**Soldier’s Heart**  
Major Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Poem</td>
<td>30</td>
</tr>
<tr>
<td>Mid-novel Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Group Storyboard</td>
<td>50</td>
</tr>
<tr>
<td>Choice Project</td>
<td>120</td>
</tr>
</tbody>
</table>

Total Points ________/250

*Please note that packet pages may be graded depending on your teacher!*
Anticipation Guide for *Soldier’s Heart*

Directions: Check off the column **Agree** or **Disagree**, then defend your response.

<table>
<thead>
<tr>
<th>Beliefs About War</th>
<th>Agree</th>
<th>Disagree</th>
<th>Defense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. War solves more problems than it creates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. War creates more problems than it solves.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. War always has a winner and a loser.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. War is sometimes necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Big wars are bad but smaller wars are okay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In a war there are “good guys” and “bad guys.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. In a war, everybody thinks his side is right.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I think it would be exciting to fight in a war.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I don’t ever want to fight in a war.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. War should always be the last result of a conflict.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Civil War and P.T.S.D.

By Dillon Carroll

May 21, 2014

Edson Bemis was a hard man to kill. Rebel soldiers tried three times, and three times they failed. At the Battle of Antietam, a musket ball ripped through his left arm. Two years later, in the horrible fighting in the Wilderness, he was shot in the abdomen. The ball was never extracted, remaining in his body until the day he died.

The Confederates came the closest to killing Bemis in February 1865. At Hatcher's Run, Va., a Minié ball struck him in the head. He lay near death for several days. Most passed him off for dead. Dr. Albert VanDevour, however, did not, and instead performed a risky surgery to remove the bullet from his skull. Bemis improved immediately, eventually recovering, much to the shock of everyone.

The war was finally over for Bemis. He moved to Suffield, Conn., with his wife, Jane, where they hoped to start a new life. He began working for W.W. Cooper’s, a local merchant house, but very quickly it became clear to everyone that Bemis was not right. One of his colleagues at W.W. Cooper’s, George N. Kendall, described his health as “never very good,” and Bemis began to suffer from “spells of vertigo” or “something that afflicted his head” so much so that he frequently could not work.

Kendall noticed that Edson was also “very forgetful.” He had wild mood swings, and Kendall wrote “any little thing irritates him.” He was increasingly subject to memory loss. Sometimes, for several hours each day, he had no memory of where he had been or what he had done. Eventually he had to stop working at W.W. Cooper’s because of his condition.

In 1890, Bemis suffered what appeared to be a stroke, and his condition, which was already bad, got exponentially worse. A pension official came to Suffield to interview the Bemis family and friends, and immediately noticed that although Bemis was only 55 in 1895, he walked “like a man of 80!” His wife had to assist him in dressing, she had to “cut his meat and wash his potatoes” and she described him as being “like a child.” The pension official wrote that Bemis’s only job each day was to go to the post office “right below here for the mail and to a few houses above for a pail of milk every day this is all he can do.”

In 1900, Jane had apparently had enough, and Bemis was examined and institutionalized in Westboro Insane Hospital in Westboro, Mass. By this time, his condition had spiraled even further. A doctor at Westboro, Lewis Bryant, wrote that Bemis believed he was “thirty years old” but he could not recall the present “year month or day of the week.” Bemis believed that “the civil war is still going on” and, occasionally, would “see dogs in the room.” Bryant described him as “silly, emotional, crying and laughing without apparent cause” and having “little memory confusing the present with the past...soils his clothing has had delusions and false sights, and at times requires the care and attentions usually given a child.”
Celestia Bemis, his sister, who coincidentally married a man with the last name Bemis, came to Westboro and took charge of Edson, taking him to her farm in North Brookfield. Celestia and Jane did not get along, and their feud spilled over into the notes of the pension official who occasionally checked up on Bemis. Jane claimed that Celestia ordered her to stay away from him, because her presence excited him too much, while Celestia claimed that Jane had never once tried to visit Bemis, and was content to keep cashing his pension checks without ever seeing him. Jane last saw her husband in August of 1900; he died two months later. She continued collecting a pension until her death in 1917.

Bemis's story was not an uncommon one among Civil War veterans. Historians are beginning to uncover what was a virtual epidemic of emotional, psychological and neurological trauma that afflicted soldiers after the war. Veterans labored under emotional and psychological stress in ways that are disturbingly similar to the present. Alcoholism was rampant, as was unemployment. Suicide was endemic. Civil War veterans dotted the wards of insane asylums across the country.

