

Pink and Say

Big Ideas: War brings together two boys, yet the violence of war tears them apart; there are conflicting emotions about the purposes and experiences of war.

Lesson 1

| | |
|---------------------|--------------------------------------------|
| Standards | None |
| Lesson Topic | "I watched ... as she smiled at me." 4 pgs |

| Objectives | Key Vocabulary |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p>CONTENT—Students will:</p> <ul style="list-style-type: none">Identify the two main characters and what makes them interesting. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen and follow the story along as Polacco reads it in the video.Read the story passage, and write question responses in their notebooks.In the review/assessment activity, write outcome sentences and share with the class. | <ul style="list-style-type: none">lead ballmahoganymarauders |
| Materials | Preparation |
| <ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "Pink and Say Clip 1"Passages: "'I watched ... as she smiled at me.'" (4 pgs)Transparencies: Questions Outcome Sentences | <ul style="list-style-type: none">Post the objectives |

Motivation (Engagement/Linkages)**5 min.**

- Introduce the lesson.
 - *In our study last week, we looked at the big picture of the Civil War—that is, we learned about the battles between the armies, made up mostly of men, and how Texas and the United States changed as a result of the war.*
 - *This week, we're going to take a much closer look and focus on two people in the war. This book tells a true story with pictures and words. Yes, it has pictures, but it is not really a children's book. The violence of war is depicted in this story, both in the words and the pictures.*
 - *I will read the introduction aloud to you, and we will watch the video of the author, Patricia Polacco, reading her own words. Then, you will have a chance to read those same words as partners and discuss what is happening in the story.*
- Read the italicized introduction.

Presentation**35 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Pink and Say Clip 1"**(5 min.)**

- Introduce the video.
 - *As you listen to Patricia Polacco read her story, follow along in your book. Notice when she gives emphasis to a word, because you will have a chance to read the same words after the clip has finished.*
- Get the pairs ready for the reading.

Pair Reading: "I watched ... as she smiled at me." 4 pgs**(20 min.)**

- Preview the following proper nouns and vocabulary: *lad, wounded, 48th Colored Company.*
- Introduce the reading assignment.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What do you know about the two main characters?*
 - *Why does Pink say he will have to leave Sheldon if he has a "belly hit"?*
 - *Why do you think Pink dragged Sheldon to his house?*
 - *Why does Sheldon think he is in heaven?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice

5 min.

- After the reading, have the student pairs discuss and write responses to the above question/s in their notebooks.
- Once students are done, begin a whole-group discussion of the questions and the main events.

Review/Assessment

3 min.

- Introduce the activity: Outcome Sentences with kush balls
 - *The first part of the story sets up the main characters and their situation. What questions do you have about what the story will be about? There are several sentence starters on this transparency. Take a few minutes to discuss one of the sentence starters with a partner.*
- Read the sentence stems (transparency) to students:
 - I wonder...
 - I discovered...
 - I still want to know...
 - I still don't understand...
 - I have a question about...
- One way to have students share is to throw a kush ball to various students and have them share their outcome sentences to the class when they catch the ball.

lead ball **(bala de plomo)**

Metal bullet for firearms



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Synonym: bullet

My leg burned from the **lead ball** that was lodged just above my knee.

The rifle musket, which fired one, round **lead ball**, was a popular firearm during the Civil War.

Turn and Talk

- **What makes a lead ball dangerous?**

mahogany **(caoba)**

**The hard, reddish-brown wood of a tropical tree,
used in making furniture**



His skin was the color of polished **mahogany**.

We purchased a couple of **mahogany** tables for our living room.

Turn and Talk

- **Do you like the color of mahogany? Why or why not?**

marauder **(merodeador, malhechor)**

One who attacks in search of things to steal



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Synonyms: robber, looter, bandit

If we stay in one spot, **marauders** will find us.

The village was attacked by **marauders**, who stole cattle and household goods.

Turn and Talk

- What kind of threat can marauders pose to someone's home?

Pink and Say

Big Ideas: War brings together two boys, yet the violence of war tears them apart; there are conflicting emotions about the purposes and experiences of war.

