BCSCR

Building Communities that Support Children's Reading

New Mexico-Colorado
Bull Run

By Paul Fleischman
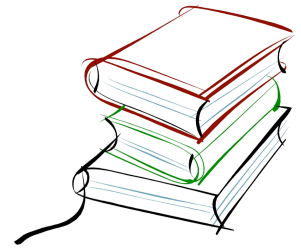
RL 5.3
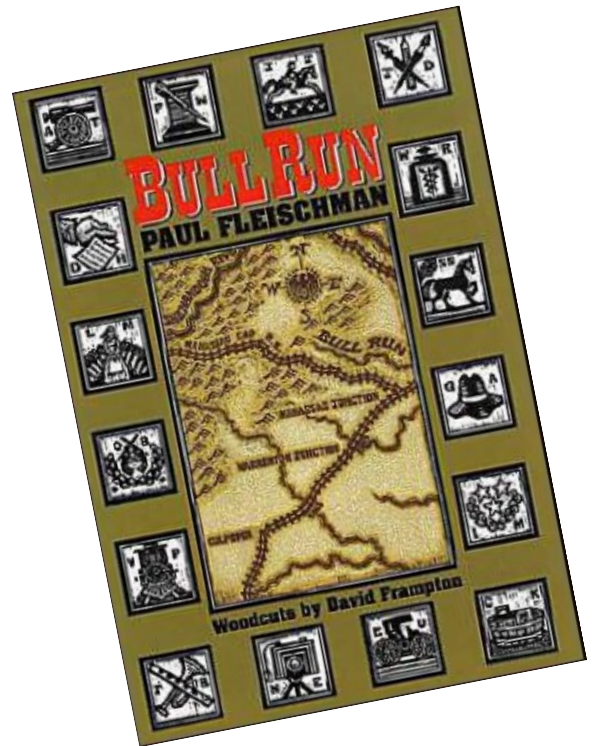
Woodcuts by David Frampton

5th grade - M

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Bull Run
Synopsis

Through the alternating viewpoints of 16 characters from various walks of life, readers gain insight into the first battle of the Civil War and into the nature of war in general. Poignant, dramatic cameos seamlessly woven together make for compelling historical fiction.

Common Core State Standards

These are the main CCSS standards addressed by the activities in this module.

RL 5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL 5.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL 5.4 – Determine the meaning of words and phrases as they are used in the text, including figurative language such as metaphors and similes.

RL 5.6 - Describe how a narrator or speaker's point of view influences how events are described.

WS. 1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

WS. 2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

WS. 3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

WS. 4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

WS. 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Vocabulary
Bull Run

| Word	Definition
Gallant	brave or courageous
Forlorn	desolate or dreary, lonely
Melancholy	depressed or sad
Bedlam	noisy and chaotic
Rogue	a dishonest person, thief
Consecrated	to make or declare sacred, to dedicate
Regiment	a unit of ground forces
Fray	a fight or battle
Tyrant	a ruler who uses power oppressively or unjustly
Foreboding	a strong inner feeling of a future misfortune, a bad omen
Pact	an agreement or promise
Immoral	violating moral principles
Courier	carries messages
Trade	a personal occupation or job
Idle	not working or active
Vice	immoral or evil activity
Blasphemy	profanity or cursing
Chafe	annoy or irritate
Serenade	a complimentary performance of vocal or instrumental music
Famished	extremely hungry

High Level Questions
Bull Run
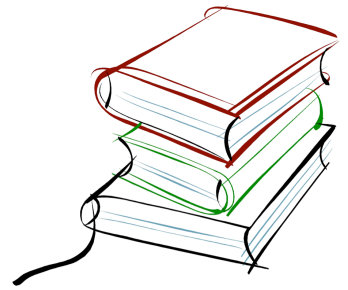
These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

Specific questions for each character:

- **Col. Oliver Brattle.** How would you describe Colonel Brattle's mood after the firing on Ft. Sumter? Why do you think he felt this way?
- **Lilly Malloy.** How does Lilly feel about her brother? How do you know?
- **Shem Suggs.** Why does Shem want to join up?
- **Flora Wheelworth.** How does the Wheelworth household show their support for the troops?
- **James Dacy.** What happens in Baltimore the upsets James? Why does this upset him?
- **Toby Boyce.** Why is Toby so eager to join? How does he contribute to his chosen cause?
- **Gideon Adams.** Think about where Gideon lives and how he is treated when he attempts to join the Union Army. Are you surprised by the army's reaction? If so, why?
- **Virgil Peavy.** What is the schoolmaster trying to get Virgil and his unit to understand about the North?
- **Nathaniel Epp.** How does Nathaniel profit from the war?
- **Dietrich Herz.** Is Dietrich an American-born citizen? Why do you suppose he is fighting?
- **Dr.William Rye.** What is Dr. Rye's mood regarding the battle? Does he seem excited or nervous? How would you describe his mood?
- **Judah Jenkins.** What makes Judah join the war?
- **Gen. Irvin McDowell.** Why does the general feel his job is impossible?
- **A. B. Tilbury.** How does A. B. feel about Southerners? Why?
- **Carlotta King.** Why does Carlotta choose not to run away to the Union troops?
- **Edmund Upwing.** Why do you suppose people were going to watch the battle as if it were a sporting event? How is Edmund connected to the spectators?
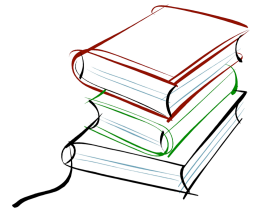
Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address the grade level specific Common Core State Standards and also learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.

