

CONFLICTS

THAT SHAPED A NATION



Student Objectives

I will be able to:

- Read and analyze primary source documents, informational history texts, and literary texts.
- Share my ideas with peers.
- Build my vocabulary knowledge.
- Write an informational text based on source texts.

Tips for Text Annotation

As you read closely for different purposes, remember to annotate the text. Use the symbols below. Add new symbols in the spaces provided.

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Mark a sequence of events.
○magma○	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.

Your annotations might look like this.

	Notes
<p>3 Madison argued for a strong central government. At the time, the thirteen states had a lot of power to govern themselves. This made it hard for a national government to collect taxes or create a military. After months of discussion and debate, and many compromises the delegates decided on a final document. They mostly followed Madison's Virginia Plan and established a stronger federal government.</p>	<p>What power did the sides have?</p>
<p>4 <u>Madison also helped write a series of newspaper articles called the Federalist Papers. These articles helped persuade readers to accept the new Constitution.</u></p>	<p>Find out more about the Virginia Plan.</p>
<p>5 ③ Soon after, Madison helped create the Bill of Rights. These are the first ten amendments, or additions, to the</p>	

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Essential Question

How does conflict shape a society?





Remember
to annotate
as you read.

Notes

Yankee Doodle Boy

excerpts* from
The Diary of Private Joseph Plumb Martin

by Joseph Plumb Martin

It was the year 1776, and the thirteen American colonies had declared their independence from Great Britain. Joseph Plumb Martin was just fifteen years old, but he wanted to help the new nation. He became one of about 200,000 who enlisted to fight the British in the American Revolution. When he was seventy years old, Joseph Plumb Martin published A Narrative of Some of the Adventures, Danger and Suffering of a Revolutionary Soldier. In the excerpts below, he tells of the British surrender at the Battle of Yorktown in 1781.

1 Soon after landing we marched to Williamsburg, where we joined General Lafayette, and very soon after, our whole army arriving, we prepared to move down and pay our old acquaintance, the British, at Yorktown, a visit. . . .

2 We went on and soon arrived and encamped in their neighborhood, . . . Here again we encountered our old associate, Hunger. . . .

3 We now began to make preparations for laying close siege to the enemy. . . .

4 . . . All were upon the tiptoe of expectation and impatience to see the signal given to open the whole line of batteries, which was to be the hoisting of the American flag. . . . About noon the much-wished-for signal went up. I confess I felt a secret pride swell my heart when I saw the “star-spangled banner” waving majestically in the very faces of our implacable adversaries. It appeared like an omen of success to our enterprise, and so it proved in reality. . . .

* Excerpts have been adapted to accommodate the targeted reading level.

Notes

- 5 We arrived at the trenches a little before sunset. I saw several officers fixing bayonets on long staves. I then concluded we were about to make a general assault upon the enemy's works but before dark I was informed of the whole plan, which was to storm the redoubts . . .
- 6 Our watchword was "Rochambeau," the commander of the French forces' name, a good watchword, for being pronounced *Ro-sham-bow*, it sounded, when pronounced quick, like *rush-on-boys*.
- 7 We had not lain here long before the expected signal was given, . . . The word *up, up* was then reiterated through the detachment. We immediately moved silently on toward the redoubt we were to attack . . .
- 8 . . . Before night we were informed that the British had surrendered and that the siege was ended.



an artist's rendering of the Battle of Yorktown

*Remember
to annotate
as you read.*

Notes

Road to Revolution

by Susan Buckley

- 1 For 150 years Great Britain's thirteen American colonies had had time to grow and change. More than 3,000 miles of ocean separated those colonies from "the mother country." By the mid-1700s the colonists still thought of themselves as British citizens. But they also considered themselves Virginians and New Yorkers, Pennsylvanians and Georgians—all part of their colonial identity. They also thought of themselves as Americans.
- 2 Mostly, Britain had left the colonies alone during those years. While the colonists saw themselves as Americans, the British saw them as an economic resource. The colonists' duty was to supply resources such as sugar and tobacco to Britain and to buy British goods. Otherwise, the colonists mainly governed themselves.

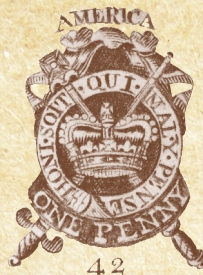
American Revolution Time Line

1763

The end of the French and Indian War, fought between Great Britain and France, leaves Britain in debt.

1765

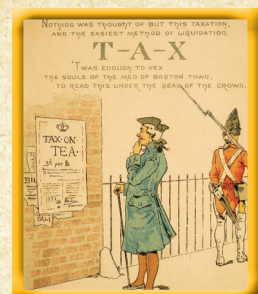
Britain passes the Stamp Act to tax colonists.



Sons and Daughters of Liberty organize protests.

1767

Britain passes the Townshend Acts, placing import duties on products such as tea.



Notes

Anger Builds

- 3 All of this changed in the 1760s, after the French and Indian War. Defending the colonies in that war had cost the British a great deal. So the British Parliament decided the colonies should help pay the bills. But they made that decision without any input from the colonists. Unlike other British citizens, the American colonists had no representatives in Parliament. They had no chance to vote on the taxation the British decided to impose on the colonies.
- 4 In 1765 Parliament passed the Stamp Act, which taxed many everyday items colonists used. A few years later the Townshend Acts taxed things like the tea the colonies imported from Britain. On and on it went as Parliament passed taxes and regulations that colonists despised and resented.
- 5 The colonists began to rebel. Calling themselves Patriots, they formed committees such as the Sons of Liberty and the Daughters of Liberty. They began to protest British actions. At first, as Patriot John Adams later said, “The Revolution was in the minds and hearts of the people.” Soon, however, rebellion would take other forms.

1770
Colonists and British soldiers clash in Boston, leaving five colonists dead.

1773
Colonists protest the Townshend Acts by dumping tea into Boston Harbor.



1774
Britain passes the Intolerable Acts in response to colonial protests.

Colonists meet in Philadelphia at the First Continental Congress.

To Fight or Not?

