

THIRD LESSON

Title Conflict, external – Hardship and Danger

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Key Words conflict, scurvy, scalping

Grade Level 4th

Time Allotted 30 minutes

Lesson Overview	This lesson correlates with Part 3, Chapters 12-19, the final and longest section of the novel. It presents quotes from primary source documents to inform the student about some of the common soldier's experiences during the War. This lesson emphasizes conflict of an external nature, ie., forces from the outside that acted upon and influenced the soldier, such as hunger, disease, and unusual practices (scalping).
Guiding Question(s)	Who fought in the Revolutionary War, what was the world like, and what motivated them? What was the world of the Revolutionary War soldier like? What dangers and hardships did he experience? Would you have been willing to suffer these problems in order to fight?

Learning Objectives (SWBAT)

Standards of Learning & Essential Historical Skills Taught:

Virginia SOL:

VS.1 The student will develop skills for historical and geographical analysis including the ability to:

- a) identify and interpret artifacts and primary and secondary source documents to understand events in history;

by reading one or more brief Revolutionary War accounts and reporting the content to their classmates.

OAH Historical Inquiry Skills

Historical Analysis and Interpretation:

Students will evaluate and discuss some common experiences of Revolutionary War participants by looking at primary source documents and sharing the information with their classmates.

Historical Research Capabilities:

Students will read primary source accounts of participation in the war—who was involved, what happened, etc.—to answer the understand the experience of the common soldier in the Revolutionary War.

Historical Issues Analysis and Decision Making:

Students will read about several experiences during the War. Students will relate these experiences to their own lives and decide if they would have been willing to fight under similar circumstances.

Assessment Tool(s)

Rubric (See attached Word document "Conflict -- Instruction sheet and grading rubric")

Materials/Resources

Copy of *Woods Runner* by Gary Paulsen

See attached Word document "Conflict--Hardship--Accounts" enough copies for each student.

See attached Word document "Conflict --Instruction sheet and grading rubric"

Poster board, art supplies, enough for each student group.

Classroom, library, or on-line resources for conducting research.

Modifications (to meet needs of diverse learners)

For less independent learners: Read through the document with the students and help them understand the content. Pair strong students with less independent learners.

For advanced learners: Ask advanced learners to read and report on an additional quote or on all of them.

Extension activity: Between each chapter of *Woods Runner*, Paulsen has a brief article on some aspect of life during the Revolutionary War – communication, weaponry, British behavior, war orphans, etc. Students choose a topic and conduct research to expand upon the information. They may write a report and/or orally share this information with the class.

Instructional Procedures/Process (How will you guide your students through this activity)Anticipatory Set

Brainstorm activity.

Ask students to generate list of hardships the soldiers of the Revolution might have face. They should refer to *Woods Runner*. In addition to the obvious – being shot at, long marches, lack of clothing, shelter, and food -- ask them also to consider hardships such as homesickness, prejudice, inability to speak the language, separation from family.

Group work

1. Divide students into groups. Give each student a packet. Have students read and discuss the information in the packet. Students ask questions of the teacher and use classroom, library, or on-line resource materials to supplement the information in the packets.

2. Students create an informational poster on the topic in their packet.
3. Students present their poster and explain the significance of it to the rest of their class.

Closing Set

Essay: Answer the following in a paragraph of no less than 5 sentences. May be assigned for homework.

Would you have fought in the Revolutionary War? Why or why not?

Closure (How does this come back to the guiding question)

1. The purpose of this lesson is to look at some of the stuff that makes history fun, especially for 10-year-olds. These primary source passages deal with topics to which a fourth grader would react with "Ew, gross!" or "Wow". These are the topics that excite and interest kids, allowing them to relate to people who have been gone for 200 years on a personal level. This connection helps students understand what it was like for the soldier's in the Revolutionary War, helps them get inside the soldier's head to answer who fought in the Revolutionary War, what was the world like, and what motivated them?