


Day 4: "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 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 intense 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 corps, the 9th, Sedgewick'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 resignation.</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 times 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 4</p> <p>1. How does the simile "like some of us slaves" in the second paragraph support Whitman's opinion of war?</p> <p>2. In the second paragraph, Whitman uses alliteration when he writes, "The flashes of fire from cannon, the quick flaring flames and smoke...". What is the effect of Whitman's description of the fire?</p> <p>3. What point is Whitman trying to make in the opening lines of the third paragraph when he says, "Then the corpse of the wounded O heroism, what name is this? Is this indeed humanity these butcher's dumbies?"</p> <p>record responses to the focus question.</p> <ul style="list-style-type: none"> Following class, collect student notes to use as a formative assessment. 	<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
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Getting Started

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<h1>Getting Started</h1>	Teaching notes

Introduction 1 of 3

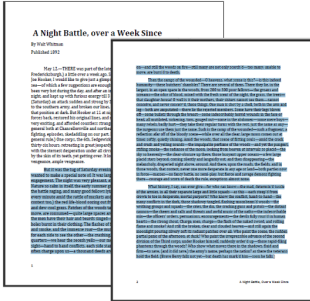
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<div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 200px;"> <p style="font-size: small; margin: 0;">A Night Battle, over a Week Since By Walt Whitman</p> <p style="font-size: x-small; margin: 0;">[The text of the poem is visible but too small to transcribe accurately.]</p> </div> <div style="margin-left: 20px;"> <p style="color: #008000; font-style: italic;">"A Night Battle, over a Week Since"</p> <p style="color: #008000; font-style: italic;">by Walt Whitman</p> </div> </div>	Teaching notes
	<p>Pacing: 15 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.

- 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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We will focus on the last three paragraphs.
Reread the section on your own.

Teaching notes

Pacing: 15 minutes

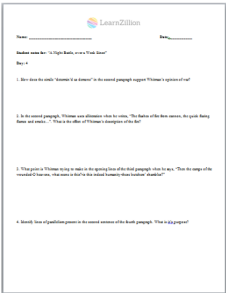
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- Instead of reading the text aloud, you may show the read aloud video.

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 you will be focusing on reading one informational text closely. Distribute copies of the text and student worksheets.
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Exploring the Text

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<h1>Exploring the Text</h1>	<h3>Teaching notes</h3>
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Supporting Question 1

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How does the simile "determin'd as demons" in the second paragraph support Whitman's opinion of war?

Teaching notes

Pacing: 3 minutes

Standard: RI 9-10.4, L 9-10.5A

Purpose: This question will employ and grow readers' skill at determining and interpreting figurative language, then give them the opportunity to apply that thinking to the context of the text. Beginning with a simile

question gives students confidence for answering the more difficult figurative language in today's lesson.

Answer: Whitman uses the simile "determin'd as demons" to compare both armies to demons. We know that he is referring to both armies because he says "each side stands up to it, brave, determin'd as demons". This is a very negative comparison. Calling the soldiers demons, which are evil forces, would support his opinion that war is inhumane.

Look for students....

- to use direct quotes to support their answer.
- to use context clues to support their answers.
- to connect the simile to the author's opinion of war.

Guiding questions and prompts:

- Ask, "Where is this simile located in the second paragraph?"
- Say, "Read the entire sentence that includes the simile."
- Ask, "What is being compared?"
- Ask, "Who is Whitman calling a demon?"
- Ask, "What could this tell us about Whitman's opinion about war and fighting?"

Supporting Question 2

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In the second paragraph, Whitman uses alliteration when he writes, "The flashes of fire from cannon, the quick flaring flames and smoke...". What is the effect of Whitman's description of the fire?

Teaching notes

Pacing: 5 minutes

Standard: RI 9-10.4, L 9-10.5A

Purpose: This question will employ and grow readers' skill at determining and interpreting figurative language, then give them the opportunity to apply that thinking to the context of the text. This figurative language

questions builds on the previous question.

Answer: The repetition of the "f" sound gives rhythm to the description. It is also a very sharp sound, which lends itself to the image of the flames sparking up from the fire. The alliteration is also very close together which gives the effect of the fire coming fast and uncontrollably.

Look for students....

- to identify the repetition of the "f" sound.
- to note the effect of the alliteration on the fire.
- to note the rhythm of the "f" sound and the image it creates.

Guiding questions and prompts:

- Ask, "What is alliteration?"
- Ask, "Where is this line of alliteration in the second paragraph?"
- Ask, "What sound is being repeated?"
- Ask, "Is it a soft or harsh sound?"
- Ask, "Why might Whitman use this harsh sound to help describe the fire?"

Additional Notes:

- You may want to discuss the purpose of alliteration in literature: to focus the readers' attention on a particular section of text.