Lesson 2

| | |
|---------------------|---------------------------------------------------------|
| Standards | None |
| Lesson Topic | "Lord, Lord" to "I didn't want to go back to it!" 4 pgs |

| Objectives | Key Vocabulary |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <p>CONTENT—Students will:</p> <ul style="list-style-type: none">Identify Pink and Say's conflicting emotions as the story unfolds. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen and follow the story along as Polacco reads it in the video.Read the story passage, and write question responses in their notebooks.In the review/assessment activity, defend their position on whether Pink and Say should go back to fight the war. | <ul style="list-style-type: none">root cellartroopersoutfitsmuskets |
| Materials | Preparation |
| <ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "Pink and Say Clip 2"Passage: "Lord, Lord" to "I didn't want to go back to it" (4 pgs)Transparency: QuestionsChart Paper | <ul style="list-style-type: none">Post the objectives |

Motivation (Engagement/Linkages)

2 min.

- Introduce today's lesson.
 - *Yesterday, we met the two main characters of the book and Pink's mom. We also saw the beginning of their problems: Say's leg is wounded, and both of them are fighting for the Union but are in Georgia, which is Confederate territory. Georgia was a slave state, which makes it even more difficult for Pink, who ran away to join the fight against his master's people.*
 - *Today, the story continues. We will watch the video of the author, Patricia Polacco, reading her own words. Then, you will have a chance to read those same words as partners and discuss what is happening in the story.*
 - *Remember, this is a true story.*

Presentation

35 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Pink and Say Clip 2"

(5 min.)

- Introduce the video.
 - *As you listen to Patricia Polacco read her story, follow along in your books. Notice when she emphasizes a word because you will have a chance to read the same words after the clip has finished.*
- Get the pairs ready for the reading.

Partner Reading: "Lord, Lord...I didn't want to go back to it." 4pgs

(20 min.)

- Preview the following proper nouns and vocabulary: *dry goods, misfired.*
- Introduce the reading assignment.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Why do Pink and his father leave Moe Moe Bay?*
 - *Why does Pink insist that he and Sheldon have to leave again?*
 - *Why does Pink call the war "his fight"?*
 - *What do you think Say will do when his leg heals?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice

5 min.

- After the reading, have the student pairs discuss and write responses to the above question/s in their notebooks.
- Once students are done, conduct a whole-group discussion of the questions and main events.

Review/Assessment

5 min.

- Introduce the activity.
 - *Do you think it is a good idea for Say and Pink to return to war? Why or why not? In groups of four, you will discuss and write your group's position down on chart paper. Each group will then present its position to the class.*

musket **(mosquete)**

**A shoulder gun used from the late 16th through
the 18th century**



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Synonyms: firearm, rifle

We were given **muskets** from the Mexican-American War.

He was in pain when he received a **musket** wound through his right leg.

Turn and Talk

- **Do you think muskets are popular weapons today? Why or why not?**

outfit **(equipo, unidad)**

**An association of people involved in a task that requires
close cooperation
(e.g., military unit, business organization)**



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Synonyms: crew, team, squad

They asked him to identify his **outfit**.

The U.S. military is a professional and well-disciplined **outfit**.

Turn and Talk

- **Why would it be important for the Student Council to be a well-disciplined outfit?**

root cellar **(bodega para vegetales)**

**An underground room used to store
root crops and other vegetables**



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Synonyms: cellar, storage pit

“If you hear marauders comin’, git for the **root-cellar** door.”

My family had a **root cellar** in the basement of our house where potatoes were stored.

Turn and Talk

- What would be an advantage of storing consumable goods in a root cellar?

trooper **(soldado de caballería)**

A soldier mounted on horseback



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Synonyms: cavalry, mounted policeman

“If they come and find that she’s been holdin’ troopers...”

The trooper was armed and ready to fight.

Turn and Talk

- How would troopers be able to assist in stopping a riot?

Pink and Say

Big Ideas: War brings together two boys, yet the violence of war tears them apart; there are conflicting emotions about the purposes and experiences of war.

Lesson 3

| | |
|---------------------|--------------------------------------------------------------|
| Standards | None |
| Lesson Topic | "After a few more days" to "sunlight and wildflowers." 4 pgs |

| Objectives | Key Vocabulary |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>CONTENT—Students will:</p> <ul style="list-style-type: none">Identify Pink and Say's conflicting emotions as the story unfolds. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen and follow the story along as Polacco reads it in the video.Read the story passage, and write question responses in their notebooks.In the review/assessment activity, describe, in their letter to <i>Master Aylee</i>, Pink's thoughts at this point in the story. | <ul style="list-style-type: none">steadyinconsolableafraiddeserter |
| Materials | Preparation |
| <ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "Pink and Say Clip 3"Passage: "After a few more days" to "sunlight and wildflowers." (4 pgs)Transparency: QuestionsTransparency: Chart Paper | <ul style="list-style-type: none">Post the objectives |

