

# Clara Barton

8A

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

5 minutes

Show students Image Card 12 (Robert E. Lee). Ask if they remember who this is. Ask if the color of the uniform gives them a clue. Ask them what they remember about General Robert E. Lee. Make sure they verbalize that he was the commander of the Confederate Army.

### **Making Predictions About the Read-Aloud**

5 minutes

Tell students that they are going to hear about another important person, a woman who was nicknamed the “Angel of the Battlefield.” Ask students how they think this woman was helpful during the Civil War.

### **Vocabulary Preview**

5 minutes

#### ***Wounded***



#### ← **Show image 8A-4: Injured soldiers**

1. In today’s read-aloud you will hear about a woman who cared for the *wounded* on the battlefield.
2. Say *wounded* with me three times.
3. Wounded are people who are hurt and injured.
4. The wounded were waiting for care from the doctors and nurses at the medical camp.

5. Look at this real photograph taken during the Civil War. Where are the wounded in this photo? Does it look like there are more doctors and nurses or more wounded? What does this photograph tell you about the care the wounded received during the war?



### ***American Red Cross***

#### ← **Show image 8A-9: Red Cross today**

1. In today's read-aloud you will hear about an organization or group that was formed after the U.S. Civil War called the *American Red Cross*.
2. Say the name of this organization *American Red Cross* with me three times.
3. [Show Image Card 14 (Red Cross).] The American Red Cross provides medical supplies such as bandages, medicine, and vaccines; food and water; and other aid such as blankets and shelter, to people in places that have been ruined or devastated. This is the symbol for the American Red Cross.
4. The American Red Cross has offices across the United States and all around the world to help provide medical supplies, food, water, and other aid after a disaster.  
[Define *disaster* as an event that causes a lot of destruction and pain before continuing on to number 5.]
5. This is a picture of the American Red Cross in action. What does it say on the vehicle? What is the volunteer for the Red Cross doing? What kind of help is the Red Cross giving in this photo?

[You may wish to show short video clips or additional images of the Red Cross's services and briefly discuss what the Red Cross does.]

### **Purpose for Listening**

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Tell students to listen carefully to find out whether or not their predictions are correct.



## Clara Barton

### ← Show image 8A-1: Arlington Cemetery

By some measures, more American soldiers died during the Civil War than in all other American wars combined. At the end of the Civil War, over six hundred thousand Union and Confederate soldiers were dead. Compare that to twenty-five thousand killed in the Revolutionary War, fought from 1775–1783, in which George Washington and his army won America’s independence. Twenty-five thousand dead is no small number, but it is puny<sup>1</sup> compared to six hundred thousand. In addition to those killed, well over a million men were wounded in the Civil War.<sup>2</sup>

Americans were no strangers to the horrors and death brought on by war, but the Civil War proved to be far bloodier than any war before it. The Battle of Antietam [an-TEE-tuhm], fought in Maryland, provides a strong example of how the Civil War was a war like no other.<sup>3</sup> On September 17, 1862, there were more than twenty-one thousand casualties in a single day, including nearly four thousand killed on both sides. That means that about one of every six soldiers who took the field that day at Antietam was either killed or wounded within a few hours.

1 or very small

2 More soldiers were killed and wounded in the Civil War compared to the Revolutionary War because the weapons were more advanced and the care for the injured soldiers was so poor. Listen carefully to hear who will help improve the care given to injured soldiers.

3 [Have a student point to Maryland on a U.S. map.] Was Maryland a Confederate or Union state?



### ← Show image 8A-2: Clara Barton

Despite all its horrors, war can sometimes bring out the best in people, for there are those who fight to save lives, as well. Clara Barton was one such person who wished only to lessen the suffering and pain. She was a schoolteacher from Massachusetts<sup>4</sup> and had always been known as a loving, **compassionate** person, meaning that she cared for other people and wanted to make their lives better.<sup>5</sup> Clara Barton had no formal schooling as a medical nurse, yet by war’s end, she would become one of the most famous nurses in history.

4 [Point to Massachusetts on a U.S. map.]

5 What does *compassionate* mean?

6 [Have a student point to Washington, D.C., on a map.]

7 or people who were hurt



8 Do you think this was fair to the soldiers?

9 or give

10 What do you think Clara Barton is going to do?



11 Look at this picture. What does *wounded* mean?

Clara Barton was in Washington, D.C., after the First Battle of Manassas, where hundreds of wounded Union soldiers returned after losing a battle that everyone thought they would win easily.<sup>6</sup> The hospitals in the city were quickly overcrowded. There were not enough beds or medical supplies to take care of all the **wounded**.<sup>7</sup> So, Clara Barton immediately went around the city knocking on doors and collecting bandages and medicine from people's homes.

← **Show image 8A-3: Clara Barton advocating for better medical care**

Clara Barton helped to care for and save hundreds of wounded soldiers after the First Battle of Manassas. During this time, she recognized the bigger problem: while all the generals and politicians were busy figuring out how to build their armies and win battles, nobody had given serious thought to taking care of the thousands of men who would undoubtedly be wounded.<sup>8</sup> So, Clara Barton decided she would do something about it herself.

