Module Title: COLLECTION 2 – THE THRILL OF HORROR

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<tr>
<th>Grade / Subject</th>
<th>Timeline: 6-8 weeks</th>
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<td>Grade 8 / Reading &amp; Language Arts</td>
<td>Houghton Mifflin Harcourt Collections</td>
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**Thematic Overview:**
In this collection, students will examine why the horror genre both terrifies and fascinates. Students will understand that the noun thrill means “a feeling of excitement or pleasure.” Students will read and write about and discuss texts that can be both horrifying and enjoyable.

**Module Objectives:**
- Determine the point of view from which a story is told, evaluate the credibility of a narrator, and identify techniques used to create suspense in a fictional account.
- Analyze an essay to determine the author’s viewpoint, counterarguments, and elements of language that contribute to the author’s style.
- Determine and analyze a universal theme and to analyze foreshadowing in a short story.
- Analyze the choices a filmmaker makes when he or she decides to adapt a written story to movie form. Analyze literary criticism to gain insight into literature.

**Essential Questions:**
1. Why is the horror genre so fascinating?
2. What are some of the literary tools that writers use to create a scary tale?

**Academic Vocabulary:**
- Convention
- Predict
- Psychology
- Summary
- Technique
<table>
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<th>PA CORE STANDARDS</th>
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<th>Grammar Eligible Content</th>
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<td><strong>1.2 Reading Informational Text</strong></td>
<td><strong>1.4 Writing</strong></td>
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</table>
| **CC.1.2.8.A** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | **CC.1.4.8.A** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly | • Using Dashes  
| **CC.1.2.8.B** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. | **CC.1.4.8.B** Identify and introduce the topic clearly, including a preview of what is to follow. | • Subject-Verb Agreement  
| **CC.1.2.8.C** Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | **CC.1.4.8.C** Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. | • Subjunctive Mood  
| **CC.1.2.8.D** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | **CC.1.4.8.D** Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. | • Using Commas  
| **CC.1.2.8.F** Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone. | **CC.1.4.8.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. |  
| **CC.1.2.8.G** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | **CC.1.4.8.G** Write arguments to support claims. |  
| **CC.1.4.8.H** Introduce and state an opinion on a topic. | **CC.1.4.8.H** Introduce and state an opinion on a topic. |  
| **CC.1.4.8.I** Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the | **CC.1.4.8.I** Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the |  |
CC.1.4.8.J
Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.8.K
Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.
- Establish and maintain a formal style.

CC.1.4.8.O
Use narrative techniques such as dialogue, description, reflection, and pacing to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.8.P
Organize an event sequence that unfolds naturally and logically using a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events.

CC.1.4.8.Q
Write with an awareness of the stylistic aspects of writing.
- Use verbs in the active and passive
voice and in the conditional and subjunctive mood to achieve particular effects.

- Use sentences of varying lengths and complexities.
- Create tone and voice through precise language.

**CC.1.4.8.S**
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

**CC.1.4.8.T**
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.

**CC.1.4.8.V**
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.

**CC.1.4.8.W**
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CC.1.4.8.X**
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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<th><strong>1.3 Reading Literature</strong></th>
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<td><strong>CC.1.3.8.B</strong> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.</td>
<td><strong>CC.1.5.8.A</strong> Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</td>
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<td><strong>CC.1.3.8.C</strong> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</td>
<td><strong>CC.1.5.8.B</strong> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
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<td><strong>CC.1.3.8.G</strong> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.</td>
<td><strong>CC.1.5.8.C</strong> Analyze the purpose of information presented in diverse media formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
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<td><strong>CC.1.3.8.H</strong> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.</td>
<td><strong>CC.1.5.8.D</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.</td>
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<td><strong>CC.1.3.8.J</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
<td><strong>CC.1.5.8.E</strong> Adapt speech to a variety of contexts and tasks.</td>
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<td><strong>CC.1.5.8.F</strong> Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.</td>
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**Text Sets:**