Motivation (Engagement/Linkages)**5 min.**

- Introduce today's lesson.
 - *Let's review where we left off yesterday by looking at the conflicting emotions of Pink and Say.*
- Have students think about the different positions taken in class to either defend or not to defend Pink and Say going back to war.
 - *Today, the story continues. We will watch a video of the author, Patricia Polacco, reading her own words. Then, you will have a chance to read those same words as partners and to discuss what is happening in the story.*
 - *Remember, this is a true story.*

Presentation**35 min.****Vocabulary****(10 min.)**

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Pink and Say Clip 3"**(5 min.)**

- Introduce the video.
 - *As you listen to Patricia Polacco read her story, follow along in your books. Notice when she emphasizes a word because you will have a chance to read the same words after the clip has finished.*
- Get the pairs ready for the reading.

Partner Reading: "After a few more days" to "sunlight and wildflowers," 4pgs **(20 min.)**

- Preview the following proper nouns and vocabulary: *Bible, psalms, sobbed.*
- Introduce the reading assignment.
- Read the questions (on transparency) that students will focus on during the reading.
 - *Why did Pink's master teach him to read?*
 - *What causes Say to feel ashamed?*
 - *What is Say's connection to Abraham Lincoln? Why is this important?*
 - *Why does Pink call slavery "the sickness"? Who is sick?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice**5 min.**

- After the reading, have student pairs discuss and write responses to the above question/s in their notebooks.
- Once students are done, conduct a whole-group discussion of the questions and main events.

Review/Assessment**5 min.**

- Introduce the activity.
 - *Let's think about the conflicting emotions felt by the characters at this point. If Pink could write a letter to Master Aylee, what would it say?*
- Have students work in groups to create a letter on chart paper.

afeared (tener miedo)

**Outdated, slang expression meaning
“filled with fear or terror”**



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Synonyms: afraid, fearful

“Child, bein’ brave don’t mean you ain’t **afeared**.”

I am “**afeared**” of needles.

Turn and Talk

- **Mention two things that you are “afeared” of.**

deserter (desertor)

**A person who abandons his or her duty
(e.g., a military post)**



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Synonyms: runaway, defector, betrayer

I'm a coward and a **deserter**.

The U.S. Army **deserter** was arrested and faced a trial by the military court.

Turn and Talk

- In what ways would a deserter affect the rest of his military unit by abandoning his or her duty?

inconsolable **(inconsolable)**

Impossible or difficult to comfort



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Synonyms: devastated, broken-hearted, grief-stricken

She was **inconsolable** for a time, and then she sat still and just listened.

Maria was **inconsolable** when her dog died.

Turn and Talk

- **What would you do to comfort a friend who was inconsolable after losing his/her pet?**

steady **(constante)**

Having no change or variation



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Synonyms: stable, not shaking/wavering/faltering

Even though he was afraid, his voice was **steady**.

The car was moving at a **steady** speed down the straight road.

Turn and Talk

- **Is it possible to drive steadily on icy roads? Explain.**

Pink and Say

Big Ideas: War brings together two boys, yet the violence of war tears them apart; there are conflicting emotions about the purposes and experiences of war.

Lesson 4

| | |
|---------------------|-----------------------------------|
| Standards | None |
| Lesson Topic | "The next mornin'" to end." 4 pgs |

| Objectives | Key Vocabulary |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>CONTENT—Students will:</p> <ul style="list-style-type: none">Identify Pink and Say's conflicting emotions as the story unfolds. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">Use key vocabulary in reading, writing, listening and speaking throughout the lesson.Listen and follow the story along as Polacco reads it in the video.Read the story passage, and write question responses in their notebooks.In the review/assessment activity, discuss, during the inside-outside circle activity, Pink and Say's emotions at this point in the story. | <ul style="list-style-type: none">ransackset outsmotehang |
| Materials | Preparation |
| <ul style="list-style-type: none">Student notebooksOverhead projector and transparency markersVideo: "Pink and Say Clip 4"Passage: "The next mornin" to end." (4 pgs)Transparency: Questions Letter to <i>Master Aylee</i> | <ul style="list-style-type: none">Post the objectives |

Motivation (Engagement/Linkages)

5 min.

- Introduce today's lesson.
 - *Let's review where we left off yesterday by looking at the conflicting emotions of Pink and Say.*
- Have students share their letter to *Master Aylee* with a partner.
 - *Today, the story continues to its end. We will watch a video of the author, Patricia Polacco, reading her own words. Then, you will have a chance to read those same words as partners and discuss what is happening in the story.*
 - *Remember, this is a true story.*

Presentation

35 min.

