

A Teaching Unit for Soldier's Heart



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***A Teaching Unit
for
Soldier's Heart
Gary Paulsen***

By Tammy D. Lewis and Shannon B. Temple
www.elacoreplans.com

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Note: This teaching unit was produced to accompany the wonderful novel *Soldier's Heart* by Gary Paulsen. Neither the author nor publisher of *Soldier's Heart* was involved in the production of these lessons, and neither endorse this teaching unit.

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Soldier's Heart

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Pre-reading

Objective: Students will read about topics relevant to the novel to gain background information about the Civil War. Students will use the jigsaw grouping technique so that they can learn from one another.

Research topics:

Confederate Soldiers

Union Soldiers

Battle of Bull Run

Battle of Gettysburg

Civil War Generals

Divide students into five "jigsaw" groups. Within each group, assign each student one topic to become familiar with. Then, form temporary "expert groups" by joining the students who were assigned the same topic. While in expert groups, students should be given (or find) books or Internet articles on their topic. They should discuss main points of the topic and decide what to present to their original "jigsaw" group. Next, have students return to their original groups and present their findings. Use the group evaluation form provided in this book to have students evaluate each member of their jigsaw group.

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Jigsaw Group Evaluation Forms

Cut out the following group evaluation charts, and give one to each student.

Jigsaw Group Evaluation: List each person's name and rate them from 1 to 5. 1 being *not at all*, and 5 being *all the way*.

Group Member's Name	Effectively told about his/her topic (scale of 1-5)	Listened to other members (scale 1-5)

Jigsaw Group Evaluation: List each person's name and rate them from 1 to 5. 1 being *not at all*, and 5 being *all the way*.

Group Member's Name	Effectively told about his/her topic (scale of 1-5)	Listened to other members (scale 1-5)

Jigsaw Group Evaluation: List each person's name and rate them from 1 to 5. 1 being *not at all*, and 5 being *all the way*.

Group Member's Name	Effectively told about his/her topic (scale of 1-5)	Listened to other members (scale 1-5)

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What's in a Name?

Directions: Sometimes, we cannot understand the true meaning of a chapter until after we have read the entire chapter. After reading each chapter title, use this chart to help you focus on the meaning of each chapter's title.

Chapter	Chapter Title	Meaning of Title
1	<i>June 1861</i>	
2	<i>Fort Snelling</i>	
3	<i>Toward Manassas</i>	
4	<i>Bull Run</i>	
5	<i>Night</i>	
6	<i>Farming</i>	
7	<i>Town Life</i>	
8	<i>Winter</i>	
9	<i>Gettysburg</i>	
10	<i>June 1867</i>	

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Forward

Discussion

Reread the first paragraph of the forward. What does this paragraph mean to you? Give your thoughts and opinions. In your discussion, consider these questions:

What if you were sent to war? How would your family be affected?

The novel's title, *Soldier's Heart* is explained in the forward. What is Soldier's Heart?

Today we would call *Soldier's Heart* posttraumatic stress disorder. Other wars also have different names for mental damage one suffers while at war. Complete the following chart based on the information in the Forward.

War	Term for mental damage suffered by soldiers	Treatment Provided

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Chapter 1

Comprehension

1. Who is Charley?
2. How old is Charley?
3. Who is Orren?
4. Who is Paul?
5. What happened to Paul?
6. What does Charley want to do?

Genre: Read over the list of genres. With a partner, define each genre.

_____ science fiction

_____ realistic fiction

_____ historical fiction

_____ mystery

Place a check beside the genre that you feel *Soldier's Heart* belongs. Why does *Soldier's Heart* belong in this genre?

Chapter in a Nutshell

In one written paragraph, sum up the first chapter. Identify the main character and give some background about him. Where does he live? What seems to be troubling him? What action does he take that sets the story in motion?

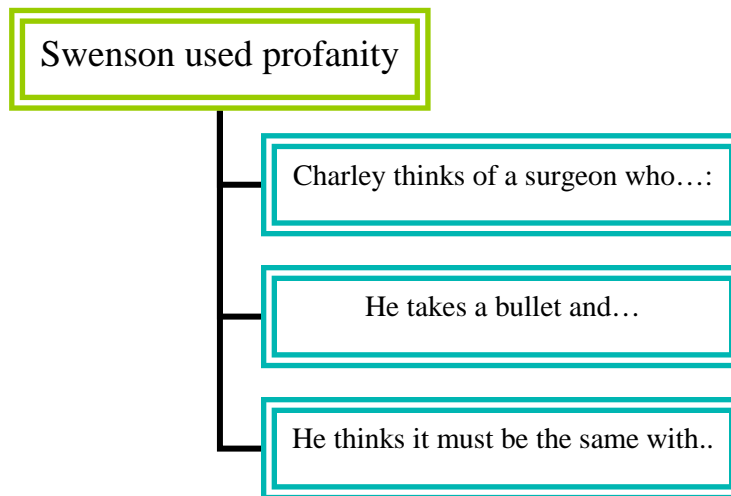
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Chapter 3

Comprehension

1. Did Charley enjoy the train ride to Manassas?
2. What did Charley and the other soldiers encounter at each train stop?
3. How did Charley feel about slavery?
4. What did Charley notice about the country as they moved through Maryland?

Cause/Effect: Complete the following graphic organizer to show the relationship between Swenson's use of profanity and Charley's flashback.



In your own words, explain what Charley means by his metaphorical thoughts.

