


Day 1: "A Night Battle, over a Week Since"

Begin lesson

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

Before the Lesson

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Before the Lesson	Teaching notes


Anchor Text

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<p>A Night Battle, over a Week Since</p> <p>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 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 renewed 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 o'clock made a desperate push, drove the south forces back, restored his original lines, and resumed his plan. This night scene 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 troops, the 6th, Sedgewick's, Light four divisions and Heavy battalions 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 top 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 upon that green.</p>	<p>Teaching notes</p> <p>Download and print copies of the anchor text for each student.</p>
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Student Notes Sheet

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<p></p> <p>Name _____ Date _____</p> <p>Student notes for "A Night Battle, over a Week Since"</p> <p>Day 1</p> <p>1. What text features does Whitman use to identify the battle at Chancellorsville?</p> <p>2. In what order are the events described?</p> <p>3. Reread the third paragraph. What does the phrase "yet the progress of the war" tell us about the events that are taking place in the woods?</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.
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Getting Started

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<h2 style="font-size: 2em;">Getting Started</h2>	<h3>Teaching notes</h3>
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Introduction 1 of 3

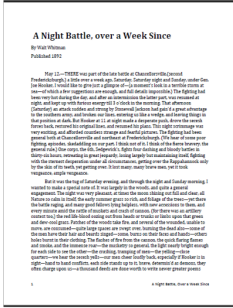
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 <p style="text-align: center;"> "A Night Battle, over a Week Since" by Walt Whitman </p>	<h3>Teaching notes</h3> <p>Pacing: 15 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> Tell students that this week they will be focusing on reading one informational text closely. Distribute copies of the text and student worksheets.
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- Read the text aloud, remind students to track along with the text as you read aloud. As you read pause to briefly define words in Quadrant 1. This should not interrupt the flow of the reading or be a class discussion. Quadrant 1 words should be quickly defined. Encourage students to circle other unfamiliar words that you do not define.
- Tell students that you will now go back to the text and read it closely as you ask them a series of questions, sometimes you will be talking about the questions, other times, you will be writing or taking quick notes about the answer.
- Instead of reading the text aloud, you may show the read aloud video.

Introduction 2 of 3

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Reread the entire text on your own.

Teaching notes

Pacing: 15 minutes

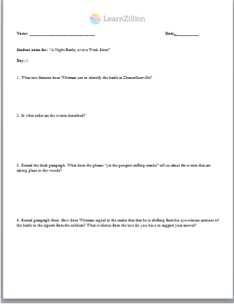
Notes:

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- Instead of reading the text aloud, you may show the read aloud video.

Introduction 3 of 3

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 <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>	<h3>Teaching notes</h3> <p>Pacing: 15 minutes</p> <p>Notes:</p> <ul style="list-style-type: none">▪ Tell students that this week they will be focusing on reading one informational text closely. Distribute copies of the text and student worksheets. <ul style="list-style-type: none">▪ Read the text aloud, remind students to track along with the text as you read aloud. As you read pause to briefly define words in Quadrant 1. This should not interrupt the flow of the reading or be a class discussion. Quadrant 1 words should be quickly defined. Encourage students to circle other unfamiliar words that you do not define.▪ Tell students that you will now go back to the text and read it closely as you ask them a series of questions, sometimes you will be talking about the questions, other times, you will be writing or taking quick notes about the answer.▪ Instead of reading the text aloud, you may show the read aloud video.
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Exploring the Text

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<h2>Exploring the Text</h2>	<h3>Teaching notes</h3>
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Supporting Question 1

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What text features does Whitman use to identify the battle at Chancellorsville?

Teaching notes

Pacing: 3 minutes

Standard: RI 9-10.1

Purpose: This question is designed to identify the basic structure of the text. Students should easily point out the date and location at the beginning of the text. The question will lead the students to identify the

structure as either a diary entry or a news article.

Answer: It is written like a diary entry. It is dated May 12. In the first line, it says that it takes place at Chancellorsville, VA a little over a week ago, Saturday, Saturday night, and Sunday. Then, the second paragraph begins with the author stating that he will focus on the events that take place Saturday night in the woods.

Look for students....

- to use direct quotes to support their answers.
- to point out the date at the beginning of the text.
- to connect the date to a diary entry or news article.
- to identify words and phrases that point to the one specific day Whitman will focus his attention.

Guiding questions and prompts:

- Say, "Glance over the text. What stands out in the first paragraph that would help us identify how the text is written?"
- Ask, "In the first paragraph, where does Whitman say the text takes place, and for how long does it take place?"

Supporting Question 2

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In what order are the events described?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.3

Purpose: This question is designed to build on the analysis in the previous question. Readers must trace the back and forth method of describing the battle and nature. It will help them recognize the

juxtaposition in its most basic form.

Answer: In the second paragraph, Whitman begins by describing the night of the battle. He says it was "very pleasant", and the moon was "shining out full and clear". Then he immediately begins describing the battle that takes place in the woods. He describes what he hears and sees. He hears the "crash of cannons", and he sees "burns on [the soldiers'] faces and hands." In the third paragraph, he begins with a horrible description of the wounded soldiers, but he then turns his attention to the serenity created by the sky and moon.

Look for students....

- to use the text to support the contrast in descriptions between the battle and the night's sky.
- to use direct quotes to support their answers.

