

Juliette Low: Girl Scout Founder **Teacher's Guide**

Introduction

This Teacher's Guide provides a framework for using *Juliette Low: Girl Scout Founder* in the classroom as a vehicle to engage students and weave literature into multiple content areas.

The Guide offers many suggestions for interdisciplinary activities that students can do before, during, and after they read the book. These learner-centered activities help students move from solely a comprehension, or knowledge-based way of thinking about historical fiction, to higher levels of critical thought that include analysis and evaluation.

Before Reading

1. Before starting any unit of study, it's a good idea to assess what students already know, or think they know about the subject. If students have at least some knowledge of Low or her accomplishments, draw a three-column chart on the blackboard with the headings: *What We Know About Juliette Low*, *What We Want to Know*, and *What We Learned*.

Ask students to respond only to the first two columns. After reading the book and doing some or all of the After Reading activities, revisit the chart with the class to complete the third column (*What We Learned*) and to correct any erroneous information in the first column.

2. If students have no knowledge of Low or her accomplishments, you can have them begin reading the book without any prior discussion, or you can review the historical timeframe of the book. You might also want to create a timeline or have a United States map available to have students pinpoint where specific Civil War battles took place.

During Reading

While many teachers prefer that students read a book without interruption, others opt to conduct mini-assessments along the way.

1. If desired, have students complete **Discussion and Essay Questions, Quiz, and Word Scramble** as they read the book, chapter by chapter.
2. In addition to, or in place of #1, have students keep an ongoing literature journal in which they can write about what they're reading and keep an ongoing vocabulary list of unfamiliar words or phrases. You might also wish to provide writing prompts to help students think about what they're reading and to make connections to their own lives. Example of writing prompts:

- Daisy has a "Think Tree" where she goes to be alone. Do you have a "Think Tree" of your own? Is it an actual place or is it just quiet time that you take for yourself to think, write, paint, or do other relaxing things?
 - What are some of Daisy's qualities, or personality traits, that you think helped to shape who she became as an adult? (Students might identify such traits as courage, stubbornness, or a determination to do things that boys did.) What personality traits did she have that you didn't like? Why? What are some of YOUR best qualities, or traits of which you are most proud?
 - (If students have also read *Amelia Earhart* in the Young Patriots book series) Do you think Daisy and Amelia had anything in common? If so, what kinds of things?
3. As students read the book, be sure to keep a map of the United States posted so that they can identify each city and state mentioned.
 4. As they read, have students identify figures of speech (e.g., metaphors and similes), phrases of alliteration, analogies, and language of the time period.

After Reading

Historical fiction provides wonderful opportunities to weave and blend literature into many different content areas in meaningful ways. Following are a handful of ways for you to integrate a study of Juliette Low in your classroom. Although they are organized by content areas, we encourage you to move across content lines to blend them in natural ways AND to encourage your students to conduct further research on any specific topics of interest.

Assessment: All of the activities can be assessed in traditional ways (i.e., with quizzes and letter grading systems) to determine how well students can memorize and can recount facts. However, since these activities are rooted in discovery, discussion, communication, and collaboration, they lend themselves to more holistic types of assessment that measure achievement of academic skills, behaviors, and even social/emotional growth. We encourage you to use one or more of the following alternative assessments as students complete the activities.

- **Portfolios**—Keep one portfolio of work for each student to measure progress over a specific period of time. Portfolios are a great aid for both student/teacher and parent/teacher conferences. Encourage students to participate in selecting samples of writing, artwork, research notes, etc. to be included in their portfolios.
- **Rubrics**— Create a rubric, or chart (with or without grades or a numerical grading scale) to assess whether or not students have met specific standards and learning goals that you have previously identified.

- **Self-Assessment**—Hold regular teacher/student interviews to listen to students evaluate their own progress and skills.
- **Peer-Assessment**—Have students give and receive constructive feedback to assess such things as collaborative group work and to critique writing.
- **Anecdotal Notes**—As students work individually or in teams, make informal observations of how they solve problems, think critically, conduct research, work with others, and synthesize newly learned information. Add your notes to students' portfolios and share them during parent/teacher conferences.

Language Arts Connections

1. In Chapter 7, Daisy's teacher talks about receiving letters from friends in other countries where she had once lived. If possible, connect your class with pen-pals or e-pals, via the Internet. Your students can be matched with another class via the **International Pen Friends** site.
http://www.europa-pages.com/penpal_form.html
2. Read *The Golden Slippers* fairy tale to the class, as Daisy's mother read it to her.
3. Daisy and her friends formed the "The Animal Catcher's" club, and decided on the acronym, TAC. Give students a list of common acronyms and have them discover what each represents. (Examples: NASA, ZIP code, RAM, ROM, UNICEF.)
4. The TACs discuss different secret language codes in Chapter 8. Challenge students to work in small teams to make up their own secret written codes and then write messages with the code. Have teams try to crack each other's codes.
5. When Daisy arrives at Etowah Cliffs, she and her cousins write a magazine. Create a class magazine by having all students contribute pictures, poems, stories, or news, similar to Daisy's family magazine.

