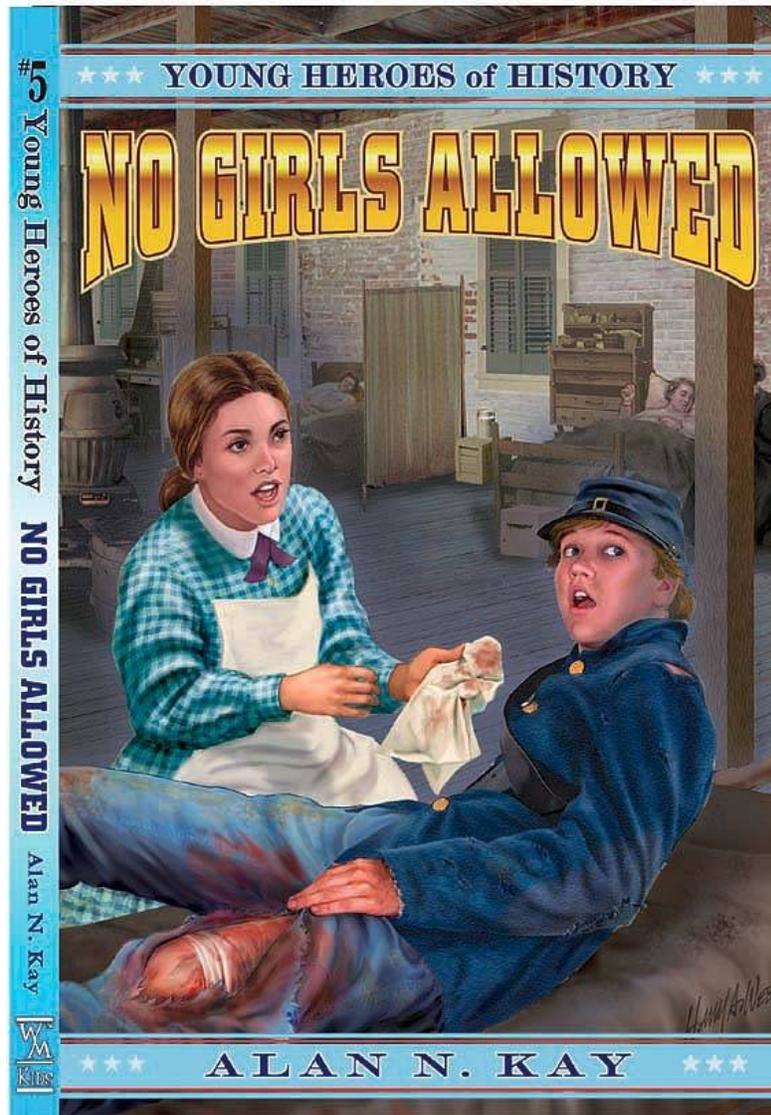


Lesson Plans for



Young Heroes of History Series #5

By

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Organization and purpose of these Lesson Plans

The purpose of these plans is to provide the teacher with background information to the book as well as ideas for pre-teaching and extension activities. Included is also a set of questions for each Chapter and a resources page with web sites and books listed. We will begin with a brief education behind the ideas in the book, recommendations for teaching with it, specific questions and finally ideas for further research.

How does *No Girls Allowed* tie into Books One, Two, Three and Four of the Young Heroes of History Series?

First of all, let us remember **that all of the Young Heroes of History books are designed to be used either as stand-alone books or as part of a ten volume family saga.** It is not necessary to purchase other books if a teacher only wants to focus on the issues in *No Girls Allowed*.

In ***Book One, Send 'Em South***, we are introduced to David and George Adams. They are two young Irish boys who live in Boston at a time when the Irish were severely mistreated and abused by the people of Boston. Fortunately for David, his father married a relatively wealthy Abolitionist woman. This allowed the family to move out of the slums. The entire Irish family, including George and his father, were allowed to rent a house from David's grandfather even though he openly dislikes the Irish.

