

LITERATURE & THOUGHT

A HOUSE DIVIDED

AMERICA'S CIVIL WAR



TEACHER GUIDE

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Literature & Thought

A House Divided: America's Civil War

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: pp. 60, 80, 112 TG: pp. 15–16, 19, 21, 25–26, 28–29, 33, 35, 36, 37–38, 45, 48–49, 52–53, 55, 56, 57, 64 IWL: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SB: pp. 60, 112 TG: pp. 25–26, 40–41, 48–49, 52–53, 55, 56, 58 IWL: 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	TG: p. 19
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: pp. 9–19 TG: pp. 17, 27, 30, 35, 36, 39, 42, 46, 50, 54, 60
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 19, 36
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	SB: p. 80 TG: pp. 19, 21, 33, 35, 37–38, 55 IWL: 2.3, 2.4
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: pp. 24, 43
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 55
9. Analyze the relationship between a primary and secondary source on the same topic.	SB: pp. 60, 80 TG: pp. 25–26, 37–38, 52–53 IWL: 1.3, 1.4, 2.3, 2.4, 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 69 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Type and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: pp. 33, 65</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: pp. 60, 112 TG: pp. 21, 25–26, 48–49, 61, 62–63 IWL: 1.3, 1.4, 3.3, 3.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: p. 112 TG: pp. 48–49, 61, 62–63, 65, 66–68 IWL: 3.3, 3.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: pp. 61, 62–63, 66–68</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 61, 62–63</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>TG: pp. 61, 62–63, 66–68</p>

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All Standards Correlated by Selection: Grade 8

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Concept Vocabulary	SB: p. 20	RL.8.4	RI.8.4			RH.6–8.4	
Cluster One: 1861–1862: What Were They Fighting For?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 15–16 IWL: 1.1, 1.2	RL.8.1 RL.8.3	RI.8.1			RH.6–8.1	
Cluster One Vocabulary	TG: p. 17	RL.8.4	RI.8.4			RH.6–8.4	
Fort Sumter Falls: Excerpt from a Wartime Journal, Mary Boykin Chesnut	TG: p. 18	RL.8.1 RL.8.4 RL.8.6					
Reflections on the Civil War, Bruce Catton	TG: p.19		RI.8.1 RI.8.2 RI.8.6			RH.6–8.1 RH.6–8.3 RH.6–8.5 RH.6–8.6	
The Pickets, Robert W. Chambers	TG: p.20	RL.8.1 RL.8.3 RL.8.4			SL.8.1 SL.8.4 SL.8.6		
First Battle of Bull Run, William Howard Russell	TG: p. 21		RI.8.1 RI.8.6	W.8.2		RH.6–8.1 RH.6–8.6	WHST.6–8.2
The Drummer Boy of Shiloh, Ray Bradbury <i>CCSS Exemplar Author</i>	TG: p. 22	RL.8.1 RL.8.2 RL.8.3		W.8.10	SL.8.1 SL.8.6		
Shiloh: A Requiem, Herman Melville <i>CCSS Exemplar Author</i>	TG: p. 23	RL.8.1 RL.8.4					
The Colored Soldiers, Paul Laurence Dunbar	TG: p. 24	RL.8.1 RL.8.4			SL.8.1	RH.6–8.7	
Responding to Cluster One Writing Activity: Justification of War	SB: p. 60 TG: pp. 25–26 IWL: 1.3, 1.4	RL.8.1 RL.8.2 RL.8.4 RL.8.9	RI.8.1 RI.8.2 RI.8.5 RI.8.6 RI.8.9	W.8.2 W.8.10		RH.6–8.1 RH.6–8.2 RH.6–8.9	WHST.6–8.2 WHST.6–8.10
Cluster One Vocabulary Test	TG: p. 27	RL.8.4	RI.8.4			RH.6–8.4	

