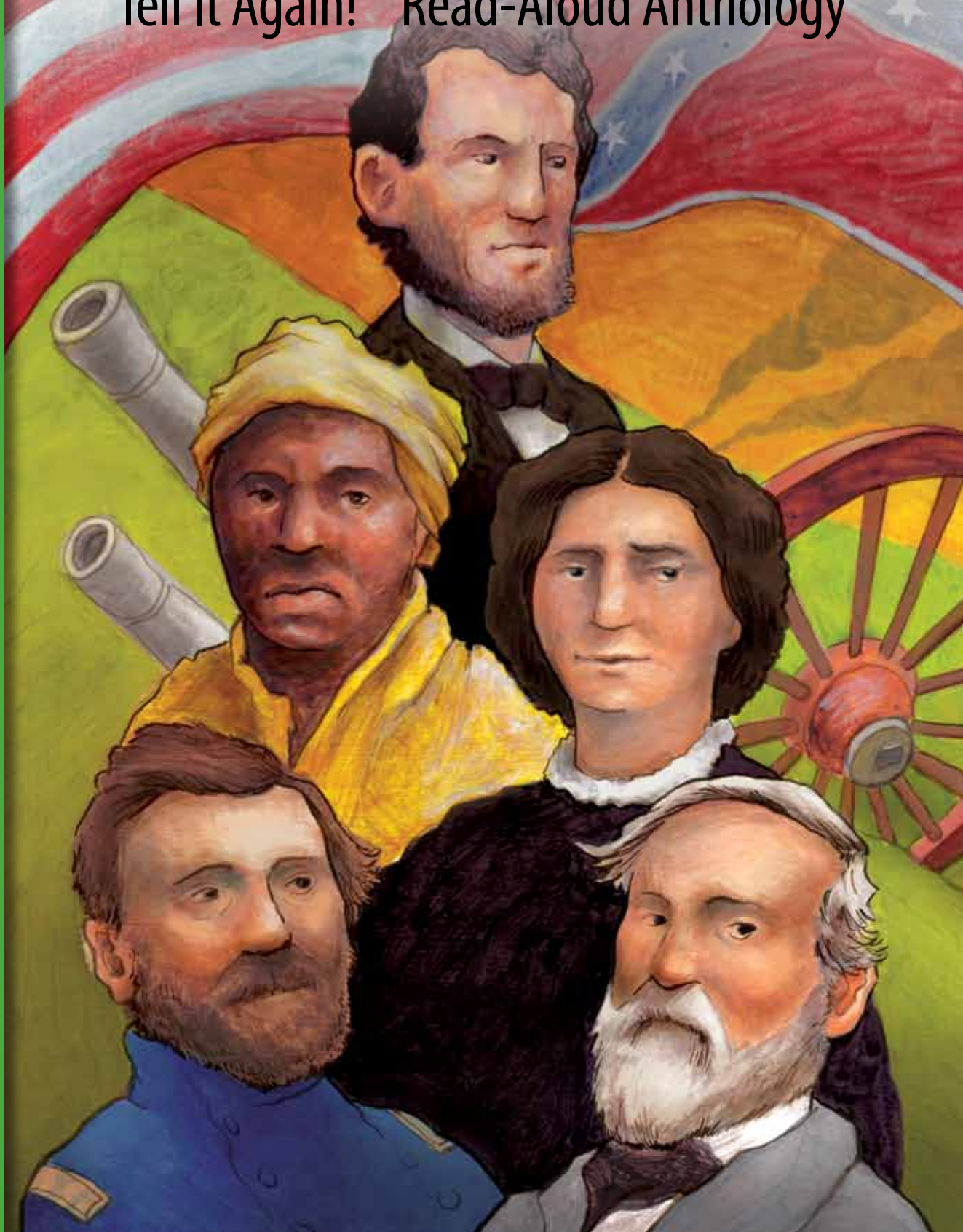
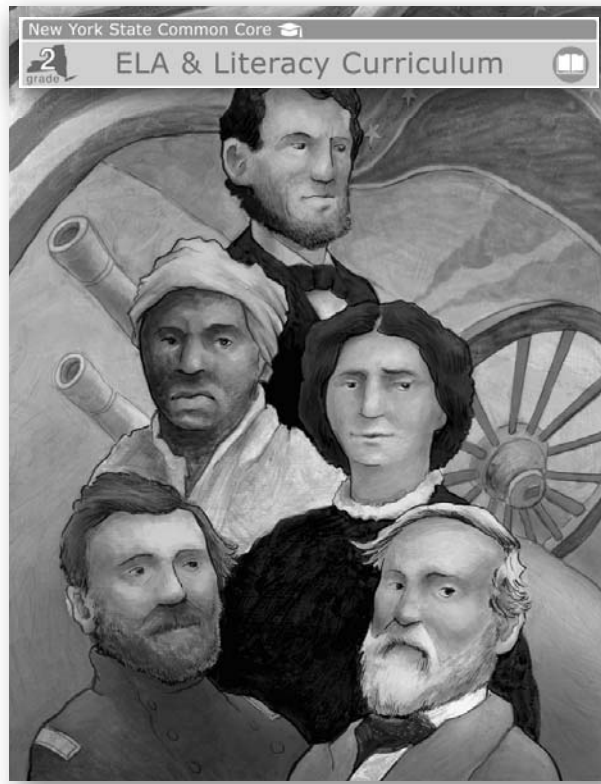