Years later, David's parents have left him in Boston to move to the dangerous Kansas territory. As avid abolitionists, they hope to help make the newly forming state slave free. While they are gone, David and George discover Lisa, a fugitive slave girl trying to escape the slave catchers who have come to find her. Although George does not really want to help, David brings him along in his attempt to help Lisa remain free. By the end of the book, David has apparently failed and Lisa is returned to the plantation in Georgia.

In ***Book Two, On the Trail of John Brown's Body*** we see the two cousins, David and George desperately trying to remain best friends despite the split that is going on in their family and in the country over the slavery issue. Unfortunately for them both, David's father and grandfather are deeply involved in a secret plot with the mysterious John Brown. When David unwittingly steals money from his grandfather and runs away to Kansas, he sets in motion a series of events that will imperil the entire family.

David's grandfather sends George after David. Then he hires a mysterious stranger to follow them. Throughout George's travels and even in Kansas, this stranger becomes a constant threat. Once in Kansas, the boys experience first hand the danger and violence of "Bleeding Kansas." To make matters worse David's mother is ill and his father keeps disappearing for days at a time. The only time things seem normal is when David, George, their new friend Charles and their fathers play a friendly game of baseball.

When the mystery finally begins to make itself known, things only get worse. David's father is involved with John Brown and has gone off to Harper's Ferry to end slavery forever! Only George and David can stop him but they don't know whether they should! George ends up kidnapped by Brown's men and it looks like he might even die when Brown attacks the town and makes George and other citizens his hostages!

In **Book Three *Off to Fight***, George and his father have left the family and moved to Virginia. They have made the state their home after the John Brown raid made them fear and despise the extremes of the abolitionist movement.

George's priorities however are simply to be a 13 year old boy, have fun and hang out with the guys. He finds that the only way he can make friends in Richmond, Virginia is to join a gang. Things go well for George and his newfound friends until the state of Virginia secedes from the Union and calls for volunteers.

Hoping to join his older friends, George joins up as a drummer boy and is eventually promoted. Unfortunately, war is not the fun adventure George thought it would be. When the Federals attack Fredericksburg and destroy the town George sees firsthand the devastation of war.

A young girl living in Fredericksburg becomes victim to the Union bombardment as her house is destroyed and her parents killed. Hiding in the woods, trying to survive, Allison is discovered by George and eventually learns to trust him. The only problem is that George is a soldier and he must go off to fight and leave Allison all alone!

In **Book Four *Nowhere to Turn*** We now turn to the younger brother of David, Thomas. We find out that Thomas is an unhappy boy. His older brother David has disappeared (at the end of Book Two). His favorite cousin George has moved South. His parents are dead and he has been forced to move with his Uncle to a farm in Pennsylvania. He finds his life boring and monotonous.

Nowhere to Turn is a book about choices. Throughout the book Thomas finds he makes the wrong choices for the wrong reasons. He chooses to run away. He chooses to join the army. He chooses to run from battle and he chooses to hide his secret from his family and friends. By the time of the Battle of Antietam Thomas has no choices left and finds himself with *No Girls Allowed*.

By examining Thomas' character, students learn about how to make choices. They learn about consequences and the effect their actions have on others.

So, what is Book Five, *No Girls Allowed* about?

Prior to the Civil War, Women had been fighting and organizing in attempt to be treated as equals. Once the war began, women all but forgot their cause and joined to help out their side as enthusiastically as men. However the issues of equality had not gone away.

No Girls Allowed deals with the issues of women's concerns amidst the crisis of a Civil War. It looks through the eyes of two girls who choose to help their country in very different ways. Without trying to, they both end up taking a stand for women as well. Mary (David Adams' younger sister who we first see in Book One), feeling alone and abandoned by the rest of the family and seeing her brothers, cousins and Uncle all going off to war, decides to run away to the battlefields and help the wounded. Lynn, a headstrong teenager who refuses to be treated differently from her twin brother, decides to join the army with him after their father is killed in the first battle of the war.

