

Conflict and Revolution

Purpose

Students will read fiction and nonfiction stories about conflicts among and between groups of people at different stages in the formation of the United States and give examples of how these conflicts were resolved.

Materials

For each student: copy of Black Line Master (BLM) *Pop-Up Template*, paper, pencil, 4 pieces of white construction paper

For the class: fiction and nonfiction books highlighting conflicts in early America (e.g., *And What Happened Then*, *Paul Revere?* by Jean Fritz, *Guns for General Washington: A Story of the American Revolution* by Seymour Reit, *If You Were There in 1776* by Barbara Brenner, *The Boston Tea Party* by Laurie O'Neill, *Finding Providence: The Story of Roger Williams* by Avi), scissors, glue, colored pencils staples, stapler

Activity

A. Pre-Activity Preparation

1. Gather grade-level-appropriate books about conflicts in early America, such as the books suggested above.
2. Make a sample pop-up book, according to the directions on the BLM *Pop-Up Template*.

B. Reading Activity

1. Tell students that they are going to read stories about conflicts between people and groups of people during the formation of the United States.
2. Instruct students to choose a book to read and report on. Allow students time to read their chosen book.
3. Hand out paper and a pencil to each student.
4. Instruct students to write a summary of the book. Tell students to include the conflict highlighted in the story and the solution at which the characters arrived.
5. Have students share their summaries with rest of the class.

(continued)



INCORPORATING

TECHNOLOGY

Have students visit the Education Planet Web site for an overview of the conflicts involved in the formation of the United States:
www.historyplace.com/unitedstates/revolution/revwar-75.htm.



connecting
across the
curriculum

English/ Language Arts

Have students rewrite the ending of their book and come up with a new resolution for the conflict in their story. Have students explain how their resolution would change history.

Standards Links
5.1.11, 5.1.20

Activity (continued)


C. Pop-Up Report

1. Tell students that they are going to make a pop-up book based on their book report.
2. Hand out a copy of the BLM *Pop-Up Template*, construction paper, and a pencil to each student. Make sure that scissors, glue, and colored pencils are easily accessible.
3. Review the instructions on the BLM with students.
4. Instruct students to make four pop-up pages, one page for each of the following: introduction, events leading to the conflict, the conflict, and the resolution.
5. Tell students to draw a picture and write a caption for each page.
6. Have students combine all four pages into a book by stapling along the inside edge.
7. Instruct students to title their book and write the title on the cover. Tell students to write their name and draw a picture on the front cover.


Questions for Review


Basic Concepts and Processes

While students are working on their pop-up books, ask questions such as the following:

 Why were there so many conflicts during the formation of the United States?

 Why do you think there were so many conflicts?

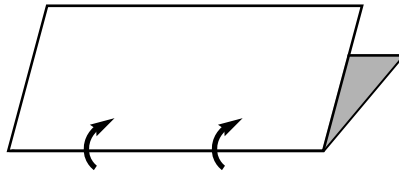
 What was the most common way to resolve conflicts during this time?

 Which method of resolving conflicts seems to have worked the best?

POP-UP TEMPLATE

Directions:

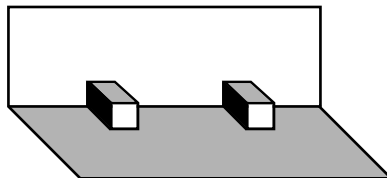
1. Draw a sketch of the scene you want to create and decide which element you want to put on each page.
2. Fold a piece of construction paper in half crosswise.



3. Along the folded edge, cut two slits of equal length for each of the pop-up tabs in your scene.



4. Open the paper up gently and pull each of the pop-up tabs forward.



5. Fold the paper again so that each of the pop-up tabs falls into the center. Press the base of each tab so that it forms a crease.



6. Open your paper up and glue the part of the scene you want to pop up onto the front of the tabs.
7. Make four "pop-up" pages.
8. Staple the backs of the four pages together at the edge of the spine.
9. Fold the last sheet of construction paper in half crosswise and staple it to the front and back of the other four sheets to create front and back covers for the book.

POP-UP TEMPLATE

Teacher Directions

Tell students that they are going to make a pop-up book based on their book report. Hand out a copy of the BLM *Pop-Up Template*, construction paper, and a pencil to each student. Make sure that scissors, glue, and colored pencils are easily accessible.

Review the instructions on the BLM with students. Instruct students to make four pop-up pages, one page for each of the following: introduction, events leading to the conflict, the conflict, and the resolution. Tell students to draw a picture and write a caption for each page. Have students combine all four pages into a book by stapling along the inside edge.

Instruct students to title their book and write the title on the cover. Tell students to write their name and draw a picture on the front cover.

Answer Key

Not applicable.