She began by writing letters and visiting doctors, politicians, and other leaders, encouraging them to invest more money in medical supplies for the soldiers. She visited women's groups, churches, and hospitals. She called on wealthy individuals to donate<sup>9</sup> medical supplies and money to help the wounded. Soon, Clara Barton had collected a large assortment of supplies, but she did not stop there, because the supplies would not do anyone any good unless they were delivered to the battlefield.<sup>10</sup>

← **Show image 8A-4: Injured soldiers**

Those who were wounded in battle experienced terrible suffering.<sup>11</sup> They were often left lying on the field for an entire day or even longer, because everyone was too busy fighting to come and carry them away. Field hospitals, where the wounded were taken during and after battles, were sometimes set up in nearby barns or houses, or simply in a group of tattered tents.

Soldiers in overcrowded field hospitals often found themselves left alone, bleeding, lying on the ground, with nobody to bring

them food or water or to comfort them and ease their pain. The doctors were simply too busy and too tired to help everyone. Thousands of men died who could have lived if only the hospitals had had all the supplies they needed.



← **Show image 8A-5: Barton following army with her supplies**

Knowing this, toward the end of 1861, Clara Barton started following the main Union Army wherever it went. This army was in charge of protecting Washington, D.C., though its ultimate goal was to attack Richmond, the Confederate capital, and win the war.<sup>12</sup>

12 In which state is Richmond located?

Wherever the Union Army fought, Clara Barton followed with her wagonloads of bandages and other supplies, making sure the doctors had what they needed. Whenever possible, she made food for the sick and wounded, brought them water, comforted them, made sure they had blankets, wiped sweat from their foreheads, fixed their bandages, and simply talked to them.

Still, Clara Barton was determined to do more. So many wounded soldiers lay suffering on the battlefield for hours, sometimes even days, waiting for someone to come and help. Clara Barton wanted to be able to go to those soldiers on the battlefield, when they needed her help the most. Unfortunately, women were not allowed on the battlefields. At least, that is what the generals told her whenever she asked permission to come help during the battles.<sup>13</sup> But Clara Barton kept asking and insisting that she would be able to save lives. Finally, in 1862, she received permission to go to the heart of the battles themselves.

13 Why do you think women were not allowed on the battlefields?



← **Show image 8A-6: Clara Barton caring for wounded on battlefield**

Clara Barton became known as the “Angel of the Battlefield” to soldiers and doctors who were always glad to see her calm face amid the horrors of war. She was there at Antietam, where more than twelve thousand Union soldiers were wounded—far more than she and all the other nurses and doctors could care for, but they did their best. Once a battle was over, she would hurry back

to Washington, D.C., to collect more supplies, and then catch up with the army again.



← **Show image 8A-7: Army ambulances**

By the middle of 1863, the Union Army figured out how to make sure the field hospitals had enough supplies. This was partly thanks to the fact that Clara Barton kept pressure on the War Department and other officials in Washington, D.C., to make real changes. She no longer had to collect supplies, but she continued to follow the army for the remainder of the war, acting as the “Angel of the Battlefield” to **countless**—more than can be counted—wounded soldiers.

Clara Barton saw more bloodshed and fighting than most soldiers during the war. She was there at some of the worst battles. She worked as bullets and cannonballs whistled overhead and crashed all around. Once, a bullet tore right through her shirtsleeve, but she was very brave and did not let fear stop her from doing what she needed to do.<sup>14</sup>

14 How do you think Clara felt during these times?



← **Show image 8A-8: Barton overseas**

When the war ended, Clara Barton continued to find ways to help others. In fact, she was only just beginning. She went to Europe and worked as a nurse in wars over there.<sup>15</sup> During the course of her life, she went to work in Turkey, China, Cuba, and other places. She returned to America and, in 1881, founded<sup>16</sup> the American Red Cross to provide medical supplies, food, and other aid during natural **disasters**, such as floods and earthquakes.

15 [Point to the continent of Europe on a world map or globe, and point to the following countries as they are mentioned.]

16 or started



← **Show image 8A-9: Red Cross today**

Today, the American Red Cross is still run by volunteers, people who donate their time for free in order to help other people in need. Clara Barton helped countless people during her lifetime. And although there are still wars and other disasters in this world, Clara Barton would be glad to know that the American Red Cross continues to save lives and give comfort to people in need to this very day.