The U.S. Civil War

Tell It Again!™ Read-Aloud Anthology





The U.S. Civil War

Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition



Core Knowledge®

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Alignment Chart for The U.S. Civil War

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The U.S. Civil War	Lesson										
	1	2	3	4	5	6	7	8	9	10	11
Core Content Objectives											
Demonstrate familiarity with slavery and the controversy over slavery in the United States	✓	✓	✓	✓	✓						
Identify the contributions that enslaved African Americans made to the success of plantations in the South	✓										
Describe the life and contributions of Harriet Tubman	✓	✓	✓								
Identify the Underground Railroad as a system of escape for enslaved Africans in the United States		✓									
Demonstrate familiarity with the poem “Harriet Tubman”		✓									
Demonstrate familiarity with the song “Follow the Drinking Gourd”		✓									
Differentiate between the North and the South			✓								
Describe the adult life and contributions of Abraham Lincoln				✓	✓						
Demonstrate familiarity with the poem “Lincoln”				✓							
Differentiate between the Union and the Confederacy and the states associated with each					✓						
Describe why the southern states seceded from the United States					✓						
Identify the U.S. Civil War, or the War Between the States, as a war waged because of differences between the North and the South						✓					
Identify the people of the North as “Yankees” and those of the South as “Rebels”						✓				✓	
Define the differences between the Union and the Confederacy						✓	✓				

Alignment Chart for The U.S. Civil War

Lesson

	1	2	3	4	5	6	7	8	9	10	11
Explain Abraham Lincoln's role in keeping the Union together during the U.S. Civil War						✓					
Identify Robert E. Lee as the commander of the Confederate Army							✓				✓
Explain why Lee was reluctant to command either the Union or Confederate Army							✓				
Identify Clara Barton as the "Angel of the Battlefield" and the founder of the American Red Cross								✓			
Describe the work of the American Red Cross								✓			
Identify Abraham Lincoln as the author of the Emancipation Proclamation									✓		
Explain the significance of the Emancipation Proclamation									✓		
Identify Ulysses S. Grant as the commander of the Union Army										✓	✓
Explain that the North's victory reunited the North and the South as one country and ended slavery											✓

Reading Standards for Literature: Grade 2

Key Ideas and Details

STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.										
CKLA Goal(s)	Recount fiction read-alouds, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral		✓		✓						

Integration of Knowledge and Ideas

STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.										
CKLA Goal(s)	Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot		✓								




Alignment Chart for The U.S. Civil War

Lesson


1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----

Reading Standards for Informational Text: Grade 2

Key Ideas and Details

STD RI.2.1		Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud		
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships		
STD RI.2.3		Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
CKLA Goal(s)	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud		

Craft and Structure


STD RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.									
CKLA Goal(s)	Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions									

Integration of Knowledge and Ideas

STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.											
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational read-aloud and explain how these graphics clarify the meaning of the read-aloud	✓	✓	✓		✓		✓	✓	✓	✓	✓

Alignment Chart for The U.S. Civil War

Lesson

Alignment Chart for The U.S. Civil War		1	2	3	4	5	6	7	8	9	10	11
STD RI.2.9		Compare and contrast the most important points presented by two texts on the same topic.										
CKLA Goal(s)	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds	✓		✓							✓	
Range of Reading and Level of Text Complexity												
STD RI.2.10		By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.										
CKLA Goal(s)	Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4											
Writing Standards: Grade 2												
Text Types and Purposes												
STD W.2.2		Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.										
CKLA Goal(s)	Plan and/or draft, and edit an informative/explanatory text that presents information from a nonfiction/informational read-aloud that introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section	✓		✓	✓	✓		✓	✓	✓	✓	✓
Research to Build and Present Knowledge												
STD W.2.8		Recall information from experiences or gather information from provided sources to answer a question.										
CKLA Goal(s)	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud and/or make connections among several read-alouds	✓	✓									
	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓		✓						

