

Juliette Gordon Low Curriculum Guide



GEORGIA
HISTORY FESTIVAL



Juliette Gordon Low (1860-1927)
Gordon Family Papers, MS 318

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Daisy's Letters

Explanation: Included in this packet are the suggested classroom activities to use with Daisy's Letters, high-resolution versions of the letters, and primary source analysis handouts. Related national and state standards are listed below the suggested activities.

Suggested Activities for Daisy's Letters

1. Have students complete an Observe, Reflect, Question chart created by the Library of Congress for one of Daisy's letters. See the attached documents, or [click here](#) to download the student and teacher version of the Observe, Reflect, Question chart from the Library of Congress website.
2. Have students use the background information provided on the page and primary source selections to compare and contrast the way Juliette Gordon Low lived as a child in the 19th century to their own experience growing up in the 21st century. Students could arrange this information in an essay format or in a compare contrast chart. [Click here](#) for a printable chart.
3. Have students research the lives of low-income children in the 19th century and compare the daily life of these children to what they have learned about Daisy's childhood from the background information and letters provided on this page.

Related Standards:

NCSS1; NCSS2; NCSS; CCRR1; CCRR2; CCRR3; CCRR10; CCW2; CCW3; CCW4; CCW7; CCW8; L6-8RH1; L6-8RH2; L9-10RH1; L9-10RH2 ; L11-12RH1; L11-12RH2; L6-8WHST1; L6-8WHST2; L6-8WHST4; L6-8WHST7 ; L9-10WHST1; L9-10WHST2; L9-10WHST4; L9-10WHST7 ; L11-12WHST1; L11-12WHST2; L11-12WHST4; L11-12WHST7

A Letter written by Juliette Gordon Low to her mother on February 14th, 1875
Gordon Family Papers, MS 318

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GEORGIA HISTORICAL SOCIETY
Collection GORDON FAMILY PAPERS
No. 318 Item No. 2950

Feb 14th
1875-

My darling Mamma,
Nell is studying
for her Literature examination,
and so I'll have to do all
the writing, and I think
you will hear pretty seldom,
as I hate to get waddy to
write, but after I am, once
started I don't mind, so
don't be worried if I don't
write very often.

I have a tooth
that has a large hole in
it, it don't hurt, but it is

very troublesome, shall
I have it filled or not?

Mama when you
gave us our pocket-money,
you said it was for
nothing but pleasure,
but we have to spend it
for our blacking, and
shoe-buttons, and pins,
and lots of other little
things; and Mama,
will you please send
us some more of the little
elastics for ~~up~~ our
hair, the ones you sent
are all used up.

Just think I
went skating, the other
day, and have been
skating four times,

[2-14-75]

and made a snow man
since the ~~now~~ snow has
lasted so long.

I have received
3 three valentines, beauties,
every one, and the largest
came in a box, and is the
prettiest one in school
and two lovely little ones,
I'll get one very pretty
one, prettier than mine.

I hope they are all
well at home; I got a love
ly letter from Caroline
and Oh she is so smart,
she made up some poetry
and the whole letter was

splendid; I hope to get
 Papa's picture done soon,
 you see the reason I get
 along so slowly, is because
 Mrs. Shary the teacher,
 wont let me hurry.
 Mary Heathridge is so
 good and sweet, she
 mends all of Nellie's and
 my clothes, We have en-
 -gaged a room for rent
 up, a single room on
 the first floor, and so
 we dont want Bessie
 Johnston, to room with
 us.
 Good bye my dear
 little sweet Mama, your
 own little, (I have not ^{grown}~~grown~~
 a bit,) Daisy.

"My darling Mama,

Nell is studying for her Literature examination, and so I'll have to do all the writing, and I think you will have pretty seldom as I hate to get ready to write, but after I am once started I dont mind, so dont be worried if I dont write very often. I have a tooth that has a large hole in it, it dont hurt, but it is very troublesome, shall I have it filled or not?...and mama, will you please send us some more of the little elastics for our hair, the ones you send are all up....Good bye my dear little sweet Mama, your own little, (I have not grown a bit,) Daisy."

A Letter written by Juliette Gordon Low to her mother on March 18th, 1875
Gordon Family Papers, MS 318

March 18th
1875

My own darling Mama,
You arrived
safely I hope, you don't know
how lonely I feel with out
you, but I have not-cried
once, and neither ^{has Nellie,} she is
well now, and as bright
as a button, please answer
this letter soon, as I am
dying to hear from you.

Mama I am going to try
and be very good, and practice
and study hard, so you
won't be disappointed in me again,
after to day, but to day I felt
as if I did not care for any
thing, and so I did not do

my duty, but I am nearly going
 to try. Many thanks will be
 a long letter to night. Please
 send the money for your books.
 Give my love to both our al-
 cousin Dick's house, especially
 Daisy, and Oh please write
 soon, I am writing during
 study hours, and must stop
 or I will miss them, so God
 bless, my own darling, devoted,
 darling, dearest, Daisy Gordon.

P.S. Please write soon, just 10
~~weeks~~^{with} before I see you
 I A Kiss

Aint this a nice letter, not-
 one mistake in spelling.

My dearest Mamma,
 we got your sweet letter to night
 and as you said, I packed
 the dolls and hope they
 wont break. I wrote the letter
 in ink on Thursday, and
 I felt quite horrid sick, I
 hope you are having a
 good time, and please
 dont do too much. Well
 is all right but is very
 busy, could cant write but
 excuse this scrawl. as
 I am in such a hurry,
 and with ever so much
 love to you I am your
 ever little Daisy.

"You arrived safely I hope, you don't know how lonely I feel without you, but I have not cried
 once, and neither has Nellie, she is well now, and as bright as a button, please answer this letter
 soon, as I am dying to hear from you. Mama I am going to try and be very good, and ???, and
 study hard, so you wont be disappointed in me again after today, but today I felt as if I did not
 care for anything, and so I did not do my duty...P.S. Please write soon, just 10 weeks before I
 will see you...aint this a nice letter, not one mistake in spelling."

A Letter written by Juliette Gordon Low to her mother concerning expenses in 1878
Gordon Family Papers, MS 318

1878
Dearest "Mamma":

I drop you a few lines in Papa's letter to tell you all the expenses since you have been gone. (I am awfully sorry that Welee sent the bill home with both advertisements on it, before your letter came.)

The shoes cost \$7.⁰⁰ I could not get Kid or cloth for less.

Welee gave me \$10.⁰⁰ and this is how I spent it

Shoes 7.⁰⁰

Drawing paper .25

India ink .25

T tray .50

Metalic pen .75

R. Triangle .40 inches wide .50

Car fair for Mrs Burgess and ^{92.5} to go to Errecks 20 cts. I have 5 cts

change which makes \$10.⁰⁰.

then \$1.⁰⁰ of car tickets and \$2.⁵⁰

for pin advertisements makes a total of \$12.⁵⁰ that is what has been spent to my knowledge.

Collection GORDON FAMILY PAPERS

2982

Item No.

No. 318

REARICA HISTORICAL SOCIETY

careful about putting on my wrapper yet I almost froze
 as the wind blew quite a bit but in the picture but
 I did give Nellie Fannie the \$10.00
 you sent for reward, but I
 have still a book to purchase
 to make my drawing diagrams
 in, I have not bought it as
 these drawing materials ^{were} came
 so high! Now I'll give you an
 idea of how I spent my own
 money for the beginning

Shoes	7.00
Martha (for charity)	.25
India Silk	.25
T Tray	.50
Metalic pen	.75
R. Triangle .40 inches wide	.50
Car fair for Mrs. Burgess and I to go to Ereclks	20 cts.
	5 cts change
	<u>\$10.00</u>

have one cent left which makes
 the last day with a terrible
 pain in my side such as I use
 to have, I think it must have
 been from cold, the morning was
 bitter cold and though I was very

Nelle gave me \$10.00 and this is how I spent it

- Shoes 7.00
- Drawing Paper .25
- India Silk .25
- T Tray .50
- Metalic pen .75
- R. Triangle .40 inches wide .50

Car fair for Mrs. Burgess and I to go to Ereclks 20 cts. I have 5 cts change which makes \$10.00."

The 1876 Yellow Fever Epidemic in Savannah

Explanation: Included in this packet are the suggested classroom activities to use with the 1876 Yellow Fever Epidemic sources, high-resolution versions of selected the primary and secondary sources, and primary source analysis handouts. Visit the GHS website to download the longer PDF sources related to this topic. Related national and state standards are listed below the suggested activities.

Suggested Activities for the 1876 Yellow Fever Epidemic in Savannah

1. Have students read the two 19th century medical reports on the Yellow Fever Epidemic in Savannah, the journal of Nelly Kinzie Gordon, and the CDC website (link available in the bibliography above). As they read the sources have students keep notes in a chart format. Ugg'r tlo ct { 'uqwtæg'cpcn{uku}'j cpf qwu'for a printable chart. Using their charts, students can f kœwuu'verbally or in writing the differences in the way the 19th century texts and the 20th century texts talk about the Yellow Fever. The students should notice the differences not only in the author's scientific of the Fever, but also in the author's language, format, and cultural background.
2. Have the students compare and contrast the letter written by Nelly Kinzie Gordon to Alice with the letter written by Juliette Gordon Low to her mother during the Yellow Fever Epidemic. Have the students discuss how the circumstances of the authors contribute to the style and subject of their letters.
3. Have students use all the sources related to Yellow Fever on this page to write an informative paper on the Yellow Fever Epidemic of 1876. Have the students include analysis of primary and secondary sources. Make sure students properly cite their sources based on the information available.

