Soldiers Heart
By: Gary Paulsen

Ms. Nicole Glenna’s
6th Grade Language Arts Class
M-F 9:10am-10:00am
Soldiers Heart – Chapters 1 and 2 - Day 1

Daily Objective:
*Introduce the book Soldiers Heart to the class and tell them a few basic facts about the Civil War so they have some information before reading the book. I will also inform the class that some parts of the book are a little graphic so it does not come as a surprise to them.*

Introduction:
1. Start class by letting them know the next book that we will be reading is Soldiers Heart and that the class will be reading it to help them understand the Civil War better, since they are discussing it in history class.
2. Because the students are studying the Civil War in history class, have them list all the facts they already know about the war on the board.

Content:
1. Let the class know the next book we will be reading is Soldiers Heart and let them know why I chose this book.
   A. The students are learning about the Civil War in history class and this book will help them have a better understanding of what it would be like to go to war.
2. Have the students come up to the board and make a list on the board of facts that they already know about the Civil War.
   A. Different battles
   B. Important dates
   C. Who the war was with
   D. How did it end
3. Hand out books and assign the first 2 chapters to be read by the next day.
4. Let the class know it is important for them to take notes on the chapter because we will be discussing it in class the next day.
In Class Work:

1. Have the class discuss what they already know about the war.
   
   A. Have the students come up to the board and write one thing they know about the war.
      
      i. This could be something I shared with them in class today or something they learned before this class.
   
   B. Have the class talk about what they wrote on the board.
      
      i. Each student will go around and share one fact they came up with about the Civil War.
      
      ii. As each person is sharing their one fact the other students will be taking notes and making a list of all the facts we go over in class.

2. After the class discussion is over I will go over the book a little, letting them know that there are some parts of the book that are graphic.
   
   A. Explain that people will be shoot and killed in the book and that these sense will be described in detail.
   
   B. Add any other facts the students didn’t cover that I feel are important for them to know before they read the book.

3. Once I have finished talking to the class I will pass out books and assign chapters 1 and 2.

Out of Class Work:

1. Have the class read chapter 1 and 2 out of the book
2. Have students take notes on the chapter.
   
   a. Be ready to talk about chapter 1 and 2 during the next class.

Closure:

1. End the class discussion on what they knew about the war.
2. Inform the class about how graphic the book is in some chapters.
3. Pass out the books and give assignment, take notes and read.
Soldiers Heart – Chapter 3 - Day 2

Daily Objective:
Go over chapter 1 and 2 with my students and discuss any parts of the book that they didn’t understand or have questions about. If some parts of the book were confusing or if they just want to share their thoughts on the book they can do this during class.

Introduction:
3. Start class by asking how everyone liked the first chapter of the book.
4. Have students talk about what they liked and didn’t like about the first chapter.

Content:
5. Go over chapters 1 and 2 as a class
   A. What the students liked and didn’t like about what they have read.
   B. See if any one has any questions about what is going on in the book.
   C. Briefly go over events in the book that I feel are important for the students to know.
6. Answer any questions the students many have about what they read
   A. After I have shared what I think is important see if any students have any questions or options now that I have shared what I feel is important

In Class Work:
4. Split students into small groups and have them write a story on a big piece of tag board.
   A. As a group the students will come up their own story about the Civil War. This will be a few day project, today will be mostly brainstorming ideas.
i. It can be about them all as a group going off to war or about just one of them going

ii. Each person needs to be included in the story in some way, whether they are going or if they are a parent or loved one of someone who is going.

B. All the students need to participate and add something to the story.

i. I am expecting each group to work together and come up with a creative story with a beginning, middle and an ending.

5. After each group has brainstormed and came up with some ideas and wrote them out we will come together as a class and disuses a few of the groups ideas.

**Out of Class Work:**

3. Have the class read chapter 3 out of the book

4. Have students take note on the chapter.

   a. Be ready to talk about chapter 3 during the next class.