As these two girls' stories are told, we begin to see the struggles these girls have as well as the shocking horror of the deadliest battle of the war: Antietam. When they finally meet, tensions rise even higher as they realize that each of them is also fighting a battle to be treated as equals,

but in very different ways. As we close the story, each girl believes her way of dealing with equality is correct leaving the final decision to the reader.

What are the Objectives of *No Girls Allowed*?

- To introduce the reader to the issues of women's rights in their earliest context.
- To examine the methods used by medical staff to deal with the record numbers of wounded and dead.
- To introduce the reader to the amazing efforts of people like Clara Barton.
- To portray the home front and the efforts taken by everyday families.
- To provide background information on the early battles of the Civil War as part of the everyday descriptions.
- To introduce major characters and places such as Washington D.C., Sharpsburg Maryland; General George B. McClellan, General Robert E. Lee, and Abraham Lincoln and portray them as they appeared to the people of the times.
- To portray the horror of war as seen through the eyes of the doctors and nurses.
- To examine the Northern view of the war as seen through its soldiers and civilians.
- To evaluate the time period through the eyes of the people who lived it.
- To portray the events in a non-biased way in order to allow the reader to evaluate and judge.
- To describe the issues of the times in contemporary terms.
- To include the everyday concerns of people of the time period in order to put the larger issues into perspective.
- To portray the individuals as people similar to ourselves that the reader can relate to.
- To instill an appreciation of history.
- To provide the reader with questions and issues for debate and discussion.

What are the Critical Issues presented in *No Girls Allowed*?

The most important issue in *No Girls Allowed* is how to deal with equality. It is unquestioned that women were treated as inferiors to men and we examine to what extent this is true. However the broader issue, which is still very true today, is how can women prove to men (or do they need to) that they are their equals. The debate between the characters of "I have to do everything a man can do to prove that I am their equal." And "I don't have to be like them to be their equal."; is a prominent one throughout the book. Neither girl truly proves her side and indeed they come to some kind of an uneasy truce in accepting their own different ways of proving the same point. The issue of how to deal with inequality is, as it should be, finally left for the reader to decide.

In addition, the horrors of war are dealt with. We see the Carnage of Antietam and the efforts by Clara Barton to deal with the overwhelming needs of the thousands of wounded. Our main character even meets and works with Miss Barton for a time.

Who is the target audience for *No Girls Allowed*?

The quick answer to this question is middle level readers, usually around the age of 11-15. However, understanding the uniqueness of individuals, there are of course many ways to adapt the reading level for different needs. The book is appropriate for younger readers who read above level or have an interest in the civil war or history or women's issues. Finally, it can also be used with younger learners in a group reading where an adult is present. The book may also be used by older students and indeed has been used in grades as high as 11.

What are the important vocabulary and concepts that a reader should be aware of?

The answer to this question of course depends on to what degree the teacher wants to cover material. A basic understanding of the causes of the war is a good starting point. Expanding this to discuss how the war progressed and definition of secession is the next logical area to discuss. At minimum, students should be aware of the following:

Secession: The act of leaving a group. In this case, the declarations of Independence that the Southern States declare when leaving the United States of America.

The Confederacy: The term used to describe the group of states that secede and form a new government based upon a confederation style as seen in the original Articles of Confederation.

Union: Term used to apply to the Northern government; the United States of America.

Regiment: A unit of men in the army organized by a town or a group of people totaling 1,000 men.

Nurse: while not a new term, the reader should understand that most nurses were men.

Suggested pre-activities:

****Special Note: Much of the information needed to cover these topics can be found on the various web sites listed at the end of these plans.**

*Examine Seneca Falls and the efforts of Susan B. Anthony in the women's rights movement.

**In looking at the causes of the war, consider these activities:

*Discuss the history of slavery and its conditions.

*Examine the Constitutional Convention. Was there anything in the document about State's Rights?