Indirect Characterization

The writer reveals information about a character and his personality through that character's thoughts, words, and actions.

Reread pages 14-20. Complete the following chart. Look for indirect characterization that can help you list some of Charley's personality traits.

Indirect Characterization passage	What this reveals about Charley

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Chapter 4

Comprehension

1. Where is Charley as chapter four is beginning?
2. How did the Battle at Bull Run make Charley feel?

Bringing to Life the Harsh Reality: Using Word Choice, Imagery, and Details

This chapter brings to life some of the harsh realities of the Civil War. Let us examine how the author brings these horrific events to life for the reader.

First, write about your reactions to this chapter. Free write about what you thought and felt as you read what happened to the characters during the battle.

Now, let's take a look at what Gary Paulsen does to capture these events and relate them to us in a realistic way. He does this through word choice, imagery, and dialogue.

What is the tone of this chapter? Some words to describe the tone of this chapter are dreadful, appalling, and terrible. Do any other words come to your mind when thinking of the tone? _____

Reread pages 21-26. Look for words, imagery, and dialogue that create realness and contribute to the tone. Complete the chart with the words, imagery, and dialogue that you choose.

Words that contribute to tone	Details that contribute to tone	Dialogue that contributes to tone
Death	<i>Next to him Massey's head suddenly left his body and disappeared..</i>	"Make it all stop now!"

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Chapter 5

Blended Poem ~ A Writing Opportunity

You are going to create a blended poem. To do this, you will use your own thoughts and feelings along with passages from chapter five.

Step 1: Find words, phrases, or sentences from chapter five that are unforgettable to you.

A few examples:

Dead friends

He'd seen them die.

He could not run away

Going from body to body in the dark

The only sound the moaning of the wounded

Your Phrases:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Step 2

List three of your hopes or dreams.

A few examples:

I want to live a long life.

I want to make a difference in the world

Your hopes or dreams

- 1.
- 2.
- 3.

Step 3

List three of your beliefs or sayings that you agree with:

A few examples:

Life isn't fair.

You can't always get what you want.

Bad things happen to good people.

Your sayings

1.

2.

3.

Step 4

List two of your own thoughts about what you have read about so far about the Civil War in this novel.

Example

The Civil War battles were too horrible for words.

Your thoughts

Step 5: You're ready to blend! Blend your hopes/dreams, beliefs/sayings, most difficult times, and thoughts about the Civil War with the words, phrases, and sentences you chose in step one to create a blended poem. The poem should not rhyme. Look at the following poem and notice how the author's words, phrases, and sentences are blended with the writer's thoughts, feelings, and sayings.

Example

He'd seen them die.

Bad things happen to good people.

The only sound the moaning of the wounded

I want to live a long life.

Dead friends

You can't always get what you want.

Going from body to body in the dark

Could not run away

Life isn't fair.

The Civil War battles were too horrible for words.

Blended Poem

(Title)

By Gary Paulsen and _____
(Your Name)

(A phrase from the novel)

(A phrase from you)

(A phrase from the novel)

(A phrase from you)

(A phrase from the novel)

(A phrase from you)

(A phrase from the novel)

(A phrase from you)

(A phrase from novel)

(A phrase from novel)

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Test 1

Name: _____ Date: _____

1. Which words describe how Charley felt about slavery?
 - a. supportive, he thought it was a fine idea
 - b. confused, he thought it was strange
 - c. silly, he thought it was humorous
 - d. neutral, he didn't
2. The night after the first battle, Charley thinks he sees fireflies. What does he really see?
 - a. houses
 - b. flashlights
 - c. lanterns
 - d. stars

"Watch the trees," the sergeant yelled. "Keep your eyes on the trees...."

His mind, his breath, his very being watching the trees. The trees where his death would come from.

3. What can the reader infer from this passage?
 - a. He will hang himself from a tree.
 - b. The trees will bring him safety.
 - c. He feels the enemy will be behind the trees.
 - d. He feels he will not be able to see the enemy in the trees.
4. Which of the following is an example of the Rebel earthworks?
 - a. food left on the fire
 - b. logs in dirt used to make a ledge
 - c. dead bodies
 - d. a meadow
5. This novel is historical fiction. It could also be called _____.
 - a. a memoir
 - b. nonfiction
 - c. a narrative
 - d. an essay
6. Who came to watch the battle at Bull Run?
 - a. Charley's family
 - b. A unit from Maryland
 - c. Abraham Lincoln
 - d. Congressmen and their families

7. Charley faces issues of...
 - a. life and death
 - b. greed
 - c. immorality
 - d. confidence
8. What happened to Massey?
 - a. He was decapitated.
 - b. He broke rank.
 - c. He had battle fatigue.
 - d. He was stabbed with a saber.

They were all bloated, pushing out against their uniforms; clouds of flies were planting eggs in the wound openings in eyes and mouths of the bodies.

9. This passage appeals mostly to the sense of...
 - a. sound
 - b. taste
 - c. smell
 - d. sight
10. Orren is Charley's _____.
 - a. father
 - b. lieutenant
 - c. brother
 - d. best friend

Open-Ended Discussion Questions

11. Suppose you could give Charley advice at this point in the novel. What would you tell him and why? Be sure to cite the text on issues you feel he needs advice.

12. Charley can be described as a compassionate person. Find an example of indirect characterization from chapters one through five that supports this.