**Closure:**

1. Have the students go back to their desks so they can ask any questions they may have about chapter 1 and 2.

2. Assign chapter 3 reading and taking notes.
Soldiers Heart – Chapter 4 and 5 - Day 3

Daily Objective:
Go over chapter 3 with my students and discuss any parts of the book that they didn’t understand or have questions about. If some parts of the book were confusing or if they just want to share their thoughts on the book they can do this during class.

Introduction:
5. Start class by asking what has happened in the book so far.
6. Have students talk about what they liked and didn’t like about what has happened so far.

Content:
7. Go over chapter 3 as a class
   A. What the students liked and didn’t like about what they have read
   B. Have they learned anything about the war yet that they didn’t already know? If so what? Have them share with the class.
8. Answer any questions the students many have about what they read the night before.

In Class Work:
6. Students split into different small groups than they did last time in class and have them start a story web about the book
7. I will be taking the class to the media center so before we leave I will go over media center and hall rules.
   A. No running, be quite, be respectful, use the Internet as a learning tool and not for games, etc.
   B. Take the class to the media center and have them look for pictures and information on the Civil War that they want to add to their story webs.
C. Have them put important facts, events, people, and places on their group webs.

8. After each group has completed their web for chapters 1-3 have the students go back to the classroom to go over any questions or comments they still have.

A. Have each group share something they found in the media center about the war, information, pictures, events, anything thing they found that was interesting to their group.

Out of Class Work:

5. Have the class read chapter 4 and 5 out of the book
6. Have students take note on the chapter.
   a. Be ready to talk about chapter 4 and 5 during the next class.

Closure:

3. Have the class put away their story webs and the materials they were using.
4. Have the students go back to their desks so they can ask any questions they may have about chapter 3 or about the webs they have been working on.
5. Assign chapter 4 and 5 reading and taking notes.
Soldiers Heart – Chapter 6 - Day 4

Daily Objective:
Go over chapter 4 and 5 with my students and discuss any parts of the book that they didn’t understand or have questions about. If some parts of the book were confusing or if they just want to share their thoughts on the book they can do this during class. Work on stories and tell the class that they will be acting out their stories.

Introduction:
7. Start class by asking what has happened in the book so far.
   A. Discuss any major events that have happened in the book
   B. Does everyone understand what is happening in the book and with the war? Why are they at war? Is that a good reason to be at war?
8. Have students talk about how they are feeling about the book so far.
   A. Learning a lot
   B. Too graphic?
   C. Can the students relate to what is happening in the book?

Content:
9. Go over chapters 4 and 5 as a class
   A. What the students liked and didn’t like about what they have read think of the book…are they learning anything, is it helping them understand the Civil War better?
   B. Is it too graphic for them or do they like to know how the war actually was.
10. Answer any questions the students many have about what they are reading.

In Class Work:
9. Students split into their first groups (Day 1 story making) and have them add more to their stories.
A. Write out a hard copy and have the students add more detail than they did the first day.

B. Have them put important facts, events, people, and places.

10. Once each group has completed their story and have all the facts have them go back to their places so I can go over what they will do with their stories next.

11. I will tell the class that they will be acting out the stories they have created in their group.

   A. They do not have to dress in Civil War attire but if they want to make costumes they may.

   B. Each student must participate in the play and have at least one line.

**Out of Class Work:**

7. Have the class read chapter 6 out of the book

8. Have students take notes on the chapter.

   a. Be ready to talk about chapter 6 during the next class.

9. Get together with their groups and practice their stories

**Closure:**

6. Have the students go back to their desks so they can ask any questions they may have about any of the chapters they have already read or about the plays.

7. Assign chapter 6 reading and taking notes.

8. Have them meet with their groups and practice.
Soldiers Heart – Review for Quiz and Start Project - Day 5

Daily Objective:

Briefly go over chapter 6, what they liked or didn’t like. See if they have any questions. Review for the quiz and start the in class art project.