Related Standards:

NCSS1; NCSS2; NCSS3; NCSS5; NCSS8; CCRR1; CCRR3; CCRR4; CCRR6; CCRR8; CCRR9; CCW1; CCW2; CCW3; CCW4; CCW6; CCW8; CCW9; L6-8RH1; L6-8RH3; L6-8RH4; L6-8RH6; L6-8RH8; L6-8RH9; L9-10RH1; L9-10RH3; L9-10RH4; L9-10RH6; L9-10RH8; L9-10RH9; L11-12RH1; L11-12RH3; L11-12RH4; L11-12RH6; L11-12RH8; L11-12RH9; L6-8WHST1; L6-8WHST2; L6-8WHST3; L6-8WHST4; L6-8WHST6; L6-8WHST8; L6-8WHST9; L9-10WHST1; L9-10WHST2; L9-10WHST3; L9-10WHST4; L9-10WHST6; L9-10WHST8; L9-10WHST9; L11-12WHST1; L11-12WHST2; L11-12WHST3; L11-12WHST4; L11-12WHST6; L11-12WHST8; L11-12WHST9

William Wright Ledger with Records of Deaths from the Yellow Fever Epidemic in 1876,
MS 2281

Report of deaths in Savannah from Yellow Fever and
other causes from August 21st to Augt 29th 29th 29

Augt 30 th	Laurel Grove Cemetery		
"	Emma J. Ditzler	Aged 7 Yrs	Croup
"	Henry C. Bender	" 3 "	"
"	Martha Hart	" 4 1/2 Yrs	"
"	Colored		
"	Clinton Butler	Aged 12 Yrs	YF
"	Peter Williams	" 48	Dropsy
"	Cathedral Cemetery		
"	John Dwyer	Aged 28 Yrs	YF
"	Mary Rielly	" 15 "	"
"	Thos Hartloge	" 9 Mths	Marasmus
"	Kate Kehoe	" 15 Yrs	YF
"	John Mc Donald	" 5 "	"
"	Bridget Ryan	" 1 "	Spasms
"	Mary Mulligan	" 4 "	Fever
"	John Mc Goodrick	" 28 "	YF
"	31 st Mary Ann Maher	" 1 "	Deathing
"	Agnes Rielly	" 10 "	YF
"	D. Mc Guire	" 2 "	"
"	Annie Grasse	" 11 "	"
"	M. J. Mc Guire	" — "	"
"	John Murphy	" — "	"
Augt 31 st	Laurel Grove Cemetery		
"	Ann E. Scherer	Aged 23 Yrs	YF
"	Abram Mendell	" 26 "	"
"	Jacob Scherer	" 23 "	"
"	Colored		
"	Theob Young	Aged 110 Yrs	Accident
"	George Read	" 10 "	Pneu
"	Wm H. Harden	" 19 "	YF
"	Isaac Verdier	" 30 "	Variola
Recapitulation for 30 th & 31 st Augt			
Whites 20 Col 6 Total 26 YF 16 26 16			

Deaths Sept 4th Cathedral Cemetery
 Sept 4th James McDonald Jr Aged 7 yrs 4th 3rd
 " " Annie Emis " 65 " "
 " " Joseph McDonald " 7 Mths New
 " " Mary Coffey " 6 Mths Cons 8
 " " Richard Durling " 21 " 3rd
 " " Edward Smith " 12 " "
 " " Thos F Wagner " 37 " Tom
 " " Thos Heyward " 4 " 3rd
 " " James Houlihan " 29 " "
 " " Whites 9 lot 0 Total 9 3rd 3rd
 " " 1st Greenen Cemetery
 " " Onda Meinick Died 25 4th 3rd
 " " Laurel Grove Cemetery
 " " Edward Kersekbaum Aged 37 4th 3rd
 " " Charles S. Sankel " 34 " "
 " " Ebenezer Stanger " 72 " Chas
 " " Chas Campbell " 5 " Malst
 " " David C. Divine " 27 " 3rd
 " " Whites 5 lot 1 Total 6 3rd 8
 " " Laurel Grove Cemetery
 " " Diederich Schwass Aged 45 4th 3rd
 " " Joseph St. Barry Aged 25 " "
 " " Rebecca Atkins " 72 " "
 " " John S. Munkin " 23 " "
 " " Dora Clinton " 2 " "
 " " Whites 5 lot 3 Total 8 3rd 5
 " " 5th Cathedral Cemetery
 " " John Ring Aged 33 4th 3rd
 " " Pat Warneck " 29 " "
 " " Mary C. Duggan " 25 " "
 " " Mrs Sullivan " 32 " "
 " " Mrs Welsh " 28 " "
 " " John Barry " 39 " "
 " " Charles Alexander " 3 " "
 " " Whites 7 lot 0 Total 7 3rd 7
 " " Recapitulation
 " " Laurel Grove Cemetery 14 5th
 " " Whites 9 lot 4 Total 14 3rd 8
 " " Cathedral Cemetery
 " " White 16 lot 0 Total 16 3rd 13
 " " Greenen Cemetery
 " " Whites 1 lot 0 Total 1 3rd 1
 " " Grand Total 14 5th 31 3rd 22

Deaths Sept 1st Cathedral Cemetery
 Sept 1st Patrick Daly Aged 3 4th 3rd
 " " James McGuire " 6 " 3rd
 " " Ellen Hanley " 14 " "
 " " Bridget Fitzgerald " 8 " "
 " " John Wacker " 6 " "
 " " Whites 5 lot 0 Total 5 3rd 4
 " " 1st Laurel Grove Cemetery
 " " Brechen Helmken Aged 17 4th 3rd
 " " Henry Gaudin " 17 " "
 " " Beokella S. Spirey " 36 " Sadie
 " " Henry Davant " 15 " 3rd
 " " Copied
 " " Infant Scott 1st Remst
 " " Whites 4 lot 1 Total 5 3rd 3
 " " 2nd Laurel Grove Cemetery
 " " Herman Cohen Aged 23 4th 3rd
 " " Mary Mcnish " 8 " Sofie
 " " Agnes Minchips " 48 " 3rd
 " " J. W. White " 20 " Malst
 " " Whites 4 lot 0 Total 4 3rd 2
 " " 2nd Cathedral Cemetery
 " " Mary C. Sullivan Aged 3 4th 3rd
 " " Elizabeth Hector " 33 " "
 " " Dora Conroy " 47 " "
 " " James Conroy " 4 " "
 " " J. C. Dinzel " 34 " "
 " " Edward McRae " 8 " "
 " " Mary C. Clarity 11 Mths Variska
 " " Whites 7 lot 0 Total 7 3rd 6
 " " 3rd Laurel Grove Cemetery
 " " Richard Munkin Aged 28 4th 3rd
 " " Martha A. Dorant " 42 " "
 " " Jane Barker " 31 " "
 " " Nellie Dent " 27 " "
 " " Elizabeth McConarty " 56 " Bannin
 " " Whites 5 lot 0 Total 5 3rd 14
 " " 3rd Cathedral Cemetery
 " " Elighat Kirby Aged 4 4th 3rd
 " " Mary Gannon " 2 " Conch
 " " Jacob Forst " 36 " 3rd
 " " Julia Lyons " 15 " "
 " " Miss R. Millat " 2 " Dupre
 " " Whites 5 lot 0 Total 5 3rd 3
 " " Recapitulation 14 5th 22
 " " Laurel Grove Cemetery
 " " Whites 13 lot 6 Total 19 3rd 9
 " " Cathedral Cemetery
 " " Whites 17 lot 0 Total 17 3rd 13
 " " Grand Total 26

Will written by William Washington Gordon II during the Yellow Fever Epidemic of 1876
Gordon Family Papers, MS 318

#2

on Abercorn and Congress, comes to the share of you and the children, I advise you to keep them, because they are excellent locations and likely to enhance in value. Especially the home house and garden, corner Bull and South Broad. The house is well constructed, will last with few repairs, and will always be easily rented if you do not want to, or can't afford to live in it, and will always be salable if necessity compels the sale. Besides pecuniary considerations, my own feelings prompt the wish for it to remain the property of the Gordon name so long as this can be done without the sacrifice of more important considerations.

My gold watch chain and seal, which I inherited from my Father, must all go to Abby. Let him remember that he must have been respected for ten generations, and he must keep it undivided. Give my silver watch and my steel seal, my Pearl gold studs & silver buttons to George Strain. May he be as brilliant in intellect as good part as much believed as his Uncle George Gordon was. Give my ring to Nellie. Its intrinsic value is not great, but it came to me from one who loved me much, and I have worn it 22 years. Give away my Sandonx studs and Alice my pearl and jet studs. Give Nabel my Sandonx sleeve buttons.

My dear dear Mother, and you, my darling wife, will need no monuments of me. I trust your hearts.

Educate our children as well as your means will allow, teach them never to go in debt and that labor is honorable. Suppose upon the fact that our honest man who has learned to work and support himself is preferable for a husband to a man born rich and that a wife to be a helpmeet, must inform to the means of her husband.

God bless you Sweetheart & guard & guide & protect you. You have been a true and loving and devoted wife. As one could have made me happier than you have done.

I pray God that we may meet in Heaven to be parted no more. For Christ's sake Amen, you beloved husband. Comfort my Mother and be to her the same tender daughter you have always been. Amen.

Evidently to be opened and read by Mama after Papa's death, in case he did not survive the after epidemic.

Copy of letter written during Yellow Fever Epidemic in Savannah, 1876. A portion of the letter is omitted, as it concerns details regarding Chicago property and other business items which are no longer of interest:

Savannah, 11th October, 1876

My darling Wife,

As I told you last Sunday, I made my will just after sending you away from Savannah the day Belle Spivey died. It is in the drawer of my table in the counting room with my account books, letters, etc. I have left everything I have to you during your life, and then to your and my children. (Here follows a lot of detail regarding real estate, life insurance, interest in Tyson & Gordon, etc.)

If you sell any Chicago property and invest in bonds, select a different bond from those in which you invest money from Tyson & Gordon or sales in Savannah. Do not put all your eggs in one basket. Always select first mortgage bonds and those where the property mortgage is worth more than double the amount of the first mortgage. Better select bonds near where you live so that you will frequently hear other investors canvass their merits and thus know what is popular opinion of them.

Mother's real estate is valued for taxes at about \$100,000, besides some Central Railroad stock estimated at \$8,000. Should prosperity ever come again to Savannah, and thereby the burden of taxes be less onerous, real estate would increase in value, and such as is favorably situated would be worth at least 50 per cent more than present tax values.

