

Title: “How was life during the Civil War?”

Grade Level: 3rd Grade

Subject Matter: Social Studies

Targeted Audience: Small groups

Time Frame: 40-45 minutes

Taught by: Amanda Randolph

Goals-

I. Cognitive: The students will understand some of the difficulties soldiers and family members faced during the civil war by listening to the teacher read the book Pink and Say by Patricia Polacco. Their comprehension of the story will be based upon the small group completion of the story’s “5 W’s”.

II. Affective: The students will appreciate the many freedoms we have today from slavery and the non-ability of people to storm into our houses to rob whatever they would like because of our differences.

Standards-

IL Standard:

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.B.1 Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

Standard:

VI. Power, Authority, & Governance

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

Objective of the lesson

After listening to the book “*Pink and Say*” by Patricia Polacco students will demonstrate their effective listening and understanding of the book (written about the civil war) by completing a worksheet in which they will have to answer the five “W’s” about the story (who? What? When? Where? & Why?)

Materials needed

“*Pink and Say*” by Patricia Polacco

The 5 W’s worksheet

Civil war battlefield model

Materials to be hidden in the battlefield (for I-spy activity)

Sketch of the battlefield sheet

Colored pencils, crayons, or markers

Resources

“Pink and Say” by Patricia Polacco

Focusing Activity

The teacher will ask the students to recall a few of the different things which Ms. Fisher talked about during her last lesson on the civil war, such as the names of the two different sides and the colored uniforms each wore. After discussing some of the different facts learned about the civil war previously the teacher will then tell the students they will get to learn a little more about specifically two individuals’ lives during the civil war, as well as the different hardships some faced during this time.

This specific story about two specific individuals’ lives during the civil war will come from the teacher reading the children’s book *“Pink and Say”* by Patricia Polacco.

After listening to the book the students will recall and expand this information from the book by completing a worksheet recalling the “Five W’s” of the book (Who? What? When? Where? & Why?). The worksheet will not only require students to recall information from the book but then write them in the space provided on the worksheet.

I. Purpose of this activity: The purpose of this activity is to help the students better understand the civil war, specifically how soldiers, family, and other community members had to live their life during this time and the many obstacles they faced throughout the war. This activity will not only provide students with the information but then allow them to recall by completing the “Five W’s” worksheet.

Instructional Input/Content Knowledge

“Who can tell us some facts about the Civil War which Ms. Fisher taught us last lesson?”

“Who can remember the two sides of the Civil War and their specific names given to them?(North and South; Union and Confederate)”

“What color uniforms did the North or the Union have?” (navy blue)

“What color uniforms did the South or the Confederates have?” (gray)

“Well, that’s right, Ms. Fisher told us all of these great facts and a lot more last time we talked!”

“Today we are going to learn more about the Civil War and hear more about the soldiers’ fighting in the war and about some of the other things which people had to worry about at this time.”

“We are going to learn all of this by listening very carefully while I read the story “Pink and Say” to you boys and girls”

“First off though, looking at the inside cover of this book, what do you see? (poor blacks, water pump, old broom, small house, clothes hanging out to dry)

“Are these things that we still use today or are these maybe all clues that the story probably takes place quite a long time ago?” (a long time ago)

“From what we know about the different sides and the colors they wore... what side do you think this young black man is on just by looking at his navy blue hat?”

“What about this young white boy with his navy blue hat, do you think he is Union or

Confederate?”

“Well, those are all great ideas, lets listen carefully and see what we find out about these two young boys!”

-----Teacher Reads Story “*Pink and Say*” by Patricia Polacco-----

A story about:

Pinkus Aylee (Pink) and Sheldon Curtis (Say) during the Civil War

- I. The wounded Say is rescued by Pink*
 - a. Pink carries Say back to his Georgia home where he and his family were slaves*
 - b. Pinkus’s mother, Moe Moe Bay takes care of Say*
 - c. Pinkus becomes adamant to return to war to fight against slavery*
 - d. while in hideout Moe Moe Bay is killed by the Confederate Army*
- II. The two boys head back to the battlefield*
- III. The two boys get caught by a Confederate soldier*
 - b. the boys are taken to Andersonville prison*
 - i. Pinkus died*
 - ii. Say survives the camp*
- IV. Say tells his daughter this story who then passes it down from generation to Generation.*
 - a. the story is told to remember the brave slave soldier Pinkus Aylee*

**While reading the teacher will make sure to address what some harder vocabulary mean by first asking students if they know what it is, and then telling them a definition.*

(Examples are: lad, marauders, vittles, polished mahogany)

“What were some of the emotions you felt while reading this story? Why?”

