

Name _____ Date _____



Media Comparison Chart: Cubing Exercise

Group Members:

Directions: Use your senses and your imagination as you review the photo, the prose piece, and the poem, and respond to the following:

- Describe it!** Scrutinize it. What do you see?
- Compare it!** To what is it similar? From what is it different?
- Associate it!** Of what does it make you think? Tell what comes into your mind when you see it / read it.
- Analyze it!** Tell what you know or can surmise about how it was created.
- Apply it!** Describe what you could do with it.
- Argue!** Take a stand for or against its use.

	The Photo	The Prose Piece	The Poem
Describe it!			
Compare it!			
Associate it!			
Analyze it!			
Apply it!			
Argue!			

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Sample Cubing Exercise Answers

The Photo

- Describe it!** Fourteen uniformed Union soldiers, 12 with drums. Some are young. No one looks at the camera. Some look one way; some another. One has a uniform much too large. Most smile.
- Compare it!** It's much more informal than the typical wartime photo intended to make the subject seem heroic.
- Associate it!** Reminds me of a school picture, but also makes me think that everyone in this picture has probably been dead for about a century.
- Analyze it!** The photo process during the Civil War was very cumbersome. Perhaps the photographer had trouble making these young fellows pose.
- Apply it!** You could use it to recruit more drummer boys, a job most would find dangerous, as you are unable to even defend yourself.
- Argue!** I'm for this photo, since it shows a side of the soldier one doesn't usually see.

The Prose Piece

- Describe it!** The piece is three paragraphs long, is densely worded, and crosses over two pages. It tells about a cruel attack on a Union train of wounded by Mosby's guerillas. Having captured 17 men and two officers, the cavalry, which had been guarding the wounded, treated their prisoners cruelly in return. Whitman uses the incident as one example of the cruelty constantly taking place during the war
- Compare it!** It's different than most contemporary accounts of the Civil War in that no one emerges as heroic.
- Associate it!** It brought to mind accounts of barbarity during the Holocaust of World War II, as well as in other wars.
- Analyze it!** There's no indication Whitman was present, so he must be retelling something he was told.
- Apply it!** The piece would work well in a reading of short, intense anti-war pieces.
- Argue!** I wonder at what grade level students should be allowed to read such graphic accounts. Though middle-school students might be fascinated, I do not think it should be assigned to people that young.

The Poem(s)

- **Describe it!** The poems have several stanzas and a variety of short lines and longer lines. As I recognize some phrases directly from the notebooks, I am sure the poems describe Whitman's actual experience.
- **Compare it!** Whitman finds one of the dead "Christlike," and ends the second poem that way, giving the reader a completely different impression from the prose piece. Here, there is some redemption. Like the photo, the poems have images in them. Unlike the photo, time passes in these accounts.
- **Associate it!** The poems bring to mind movies like *Saving Private Ryan*, in which there are different episodes, some of which bring the unexpected.
- **Analyze it!** It appears Whitman depended very much on his notebook entries and his memory of events to put these poems together.
- **Apply it!** I could use these poems to help me if I were directing a movie about the Civil War and wanted to get the mood right.
- **Argue!** I'm in favor of it because I believe it. It is a vivid portrait of war and gives insight into Whitman's character.

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"The Sixth Battle, September 17th 1862"

(From Page 107 of Walt Whitman's Notebook #94)



Antietam—

An important bridge between two hills

The rebels on one side advancing, shouting

Colonel Potter ordered, "Charge the bridge!"

And the 51st did so with a cheer

Cleared the bridge to the end.

The fight lasted all day.

The 51st were again,

At the end of the day,

Ordered into desperate service,

Taking the bridge again.

The battle was . . .