

FOURTH LESSON

Title Conflict—Looking Inward

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Key Words conflict

Grade Level 4th

Time Allotted 45 minutes

Lesson Overview	This lesson correlates with Part 3, Chapters 12-19, the final and longest section of the novel. It asks the students to analyze quotes from first-hand accounts of participants in the War to interpret different points of view and form opinions about the common soldier's experience and motivation to fight. It encourages the student to utilize higher level thinking skills. Students reflect on their own values and the choices they might make in a similar situation.
Guiding Question(s)	Who fought in the Revolutionary War, what was the world like, and what motivated them? Given the dangers and hardships the soldiers faced, why did they fight? What was the motivation for each of the four groups mentioned in <i>Woods Runner</i> ?

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;
- g) interpret ideas and events from different historical perspectives;
- h) evaluate and discuss issues orally and in writing;

OAH Historical Inquiry Skills

Historical Analysis and Interpretation:

Students will evaluate and discuss differing viewpoints of Revolutionary War participants by looking at primary source documents, specifically, quotes from accounts or diaries.

Historical Research Capabilities:

Students will read primary source accounts to explore the motivation of the common soldier in the Revolutionary War.

Historical Issues Analysis and Decision Making:

Students will interpret the War from different perspectives of those who fought and why they fought.

Assessment Tool(s)

Exit slip.

Based on what you have learned today from the six quotes we discussed in class, react to one of these statements from *Woods Runner*:

He [Samuel] wanted to punish them, make them pay for what they'd done.... P. 89

Annie complained only once.

"We jump into the woods every time we see somebody," she said. "They can't all be bad." P. 90

Materials/Resources

Copy of *Woods Runner* by Gary Paulsen for each student.

See attached Word Document "Conflict—Looking Inward – Six Quotes" enough for each student.

See attached Word Document "Conflict—Looking Inward – Six Quotes – ANSWER KEY"

Modifications (to meet needs of diverse learners)

For less independent learners: Assign fewer quotes. Have students work in pairs or small groups. Read and interpret the quotes as a class or whole group.

For advanced learners: Have students work independently. Remove the source and have the students speculate which character might have said it – Hessian, British, American, Iroquois – based on clues within the quote.

Extension activity: Add additional quotes from the sources in the bibliography.

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

Anticipatory Set

Review the four groups we have been studying – Hessian, British, American, Iroquois. Review the main reasons for each group's involvement. Americans were fighting for freedom and a new country. The British were fighting to preserve the union and for loyalty to the Crown. Native Americans hoped to preserve their land. The Hessians were sold into service by their king. The following lesson looks at the individual's motivation for fighting.

Jigsaw activity. Divide students into groups. Give each group copies of one of the six quotes. Students will read the quote and answer the following questions among themselves.

- Who is speaking?
- What side was he on in the Revolutionary War?
- What is his stated motivation for choosing to fight?

Return to whole group. Share findings. Encourage class discussion. Make a literary connection back to Samuel from *Woods Runner*. Samuel killed two people, both clearly in self-defense, while rescuing his parents. In the epilogue, he joined Morgan's Rifles and found Coop and the others. He stayed with them for three years and saw heavy fighting but did not fire a rifle. Instead, he hunted for meat, helped the sick and wounded, and fixed equipment. Why did Samuel make the choices he made? What did he realize about human nature? What did he realize about his own nature?

Closing Set
Exit slip.

Closure (How does this come back to the guiding question

Who fought in the Revolutionary War, what was the world like, and what motivated them? These six quotes are from a variety of sources that hark back to the original four groups of our study. Reading and interpreting them induce the student to think about the *individual's* motivation for fighting. The quotes give insight into the thoughts and feelings of the common soldier. Students can compare these quotes to Samuel's situation and then speculate on what they themselves might do under similar circumstances. Imagining one's self in another's shoes is an excellent way to make text-to-self connections and to breathe life into history.