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Test 1 - Answer Key

Question Number	Answer
1	B
2	C
3	C
4	B
5	C
6	D
7	A
8	A
9	D
10	C
11	Accept Reasonable Answers
12	Accept Reasonable Answers (page #s to refer to: 4, 18, 16, 25, 26)

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Chapter 6

Comprehension

1. Why did the men call the Battle for Manassas Junction the Battle of Bull Run?
2. How much was Charley paid for three months of work?
3. What was Charley sure would happen to him during the war?
4. What type of wound did Nelson have?

Go back and reread the passage that describes the battle with the Rebs (pages 46-51). Then, create a storyboard illustrating the battle. Be sure to include captions and dialogue for each box. Make sure that each scene coordinates with the Paulsen's text. Use the space below to plan out your storyboard. You may need to add or take away some of the boards on this page.

Read this passage:

The sound of the shot stopped him. He stood for a moment, the tears working down his face, stood for a long moment and then started walking again. He did not look back.

Second battle.

Figurative language

What words in the passage form an example of figurative language?

_____ This is an example of _____

Inference

Who fires the gun? _____ What clues did you read earlier in the chapter to help you draw this conclusion?

Soldier's Heart Storyboard Rubric

Name: _____ Date: _____

Criteria	Possible Points	Points Earned
<p>Scene selection: Includes all of the most important events from the battle</p>	15	
<p>Captions: Captions are clearly related to both the scenes drawn and to the important events from the battle. The captions are well written with few spelling, punctuation or grammar errors.</p>	35	
<p>Characters: The main character and the minor characters involved in the battle are included and their actions and dialogue on the storyboard match those from the chapter.</p>	25	
<p>Background illustrations: The illustrations are directly related to the imaginary provided by the author and help the reader understand the scene.</p>	25	
TOTAL	100	

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Chapter 7

Comprehension

1. Why did they name the paths at the camp names?
2. What were the names of the paths based on?
3. Who does Charley get tobacco from?

Discussion

What is life like for Charley and the other Union soldiers at this point in the novel?

A Friendly letter home

In this chapter, Charley remembers talking to a Confederate soldier. Write a friendly letter to Orren for Charley telling him about the conversation. Make sure you use details from this chapter in your letter. Remember the five parts of a friendly letter.

1. **Heading:** The heading can include your address and the date. In casual, friendly letter your address is not necessary.
2. **Salutation** (greeting): This usually begins with Dear_____. Be certain to place a comma after person's name you are writing.
3. **Body:** The body of the letter is the information you are writing in your letter.
4. **Closing:** In the closing the first word is capitalized and you put a comma after the last word.
5. **Signature:** This is your name. It goes under the closing.

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Friendly Letter Rubric

Name: _____

Date: _____

Criteria	Possible Points	Points Earned
Letter is about the conversation Charley has with the Confederate soldier	20	
Letter includes details from the chapter	15	
Letter includes the five parts of friendly letter: Heading _____ Salutation _____ Body _____ Closing _____ Signature _____	25	
Organized, letter "makes sense"	25	
Neat, well written with few (if any) spelling or grammatical errors	15	
Bonus: letter is made to look like a "real" letter that would be found today written during the Civil War (distressed)	10	
TOTAL	110	

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Readers' Theater

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! Chapter seven of *Soldier's Heart* is perfect for this activity.

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the section with expression, changing your voice to match each character.

There are a couple of ways to do readers' theater. I will outline these options below.

- Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. There are forty-three lines to be read, so you will have to have students read more than one part. **Before starting, allow the students to find the part that they will read and read it to themselves silently.** Tell them that there are a few hard words and that they should **raise their hands if they need help pronouncing one before you begin.** That way, you can discreetly go to a child's desk to help him/her with the word. Also, **this makes all students feel comfortable with reading out loud.**
- Option two is to divide your class into groups. There are four speaking parts, so groups of three or four would be ideal. If you have to put three in a group, just have one person read two parts. After assigning parts in each group, **allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce.** Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

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Reader's Theater - Chapter 7

Narrator 1: Charley is on guard duty down along the river. His job is to provide warning if the Rebs on the other side of the river decide to attack. He is hunkered down behind an oak tree to keep out of the wind. He is very cold. He hears a voice, low and in a soft drawl, come from across the river.

Reb: Hey, Union, can you hear me?

Narrator 2: Charley does not answer.

Reb: Blue belly, are you deaf?

Charley: What do you want?

Reb: Just to talk, maybe do a little trading.

Charley: Trade bullets. That's all you want.

Reb: Naw - it's too cold to fight. I've got me some good cut tobacco over here. You got any coffee? We're down to burned oats for coffee of a mornin'.

Narrator 1: As it happened, Charley had an extra half pound of coffee beans he'd been issued that afternoon. For months they'd had been using burned oats themselves for a hot morning drink, but when the ration came, as usual the army would get it wrong and issue triple rations. Now there was a glut of coffee.

Narrator 2: Charley didn't use tobacco but he knew man who did, and the Southern tobacco was much better than the foreign tobacco available to the Union army now that the South had seceded. He could trade the tobacco for bread, pies, and leather to fix his shoes.

Charley: How we going to trade?

Reb: I got me a plank. I'll throw a line over to your side on a rock and you pull the plank across with the tobacco and I'll pull it back with the coffee. Don't you shoot me when I stand up.

Charley: I won't

Narrator 1: There was a half-moon and Charley peeked around the oak and watched as a slight figure stood up across the river. He was dressed poorly, his feet wrapped in what looked like sacks and his coat tattered and worn.

