





Part I: Thematic Primary Source Set

Topic/Big Idea: Clara Barton

Grade Level and Subject Area: Grade 5, US History to 1865

Author: Virginia Williams

Date: October 23, 2015

Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Clara Barton Papers: Speeches and Writings File, 1849-1947; Speeches and lectures; War lectures, 1860s Contributor Name: Barton, Clara, 1821-1912 Date Created/Published: 1860</p> <p>http://www.loc.gov/resource/mss11973.107_0270_0490/?sp=8</p>
	<p>Title: Clara Barton –from portrait taken in Civil War and authorized by her as the one she wished to be remembered by Commonwealth Press, Worcester, Mass. Date Created/Published: [between ca. 1890 and 1910]</p> <p>http://www.loc.gov/resource/cph.3c08564/</p>
	<p>Title: Clara Barton Papers: Scrapbooks, 1835-1930; 1903 (Page 2) Source Collection: Clara Barton papers, 1805-1958 Date Created/Published: 1903</p> <p>http://www.loc.gov/resource/mss11973.114_0008_0162/?sp=2</p>
	<p>Title: Clara Barton Papers: Scrapbooks, 1835-1930; 1903 (Page 3) Source Collection: Clara Barton papers, 1805-1958 Date Created/Published: 1903</p> <p>http://www.loc.gov/resource/mss11973.114_0008_0162/?sp=3</p>



Part II: Classroom Activity Plan

Essential/Investigative Question:

How did Clara Barton challenge gender stereotypes? What role did she play in the Red Cross? How was the Red Cross challenged by the controversy in 1903?

Objective(s):

The student will be able to interpret ideas and events from the historical perspective of Clara Barton.

Standard(s) Addressed:

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by (f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

Procedure:

The lesson/activity on Clara Barton would be part of a women's history content focus about empowering individuals who have made a difference in history and in the lives of women. It would occur after the Civil War has been introduced and the students have enough background knowledge of the time to situate Clara Barton in history.

1. Open the lesson with a book or video about Barton and follow with a discussion of how the students see the war from her perspective.
2. Have students map out their thoughts and brainstorm with their tables about her role in the war, events through her eyes, and her place in time.
3. Follow up with a whole group discussion about assumptions and different perspectives students share.
 1. Give each student a copy of Barton's war lecture in which she speaks of challenging gender stereotypes. With a partner, have students analyze the lecture. Note: The handwriting and language may be difficult for some to interpret.
 2. Provide markers to highlight important parts of the lecture.
4. As a whole group, discuss gender stereotypes, the typical "woman's role" in the mid-1800s, and how Clara Barton challenged this role through her work.
5. Ask students to consider a woman in their lives (or in history/media) who defies gender stereotypes.
6. Students will compare and contrast Barton with the woman they chose and depict ways that each exemplifies empowerment by creating a poster to hang in the hallway or writing a poem or personal essay. Note: Be sure to provide assessment criteria.
7. Display the photograph of Clara Barton that she selected as the one she wished to be remembered by and read the description of her from the front-page newspaper article of the "Sunday Leader." Have students re-visit the brainstorm maps from the beginning of the lesson and add newly discovered characteristics her place-in-time and her perspective on empowerment, changing and adding newly acquired knowledge.



- Barton's role in creating the Red Cross and what it does today.
 - Important events that impacted Clara Barton's life, such as the controversy within the Red Cross that aroused a great deal of interest in the media in 1903.
8. As an extension, students can use both newspaper articles presented as the basis for further investigation into the Red Cross controversy and other events that impacted Barton's life and/or the development of the modern-day Red Cross.
 9. As a final activity, students write personal reflections connecting Clara Barton and her work with the Red Cross to the women's suffrage movement and/or the abolitionist movement in their social studies journals.

