

## The Themes of War Playlist

### Common Core English Standards:

- CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. Choose your group of three classmates:

Names:

2. Start reading!

Read the book out loud with your group while looking at the illustrations.

3. Choose your track!

Complete one of the following tracks.

Track 1:

Complete a craft analysis of the book by identifying the following literary terms:

Protagonist

Point of View

Antagonist

Type of Conflict

Setting

Description of the Climax

An example of figurative language (personification, simile, metaphor, etc...)

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Track 2:

Use Novelist, part of the resources available on askri.org, to find a title on the same topic as your picture book that would be appropriate for a middle school reader. It can be fiction or non-fiction, but it can't be another picture book.

You'll need to write down the title and author of the book as well as a brief explanation of what the books have in common

Track 3:

Use the Smithsonian Museum site, <http://amhistory.si.edu/militaryhistory/>, to complete a historical notecard for the conflict that your book deals with.

On the index card, provide the following information:

Title and author of the book

Conflict/War

Dates of the war

Countries involved in the war

Main reason for the war

In your own words, write two explanations (at least two sentences long each) of hardships that the soldiers faced. These should be based on the information you find on the website and not facts from the picture book.

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Track 4:

For all five titles, create a book stack as seen in the classroom example. You must include the title, author and a small illustration that represents a key idea or theme from the book. Color needs to be used.

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Track 5:

Write a personal response to the book. In one paragraph (at least 5 sentences), explain your emotional reaction to the story. What made you sad or happy? Why? Use evidence (QUOTES) from the text!

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Track 6:

Use the Daily Life Through History site to research first person letters and accounts of the conflict that your book is about. This is a history search engine available through the PVMS library. Directions on how to log in will be available.

Find a letter or personal narrative about the war/conflict. Then, in your own words, write a summary of what the writer had to say about the experience. Include the MLA citation for the source.

Use the Basic Paragraph Template- available as a separate handout.

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Track 7:

Choose another character from the story (maybe someone fighting on the other side of the war), think about if and how the story may be different if it was told from their point of view.

Write a paragraph that discusses the changes that would occur in the story if it was told from this character's perspective.

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Track 8:

Write a scene of fictional dialogue between two of the characters in the book where they discuss, years later, what they've been doing since they last met. How does life turn out for the two characters? Include setting, characterization and dialogue in a piece of writing no longer than one page.

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Track 9: MANDATORY, THIS IS REQUIRED FOR EACH GROUP

Write a paragraph where you explain what the theme of the picture book is and how you figured this out. Remember, a theme is the message about life or human nature that is conveyed in the story. It is not specific to the story, but can be applied to other texts or your own life. Use quotes and evidence from the text to support your answer.

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4. Start again with another picture book and a new track. You'll keep repeating this process until you've read five picture books and completed five different tracks. Track number nine must be completed by all groups for one of the texts.

5. All tracks will be graded together and the group grade will be shared by all members. This counts as one classroom assessment for quarter two.