Alignment Chart for The U.S. Civil War

Lesson

1	2	3	4	5	6	7	8	9	10	11
---	---	---	---	---	---	---	---	---	----	----



Speaking and Listening Standards: Grade 2

Comprehension and Collaboration

STD SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and large groups.										
STD SL.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).										
CKLA Goal(s)	Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)										
STD SL.2.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.										
CKLA Goal(s)	Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age										
STD SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.										
CKLA Goal(s)	Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud										
STD SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.										
CKLA Goal(s)	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud										
	Summarize (orally or in writing) text content and/or oral information presented by others				✓						
STD SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.										
CKLA Goal(s)	Ask questions to clarify directions, exercises, classroom routines and/or what a speaker says about a topic to gather additional information, or deepen understanding of a topic or issue			✓	✓	✓	✓		✓		✓



Alignment Chart for The U.S. Civil War

Lesson

Alignment Chart for The U.S. Civil War		1	2	3	4	5	6	7	8	9	10	11
Presentation of Knowledge and Ideas												
STD SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.											
CKLA Goal(s)	Recount a personal experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences						✓					
STD SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.											
CKLA Goal(s)	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings											
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)											
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification											
Language Standards: Grade 2												
Vocabulary Acquisition and Use												
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.											
STD L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).											
CKLA Goal(s)	Use word parts to determine meanings of unknown words in fiction or nonfiction/informational read-alouds and discussions						✓					

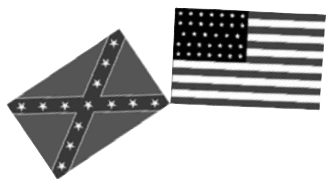
Alignment Chart for The U.S. Civil War

Lesson

		1	2	3	4	5	6	7	8	9	10	11
STD L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.											
STD L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).											
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)											
	Provide synonyms and antonyms of selected core vocabulary words				✓						✓	✓
	Determine the meaning of unknown and multiple meaning words and phrases in fiction or nonfiction/ informational read-alouds and discussions		✓								✓	
STD L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).											
CKLA Goal(s)	Learn the meaning of common sayings and phrases						✓					
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>)											
Additional CKLA Goals												
Identify and express physical sensations, mental states, and emotions of self and others		✓	✓					✓	✓	✓		✓
Share writing with others		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Prior to listening to a read-aloud, orally predict what will happen based on images or text heard, and then compare the actual outcome to the prediction			✓			✓			✓			✓
Prior to listening to a read-aloud, identify orally what they know and have learned about a given topic			✓			✓		✓	✓	✓	✓	✓



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



Introduction to The U.S. Civil War

This introduction includes the necessary background information to be used in teaching *The U.S. Civil War* domain. The *Tell It Again! Read-Aloud Anthology* for *The U.S. Civil War* contains eleven daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of sixty minutes.

This domain includes a Pausing Point following Lesson 5. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than fifteen days total on this domain.**

Week One						
Day 1	Day 2	#	Day 3	#	Day 4	Day 5
Lesson 1A: “Harriet Tubman, Part I” (40 min.)	Lesson 2A: “Harriet Tubman, Part II” (40 min.)		Lesson 3A: “The Controversy Over Slavery” (40 min.)		Lesson 4A: “Abraham Lincoln” (40 min.)	Lesson 5A: “The Division of the United States” (40 min.)
Lesson 1B: Extensions (20 min.)	Lesson 2B: Extensions (20 min.)		Lesson 3B: Extensions (20 min.)		Lesson 4B: Extensions (20 min.)	Lesson 5B: Extensions (20 min.)
60 min.	60 min.		60 min.		60 min.	60 min.

Week Two							
Day 6		ⓐ	#	Day 7	Day 8	Day 9	Day 10
Pausing Point (60 min.)				Lesson 6A: “The War Begins” (40 min.)	Lesson 7A: “Robert E. Lee” (40 min.)	Lesson 8A: “Clara Barton” (40 min.)	Lesson 9A: “The Emancipation Proclamation” (40 min.)
				Lesson 6B: Extensions (20 min.)	Lesson 7B: Extensions (20 min.)	Lesson 8B: Extensions (20 min.)	Lesson 9B: Extensions (20 min.)
60 min.				60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11	Day 12	Day 13	Day 14	Day 15
Lesson 10A: “Ulysses S. Grant” (40 min.)	Lesson 11A: “The End of the War” (40 min.)	Domain Review (60 min.)	Domain Assessment (60 min.)	Culminating Activities (60 min.)
Lesson 10B: Extensions (20 min.)	Lesson 11B: Extensions (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

ⓐ Lessons include Student Performance Task Assessments.