### Comprehension Questions

10 minutes

1. *Evaluative* Were your predictions correct about whether the “Angel of the Battlefield” was helpful during the Civil War? Why or why not? (Answers may vary.)
2. *Inferential* What problem did Clara Barton first help to solve for the soldiers? Hint: What were many doctors and nurses lacking on the battlefield? (She found more medical supplies for them.) After this problem was solved, what did Clara do next? (She actually delivered the supplies and helped care for the soldiers on the battlefields.)
3. *Inferential* What name was Clara Barton given? (“Angel of the Battlefield”) Do you think that was an appropriate name for her? Why or why not? (Answers may vary, but should reflect information in the text, including the fact that she was helpful to people who were injured in battle and she did much of her work on the battlefields, even while bullets and cannonballs continued to fly during the battle.)
4. *Evaluative* How did Clara Barton feel about the soldiers? (She felt it was very important to provide better medical care to the soldiers.) What information in the read-aloud lets you know how she felt? (She worked hard to gather the supplies she needed, and she followed the army to many of the battles, where she risked her own life to provide medical care to the soldiers.)
5. *Inferential* What are some adjectives the author of the read-aloud uses to describe Clara Barton? (*compassionate, determined, calm, brave*)
6. *Literal* What is the name of the organization Clara Barton founded? (the American Red Cross) Is this organization still in existence today? (yes) What does the Red Cross do today? (It helps people who need help during times of war or other disasters.)
7. *Inferential* Which happened first: the start of the Civil War, or the start of the American Red Cross? (the start of the Civil War)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



### Word Work: Compassionate

5 minutes

← Show image 8A-6: Clara Barton caring for wounded on battlefield

1. In the read-aloud you heard, “[Clara Barton] was a schoolteacher . . . and had always been known as a loving, *compassionate* person.”
2. Say the word *compassionate* with me.
3. *Compassionate* means very caring and having sympathy towards others.
4. Clara Barton was a compassionate person who worked hard to take care of the wounded.
5. In what ways can you tell that Clara Barton was compassionate? Ask two or three students.  
[If necessary, review specific points from the read-aloud that show that Clara was compassionate, (e.g., she knocked on doors to collect bandages and medicine; she wrote letters to doctors and politicians; she followed the Union Army with supplies; she went onto the battlefield to care for hurt soldiers; she worked to help others around the world; she founded the American Red Cross.) If necessary, guide and/or rephrase



students' responses: "Clara Barton was compassionate because. . ."]

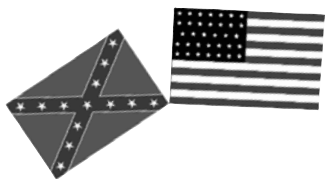
6. What is the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to mention several situations. If I describe a situation where someone is being compassionate, say, "He/She is being compassionate." If I describe a situation where someone is not being compassionate, say, "He/She is not being compassionate."

1. The doctor volunteers her time and medical supplies to help the wounded soldiers. (She is being compassionate.)
2. Jerome shares his sandwich with a classmate who forgot his lunch. (He is being compassionate.)
3. Carol ignores the new girl in the class even though her teacher asked her to take care of the new girl. (She is not being compassionate.)
4. David steals the ball from another child and laughs as he runs away. (He is not being compassionate.)
5. Mr. Bell volunteers for the Red Cross in his city. (He is being compassionate.)
6. Jenny takes the hurt kitten to the animal shelter for care. (She is being compassionate.)



**Complete Remainder of the Lesson Later in the Day**



# Clara Barton

8<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## Extensions

20 minutes

### Civil War Timeline

10 minutes

- Briefly review what is already on the Civil War Timeline.
  - [Show Image Card 13 (Clara Barton).] Ask students what she was called during the Civil War. (“Angel of the Battlefield”) Remind students that Clara Barton began helping after the Civil War began. Ask students if this card should be placed to the left or right of the card, “Civil War begins!” Place this card above the Timeline and to the right of “Civil War begins!”
  - Have students place the image of Clara Barton on the correct spot on their own Civil War Timelines.
  - [Show Image Card 14 (Symbol for Red Cross).] Ask students if Clara Barton founded or started the American Red Cross before or after she helped soldiers during the Civil War. (The Red Cross was founded almost twenty years after the Civil War.) Ask students if Image Card 14 (Symbol for Red Cross) should be placed to the left or right of Clara Barton. Place Image Card 14 on the far right side of the Timeline; this image will be the final image on the Timeline.
  - Have students place the symbol of the Red Cross on the correct spot on their own Civil War Timelines. **[Note:** Be sure that this image is the farthest one to the right.]
- ➔ Above and Beyond: On the back of their Timelines, have students write a sentence about how the two images they added

to their Timelines today relate to each other or to another image already on the Timeline.

## A Picture Gallery of the U.S. Civil War: Clara Barton (Instructional Master 8B-1)

20 minutes



### ← Show image 8A-5: Barton following army with her supplies

- Tell student that they will write about Clara Barton.  
[Review Flip Book images of Clara Barton and show additional images of the American Red Cross's services. You may wish to ask the following questions to prompt students:  
What was Clara Barton's job before helping soldiers during the Civil War? (teacher)  
How did she help during the Civil War? [Refer back to specific read-aloud examples.]  
What is she doing in this drawing? (following the army with medical supplies)  
What are some adjectives you can use to describe Clara Barton? (helpful, brave, compassionate, persistent, calm)]
  - First, invite students to look carefully at the image.
  - Next, ask students to write a paragraph about the life and work of Clara Barton.
  - Then, students should think of an appropriate title for their writing. Ask students about the purpose of giving their writing a title.
  - Finally, students should share their writing with their partner or home-language peers.

## Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, as well as other online or library resources, and choose one trade book about Clara Barton or the American Red Cross to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book

is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Then have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.