When said estate is divided at Mother's death, if either the house corner Bull and South Broad, or the Levy house on South Broad, or Carson's stable and house on Froughton and Abercorn, or Clay's house

Letter written by Juliette Gordon Low to her mother while staying in Etowah during the Yellow
Fever Epidemic, Gordon Family Papers, MS 318

3.
Etowah G.,
[1876]

Dear mamma

I was walking
on the river path the other day,
(I was by my self) and a great
big black snake as long as this
crawled across the path it
looked at me pretty hard
but it never bit me. Alice
got your letter with the little
pictures but my letter has not
come yet, it must have been
delayed. I must now ^{say} Goodbye

your loving Daughter

Daisy Gordon.

P.S. please excuse bad
writing and spelling

For mama
with love from

Daisy Gordon

GEORGIA HISTORICAL SOCIETY

Collection GORDON FAMILY PAPERS

No. 318 Item No. 2957

Letter written by Nelly Kinzie Gordon to Alice Gordon during the Yellow Fever Epidemic
Gordon Family Papers, MS 318

Whitinside, Sept 20th '76
My dearest Alice, Many thanks for your
nice letters & postals all of which
have come, and have been a great
comfort to me. Please direct them here-
after, to "Guyton P.O. No 3 G. R. R.
Geo." - and then I get them 12 hours
sooner - Very sad news from Sat^h to
day. Poor Gabrielle is dead! She
got awfully frightened you know, before
we left - Her husband & herself went
out somewhere on the Gulf R. R. and to-
day her corpse was brought to Savan-
nah - She died of fever & did not even
have a doctor - much less a priest. Poor
girl - how much better for her to have

stayed with us - and gone away in
 safety with Mary + Alice. I can't well
 be grieved about her - She feared death
 not much! Doctor Scruen lies very low
 with yellow fever - a Mr Phillips who
 married a Miss Sallie Bond is dead.
 A Mr Brown who married a Miss Ro-
 bert is dead. Also Ana Amundson
 There were 41 deaths to day - & 33 yester-
 today. Mrs Wilder is much better
 & quite out of danger. Capt. Tutuall
 was taken down with genuine yellow
 fever at Montgomery at Miss Bancroft's
 and Corin Annie Bacon left to night
 for Clarksville - I suppose it is no
 longer safe for her at Montgomery -
 Young Tom West is very sick here
 at Mrs Sawant's, but only with the
 transient fever. Mr James Waring was
 up here & saw him last night. In town
 it would turn into yellow fever I dare say
 but he has been slept a night in town
 since the Wednesday before we left Sev-
 Annah: so I guess he is all right. Aunt
 Maria was so pleased with your note - she
 said she was much obliged to you & that
 both your note & Daisy's were sent with
 notes of sympathy. They all seem better
 since they got up here. I must write
 to Nell & to Willy tonight - so I can
 have to say good bye. You can so
 much love to Daisy & Granny if
 they can come & don't let any one
 see you give this note to Aunt Eli-
 ga - this all the love from me
 Love to all Your devoted
 (Name)

Adulthood

Letter Written by Juliette Gordon Low to her father in August 1911
Gordon Family Papers, MS 318

In the letter Juliette Gordon Low mentions her first Girl Guides group in Scotland. Below the letter you can read a transcript of the relevant portion of the letter.

Came saying his mother
& step father must be
made bankrupt & as
their funds are involved
with Ardens funds,
it will about ruin him
& Ota. But do not
mention this in your
letters & burn this sheet
after Maria has read it.
I am getting up a Corp
of Girl Guides here in
this Glen where the highland
girls are so far from the
world, they remain young
in all details of life
nursing or the way to
feed & bring up delicate
children. ^{The Girl Guide} It is a sort
of out come of Boy Scouts,
Wm Baden Powell first
formed the Boy Scouts -
boos girls registered
as Scouts! & as he could
not have girls trespassing
about the Country after
his boy Scouts, he got his

I can quite realize that
 to them, the journey
 seemed too long but it
 was all on their way
 to their steamer, had
 they sailed from Liver-
 pool - You see I had
 asked these french
 people to come, I had
 fixed a date as long
 ago as last June, &
 Bill never got the doctor
 to say what date B. could
 leave until the end of Aug

Sister to form a Society of
 Girl Guides & the first law
 was that they must not
 even speak to a Boy Scout,
 if they saw him in uniform.
 I like girls, I like this
 organization & the rules
 & pastimes, so if you
 find that I get very deeply
 interested you must not
 be surprised! -
 Lily Redmond had no right
 to visit me under false
 pretences & conceal the fact
 of having a baby, or if it is
 adopted she has no right to lie
 + say it is her own - in doing

"I am getting up a Corp of Girl Guides here in this Glen where the highland girls are so far from the world, they remain ignorant in all details of sick nursing or the way to feed and bring up delicate children. The Girl Guides is a sort of out come of Boy Scouts. When Baden Powell first formed the Boy Scouts 6000 girls registered as Scouts! And as he could not have girls traipsing about the Country after his boy scouts, he got his sister to form a society of Girl Guides and the first law was that they must not ever speak to a Boy Scout, if they saw him in uniform. I like girls, I like this organization and the rules and pastimes, so if you find that I get very deeply interested you must not be surprised!"

Early Girl Scouting

Explanation: Included in this packet are the suggested classroom activities to use with the Early Girl Scouting sources, high-resolution versions of selected the primary and secondary sources, and the Juliette Gordon Low collection of badges matching activity. The related standards are hyperlinked to a page on the GHS website where a copy of the potentially relevant state and national standards are housed.

Suggested Activities

1. After reading the background information on the early days of the Girl Scouts in the USA, have your students think about the costs of founding the Girl Scouts. Someone has to pay for the camping trips, uniforms, teas, badges, and handbooks. Juliette Gordon Low used her own money to finance the early days of the Girl Scouts movement. Have your students discuss why Juliette Gordon Low would spend money on Girl Scouts and not on herself.
2. Have students read the map making pages in the 1920 Girl Scout Handbook. These pages provide a great general background to maps and can even supplement their textbook. Have students use the symbols and compass rose shown in the handbook to create their own map. The map could be of their neighborhood, city, or an imaginary place.
3. Have the students use the primary sources on the page to compare their life to the girls participating in the girl scouts between 1912 and 1929. The students can look at the pictures of girls camping, read the newspaper article about the Girl Guide Basketball league, and read through the first two Girl Scout Handbooks to see what these girls were doing and how it is different and similar to their own lives. Have the students produce a final product such as an essay, comparison chart, or poster.
4. Have your students explore the [1917](#) and [1920](#) handbook. Ask the students how the handbooks taught Girl Scouts to be good citizens. Ask your students to think about how the Girl Scout Promise, Girl Scout Laws, and the principals of the Girl Scouts can still help young people like themselves be good citizens of the United States of America. Younger students can also point out important national symbols used in the handbooks.

Related Standards:

NCSS1; NCSS2; NCSS3; NCSS5 ; CCRR1; CCRR7; CCRR9 ; CCW2; CCW4; CCW7; CCW8; CCW9 ; SSKH2; SSKH3; SSKG2; SSKC1; SSKCG2; SSKE4; SS1E2; SS1E4; SS2E1; SS2E4; SS3E4; SS4CG4; SS8E5

Juliette Gordon Low's Collection of Badges

The Georgia Historical Society has a collection of Juliette Gordon Low's personal Girl Scout badges. See if you can match the badge images to their name. The names and descriptions for the badges come from the 1917 Girl Scout handbook.

1.



2.



3.



4.



5.



- A. Civics / The Citizen
- B. Athletics
- C. Dairy
- D. Boatswain
- E. Scribe

Sample of Badge Requirements

Civics / Citizen Badge: Tell the history and object of the Declaration of Independence; Be able to name the officers of the President's Cabinet and their portfolios.

Athletics: Know and be able to teach twenty popular games.

Dairy: Know how to feed, kill, and dress poultry; Test five cows for ten days each with Babcock Test and make proper reports

Boatswain: Be able to row, pole, scull, or steer a boat; Land a boat and make fast; State directions by sun and stars.

Scribe: Write 12 news articles (preferably one a month), not to exceed 500 words each, on events that come within the observation of the Scout that are not public news, as for instance, school athletic events, entertainments of Scouts, church or school, neighborhood incidents.

*Answers:
1.E, 2.C, 3.A, 4.D, 5.B*

Savannah Girl Guides

Girl Scouts caught on quickly in Savannah. The girls used the English Girl Guides handbook to adopt a constitution and design their own uniforms and badges. Getting girls involved in physical activity in the outdoors was one of the main goals of the early Girl Guides movement. A basketball league was quickly formed in Savannah.



Girl Guides Posing with Basketball
Anne Mintz Collection of Girl Scout Troop 1 Records, MS 2351

THE SAVANNAH PRESS: WEDNESDAY, APRIL 23, 1913.

MEMBERS OF THE GIRL GUIDES BASKETBALL LEAGUE



Photo by Adams— THE CARNATION TEAM. THE LILIES OF THE VALLEY.

Members of the Girl Guides Basket Ball League. Reading from left to right, sitting down, front row—Misses Harlette Stradman, Inez Morse, Catherine Cogle, Meta Kramer, Kathleen Henderson, Victoria Fitch, Eleanor Dane, Elda Rimes, Myrtle Rith, Margaret Coulter.
 Knelling Down—Misses Larrame Hill, Myrtle Woods, Alexzenna Howell, Eloise Hallford, Bertha Marin.
 Third Row, standing—Misses Ridie Haynes, Elsie Espy, Louise, Morgan, Katie Nettles, Freda Lipsitz, Ida Estioff, May Seade, Gertrude Von Dolteren, Annie Walker, Dora Itzkovitch, Berenice Harris, Catherine Quinan, Anneta Harper.
 Fourth Row—Misses Lilly Meyer, Eleanor Woods, Eugenia Miller, Carolyn Jones, Marie Strong, Sue Taylor
 Fifth Row—Misses Hannah Storey, Sarah Whiteman, Edna McInnes, Edna Cerveau, Catherine Corbett.
 Sixth Row—Misses Maybel Taylor, Eleanor Hutton, Gertrude Schwab, Mary Johnson, Winnie Raven, Annie Binger, Margaret West, Edith Batey.
 Seventh Row—Misses Aleyn Young, Mary Tew, Cathrine Rourke, Margaret Flood, Elizabeth Purse, Mistie Massey, Maud Balkewood, Elizabeth Owen, Ann Hopkin.
 Lilly of the Valley Team—Fromleft to right, Miss Louise Morgan, forward; Miss Mirlam Robider, guard; Miss Anneta Harper, captain; Miss Eleanor Hutton, guard; Miss Mary Crowther, forward.
 Carnation Team—Reading from left to right—Top row, Misses Carabel Stewart and Elizabeth Purse, guards. Captain Harlette Stewart in the middle. On the left, Miss Walton Brewer. On the right, Miss Elsie Espy.

