


Day 3: "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


Anchor Text

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 Monday, 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 hotness enough 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 of 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, Sedgwick's, Right 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

Card 4 of 18

<p></p> <p>Name _____ Date _____</p> <p>Student notes for "A Night Battle, over a Week Since"</p> <p>Day 3</p> <p>1. In the conclusion, Whitman uses the word "vengeance" at the end of the first sentence. What does this mean? What is the impact of this word?</p> <p>2. Reread the first three lines of the poem presented at the beginning of the final paragraph. How does it support Whitman's point of view?</p> <p>3. In the final paragraph, Whitman uses juxtaposition, two things placed close together with contrasting effect. What images does Whitman juxtapose? How does he accomplish this?</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

Card 5 of 18

<h2 style="font-size: 2em; color: #4b0082;">Getting Started</h2>	<h3 style="text-align: center;">Teaching notes</h3>
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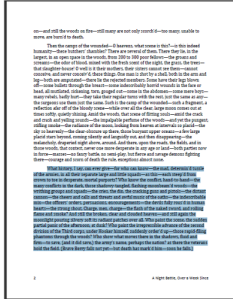
Introduction 1 of 3

Card 6 of 18

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>A Night Battle, over a Week Since By Walt Whitman</p> <p><small>Page 12 - 1888 was part of the late battle at Chancellorsville, General Meade's army of 120,000 men, including 100,000 infantry, 10,000 cavalry, and 10,000 artillery, was defeated by General Robert E. Lee's army of 60,000 men. The battle was fought on May 3-4, 1863, and was one of the most important battles of the American Civil War. It was a tactical draw, but it was a strategic victory for the Confederacy. The battle was fought in a wooded area, and the terrain was very difficult. The Union army was outnumbered, and the Confederates were able to use the terrain to their advantage. The battle was a turning point in the war, and it showed that the Confederates were capable of fighting a conventional battle. The battle was also a major victory for the Confederacy, and it gave them a great deal of confidence. The battle was a major setback for the Union, and it showed that the Confederates were capable of fighting a conventional battle. The battle was a major victory for the Confederacy, and it gave them a great deal of confidence. The battle was a major setback for the Union, and it showed that the Confederates were capable of fighting a conventional battle.</small></p> </div> <p style="color: #4b0082; font-style: italic;">"A Night Battle, over a Week Since" by Walt Whitman</p>	<h3 style="text-align: center;">Teaching notes</h3> <p>Pacing: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ■ Tell students that this week you 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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Introduction 2 of 3

Card 7 of 18



We will focus on the conclusion.

Reread the section on your own

Teaching notes

Pacing: 10 minutes

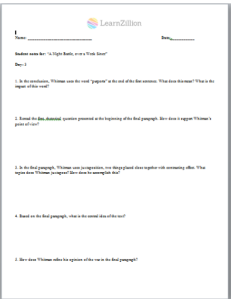
Notes:

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

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: 10 minutes</p> <p>Notes:</p> <ul style="list-style-type: none"> ■ Tell students that this week you 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

Card 9 of 18

<p>Exploring the Text</p>	<p>Teaching notes</p>
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Supporting Question 1

Card 10 of 18

In the conclusion, Whitman uses the word "purports" at the end of the first sentence. What is the impact of this word?

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 a potentially unfamiliar word in a compelling context, which also

develops the skill of determining a word's meaning from context. An understanding of the word "purports" frames the content and purpose of Whitman's text and help the students understand the rest of the conclusion and subsequent questions.

Answer: The first sentence in the conclusion is a rhetorical question. Whitman ends the question with the phrase "mortal purports". Purports means "appear or claiming to be", so when Whitman says "mortal purports" he is asking if these men can even call themselves mortals because killing people, even in battle, is inhumane.

Look for students....

- to use direct quotes to support their answer.
- to note that the first sentence is a rhetorical question.
- to define the term "purports".
- to explain what the phrase "mortal purports" implies.

Guiding questions and prompts:

- Ask, "What does the word 'purports' mean?"
- Ask, "So by calling the soldiers 'mortal purports' what is Whitman saying about these men?"
- Ask, "What is Whitman questioning?"

Supporting Question 2

Card 11 of 18

Reread the rhetorical question presented at the beginning of the final paragraph. How does it support Whitman's point of view?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.6

Purpose: This question will give students the chance to analyze how the author uses rhetorical devices to support his point of view.

Recognizing the point of view will help students with the day 4 lesson,

which addresses the purpose of the text. This question builds on the previous question, which asks students to define a term in the rhetorical question.

Answer: In the rhetorical question, Whitman calls both armies "mad" and "determin'd". By describing the soldiers as "mad", Whitman is saying that they are unable to act by reason and judgment. It can be implied at this point that Whitman does not think war is a rational act. He also says that they are "steep'd from crown to toe in desperate, mortal purports." We already know that "purports" means "claiming to be", so the men are desperate to call themselves mortal. By questioning their behavior, Whitman is saying that killing each other is not a mortal act, and war is inhumane.

Look for students....

- to use direct quotes to support their answer.
- to identify the inhumane and irrational act of war.

Guiding questions and prompts:

- Ask, "What does purports mean?"
- Ask, "What words does Whitman use to describe the soldiers or armies?"
- Ask, "What could these words tell us about Whitman's point of view?"

