

COMMON CORE CATHOLIC IDENTITY INFUSION ELA UNIT PLAN	
<b>Title/Theme</b>	Challenges
<b>Grade/Subject</b>	7
<b>Length of Unit/Timeframe</b>	7– 8 weeks
<b>Description</b>	Students read historical literature and nonfiction texts including various primary resources to explore the challenges faced by soldiers, families, and slaves and how their Catholic faith provides a foundation to inform our moral decisions and transform our actions.
<b>Overview</b>	This 7-8 week unit encourages students to explore poetry and novels, autobiography and a biography, primary sources and political cartoons to examine challenges faced during the Civil War such as physical hardships, moral dilemmas, issues of conscience, and fear. Students reflect on how characters in fiction and nonfiction responded to and were shaped by challenges. They then apply these reflections to their own behavior and choices. Students will read a work of historical fiction. With this, they will explore the feelings, conflicts, and the struggles a youth faces when making critical decisions. As the unit progresses, students will examine primary sources such as Matthew Brady’s photographs, various Civil War diaries, journals, and letters, and other historical documents. Poetry of the time such as Walt Whitman’s, <i>O Captain My Captain</i> , and Stephen Crane’s, <i>War is Kind</i> , will add another depth of understanding. Throughout the unit, passages from Scripture and elements of Catholic social teachings will inform students’ responses to the various challenges and how to encounter truth through difficult times. Connections to struggles of saints and the apostles with a literary character’s struggles or the struggles any “youth” might face will be made. Students will engage in independent reflection, small group collaboration and whole group discussions to develop an understanding and appreciation of how students draw upon the teachings of their faith to meet challenges and influence decisions and actions.
THE BIG PICTURE	
<b>Essential Questions:</b> How can our responses to challenges determine and form our character? In what ways do the teachings of our faith influence those responses?	
<b>Catholic Identity Elements:</b> <b>Scripture:</b> Luke 22:54-65, Matthew 26: 14-16, Matthew 26:36-46, Acts of the Apostles: Chapter 2, John 18: 15-27, Matthew 27: 24-26 <b>Catholic Social Teachings Themes:</b> Principle 1- Life and Dignity of the Human Person, Principle 2 - Call to Family, Community, and Participation, Principle 3 - Rights and Responsibilities, Principle 6 - Solidarity <b>My Life with the Saints by Fr. James Martin</b>	
<b>Common Core Standards:</b> RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different	<b>Key Objectives Linked to the Standards:</b> <b>Students will be able to:</b>  1. Identify selected challenges of the Civil War and trace the responses of various people to these challenges. (RL 7.2)  2. Read and discuss a variety of fiction and nonfiction that reveal explicitly or implicitly challenges people face during times of conflict. Connect challenges youth faced during the Civil War to challenges youth face today. (RL 7.2)  3. Read and discuss a variety of documents from our Catholic faith that address the challenges

<p>interpretations of facts.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>identified in the Civil War and describe how faith might have influenced the response to those challenges. (RL 7.1, SL 7.1)</p> <ol style="list-style-type: none"> <li>4. Citing textual evidence, compare and contrast points of view of two historical figures.(RI 7.1, RI 7.9))</li> <li>5. Examine content and draw conclusions from primary sources (RI 7.9)</li> <li>6. Analyze how writing styles and literary techniques are used in the text studied and how their use affects meaning and reader engagement. (W 7.9)</li> <li>7. Engage in the writing process via writer's workshop model (W 7.4)</li> <li>8. Develop oral skills through presentation, vocabulary development, and group discussion. (SL 7.1)</li> <li>9. Write a variety of clear and coherent responses to literature and informational text. (W 7.9)</li> <li>10. Use discussion questions to draw conclusions from textual evidence and to use evidence to weigh interpretations. (RI 7.1)</li> <li>11. Use scripture passages to deepen the interpretation of challenges and how they are faced. (RI 7.1, RL 7.2)</li> <li>12. Define words in context across multiple texts using graphic organizers (RL 7.4)</li> <li>13. Cite contextual evidence to make inferences regarding characters' behaviors or responses; discuss and present individually or as a group. (RI 7.1 and W 7.1)</li> <li>14. Cite textual evidence to defend a statement or position in oral or written format. (RI 7.1 and W 7.1)</li> </ol>
<p><b>Summative Assessment(s):</b></p> <ol style="list-style-type: none"> <li>1. Choose from the following quotes:             <ol style="list-style-type: none"> <li>a. "Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teachings. Every person is created in the image of God. Every person is</li> </ol> </li> </ol>	

precious. All social laws, practices, and institutions must protect, not undermine, human life and human dignity from conception through natural death.”