“Were the different events Moe Moe Bay and the two boys had to go through fair for them to have to deal with?”

“Does reading this story want you to be a soldier or family member during the civil war? Why or why not?”

“Were some of our predictions that we made about the story right?”

“What side of the war did we find Pink and Say to be on?” (Union side, pg.5)

“Well, now that all of you got to hear the story we’re going to think about the story a little more and going to do a little worksheet together so we can remember some of the very important parts of the story!”

----Teacher passes out “Five W’s” worksheet---

(if done in a regular classroom with technology available the teacher will have the worksheet on an overhead to fill out along with the students)

“First off you all need to write your name at the top of the worksheet.”

“Now, who can tell us the title of the book?” (Pink and Say)

“The next blank says that we need to know the author of the book. (child’s name), can you take a look and then tell us who wrote this book?” (Patricia Polacco)

“Great!”

“Have any of you boys and girls filled out the 5 W’s of a book before?”

“Well, our 5 W’s today stand for Who? What? When? Where? & Why?”

“So, for our 1st “W” “Who?”, so who can tell us who this story was about?” (Pinkus Aylee and Sheldon Russell Curtis, some may say Pink’s mother Moe Moe Bay)

“So, on our worksheet we are going to write the names of who this story was about.”

“Our 2nd “W” stands for “What?”; Who can tell us what this story was about?”(the civil war; one boy getting hurt and another bringing him home to safety and to get healed)

“The 3rd “W” we need to write about is “Where?”

“Can anyone tell us where the story takes place?” “The story says that the boys are from the Union and they aren’t too far from Pinks house, so what part of the U.S. must they be from?” (The North)

“Who can tell us our next “W”?” (When?)

“So knowing the dates of the Civil war, when could we say this story probably took place?” (probably between 1861-1865)

“And our last and final “W” stands for “why?”

“I want each of you to think about this first; Why do you think this story was written?” (maybe to remember the soldiers who fought for our country, inform readers about life during the civil war, remind us again how much of a hero Abraham Lincoln was for many, to inform readers about some of the hard struggles even families of the war had to face etc...)

“Now that we’ve all learned a little about the life on the battlefield and the struggle some families went through I’m going to show you a model of a battlefield I made in high school and we are going to play a little game with it.”

Response Activity

I. Procedure:

The teacher will explain that he/she has a model of a battlefield that may have looked like a battlefield during the time of the civil war and that the students are going to get to look at the different details and objects that maybe could’ve been found on these battlefields during these times in hopes of finding objects from a list, much like the I-Spy game

After the children find the objects from the list they are to mark on their battlefield sketch where they found the different objects using the specific color and mark directed to them by the teacher (or on the paper)

(i.e. mark the place where Abe Lincoln’s hat was found with a black square)

II. Directions:

“Have any of you heard of I-spy games?”

“Well, for those of you who maybe have never gotten to play I-spy or might have forgotten, in I-spy games or books you get a list of things that you are supposed to find.”

“Today I have a list of things I want you to find on this battlefield, some may be things you normally wouldn’t see and others you most likely would. We are going to take turns and help

each other to find these different objects on our list.”

“I also have a sketch of this battlefield so that when we find an object from our list we are going to mark on our battlefield sketch where it was making sure to use the color and marking I tell you to use.”

----pass out sketches and play I-spy-----

“Great Job! You found all of the items on the battlefield!”

“What are some other things you can see on the battlefield that weren’t on our list?” (2 flags, colored uniforms, hiding soldiers, wagons and horses, cannons, cannonballs, etc...)

Teacher Model

- Clear and supportive directions and procedures are provided
- Teacher checks for comprehension during the discussion
- Teacher marks the location of the found objects on a larger sketch to model to the exact directions to the students

Conclusion

“What was one thing someone learned today that they didn’t already know or they found interesting?”

“Well, today we got to hear a little bit more about the civil war, specifically about some specific individuals’ experiences during the civil war.”

“We won’t be seeing you now for 4 whole weeks, but the next time we come back we are going to finish talking about Abraham Lincoln and the Civil War so that we can review before our team quizzes and know a lot of information for our parents and teachers at open house!”