- 6 In 1769, George Washington expressed his hope that the colonies could avoid military action. (Washington was then a member of the Virginia legislature, the House of Burgesses.) He wrote in a letter:
- 7 *At a time when our lordly Masters in Great Britain will be satisfied with nothing less than the deprivation of American freedom, it seems highly necessary that something shou'd be done to . . . maintain the liberty which we have derived from our Ancestors; but the manner of doing it . . . is the point in question.*
- 8 *That no man shou'd scruple, or hesitate a moment to use arms in defence of so valuable a blessing, on which all the good and evil of life depends, is clearly my opinion; Yet Arms I wou'd beg leave to add, should be the last resource; . . .*
- 9 George Washington favored commercial actions such as boycotting, or refusing to buy, British goods. But soon enough, the colonists took up arms against Great Britain. The fighting began in Massachusetts, which was a hotbed of rebellion from the beginning. The first casualties were in Boston when British soldiers fired on a group of colonists. Patriots called it the "Boston Massacre."

American Revolution Time Line



1775

The first warfare between colonists and British soldiers takes place in Massachusetts at Lexington and Concord.

King George III declares the colonies officially in rebellion after the devastating number of British casualties at the Battle of Bunker Hill near Boston.

1776

In July, the Second Continental Congress makes the formal Declaration of Independence from Great Britain.

In August, General George Washington and his army lose a battle with the British in New York City.

Declaring Independence

- 10 Six years after Washington's letter, Patrick Henry took a very different position. Henry also was a member of Virginia's House of Burgesses. In a speech in March of 1775 he said:
- 11 . . . *it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable—and let it come!*
- 12 . . . *Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! . . . Why stand we here idle? . . . Is life so dear, or peace so sweet as to be purchased at the price of chains and slavery? Forbid it . . . I know not what course others may take; but as for me, give me liberty or give me death!*
- 13 Patrick Henry was correct. Less than a month after his speech, the first shots of the American Revolution were fired at Lexington, outside of Boston.
- 14 A little more than a year later, in July 1776, the American colonies demanded their independence from Great Britain. They declared themselves “free and independent states,” the United States of America.

1777

The American victory at the Battle of Saratoga is a turning point in the war, leading to support for the American cause.



1778

France enters the war on the side of the Americans.

1781

The British defeat at Yorktown is the beginning of the end, leading to peace negotiations.



1783

The United States and Great Britain end the war with the Treaty of Paris.

Word Study Read

Remember
to annotate
as you read.

Notes

Deborah Sampson, Revolutionary Soldier

It is the 1780s, and the American colonies are engaged in a fierce struggle for independence from Great Britain. You are an adventurous young American who wants to join in the fight for freedom, but you are also a woman. In your day, wars are fought by men. What do you do? If you are Deborah Sampson, you come up with a bold scheme for enlisting as a revolutionary soldier.

- 1 Deborah Sampson was born in 1760. The daughter of poor parents, she worked as a servant and a teacher before deciding to join the fight for independence. Sampson knew that she would not be accepted on the battlefield as a woman, so she hid her identity and disguised herself as a man. Her disguise proved to be successful when she was allowed to enlist in the Continental Army under the name of Robert Shurtleff. Sampson performed bravely in battle. She survived a sword wound and a musket shot, but another medical problem finally revealed her true identity. When Sampson was put in the hospital for a fever, one of the doctors discovered that the soldier named Robert Shurtleff was really a woman!
- 2 Deborah Sampson received an honorable discharge from the army in 1783. After returning home from service, she became one of America's first female lecturers. Sampson traveled around the country sharing stories of her courageous military adventures and proudly showing off her soldier's uniform.
- 3 Sampson died in 1827 and was buried near her home in Massachusetts. In 1983, Sampson was named the official heroine of the Commonwealth of Massachusetts. She is still remembered with honor and admiration today.