- b. “All offenses against human life...all violations of the integrity of the human person...all offences against human dignity...all these and the like are criminal; they poison civilization...and militate against the honor of the creator.” Second Vatican Council, *Pastoral Constitution on the Church in the Modern World*, no. 27
- c. “Together with equality in the recognition of the dignity of each person and of every people there must also be an awareness that it will be possible to safeguard and promote human dignity only if this is done as a community, by the whole community. Only through the mutual action of individuals and peoples sincerely concerned for the good of all men and women can a genuine universal brotherhood be attained.” *The Compendium of the Social Doctrine of the Church*, no. 145, 2005.

Read all three quotes. Reflect and select one quote. Consider the challenges faced in all the literary pieces read and discussed. In a 5 paragraph essay summarize two literary pieces, compare and contrast the challenges faced and the responses to those challenges. Apply your selected quote to that challenge. How might that quote act as a factor in the response to the challenges you summarized? How might this quote have affected the outcome of the challenge? Apply your selected quote from the above three by explaining how, if the quote were applied to the challenge, the outcome might have changed.

2. Throughout *Red Badge of Courage* Henry reflects on heroic qualities and deeds. He desperately desires to be heroic, yet doesn't have faith in his character. When completing the activities below, please reflect on the Essential Questions: How can our responses to challenges determine and form our character? In what ways do the teachings of our faith influence those responses?

Assessment Activities:

- a. Students individually create a list of challenging situations that test a person's character. These challenging situations can be drawn from personal experiences or drawn from texts to which the students can connect the experience. Students brainstorm and discuss their examples.  
**Reflection:** How can the responses to the challenges listed determine or form the person's character? What could the person discover about himself/herself in each situation? In what ways do the teachings of our faith influence those responses?
- b. Within small groups, students compile a list of challenging situations that tested Henry's character. Students brainstorm and discuss their examples within the group. Every member within the small group individually writes a brief response to the reflection that includes the example and evidence from Red Badge of Courage or any other texts to which they can connect the experience. Collaboratively, each group creates either a PowerPoint presentation or multi-media presentation that summarizes all of their responses and presents it as a group to the class

3. **Debate:** Using various primary and secondary resources, students will discover that many families had members fighting on both the Union and the Confederacy sides. Using the debate rubric provided by the teacher and after compiling evidence, students will have a debate in which they argue reasons for supporting the Confederacy and reasons for staying in the Union. An outline should be formulated based on a maximum of three points that defend their position and evidence from various sources either discussed during the unit or sought out independently. One point used to defend their position in the debate must be supported by Catholic intellectual tradition or principles of Catholic social teaching. Arrange the classroom in a forum position. The homeroom teacher serves as the moderator. Guest teachers or administrators can be invited in to serve as the judging panel.

#### UNIT READINGS AND VOCABULARY

<b>Fiction Text (s)</b>	<i>The Red Badge of Courage</i> , Stephen Crane (RL Grades 7-9) <i>O Captain My Captain</i> , Walt Whitman (RL Grades 6-8) <i>War is Kind</i> , Stephen Crane (RL Grades 9-12)
<b>Non-Fiction Text (s)</b>	<i>Harriet Tubman, Conductor of the Underground Railroad</i> , Ann Poetry (biography) (RL Grades 6-8) <i>Fugitive Slave Act 1793-1850</i> Abraham Lincoln (Primary Source) (RL Grades 7-8)

