



2010 *Back to History*

“Dominion of War”

Team Members:	Justin Crews , Kacy Leiner, Matt Lieber, Amanda Mulbay
Instructional Unit:	American Revolution
Title of Lesson:	The Experience of Soldiers in the American Revolution
Grade Level:	5 th – 8 th
Description:	Students will use primary sources to learn what life was like for a Revolutionary War soldier.
Standards:	<ol style="list-style-type: none">1. Explain how the United States became independent from Great Britain.2. Explain the significance of the military struggle.3. Use primary sources to answer questions.
Duration:	2 days

Materials and Resources:

- Collection of replica artifacts from the Revolutionary War, including various implements soldiers would have had for both personal use and use in combat.
- Movie created as *Back to History* project.
- Chart Paper
- Markers



Primary Source Materials:

Primary Source materials will be included in the video created as well as citations for those sources.

Replica artifacts are found through Jas. Townsend & Son, Inc. at:

<http://www.jas-townsend.com/>

Items Include:

- Tin cup
- Housewife
- Lye Soap
- Shaving Kit
- Fire Starting Kit
- Wood Dice/Playing Cards
- Wooden Bowl/Spoon
- Beeswax Candle
- British Coins

Warm Up:

Students will watch movie created as *Back to History* project as an introductory activity. They will use prior knowledge and the information they gained from the movie to complete a K-W-L chart as a class. Students will engage in a whole class discussion listing what they already knew about the experience of the revolutionary soldier and what they want to know based on thoughts that may have been sparked while watching the movie.

Letters used in movie can be found at the following website:

http://www.gilderlehrman.org/collection/battlelines/index_good.html



Instructional Strategies:

- Whole class instruction for movie and discussion
- Small group work for teaching activity
- Drama will be utilized in the extension activity

Teaching Activity:

1. The objects will be placed around the room at table groups along with chart paper and markers.
2. Each object or set of objects will be accompanied by questions on the chart paper. Students will make observations about what they see and then a speculation about what the item was used for and why it was important to the soldier. They will record their group's answers on the chart paper.
3. Groups will rotate and repeat the same process until they have observed and responded to each artifact or set of artifacts.
4. Each group will remain at their final station and be given a "secret envelope" revealing the item at their station.
5. The teacher will lead a discussion where each table shares what was recorded about the item on their chart paper and then the students will reveal what is inside the envelope.

Homework and Practice:

Students will choose one object discussed within the lesson and write a five sentence paragraph relating the item to something that they use today.



Assessment Question:

Thinking about the artifacts you saw today, write a summary about what life would have been like for a soldier in the Revolutionary War. Include and explain three difficulties they might have faced.

4	The student restates the question and includes and explains three specific difficulties.
3	The student restates the question and includes two specific difficulties or does not restate the question and includes three specific difficulties.
2	The student restates the question and includes one specific difficulty or does not restate the question and includes two specific difficulties.
1	The student restates the question and includes no specific difficulties or does not restate the question and includes one specific difficulty.

Extension Activity:

- Give each group an artifact and allow them to create a short skit depicting what a soldier's life was like using the artifact.
- Students could create a catalog including items a soldier would need and prices for those items.
- Students could create a comic strip depicting what a soldier's life was like.
- Students could be given a list of possible items and determine which ones are the most essential in order and describe why.