author's attitude toward a subject.
- Mood is an emotion aroused in the reader.

Supporting Question 5

Card 14 of 18

In paragraph three, Whitman describes the moon: "While over all the clear, large moon comes out at times softly, quietly shining... looking from heaven at intervals so placid-the sky so heavenly". How does the language used to describe the moon impact the tone?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.4

Purpose: This question allows students to understand the meaning of potentially unfamiliar words in a compelling context, which also develops the skill of determining a word's meaning from context. It also

asks the students to consider how the word choice impacts the meaning of the text. When students can identify the meaning of a text, they can begin to focus on the purpose of the text, which is the focus for day 4.

Answer: Whitman uses imagery to describe the moon and the night's sky. At the beginning of the description, Whitman says, "While over all the clear, large moon comes out at times softly, quietly shining." The moon is so big and clear that it is lighting up the battle scene. It is the source of light in the woods. He then continues the description of the moon by saying, "the radiance of the moon, looking from heaven at intervals so placid-the sky so heavenly." Well, the word "placid" means "peaceful", so the brightness of the moon brings peace to the dying soldier. Therefore, the moon elicits a peaceful and calming tone amidst the bloody battle.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the descriptions of the moon separate from the descriptions of the battle.
- to identify words and phrases that help create the tone.
- to identify the tone created by the moon.

Guiding questions and prompts:

- Say, "Find this passage in the third paragraph and reread it to yourself. As you are reading, if there are any words you do not know, circle them, so we can discuss it."
- Ask, "What is the difference between the tone and mood?"
- Ask, "What words and phrases in the passage describe the moon?"
- Ask, "What words describing the mood would help us identify the tone?"
- Ask, "What tone do these words create?"

Additional Notes:

- There are multiple words in this passage that may cause some trouble. You may want to spend some time defining the terms before discussing the question.
 - impalpable - intangible
 - pungent - sharply affecting taste or smell
 - stifling - crush
 - placid - pleasantly calm or peaceful
 - buoyant - (defined in question 4) floating; cheerful
 - languidly - slow
 - melancholy - gloomy state of mind
 - draperied - covering

Focus Question

Card 15 of 18

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 16 of 18

Reread paragraphs two and three in "A Night Battle, over a Week Since". How do the words and phrases that describe the setting impact the tone of the text?

Teaching notes

Pacing: 20 minutes

Standard: RI 9-10.4

Purpose: This focus question will deepen the reader's understanding not only of the meaning of the text, but also of the tone. Whitman uses the woods to describe the horrific and painful experiences of war while

he contrasts that with a peaceful and serene description of the sky, heavens, and moon. Students need to be able to identify how the setting impacts the tone before they can move on to questions about the author's purpose. Students will connect the tone to the overall purpose of the text in the day 4 lesson.

Answer: In the second and third paragraphs, Whitman describes two settings: the battlefield and the night sky, and the contrasting settings are used to define the two tones. The words used to describe the battlefield support a miserable and grave tone while the words used to describe the night sky are calm and peaceful. For example, as one soldier lay dying, he looks up at the moon and sees it as "buoyant upper oceans". Looking out upon the ocean makes many people very relaxed, and amidst the war and his injuries, this soldier is able to find comfort in the sky. At the end of paragraph three, Whitman also uses words like "placid" and "languidly" to describe the heaven, which support the calm tone. However, when he is describing the battle, he often uses dashes. For example, to describe the smoke that is caused by the cannons and gunfire, he puts words like "pungent" and "flaring flames of smoke" between dashes. By putting these descriptions between dashes, Whitman is emphasizing the uncomfortable or miserable tone created by the war.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the two settings: war/woods and the night sky.
- to identify specific words from the text that help identify the tone.
- to identify a peaceful and serene tone surrounding the night sky.
- to identify a miserable and horrific tone surrounding the battle.

Additional Notes:

- These two paragraphs have some difficult vocabulary. You may want to spend some time defining the unfamiliar words before beginning this question.

- You will also want to reinforce the meaning of tone. It is the author's attitude towards the subject.

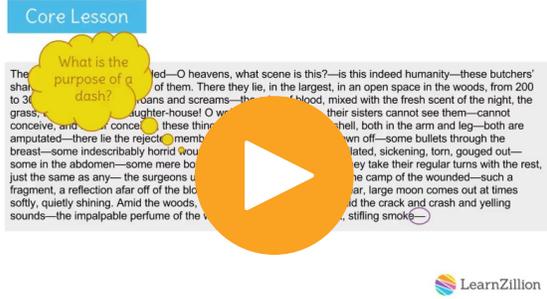
After the Lesson

Card 17 of 18

<h1>After the Lesson</h1>	Teaching notes

Comprehension Skill Video

Card 18 of 18

 <p>Core Lesson</p> <p>What is the purpose of a dash?</p> <p>led—O heavens, what scene is this?—is this indeed humanity—these butchers' shambles of them. There they lie, in the largest, in an open space in the woods, from 200 to 300 yards and screams—the blood, mixed with the fresh scent of the night, the grass, laughter-house! O wretched things, their sisters cannot see them—cannot conceive, and cannot conceive, these things—hell, both in the arm and leg—both are amputated—there lie the rejected members—some are blown off—some bullets through the breast—some indescribably horrid wounds—some are mangled, sickening, torn, gouged out—some in the abdomen—some mere boys—some are taken care of by the surgeons who just the same as any—the surgeons who take their regular turns with the rest, the camp of the wounded—such a fragment, a reflection afar off of the bloody scene, a large moon comes out at times softly, quietly shining. Amid the woods, the crack and crash and yelling sounds—the impalpable perfume of the night, the stifling smoke—</p> <p>LearnZillion</p> <p>Visit https://haywood.lzill.co/r/45119</p>	Teaching notes
	Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.