	<p>What to the Slave is the Fourth of July? Frederick Douglas (Primary Source)(RL Grades 6-8)          The Civil War as Photographed by Matthew Brady (Primary Source; multi-media)          Russell Friedman, Abraham Lincoln, A Photo Biography          Sullivan Ballou’s Letter to his Wife, July 14, 1861  <i>The Gettysburg Address</i> (Primary Source) Abraham Lincoln (RL Grades 7-8 )  <b>Scripture:</b> Luke 22:54-65, Matthew 26: 14-16, Matthew 26:36-46, Acts of the Apostles: Chapter 2, John 18: 15-27, Matthew 27: 24-26, Genesis 3:1-24 and Matthew 4:1-11.  <i>My Life with the Saints</i>, Fr. James Martin  <i>Fragment on Slavery</i>, Abraham Lincoln</p>		
<p><b>Essential Unit Vocabulary</b></p>	<p><b>Essential:</b> Challenges, conscience, human dignity loyalty, discernment</p> <p><b>Literary:</b> Simile, metaphor personification allusion tone irony diction hero/heroine symbolism theme perspective free verse repetition apostrophe</p> <p><b>War is Kind</b>          affrighted          Shroud</p>	<p><b>Red Badge of Courage:</b>          lucid, oblique, dexterously, altercation, epithets, ominous, ardor, vindication, commiseration, vociferous, harangue, impetus, facetious, tumult, annihilated, respite, querulous, vindictive, countenances, resplendent, sagacious, trepidation, perfunctory, ilk, obstinately, beseeched, exhortations, derision, audacious, patronizing, reverberations, lamentation          din          melee          prodigious, emaciated          poignant          morose</p>	<p><b>O Captain My Captain</b>          exalt          keel          vessel          victor</p> <p><b>Letter From Sullivan Ballou</b>          impelled          advocate          Omnipotence</p> <p><b>My Life with the Saints</b>          Saint          ministry          conversion          cassock          theologians          martyrdom          provenance          alms</p>
<b>INSTRUCTIONAL ACTIVITIES</b>			
<p><input type="checkbox"/> Catholic Identity 2,3,11,12,14,15,16, 26      <input type="checkbox"/> Language 6,8,9,10  <input type="checkbox"/> Reading 1,4,5,6,7,8,10,12,14,16      <input type="checkbox"/> Vocabulary 1,5  <input type="checkbox"/> Writing 8,9,10,15,16, 26      <input type="checkbox"/> Viewing 4, 13, 14, 16  <input type="checkbox"/> Speaking/Listening 2,3,4,6,7,11,15      <input type="checkbox"/> Critical Thinking 6, 8, 10, 12, 16, 26</p>			
<ol style="list-style-type: none"> <li>Use an <b>anticipation guide</b> to determine background experience and prior knowledge students are bringing to the unit. Include true/false or agree/disagree questions such as: “Sometimes wars have to be fought to correct that which is not right;” “Soldiers have to be compassionate and understanding of their enemy’s cause;” “It is necessary to experience difficult things to experience personal growth;” as well as facts relevant to the Civil War. Re-visit these statements during the course of the unit for students to either affirm their response or to revise their response. Students should use information from any of the texts they read to provide evidence to substantiate their response. <u>Objectives 4,5, and 10</u></li> <li>Throughout the unit, lesson plans should integrate the <b>essential questions</b>, leading students toward informed responses. <u>Objectives: 1 and 3</u></li> <li>List 5 challenges you might typically face at this time in your life. Prior to the readings and discussions of this unit, how might you have responded to those challenges? Reflect on the teachings and essential questions of this unit, how might you respond to those challenges today?</li> <li><b>Think, Pair, &amp; Share:</b> How can our responses to challenges form our character? How does our faith inform the responses we</li> </ol>			

