

Sequencing & Connecting Words **Writing (Grades 1-3)**

After reading *We Remember the Black Battalion*, discuss with the students the various labor roles that members of the Black Battalion performed during WWI. Focus specifically on the role of working in the mill. Ask students to identify the steps involved in processing logs—such as cutting trees, transporting them to the mill, and milling the logs (debarking, cutting the logs into lumber boards, drying). Then, have students complete a sequencing worksheet based on these steps.

<https://www.teacherspayteachers.com/Product/Sequence-of-Events-Graphic-Organizer-1510183>

<https://www.teacherspayteachers.com/Product/Story-Sequencing-4-part-template-cut-and-paste-9485055>

Watch the following 8 min. video:

<https://www.youtube.com/watch?v=7zJxMmfrVhl>

Have students compare and contrast the milling process during the First World War, with the Black Battalion, to modern milling practices. You can use a Venn diagram

(<https://www.teacherspayteachers.com/browse/free?search=venn%20diagram>),

to illustrate the similarities and differences as you discuss them with the class after watching the video. Some similarities include cutting the trees, transporting logs by flatbed trucks, and transforming the logs into lumber at the mill through the process of debarking, cutting, and drying. Some differences are that the Black Battalion's labour was more physically intensive (cutting, moving the logs, milling), the modern milling process is more technology-driven, and waste is minimized (sawdust and small wood pieces repurposed).