*Examine the expansion of Slavery by looking at the various compromises: 3/5; Missouri; 1850.

*Examine the Geography of the United States at the time. Identify Southern and Northern states as well as the territories.

*Review the election of 1860. What states voted for Lincoln?

*Read the reasons for secession given by Southern States in their declarations of Independence.

*Read Lincoln's Inaugural Address and discuss his attitudes towards Secession.

*Review the different advantages and disadvantages both North and South had in the coming war.

*Review the battle of Antietam and what had led General Lee to invade the North.

Specific Questions for *No Girls Allowed*:

These questions are designed to be used by many levels of students. They are broken down into simple recall and understanding, in-depth and critical thinking questions, and extension/discussion questions. Feel free to use whatever questions meet the needs of the age group you are using.

CHAPTER 1

Recall:

1. Describe where Lynn and Daniel live.
2. Why is Daniel nervous swimming in the lake?
3. What does Fred think of Lynn and Dan?
4. What does Ralph think of them?

Discussion:

5. Do you know any girls who act like boys? What do you think of them?
6. Do you know any boys who act like girls? What do you think of them?
7. Fred refused to continue the fight because he "wouldn't fight a girl." Is this the right idea? Should boys fight girls ever?

CHAPTER 2

Recall:

1. Describe Lynn and Daniel's grandmother.
2. What happened to the Twins' father?

Understanding:

3. Does Daniel see Lynn as an equal?

Discussion:

4. Are girls treated as equals to boys today?

Research:

5. How are women treated in the world today? Are they the equals of men in all areas? What is sex discrimination?

Extension and discussion:

6. Answer the following question in a paragraph or more. Do people treat you a certain way because you are a boy or a girl? Do they have certain expectations of you? For example, do they assume you like sports because you are a boy? Do you have certain expectations of boys or girls you first meet?

CHAPTER 3

Recall:

1. List the kinds of things that Soldiers' Aid Societies do.
2. What happened to Mrs. Black's husband?
3. Why does Mary feel like an outsider?

Critical Thinking:

4. Look up the word irony in the dictionary. Why is the death of Mrs. Black's husband a cruel irony?

Research:

5. Choose a war between 1860 and 1950 that the United States was in and list the actions taken by people at home to help in the war effort. Compare them to other students and the actions Americans are taking today.

Map Questions from the map on page 38

1. What two cities are near Mary's home?
2. What state is Antietam Creek in?
3. Why is Maryland considered a border state?

CHAPTER 4

Recall:

1. Why is Thomas home?
2. What reasons does Mary give for joining Thomas?

Research/Extension:

3. Find out who Dorothea Dix is. What role did she play in the war?
4. What was the U.S. Sanitary Commission? How did they help in the war?

CHAPTER 5

Recall:

1. What city did Mary and Thomas travel to in order to find Thomas' regiment?
2. What do they learn about General Lee and his plans?

Critical Thinking:

3. Why is General Lee's invasion so scary?
4. What could a victory for General Lee mean to the overall war? What might other countries do if he wins?

CHAPTER 6

Recall:

1. Describe the town of Frederick, Maryland as Mary sees it.
2. What did Clara Barton say to the soldier who her bread?

****Note to the reader: This conversation did indeed happen exactly as described.**

3. Why does Miss Barton say "No" to Mary?

Critical Thinking:

4. How is Miss Barton different from other women Mary has met?

CHAPTER 7

Recall:

1. Where is Mary hiding?

2. What grisly task do Miss Barton and Mr. Welles perform at the roadside of the battlefield?
3. Describe the thoughts going through Mary's mind as she listens to the sounds outside?

Critical Thinking:

4. Why does Miss Barton need to rest in the wagon?

CHAPTER 8

Recall:

1. What is Miss Barton's reaction to finding Mary?
2. List all the reasons Mary is crying.

Critical Thinking:

3. According to Miss Barton, why can't Mary just help however she wants?

CHAPTER 9

Recall:

1. Why does Mary wake up Miss Barton?
2. Describe Miss Barton's nightmare.
3. What do Mary and Miss Barton have in common?