Guiding questions and prompts:

- Ask, "What words or phrases can you pull out of the text to support your answer?"
- Say, "Look at paragraph two. What is Whitman describing?"
- Ask, "Besides the battlefield, what does Whitman spend time describing?"

Additional Notes:

- Once students see the stark difference between the descriptions of the sky and the battlefield, you can introduce them to the literary concept of juxtaposition. This will help them as they move further along in the lessons.

Supporting Question 3

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Reread the third paragraph. What does the phrase "yet the pungent stifling smoke" tell us about the events that are taking place in the woods?

Teaching notes

Pacing: 3 minutes

Standard: RI 9-10.4

Purpose: Word knowledge is developed during close reading. This question allows students to understand the meaning of the potentially unfamiliar word "pungent" in a compelling context, which also

develops the skill of determining a phrase's meaning from context. An understanding of this phrase frames the context and purpose of Whitman's text.

Answer: The word "pungent" means biting and "stifling" means suffocating. Both of these words are describing the smoke that is caused by the gunfire and cannons, so the words have a negative connotation. There is so much gunfire and cannon explosions that the smell of gun powder is suffocating the speaker, and the horror of the battlefield is overwhelming.

Look for students....

- to use direct quotes to support their answers.
- to define the terms "pungent" and "stifling".
- to use context clues to define the terms above.
- connect the meanings of the words to the battlefield.

Guiding questions and prompts:

- Ask, "What does 'pungent' and 'stifling' mean?"
- Ask, "How were you able to identify the meaning of those words?"
- Ask, "What does this tell us about the battlefield?"

Supporting Question 4

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Reread paragraph three. How does Whitman signal to the reader that that he is shifting from his eyewitness account of the battle to the reports from the soldiers? What evidence from the text do you have to support your answer?

Teaching notes

Pacing: 7 minutes

Standard: RI 9-10.3

Purpose: The purpose of this question is to help the reader identify when Whitman pauses from his personal experience with the events and moves to the stories he hears from the soldiers. This question

required students to apply knowledge of language and its function in this context while connecting to a deeper comprehension of the text

Answer: He says, "Such is the camp of the wounded - such a fragment, a reflection afar off of the bloody scene - Before 'Such is the camp of the wounded', Whitman describes the smell of the bloody battle and the different types of wounds the soldiers have. Then he tells the reader that there is a "reflection afar". This tells us that Whitman is going to describe the reflection of one of the wounded soldiers. The soldiers are the one in battle, not Whitman, and so it would make sense for a soldier to tell Whitman about the smoke from the gunfire being so overwhelming that it is almost suffocating him. Also, as the wounded soldier lay dying, he looks up to the sky and sees the "radiance of the moon." This gives the soldier some peace as he suffers in the woods.

Look for students....

- to use direct quotes to support their answers.
- to recognize the shift in language: "Such is the camp of the wounded".
- to point out words like "fragment" and "reflection".
- make the connection that Whitman was not serving in the war, so he would not be in the actual battlefield almost suffocating on the smoke.

Guiding questions and prompts:

- Ask, "Who is fighting in the battle?"
- Ask, "Is Whitman a soldier?"
- Ask, "What words in the text would tell us that the description is coming from another person, not Whitman?"

Focus Question

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<h1>Focus Question</h1>	Teaching notes

Focus Question

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How does Whitman use the setting to unfold the events of May 12? Be sure to use quotes from the text to support your answer.

Teaching notes

Pacing: 20 minutes

Standard: RI 9-10. 3

Purpose: This question sets up the setting and events that take place in the text.

Answer: The battle at Chancellorsville, Virginia, between

the Union and Confederate armies takes place on May 12. Whitman tells the reader that he is going to focus on the events that take place on Saturday. These events unfold in the woods. During this description, Whitman uses imagery to paint a picture of the sky. He describes it as "pleasant" and "calm". He then switches his observations of the night sky and moves his attention to the gore of the battle. It is here that he paints a completely different picture of the setting. He notes the "red life-blood oozing out from heads" and "burning the dead." Throughout the remainder of the text he moves back and forth from the bloody battle and injured soldiers to the serenity of the night's sky.

Look for students....

- to use direct quotes to support their answer.
- to identify the date and location of the battle.
- to note the imagery used to describe the settings.
- to identify the setting of the battle and the setting of the night sky.

Additional Notes:

- ELL students may not be familiar with the Civil War. You may want to begin with showing a short youtube video that describes this battle. This video will also help the students identify the time and place of the battle.
 - <https://www.youtube.com/watch?v=Ph8ni6EHnRQ>

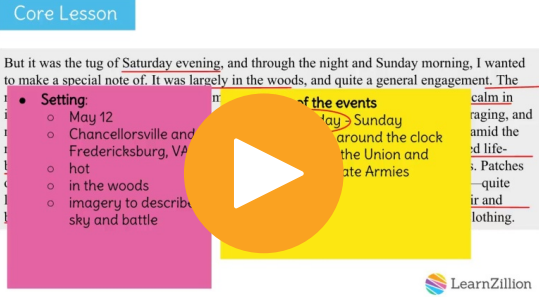
After the Lesson

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

Comprehension Skill Video

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 <p>Visit https://haywood.lzill.co/r/45118</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.