


Day 5: "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, 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 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 line, 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, 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 through, 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 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 style="text-align: center;"> LearnZillion</p> <p>Name _____ Date _____</p> <p>Reader notes for "A Night Battle, over a Week Since"</p> <p>Day 5</p> <p>Calculating question: After reading "A Night Battle, over a Week Since", write a response in which you outline how Whitman uses juxtaposition when describing the setting to advance his purpose. Support your discussion with evidence from the text.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</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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Focus Question

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<h1>Focus Question</h1>	Teaching notes

Focus Question

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After reading "A Night Battle, over a Week Since", write a response in which you outline how Whitman uses juxtaposition when describing the setting to advance his purpose. Support your discussion with evidence from the text.

Teaching notes

Pacing: 45 minutes

Standard: RI.9-10.6

Purpose: This is the culminating writing task for the unit. The purpose of this question is to analyze the relationship between the setting and purpose of the text, to explain how juxtaposition served his goal for

writing the text, and to track and analyze how the juxtaposition advances his overall purpose for writing the text.

Answer:

Although Whitman utilizes vivid imagery to communicate the horror of the events, he juxtaposes this gore when he steps back from the battle occurring on the ground and turns his focus to the serenity of nature. This use of juxtaposition helps communicate the purpose that although the war that is infiltrating the woods is horrific, there is still beauty and serenity in nature. For example, in the second paragraph, Whitman explains how "the woods take fire, and several of the wounded, unable to move, are consumed...burning the dead." He paints this image of men burning to death in battle, but just before that, Whitman describes the night as "very pleasant" and "calm in itself". Thus, even though the armies have invaded the woods and caused destruction of both the woods and humanity with the use of fire, the nature around them is still serene. It's unaffected by the brutality of the war.

Another example of juxtaposition occurs in the third paragraph. Whitman begins the description of the wounded soldiers by describing what they smell. He says, "the odor of blood, mixed with the fresh scent of the night, the grass, the trees- that slaughter-house!" Because men are dying at rapid rates, the soldiers can physically smell the blood; however, the use of the phrase "fresh scent" implies that the scent of the grass and the trees is stronger than the blood. Then Whitman quickly brings the reader back to the battle by describing it as a slaughter-house. He also explains another scene filled with "flitting souls". The use of the word "flitting" allows the reader to visualize a setting filled with dancing ghouls, which lends itself to an eerie mood. Yet, in the same stream-of-consciousness, he says "the sky so heavenly". As the soldiers are witnessing the deaths of their comrades and enemies, they look to the sky and it brings them back to the serenity of heaven. Also, as the wounded soldiers look up at

the moon, they think about the "buoyant upper oceans", and it seems to comfort them as they struggle with the pain.

Finally, Whitman summarizes the soldiers' experiences at battle through the use of juxtaposition. In the final paragraph he begins with a description of the horrific battle: "...the cries, the din, the cracking guns and pistols-the distant cannon...the devils fully rous'd in human hearts." Immediately following this description, Whitman draws the reader's attention to the "clear and clouded heaven." He says that the moonlight is "silvery", "soft", and "radiant". This summation of the effects of the battle does not overpower the beauty of nature, and the serenity that it gives those wounded soldiers as they lie dying in the woods.

Look for students....

- to use direct quotes to support their answer.
- to identify the two settings that are being juxtaposed: battle and the night sky.
- to identify words and phrases that describe the settings.
- to identify the purpose of which is that although the war is horrific, there is still beauty and serenity in nature.

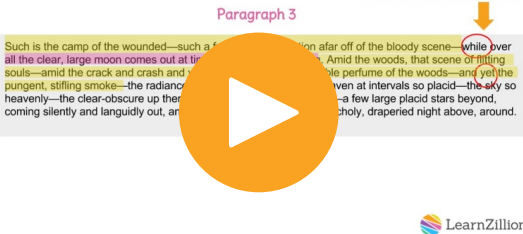
After the Lesson

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

Comprehension Skill Video

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<p>Core Lesson</p> <p>Paragraph 3</p> <p>Subordinating Conjunction</p>  <p>LearnZillion</p> <p>Visit https://haywood.lzill.co/r/45122</p>	<h2>Teaching notes</h2> <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>
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