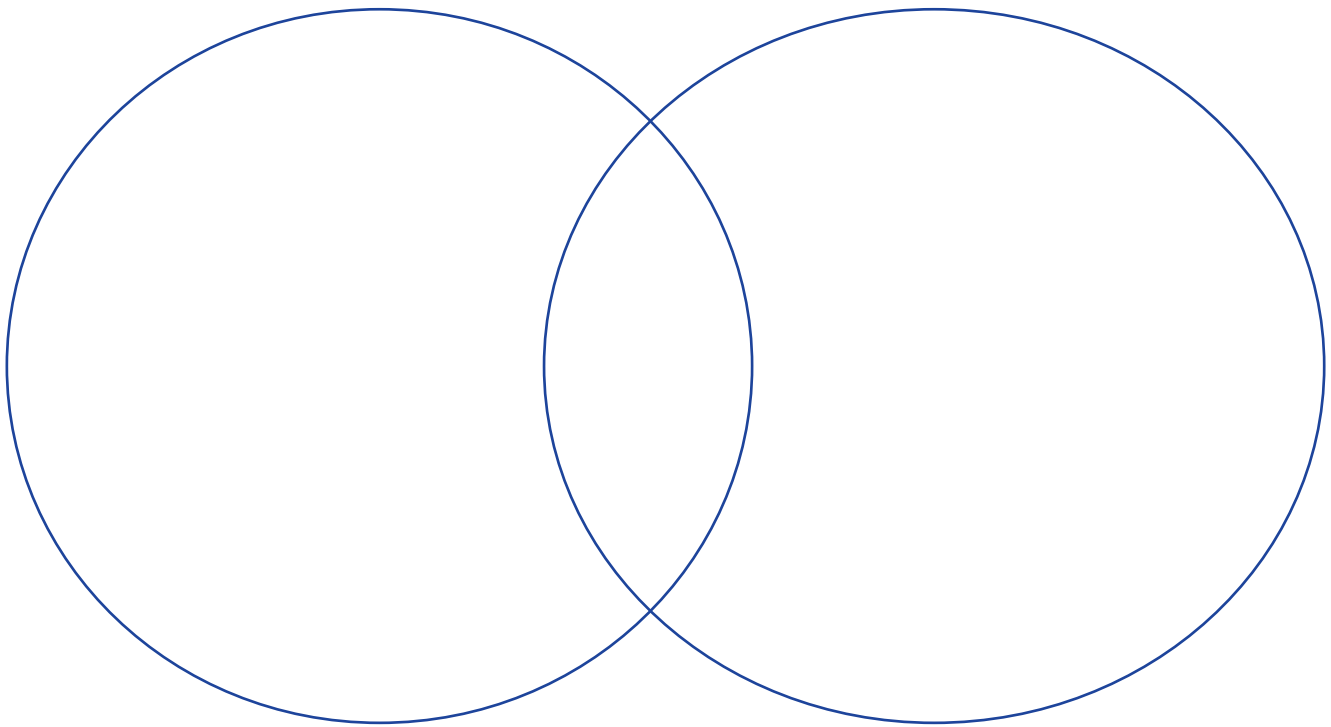
BuildReflectWrite

Build Knowledge

Using the Venn diagram, compare and contrast the two soldiers you read about in the short reads.

Joseph Plumb Martin

Deborah Sampson



Reflect

How does conflict shape a society?

Based on this week's texts, write down new ideas and questions you have about the Essential Question.

Writing to Sources

Informative/Explanatory

This week's readings include a famous speech by Patrick Henry. In an informative essay, explain what this speech has in common with President Lyndon Johnson's "Voting Rights Act Address," which is found in Unit 1, and what makes both speeches so effective.

*Remember
to annotate
as you read.*

Notes

The Nation at War

by Susan Buckley

- 1 As a brand-new nation, the United States was born in the victory of the American Revolution. Brave soldiers from the thirteen new states had to fight for freedom in order for them to form an independent country. Almost 80 years later Americans fought another long and bloody war to determine whether they would remain one nation or divide into two.
- 2 Over the nearly 250 years of its existence, the United States has faced war many times. Sometimes Americans have fought over who could claim what land. Sometimes the nation has joined others around the world to fight against dictatorship or terror. There have been many causes, but all involve sacrifice.



The Tomb of the Unknown Soldier at Arlington National Cemetery in Washington, D.C. honors all soldiers who have given their lives for this country.

Voices of War

3 One young soldier described the results of a Civil War battle in 1861:

4 *We had another great battle Sunday, . . . it was a sad and dreary day. I never had spent such a sabbath in my life before I have seen the horror of war. I had to stand sentinel [duty] at the hospital door [where] I could see all the wounded soldiers. I stood from Sunday 12 o'clock till Monday night.—I had to be up all night to guard the wounded—it was the saddest thing I ever saw to hear the moans of the wounded and dying. I saw the surgeons operating on them, it made me shed tears to see how they suffered. . . .*

5 Less than a century later, another young American soldier described his feelings in World War II:

6 *Take a combination of fear, anger, hunger, thirst, exhaustion, disgust, loneliness, homesickness, and wrap that all up in one reaction and you might approach the feelings a fellow has. It makes you feel mighty small, helpless, and alone . . . Without faith, I don't see how anyone could stand this.*

Wartime Statistics 1775–1991

U.S. Military Troops in Service: 41,892,128

Total Deaths: 1,190,110

Total Wounded: 1,431,290

Fighting for Independence: The American Revolution

7 “We have it in our power, to begin the world over again . . . the birthday of a new world is at hand,” wrote Thomas Paine. Paine’s pamphlet *Common Sense* was published in 1776. In it he argued that independence from Britain was the only sensible route for Americans to take. It took a war to gain that independence, however.

8 The fighting lasted for six years. The Americans were greatly outnumbered: About 2.5 million people lived in the thirteen colonies, while there were about 7.5 million inhabitants of Great Britain. But the Americans were fighting on their home territory. The British, on the other hand, had to send soldiers 3,000 miles across the Atlantic.



9 Most of the major battles took place in the northeast. In the last years of the war, however, American and British forces met in Georgia, South Carolina, North Carolina, and, finally, in Virginia.

Notes

10 At first, most soldiers fought with local or state militias. Militias are groups of “regular” citizens who join together for a short time. Many served in militias for only six months and then returned home. At the same time, though, General George Washington created a real army, the Continental Army. It was made up of soldiers from all thirteen colonies. To join the army, you had to be at

least sixteen years old (or fifteen with your parents’ consent). Altogether, historians estimate, between 200,000 and 250,000 soldiers fought on the American side.



According to legend, a woman called Molly Pitcher took her wounded husband’s place in battle. She earned her name from bringing pitchers of water to soldiers on the battlefield.

11 Others helped the new states gain their independence, too. Women like Abigail Adams used their influence to support the Patriot cause. Some women, such as Deborah Sampson and Molly Pitcher, found ways to fight on the battlefield. African Americans fought with the Americans as well.

12 A revolution is a major change, and America’s war for independence was indeed a *revolutionary* war. When it was over, what had been thirteen colonies became what would be a great nation.



Historians believe more than 5,000 African Americans enlisted to fight on the American side.

One Nation Indivisible?: The Civil War

13 In the bloodiest war of our history, the United States fought to keep its unity as a nation. Would the nation that had come to life in the American Revolution endure? Or would core disagreements lead to its division?

14 Like the two sides of the American Revolution, the two sides in the Civil War held conflicting beliefs. Issues of slavery and states' rights were at the core of the dispute. Northern states opposed slavery. Southern states believed they had a right to continue slavery. The federal government believed it had the right to impose taxes and pass laws that applied to all states. Many in the South resented national control. After Abraham Lincoln was elected president of the United States, eleven Southern states left the Union and declared themselves a separate nation. They called it the Confederate States of America, or the Confederacy. The government of the United States went to war to keep the nation together—and to rid it of slavery.