Article on Girl Guides Basketball League in the Savannah Morning News
 Anne Mintz Collection of Girl Scout Troop 1 Records, MS 2351

The First Girl Scouts Go Camping!

Walter John Hoxie, a famous naturalist and one of Juliette Gordon Low's friends, organized a nature group for young girls that later merged with the Girl Guides. John Hoxie later helped Juliette Gordon Low write the first Girl Scout Handbook for the United States.

The following images show Girl Scouts ca 1917-1927 camping in the Lowlands
Walter John Hoxie Papers, MS 403





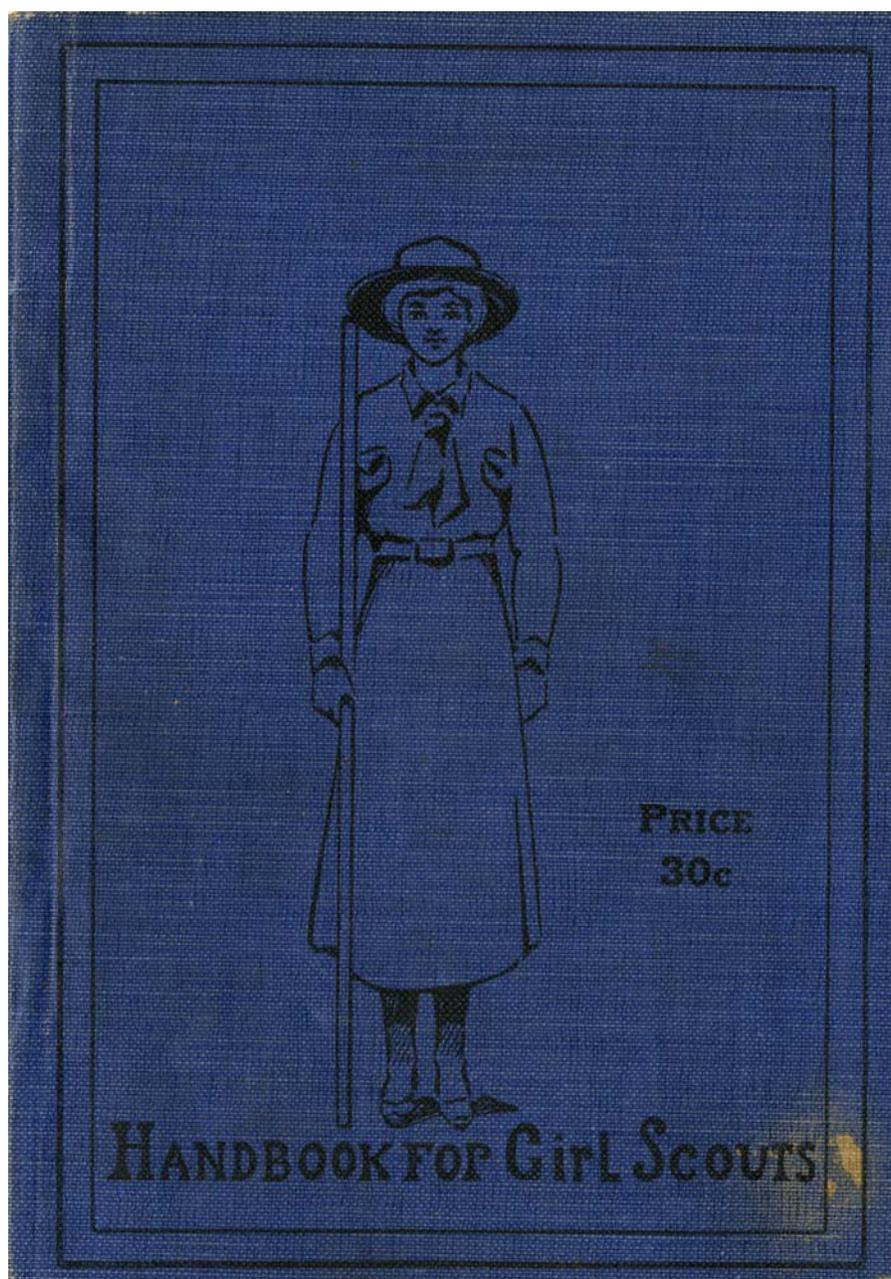




Historic Girl Scouts of the USA Handbooks

1917 Girl Scouts Handbook. "[How Girls Can Help Their Country.](#)" Adapted to the use of the Girl Scouts of the United States [by] Juliette Low, with the help of committees and experts from all parts of America.

Georgia Historical Society Rare Pamphlet Collection, HS3353.G5 L68 1917



How Girls Can Help Their Country

Adapted from

Agnes Baden-Powell

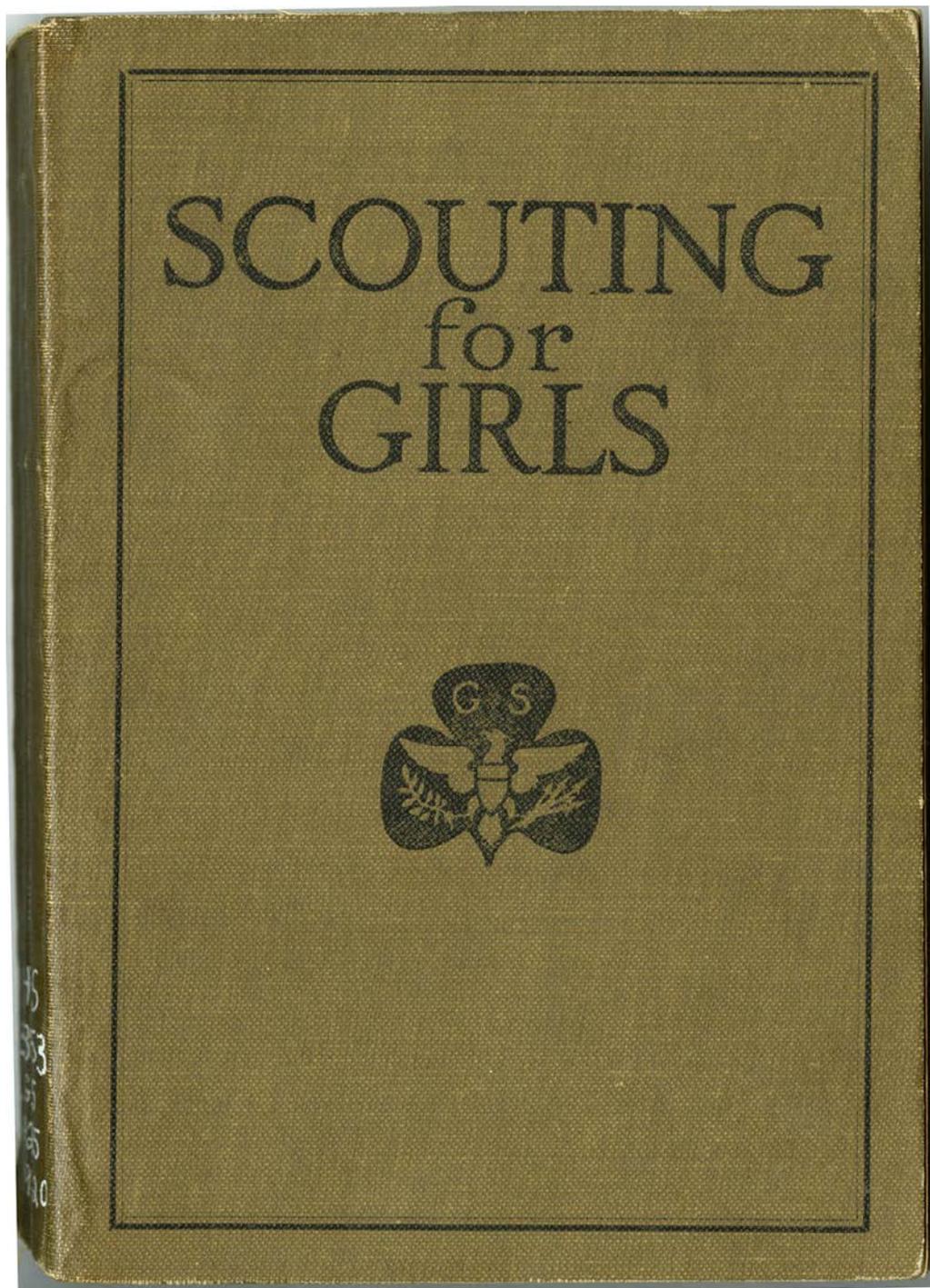
and

Sir Robert Baden-Powell's
Handbook

1917



1920 Girl Scouts Handbook, [*Scouting for Girls: Official Handbook of the Girl Scouts*](#) .
Georgia Historical Society Collection of Rare Books, HS3353.G5 A25 1920





MAGDELAINE DE VERCHÈRES
The First Girl Scout in the New World. From Statue erected
by Lord Grey, near the site of Fort Verchères on the St. Lawrence.