Social Studies Connections

1. Have students work individually to complete the **WebQuest** by following links to gather information about Low's personality traits and achievements so that they can create a "badge" (similar to a Girl Scout patch) to represent their own admirable traits, talents, and achievements.

Have students first create a list of Low's traits and achievements after visiting each Web site and completing the book. Once complete, ask them to look over their lists and then create a new list of their own traits, talents, or

achievements which they want to put onto badges. Examples include being a good friend, being honest, being inquisitive, being a good musician, or winning a sports competition.

Students should then select two from their list and create a badge for each on construction paper. They can draw symbols or scenes to represent the trait, talent, or achievement of which they are proud. Post all badges on the classroom walls for all to enjoy.

2. The book is filled with historical references to the Civil War. Divide students into teams to conduct research on this period in our history. Why did the war start in the first place? What role did slavery play? Which states and territories formed the Confederate and Union armies? When did the war end and why? Students can create a printed class history guide, murals, or even multimedia presentations. They might also want to create Venn Diagrams (interlocking circles) to compare life in the North and South.
3. One of the best ways to start their research is through primary sources. Students can view actual documents, letters, songs, and photographs of the Civil War at the **Library of Congress American Memory** site (<http://memory.loc.gov>). The Matthew Brady Collection should not be missed. (See Arts Connections for more.) Click Collection Finder, then History. Scroll down to the three Civil War links (Images, Maps, Photographs) and select each of them. Students can also type "Civil War" into the Search box to bring up everything Civil War-related in the Collections.
4. Learn more about the history of the Girl Scouts, which Low founded. Some students in class may be part of the Girl or Boy Scouts. Invite them to tell what they know about the organizations and to explain the kinds of activities conducted in them.
5. The Girl Scouts encourage volunteering and community work. Have the class volunteer together to help their school community. This might include projects like picking up litter, tutoring younger students, or starting a schoolwide recycling program.

Science Connections

1. Daisy's first sight of snow scares her and she thinks sugar has been poured everywhere! Have students learn why it snows often in some states and rarely in others. Learn what causes snow to fall and what makes a snowflake (ice crystals). After learning about the shapes of ice crystals, have students create their own snowflake mobiles by cutting snowflake shapes from construction paper. "Grow" sugar rock candy to observe crystals under a microscope.

2. Drums were played by soldiers in the Civil War, often as they walked into battle. Have students make simple drums with empty oatmeal containers or tin coffee cans. Stretch thick paper or canvas around the open end of the container and secure with a rubber band or string. Have students discover the science behind sound. What makes sound and why are some sounds louder than others? What happens when one hits the drumhead with a stick? What is vibration, resonance, and amplification? Challenge students to conduct more science experiments related to sound.

Mathematics Connections

1. Develop math skills through cooking by having students make recipes of the time period, including churning butter and baking biscuits, hardtack, or cornbread. (Civil War era recipes are readily available in books and on the Internet.)
2. Have students conduct research to discover what the Confederate flag looked like and what state flags looked like during this period in history. Then, have them identify each flag's lines of symmetry. (See Arts Connection for more on flags.)
3. Daisy and her friends in the TAC club voted for club "officers." Have students take class polls, or surveys, by voting, tallying the votes, recording and graphing the results.
4. Have students conduct research in books and on the Internet to discover how many soldiers and others died during the Civil War. Then have them create math problems around this content (e.g., "What fraction of the Civil War deaths happened in the state of Georgia?")
5. During the Civil War, the government issued paper money for the very first time. Research the value of the first "greenbacks" that were issued in the 1860s. Where did the name come from? In what denominations were they issued? What currency did people use before greenbacks were in circulation?

Arts Connections

1. After viewing the Matthew Brady collection of Civil War photographs (see Social Studies Connections) at the Library of Congress site, have students take on the role of photojournalists, capturing "photographs" (illustrations) from Juliette Low's life. Compile the mock-photographs into a class book.
2. Songs can tell us a lot about a time in history. Have students learn, interpret the lyrics, and sing some of the songs of the Union (e.g., *Battle Hymn of the Republic*, *John Brown's Body*), the Confederacy (e.g., *Dixie*, *When Johnny*

Comes Marching Home, *Yellow Rose of Texas*), and popular songs of the day (e.g., *Oh Susanna*, *Polly Wolly Doodle*). The **Library of Congress American Memory** site (<http://memory.loc.gov/>) is a good place to find lyrics. Click Search, then scroll down to **Nineteenth Century Song Sheets**.

3. During the Civil War, each regiment carried its own flag into battle. Have students learn more about the flags that were carried and what they looked like. (See Math Connections.) Then have students work together to create a flag (with fabric or on butcher paper) to represent your class.
4. Daisy learns the Japanese tradition of hanging paper fish banners when a baby is born. Have students make fish banners, or kites, to hang outside the classroom.