

Key Question

How can one person make an impact on the world?

Vocabulary

Academic vocabulary

- *aid (v.), injure (v.), recover (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

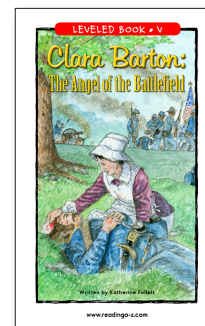
Story words

- *authorized (v.), battlefield (n.), field hospitals (n.), founded (v.), tend (v.), volunteers (n.)*

Enrichment words

- *careers (n.), Civil War (n.), devastation (n.), disaster (n.), electrified (v.), humanitarian (adj.), purposeful (adj.), survivors (n.), traumatic (adj.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Clara Barton: The Angel of the Battlefield*.



Graphic organizer: Elements of a biography

Briefly discuss with students that this book is a biography, and that a biography tells the story of a real person's life. Introduce the lesson [graphic organizer](#). Explain to students that as they read, they will keep track of the things that Clara Barton did and what she was like. This information will help them better understand the kind of person Clara Barton was and why she was important. After reading, discuss their responses as a group.

Ask and answer questions

Model a "Think Aloud" while reading the first few pages of the book. Pose questions, ideas, or wonderings you have while reading and model writing them in the margin of the book. While reading, have students annotate the text by writing questions or wonderings in the margins. After reading, have students discuss their annotations as a group.

Text features: Analyze maps

After reading, have students locate the map on page 10. Ask students: *What information is represented in the map? How does studying the map provide additional information to support the text? How does the key help us to understand the information in the map?* Have students develop a summary statement after reviewing the map about information represented in the map.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.






- *Why was Clara Barton authorized to visit battlefields?* (level 1)
- *What happened to Clara when she was eleven that changed her life forever?* (level 2)
- *Why did Clara choose to leave teaching?* (level 2)
- *What did soldiers call Clara Barton? Why?* (level 2)
- *Why did Clara Barton decide to resign as president of the Red Cross?* (level 2)
- *What did the National First Aid Association of America make popular?* (level 1)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: In the chart below, list information from the book that reflects Clara Barton’s personality, accomplishments, and influence on others.

 PERSONALITY 
 ACCOMPLISHMENTS 
 INFLUENCE 