Narrator 2: Even in the moonlight he could see that the boy's face was dirty. Charley thought, I probably look the same. But the Reb looked even younger than Charley.

Reb: Mind the stone.

Narrator 1: Reb threw a rock with a string tied to it. The river was forty feet wide and the string snarled on the first toss and he had to retrieve it and toss it twice more before the rock made it.

Narrator 2: Charley moved from behind the oak and picked up the string. He kept low. He couldn't help it. In a few minutes he had pulled the board across the river and found the tobacco wrapped in a cloth. Charley wrapped his coffee beans and put the package on the plank.

Charley: All right - pull it back,

Narrator 1: The piece of wood made its way back across the water. Charley watched it until it reached the other bank and then he move behind the oak, squatted down out of sight and tucked the tobacco inside his coat.

Reb: Hey, blue belly, you still there?

Charley: I'm here.

Reb: This coffee looks good. Can you get more?

Charley: Some

Reb: Let's trade again tomorrow night. I can get all the tobacco you need.

Charley: All right.

Reb: (after a brief silence) Where you from, Union?

Charley: Minnesota.

Reb: Where's that?

Charley: Up North - north of Iowa.

Reb: Oh. I'm from Alabama. You a farmer?

Charley: I worked on farms.

Reb: Me too. What do you grow?

Charley: Potatoes, corn, squash, wheat and oats and barley.

Reb: Same as us except we have greens and 'baccy and some rice in the bottoms. This is right stupid, ain't it?

Charley: What?

Reb: Here we be, both farmers, talking and trading goods and tomorrow or the next day we got to shoot at each other.

Narrator 2: Charley is thinking that he hopes it's not him getting hit.

Reb: Ain't it stupid?

Charley: Yes.

Reb: I've got to go now. My trick is near up. I'll yell for you tomorrow night.

Narrator 2: And that was it. There was no further talk or trading because an officer had heard Charley and jumped him about speaking to the enemy, and the same must have happened to the Reb.

Narrator 1: The next night Charley leaned against the oak and somebody fired from the other side of the river and drew splinters off the tree four feet over his head. The truce was over.

Discussion

After reading this section from the novel, we gain insight on the feelings of the young soldiers who fought in the Civil War. In your own words, describe the feelings that are expressed at this point in the novel.

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Chapter 8

Comprehension

1. How does Charley say he feels as this chapter begins?
2. What is Charley's job at this point?
3. To do his job, what does Charley have to do that bothers him greatly?
4. Where is Charley's injury?
5. What does Charley use to build a wall to keep the cold wind off of the doctor in the medical tent?

Imagery is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story. Imagery makes the reader feel like he/she is there in the story experiencing the same things that the character is experiencing.

Reread the pages (74-89 describing the battle and Charley's experience at the tent hospital.) Complete the following chart using all of the imagery Paulsen uses to let us "see" this scene.

Directions: List the words and phrases that create imagery in this passage. The chart has been started for you.

Sight	Smell	Sound	Touch
frozen muddy road		artillery booming	cold

What other passages do you remember from this book that contain imagery?

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Chapter 9

Comprehension

1. As this chapter begins, where is Charley?
2. From where did Charley get the rifle he is now using?

Figurative Language

Simile - a comparison of two things using the words *like* or *as*

Metaphor - calls one thing another

Personification- gives a nonhuman object human traits

Hyperbole - an extreme exaggeration

Idiom - a commonly used expression that means something totally different than what it says

Paulsen uses figurative language to bring to life some of the harsh realities of the Civil War. Let us examine some of the figurative language the author uses in chapter nine and the novel as a whole as he brings these horrific events to life for the reader.

Page #	Passage	Type of figurative language	What does this mean? How does it let the reader "see" the harshness of the Civil War?
3	<i>Somebody would spill the beans and he'd get sent back or used as a runner or a drummer boy.</i>		

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Chapter 10

Discussion

As this chapter begins, how can we tell that Charley is home from the war? _____

Euphemisms

A euphemism is a substitution of a mild or less negative word or phrase for a harsh or blunt one. For example, "pass away" is a euphemism for "die".

... he knew it wouldn't be long for him. In some ways it made him sad and in some ways he was near glad of it. So many of the men he knew were there already, gone across, that he thought it might not be so bad to go see them, to get away from this constant pain and the sounds he couldn't stop hearing.

Which words in this passage form a euphemism? _____

These words are a euphemism for _____

Ellipsis: a mark or series of marks that usually indicates an intentional omission of a word or a phrase from the original text. An ellipsis can also be used to indicate a pause in speech, an unfinished thought or, at the end of a sentence, a trailing off into silence.

Paulsen very cleverly uses ellipsis marks in this chapter. The tone in this chapter is revealing and distraught. How does his use of the ellipsis add to this tone?

Because of what we read after the ellipsis marks, we infer that Charley did not take his own life. Why does he keep contemplating suicide?

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Author's Note

What do we learn about Charley as we begin reading the author's note?

The author discusses the Battle of Gettysburg here.

What are your thoughts after reading the facts Paulsen presents about this battle?

What happened to Charley during the Battle of Gettysburg?

After the War ended, what did Charley do?

How old was Charley when he died? _____

Now, this Author's Note makes the novel "real" to the reader. Write your initial thoughts to the information in this section here.

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Theme

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Plan for understanding theme in Soldier's Heart:

Step 1: List words from the novel that express the big ideas or topics from the novel.