make in the face of challenges? Objectives: 1,2,5,10,11

5. To **build background knowledge** of the Civil War, engage students in a discussion regarding Matthew Brady's Civil War photography [www.archives.gov/education/lessons/brady-photos](http://www.archives.gov/education/lessons/brady-photos) and Russell Friedman's Lincoln: A Photobiography. Discuss how photography brings to life the experiences of the war. Objectives 5 and 8
6. **Novel Study:** The Red Badge of Courage by Stephen Crane. Introduce and teach relevant vocabulary from The Red Badge of Courage and maintain a vocabulary log; engage students in paired and independent reading and complete various activities. Chapter organizers can be used to summarize chapters in smaller chunks for struggling readers. Vocabulary organizers can be used illustrate words and to apply words in context. Objectives: 6, 7,9, 10, 12
  - a. **Application** (Extension of Novel Study) The main character, Henry, experiences a wide range of emotions as he encounters fighting (i.e., fear, patriotism, brotherhood, etc.) that grows into "red rage." Reflect on these emotions and Henry's experiences. As a whole class, discuss the power of violence that can take control of our lives given certain situations. In small groups or individually, choose from the following prompts to respond in written form citing evidence from the text and/or principles of Catholic social teachings and prepare to present your views in an oral presentation: What real life situations might instill the equivalent of "red rage"? How do Henry's experiences teach us about the power of violence? Do you believe this power could eventually desensitize people to the effects of violence? Are there real world situations where people may eventually become desensitized to violence and how might that impact the quality of life? Which Catholic social teachings can be used to guide our conscience and decisions in this type of situation? Which Scripture passages support your view? Objectives: 3, 11, 13, 14
7. **Students of Diversity:** The American Civil war addresses issues that may be sensitive or controversial for many students. It is critical that students should understand the themes of the novel because everyone, in one form or another, experiences these themes. Topics of discussion can include: fear, war, cowardice, peer pressure, gender issues, slavery, coming of age, and other challenges. Objectives: 1, 2, 3, 8
8. **Directed Reading Thinking Activity:** This can be before or during reading. Students are asked to predict events in the book based on what was previously read either independently or collaboratively. This strategy promotes active comprehension and guides students' thinking as they self-monitor their understanding and knowledge about the text by utilizing their background knowledge. As students read various chapters, connections can be made to the photography books introduced earlier. Objectives 2, 5, 9
9. **Predict:** Students make predictions about what will occur next in the story. They will create a hypothesis and defend it based on what was already read and other connections to texts.
  - a. Students read the selected pages/chapters to determine if their predictions were supported by the text. Students of varying abilities can be paired as this strategy continues. Predictions are reworded after the reading to align them with the text. Portions of the text can be tailored for varying reading levels (i.e. 3-4 pages at a time and then discuss).
  - b. As a class or in groups, students verify the accuracy of their predictions by finding statements in the text and reading then orally to the group or class. The teacher serves as a facilitator, refining and deepening the thinking process.
  - c. This strategy serves as a formative assessment and drives further readings and discussions. Objectives: 2, 3,5,8,10
10. **ReQuest Strategy:** This strategy models questioning techniques and guides students to learn how to ask effective questions. Both the teacher and the students silently read a passage in the text and alternatively take turns asking questions about the passage. The teacher directs questions to the students, and the students' direct questions to the teacher. Students set a purpose for learning with this strategy and develop their own questions about the text. Teachers can design the strategy using the following model;
  - a. Teacher and students read the same passage/chapter(s) from the text.
  - b. Students re-read a designated passage again silently.
  - c. Teacher closes the book; the students, in pairs, groups, or independently, ask the teacher as many questions as

they would like about the passage in an attempt to “stump” the teacher.

- d. After students are finished questioning the teacher, students read the next passage independently.
- e. The students close their books and the teacher asks the students questions. This is an opportunity for the teacher to model higher level thinking questions.
- f. This can be conducted in teams and be tailored to meet diverse learning needs.

Objectives: 8 and 10

**11. In small groups: Discuss and Design a presentation on “What is a Hero?”**

Activities:

- a. Create a Power Point Presentation or an oral presentation supporting one of the following statements:
  - i. Heroes are born; not made.
  - ii. Heroes are made; not born.
- b. Students will design, write, and illustrate a children’s book introducing the reader to a saint (from the list below) and depict how the saint drew upon their faith or the teachings of our faith to meet challenges and influence their decisions and actions. The student may also describe in their book ways the saint’s responses to challenges were heroic.
  - Saints from which to choose: St. Aloysius Gongaza, St. Bernadette, St. Leo the Great, St. Dominic, St. Catherine of Siena, St. Francis of Assisi, St. Margaret Mary, St. Anselm, St. Francis DeSales, St. Elizabeth Ann Seton, St. Francis Xavier, St. John Neumann, St. Martin DePorres, St. Genevieve, St. Monica

Objectives: 1, 2, 10

- 12. Interim Written Report:** In society, employers often evaluate the performance of their employees in a written report, which is then shared with the employee. Both positive comments and suggestions for improvement are usually included. Using Chapter 5 as an example, students place themselves in the position of Henry’s commanding officer and evaluate Henry’s performance during the first attack. The written report should include specific examples of behaviors that they feel deserve praise or criticism. To further challenge some students, based on this performance, students should evaluate whether Henry has the potential to be a good soldier or leader. Evidence from the text must be provided to support their opinion.