Modern science would most likely have given Bemis a diagnosis of traumatic brain injury, caused by a blow to the head or a penetrating injury of the skull. Such injuries are all too common among veterans of Iraq and Afghanistan today. Symptoms of T.B.I. range from headaches, confusion, lightheadedness and dizziness to fatigue, mood changes, depression, changes in sleep patterns, restlessness and agitation. That seems to be consistent with Bemis's litany of postwar complaints.

If so many Civil War veterans were troubled with emotional and psychological trauma, why has it taken us so long to discover them? Veterans were loath to admit they were traumatized. In the 19th century, mental illness carried a tremendous stigma, and most veterans fought a private battle rather than disclose their trauma.

Additionally, most families preferred to care for mentally ill loved ones at home. Bemis's care as his mental health declined became a community project. Jane certainly performed the lion's share of the work. She dressed him, fed him, and sometimes had to help him in the bathroom. But she could not watch him all the time. A.P. Sherwin, a local doctor, later testified that everyone “in town knows soldier to be mentally afflicted” and all the people in Suffield near the Bemis household “watch him closely.” Jane Bemis testified that she did not watch him “on the street” because “everybody knows him” and that he only “goes a short way from home.”

Finally, the relationship between warfare and psychological trauma has only recently become better understood. War trauma has distressed veterans in nearly every war, but the whispers of shell shock and combat fatigue never really entered the public consciousness. It was not until after Vietnam that veterans' groups successfully lobbied the American Psychiatric Association to include post-traumatic stress disorder in the Diagnostic and Statistics Manual of Mental Disorders. Since then, our understanding and empathy for veterans afflicted with psychological trauma has grown rapidly. Bemis's life demonstrates that combat has been damaging to the human brain and the human psyche long before we were willing and able to give the maladies a name.
Chapter Questions

Forward

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:

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

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. The novel’s title, Soldier’s Heart is explained in the forward. What is Soldier’s Heart?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

3. Today we would call Soldier’s Heart Post-Traumatic Stress Disorder. Other wars also have different names for mental damage one suffers while at war. Complete the following chart.

<table>
<thead>
<tr>
<th>War</th>
<th>Term for mental damage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 1

1. 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?

________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Chapter 2

1. Describe the uniforms that Charley and the Union soldiers wear.
Chapter 3

1. Complete the following graphic organizer to show the relationship between Swenson’s use of profanity and Charley’s flashback.

   **Swenson used profanity**

   - Charley thinks of a surgeon who...
   - He takes a bullet and...
   - He thinks it must be the same with...

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

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

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

   **Indirect Characterization Passage** | **What this reveals about Charley**
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
</tbody>
</table>
Chapter 4

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.

1. 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.

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

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

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Chapter 5

Blended Poem assignment - please turn to page 11.

Chapter 6

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.”

1. What words in the passage form an example of figurative language? State the quote and type of figurative language. What is the author trying to say?

______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________
Chapter 7

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

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Chapter 8

Reread the pages 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.

<table>
<thead>
<tr>
<th>Sight</th>
<th>Smell</th>
<th>Sound</th>
<th>Touch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frozen muddy road</td>
<td>Artillery booming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Page #</th>
<th>Passage</th>
<th>Type of Figurative Language</th>
<th>What does it mean? How does it let the reader “see” the harshness of the Civil War?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>“Somebody would spill the beans and he’d get sent back or used as a runner or drummer boy.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The 1866 publication of his long poem *Snow-Bound* brought John Greenleaf Whittier popular acclaim and financial security. But literary success was of secondary importance to him: his priorities were dictated by his Quaker faith and his courageous battle against slavery. Whittier was born and raised on a farm near Haverhill, Massachusetts, and felt a strong kinship throughout his life with the hard-working, 

**“Barbara Frietchie”**  
*By John Greenleaf Whittier*

Up from the meadows rich with corn,  
Clear in the cool September morn,  

The clustered spires of Frederick stand  
Green-walled by the hills of Maryland.

Round about them orchards sweep,  
Apple- and peach-tree fruited deep,  

Fair as a garden of the Lord  
To the eyes of the famished rebel horde,  

On that pleasant morn of the early fall  
When Lee marched over the mountain wall,—  

Over the mountains winding down,  
Horse and foot, into Frederick town.

Forty flags with their silver stars,  
Forty flags with their crimson bars,  

Flapped in the morning wind: the sun  
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,  
Bowed with her fourscore years and ten;  

Bravest of all in Frederick town,  
She took up the flag the men hauled down;  

In her attic window the staff she set,  
To show that one heart was loyal yet.

Up the street came the rebel tread,  
Stonewall Jackson riding ahead.