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<th><em>ANCHOR TEXT</em></th>
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<td>- Selection Tests</td>
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<td><strong>HMH &amp; Teacher-Created Sample Activities:</strong></td>
<td>- <strong>Selection Performance Tasks</strong></td>
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<td>- Close Read Screencast</td>
<td>- Writing: Narrative, Report</td>
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<td>- Modeled Discussion</td>
<td>- Speaking: Debate, Discussion</td>
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<td>- Interactive White Board Lesson: Plot and Conflict</td>
<td>- Media: Storyboard</td>
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<td>- Guiding Questions</td>
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<td>- Annotation Strategy: Suspense</td>
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<td>- Critical Vocabulary Practice / Strategy: Use a Thesaurus</td>
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<td>- Level-Up Tutorial: Point of View</td>
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<th><strong>Unit Assessments:</strong></th>
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<td><strong>Text:</strong> Short Story: “The Outsider” by H.P. Lovecraft</td>
<td>- Collection Assessment</td>
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<tr>
<td><strong>HMH &amp; Teacher-Created Sample Activities:</strong></td>
<td>- Collection Performance Task A: Deliver a Persuasive Speech</td>
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<td>- Short Response</td>
<td>- Collection Performance Task B: Write a Literary Analysis</td>
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<td>- “To Challenge Students” Activity</td>
<td>- Common Assessment</td>
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<td>- Dig Deeper</td>
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| **Text:** Essay: “Scary Tales” by Jackie Torrence | **Grammar Assessment:** |
| **HMH & Teacher-Created Sample Activities:** | - Teacher Created Skill Assessment |
| - Interactive Lesson: Writing Arguments | |
| - Collaborative Discussion | |
| - Annotation Strategy: Determining Author’s Viewpoint | |
| - Guiding Questions | |
| - Level-Up Tutorial: Author’s Perspective: Elements of Argument | |

**Selection Assessments:**

- Selection Tests
- **Selection Performance Tasks**
  - Writing: Narrative, Report
  - Speaking: Debate, Discussion
  - Media: Storyboard

**Unit Assessments:**

- Collection Assessment
- Collection Performance Task A: Deliver a Persuasive Speech
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

**Grammar Assessment:**

- Teacher Created Skill Assessment
| Text: Short Story: “The Monkey’s Paw” by W.W. Jacobs |
| Supporting Media: History Channel Video British Imperialism |
| **HMH & Teacher-Created Sample Activities:** |
  - Interactive White Board Lesson: Comparing Text |
  - Collaborative Discussion |
  - Annotating the Text: Determine Theme |
  - Guiding Questions |
  - Analyze Stories: Dialogue & Foreshadowing |
  - Annotation Strategy: |
  - Critical Vocabulary Practice / Strategy: Latin Roots |
  - Level-Up Tutorial: Theme |

| *CLOSE READER* |
| Text: Poem: “Frankenstein” by Edward Field |
| Supporting Media: |
| **HMH & Teacher-Created Sample Activities:** |
  - Short Response |
  - “To Challenge Students” Activity |
  - Dig Deeper |

| Text: Film: The Monkey’s Paw by Ricky Lewis, Jr. |
| Supporting Media: Video “The Monkey’s Paw” |
| **HMH & Teacher-Created Sample Activities:** |
  - Interactive Graphic Organizer: Venn diagram |
  - Collaborative Discussion |
  - Guiding Questions |
  - Critical Vocabulary Practice / Strategy:
**ANCHOR TEXT**

**Text:** Literacy Criticism: “What is the Horror Genre?”

**HMH & Teacher-Created Sample Activities:**
- Close Read Screencast
- Modeled Discussion
- Interactive White Board Lesson: Main/Central Idea and Details
- Guiding Questions
- Analyzing the Text: Literary Criticism
- Critical Vocabulary Practice / Strategy: Using Suffixes

**CLOSE READER**

**Text:** Essay: “Man-Made Monsters” by Daniel Cohen

**HMH & Teacher-Created Sample Activities:**
- Short Response
- “To Challenge Students” Activity
- Dig Deeper

**Thematic Connection Map Follows:**
THEMATIC CONNECTIONS (Teacher Version)

**Text 1**
"The Tell-Tale Heart" by Edgar Allen Poe
The narrator explains a murder he committed which appears insane to most, but is excused away through his perspective from his guilty conscience.

**Text 2**
"Scary Tales" by Jackie Torrence
The author explains why she loves the horror genre. In her perspective, children need to be frightened because fear needs to be exercised otherwise we lose our sense of fear.

**Text 3**
"The Monkey's Paw" by W.W. Jacobs
A mystical monkey's paw, which grants 3 wishes, is used by a family of three. The first for financial gain resulting in their son's death, the second to bring him back, and the third to keep him resting in peace.