15 As the Civil War raged on, President Lincoln spoke of both the Revolution and the Civil War in his Gettysburg Address:


16 *Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.*

17 *Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. . . .*




Notes

- 18 As many as 600,000 Americans—Northern and Southern—died in the Civil War. This was about 2 percent of the total population, an enormous casualty rate. Together with the wounded, the casualties totaled over 1 million.
- 19 The war was an ordeal for both sides. This text appeared in a Southern schoolbook in the last years of the war.
- 20 *This sad war is a bad thing.
My pa-pa went, and died in the army.
My big brother went too and got shot. . . .
My aunt had three sons, and all have died in the army.
Now she and the girls have to work for bread. . . .
I hope we will have peace by the time [I] am old enough to go to war.
If I were a man, and had to make laws, I would not have any war, if I could help it.*
- 21 The Civil War lasted for four years, but the repercussions from the war are still felt today.



Mathew Brady documented the Civil War with over 10,000 photographs taken by him and his band of assistants. Brady's efforts marked the birth of photojournalism. The harsh realities of war had never before been made visible in the same way as in Brady's photographs.

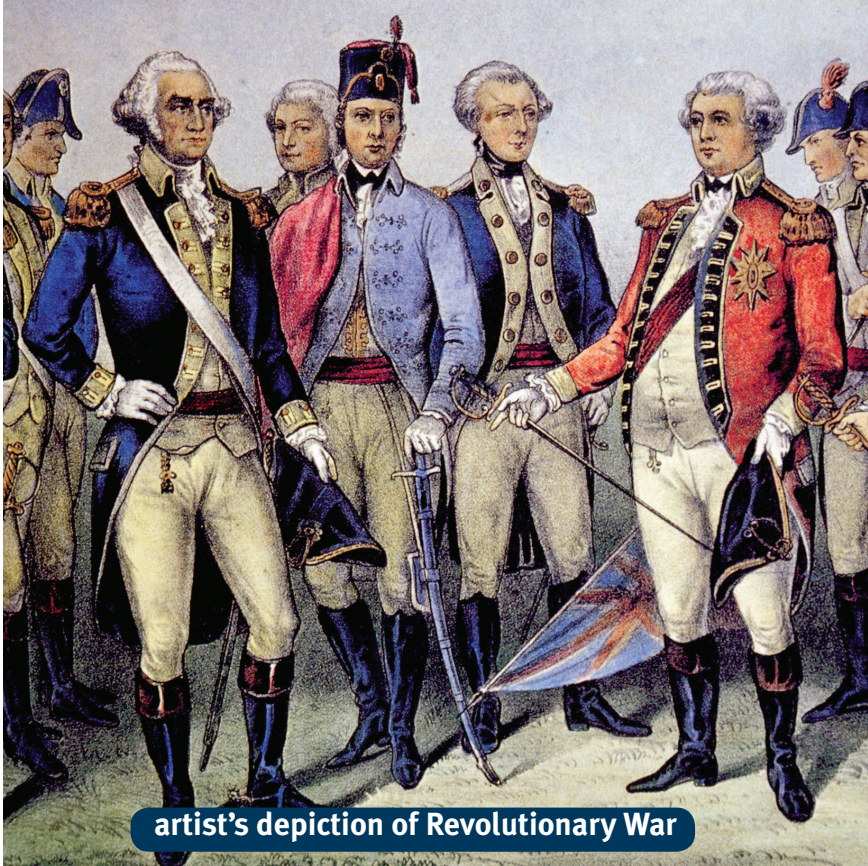


At War in Other Lands

- 22 Battles between Native Americans and the U.S. government or American settlers went on from colonial times until 1890. The last war fought entirely in U.S. territory was the Civil War. However, from the twentieth century to the present time, the nation has been involved in wars around the world.
- 23 The United States has brought its power to end colonialism in the Spanish-American War (1898–1902). The nation has joined allies defending freedom in World War I (U.S. involvement 1917–1918) and World War II (U.S. involvement 1941–1945). The United States fought Communist forces in the Korean War (1950–1953) and the Vietnam War (1964–1975). And since Desert Storm (1990–1991) and the Global War on Terror (beginning in 2001), brave American soldiers are fighting for freedom around the world.

F-4 Phantoms in formation





artist's depiction of Revolutionary War



modern-day soldiers

During World War II, the first women trained to fly American military aircraft were known as WASPs, Women Airforce Service Pilots.



Word Study Read

Remember
to annotate
as you read.

Notes

Two Letters from Boston, Massachusetts—1775

My Dear Sister,

June 10, 1775

- 1 You asked me to write when I finally reached Boston, and so I will not dissatisfy you. I have settled in at the army camp, and for the most part I am faring well.
- 2 One thing that troubles me, however, is the threat of camp fever. This deadly fever is brought on by a lack of cleanliness. Although I wash my clothes and take care to remain clean, many other soldiers do not. I fear that these misguided soldiers will spread the disease, and so I take every precaution.
- 3 I must close now, dear sister, as it is time for military drills. Please give my love to Mother and tell her I look forward to being reunited as a family again.

Your brother, Robert

Dearest Mary,

July 30, 1775

- 4 We field officers have recently received a directive from General Washington. The General has instructed that we place ornamental ribbons on our hats, much like badges. My reaction to Washington's directive is positive. Until now, it has been difficult to distinguish field officers from regular soldiers. This is an improvement.
- 5 And what of the regular soldiers? Sadly they are still poorly clothed. One soldier may wear a heavy coat and a straw hat, while another dresses in moccasins and tattered britches. Yet despite this, we are united in spirit as we get ready to fight. Make no mistake, our goal is independence!
- 6 I will say goodnight now, Mary. I think of you and little Sarah each day and recollect our happy times together. Stay well, my dear wife.

Your husband, John

BuildReflectWrite

Build Knowledge

Compare and contrast the primary sources.

Narratives	Speeches
How are the narratives on page 13 related to the diary entry on pages 4–5?	How is President Abraham Lincoln’s speech on page 16 like Patrick Henry’s speech on page 9? How is it different?
What conclusions can you draw about these people based on their writings and speeches?	

Reflect

How does conflict shape a society?

Based on this week’s texts, write down new ideas and questions you have about the Essential Question.

Writing to Sources

Opinion

In this unit, you have studied many types of primary sources: letters, speeches, pamphlets, textbooks, diary entries, and photos. Which primary source do you think does the best job of describing the effects of war? In an essay, clearly state your opinion and support your reasons with evidence from the sources. Further defend your position by including and refuting an opposing opinion.