Under his slouched hat left and right  
He glanced: the old flag met his sight.

“Halt!” — the dust-brown ranks stood fast.  
“Fire!” — out blazed the rifle-blast.

It shivered the window, pane and sash;  
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff  
Dame Barbara snatched the silken scarf;  

She leaned far out on the window-sill,  
And shook it forth with a royal will.

“Shoot, if you must, this old gray head,  
But spare your country’s flag,” she said.

A shade of sadness, a blush of shame,  
Over the face of the leader came;  

The nobler nature within him stirred  
To life at that woman’s deed and word:

“Who touches a hair of yon gray head  
Dies like a dog! March on!” he said.

All day long through Frederick street  
Sounded the tread of marching feet:  

All day long that free flag tost  
Over the heads of the rebel host.

Ever its torn folds rose and fell  
On the loyal winds that loved it well;  

And through the hill-gaps sunset light  
Shone over it with a warm good-night.

Barbara Frietchie’s work is o’er,  
And the Rebel rides on his raids no more.

Honor to her! and let a tear  
Fall, for her sake, on Stonewall’s bier.

Over Barbara Frietchie’s grave  
Flag of Freedom and Union, wave!

Peace and order and beauty draw  
Round thy symbol of light and law;  

And ever the stars above look down  
On thy stars below in Frederick town!
Walt Whitman (1819-1892)

After finding critical success with his 1855 volume of poetry, *Leaves of Grass*, Walt Whitman turned to nursing and journalism at the outbreak of the Civil War as a way of helping out the Union cause. He published an anti-slavery newspaper and visited wounded soldiers at military hospitals in New York and Washington. In this poem, penned at the end of the war, Whitman describes how his dreams are haunted by memories of those wounded soldiers and of the home front carnage of war.

"Old War-Dreams" By Walt Whitman

In midnight sleep of many a face of anguish,
    Of the look at first of the mortally wounded, (of that indescribable look,)
    Of the dead on their backs with arms extended wide,
        I dream, I dream, I dream.

    Of scenes of Nature, fields and mountains,
    Of skies so beauteous after a storm, and at night the moon so unearthly bright,
        Shining sweetly, shining down, where we dig the trenches and gather the heaps,
            I dream, I dream, I dream.

    Long have they passed, faces and trenches and fields,
    Where through the carnage I moved with a callous composure, or away from the fallen,
        Onward I sped at the time -- but now of their forms at night,
            I dream, I dream, I dream.
Blended Poem

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.

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.

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:

Examples:
- 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 so far about the Civil War.  
Example:
  o The Civil War battles were too horrible for words.

Your thoughts:

1. ____________________________________________________________________________

2. ____________________________________________________________________________

Step 5: You are 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. 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.

Voices of the Men
By Gary Paulsen and Mrs. Turicik

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 Organizer**

_______________________________________________

(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 the novel)

_________________________________________________

(A phrase from novel)
Rubric

Soldier’s Heart Blended Poetry

Poem contains at least 10 lines that are thoughtfully arranged  ____/20

Neatness, spelling, and punctuation  ____/4

A title is written at the top  ____/2

The top of the poem gives credit to both Gary Paulsen and the student writer  ____/2

Final copy has an illustration (images from the internet are allowed)  ____/2

Total ____/30
**Soldier’s Heart 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?


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.
Soldier’s Heart Storyboard
Rubric

Group Member’s Names__________________________________________

Pictures are accurate ______/15

Contains dialogue ______/15
and text

Follows sequential ______/10
order

Neatness ______/10

Total ________/50

Requirements:
• Storyboard should be in color

• There should be 6-8 panels

• Use a combination of speech bubbles and written text to tell your part of the story.

Suggestions:
• Start with a plan. Do not start drawing and writing on your good paper until you have figured out exactly what you want to do.

• Split the work up amongst your group members. One person finds the text and speech bubbles, one person works on the rough copy, and one can start the good drawings.

• Pay attention to the colors of uniforms. Make this realistic. The Union and Confederacy did not wear purple, pink, orange, etc.!

• This is a book about war, so it is acceptable to show wounds and weapons. Please do this tastefully and do not make it gory.

• Remember that these are true events that happened to real people. This should not be disrespectful towards those people who lost their lives.
Soldier’s Heart Novel Study Choice Board
You must pick 3 activities to complete in a row. This is like tic-tac-toe!

<table>
<thead>
<tr>
<th><strong>Character Acrostic Poem</strong></th>
<th><strong>Diseases</strong></th>
<th><strong>Character Cube</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Research the diseases that were common among the troops during wartime. Make a brochure describing the name of the disease, causes, and symptoms.</td>
<td>Everyone thinks the main character of my novel is __________. Create a cube with six best quotes from your novel that proves your statement is true. Be sure to document where each quote was found (include page numbers).</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write phrases that best describe Charley and his actions from the novel.