**Text 4**
"The Monkey's Paw" (film) by Ricky Lewis Jr.
The filmmaker takes the tale of "The Monkey's Paw" and visually creates a horror movie that is both true to the written piece, as well as adding elements of horror. He uses lighting and music to help create a gloomy mood.

**Text 5**
"What is the Horror Genre?" by Sharon A. Russell
The author critiques the horror genre. She explains the use of suspense, the reader's/viewer's schema, parallel world-building, and the point of origin of the horror in the story (characters, outside influence, etc.).

In the movie, the director sets the story in the real world and uses a mystical monkey’s paw as the basis for suspense and horror. In Text 5, the author discusses how suspense can be built out of real-world situations by adding the uncommon or strange. Both the text and the movie address the horror genre’s fundamental origins.

Connecting Theme
Theme:
The thrill of horror!

Essential Questions:
Why is the horror genre so fascinating?
What are some of the literary tools that writers use to create a scary tale?

In Text 1, the main character takes a murder that society knows is morally wrong, and tries to explain it away to save his guilty conscience. It's frightening since most people can't imagine what this is like. In Text 2, the author explains the need for fear and why it's essential to life. In both texts, the horror genre is discovered and examined for its uniqueness and fascination.

In Text 2, the author discusses the strangeness of horror. We question strange moments because we are fascinated. In Text 3, the monkey’s paw is introduced as a supernatural device which makes the reader question the reasons for its existence. Both texts examine the supernatural as an element of horror.

In Text 3, the author uses the supernatural as a way of cultivating suspense. Since we do not know the uncommon, the results will also be uncommon, thereby creating tension and suspense. In Text 4, the director uses visual cues such as dark lighting and music to help create the same gloomy mood. Both the text and the movie use different literary/film tools to create a scary tale.
## Thematic Overview:

In this collection, students will focus on the quest for freedom that lead to the American Civil War. Students will read and write about and discuss the events that lead to the freeing of African Americans who had been enslaved.

## Module Objectives:

- Analyze an autobiography and explain the author’s purpose.
- Analyze methods of characterization in a biography and analyze the author’s craft.
- Identify and analyze the key elements of historical fiction and examine how authors create mood in a story.
- Identify and analyze a compare and contrast organizational pattern in a text and understand the impact of a word’s connotation on meaning.
- Recognize elegy as a poetic form and understand how extended metaphors can be used to express feelings and ideas.

## Essential Questions:

3. How can the quest for freedom lead to conflict?
4. Why do people sacrifice safety and comfort for freedom?

## Academic Vocabulary:

Access, civil, demonstrate, document, symbolize
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<td>• Conditional mood</td>
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<td><strong>CC.1.2.8.D</strong> Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</td>
<td><strong>CC.1.4.8.B</strong> Identify and introduce the topic clearly, including a preview of what is to follow.</td>
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<td>• Indicative mood</td>
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<td><strong>CC.1.2.8.E</strong> Analyze the structure of the text through evaluation of the author’s use of specific sentences and paragraphs to develop and refine a concept.</td>
<td><strong>CC.1.4.8.C</strong> Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.</td>
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<td><strong>CC.1.4.8.S</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</td>
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<td><strong>CC.1.4.8.T</strong> 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.</td>
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<td><strong>CC.1.4.8.U</strong> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</td>
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<td><strong>CC.1.4.8.V</strong> 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.</td>
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<td><strong>CC.1.4.8.W</strong> Gather relevant information from multiple print</td>
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and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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<td>Demonstrate command of the conventions of standard English when speaking based on Grade 8 level and content.</td>
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### Text Sets:

#### *ANCHOR TEXT*

**Text:** Autobiography: from Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass

**Supporting Media:** Video from The History Channel America: The Story of Us: Frederick Douglas

**HMH & Teacher-Created Sample Activities:**
- Close Read Screencast
- Modeled Discussion
- Interactive Lesson: Participating in Collaborative Discussions
- Analyzing the Text: Autobiography
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Context Clues
- Level-Up Tutorial: Biographies and Autobiographies

#### *CLOSE READER*

**Text:** Historical Writing: “My Friend Douglass” by Russell Freedman

**Supporting Media:** Video from The History Channel America: The Story of Us: Frederick Douglas

**HMH & Teacher-Created Sample Activities:**
- Short Response
- “To Challenge Students” Activity
- Dig Deeper

#### EXEMPLAR TEXT

**Text:** Biography: from Harriet Tubman: Conductor on the Underground Railroad by Ann Petry

**Supporting Media:** Video from The History Channel America: The Story of Us: Frederick Douglas

### Selection Assessments:

- Selection Tests
- Selection Performance Tasks
  - Writing: Literary Analysis, Character Sketch
  - Speaking: Speech, Research, Respond by REsearch