Step 2: Think about what the characters in the novel do and say that relate to the topics you listed above.

Step 3: Come up with a statement of the author's point or message based on one or more of your big ideas.

Step 4: Find passages and/or quotes from the novel that support your theme statement.

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Character Analysis

Words that describe Charley	Round or Flat?
Static or Dynamic?	Why? (Provide support from the text.)

Discussion

Wow! This novel is powerful! It really shows us the feelings and emotions of the soldiers who bravely fought in the Civil War. What are your thoughts and feelings about the novel?

The things that Charley saw, the people he met, the hardships he had to endure all molded him into the man we see in chapter ten. So, why do you think he goes on these picnics...picnics where he is not even sure if he will eat...where he may decide to visit "the others"?

What parts of the novel meant the most to you? Record the events that you feel are most memorable from the novel as a whole.

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Final Test

Name: _____ Date: _____

1. What point of view is used in *Soldier's Heart*?
 - a. first person
 - b. second person
 - c. third person limited
 - d. third person omniscient
2. Which of the following words best describes the tone of this novel?
 - a. hopeful and joyous
 - b. lighthearted and touching
 - c. sarcastic and stern
 - d. profound and serious
3. Throughout the novel, Charley says that all of the battles have something common. Each battle has _____.
 - a. a hospital near by
 - b. a field
 - c. a wall of dead bodies
 - d. farm animals bear by
4. Which of the following would be a theme for this novel?
 - a. It's important to find time to relax.
 - b. Even when things around you are ugly and brutal, you must find a place for peace.
 - c. All is good when it comes to love and war.
 - d. It's not what is on the outside that counts because beauty is only skin deep.
5. In the novel, the point of view allows the author to -
 - a. share only Charley's inner thoughts and feelings.
 - b. concentrate on creating unusual characters.
 - c. share what many of the characters are thinking and feeling.
 - d. describe the story's setting in vivid details.
6. When Charley returns home, he feels like an old man, even though he is only _____ years old.
 - a. Twenty-one
 - b. Sixteen
 - c. Thirty-two
 - d. Eighteen
7. At the end of the novel, the reader can conclude that Charley will _____.
 - a. commit suicide
 - b. get married and have children
 - c. live out the rest of his life in his small house
 - d. rejoin the army

8. What genre is this novel?
- historical fiction
 - science fiction
 - nonfiction
 - drama
9. Who is the protagonist (main character) in this novel?
- Nelson
 - Orren
 - The Sergeant
 - Charley
10. Charley can best be described as being _____.
- a round and static character
 - a round and dynamic character
 - a flat and static character
 - a flat and dynamic character
11. Charley's struggle to forget his past would be considered an _____ conflict.
- internal
 - external
 - exposition
 - all of the above
12. When thinking about the writer's style, Gary Paulsen used all of the following except _____.
- imagery
 - figurative language
 - flashbacks
 - monologues
13. What happened to Nelson?
- He contracted a disease.
 - He saved Charley's life.
 - He deserted his regiment.
 - He committed suicide.
14. What was the rule regarding soldiers who had been wounded?
- They were to be sent back home.
 - They were to be left behind.
 - They were to be taken to the hospital by other soldiers.
 - none of the above

Each taking an end, they moved the bodies, stacking them like bricks and angling them at corners so they would not tip over, until they had a stout frozen wall five feet high and thirty feet long to stop the wind.

15. Which of the following literary devices are used in this passage?
- imagery and a simile
 - imagery and a metaphor
 - flashback and a simile
 - flashback and a metaphor

Discussion Questions

Directions: Write your answers on a sheet of notebook paper.

16. Explain what the title of this novel means.

17. What will you remember most vividly from this novel? Explain your answer.

18. List three characteristics of Gary Paulsen's writing style or craft. Explain how each of these contributes to the story, and provide evidence from the text to support your answers.

19. Identify a theme of this novel. Give at least three examples from the novel to support your answer.

20. Describe Charley. Include both physical and personality traits in your description.

Soldier's Heart
Final Test - Answer Key

Question Number	Answer
1	C
2	D
3	B
4	B
5	A
6	A
7	C
8	A
9	D
10	B
11	A
12	D
13	D
14	A
15	B

Accept reasonable responses for the discussion questions.

Soldier's Heart

Answer Key

ARA = *Accept Reasonable Responses*

Forward

Today we would call Soldier's Heart posttraumatic stress disorder. Other wars also have different names for mental damage one suffers while at war. Complete the following chart based on the information in the Forward.

War	Term for mental damage suffered by soldiers	Treatment Provided
World War II	battle fatigue	bed rest and sedatives or other drugs
World War I	shell shock	essentially not helped at all - they were sent home for families to care for
Civil War	soldier's heart	no effort was made to help the damaged men

Chapter 1

Comprehension

1. the main character, the boy wanting to go to war
2. 15
3. Charley's younger brother
4. Charley's deceased father
5. He was kicked to death by a horse.
6. He wants to go fight in the war.

Genre: Read over the list of genres. With a partner, define each genre.

_____ science fiction

_____ realistic fiction



_____ historical fiction

_____ mystery

Place a check beside the genre that you feel *Soldier's Heart* belongs. Why does *Soldier's Heart* belong in this genre?

ARA - possible response should include that it's historical fiction because of the dates and places that relate to the Civil War.