Remember
to annotate
as you read.

Notes

The Youth in Battle

an excerpt from *The Red Badge of Courage*

by Stephen Crane

The classic Civil War novel The Red Badge of Courage (1895) is praised for its realistic depiction of war and the emotional impact on soldiers. The story is based in part on the Battle of Chancellorsville (May 1863). The Confederate Army, led by General Robert E. Lee, overwhelmingly defeated the Union forces. It was Lee's greatest victory. In the following excerpt from Chapter 5, a young soldier finally experiences battle after a lengthy wait. Rumors abound that the Confederate Army is huge and the Union soldiers will be defeated. The youth confronts his fears.

- 1 There were moments of waiting. The youth thought of the village street at home before the arrival of the circus parade on a day in the spring. He remembered how he had stood, a small, thrilling boy, prepared to follow the dingy lady upon the white horse, or the band in its faded chariot. He saw the yellow road, the lines of expectant people, and the sober houses. He particularly remembered an old fellow who used to sit upon a cracker box in front of the store and feign to despise such exhibitions. A thousand details of color and form surged in his mind. The old fellow upon the cracker box appeared in middle prominence.
- 2 Some one cried, "Here they come!"
- 3 There was rustling and muttering among the men. They displayed a feverish desire to have every possible cartridge ready to their hands. The boxes were pulled around into various positions, and adjusted with great care. It was as if seven hundred new bonnets were being tried on.

Notes

4 The tall soldier, having prepared his rifle, produced a red handkerchief of some kind. He was engaged in knotting it about his throat with exquisite attention to its position, when the cry was repeated up and down the line in a muffled roar of sound.

5 “Here they come! Here they come!” Gun locks clicked.

6 Across the smoke-infested fields came a brown swarm of running men who were giving shrill yells. They came on, stooping and swinging their rifles at all angles. A flag, tilted forward, sped near the front.

7 As he caught sight of them the youth was momentarily startled by a thought that perhaps his gun was not loaded. He stood trying to rally his faltering intellect so that he might recollect the moment when he had loaded, but he could not.

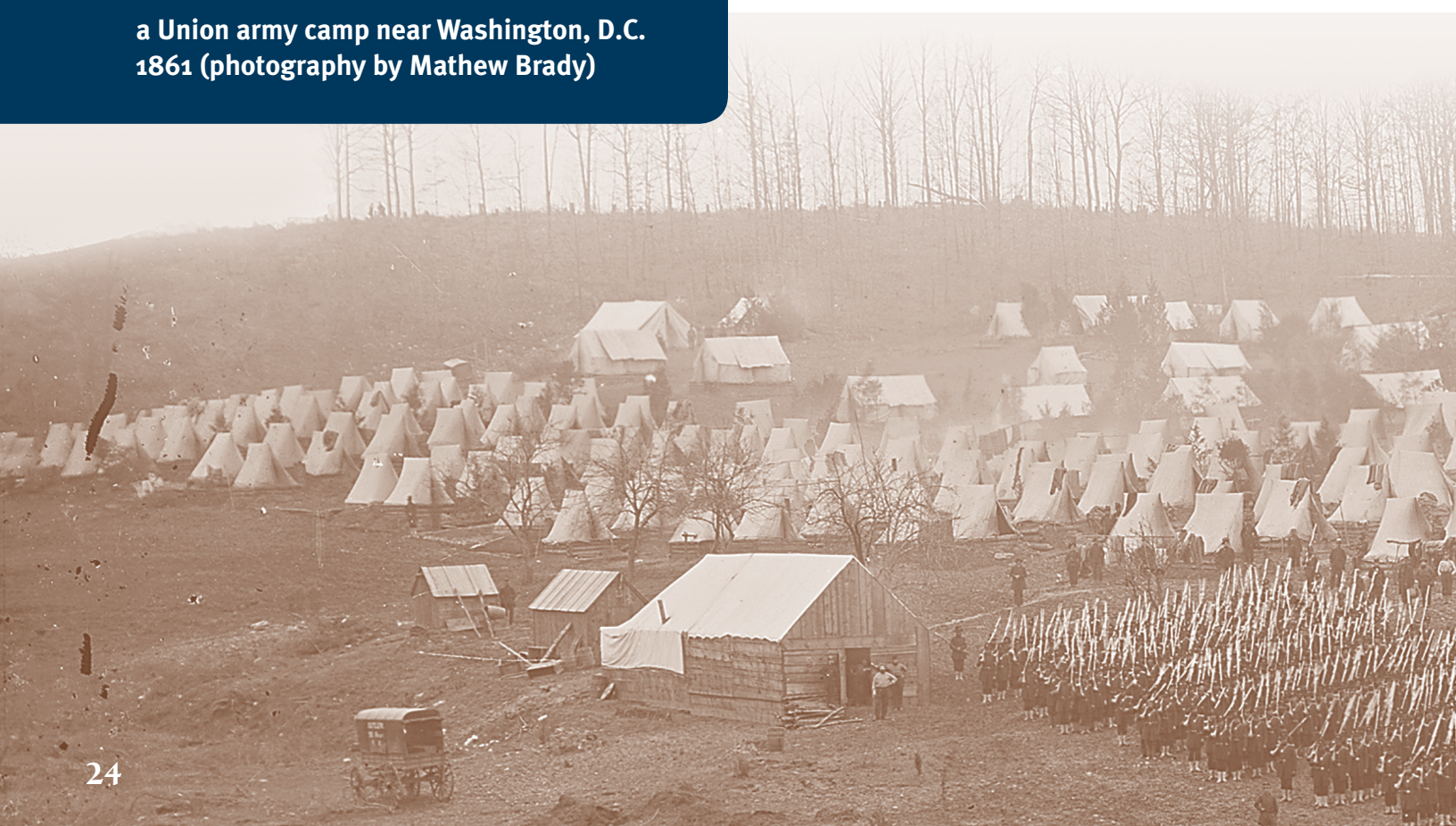
8 A hatless general pulled his dripping horse to a stand near the colonel of the 304th. He shook his fist in the other’s face. “You’ve got to hold ’em back!” he shouted, savagely; “you’ve got to hold ’em back!”