Objectives 1,7,13

- 13. Poetry: Read and discuss** *O Captain My Captain* by Walt Whitman. Teacher reads poem aloud to students. Students re-read the poem silently. In groups, discuss relevance of poem to Civil War challenges the significance of the country losing their leader at this critical point in time, and complete various activities. Objectives: 2,6,8
- 14. Read and discuss** *O Captain My Captain* by Walt Whitman. Teacher reads poem aloud to students. Students re-read the poem silently. In groups, discuss relevance of poem to Civil War challenges the significance of the country losing their leader at this critical point in time, and complete various activities. Objectives: 2,6,8
- 15. Read *War is Kind*** by Stephen Crane. As a class, discuss irony as it exists in the title and in the poem. Introduce this poem as another work by Stephen Crane that he wrote in 1899. Give students time to work in their groups, figuring out the meaning of the poem, and how this poem directly relates to The Red badge of Courage and other challenges faced during the Civil War. Each group should determine how to present it in an oral presentation to the class. Perhaps the group will decide that each student should become familiar with the general meaning and craft of the poem and also have responsibility for a detailed study of one particular aspect of the poem i.e. sound, language, or form. One of the students should write and speak an introduction, including the name of the poem by Crane. The student should try to catch the audience's attention with the introduction and be clear where the introduction ends and where the poem itself begins. Objectives: 1 and 6
- 16. Read *Letter from Sullivan Ballou*** Analyze the tone of the letter; infer the challenges his family faces. Using the knowledge you have gained from this period, craft a response from the viewpoint of one of Ballou’s children. Objective: 5
- 17. Compare/Contrast** Read *Fragment on Slavery* by Abraham Lincoln and *What to the Slave is the Fourth of July* by Frederick Douglas. Compare and contrast their positions on human liberty. Objective: 4
- 18. Catholic Social Teaching.** Distribute copies of Principle 1: Life and Dignity of the Human Person

Discuss how this principle informs our responses as Catholics to the challenges discussed from previously read literary works  
Objective: 3