Supporting Question 3

Card 12 of 18

In the final paragraph, Whitman uses juxtaposition, two things placed close together with contrasting effect. What topics does Whitman juxtapose? How does he accomplish this?

Teaching notes

Pacing: 3 minutes

Standard: RI 9-10.3

Purpose: This question requires students to apply knowledge of language and its function in this context while connecting to a deeper comprehension of the text. This understanding will be critical to

student success on the culminating task.

Answer: Whitman juxtaposes the armies in battle and the moonlight. He begins by questioning the humanity of war. He notes "the cries, the din, the cracking guns and pistols" that he hears in the woods. He then calls the officers from both sides "devils fully rous'd in human hearts". It is clear that he is against this battle. Then he shifts his attention to the moonlight when he says, "And still the broken, clear and clouded heaven-and still again the moonlight pouring silvery soft its radiant patches over all." Whitman contrasts the negative image of war with the positive image of the moonlight. By using words like "silvery", "soft", and "radiant patches" he makes the horrific scene softer and somewhat dreamlike.

Look for students....

- to use direct quotes to support their answer.
- to identify the juxtaposition: armies and moonlight.
- to identify words and phrases that show how Whitman creates the contrasting effect.

Guiding questions and prompts:

- Ask, "What two things are being contrasted in the conclusion?"
- Ask, "What words describe the armies and battle? What words describe the moonlight?"
- Ask, "How are these descriptions an example of juxtaposition?"

Supporting Question 4

Card 13 of 18

Based on the final paragraph, what is the central idea of the text?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.2

Purpose: The purpose of this question is to use a paragraph of text to begin to develop the analysis of Whitman's central idea about war and nature. Students must first be able to identify the central idea

before they can identify how it is refined, which is the next question.

Answer: Whitman's central message is that the night sky offers a calm presence among the realm of chaos caused by the battle. This is evident in the final paragraph when he recalls the "distant cannon", the charging of men, and "the flash of the naked sword, and rolling flame and smoke". All of these images support a chaotic and horrible setting. However, in the middle of describing the fighting, he uses words like "radiant" and "soft" to describe the moonlight. This reinforces the serenity of nature, which serves as the backdrop to the gruesome setting of the blood and battle.

Look for students....

- to use direct quotes to support their answer.
- to identify the central message.

Guiding questions and prompts:

- Ask, "What is a central idea?"
- Ask, "What are the two things Whitman describes in this paragraph?"
- Ask, "What words does Whitman use to describe the fighting?"
- Ask, "What words does Whitman use to describe the moonlight?"
- Ask, "What could these descriptions tell us about the central idea of the text?"

Supporting Question 5

Card 14 of 18

How does Whitman refine his opinion of war in the final paragraph?

Teaching notes

Pacing: 7 minutes

Standard: RI 9-10.5

Purpose: This question requires students to analyze how Whitman summarizes his final thoughts about the war and those fighting in battle. This understanding will be critical to student success on the culminating

task and builds off of the previous question.

Answer: Whitman gets more specific with his opinion of war as he moves into the conclusion. In the first three paragraphs Whitman describes the battle. In the second paragraph he talks about the woods taking fire, and he uses the simile "determin'd as demons" to describe the soldiers. Then in the third paragraph he looks more closely at the wounded soldiers. He talks about "the arm and leg-both are amputated" and men with "bullets through the breast". Then in the conclusion, Whitman begins with a rhetorical question that asks whether or not these men can call themselves mortals. Here Whitman is questioning the humanity of war. It is in the conclusion that he moves away from vivid descriptions of the battle to his opinion that war is an inhumane act.

Look for students....

- to use direct quotes to support their answer.
- to refer to paragraphs 2 and 3 to show the refinement of Whitman's opinion.
- to recognize that he moves from describing the battle to questioning the humanity of war.

Guiding questions and prompts:

- Explain what the term "refine" means.
- Ask, "So if we are trying to find out how he makes his opinion more precise, then can we only look at the conclusion? Where else must we look?"
- Ask, "What is Whitman doing in the second and third paragraph?"
- Ask, "How is this different from the conclusion?"
- Ask, "Where is his opinion located in the conclusion?"

Focus Question

Card 15 of 18

<h1>Focus Question</h1>	Teaching notes

Focus Question

Card 16 of 18

Reread the final paragraph. How does it refine Whitman's idea about war and nature?

Teaching notes

Pacing: 20 minutes

Standard: RI 9-10.5

Purpose: This question requires students to analyze how the conclusion serves Whitman's purpose by refining the message he establishes. This understanding will be critical to student success on the

culminating task.

Answer: In the opening lines of the conclusion, Whitman begins by calling the soldiers "mortal purports". Here, he is questioning whether those fighting in battle can even call themselves humans because their actions are so terrible. He is clearly showing the bad side of battle. He continues this idea of inhumanity caused by war with his description of war. He says the "devils fully rous'd in human hearts," which supports the inhumanity and evil of warfare. Then, he says, "And still the broken, clear and clouded heaven-and still again the moonlight pouring silvery soft its radiant parches over all." He is reinforcing the serenity of nature which serves as a backdrop to the setting of pain and suffering caused by the war.

Look for students....

- to use direct quotes to support their answer.
- to identify the word "purports" and explain what Whitman is saying by using this word.
- to identify Whitman's opinion of the war and night sky.


After the Lesson

Card 17 of 18

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

Comprehension Skill Video

Card 18 of 18

 Visit https://haystack.lzill.co/r/45120	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.