Notes

- 9 In his agitation the colonel began to stammer. “A-all r-right, General, all right, by Gawd! We-we’ll do our—we-we’ll d-d-do-do our best, General.” The general made a passionate gesture and galloped away. The colonel, perchance to relieve his feelings, began to scold like a wet parrot. The youth, turning swiftly to make sure that the rear was unmolested, saw the commander regarding his men in a highly resentful manner, as if he regretted above everything his association with them.
- 10 The man at the youth’s elbow was mumbling, as if to himself: “Oh, we’re in for it now! Oh, we’re in for it now!”
- 11 The captain of the company had been pacing excitedly to and fro in the rear. He coaxed in schoolmistress fashion, as to a congregation of boys with primers. His talk was an endless repetition. “Reserve your fire, boys—don’t shoot till I tell you—save your fire—wait till they get close up . . .”

a Union army camp near Washington, D.C.
1861 (photography by Mathew Brady)



Notes

- 12 Perspiration streamed down the youth's face, which was soiled like that of a weeping urchin. He frequently, with a nervous movement, wiped his eyes with his coat sleeve. His mouth was still a little ways open.
- 13 He got the one glance at the foe-swarming field in front of him, and instantly ceased to debate the question of his piece being loaded. Before he was ready to begin—before he had announced to himself that he was about to fight—he threw the obedient well-balanced rifle into position and fired a first wild shot. Directly he was working at his weapon like an automatic affair.
- 14 He suddenly lost concern for himself, and forgot to look at a menacing fate. He became not a man but a member. He felt that something of which he was a part—a regiment, an army, a cause, or a country—was in crisis. He was welded into a common personality which was dominated by a single desire. For some moments he could not flee, no more than a little finger can commit a revolution from a hand.



Notes

- 15 If he had thought the regiment was about to be annihilated perhaps he could have amputated himself from it. But its noise gave him assurance. The regiment was like a firework that, once ignited, proceeds superior to circumstances until its blazing vitality fades. It wheezed and banged with a mighty power. He pictured the ground before it as strewn with the discomfited.
- 16 There was a consciousness always of the presence of his comrades about him. He felt the subtle battle brotherhood more potent even than the cause for which they were fighting. It was a mysterious fraternity born of the smoke and danger of death.

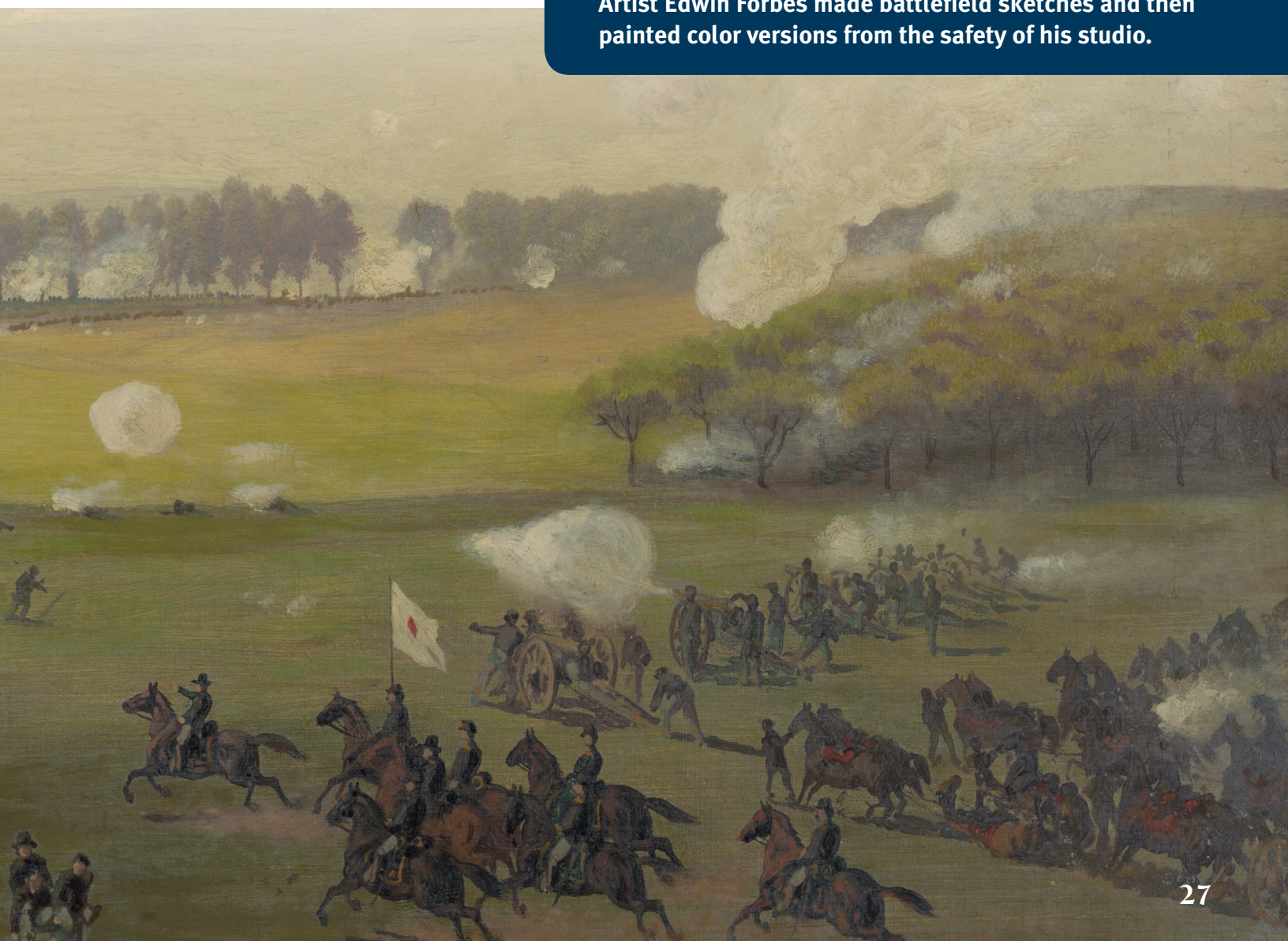


Notes

- 17 He was at a task. He was like a carpenter who has made many boxes, making still another box, only there was furious haste in his movements. He, in his thoughts, was careering off in other places, even as the carpenter who as he works whistles and thinks of his friend or his enemy, his home or a saloon. And these jolted dreams were never perfect to him afterward, but remained a mass of blurred shapes.
- 18 Presently he began to feel the effects of the war atmosphere—a blistering sweat, a sensation that his eyeballs were about to crack like hot stones. A burning roar filled his ears.

