















## Supporting Question 2

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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

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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

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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

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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

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<h1>Focus Question</h1>	<b>Teaching notes</b>

## Focus Question

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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.

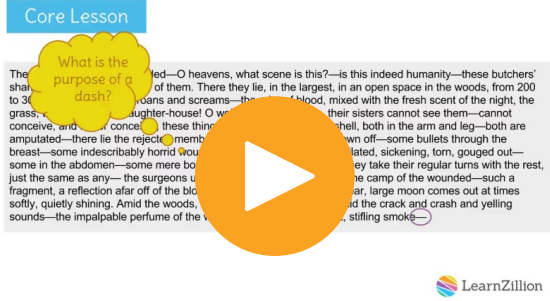
## After the Lesson

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

## Comprehension Skill Video

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 <p>Core Lesson</p> <p>What is the purpose of a dash?</p> <p>Visit <a href="https://haywood.lzill.co/r/45119">https://haywood.lzill.co/r/45119</a></p>	<b>Teaching notes</b>
	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.