SCOUTING *for* GIRLS

OFFICIAL HANDBOOK

OF THE

GIRL SCOUTS



FIRST EDITION

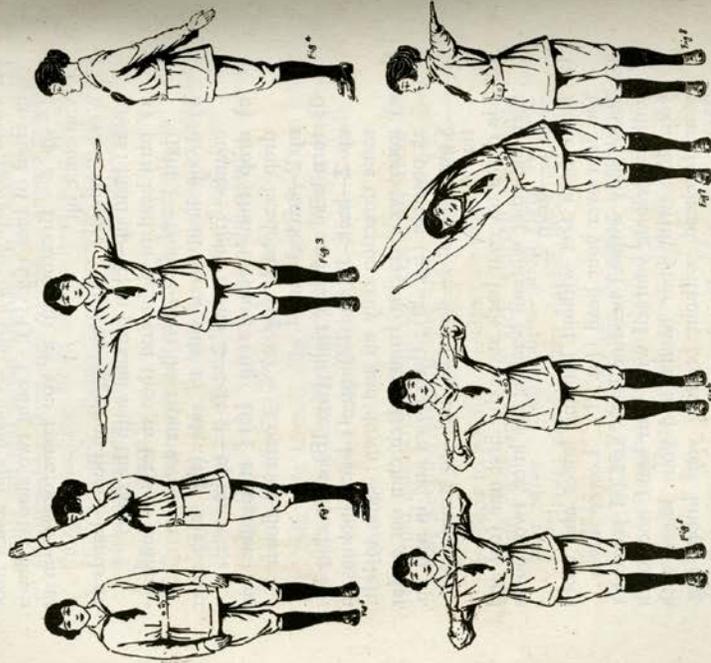
PUBLISHED BY THE GIRL SCOUTS, INC.

National Headquarters

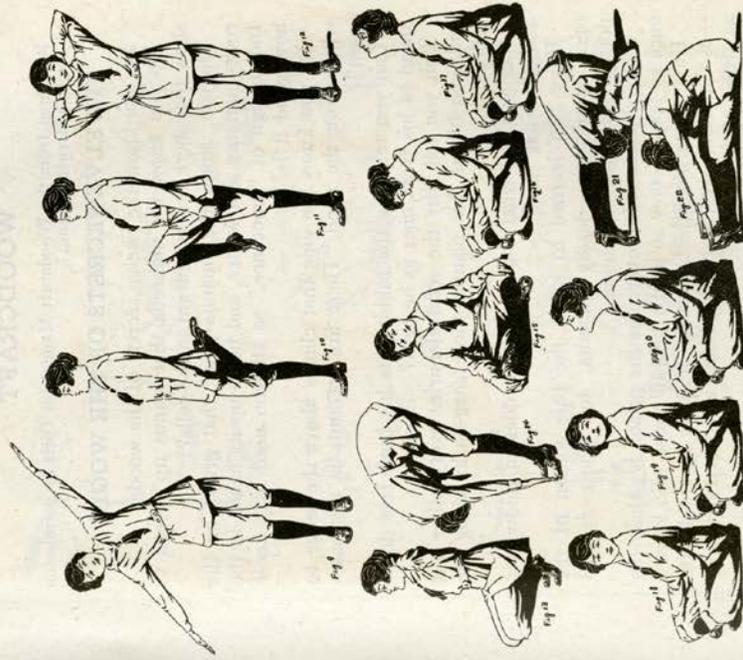
189 LEXINGTON AVENUE, NEW YORK, N. Y.

GENERAL DISTRIBUTION ADDRESS
189 LEXINGTON AVENUE
NEW YORK, N. Y.





SETTING-UP EXERCISES (Figs. 1-8)



SETTING-UP EXERCISES (Figs. 9-22)

day. Each time keep a record of the number of paces taken and the time required to pace the distance. Divide the sum of the paces by the number of times paced and the result will be the average number of paces for the distance by the number of times paced, and get the average number of paces and get the average length of your pace. Divide the sum of the minutes spent in pacing the distance by the number of times paced, and get the average length of time required to walk the distance. When the average length of pace is known, the distance between two points can be quite accurately estimated by pacing, if the ground is open, level and solid. If up or down grade, if the ground is muddy or heavy, or there are other causes which retard the gait, a reduction must be made.

None of the above methods for measuring are scientific, therefore are not accurate, but they are useful ways of measuring *approximately* lengths and distances by means of a guide always at hand.

2. MAP MAKING FOR GIRL SCOUTS

The word map calls to our mind a picture of lines, angles, dots and circles which tell us something about a position of the surface of the earth. It gives us an idea of distance and direction, indicates heights and sometimes tells of interesting land conditions. What we see are but symbols representing a more or less true picture. This method of telling a story is very old; as long ago as 1370 B. C. it was used to show the location of the then famous Nubian Gold Mines. This ancient map is now preserved in the Museum of Turin.

Later, in 611 B. C. the first map of the world was made—the world as men knew it then. They thought it was like a hollow cylinder and surrounded by a river. By 276 B. C. maps were used and understood quite generally.

They were named originally after the material upon

which they were painted or drawn. Map from Mappa, meaning cloth, and chart from charta, meaning parchment. Even today maps are made on cloth when for use in the open by cyclists, military men, and so forth, and charts are those maps filling the needs of seamen. Savage tribes used maps made of horn, bone and wood.

In the 15th century the first printed maps were made and now many processes are used in reproducing these valuable and necessary graphic pictures, every line and dot of which have been made out of someone's experience. The explorer, the pioneer, the navigator, all contributing to the store of knowledge of the earth's surface, and many times having thrilling adventures, surviving terrible conditions that the earth may be known as it really appears.

Although maps are made to scale and every distance computed most accurately by the use of very fine instruments, Scouts can accomplish the real purpose of maps in a small and simple way, for they are after all, but guides to those who follow.

Knowing a delightful road or trail, one can by a map guide others to it, or by making a map of a city, or country district help a stranger to find his way about. Our maps must contain as the all important features: Direction, Distance, Points of Identification, and the explanation on the margin of the map of all symbols or conventional signs used. For hiking purposes a starting point and a goal are necessary, all cross-roads must be indicated—streams, bridges, trails, springs, points of interest, vantage points for extended views, and so forth.

A city map should note beside streets, the car lines or bus lines, public buildings, library, churches, hotels, stores, police station, public telephone booths, a doctor's office, fire alarm box and post box.

A village map should show in addition the way to the

nearest large town or city, give the railroad station, and so forth.

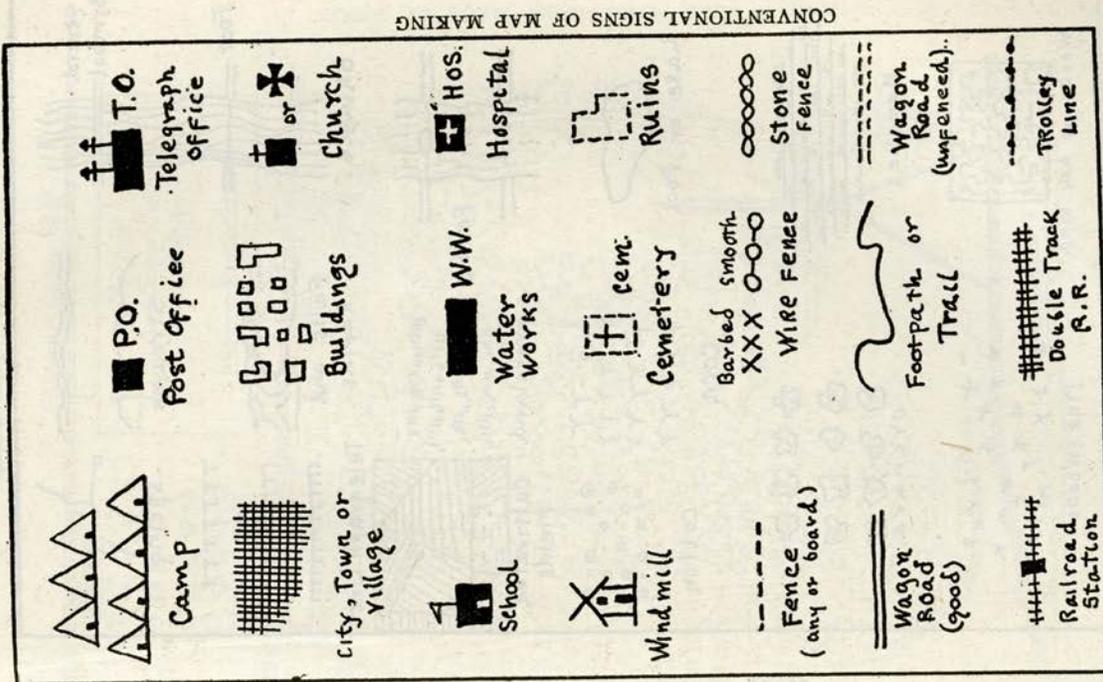
Direction is shown by symbol, an arrow or a line with an N pointing to the North, which should be at the top of the map, and all lines and signs should be made in relation to it.

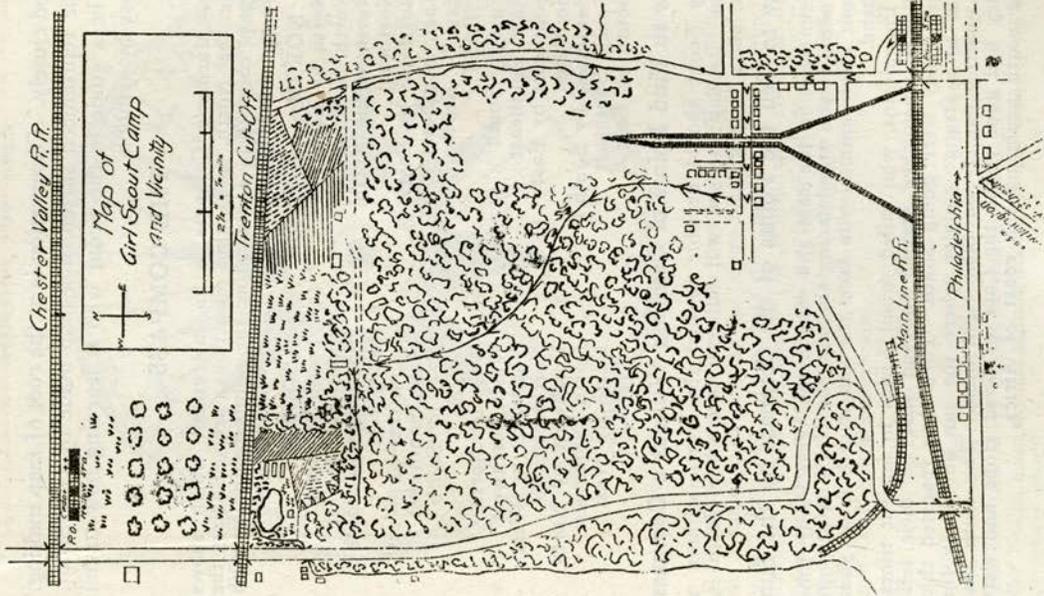
Distance is shown by what is known as scale. It would be impossible and unnecessary in making a map to use the exact measurements of distances existing in any given portion of country, but we can indicate those distances by drawing our map even though very small so that lines, angles, circles and dots will bear the same relation to each other as the points they represent bear to each other. This is done by using a small measure to represent a large measure. If 1 inch was used to represent a mile, a map showing 80 square miles of ground, measuring 8x10 miles could be drawn on a comparatively small piece of paper. Whatever scale is used must be noted on the map, however.