Introduction:

9. Start class by asking how they are feeling about the book.
   A. Make sure they understand what is going on.
   B. Discuss any major events that have happened in the book
10. Have students talk about how they are feeling about the book so far.
    A. Are they learning a lot?
    B. Have they found it to graphic for their age?
11. Let them know they will be having a quiz on the chapters they have already read: chapters 1-6.
12. Tell them about the art project they will be working on the next two days.

Content:

11. Go over what will be on the quiz the next day as a class
    A. What students should know
    B. What will be on the quiz
    C. How much it is worth
    D. How many questions, what type of questions: essay, matching etc.
12. Answer any questions the students many have about the quiz.

In Class Work:

12. Go over what is expected for the quiz the next day.
    A. What will they need to know for the quiz
    B. What type of a quiz will it be: essay, matching, etc.
13. See if anyone has any questions about the quiz or the book in general
14. Tell them about the art project they will be working on the next to days. They will be making American flags.
   A. Pass out materials
      i. Black paper, tissue paper, scissors, and glue
   B. Start working on project

**Out of Class Work:**

10. Study chapters 1-6 for quiz in class the next day.

11. Have students take notes if it will help them study better.

**Closure:**

9. Have students clean up their desk and put away the art materials.

10. Remind the class to study for the quiz that will be given in class the next day.
Soldiers Heart – Quiz and Start Project - Day 6

Daily Objective:

*Have the class take a quiz on chapters 1-6 and finish up their American flag art projects.*

Introduction:

13. See if the class has any last minute questions about the quiz before it is passed out.

Content:

14. Finish up American flag art project.
15. Assign chapters 7 and 8 for the next day.

In Class Work:

15. Hand out quiz
16. When a student is done with their quiz have them hand it in and pick up a work sheet to work on for fun while they are waiting for the rest of the students to finish up.
17. Once everyone is done ask the class how they felt about the quiz
18. Have the class finish making their American flags.
   A. Pass out materials
      ii. Black paper, tissue paper, scissors, and glue
   B. Finish working on project.

Out of Class Work:

12. Read chapters 7 and 8.
13. Have students take notes on the chapter.
   a. Be ready to talk about chapters 7 and 8 during the next class.
Closure:

11. Have students clean up their desk and put away the art materials.
12. Hand in their art projects, which will be hung up in the classroom.
13. Remind the class to read and take notes on chapters 7 and 8.
Soldiers Heart Chapters 1-6 Quiz Key

True/False: Circle one

1. (True or False) Charley’s first battle was Bull Run.
2. (True or False) Charley had the same commander through out all the battles.
3. (True or False) Charley was paid 33 gold coins for being a solider in the Civil War.

Multiple Choice:

1. Where is Charley from?
   A. LaCrosse
   B. New York
   C. Winona
   D. Washington
2. Where was Nelson shot?
   A. Foot
   B. Stomach
   C. Head
   D. He wasn’t shot
3. What did Nelson ask Charley to do for him?
   A. Load his rifle
   B. Take his place in line
   C. Nothing
   D. Shot a Reb
Short Answer:

1. How did Charley’s view on the war change?
   
   At first he was very excited to be in the war, but after being in his first battle he realized what a horrible thing war is. Having to hide for your life, little to no food, watching your friends and fellow soldiers die.

2. What did Charley buy with his gold coins?
   
   He bought 2 apple pies for $0.25 each, kept $4 for himself, and sent the rest home.

3. Describe Nelson. What kind of a person was he, how long was he in the war, and was he killed? If so, how?
   
   He was from Minnesota and 16 years old. He thought he knew everything about war, very cocky. Nelson only fought in one battle and was killed in it from a shot in his stomach.

Extra Credit:

Where did the soldiers set up their first camp at?

  Washington
Soldiers Heart – Chapters 9 and 10 - Day 7

Daily Objective:
Go over chapters 7 and 8 briefly with the class and then give them time in class to practice their plays.