In order to support teachers, the choice boards developed for BSCBR are coded for specific CCSS standards.
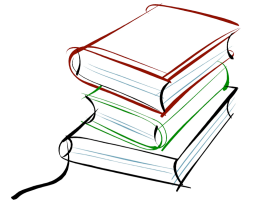
Choice Board
Bull Run

Become James Davy's illustrator, choose three chapters, and draw what he is seeing. How are they the same and different? RL 5.3	Describe the problem or challenge that Gideon Adams faces. Include details to support your description. RL 5.1	Would you have chosen to be on the North or the South side of the battle of Bull Run? Use evidence from the novel to support your choice. RL 5.6
Fill out the character study matrix. RL 5.3	Choose 4 of the woodcuts. What can you infer about the characters from those unique images? RL 5.1	Pretend you are one of the trees or meadows on the battlefield. Rewrite a scene from this point of view. RL 5.6
Pretend Toby Boyce asked you to write a letter for him to his Grandpa explaining why he left and why he is coming home. RL 5.3	Choose a partner. Create and perform a dialogue that might have happened between 2 of the characters. RL 5.1	Illustrate what was important to Flora Wheelworth and Lily Malloy. RL 5.6

Bull Run Character Matrix

CHARACTER	NORTH OR SOUTH	DESCRIPTION OF CHARACTER	WHAT HAPPENED TO THEM

Choice Board

_____

Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role, audience, format,* and *topic*:

• **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.

• **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.

• **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.

• **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.

RAFT Matrix
Bull Run

Role	Audience	Format	Topic
Dr. William Rye	Self	Diary	Medical Conditions
Train	Soldier	Travel guide	Going to war
Mayhem	Society folks	Cartoon	Battlefield
Carlotta King	Her Master	Complaint Letter	Effects of Slavery

RAFT Matrix

_____
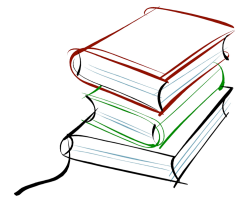
Role	Audience	Format	Topic

RAFT Matrix Rubric

STUDENT NAME:_____ **NOVEL:**_____

| **Accuracy** Information is accurate and supported with specific details from the novel. | 5 | 4 | 3 | 2 | 1 |

Comments:

| **Role** The writing is credible in the role assigned. | 5 | 4 | 3 | 2 | 1 |

Comments:

| **Format** The proper format was used. | 5 | 4 | 3 | 2 | 1 |

Comments:

| **Conventions** The writing had no errors in grammar, punctuation, capitalization, or spelling. | 5 | 4 | 3 | 2 | 1 |

Comments:

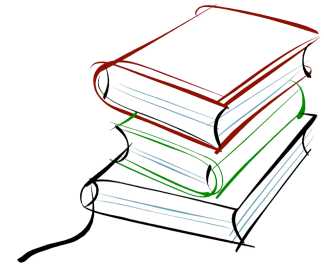| **Creativity** Writing shows imagination and originality. | 5 | 4 | 3 | 2 | 1 |

Comments:

Assessment Guide
5 = Above and Beyond
4 = Meeting Standard
3 = Working to Standard
2 = Developing
1 = Incomplete

Extended Resources
Bull Run

Kid friendly writing rubrics and checklists address all 10 common core standards Grades 3-6

http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/

Civil War Background

http://www.nps.gov/history/NR/twhp/wwwlps/lessons/12manassas/12setting.htm

National History Day Resources

http://www.nhd.org/ClassroomConnection.htm

Video on Bull Run

http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/first-battle-of-bull-run

The Civil War

Background

The Confederate States of America was formed between December 1860 and May 1861, when 11 Southern states seceded from the United States. The division came about as a result of decades of sectional tension between the North and the South. After the election of Abraham Lincoln to the presidency in November 1860 and the attack on Fort Sumter in April 1861, the nation seemed inevitably headed for war. Most Northerners and Southerners believed the coming conflict would consist of one climactic, winner-take-all battle. Federal troops were enlisted for only 90 days, more than enough time, Northern leaders believed, to rout the Southern army and end the "callow" rebellion.