The true distances are found by pacing or by triangulation. The interesting, helpful and necessary points are learned by observation. These are the real guides when using a map and these should be placed most correctly. Some of the symbols most generally used in map making are shown in the accompanying cut.

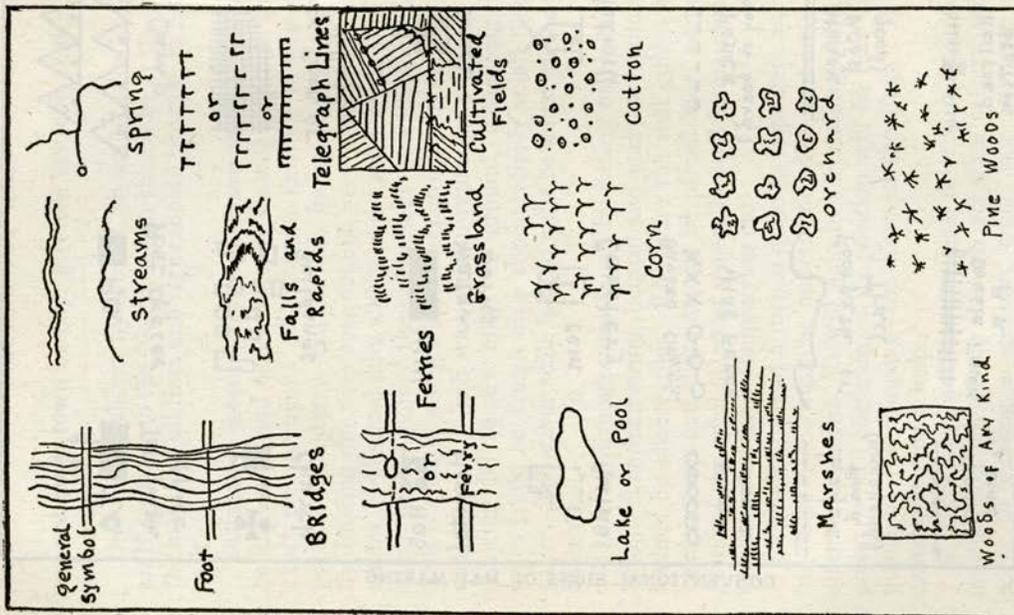
To be able to read a map is quite as important as making one. Signs must be understood, distances read, and directions known. It will help in ascertaining the latter point to hold the map so its position will be true to the points of the compass—the East to the East. This is called orienting a map.

A sketch map, not made to scale or true as to direction or distance, but giving enough accurate information to serve in guiding a stranger truly, can be made very quickly and easily if the district sketched has been ob-





MORE CONVENTIONAL SIGNS OF MAP MAKING



served closely. Observation is at the root of map making. The reproduced sketch of a map made by Girl Scout, will be a guide to the Scout who is learning how to tell a story by symbols.

THE COMPASS

The Mariner's Compass is an instrument which shows where the North, and other directions, are. Boxing the Compass consists in enumerating the points beginning with North and working around the circle as follows:

NORTH
 North by East
 North, Northeast
 Northeast by North
 Northeast
 Northeast by East
 East, Northeast
 East by North
EAST
 East by South
 East, Southeast
 Southeast by East
 Southeast
 Southeast by South
 South, Southeast
 South by East

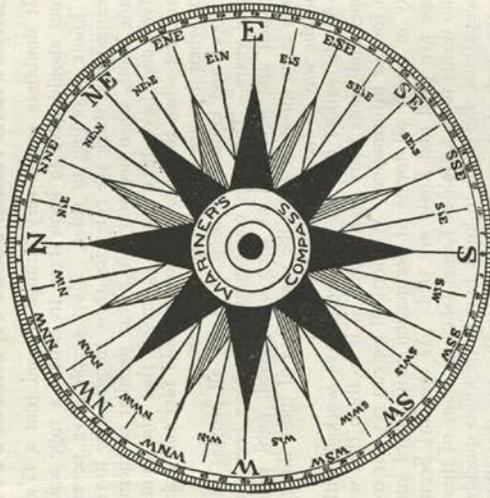
How to Find Points of Compass Without a Compass

Every Scout should be able to find the North without a compass. By day the sun will tell you where the North is, and the stars by night.

How to Tell the Points of the Compass by the Sun

The sun rises in the east and sets in the West. Any time before noon, if you stand facing the sun, the North is at your left hand; after noon, if you face the sun, North is at your right hand.

The Phoenicians, who sailed round Africa in ancient times, noticed that when they started the sun rose on their left-hand side—they were going south. Then they reported that they got to a strange country where the sun got up in the wrong quarter, namely on their right hand. The truth was that they had gone round the Cape of Good Hope and were steering north again up the coast of Africa.



Probably the most accurate way to find North, if you have no compass, is to use an open-faced watch. Holding the watch flat, turn it so that the small or hour hand points directly toward the sun. The South will then be half way between the hour hand and the figure XII on the dial. Before noon the halfway point is between the hourhand and XII clockwise, and after noon it is between the hour hand and XII counter-clockwise.

How to Find North by the Stars

All stars appear to rise in the east and set in the west, which is really due to our earth turning around under them. But one star never moves in relation to us, and that is Polaris, the North Star, which stands still over the north pole to show us where North is.

World War I and the Girl Scouts

Explanation: Included in this packet are the suggested classroom activities to use with the World War I and the Girl Scouts sources, and high-resolution versions of selected the primary and secondary sources. Visit the GHS website to download the longer PDF sources related to this topic. The related standards are hyperlinked to a page on the GHS website where a copy of the potentially relevant state and national standards are housed.

Suggested Activities

1. Have the students read the selection of letters written by Wilmont, an English soldier in WWI. After reading the letters, the students should have a good understanding of trench warfare. Have students use the knowledge learned in these letters to write a summary of trench warfare, or write their own imaginary letter home from an American soldier's perspective.
2. Have the students use the background information provided on the page, the two letters from Herbert Hoover, and the image of Girl Scouts learning food conservation to define the term "total war." Have the students attempt to write a definition for the term based solely on the resources available on this page before introducing the concept verbally or in their textbook.

Related Standards

NCSS2; NCSS5; NCSS6; NCSS9; NCSS10 ; CCRR1; CCRR2; CCRR3; CCRR8; CCRR9 ; CCW2; CCW3; CCW4; CCW7; CCW8; CCW9 ; SS8H7; SSH88 ; SSUSH15; SSUS16 ; SS5H4

A selection of letters written by Wilmont, an English soldier in WWI. The boy was apparently a family friend of the Gordons as the letters are a part of the Gordon Family Papers.

Gordon Family Papers, MS 318

A printable PDF of this source is available on the Juliette Gordon Low page.

Letter from Herbert Hoover to Juliette Gordon Low, October 3, 1917
Gordon Family Papers, MS 318

UNITED STATES FOOD ADMINISTRATION

WASHINGTON

IN YOUR REPLY REFER TO

October 3, 1917

Mrs. Juliette Low,
Wodelesse, Ossining,
New York.

My dear Mrs. Low:

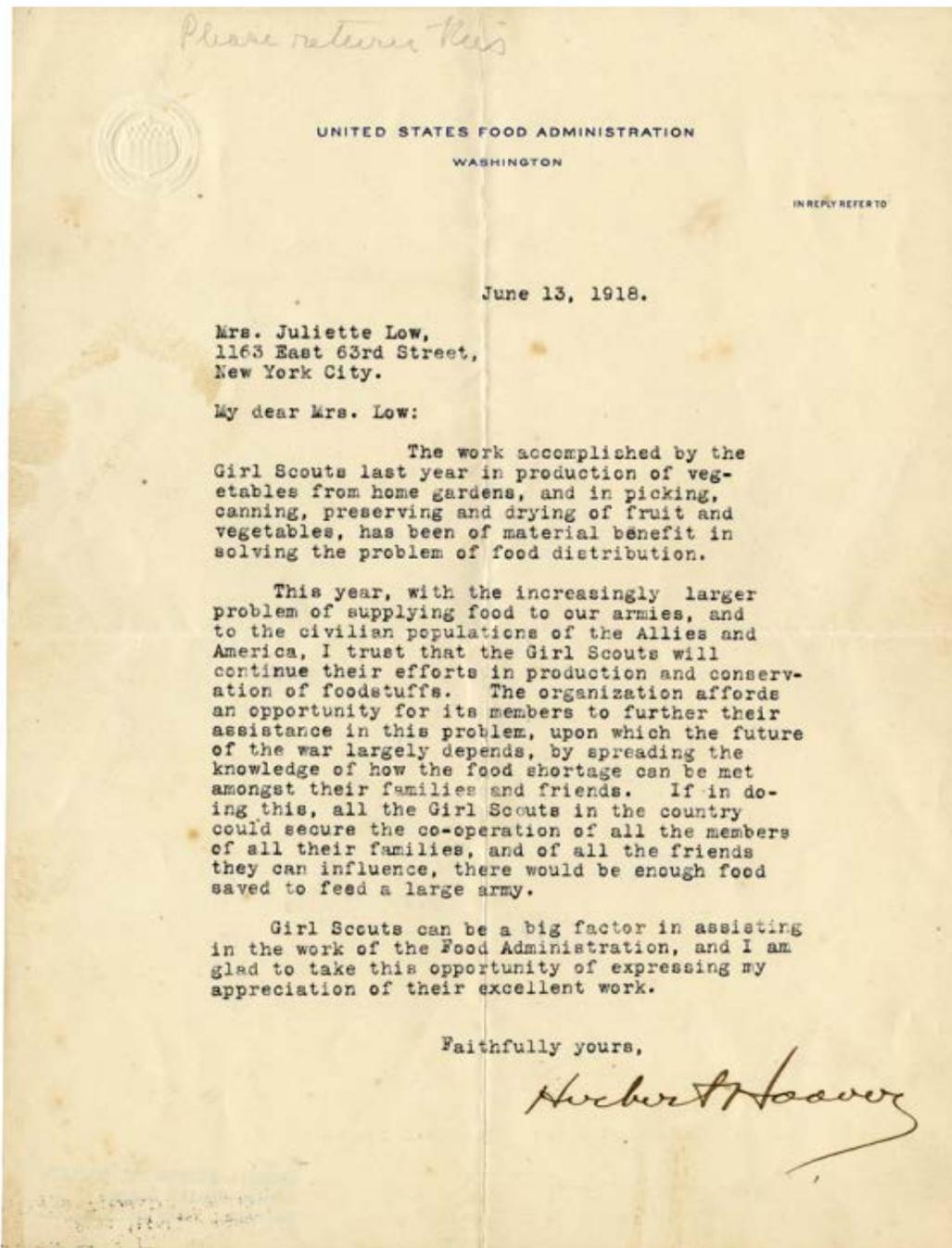
May I take this opportunity to express the appreciation of the Food Administration for the work that the Girl Scouts of the District of Columbia have been doing under their leader, Mrs. Coleman, during the past few months, along the lines of conservation of food. I most sincerely hope that the Girl Scouts throughout the whole of the United States, under your valuable leadership, will follow the splendid example set by these girls in our Capital City. The training which the girls are receiving in home economics, at this time, will not only help win the war, but is a large factor in developing in them the home making instinct which will prove so valuable in later years.

Thanking you for your co-operation in this work, I am

Yours very sincerely

Herbert Hoover

Letter from Herbert Hoover to Juliette Gordon Low, June 13, 1918
Gordon Family Papers, MS 318



Girl Scout pamphlet showing lessons in food conservation
Anne Mintz Collection of Girl Scout Troop 1 Records, MS 2351

SCOUTING IS INSPIRING

Its supreme end is service to God and country.

SCOUTING IS CONSTRUCTIVE

Its principles make for the foundation of sound, sturdy character, for the formation of habits of initiative, self-reliance and self-control.

SCOUTING IS DEFINITE

Its plan develops individual responsibility and capacity in the service of home, community and state.

SCOUTING IS FUN

Its program succeeds because girls like it. It opens to them pleasures which answer their natural healthy impulses and imagination, and at the same time affords them a stimulating share in the interests and pursuits of adults.



LESSONS IN FOOD CONSERVATION.

Juliette Gordon Low and the Suffrage Movement

Explanation: Included in this packet are suggested discussion questions to use with the Juliette Gordon Low and the Suffrage Movement sources, and high-resolution versions of the selected sources. Related national and state standards are listed below the suggested activities.

Discussion Questions

1. What message was Juliette Gordon Low trying to send in her poem "A Call"? Read through the poem several times for understanding. Do you notice any figurative language? What is the tone of the poem?
2. After reading all three available sources would you argue that Juliette Gordon Low supported the Suffrage Movement? What is your evidence?
3. Use the GHS website to learn more about Juliette Gordon Low. What factors in her childhood and early adulthood might impact her stance on suffrage? What do you think Juliette's mother Nelly Kinzie Gordon would feel on the subject of women's suffrage?

Related Standards:

NCSS2; NCSS5; NCSS10 ; CCRR1; CCRR2; CCRR3; CCRR4; CCRR5; CCRR6; CCRR9; SSUSH16

"A Call." Written by Juliette Gordon Low
Gordon Family Papers, MS 318

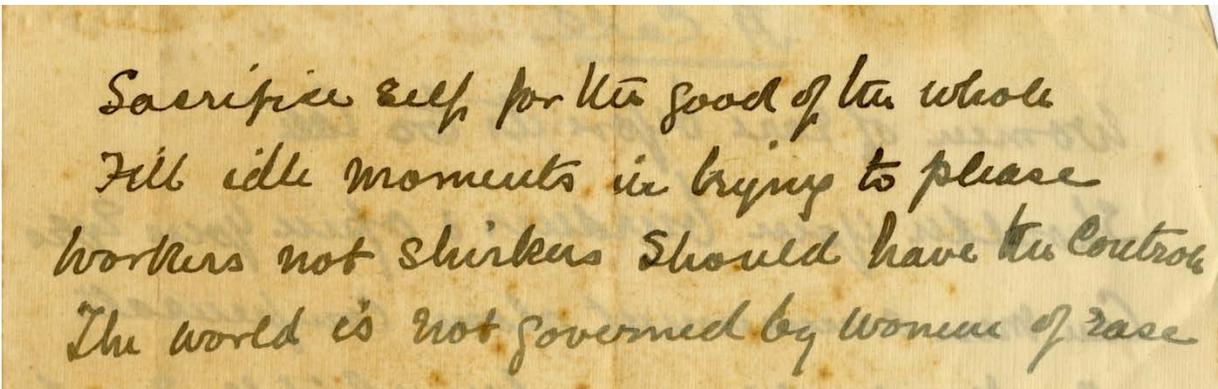
A Call

Women of rare before its too late
Shoulder your burdens & open your eyes
Can mere amusement alone compensate
For the problems of life which you seem to despise
You whose sure instincts like sap in the trees
Rise, who knows how, to point out what is good
Shall you ignore - Oh women of rare
Truths as inherent as grain in the wood!

Women old number the men here below
To women we look for what's good in a nation
Boy Scouts are trained in the way they should
But the girls who will count in the next generation

You who have children & you who have none
Doubt should for votes - let men vote as they please
Daily endeavor to train up the young
There lies your duty Oh women of rare

over



A Call

Women of ease before it's too late
 Shoulder your burdens & open your eyes
 Can mere amusement alone compensate
 For the problems of life which you seem to despise

You whose sure instincts like sap in the trees
 Rise, who knows how, to point out what is good
 Shall you ignore -- oh women of ease
 Truths as inherent as grain in the wood!

Women outnumber the men here below
 To woman we look for what's good in a nation
 Boy Scouts are trained in the way they should go
 But 'tis girls who will count in the next generation
 You who have children and you who have none
 Don't shout for votes -- let men vote as they please
 Daily endeavor to train up the young
 There his [sic] your duty oh women of ease

OVER

Sacrifice self for the good of the whole
 Fill idle moments in trying to please
 Workers not shirkers should have the control
 The world is not governed by women of ease

that Girl Scouts are neutral
 we will be left out of
 all political & religious
 controversies. - to leave
 any one in doubt means
 in this instance, to arouse
 the suspicion & perhaps
 the enmity of 800 suffra-
 gettes in Savannah.

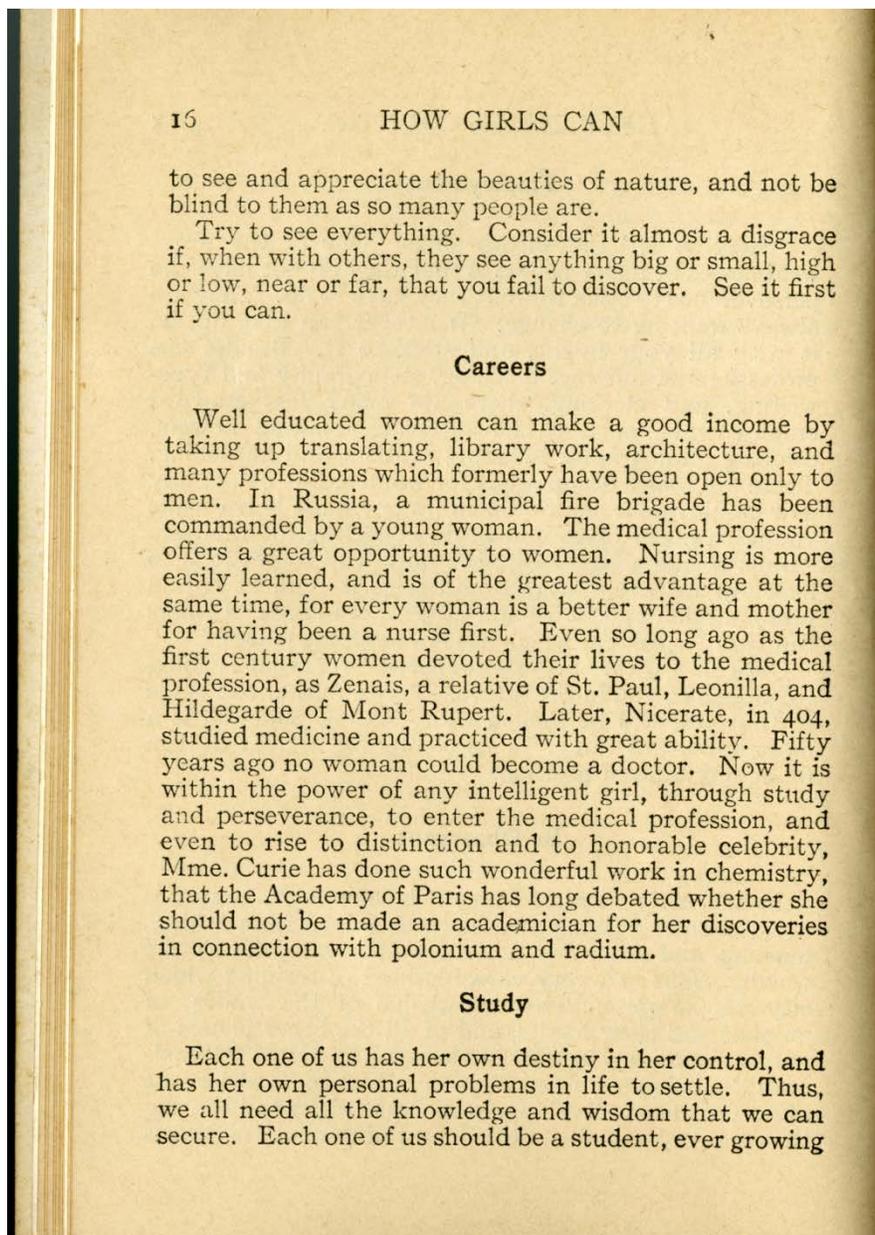
our very existence
 in the community,
 depends on the good
 will of every citizen, we
 can't afford to have any
 enemies or even any
 adverse critics -
 therefore we must
 hold aloof from
 politics & religion.

