



Honoring the Spirit of America

www.museumofpatriotism.org

“The Patriot” *The Movie-Lessons Learned*

Grades 6-8
Language Arts
Social Studies

Objective

- 1 Identify patriotism and moral lessons
- 2 Compare and contrast American Revolutionary War to other American wars.

Character Education Words

- Courage
- Loyalty
- Patriotic

Teacher’s Overview

To allow student to develop a better knowledge and understanding for the American Revolutionary War and will learn valuable life lessons.

Materials

- Movie: *The Patriot*
- Internet:
www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm
www.historycentral.com/Revolt/index.html
www.ushistory.org/march/timeline.htm
- Movie discussion questions (provided by teacher)

Introduction

- 1 Show the movie “The Patriot”
- 2 Students will complete worksheet as they watch the movie

Activity

- 1 Class discussion on notes taken from the movie. Teacher is to focus on life's lessons and specific historic events viewed in the movie.
- 2 Students are to compare and contrast the American Revolutionary War to another American war of their choice by using the Internet.
- 3 Students are to create a chart to show comparisons and contrasting information.

Independent Practice/Reflection

Write about a day in the life of an American soldier during the Revolutionary War as well as a diary entry from the view point of a British soldier. Do the same for the second war choice.

Assessment

Class discussion, writing rubric

Extension

Students will create a timeline of important events leading up to the Revolutionary war

Story Writing : A Day in the Life of a Soldier

Teacher Name: **m r**

Student Name: _____

CATEGORY	4	3	2	1
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Setting	Many vivid, descriptive words are used to tell when and where the story took	Some vivid, descriptive words are used to tell the audience when and where the story	The reader can figure out when and where the story took place, but the author didn't	The reader has trouble figuring out when and where the story took place.

	place.	took place.	supply much detail.	
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Requirements	All of the written requirements were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Action	Several action verbs (active voice) are used to describe what is happening in the story. The story seems exciting!	Several action verbs are used to describe what is happening in the story, but the word choice doesn't make the story as exciting as it could be.	A variety of verbs (passive voice) are used and describe the action accurately but not in a very exciting way.	Little variety seen in the verbs that are used. The story seems a little boring.