

## Lost Dispatch

### Chapter 10 Activities

1. M.K. Turney agrees to write an article about the missing dispatch being found. Pretend you are a newspaper reporter and write the first paragraph of the news story to make it interesting to the readers. Include who, what, when, where, why and how.
2. When the missing dispatch is finally recovered, the question remains whether it would have made a difference in the outcome of the Civil War. Is it possible to know how it would have affected the course of the war? Explain.
3. Why does Vic decide she wants to keep the missing dispatch even though it means foregoing a significant amount of money by not selling it? Would you make the same decision? Explain.
4. Read more about General Braxton Bragg. Do you think he was a qualified commander? What evidence supports your findings?
5. Latisha mentions genealogy research. What is it? Where does one find information for this research? Has anyone traced your family tree?

## **Aligning the Newspaper with National Curriculum Standards**

Activities related to *The Lost Dispatch*, and reading the newspaper, may achieve these National Curriculum Standards.

### **Language Arts Standards**

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write, and use different writing process elements appropriately, to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from

- a variety of sources (e.g., print and nonprint texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience.
- Students develop an understanding of, and respect for, diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
  - Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

### **Social Studies Standards: II. Time, Continuity and Change**

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.
- Demonstrate an ability to use, correctly, vocabulary associated with time such as past, present, future and long ago; read and construct simple timelines.
- Identify examples of change and recognize examples of cause and effect relationships.
- Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.
- Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos and others.
- Demonstrate an understanding that people in different times and places view the world differently.
- Use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about, and action-taking on, public issues.
- Demonstrate an understanding that different scholars may describe the same event or situation in different ways, but must provide reasons or evidence for their views.
- Identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity.
- Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems and others.
- Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing, validating and weighing evidence for claims, checking credibility of sources and searching for causality.
- Develop critical sensitivities such as empathy and skepticism regarding attitudes, values and behaviors of people in different historical contexts.
- Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about, and action-taking on, public issues.

## **Mathematics Standards**

### Standard 6: Problem Solving

Mathematics instructional programs should focus on solving problems as part of understanding mathematics so that all students:

- Build new mathematical knowledge through their work with problems.
- Develop a disposition to formulate, represent, abstract and generalize in situations within, and outside, mathematics.
- Apply a wide variety of strategies to solve problems and adapt the strategies to new situations.
- Monitor and reflect on their mathematical thinking in solving problems.