### Unit Assessments:

- Collection Assessment
- Collection Performance Task A: Create a Visual Presentation
- Collection Performance Task B: Write a Literary Analysis
- Common Assessment

### Grammar Assessment:

- Teacher Created Skill Assessment
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<tr>
<th>Anchor Text</th>
<th>Text: Anchor Text: Historical Fiction: “The Drummer Boy of Shiloh” by Ray Bradbury</th>
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<tr>
<td>Supporting Media:</td>
<td>Video from The History Channel The Battle of Shiloh</td>
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*CLOSE READER*

| Text: | Short Story: “A Mystery of Heroism” by Stephen Crane |
| HMH & Teacher-Created Sample Activities: | Short Response, “To Challenge Students” Activity, Dig Deeper |

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion
- Analyze Structure: Comparison and Contrast
- Guiding Questions
- Critical Vocabulary Practice / Strategy: Use Context Clues
- Level-Up Tutorial: Comparison-Contrast Organization
- Interactive White Board Lesson: Doing Research on the Web

*CLOSE READER*

Text: Journal Entries: “Civil War Journal” by Louisa May Alcott

HMH & Teacher-Created Sample Activities:
- Short Response
- “To Challenge Students” Activity
- Dig Deeper

EXEMPLAR TEXT

Text: Poem: “O Captain! My Captain!” by Walt Whitman

HMH & Teacher-Created Sample Activities:
- Collaborative Discussion
- Annotation strategy: Meanings of Words and Phrases
- Guiding Questions
- Critical Vocabulary Practice / Strategy:
- Level-Up Tutorial: Figurative Language

Thematic Connections Follow:
Thematic Connections (Teacher Version)

Text 1
from Narrative of the Life of Frederick Douglass, an American Slave - This excerpt from Douglass's autobiography focuses on the destructive influence of slavery for the slave and slave-owner. He details his efforts to learn to read and write after instruction from his Master ended as a result of his Master's dictates and the corrupting influence of slave ownership.

Text 2
from Harriet Tubman: Conductor of the Underground Railroad - The biographical text introduces Harriet Tubman and her perilous journey to Canada with 11 slaves. Through the many trials on the Underground Railroad, Tubman encouraged and cajoled the men and women in her charge to keep going, eventually succeeding in bringing the escaped slaves to freedom.

Connecting Theme
The American Civil War involved figures who worked toward the goal of freedom despite seemingly insurmountable challenges. Through primary and secondary non-fiction sources we can see these historic figures in action. Through some of the fictional texts we can begin to understand the feeling, motivation, and power of those individuals who worked to garner freedom.

Text 3
"The Drummer Boy of Shiloh" - This short story takes place on an April night in a peach orchard as a 14-year-old drummer boy lay awake grappling with his fear of the battle to come. When the general comes by and initiates a conversation with the boy, he learns that he is not alone in his fears. Through the honest yet kind words of the general, the drummer boy learns about war, resolve, and the importance of his.

Text 4
from Bloody Times: The Funeral of Abraham Lincoln and the Mantoux for Jefferson Davis - This nonfiction account of historical events at the close of the Civil War compares and contrasts the lives of two very important leaders: Jefferson Davis, president of the Confederacy and Abraham Lincoln, president of the United States. The text discusses their personal lives, political careers, and the actions each man took in the final days of the war.

Both the poem and the historical non-fiction piece focus on leaders of the Civil War. In the poem we get Whitman’s interpretation, looking back on Lincoln as a hero of the war.

The historical non-fiction text lends authority to the piece of historical fiction, and both texts offer insight into leadership and courage. However, while the focus for the historical Bloody Times... is on the leaders of the war, "The Drummer Boy..." puts a human face on the impact of historical events for ordinary people. Our empathy for the young boy and the general helps us understand the tragic cost war and the sad reality of battle for the participants.

Text 5
"O Captain! My Captain!" - This allegorical poem tells the literal story of a sailor’s beloved captain falling dead just as their ship is returning safely from a perilous voyage. Whitman’s poem also tells the symbolic story of the tragic death of his beloved President Lincoln just days after the Union victory in the Civil War.