CHAPTER 10

Recall:

1. Where did Miss Barton decide to stop and help?
2. What was the first act of aid Mary gave to a soldier?
3. How did Mary calm the panicky soldier down?
4. List the kinds of problems the medical staff had.

Critical Thinking:

5. Do you think Mary really helped even though she wasn't a nurse? Explain.

Discussion:

6. Mary ignored Miss Barton's order to stay in the wagon. Did she do the right thing? Should children ever ignore adult's wishes? When?

Research/Extension:

7. Using books and the internet, discover how doctors and nurses treated the wounded and note how things changed over the war.

CHAPTER 11

Recall:

1. What critical supply did Miss Barton come up with to aid the surgeons?
2. According to Mr. Welles, how is the United States unique from all other countries?
3. What does Mary think the war should be about?

4. What does Miss Barton do for Mary before they part?

Critical Thinking:

5. What effect did seeing all the dead men have on Mary, Miss Barton and Mr. Welles?

Extension:

6. Pretend that you are a commander of a civil war regiment. Write a letter to the dead man's widow telling him how he died at Antietam.

CHAPTER 12

Recall:

1. Who won the battle of Antietam?
2. What kind of job did Mary get in town?
3. What clues did Mary notice about the soldier that made her think he was different?

Research/Extension:

4. Lynn was not the first woman to disguise herself as a man during the Civil War. Indeed, Clara Barton herself found one at the Battle of Antietam. Research women soldiers in the war and report on what role they took.

CHAPTER 13

Recall:

1. How did Lynn feel once Mary discovered her secret?
2. What happened to Lynn's unit, the 7th Maine?

Critical Thinking:

3. What things do Mary and Lynn have in common?
4. Why did Mary decide not to give out Lynn's secret?

CHAPTER 14

Recall:

1. Describe the things Mary sees as she looks for Thomas.
2. What is Thomas' reaction to Mary's request?

Critical Thinking:

3. Why did Mary and Lynn decide to get their brothers?

Discussion:

4. What kinds of things do you think Lynn had to do to pretend she was a boy besides belch loud?

CHAPTER 15

Recall:

1. What did Mary suggest Lynn do now that she could finally act like a girl?
2. What did Thomas and Daniel do while Lynn took her bath?
3. What was the attitude of the man who rented the bath?

Discussion:

4. If you had to pretend to be someone of the opposite sex for over a year, what is the first thing you would do once you could be yourself again? Why?

Research/Extension:

5. Daniel seems to hardly know the game of baseball. What is the early history of this game and how did it spread?

****Suggestion to teacher: view Ken Burns History of Baseball video**

CHAPTER 16**Recall:**

1. What officer showed up at the hospital?
2. Why was he there?
3. Why was the major angry with Daniel?

Discussion:

4. Did Daniel do the wrong thing? Did Lynn? Do you think they are dishonest and should be punished? Explain.

CHAPTER 17

1. How will they punish Daniel?
2. Why did Major Hyde want the whole thing kept quiet?
3. According to Lynn, why is Mary not helping the situation?
4. According to Mary, why did she not dress up like Lynn?
5. What does Mary suggest Lynn do now?

Discussion and Essay: Write a paragraph or more on the question below. Make sure to answer ALL parts of the question.

6. Lynn says "How will they ever accept us if they don't see that we can do what they do?" Is she right? Do girls need to prove anything to boys? How does a girl show she is equal to boys? Does she need to?

Epilogue:

1. Why did President Lincoln fire General McClellan?
2. What two things did the Emancipation Proclamation do?
3. What did Clara Barton do after the war?