Supporting Question 3

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What point is Whitman trying to make in the opening lines of the third paragraph when he says, "Then the camps of the wounded-O heavens, what scene is this?-is this indeed humanity-these butchers' shambles?"

Teaching notes

Pacing: 4 minutes

Standard: RI 9-10.5

Purpose: This question focuses on how the beginning sentence of the third paragraph begins to develop Whitman's central idea that war is inhumane. Identifying the central idea will help students prepare their

response for the day 5 lesson.

Answer: The point Whitman is trying to make in the opening lines of the third paragraph is that war is an inhumane act. The first sentence in the third paragraph is a rhetorical question. When he is introducing the camps of the wounded soldiers, he says, "O heavens, what scene is this" which leads the reader to believe that Whitman is overwhelmed with the pain and suffering that he sees in these camps. Then he says, "is this indeed humanity-" which is where the rhetorical question comes into play. Whitman is questioning the humanity of war because killing each other and causing others so much pain is not a humane act.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the rhetorical question.
- to emphasize the importance of the word "humanity" in the quote because this is what leads to Whitman's point about war.

Guiding questions and prompts:

- Ask, "What rhetorical device is used in this first sentence?"
- Ask, "What words or phrases stand out to you?"
- Ask, "What is he questioning?"

Supporting Question 4

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Identify lines of parallelism present in the second sentence of the fourth paragraph. What is its purpose?

Teaching notes

Pacing: 6 minutes

Standard: L 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.

Identifying the purpose of the text

will help students prepare for the day 5 lesson.

Answer: Whitman uses parallelism in the fourth paragraph. It occurs when he says, "Who know the conflict, hand-to-hand-the many conflicts in the dark...-the writhing groups and squads-the cries, the din, the cracking guns and pistols-the distant cannon-the cheers and calls...-the indescribable mix-the officers' orders, persuasions, encouragements-the devils fully rous'd in human hearts-the strong...-the flash of the naked sword, and rolling flame and smoke?" Whitman repeats the word "the" before each new description of the battle. He talks about the squirming "groups and squads", "the cries" of the soldiers, "the cracking guns and pistols", and the orders of the officers. By using parallelism, he is not putting emphasis on one part of the battle. He is saying that all of these parts are equally disturbing.

Look for students....

- to use direct quotes from the text to support their answer.
- to identify the parallelism in the fourth paragraph.
- to note that the parallelism is used to illustrate that all parts are equally important.

Guiding questions and prompts:

- Ask, "What is parallelism?"
- Ask, "Where is the parallelism in the last paragraph?"
- Ask, "What word does Whitman repeat?"
- Ask, "What things does Whitman point out?"
- Ask, "Why do you think he would start each description with the word 'the?'"

Additional Notes:

- It may help to review what parallelism is. Parallel structure is repetition of the same pattern of words or phrases within a sentence or passage to show that two or more ideas have the same level of importance.

Focus Question

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<h1>Focus Question</h1>	Teaching notes

Focus Question

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How does Whitman use rhetoric to advance the purpose of the text?

Teaching notes

Pacing: 15 minutes

Standard: RI 9-10.6

Purpose: The purpose of this question is to analyze the relationship between rhetorical devices and its impact on the text. Once students identify the purpose of the text, they are able to move on

to the culminating writing task.

Answer: Whitman uses rhetorical strategies to reinforce his point that the war is brutal, inhumane, and horrific. In the second paragraph, he uses a simile to describe both armies. He says that they are “determin’d as demons”. It leads the reader to believe that Whitman is opposed to the war because he views those fighters as evil. Whitman also uses alliteration when talking about the fire and smoke. His uses of phrases like “flashes of fire” and “flaring flames” intensify the image of the battlefield. Then in the opening line of the third paragraph, Whitman begins with two rhetorical questions. Both of the questions get to the heart of Whitman’s problem with the war. He questions the humanity of war. He is overwhelmed with the pain and suffering these wounded soldiers are going through. Finally, in the conclusion, Whitman uses parallelism to summarize the events of the battlefield. “The cries, the din, the cracking guns and pistols-the distant cannon...” Here, he is reinforcing the loud and disturbing noises created by the war. All of these rhetorical devices used in the text support Whitman’s idea that war is inhumane and horrific.

Look for students....

- to use direct quotes to support their answer.
- to identify simile, alliteration, rhetorical questions, and parallelism
- to note Whitman's idea that war is inhumane and horrific.

Additional Notes:

- It may be helpful to give students a list of rhetorical devices to look for in the text. <http://teacherweb.com/CA/SummervilleHighSchool/Willis/Rhetorical-Devices.pdf>


After the Lesson

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

Comprehension Skill Video

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<p>Core Lesson</p>  <p>LearnZillion</p> <p>Visit https://haywood.lzill.co/r/45121</p>	Teaching notes
	<p>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.</p>