Chapter in a Nutshell

In one written paragraph, sum up the first chapter. Identify the main character and give some background about him. Where does he live? What seems to be troubling him? What action does he take that sets the story in motion?

ARA - possible responses should include -

Main character - Charley (15, works in fields, tall, big hands...) He lives in Winona, Minnesota. He wants to join the Army, but he is not old enough. He decides to leave home and walk to Fort Snelling so he will be able to lie about his age.

Chapter 2

Comprehension

1. pants that are too short, a pair of socks, and a felt hat
2. eighteen
3. gamey beef, hard beans

In this chapter we read that Charley's mom has written him a letter encouraging him to come home. Pretending you are Charley, write a letter back to Mom explaining what has been going on with you and why *it was, all in all, a simply grand way to go off to fight a war.*

ARA - possible response may include...

Uniform - pants too short; gray socks; black felt hat

Food- bad; beef too gamey; beans too hard; no coffee

Many drills- to prepare for war - practice shooting, dropping down to reload while the next rank does the same. This is repeated over and over.

On June 22, marched to the river to load steamboats headed to St. Paul (Minnesota).

The march to the river was grand! The crowds cheer us along the way. The boat is plush and fancy.

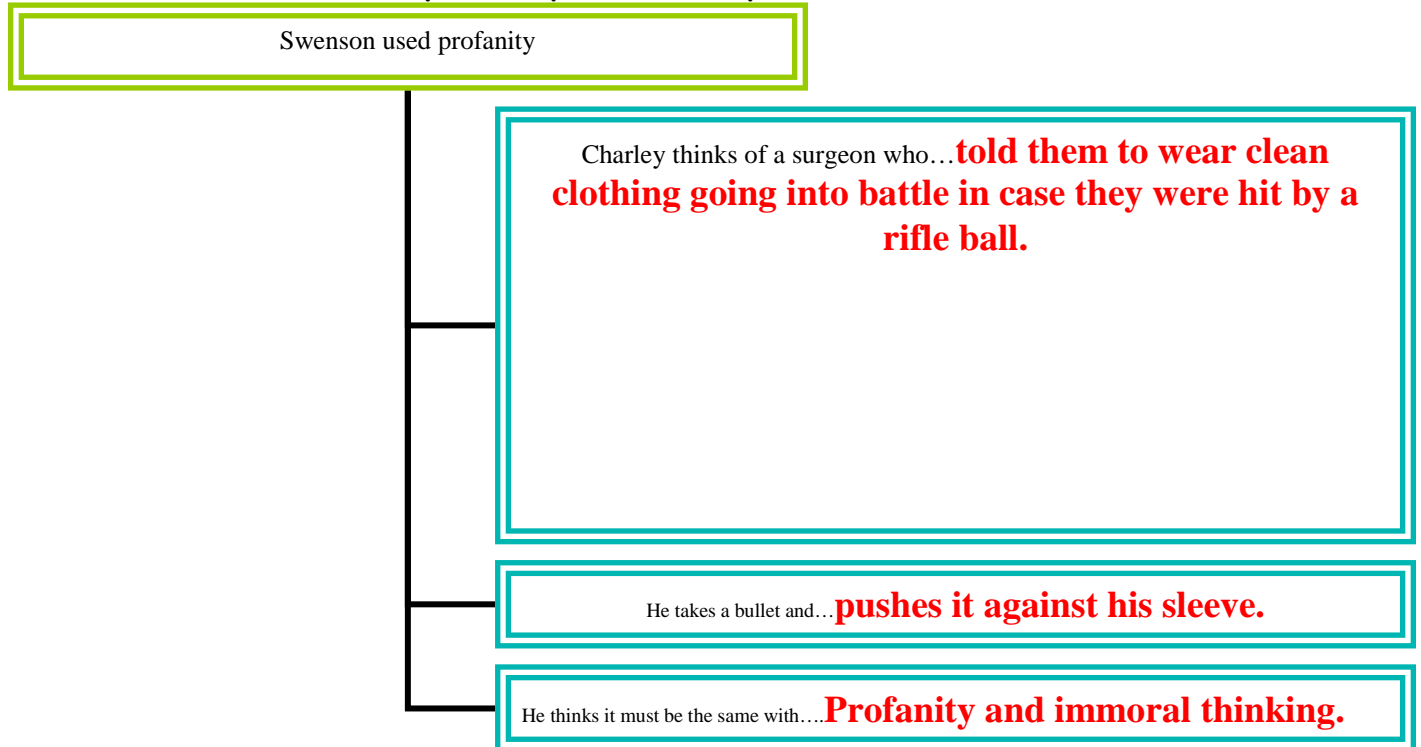
Soldier's Heart

Chapter 3

Comprehension

1. **yes**
2. **cheering crowds**
3. **He thought it was strange.**
4. **He saw "poor" farms and people in "poor" clothes.**

Cause/Effect: Complete the following graphic organizer to show the relationship between Swenson's use of profanity and Charley's flashback.



In your own words, explain what Charley means by his metaphorical thoughts.

ARA - Student responses should explain how bullet and immoral thinking and profanity both tear through and infect.