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Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Cluster Two: 1863: A Turning Point?							
Teaching the Critical Thinking Skill: Comparing and Contrasting	TG: pp. 28–29 IWL: 2.1, 2.2	RL.8.1	RI.8.1			RH.6–8.1	
Cluster Two Vocabulary	TG: p. 30	RL.8.4	RI.8.4			RH.6–8.4	
Freedom to Slaves!, James McPherson	TG: p. 31		RI.8.4 RI.8.6 RI.8.7		SL.8.1 SL.8.5 SL.8.6		
A Debt of Honor, F. Scott Fitzgerald CCSS Exemplar Author	TG: p. 32	RL.8.1 RL.8.3 RL.8.4			SL.8.1 SL.8.3 SL.8.4		
The Great Draft Riots, Susan Hayes	TG: p. 33		RI.8.1 RI.8.3	W.8.1	SL.8.6	RH.6–8.1 RH.6–8.6	WHST.6–8.1
Gettysburg, Gary Paulsen	TG: p. 34	RL.8.1 RL.8.3 RL.8.4 RL.8.6					
The Gettysburg Address, Abraham Lincoln CCSS Exemplar Text	TG: p. 35		RI.8.1 RI.8.4 RI.8.6		SL.8.3 SL.8.6	RH.6–8.1 RH.6–8.4 RH.6–8.6	
William Clarke Quantrill	TG: p. 36		RI.8.1 RI.8.4		SL.8.1 SL.8.3 SL.8.4	RH.6–8.1 RH.6–8.4 RH.6–8.5	
Responding to Cluster Two Writing Activity: A Letter Home	SB: p. 80 TG: pp. 37–38 IWL: 2.3, 2.4	RL.8.1	RI.8.1 RI.8.8	W.8.3 W.8.9 W.8.10		RH.6–8.1 RH.6–8.6 RH.6–8.9	WHST.6–8.9 WHST.6–8.10
Cluster Two Vocabulary Test	TG: p. 39	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Three: 1864–1865: What Were the Costs of War?							
Teaching the Critical Thinking Skill: Summarizing	TG: pp. 40–41 IWL: 3.1, 3.2	RL.8.2	RI.8.2			RH.6–8.2	
Cluster Three Vocabulary	TG: p. 42	RL.8.4	RI.8.4			RH.6–8.4	

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The Blue and Gray: A Hospital Sketch, Louisa May Alcott <i>CCSS Exemplar</i> Author	TG: p. 43	RL.8.1 RL.8.2 RL.8.3 RL.8.4				RH.6–8.7	
At Chancellorsville: The Battle of the Wilderness, Andrew Hudgins	TG: p. 44	RL.8.1 RL.8.3 RL.8.4 RL.8.6		W.8.3 W.8.9			
Lee Surrenders to Grant, Horace Porter <i>CCSS Exemplar</i> Text	TG: p. 45		RI.8.1 RI.8.3 RI.8.4			RH.6–8.1	
Farewell Order to the Army of Northern Virginia, Robert E. Lee	TG: p. 46		RI.8.1 RI.8.4		SL.8.1	RH.6–8.4	
Death of Lincoln, Gideon Welles	TG: p. 47		RI.8.1		SL.8.1		
Responding to Cluster Three Writing Activity: Summarizing the Civil War	SB: p. 112 TG: pp. 48–49 IWL: 3.3, 3.4	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.9	RI.8.1 RI.8.2 RI.8.3	W.8.2 W.8.4 W.8.10		RH.6–8.1 RH.6–8.2	WHST.6–8.2 WHST.6–8.4 WHST.6–8.10
Cluster Three Vocabulary Test	TG: p. 50	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing and Integrating	TG: pp. 52–53 IWL: 4.1, 4.2	RL.8.1 RL.8.2 RL.8.9	RI.8.1 RI.8.2 RI.8.9			RH.6–8.1 RH.6–8.2 RH.6–8.6 RH.6–8.9	
Cluster Four Vocabulary	TG: p. 54	RL.8.4	RI.8.4			RH.6–8.4	
Petition from Kentucky Citizens on Ku Klux Klan Violence	TG: p. 55		RI.8.1 RI.8.2 RI.8.6 RI.8.8			RH.6–8.1 RH.6–8.2 RH.6–8.6 RH.6–8.8	
Still a Shooting War, Tony Horwitz	TG: p. 56		RI.8.1 RI.8.3		SL.8.1 SL.8.3 SL.8.4	RH.6–8.1 RH.6–8.2	

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Change of Heart, Patrick Rogers	TG: p. 57		RI.8.4		SL.8.1	RH.6–8.1	
Slavery in Sudan, Hilary Mackenzie	TG: p. 58		RI.8.2 RI.8.3		SL.8.1	RH.6–8.2	
At Gettysburg, Linda Pastan	TG: p. 59	RL.8.4					
Cluster Four Vocabulary Test	TG: p. 60	RL.8.4	RI.8.4			RH.6–8.4	
Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 61			W.8.2 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6		WHST.6–8.2 WHST.6–8.4 WHST.6–8.5 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10
Assessment and Project Ideas	TG: pp. 62–63			W.8.2 W.8.3 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.2 SL.8.4 SL.8.5 SL.8.6		WHST.6–8.2 WHST.6–8.4 WHST.6–8.5 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10
Answering the Essential Question	TG: p. 64 IWL: 4.3, 4.4	RL.8.1	RI.8.1		SL.8.1	RH.6–8.1	
Essay Test	TG: p. 65			W.8.1 W.8.4 W.8.9 W.8.10			WHST.6–8.1 WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Rubrics for Project Evaluation	TG: pp. 66–68			W.8.4 W.8.5 W.8.7 W.8.8 W.8.9	SL.8.4 SL.8.5 SL.8.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 69	RL.8.10	RI.8.10			RH.6–8.10	