Lessons require advance preparation and/or additional materials; please plan ahead.

Domain Components

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book** for *The U.S. Civil War*
- *Tell It Again! Image Cards* for *The U.S. Civil War*
- *Tell It Again! Supplemental Guide* for *The U.S. Civil War*

*The *Tell It Again! Multiple Meaning Word Posters* for *The U.S. Civil War* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

- *Core Knowledge Grade 2 Teacher Handbook*, edited by E.D. Hirsch, Jr. and Souzanne A. Wright (Core Knowledge Foundation, 2005) ISBN: 978-1-890517-74-8

Why The U.S. Civil War Is Important

This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery. “Enslaved Africans” is the term used to describe Africans and the descendants of those Africans taken against their will from Africa and forced into slavery in the United States through the conclusion of the Civil War. The communities of people enslaved in the south established a new culture which combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in January 1808 and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people. Students will also learn about some women and men who made significant contributions during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.

It is important to note that the content of some of the read-alouds, especially those dealing with slavery, might be unsettling for some students. Please preview all read-alouds and lessons in this domain before presenting them to students. If you believe any of these

read-alouds would be unsettling to your students, please substitute a trade book from the list of recommended trade books if you believe doing so would be more appropriate for your students.

This domain will lay the foundation for in-depth studies of the U.S. Civil War in later grades. It will also set the stage for the Grade 2 *Fighting for a Cause* domain, which will be taught later in the school year.

What Students Have Already Learned in Core Knowledge Language Arts During Kindergarten and Grade 1

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will hear in *The U.S. Civil War*. This background knowledge will greatly enhance students' understanding of the read-alouds they are about to enjoy. If your students did not follow the CKLA program in Kindergarten and Grade 1, it is recommended that you review the following domains, and the trade books listed in the Recommended Resources section of those domains, to fill any gaps in students' background knowledge.

Presidents and American Symbols (Kindergarten)

- Describe Washington, D.C., as the city where the current president lives and where monuments of past presidents can be found
- Identify the American flag
- Recognize Abraham Lincoln as an important president of the United States
- Recall that Abraham Lincoln was known as “Honest Abe”

A New Nation: American Independence (Grade 1)

- Explain that the first Africans in the colonies came to Jamestown as indentured servants, not slaves
- Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- Locate the thirteen original colonies
- Identify Washington, D.C., as the nation's capital
- Describe the roles of African Americans, Native Americans, and women during the evolution from thirteen English colonies in America to independence as a nation

Core Vocabulary for *The U.S. Civil War*

The following list contains all of the core vocabulary words in *The U.S. Civil War* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. **The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own.** However, through repeated exposure throughout all lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1

plantations
slavery
survival
value
wages

Lesson 2

conductor
contributions
gourd
passengers
rebellious

Lesson 3

abolitionists
agriculture
cotton
economy
factories

Lesson 4

candidates
debates
expand
government
politicians

Lesson 5

Confederacy
elected
heritage
seceded
Union

Lesson 6

civilians
civil war
clash
devastated
flee
Rebels

Lesson 7

advisors
frail
general
oath
wasteland

Lesson 8

compassionate
countless
disasters
wounded

Lesson 9

abolished
Cabinet
emancipation
proclamation
scroll

Lesson 10

ammunition
defeat
rations
surrendered
Yankees

Lesson 11

equality
monument
prosperity
ransacked
rival
united

Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *The U.S. Civil War*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens Scores.

Above and Beyond

In the *Tell It Again! Read-Aloud Anthology* for *The U.S. Civil War*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

Supplemental Guide

Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed specifically to assist educators who serve students with limited English oral language skills or students with limited home literary experience, which may include English Language Learners (ELLs) and children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning™ Strand. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words;

Syntactic Awareness Activities, which call students' attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students' general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇌.

Recommended Resources for The U.S. Civil War

Trade Book List

The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in the Extensions, the Pausing Point, and the Domain Review for teachers to select trade books from the list below to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature. If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

Note: We recommend that you preview all books before presenting them in order to determine whether the content is appropriate for your students. A number of the trade books examine various aspects of the brutality of slavery, which may be disturbing to some students.