The Union's first goal was Richmond, Virginia, the newly designated capital of the Confederacy and only 100 miles from Washington, D.C. To reach Richmond, the army first had to capture Manassas Junction, an important railway junction 30 miles southwest of Washington. Troops set out for Manassas on July 16, 1861. So naive was the nation about the coming horrors that 200 or so private citizens from Washington, D.C., accompanied federal troops on the march. They hoped to witness and be entertained by this once-in-a-lifetime event.

The two armies met in battle on the morning of July 21, 1861, along the banks of a small stream known as Bull Run. In a ten-hour contest, the green, inexperienced troops of both sides bravely fought and held their ground. By late afternoon, however, the federal troops, driven from the battlefield along with many of the sightseers, were in retreat. Hope of a quick and easy victory was a casualty of the day, along with almost 5,000 members from both armies and bystanders. Daylight faded from the once peaceful fields, bringing to an end not only the first major confrontation of the Civil War, but also the romantic way in which the majority of Americans had viewed the coming conflict.

**Map 1: Central and eastern Virginia,
Maryland, and Delaware, c. 1861.**

(Library of Congress, Geography and Map Division)

**Map 2: The upper Potomac, 1861.**
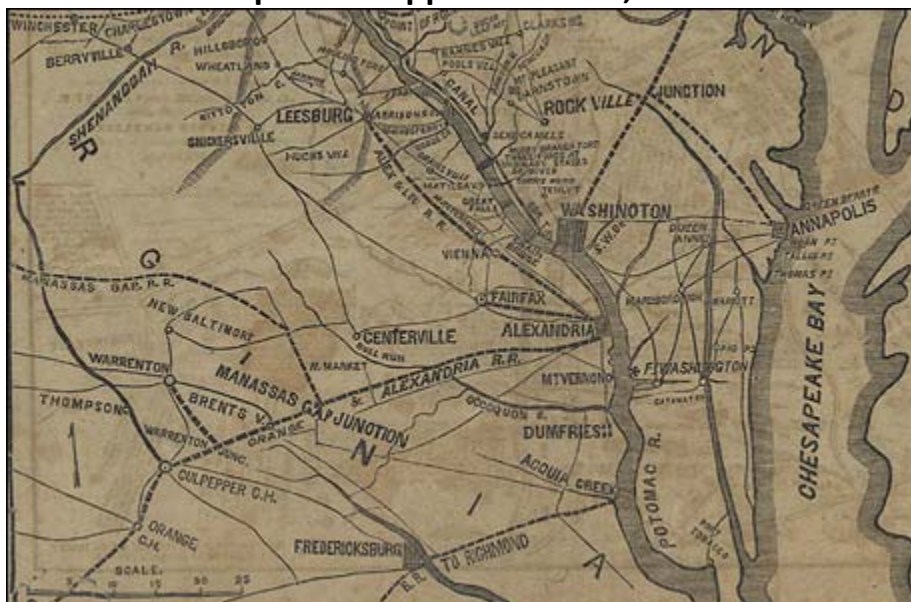
(Library of Congress, Geography and Map Division)

General Irvin McDowell's army of 35,000 Union troops marched from Washington, D.C. toward the railroad junction at Manassas. Here the Orange & Alexandria Railroad met the Manassas Gap Railroad, which led west to the Shenandoah Valley. Twenty-two thousand Southern soldiers under the command of General Pierre G.T. Beauregard guarded the area, waiting for an attack. On July 21, 1861, the two armies met on the fields overlooking a small stream named Bull Run. Meanwhile, on July 20th and 21st, 10,000 additional Southern troops arrived via the Manassas Gap Railroad. After hours of battle, the newly arrived southern units forced the exhausted and discouraged Union soldiers to withdraw back to Washington, D.C.

Questions for Maps 1 & 2

1. Find Washington, D.C. and Richmond, Virginia on Map 1. Note the close proximity of the opposing capitals. Why do you think the heaviest military activity of the Civil War took place near these cities?

2. Study Maps 1 & 2. What are some of the possible advantages and disadvantages to the locations of the capital cities?

3. Examine the area around Manassas Junction in Maps 1 & 2. Identify features that made Manassas an important strategic location for both the Union and Confederate armies.