<table>
<thead>
<tr>
<th><strong>Book cover</strong></th>
<th><strong>Research</strong></th>
<th><strong>Create</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Front cover- title, author, image</td>
<td>Research Post-Traumatic Stress Disorder. Write a 2 paragraph explanation about how it affects soldiers returning from war and some of the methods used to help them.</td>
<td>Using recycled objects, create a three-dimensional scene from your book. Tell about why the scene is important in the development of the story (orally or in writing)</td>
</tr>
<tr>
<td>Cover inside flap- summary of the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back inside flap- brief biography of author with at least 5 details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back cover- editorial comments about the book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spine- title and author</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Story Map</strong></th>
<th><strong>Battlefield Map</strong></th>
<th><strong>Skit</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a plot diagram for Soldier’s Heart (Include the exposition, rising action, climax, falling action, &amp; resolution)</td>
<td>On a blank map of the United States, label the states and plot the battlefields Charley fought with the dates.</td>
<td>Write a short skit from a scene or chapter from the novel. Act it out with a partner.</td>
</tr>
</tbody>
</table>
Soldier's Heart
Choice Project Rubric

Student Name______________________________________________________

Directions: Please check off the two projects that you completed in addition to the essay. Please pay attention to ALL directions in order to receive full credit.

Research - Research what it means to have Post-traumatic Stress Disorder. Write a two paragraph explanation. This MUST be typed.

- Paragraphs explain Post-traumatic Stress Disorder _____/16
- First paragraph has an introductory sentence _____/2
- Last paragraph has a sentence or two to summarize _____/2
- Writing contains 2 paragraphs of 5 sentences each _____/10
- Neatness/Spelling _____/8
- The website where the information was obtained is cited at the bottom of the page _____/2

Total _____/40

Character Acrostic Poem - Using the name CHARLEY, write phrases that describe Charley or his actions from the novel. This MUST be typed.

- Words and phrases accurately describe Charley _____/20
- Neatness/Spelling _____/10
- “Character Acrostic Poem” title written at the top _____/10

Total _____/40

Diseases - Research the diseases that were common among the troops during war time. Make a brochure describing the name of the disease, causes, and symptoms. Type or print neatly.

- Brochure contains 5 diseases that occurred during the Civil War _____/10
- The causes for each of the 5 diseases are clearly written _____/10
- The symptoms for each of the 5 diseases are clearly written _____/10
- Project is in brochure format with cover, title, and name _____/6
- Neatness/Spelling _____/4

Total _____/40

Story Map - Fill in the story elements plot map for Soldier's Heart. This should be printed neatly on paper.

- All events are filled in and accurate _____/30
- Neatness/Spelling _____/10

Total _____/40
Skit- Write a short skit from a scene or chapter from the novel using 4 or less characters. A narrator can be one of your four characters. Acting is not mandatory and will only be done if there is time. This MUST be typed.

- Scene is accurate using lines from the book and stage directions. ___/20
- Script fits on one typed page using Arial font, size 14 ___/10
- Neatness/Spelling ___/10

Total ___/40

Battlefield Map- On the provided map, label the states and plot the battlefields Charley fought with the year. You may need to do some internet research. This is printed neatly only.

- All states where Charley fought are labeled and colored red ___/15
- The years for each battle are accurate ___/15
- Neatness/Spelling ___/10

Total ___/40

Create- Using recycled objects, create a 3-dimensional scene from your book. Write about why the scene is important in the story. This can be typed or printed neatly.

- Accurately depicts a scene from the book ___/20
- A brief explanation is written about the scene ___/10
- Neatness/Spelling ___/10

Total ___/40

Character Cube- Create a cube with 6 best quotes from the book that prove that Charley is the main character. Be sure to include page numbers for each quote. This is to be printed neatly only.

- Six quotes are written that prove Charley is the main character ___/20
- All quotes have a page number written next to them ___/10
- Neatness/Spelling ___/6
- Cube is neatly assembled ___/4

Total ___/40

Book Cover- Front cover~ title, author, image/ Cover inside flap~ summary of the book / Back inside flap~ brief biography of author with 5 details/ Back cover~ editorial comments about the book/ Spine~ title and author. Can be typed or handwritten.

- Front cover, back cover, inside front, inside back, and spine ___/ 30
- Neatness/Spelling ___/10

Total ___/40

Total Project Points _______/120