Indirect Characterization

Reread pages 14-20. Complete the following chart. Look for indirect characterization that can help you list some of Charley's personality traits. **Possible Responses Provided**

Indirect Characterization passage	What this reveals about Charley
...it made him sad...What would happen to them in the winter? page 18	caring
...profane thoughts... might infect his	moral

soul...page 20	
...did not think he would die... did not think he would even be hit...page 20	confident

Soldier's Heart

Chapter 4

Comprehension

1. A battle, people are being killed
2. sick, shocked

Bringing to Life the Harsh Reality: Using Word Choice, Imagery, and Details

This chapter brings to life some of the harsh realities of the Civil War. Let us examine how the author brings these horrific events to life for the reader.

First, write about your reactions to this chapter. Free write about what you thought and felt as you read what happened to the characters during the battle. **ARA**

Now, let's take a look at what Gary Paulsen does to capture these events and relate them to us in a realistic way. He does this through word choice, imagery, and dialogue.

What is the tone of this chapter? Some words to describe the tone of this chapter are dreadful, appalling, and terrible. Do any other words come to your mind when thinking of the tone? **alarming, unspeakable, horrific....**

Reread pages 21-26. Look for words, imagery, and dialogue that create such realness and contribute to the tone. Complete the chart with the words, imagery, and dialogue that you choose. **Some possible responses are included.**

Words that contribute to the tone	Details that contribute to the tone	Dialogue that contributes to the tone
Death	<i>Next to him Massey's head suddenly left his body and disappeared...</i>	"Make it all stop now!"
mistake	Bullets flew past him...	"Get up, boy."
screamed	...evil little snaps and snickers as they cut the air,	...Help some of the others."
horrifying	...a cannon round went through an officer's horse, end to end, before plowing into the ground.	I am not supposed to see this, o person is supposed to see this.

vomited

...bullets hitting the men...saw
men falling,

How can you let this happen?

Soldier's Heart Chapter 6

Comprehension

1. **because of the creek that ran nearby**
2. **thirty-three dollars**
3. **that he would die**
4. **a belly wound**

Go back and reread the passage that describes the battle with the Rebs (pages 46-51). Then, create a storyboard illustrating the battle. Be sure to include captions and dialogue for each box. Make sure that each scene coordinates with the Paulsen's text. Use the space below to plan out your storyboard. You may need to add or take away some of the boards on this page.

Events to be included: Nelson and Charley walking to battle; officers dismounting horses; sergeants yelling to the men to form a line of battle; Charley stepping forward, checking his rifle cap, fixing his bayonet, walking across the field; Charley and Nelson side by side; Nelson talking to Charley; them seeing the Rebs forming ranks in front of the trees; Rebel soldiers screaming and running toward Union troops; Union troops presenting arms and firing on Rebs; Rebs falling; Union troops running at Rebs after officers told them to, "Give them steel."; Charley yelling to the Rebs, "Where's your yell now?"

Characters to be included: Charley, Nelson, troops,

Illustrations should include: lines of trees; lines of men facing lines of men

Read this passage:

The sound of the shot stopped him. He stood for a moment, the tears working down his face, stood for a long moment and then started walking again. He did not look back.

Second battle.

Figurative language

What words in the passage form an example of figurative language?

The sound of the shot stopped him. / ...tears working down his face... This is an example of **personification**

Inference

Who fires the gun? Nelson What clues did you read earlier in the chapter to help you draw this conclusion? He asks Charley to load his gun before he leaves. Nelson tells Charley he did not want to die like that...just waiting on death.

Soldier's Heart

Chapter 7

Comprehension

1. they had been there a long time - three months
2. for Minnesota towns
3. a confederate soldier

Discussion

What is life like for Charley and the other Union soldiers at this point in the novel? Responses

should include that the troops are living in a makeshift "town" with improper shelter.

Disease is spreading very quickly. Often this was caused by sewage left in the open and

failure to drain slop from the shelters. Morale is low. Food is bad and scarce.

A Friendly letter home

In this chapter, Charley remembers talking to a Confederate soldier. Write a friendly letter to Orren for Charley telling him about the conversation. Make sure you use details from this chapter in your letter. Remember the five parts of a friendly letter.

6. **Heading:** The heading can include your address and the date. In casual, friendly letter your address is not necessary.
7. **Salutation** (greeting): This usually begins with Dear_____. Be certain to place a comma after person's name you are writing.
8. **Body:** The body of the letter is the information you are writing in your letter.
9. **Closing:** In the closing the first word is capitalized and you put a comma after the last word.
10. **Signature:** This is your name. It goes under the closing.

Soldier's Heart

Chapter 8

Comprehension

1. **alone**
2. **provide beef for the men in the hospital**
3. **slaughter horses**
4. **his shoulder**
5. **dead bodies**

Imagery is language that creates a sensory impression within the reader's mind. It allows the reader to see, hear, feel, smell, or even taste what is happening in the story. Imagery makes the reader feel like he/she is there in the story experiencing the same things that the character is experiencing.

Reread the pages (74-89 describing the battle and Charley's experience at the tent hospital.) Complete the following chart using all of the imagery Paulsen uses to let us "see" this scene.

Directions: List the words and phrases that create imagery in this passage. The chart has been started for you.