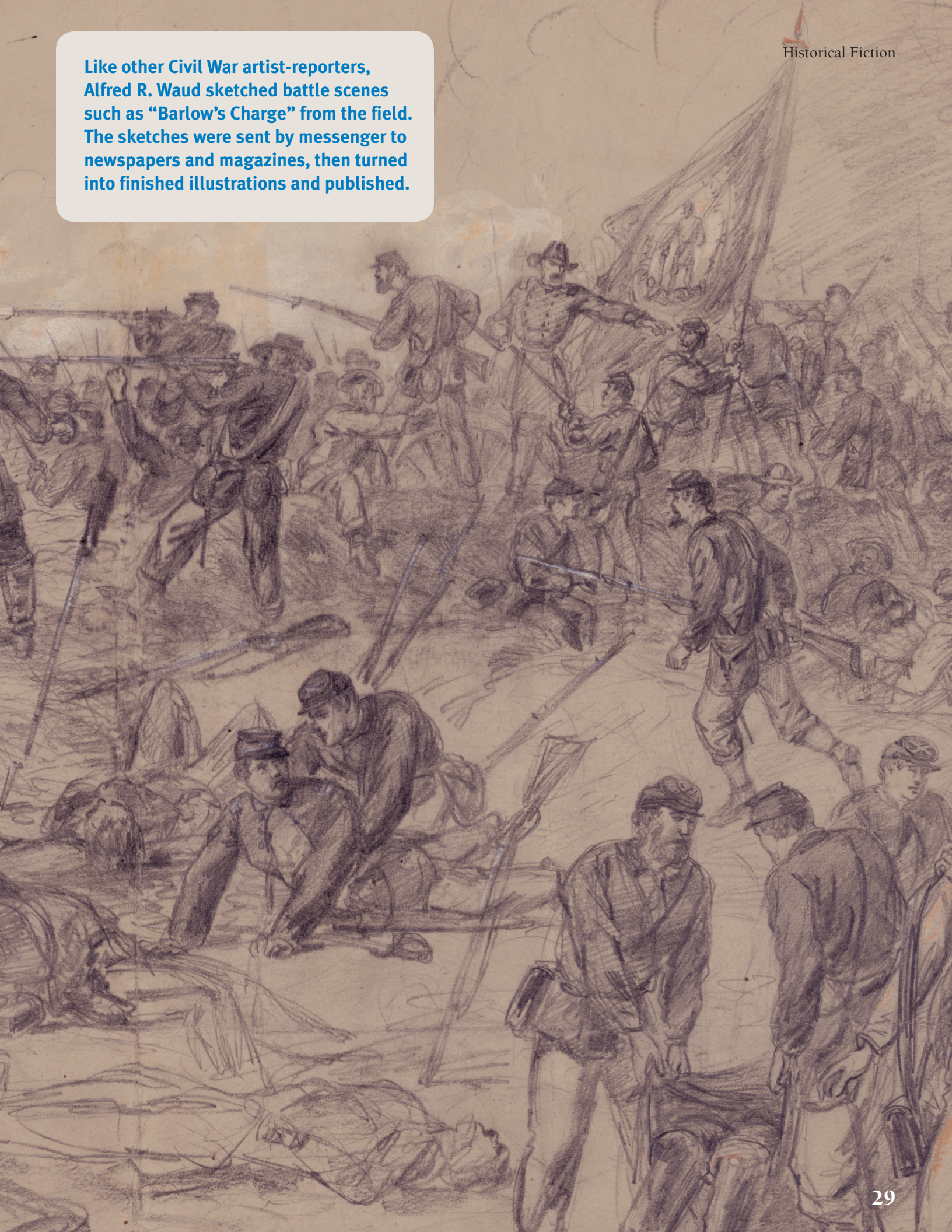
The Battle of Gettysburg

Artist Edwin Forbes made battlefield sketches and then painted color versions from the safety of his studio.



- 19 Following this came a red rage. He developed the acute exasperation of a pestered animal, a well-meaning cow worried by dogs. He had a mad feeling against his rifle, which could only be used against one life at a time.
- 20 He wished to rush forward and strangle with his fingers. He craved a power that would enable him to make a world-sweeping gesture and brush all back. His impotency appeared to him, and made his rage into that of a driven beast. Buried in the smoke of many rifles his anger was directed not so much against the men whom he knew were rushing toward him as against the swirling battle phantoms which were choking him, stuffing their smoke robes down his parched throat. He fought frantically for respite for his senses, for air, as a babe being smothered attacks the deadly blankets.
- 21 There was a blare of heated rage mingled with a certain expression of intentness on all faces. Many of the men were making low-toned noises with their mouths, and these subdued cheers, snarls, imprecations, prayers, made a wild, barbaric song that went as an undercurrent of sound, strange and chantlike with the resounding chords of the war march. The man at the youth's elbow was babbling. In it there was something soft and tender like the monologue of a babe. The tall soldier was swearing in a loud voice. From his lips came a black procession of curious oaths. Of a sudden another broke out in a querulous way like a man who has mislaid his hat. "Well, why don't they support us? Why don't they send supports? Do they think—"
- 22 The youth in his battle sleep heard this as one who dozes hears.