Introduction:
15. Start class by asking the class how they are feeling about the book and about their plays.
   A. Do they have any questions or concerns about the play?
      i. How long does it have to be, any important events need to be in it? Etc.
16. Let the class know that today will be a play practice day
   A. They can get into their groups and go over anything they feel needs to be worked on.
   B. Go over who needs to know what or if they have props who is bringing and making them

Content:
16. Go over chapters 7 and 8
   A. What the students liked and didn’t like about what they have read.
17. Answer any questions the students may have about the plays they are putting on.

In Class Work:
20. Split students into small groups and have the class practice their plays.
   A. Make sure everyone knows what their role in the play is
   B. Go over the play many times (while they are going over things I will walk around the room to make sure they are working and to see if anyone has any questions)
C. Make sure all props and other materials are being made and assign someone to bring them to class.

21. Once it is almost time for class to end bring the students back together so they can ask any final questions about the play.

Out of Class Work:

14. Have the class read the last two chapters 9 and 10 out of the book
15. Have students take note on the chapter.
   a. Be ready to talk about chapters 9 and 10 during the next class.
16. Have them get together with their groups if they need to, to practice more before they put on their plays the next day in class.

Closure:

14. Have the students go back to their desks so they can ask any questions they may have about their plays or the chapters they have read.
15. Assign the last two chapters 9 and 10 to be read for class and take notes.
Soldiers Heart – Finished book, put on plays- Day 8

Daily Objective:
Go over the last two chapters 9 and 10 with the students, discuss any parts the students didn’t understand or have questions about. Have them get into their groups and perform their plays for the rest of the class.

Introduction:
17. Start class by finding out if the class has any questions about the book now that they have finished it.
   A. Why did it end the way it did? Etc.
18. Split the class into their groups and have them put on their plays for the class.
   A. Ask who wants to go first and have each group take turns.

Content:
18. Go over chapters 9 and 10
   A. What the students liked and didn’t like about the last two chapters.
19. Put on group plays

In Class Work:
22. Briefly talk about chapters 9 and 10.
23. Split students into small groups and have them put on their plays for the rest of the class
   A. Go over important rules for when watching other students plays
      i. No talking, be respectful, don’t laugh if someone makes a mistake, etc.
   B. Make sure groups are sitting together so they can get up all together when it is their turn and the previous group can take their spots on the floor.
   C. Enjoy the plays!
Out of Class Work:

17. Have the students write up a one-page paper on what they liked about the plays they saw in class today.
   a. What they liked?
   b. What they learned?
   c. What was funny about them?
   d. How were some similar or different to others?

Closure:

16. Clean up any props or materials and make sure desks are all in place if they had been moved.

17. Assign one page paper due the next day.
Soldiers Heart – Review for Exam and hand in paper - Day 9

Daily Objective:
Review with the class for exam that will be given the next day. Hand in response papers about the plays.

Introduction:
20. Let the class know there will be an exam on the book, the next day in class.

Content:
20. Hand in papers
21. Review for exam
   A. Let the students know what they will need to know for the exam.
      i. Important people, places and events.
22. Answer any questions the students may have about the exam
23. Present story webs to the class

In Class Work:
24. Hand in response papers
25. Review for exam, which will be given the next day.
   A. Let the class know what they will be expected to know for the exam.
      i. Important people, places, and events.
      ii. When and where did the Civil War take place
      iii. Let the class know what type of a quiz it is.
          1. Essay, matching, fill in the blank, true false, etc.
26. Answer any questions the class has about the exam.
27. Have the class split up into their story web groups and get ready to present their webs to the class.
28. Present their web stories
A. Tell what important people, facts and events they decided to put on their web and why they thought those were important to the story.

29. Once everyone has presented their web have one member from each group hang up their story web in the classroom.

**Out of Class Work:**

18. Study for exam, which will be given the next day in class.

**Closure:**

18. Ask if there are any last questions about the exam

19. Remind the class to study for the exam.
Soldiers Heart – Exam - Day 10

Daily Objective:

Have the class take an exam on Soldier Heart.