Sight	Smell	Sound	Touch
frozen muddy road	smoke from artillery fire covered the battlefield	artillery booming	cold
trees lined roadway		rattling-ripping sound of thousands of rifles being fired	breeze
sun shone through and dappled road in light		chattering of rifles was continuous	thirsty
lane ended in a T		officers and sergeants called	bayonet stuck he had to stick his foot on the man's chest to jerk it loose
bare trees		cocking hammers on rifles	

rifle fire constant and deafening		Rebel troopers creaming	
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Soldier's Heart

Chapter 9

Comprehension

1. on the top of a hill looking down at Southern troop
2. from a dead soldier

Figurative Language

ARA - Possible responses given

Page #	Passage	Type of figurative language	What does this mean? How does it let the reader "see" the harshness of the Civil War?
3	<i>Somebody would spill the beans and he'd get sent back or used as a runner or a drummer boy.</i>	Idiom	It means that Charley is worried someone will tell he is too young to be a soldier and will be forced to do something else for the war cause.
89	...moved the bodies, stacking them like bricks...	Simile	It shows the reader how many dead soldiers there were as well as illustrating how resourceful those still alive were forced to be to remain alive.
55	The foot was white, so white it looked like marble, as if it wasn't alive. Well, he thought, soon enough.	Simile	It makes the foot color very clear in the reader's mind. It also allows the reader to make the comparison between the foot and rock in Nelson's impending death.
46	"Well, ain't you one to take on airs?..."	Idiom	Nelson is telling Charley that he thinks he is superior to him. Charley has been trying to tell Nelson he does not know how bad the war effort really is and that offended Nelson.
51	...he was out of himself, beside himself, an animal...	Metaphor	Charley is comparing himself to an animal as the battle with the Rebels ends. He is

			wanting to kill as many Rebs as possible - he even snarls with rage.
--	--	--	--

Soldier's Heart

Chapter 10

Discussion

As this chapter begins, how can we tell that Charley is home from the war? He is remembering the pretty things from the beginning - before the "butchery".

Euphemisms

A euphemism is a substitution of a mild or less negative word or phrase for a harsh or blunt one. For example, "pass away" is a euphemism for "die".

... he knew it wouldn't be long for him. In some ways it made him sad and in some ways he was near glad of it. So many of the men he knew were there already, gone across, that he thought it might not be so bad to go see them, to get away from this constant pain and the sounds he couldn't stop hearing.

Which words in this passage form a euphemism? ...gone across

These words are a euphemism for death

Ellipsis: a mark or series of marks that usually indicates an intentional omission of a word or a phrase from the original text. An ellipsis can also be used to indicate a pause in speech, an unfinished thought or, at the end of a sentence, a trailing off into silence.

Paulsen very cleverly uses ellipsis marks in this chapter. The tone in this chapter is revealing and distraught. How does his use of the ellipsis add to this tone? ARA - Students should mention that the ellipses marks are making it seem that Charley's thoughts trail off. The pauses the marks provide make the tone more revealing.

Because of what we read after the ellipsis marks, we infer that Charley did not take his own life. Why does he keep contemplating suicide?

Although dying is sad to him in some ways, he is ready to get away from the constant pain and the sounds he can't stop hearing.

Soldier's Heart

Author's Note

What do we learn about Charley as we begin reading the author's note? Charley Goddard really existed.

The author discusses the Battle of Gettysburg here.

What are your thoughts after reading the facts Paulsen presents about this battle?

ARA - Students should mention the number of casualties as well as the low number of survivors.

What happened to Charley during the Battle of Gettysburg? He was hit severely.

After the War ended, what did Charley do? Charley tried to hold jobs, but he could not. He ran for county clerk, He was elected to office, but died before he could serve in the position.

How old was Charley when he died? 23

Now, this Author's Note makes the novel "real" to the reader. Write your initial thoughts to the information in this section here. ARA

Soldier's Heart

Theme

Theme: the story's central message; a life lesson

Some things to remember about theme are:

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

Plan for understanding theme in Soldier's Heart:

Step 1: List words from the novel that express the big ideas or topics from the novel.

Change Patriotism

Step 2: Think about what the characters in the novel do and say that relate to the topics you listed above.

Students should mention passages that show Charley was forever changed by the war.

Step 3: Come up with a statement of the author's point or message based on one or more of your big ideas.

War forever changes those involved with the battles.

Step 4: Find passages and/or quotes from the novel that support your theme statement.

When Charley leaves for Fort Snelling, he is a smiling, fast-talking boy, the apple of his mother's eye. Once Charley returns home, he is a different man—a broken man, in constant pain, unable to hold a job, and looking forward to his own death.

Soldier's Heart

Character Analysis

Words that describe Charley	Round or Flat?
foolish, naïve, unworldly, innocent, fatalist, madman, brave, admiring	round
Static or Dynamic?	Why? (Provide support from the text.)
dynamic	<p>When the war begins, Charley is sweet and innocent. (chapter 3 - page 20) ...believed in Heaven and Hell and God and Jesus...If he had profane thoughts as he went to war, they might infect his soul...he did not think he would die, did not think he would even be hit or hurt...</p> <p>By the end of the war, he is a bit of a mad man. (chapter 8 page 84) He attacked anything and everything that came into his range - slashing, clubbing, hammering, jabbing, cutting - and always screaming...in a kind of rabid, insane joy, the joy of battle...</p>

Discussion

Wow! This novel is powerful! It really shows us the feelings and emotions of the soldiers who bravely fought in the Civil War. What are your thoughts and feelings about the novel? **ARA**

The things that Charley saw, the people he met, the hardships he had to endure all molded him into the man we see in chapter ten. So, why do you think he goes on these picnics...picnics where he is not even sure if he will eat...where he may decide to visit "the others"? **ARA - Students may mention that he wants solitude to contemplate suicide.**

What parts of the novel meant the most to you? Record the events that you feel are most memorable from the novel as a whole. **ARA**

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