Map 3: Manassas Battlefield today.
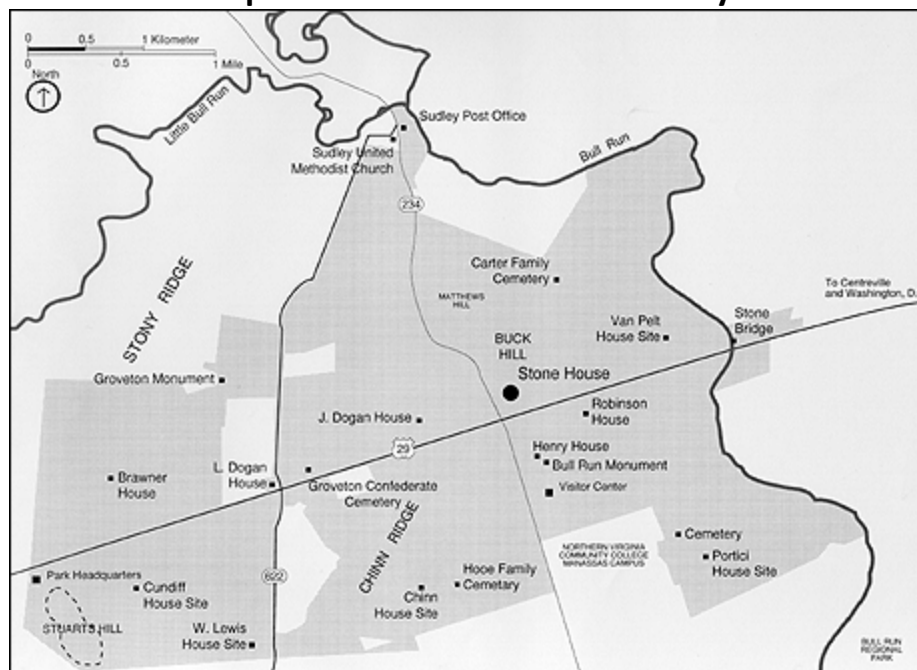
(National Park Service)

There was a second battle at Manassas (also known as the second battle of Bull Run) that was four times larger than the first campaign and raged over a much wider area. Both conflicts are commemorated at the Manassas National Battlefield Park, a unit of the National Park System. Even though war ravaged the area twice, few reminders of the battle exist today.

Questions for Map 3

1. Locate the Henry House (rebuilt in the 1870s), the Stone House, and the Portici House site. What is the distance between these sites?

2. The old Stone House was used as a hospital. Examine the map and note the advantages of using this site as a hospital.

Research Simulation Task and Literary Analysis Task Rubrics

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading **Comprehension of Key Ideas and Details**	The student response demonstrates **full comprehension** of ideas stated explicitly and inferentially by providing an **accurate** analysis and supporting the analysis with **effective** textual evidence.	The student response demonstrates **comprehension** of ideas stated explicitly and/or inferentially by providing a **mostly accurate** analysis and supporting the analysis with **adequate** textual evidence.	The student response demonstrates **limited comprehension** of ideas by providing a **minimally accurate** analysis and supporting the analysis with **limited** textual evidence.	The student response demonstrates **no comprehension** of ideas by providing **inaccurate or no** analysis and **little to no** textual evidence.
Writing **Written Expression**	The student response • addresses the prompt and provides **effective** development of the topic that is **consistently appropriate** to the task by using **clear** reasoning and **relevant, text-based** evidence; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **some** development of the topic that is **generally appropriate** to the task by using reasoning and **relevant, text-based** evidence; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • addresses the prompt and provides **minimal** development of the topic that is **limited in its appropriateness** to the task by using **limited** reasoning and **text-based** evidence; *or* • is a developed, text-based response with **little or no awareness** of the prompt; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • uses language that demonstrates **no clear awareness** of the norms of the discipline.
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

Narrative Task Rubrics

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing **Written Expression**	The student response • **is effectively** developed with narrative elements and is **consistently appropriate** to the task; • demonstrates **effective** coherence, clarity, and cohesion appropriate to the task; • uses language **effectively** to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is developed with **some** narrative elements and is **generally appropriate** to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline.	The student response • is **minimally** developed with **few** narrative elements and is **limited in its appropriateness** to the task; • demonstrates **limited** coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates **limited** awareness of the norms of the discipline.	The student response • is **undeveloped** and/or **inappropriate** to the task; • **lacks** coherence, clarity, and cohesion; • use of language demonstrates **no clear awareness** of the norms of the discipline.
Writing **Knowledge of Language and Conventions**	The student response to the prompt demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There may be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear**.	The student response to the prompt demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding**, but the **meaning is generally clear**.	The student response to the prompt demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response to the prompt demonstrates **no command** of the conventions of standard English. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding**.

NOTE:
- The reading dimension is not scored for elicited narrative stories.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate.
- The elements of organization to be assessed are expressed in the grade-level standards W1-W3.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response
B=Response is unintelligible or undecipherable
C=Response is not written in
English D=Off-topic
E=Refusal to respond
F=Don't understand/know

* This rubric is subject to further refinement based on research and study.