19. **Defend this statement** and include references from any of the literary pieces above mentioned:  
“The Civil War could have been avoided if the political platform from that time was based on the first principle of the Catholic social teachings.” (This activity is a precursor to the debate activity where students must take a position, defend it, and provide evidence to support it, then present it orally to the class.) Objective: 14
20. **Primary Source Study: *Gettysburg Address*** - Students will use the *Dialogue With The Text* strategy as they read The Gettysburg Address. They will read the text at least twice. As they read slowly and carefully, they will record in one column any comments and questions they have during the first reading. In the second column, they will write down any answers to their questions and additional comments they have during the second reading. Students will then use these notes for class discussion, where the class will work together to create a summary of the main ideas of the speech and then will analyze literary techniques (refrain, diction, allusion) in the text. Objectives 5, 6
  - a. **DI Alternate Task** - Students will read *The Gettysburg Address* using the Numbered Heads Together method. Students will be put in home groups of four and will receive a number 1 - 4. The number 1's from all groups will meet together to cover one section of the text; the 2's will cover another section of the text, etc. Then, the numbers will go back into their groups and will "teach" the section to their home groups.
21. **Whole Group - Connecting to the text:** If Henry had been present to see and hear Lincoln give *The Gettysburg Address*, how do you think he may have reacted? Explain using evidence from the text. Objective 13
22. **Link to current events:** Discuss “wars” that are occurring today across the globe and the challenges various cultures face. Re-examine images from Brady’s photographs of the Civil War and photos seen on the Internet. Students will compare and contrast present day conflicts with conflicts from the Civil War era. Objectives 5 and 8
23. Using Lives of the Saints online, students will collaborate and select a saint whose life depicted the challenges discussed in this unit. Students will collaboratively compare the saint’s response to the response of a character read about in this unit and will write a prayer based on the life of their saint and present it to the class. Students can choose from the following saints: St. Aloysius Gongaza, St. Bernadette, St. Leo the Great, St. Dominic, St. Catherine of Siena, St. Francis of Assisi, St. Margaret Mary, St. Anselm, St. Francis DeSales, St. Elizabeth Ann Seton, St. Francis Xavier, St. John Neumann, St. Martin DePorres, St. Genevieve, St. Monica Objectives 3 and 10
24. **Differentiated Text Options:**
  - a. Turn Homeward Hanalee by Patricia Robbins Beatty. *Slavery is not mentioned in this book – it’s about lower-class mill workers who are captured as traitors and sent to Ohio.* Students will create a map tracing Hannalee’s journey. Students will compare Hannalee’s challenges to those of the soldiers in the other two selections. Students will research what conditions were like for mill workers during the Civil War and present in a PowerPoint presentation. Objectives: 1, 8, 10
25. **Writers Workshop:**
  - a. (Early in unit): For Red Badge of Courage: Students will research the idea of the epic hero in Homer (allusion made in the RBOC). In an essay, students will present the idea of this hero and then will compare and contrast this idea to Henry’s reality of war. Students then respond in writing to the essential question ‘How can our responses to challenges determine and form our character?’ by using the comparison/contrast they developed. Objective: 7
  - b. For Turn Homeward Hanalee: Students will research life for millworkers in the South before the Civil War. Then, they will write an essay discussing reasons why they believe these people would support the Confederacy even if they didn’t own slaves. They are to include how our responses to challenges determine and form our character. Objective: 1 and 7
26. **Scripture/Prayer Service.** Students will reflect and discuss various passages from scripture that support or challenge what they read in the unit about facing challenges.

a. Students will design a multimedia presentation that captures how these passages address life's challenges. Music and video can be embedded in the presentation that captures the spirit of the time and the message. Objective: 11

b. People of all ages are faced with the challenge to resist temptation. Read the following Bible passages: Genesis 3:1-24 and Matthew 4:1-11. In a discussion compare and contrast Adam and Eve's response to the challenge of temptation and consequences to their response (banished from Garden of Eden etc.) with Jesus' responses to challenge of temptation and outcome (Then the devil left him, and suddenly angels came and waited on him.) Discuss how reading scripture and teachings of our faith can influence our responses to challenges (temptation) and form our character.

Students write a brief prayer asking to avoid temptation ex: Jesus, you refused to cooperate with the devil to achieve status and power. Help me to refuse to cooperate with evil and injustice in achieving my life's goals.

Objectives: 8 and 10

27. **Anticipation Guide Re-visited:** Students review their original responses to the anticipation guide from beginning of unit. Students should adjust any of their responses that they have discovered were incorrect. Students rewrite each statement adjusting each in light of their reflection on how characters faced challenges and how our faith can shape challenges. They then write one-paragraph summary. Objectives: 5,7,9

**Alternative text selections to accommodate various learning styles and alternative forms of assessment:**

- a. *Ghost Soldier* by Elaine Marie Alphin Reading Level Grades 5-8
- b. *The Dreams of Mairhe Mehan* by Jennifer Armstrong Reading Level Grades 7-9
- c. *Mary Mehan Awake* by Jennifer Armstrong (This is sequel to *The Dreams of Mairhe Mehan*) Reading Level Grades 7-9
- d. *Evvys Civil War* by Miriam Brenaman Reading Level Grades 6-8
- e. *Abner and Me: A Baseball Card Adventure* by Dan Gutman Reading Level Grades 5<sup>-8</sup>

**Instructional Resources**

*A Guide for Using The Red Badge of Courage in the Classroom.* Teacher Created Resources.  
Matthew Brady Photography <http://www.archives.gov/education/kessibs/brady-photos>.  
Lives of the Saints online - <http://www.catholic.org/saints/stindex.php>  
NRSV Catholic Edition: The Catholic Youth Bible Revised St. Mary's Press ©1993

**Cross Curricular Link(s)**

U.S. History  
Religion: Scripture, *Lives of the Saints*  
Language Arts & Literature  
Visual Arts