Vocabulary

(10 min.)

- Introduce today's vocabulary and discuss "turn and talk" questions among pairs and/or whole group. Students write vocabulary terms and synonyms in their notebooks.

Video: "Pink and Say Clip 4"

(5 min.)

- Introduce the video.
 - *As you listen to Patricia Polacco read her story, follow along in your books. Notice when she emphasizes a word because you will have a chance to read the same words after the clip has finished.*
- Get the pairs ready for the reading.

Partner Reading: "The next mornin'" to the end." 4pgs

(20 min.)

- Review the following proper nouns and vocabulary: *marauder*, *root cellar*.
- Preview the following proper nouns and vocabulary: *boxcar*, *buckboard*, *stockade*.
- Introduce the reading assignment.
- Read the questions (on transparency) that students will focus on during the reading.
 - *What happens to Moe Moe Bay? Why?*
 - *What do the boys do next? Why don't they stay?*
 - *What happens to the boys when the Confederate Army takes them?*
 - *Why does Say (and his relative, Patricia Polacco) believe that it is important to tell this story?*
- Remind students why it is important to ask and answer different types of questions during reading.
- Pairs take turns reading paragraphs and asking and answering pair-generated questions. For example: Partner A reads the first paragraph and asks Partner B one question about the reading. Then, Partner B reads the next paragraph and asks Partner A one question about the reading. (Students can write and answer the questions as they read.)

Practice**5 min.**

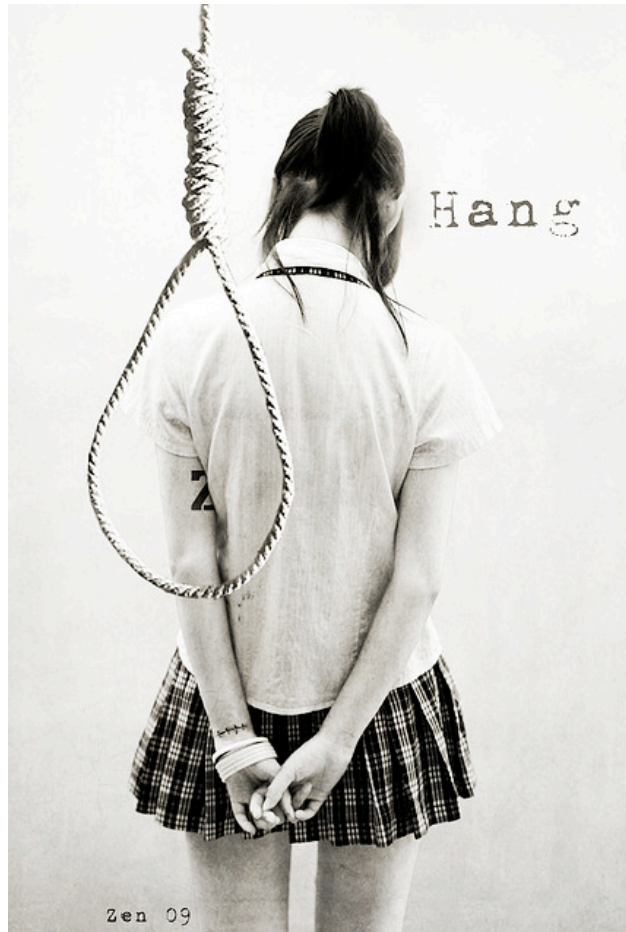
- After the reading, have the student pairs discuss and write responses to the above question/s in their notebooks.
- Once students are done, conduct a whole-group discussion of the questions and main events.

Review/Assessment**5 min.**

- Introduce the activity.
 - *Let's review how the characters feel at this point in the story. We will do an activity called inside-outside circle.*
 - *We will begin by numbering off until everyone has been assigned a number. The even numbers will write out their answer to the question: How do you think Pink would feel if he knew Say deserted his unit because he did not want to die in the war?*
 - *And the odd numbers will write out their answer to the question: How do you think Say feels knowing that he has deserted his unit and Pink wants to go back to the war?*
- Students will form two circles: Even numbers will form a small circle, and odd numbers will form a larger circle around the even numbers. The students on the inside circle will face out, and the students on the outside circle will face in so that everyone will have a partner. The students on the outside circle share their answer with the students on the inside circle for 1 minute. Then the students on the inside circle will share their answer to the outside circle for 1 minute. The students will change partners moving counter-clockwise for one rotation and repeat the sharing out process.

hang (ahorcar)

To kill by suspending by the neck



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Synonym: lynch

It was told that he was **hanged** within hours after he was taken into Andersonville.