Like other Civil War artist-reporters, Alfred R. Waud sketched battle scenes such as “Barlow’s Charge” from the field. The sketches were sent by messenger to newspapers and magazines, then turned into finished illustrations and published.



Word Study Read

*Remember
to annotate
as you read.*

Notes

Young Patriots

- 1 Much has been written about the leaders of the American Revolution. Yet many young people also participated in the events of the time, demonstrating bravery in memorable ways.
- 2 In 1776, young Joseph Plumb Martin knew he wanted to join the army and fight for freedom. Although he was only fifteen, he was eager to enlist. Joseph first joined a state militia. Then he enlisted in the Continental Army. Joseph served as a Continental soldier through almost the whole war. Later when he was much older, he published a book telling about his courageous adventures.
- 3 Sybil Ludington was a teenager whose father was the colonel of a local militia. When the British attacked a nearby town in 1777, Colonel Ludington needed to muster his troops. The soldiers lived around the countryside, so Sybil jumped on a horse and rode miles through the night to alert the men. The next day, thanks to Sybil's bravery, Colonel Ludington's men were present to pursue the British.
- 4 Bravery was also a necessity for any young man who accepted the assignment of Revolutionary War drummer. A drummer's duty was to beat out rhythms to help direct troops during battle. A sure sign of a drummer's courage was his ability to play while bullets flew around him. Drummers, who were sometimes younger than eighteen, were often joined by either fifers or buglers. These young musicians were important on the battlefield and at camp. Their tunes provided a marching beat and boosted morale. Their music also let soldiers know when it was time to wake, eat, and go to bed.

BuildReflectWrite

Build Knowledge

Answer the questions below about the excerpt from *The Red Badge of Courage*.

The Red Badge of Courage

How would you summarize the selection?

What is the author's purpose in NOT naming the main character (other than referring to him as "the youth")?

How do the illustrations, photos, and captions help you interpret the text?

Reflect

How does conflict shape a society?

Based on this week's texts, write down new ideas and questions you have about the Essential Question.

Writing to Sources

Narrative

Imagine that you are a soldier in the Union Army. Write a journal entry describing your thoughts before a large battle. Use firsthand accounts of soldiers' experiences from the primary sources in "Yankee Doodle Boy" and "The Nation at War," facts about the Civil War from the informational text in "The Nation at War," and details from "The Youth in Battle" as the inspiration for your writing.

Support for Collaborative Conversation

Discussion Prompts

Express ideas or opinions . . .

When I read _____, it made me think that _____.

Based on the information in _____, my [opinion/idea] is _____.

As I [listened to/read/watched] _____, it occurred to me that _____.

It was important that _____.

Gain the floor . . .

I would like to add a comment. _____.

Excuse me for interrupting, but _____.

That made me think of _____.

Build on a peer's idea or opinion . . .

That's an interesting point. It makes me think _____.

If _____, then maybe _____.

[Name] said _____. That could mean that _____.

Express agreement with a peer's idea . . .

I agree that _____ because _____.

I also feel that _____ because _____.

[Name] made the comment that _____, and I think that is important because _____.

Respectfully express disagreement . . .

I understand your point of view that _____, but in my opinion _____ because _____.

That is an interesting idea, but did you consider the fact that _____?

I do not agree that _____. I think that _____ because _____.

Ask a clarifying question . . .

You said _____. Could you explain what you mean by that?

I don't understand how your evidence supports that inference. Can you say more?

I'm not sure I understand. Are you saying that _____?

Clarify for others . . .

When I said _____, what I meant was that _____.

I reached my conclusion because _____.

Group Roles

Discussion director:

Your role is to guide the group's discussion and be sure that everyone has a chance to express their ideas.

Notetaker:

Your job is to record the group's ideas and important points of discussion.

Summarizer:

In this role, you will restate the group's comments and conclusions.

Presenter:

Your role is to provide an overview of the group's discussion to the class.

Timekeeper:

You will track the time and help to keep your peers on task.

Making Meaning with Words

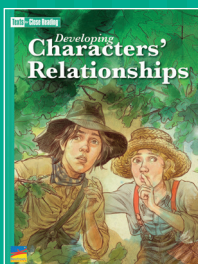
Word	My Definition	My Sentence
adversaries (p. 4)		
allies (p. 18)		
colonies (p. 4)		
militias (p. 15)		
population (p. 17)		
rebellion (p. 7)		
regiment (p. 25)		
repercussions (p. 17)		
resented (p. 7)		
sacrifice (p. 12)		

Build Knowledge Across 10 Topic Strands

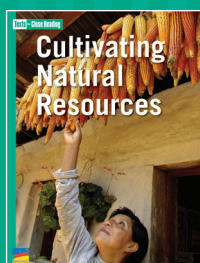
Government and Citizenship



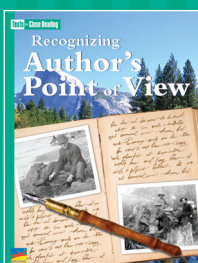
Character



Life Science



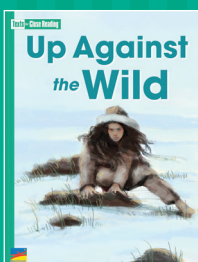
Point of View



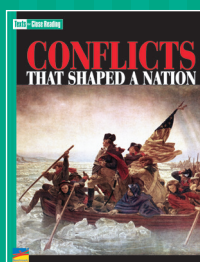
Technology and Society



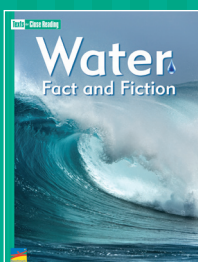
Theme



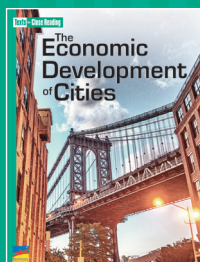
History and Culture



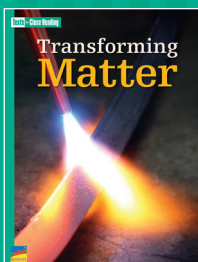
Earth Science



Economics



Physical Science



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