Introduction:

21. Ask the class if they have any last minute questions or comments before the exam is passed out.

Content:

24. Ask if there are any questions.
25. Hand out the exam.
27. If finished before the rest of the class, have the students work on a work sheet that can be turned in the next day for extra credit.

In Class Work:

30. Take exam.
31. Hand in exam.
32. Work on extra credit work sheet, which is due the next day in class.

Out of Class Work:

19. Optional extra credit work sheet.

Closure:

20. Hand in exams.
21. Work on extra credit work sheet
Name:__________________________________________

**Soldiers Heart Chapters 1-10 Exam Key**

**True/False: Circle one**

1. **(True / False)** The one thing that stuck with Charlie from the war was the food and cold coffee.
2. **(True / False)** Charlie was old enough to fight in the war.
3. **(True / False)** Nelson thought the war was going to be a wonderful experience.

**Multiple Choice:**

1. At the end of the book what did Charlie do with the gun?
   - A. **Put it back on the rock**
   - B. Clean it
   - C. Shot himself with it
   - D. He didn’t have a gun
2. When did the Civil War begin?
   - A. 1899
   - B. 1917
   - C. **1861**
   - D. 1930
3. Where did the soldiers set up camp?
   - A. California
   - B. Colorado
   - C. Winona
   - D. **Washington**
4. Who was the War between?
   - A. Iraq and America
   - B. **The North and the South**
   - C. New York and Minnesota
Short Answer:

1. What did Charley and Nelson have in common?

   They were both young men (14 and 16) from Minnesota. When they signed up to be in the war they had a very different idea of what it was going to be like compared to what it was really like. In the end they were both afraid of war. Unfortunately, between the two of them only Charley lived to tell about it.

2. Did Charley think he was going to survive through all the battles? Describe.

   Charley had himself convinced he would die in the war. He was only 14 years old, how could he survive when all these other men who knew more about war were dying? He thought it was only time until he was shot and killed.

3. How did Charley’s thoughts about war change?

   Charley came into the war thinking it was going to be so wonderful. Everything changed after his first battle. He had never been so scared before in his life, he was seeing bullets flying past him, friends being shot and killed, dead and dying men all over the ground. All he wanted to do was go home now before that was him shot and dying on the ground.
Essay Question:

1. How did Charley’s attitude towards war change throughout the book? What events caused this change in his attitude and view of war? Be specific, discuss things that he saw, that he did, and how he felt.
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1. How did Charley’s attitude towards war change throughout the book? What events caused this change in his attitude and view of war? Be specific, discuss things that he saw, that he did, and how he felt.

   o When Charley found out there was going to be a war, he was not going to miss it, even though he wasn’t old enough to enlist. (Pg. 2) He thought war was going to be this amazing event that would change him into a man; it did make him grow up and become a man but not how he had planned.

   o The first battle was the most shocking and terrifying thing Charley had ever experienced. There were bullets flying past his head, friends and soldiers collapsing around him and men screaming in fear and pain. He even saw one of his fellow soldiers head taken off by a cannon. (Pg. 21)

   o What Charley hated seeing the most was dead horses, he had always loved them and seeing them killed for no reason truly upset him. The sounds they made from the pain was so horrifying. (Pg. 80)

   o During one of the battles Charley thought he had been shot so he was sent to the nurses to get help. When he got there they realized he was fine. He was just covered in other men’s blood. The doctors asked for his help since he was there and well; they needed a wall to protect themselves and the men from the wind. All there was around to build it with were dead bodies so Charley had to pile them up to block the wind. (Pg. 88)

   o During the war Charley went through many different emotions, when he first enlisted he was extremely excited to be starting this amazing journey and to be seeing new places. Unfortunately once he was in battle he had a whole new outlook on the war; it was a horrible experience that no man should have to experience.