



Lesson: John Stark and His Soldiers

(To follow Amplify CKLA 4, Knowledge 7: American Revolution,
Lesson 8: The Continental Army's Plight)

At a Glance

In this lesson, students extend their understanding of the hardships faced by colonial soldiers by learning about New Hampshire's General John Stark and the efforts he made to support his soldiers.

Primary Focus Objectives

- Students will watch a short video about John Stark.
- Students will analyze a letter written by John Stark.
- Students will make a claim about John Stark's leadership and support it with evidence and reasoning.

Formative Assessment

- "A Leader's Letter" activity

Standards

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Materials

- Biography: [John Stark](#)
- Video: [Who Was John Stark?](#)
- "A Leader's Letter" two-sided worksheet

Time Needed

One 30–40 minute class sessions

Learning Activity

1. **Read the biography and watch the video.** Introduce students to John Stark with a short biography. Then, watch and discuss a brief video to help students acquire important background knowledge about John Stark and his leadership during the American Revolution. *(10 minutes)*
2. **Analyze the letter.** Support students as they read and analyze this primary source document that provides evidence about John Stark's leadership abilities. *(15 minutes)*
3. **Reflect in writing.** Encourage students to integrate information from the three sources to make and support a claim about John Stark. *(15 minutes)*



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students extend their understanding about the hardships experienced by Continental Army soldiers during the Revolutionary War by investigating sources about John Stark. Students use evidence from a brief video, a brief written biography, and a letter written by Stark to make and support a claim about Stark's leadership.

Read the biography and watch the video

Project the biography of John Stark to students and read the biography together. If students have heard of John Stark, encourage them to share other details they may already know about his life. Then, project the video and watch, pausing as necessary to take a closer look at images, discuss important ideas, and answer student questions.

Analyze the letter

Distribute the worksheet and preview the two sides with students. If they have completed "Moose on the Loose," [Lesson 5.5: Who Took Part in the Revolution](#), they will be familiar with this letter excerpt. Explain that they will look at it more closely, now that they have more information about who John Stark was and his commitment to being a military leader. Support students as they read the excerpts and answer the questions. This activity may be suitable for reading groups.

Reflect in writing

Explain to students that on the other side of the worksheet, they will develop a strong paragraph that contains a claim about John Stark's leadership and evidence to support this claim. Their paragraph, which should integrate their claim and their evidence, should be written in the "Reasoning" row. Consider offering students claims to work with, if they are new to this approach. Examples include:

- John Stark advocated for his soldiers' needs because he had experienced life as a soldier.
- John Stark's soldiers trusted his leadership.
- John Stark cared about his soldiers.

After students have completed their paragraphs, consider having them share in small groups with students who began with a different claim. Encourage them to discuss the different evidence they used to support their claim.

A Leader's Letter

Read the selections from a letter John Stark wrote while he was serving as a colonel. Answer the questions using evidence from the letters.

Excerpts from John Stark's Letter to the Provincial Congress of New Hampshire

May 29th 1775

A significant number of the soldiers do not have blankets, and cannot be given them by their towns, and so are left out in the cold. Some feel sickly because they have colds and are unable to do their duty as soldiers.

And secondly, we need money very badly .

Unless you somehow are able to send money to the army soon the courage of the men will fail.

Important note: These selections have been edited, or cut out, from longer pieces of writing. Some of the original punctuation, spelling, and capitalization have been changed to make it easier for you to read.

Source: New Hampshire Historical Society

What problems does John Stark explain in this letter?

Why do you think John Stark is worried his soldiers' courage will fail?

Why do you think John Stark had to write this letter specifically to the Provincial Congress?



Claim	
Evidence	
Reasoning	