Suggested Post Activities:

- *Discuss sexual discrimination. To what degree is it present today.
- *Review the history of the women's rights movement from Susan B. Anthony to the ERA.
- *Research the origins of the civil war. Debate whether it could have been avoided.
- *Research the battle of Antietam. Why was it fought and what implications did it have?
- *Discuss Mary's statement that the war needed to be about something and Clara Barton's response. How easy would it have been to free the slaves? Have we mishandled race relations since then?
- *Research the history of medical roles in war. How far has it come?
- *Study the life of Clara Barton both before and after the war.
- ***Use the enclosed primary source documents to discuss the role Civil War nurses played in attempting to gain Women's suffrage. (Note the letter is dated 1917, in the middle of World War I.)

For more ideas or background information, consult the following web sites:

United States Civil War Center
<http://www.cwc.lsu.edu/cwc/civlink.htm>

Home Page of the National Park Service at the Battle of Antietam
<http://www.nps.gov/anti/index.htm>

National Park Service *Clara Barton Chronology*
<http://www.nps.gov/clba/chron2.html> National Park Service

Clara Harlowe Barton Short Biography
<http://www.civilwarhome.com/bartonbio.htm>

**Civil War Medicine Excellent Site with great links
<http://www.civilwarhome.com/civilwarmedicineintro.htm>

National Museum of Civil War Medicine
<http://civilwarmed.org/>

Literature of the Civil War Lesson Plans
<http://7-12educators.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.yale.edu%2Fynhti%2Fcurriculum%2Funits%2F1997%2F%2F97.02.02.x.html>

Lesson Plans on the Civil War itself
<http://7-12educators.miningco.com/cs/historycwlessons/index.htm>

Lessons plans and info on slavery and black history
<http://7-12educators.miningco.com/cs/slavery/index.htm>

American Civil War Timeline
<http://www.americancivilwar.com/tl/timeline.html>

Antietam Order of Battle and other primary sources
<http://civilwarhome.com/antietam.htm>

Or, consult these sources used in the research of *No Girls Allowed*

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McPherson, James M. *Battle Cry of Freedom* New York: Oxford University Press, 1988.

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Waskie, Dr. Andy. *Philadelphia and surroundings in 1860's: E-mail correspondence with the author* Grand Army of the Republic Civil War Museum and Library, Feb. 21, 2000.

Ward, Geoffrey C. . *Queen Barton* American Heritage. pp. 14-16. New York: American Heritage, April 1988.

Wheeler, Richard *Voices of the Civil War* New York: Thomas Y. Crowell Company, 1976.

The Following Document comes from the National Archives. Read the description of the primary source below then examine the actual letter. For the actual web site go to

http://www.archives.gov/digital_classroom/lessons/woman_suffrage/print_friendly.html?page=army_nurses_content.html&title=NARA%20%7C%20Digital%20Classroom%20%7C%20Teaching%20With%20Documents%3A%20Woman%20Suffrage%20and%20the%2019th%20Amendment

An easier to read transcript follows the letter.

**Teaching With Documents Lesson Plan:
Woman Suffrage and the 19th Amendment**

**Association of Army Nurses of the Civil War Letter to U.S. House
Judiciary Committee**

Many of the women who had been active in the suffrage movement in the 1860s and 1870s continued their involvement over 50 years later. Mary O. Stevens, secretary and press correspondent of the Association of Army Nurses of the Civil War was one such woman. In 1917 she asked the chairman of the House Judiciary Committee to help the cause of woman suffrage by explaining, "My father trained me in my childhood days to expect this right. I have given my help to the agitation, and work[ed] for its coming a good many years."

Peabody Ma. May 1, 1917

*Hon. Edwin R. Webb
Chairman Judiciary Committee
U.S. House of Representatives*

Dear Sir,

It seems to me right to ask you to help the cause of Woman Suffrage just now at this session of Congress by an immediate and favorable report on the Federal Suffrage Amendment Bill. My father trained me in my childhood days to expect this right. I have given my life to the agitation and work for its coming a good many years. It seems as if the time has come for this great act of justice and that this Congress doing most needed things for the whole world aught not to overlook the appeals of the women of our land.

Yours most sincerely

Mary O. Stevens