



## “Music-Recreation and Function: The Civil War Soldiers Experience”

### Lesson Plan-Summer Institute

**Team Member:** Christina Smart

**Instructional Unit:** Civil War-Historical Fiction Literature Study: *Soldier’s Heart: Being the Story of the Enlistment and Due Service of the Boy Charley Goddard in the First Minnesota Volunteer* by Gary Paulson, 2000.

#### **Synopsis of Book:**

In 1861, when the Civil War began, Charley Goddard enlisted in the First Minnesota Volunteers. He was 15. He didn't rightly know what a "shooting war" meant, or what he was fighting for. But he knew he didn't want to miss out on a great adventure.

The "shooting war" meant the horror of combat, and the wild luck of survival. It meant knowing how it feels to cross a field toward the enemy, waiting for fire. Waiting for death.

When he entered the service he was only a boy. When he came back he was only 19, but he was a man said to have "soldier's heart."

Battle by battle, Gary Paulsen shows us one boy's war through one boy's eyes and one boy's heart, and gives a voice to all the anonymous young men who fought in the Civil War.

Synopsis courtesy of

<http://www.randomhouse.com/features/garypaulsen/library/backintime.html#soldier>

From Gary Paulson’s website on Random House

**Title of Lesson:** Literature Circle (includes individual and group activities)

**Grade Level:** Grades 7-8

**Description:** Students will be placed in groups of four (as moderator you may go with a larger or smaller group dependent upon the size of your class.) Within that group, students are assigned specific jobs. All students will read assigned chapter groupings, work on job related activities and meet together as a group to discuss the reading and the jobs completed by each. The goal is that the student has a support group if there is misunderstanding and the group also discusses and debates what the story means to them --increasing their comprehension attention to detail and reading strategies. Groups and/or individuals can bring valuable insights to whole class discussion as well. Students also work on problem solving, interpersonal relations and group dynamic strategies which are important in daily life.



**Standards:** Note:

I am a Language Arts teacher so the standards would not correlate with my 7<sup>th</sup> grade social studies teacher's standards. This topic in social studies would be covered in 8<sup>th</sup> grade. However, I am able to use varieties of genres, such as historical fiction to achieve my reading and writing standards in language arts. In Language Arts nearly all comprehensive activities cover *MANY* standards. Here are a few that Literature Circles certainly cover.

**Acquisition of Vocabulary:**

- Use context clues and text structures to determine the meaning of new vocabulary.
- Use multiple resources to enhance comprehension of vocabulary.

**Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

- Apply effective reading comprehension strategies, including summarizing and making predictions and comparisons, using information in text, between text and across subject areas
- Make meaning through asking and responding to a variety of questions related to text.
- Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension
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**Reading Applications: Literary Text**

- Describe and analyze the elements of character development.
- Analyze the importance of setting.
- Identify the elements of plot and establish a connection between an element and a future event.
- Differentiate between the points of view in narrative text.
- Demonstrate comprehension by inferring themes, patterns and symbols.
- Identify similarities and differences of various literary forms and genres.
- Explain how figurative language expresses ideas and conveys mood.

**Duration:** 2-3 weeks depending on the nature of your schedule and the depth with which you would choose to focus on this topic. This is a short read but it allows for many theme and topic discussions where you can pull in a variety of literature (songs, poems, newspapers, etc.) There is potential for discussion and/or writing of deep themes and topics.

**Primary Source Materials:** See PPT.

**Warm-up:** Utilize PPT to discuss an area of the Civil War. Can use K-W-L chart to determine prior knowledge and then tailor warm up to fit needs of class...might need to discuss additional information if class is significantly behind.



**Instructional Strategies:** Students will be doing activities and discussing *Soldier's Heart* based on a Literature Circle Model. The beauty of "Lit Circles" is that you can easily modify to fit your needs. Don't find a "job" you like, create it! I would use Google Literature Circles and see what you come up with. You can pull bits and pieces from here and there or completely make up your own.

### Resources:

- Overview of Literature Circles if you are unfamiliar  
<http://www.litcircles.org/Overview/overview.html>
- Excellent article discussing how to implement Literature Circles in a middle school setting (also can select elementary and high school)  
<http://www.litcircles.org/Structure/struct6.html>
- Tools to implement Literature Circles if you don't want to create your own. OR take ideas from these and create your own.  
[http://abcteach.com/directory/basics/reading/literature\\_circles/](http://abcteach.com/directory/basics/reading/literature_circles/)
- Another overview with interesting job titles  
<http://eduscapes.com/ladders/themes/circles.htm>

Here is a basic how to:

- Group students
- Go over job titles (travel tracer, word watcher, literary luminary, connector etc.) responsibilities and materials. This is YOUR creation. Do you want them to do 2 jobs each? one job? One job AND a journal entry? It really is your decision and there is no right or wrong way. This makes literature circles AWESOME for differentiated instruction. For higher/lower level kids.
- Allow students to select their first job, and create a rotation schedule (who will do what job next).
- Assign reading, work schedule for the week and schedule first meeting.
- Allow time for students to read and work on job duties in preparation for first meeting. (first meeting will be tricky if this is their first time. Monitor room to ensure students are applying proper meaning, discussion techniques and all questions are answered. Minimize frustration, shyness etc. The more they put in the more they will get out of this!
- Students complete super secret evaluations of team members and self. This is part of grade not all.
- Opportunities abound for mini-lessons, author share of journal entries, whole group discussion of themes, debate etc. You are only limited by your imagination when creating this unit...ok, well time too!
- **Disclaimers:**
  - In my personal experience literature circles do not work well when reading and work time are assigned as homework. It does not do the group any good when 1 or 2 members have not completed their tasks. In fact, it deters not only the group



learning, but the student who must sit out to finish his materials misses out on the discussion as well.

