

Title: Pink and Say: Touching the Hand of Friendship**Subject: Social Studies/ Historical Comprehension****Topic: Civil War****Grade: 3 – 8+****School: Pueblo, CO**

Education Designs Lesson/ Unit Plan			
Standard:	Colorado Standards: Benchmark/Objective: 1.1.1, 1.2.3, 1.3.1, 2.1.3, 3.1.2, 3.1.3, 4.1.3, 4.3.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1, National Standards for History: Era 5: Civil War and Reconstruction (1850 – 1877) Standard 1: The causes of the Civil War. 1. Student understands how the North and South differed and how politics and ideologies led to the Civil War. Standard 2: The course and character of the Civil War and its effects on the American people. a. Student understands how the resources of the Union and Confederacy affected the course of the war. b. Student understands the social experience of the war on the battlefield and home front.		
Concept:	Historical Comprehension		
Essential questions (2-5 questions) (What you want the students to know.)	How does the story of <u>Pink and Say</u> help to develop a better historical understanding of the Civil War? <ul style="list-style-type: none"> To what extent do the similarities and differences of Pink and Say help to explain the phrase, “Don’t judge a book by its cover.”? How is the image of the Pink and Say’s clasped hands a central image of the story and the Civil War? 		
Elements (What you want the students to understand.)	<ul style="list-style-type: none"> Students should develop the ability to read imaginatively. Students should develop the ability to take into account what the narrative reveals of the humanity of the individuals involved. Students develop the ability to describe the past on its terms 		
Launch Activity (Hook)	1. Explain to students that <i>Pink & Say</i> by Patricia Polacco is a book about two Union soldiers who were unlikely to meet during their lifetimes. 2. Before reading the story, explain to the students that will be reading a story that took place during the Civil War. Ask the students to share what they think they already know about the Civil War. Create a KWL chart on the board or chart paper while the students create their own on the KWLS handout. The (K) stands for what the students “Think they Know,” The (W) stands for “What we want to know,” and the (L) stands for “What we learned and is confirmed true.” As a class, continue to fill out the chart throughout Civil War unit. (Handout A) 3. Have students cut out two hands out of two different colors of construction paper. Explain that during the stories they will learn the significance of the hands. (Handout B)		
Knowledge & Skills	Vocabulary: Marauders Smote	Muskets Coward Cleaved	Skills: <ul style="list-style-type: none"> Collecting, Analyzing and Interpreting Data

(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)	Mustered Bluff Wrenched Mahogany Inconsolable Fierce Company Hemp	Buckboard Tote Bull Run Deserter Brow Protest Porridge Traitor	<ul style="list-style-type: none"> • Constructing Visual Presentation • Compare similarities and differences • Identify main idea, detail, sequence of events, and cause and effect in a social studies context • Identify Primary and Secondary Sources • Draw conclusions and make generalizations
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Teaching Strategies:

1. Introduce the book. Open it and share with the students the entire picture for the front/back cover. Predict: What age do you think the young men are? Are they friends? How can you tell?
2. Read the story to the class or as a class as appropriate. Stop periodically to make parallels with the historical facts associated with the Civil War.
3. When you reach the point at which Say discusses shaking Abraham Lincoln’s hand, explain that this is a central image in the story and is what ties the boys together for a final time. After reading the book orally to class, have the students use the hands that they cut out during the launch activity to write their own friendship story using the hands as part of a plot. Write the title of their story on one hand and one quote from their story on the other hand. (Handout B)
4. Have the students share their stories with the class.
5. Display hands/stories on a bulletin board entitled, “Touching the Hand of Friendship.”

Language Arts/Art Project Idea:

1. Create a Venn diagram of Characteristics of Pink and Say. (Handout C) How are Pink and Say alike and different (physical and personality characteristics).
2. Have students create a Wanted Poster for both Pink and Say. Include a drawing of the boy, a description and the reason for which they are wanted. Drawings should resemble a police type drawing. The titles and writing may be typed and printed and then pasted on the poster.

Language Arts Idea:

1. Divide the class into five groups.
2. Each group will be responsible for constructing a large Venn diagram on bulletin board paper in any unusual shape.
3. Each group will compare the two main characters in a different way. Groups could include:
 - a. Traits of both Pink and Say (Physical and Personality)
 - b. Emotions displayed by Pink and Say throughout the book
 - c. Backgrounds of Pink and Say
 - d. Situations that Pink and Say find themselves in throughout the book
 - e. Pink and Say’s Changes

Science Idea:

1. Explain to students that it was difficult to carry wounded soldiers off of the battlefield. Work with a team to create a mode of transportation for a wounded soldier to be carried off of the field. Use

recycled materials. The model must be able to carry a toy figure of a person to represent a Civil War soldier.

Social Studies Ideas:

1. Gather information about the Emancipation Proclamation and write a letter to Abraham Lincoln from Say’s point of view after he was released from prison. It should express feelings about the importance of the Civil War in American History.
2. Construct a timeline of important events from 1860 – 1865 including illustrations.
3. In a class discussion, have the students explain why the Civil War had such a significant impact on the US. In addition, have the students give expected and unexpected consequences of the Civil War. (Handout D)

Vocabulary Strategy:

1. Have students use index cards or construction paper to define vocabulary words for lesson. Use one card for word and one for definition.
2. Place whole punch one side of each card.
3. Using yarn have students work in collaborative pairs to match and connect word with correct definition.
4. Have students explain how each word relates to the story.

Assessment Evidence: What evidence will show that students met the learning goal?

Traditional Assessment (Quizzes, Test, Selected Responses)

Pink and Say Quiz – Handout E

Portfolio Assessment

Journal entries written as Tickets Out of the Door.

Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)

Teacher will select from teaching strategies above. Students will produce performance task. Rubrics will need to be produced based appropriate level of class.

Student Self-Assessment

KWLS Chart should be reviewed at the end of the unit. Have the students compare the answers from each of the columns and share as a class.

Differentiation Associated with this unit

Differentiation can be easily accommodated through various grouping approaches and adjusting expectations of performance assessments.

Resources and instructional tools:

- Handout A – KWLS Chart
- Handout B – Hand Outline
- Handout C – Venn Diagram
- Handout D – Intended and Unexpected Consequences
- Handout E – Pink and Say Quiz
- Pink Character Map

- <http://www2.lhric.org/pocantico/civilwar/cwar.htm>
- <http://www.patriciapolacco.com/>
- <http://www.sunsite.utk.edu/civil-war/warweb.html>