1. *Abe Lincoln Goes to Washington*, by Cheryl Harness (National Geographic Society, 1997) ISBN 978-1426304361
2. *Abe Lincoln: The Boy Who Loved Books*, by Kay Winters illustrated by Nancy Carpenter (Simon and Shuster, 2003) ISBN 978-1416912682

3. *Aunt Harriet's Underground Railroad in the Sky*, by Faith Ringgold (Dragonfly Books, 1995) ISBN 978-0517885437
4. *The Civil War*, edited by E.D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 978-0769050201
5. *Civil War on Sunday (Magic Tree House, No. 21)*, by Mary Pope Osborne and illustrated by Sal Murdocca (Random House Books for Young Readers, 2000) ISBN 978-0679890676
6. *Clara Barton*, by Wil Mara (Children's Press, 2002) ISBN 978-0516273396
7. *Escape*, by Sharon Shavers Gayle and illustrated by Eric Velasquez (Soundprints, 1999) ISBN 978-1568996233
8. *Escape North: The Story of Harriet Tubman*, by Monica Kulling and illustrated by Teresa Flavin (Random House, 2000) ISBN 978-0375801549
9. *Follow the Drinking Gourd*, by Jeanette Winter (Alfred A. Knopf, 1988) ISBN 978-0679819974
10. *Harriet and the Promised Land*, by Jacob Lawrence (Aladdin Paperbacks, 1997) ISBN 978-0689809651
11. *Harriet Tubman and the Underground Railroad (Graphic Library)*, by Michael Martin and illustrated by Dave Hoover and Bill Anderson (Capstone Press, 2005) ISBN 978-0736852456
12. *Henry's Freedom Box (A True Story from the Underground Railroad)*, by Ellen Levine (Scholastic Press, 2007) ISBN 978-0439777339
13. *Hope's Gift*, by Kelly Starling Lyons and illustrated by Don Tate (Putnam Juvenile, 2012) ISBN 978-0399160011
14. *If You Lived at the Time of the Civil War*, by Kay Moore and illustrated by Anni Matsick (Scholastic Inc., 1994) ISBN 978-0590454223
15. *If You Lived When There Was Slavery in America*, by Anne Kamma and illustrated by Pamela Johnson (Scholastic Inc., 2004) ISBN 978-0439567060
16. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*, by Jean Fritz and illustrated by Charles Robinson (Grosset & Dunlap, 2008) ISBN 978-0448401706

17. *Nettie's Trip South*, by Ann Turner and illustrated by Ronald Himler (Aladdin Paperbacks, 1987) ISBN 978-0689801174
18. *The Patchwork Path: A Quilt Map to Freedom*, by Bettye Stroud and illustrated by Erin Susanne Bennett (Candlewick Press, 2005) ISBN 978-0763635190
19. *A Picture Book of Abraham Lincoln*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1989) ISBN 978-0823408016
20. *A Picture Book of Frederick Douglass*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823412051
21. *A Picture Book of Harriet Beecher Stowe*, by David A. Adler and illustrated by Colin Bootman (Holiday House, 2004) ISBN 978-0823418787
22. *A Picture Book of Harriet Tubman*, by David A. Adler and illustrated by Samuel Byrd (Holiday House, 1993) ISBN 978-0823410651
23. *A Picture Book of Robert E. Lee*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1998) ISBN 978-0823413669
24. *The Real McCoy*, by Wendy Towle and illustrated by Wil Clay (Scholastic Inc., 1993) ISBN 978-0590481021
25. *Show Way*, by Jacqueline Woodson and illustrated by Hudson Talbott (Putnam Juvenile, 2005) ISBN 978-0399237492
26. *Under the Quilt of Night*, by Deborah Hopkinson and illustrated by James E. Ransome (Aladdin Paperbacks, 2002) ISBN 978-0689877001

Websites and Other Resources

Teacher Resources

1. Map of U.S. During Civil War
<http://www2.lhric.org/pocantico/civilwar/map.htm>
2. Civil War Word Search
<http://www2.lhric.org/pocantico/civilwar/wordsearch.htm>
3. Interactive Map: The Underground Railroad
http://eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u6/index.html
4. Harriet Tubman
<http://www.pbs.org/wgbh/aia/part4/4p1535.html>
5. Clara Barton National Historic Site
<http://www.nps.gov/features/clba/feat0001/flash.html>

Student Resources

6. The Civil War for Kids
<http://www.civilwarkids.com/index.html>
7. The History Channel's Civil War 150
<http://www.history.com/interactives/civil-war-150#/home>