- I also feel that there are points as a teacher that I am very hands off during “meetings” I want to walk around and monitor of course, but I want to see student ownership. I want them to run meetings, answer questions and take responsibility and pride in their work. This does NOT happen overnight. But as students become more comfortable with the process, and each other you will see growth and confidence!

**Homework and Practice:** I do not recommend lit circles as homework, see disclaimer above. But you have mini-assignments etc. that involve home practice.

**Re-teach Activity:** Multiple opportunities for students to participate in a supported individual/group activity.

**Extension Activity:**

- Make hard-tack,
- map, charts, graph activities
- Create PPT’s and present
- Create a primary source activity with spiral questions (would need to teach format)
- Webquest

**Assessment Question:** 4 point extended response. Answer should be organized, detailed and specific with proper writing conventions used.

Q: At the beginning of the book Charley is quite sure that he will not be injured during the course of the war. As the book progresses his attitude changes completely. Charley becomes SURE that he will die. Describe the point at which you feel that Charley changes his mind about his safety. Detail the specific cause and his reaction. Upon reading this book and considering yourself in Charley’s situation, of which opinion would you be?

**Rubric:** For many short answer and extended responses in my classroom we use the ODE rubric for use on the OAT, so that they know exactly what is expected of them.

[http://www.ode.state.oh.us/gd/templates/pages/ODE/ODEGoogleSearch.aspx?Page=221&query=extended response rubric&start=0&OriginatingURL=/gd/templates/pages/ODE/ODEGoogleSearch.aspx?Page=221.](http://www.ode.state.oh.us/gd/templates/pages/ODE/ODEGoogleSearch.aspx?Page=221&query=extended%20response%20rubric&start=0&OriginatingURL=/gd/templates/pages/ODE/ODEGoogleSearch.aspx?Page=221)

**Constructed Response Items on Ohio Achievement Tests and Available Resources at the Ohio Department of Education (ODE)**

On Ohio Reading, Math, Science and Social Studies achievement tests, item-specific rubrics are used for each constructed response question (short answer or extended response). On Ohio Writing achievement tests, a holistic rubric (grade 4, grade 7 and OGT) and an analytic rubric (grade 7 and OGT) are used for the extended writing prompts. ODE has a wide variety of

resources that contain scoring guidelines (which is what ODE calls item rubrics) for constructed response items.

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| <p><b>Extended response</b> items require students to demonstrate understanding in depth. Student responses receive a score of 0, 1, 2, 3 or 4 points. <b>Each</b> extended response item has an <b>item-specific scoring guideline</b>. These written responses may include explanations, appropriate charts, tables, graphs or other graphic organizers. The general four-point rubric for extended response items is used as a template to develop item-specific scoring guidelines for each individual extended response item. <b>Score Point 4</b></p> | <p>The response provides essential aspects of a complete interpretation and/or a correct solution. The response thoroughly addresses the points relevant to the concept or task. It provides strong evidence that information reasoning, and conclusions have a definite logical relationship. It is clearly focused and organized, showing relevance to the concept, task and/or solution process.</p> |
| <p><b>Score Point 3</b></p>   | <p>The response provides essential elements of an interpretation and/or a solution. It addresses the points relevant to the concept or task. It provides ample evidence that information, reasoning, and conclusions have a logical relationship. It is focused and organized, showing relevance to the concept, task, or solution process.</p>   |
| <p><b>Score Point 2</b></p>   | <p>The response provides a partial interpretation and/or solution. It somewhat addresses the points relevant to the concept or task. It provides some evidence that information, reasoning, and conclusions have a relationship. It is relevant to the concept and/or task, but there are gaps in focus and organization.</p>   |
| <p><b>Score Point 1</b></p>   | <p>The response provides an unclear, inaccurate interpretation and/or solution. It fails to address or omits significant aspects of the concept or task. It provides unrelated or unclear evidence that information, reasoning, and conclusions have a relationship. There is little evidence of focus or organization relevant to the concept, task and /or solution process.</p>                      |
| <p><b>Score Point 0</b></p>   | <p>The response does not meet the criteria required to earn one point. The response indicates inadequate understanding of the task and/or the idea or concept needed to answer the item. It may only repeat</p>   |

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|  | <p>information given in the test item. The response may provide an incorrect solution/response and the provided supportive information may be totally irrelevant to the item, or possibly, no other information is shown. The student may have written on a different topic or written "I don't know."</p> |
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