Back in 1692, women were **hanged** for witchcraft in Salem.

Turn and Talk

- **Do you think hanging was a just form of punishment? Why or why not?**

ransack **(saquear)**

To hurriedly search through, causing disorder or damage



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Synonyms: turn upside down, scour

“There was a terrible commotion as they **ransacked**, lookin’ for food.”

After **ransacking** the room, they found her jewelry and stole it.

Turn and Talk

- How would you know if a place had been ransacked?

set out (marcharse)

To leave



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Synonyms: depart, begin a journey

We **set out** on a new adventure after winning the lottery.

After planning a vacation for months, my friends **set out** for a 5-day trip to Mexico City.

Turn and Talk

- **Imagine you were going on a camping trip. What things would you need to pack before setting out?**

smote **(golpear)**

Hit hard with the hand, a stick, or other weapon



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Synonym: struck hard

They **smote** him and dragged him away from me.

Julio **smote** his forehead with his hand.

Turn and Talk

- What kind of punishment might you receive if you **smote** someone?

Pink and Say

Big Idea: War brings together two boys, yet the violence of war tears them apart; there are conflicting emotions about the purposes and experiences of war.

Lesson 5

| | |
|---------------------|------------------------------|
| Standards | None |
| Lesson Topic | Review and weekly assessment |

| Objectives | Key Vocabulary |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>CONTENT—Students will:</p> <ul style="list-style-type: none">• Explore the conflicting emotions in the Civil War. <p>LANGUAGE—Students will:</p> <ul style="list-style-type: none">• Thinking about the main characters' (Pink and Say) emotions, identify similar emotions that Americans may have felt during the Civil War.• Discuss why the author chose to end the story the way she did.• Debate on whether the Civil War was worth the cost of human life and violence. | |
| Materials | Preparation |
| <ul style="list-style-type: none">• Student notebooks• Overhead projector and transparency markers• Writing response sheet | <ul style="list-style-type: none">• Post the objectives.• Think about how the debate will be organized.• Establish rules for the class debate. |

Motivation (Engagement/Linkages)**5 min.**

- Introduce today's lesson.
 - *Let's discuss how the story "Pink and Say" ends. What happens? What are the emotions of the two boys? Why do you think the author ended the story in this way?*
 - *This book is important because it captures many of the conflicting emotions of the Civil War for the entire country.*
 - *Brainstorm a list of emotions that were felt by Pink and Say during the story. Identify those emotions that large numbers of Americans may also have felt at that time. If you think that an emotion applies to a large number of people, put a star next to it.*

Presentation**20 min.****Class Debate****(20 min.)**

- Introduce the debate activity
 - *Pink and Say captured many conflicting emotions experienced by Americans in the Civil War. Earlier, we also read from the text about the Civil War, in particular how the North and South responded to the call to fight in the war, how the people were affected during the war, and the results of the war.*
 - *Thinking about the Pink and Say story and our textbook readings, we are going to have a class debate on the following topic:*
 - *Was the Civil War worth the cost in human life and violence? Why?*
 - *I will divide you into two groups. Group A will be for the motion, while group B will be against the motion, as follows:*
 - *Group A: Yes, the Civil War was worth the cost of human life and violence.*
 - *Group B: No, the Civil War was not worth the cost of human life and violence.*
 - *Remember, you must give reasons why you are for or against the motion. To make your points stronger, provide evidence and/or give good examples. Use the information of what we have read from Pink and Say, and our textbook readings about the Civil War. You may also refer to your notebooks.*
 - *You will have fifteen minutes to work with your group.*
 - *I will then have each group present its case to the class.*
- Divide the class into two groups.
- Monitor and provide any help needed by the groups.
- Periodically remind students how much time they have left.

Practice**15 min.**

- Once the groups have drawn their points together, have each present their case to the class.

Review/Assessment**5 min.**

- Summarize the students' responses, and the aspects of the Civil War learned from reading the story and the text readings. From the summary, allow students to decide what are the key points from the summary that are relevant to understanding the conflicting emotions in the Civil War.
 - *I will read the summary statements that each group has provided during the debate. If you agree that the statement is a "key point" and is relevant to understanding the conflicting emotions in the Civil War, then give a thumbs up. If you do not feel that the point is relevant to understanding the conflicting emotions then show me a thumbs down. If you are unsure about whether or not the points are relevant, wiggle your thumb to indicate your uncertainty. I may ask you to give reasons as to why you have made whatever choice you have made.*