GEORGIA HISTORICAL SOCIETY
 Gordon Family Papers
 No. 318 Item No. 3932

Excerpt: "If it is thoroughly understood by everybody that the Girl Scouts are neutral we will be left out of all practical & religious controversies. _ to leave any one in doubt means in this instance to arouse the suspicion & perhaps the enmity of 800 suffragettes in Savannah...Neither you nor I nor any representative of Girl Scouts has any option about handling a question on suffrage because we have no right to vote at all."

Excerpt from the 1917 Girl Scout Handbook, "[How Girls Can Help Their Country.](#)" Adapted to the use of the Girl Scouts of the United States [by] Juliette Low, with the help of committees and experts from all parts of America.

Georgia Historical Society Rare Pamphlet Collection, HS3353.G5 L68 1917



Celebrating Daisy's Birthday

Explanation: Included in this packet are suggested discussion questions to use with the Celebrating Daisy's Birthday sources, and high-resolution versions of the letters. The related standards are hyperlinked to a page on the GHS website where a copy of the potentially relevant state and national standards are housed.

Discussion Questions:

1. The third letter was written by Juliette Gordon Low to her Mother on November 9th, 1874. Without doing any math, how can you determine how old Daisy may have been when the letter was written? Use clues in the letter to discuss how old Juliette may have been when she wrote the letter. Consider her tone, handwriting, and topics of discussion to come up with a guess. After making your guess, read the biography of Juliette Gordon Low to do the math and find out how old Juliette was in 1874.
2. In both the first and second letter Juliette wrote in 1916, she talks about their ship passing through areas of German activity. Discuss what historical event was underway at the time Juliette wrote these letters, and explain how German activity on the seas played an important part in that event.
3. Discuss the similarities and differences between the letter Juliette wrote to her sister Mabel, and the letter she wrote to her brother Willie. Based on the tone and content of these two letters, can you detect a difference between Juliette's relationship with her brother and her relationship with her sister?

Related Standards:

NCSS1; NCSS2; NCSS4; NCSS6; CCRR1; CCRR3; CCRR4; CCRR6; CCW2; L6-8RH1; L6-8RH6; L6-8RH9; L9-10RH1; L9-10RH6; L11-12RH1; L6-8WHST2; L6-8WHST4; L9-10WHST2; L9-10WHST4; L11-12WHST2; L11-12WHST4; SS5H4; SS8H8; SSUSH15

A letter written from Juliette Gordon Low to her sister Mabel on October 31, 1916
Gordon Family Papers, MS 318

GORDON FAMILY PAPERS NO. 318 ITEM: 3153
GEORGIA HISTORICAL SOCIETY October 31st 1916
119 Hope St.
Dearest Mabel
Altho' I was separated
from you on your birthday,
I thought of you, & am now
writing on my birthday just
because I long so much to see
you, & I have such beautiful
memories of the many birth-
days we have celebrated
together. Abby Hunt's birthday
is the same day as mine.

so we are spending it ^{lovingly} -
I wish you could have heard
Thama write the Customs
Officers, & her pass port; She
waited 1/2 hour on the Liverpool
dock, to have the thing viséd,
& on arrival in America
the Officer asked if she was
going to return soon to Engi
her reply was - "God forbid -"
He then said, "Shale I cancel
your pass port & return it
as a Souvenir? So what you

can remember your little trip abroad"
"I will never forget it." I said
Thama, by this time all the
long years waiting behind her
were in fits of laughter -
The Philadelphia made
her fastest trip, on record,
She roared through the Zone
of German activity like
Young Rowland on a motor cycle,
& we got to port a day sooner
than we were expected -
Lala's dressing gown proved

to be the most useful thing
I ever possessed, Abby Hunter
& every one who have seen it,
pronounce it to be unique
& really lovely!

To let you realize how my Girl
Scout Movement is flourishing,
I must tell you that the receipts
in September for that month
were \$800⁰⁰ & that my Handbook
published in August is almost
sold out 4500 copies sold in
two months! - Let Lala have
this letter please ^{much love to}
your Daisy.

A letter written from Juliette Gordon Low to her brother Willie on October 31, 1916
 Gordon Family Papers, MS 318

I will go to stay with you
 Prices next Tuesday
 you love you
 D.

October 31st
 1916.

Dearest Willie,

Your letter was as welcome
 as a french war baby! - because
 we were longing for news and
 yours happened to be the only
 letters we got at port, but tho'
 Maama managed to evade
 customs, & passed like a
 streak of lightning from
 ship to street, yet she had

I say we did so enjoy meeting
 you

alone while I had ^{been} ^{examined}
to wait some little time before
Arthur & Margaret joined us,
because our ship arrived a
day sooner than we were
expected - She ^(the ship) simply flew
through the debatable ground
(or rather sea) where German
activity is rife - Mamma was
very amusing at her interviews
with Customs officer. He said -
"Are you returning soon to Eng?"
Mamma - "God forbid!"
He - "Shall I cancel your passport

& return it to you as a souvenir
Mamma - "I'll never forget it!"
require no souvenirs to remember it.
She goes to Savannah on
Thursday next -
I am spending my birthday
with Abby, she has the house
birthday as I have, so it is
lovely to be here without
any real Girl Scout work
taking it - easy - You will
rejoice with me when I tell you

GEORGIA HISTORICAL SOCIETY GORDON FAMILY PAPERS
 No. 318 ITEM: 3154

That my Girl Scout Handbook
 issued in August, has now
 run out - in Oct. over
 4500 (four thousand five
 hundred) copies sold, ^{in two months}
 Ellie + you are always so
 sympathetic about the
 Scouts - It is lucky I have
 no more heavy financial
 burdens about Scouts, as
 this war has made me poor
 Best love to Ellie + to B ^{Ever devoted}
 Fairy.

Letter from Juliette Gordon Low to her mother
On the second page, Juliette thanks her mother for a birthday letter
Gordon Family Papers, MS 318

Excuse this awful letter
 spelling nothing and
 wanting to
 this letter was written
 the night I got up
 but I have not had a
 minutes time to make it.

My darling Mamma,
 I got your letter
 to night, and we got the
 be the other night, Oh I
 never saw such a splendid
 box in my life, it seemed
 to have any thing in it,
 and we had such fun take
 my out the things, I think
 my dress is lovely, and it
 fits splendidly, and my
 brooch is beautiful, I used it
 in my spare time, I was
 so surprised, when I got
 my dress, Oh Mamma, I think
 it's lovely, and every thing
 is beautiful, from the party

7

9th November
 1874 (C)

GEORGIA HISTORICAL SOCIETY
 Collection GORDON FAMILY PAPERS
 No. 318 Item No. 2944

things for our room, to the
satables, and we were so
glad to see the pictures,
we put in table and pictures
in the two frames, in each
side of our ~~room~~ bureau,
and our room looks so
pretty, Mama I cant thank
you enough for all the
pretty things, and cant
and every thing, I feel
like saying "Daddy," to
repaid my self.

Mama I Ma Ewing
is such a nice girl, Hellic and
Ma are so devoted, it seems
to me they do nothing but
kiss, would you ~~ever~~ think
of Hellic would you say me,
Oh I do love Hellic so, it
seems I love her better
every day, she's so sweet, she's so much kinder, & more
than she is to Father, is so cunning,

please write often about him,
Mama if I am ever half so
smart as you, or Gracie, I
may thank my stars, so
I wont be alarmed on that
score, and Mama, the
preschool recess I answered
your letter right off, was
because you called you
dear young self, oh - please
dont again; I got a letter
from you on my birthday,
it was such a funny little
letter, about your being me,
I love you too my dear Mama
more than I can tell, Good
bye, give lots of love, and tell
Papa, I will answer his nice
letter soon, and thank him
for the dollar, you own
little

GEORGIA HISTORICAL SOCIETY
FAMILY COLLECTION
Item No. _____
No. _____

Kindly & truly,
Daisy Gordon

Additional Resources

From the GHS Collection:

Main Collection: Juliette Low and the Girl scouts : the story of an American woman, 1860-1927 / edited by Anne Hyde Choate and Helen Ferris, HS3353.G5 C5; Lady from Savannah; the life of Juliette Low, by Gladys Denny Schultz and Daisy Gordon Lawrence, HS3353.G5 L88.

Manuscript: Girl Scout Council of Savannah (Ga.) papers, 1921-1969, MS 2000; Girl Scouts of the United States of America, Juliette Low Region VI Geechee Bowl papers, 1949-1950, MS 1315; Juliette Gordon Low letter, 1923 April 17 / Mrs. Juliette Gordon Low, MS 2157; Juliette Gordon Low papers, 1860-1937, MS 318; Walter John Hoxie Papers, 1917-1937, MS 403; Anne Mintz collection of Girl Scouts Troup 1 Records, 1919-1962, MS 2351; Edith Duncan Johnston Paper, 1881-1962, MS 433; Mildred Nix Huie Girl Scout Photograph, circa 1912

Rare: How girls can help their country / adapted from Agnes Baden-Powell and Sir Robert Baden-Powell's handbook, HS3353.G5 L68 1917; She was a daisy / by Lee Giffen, HS3353.G5 G55 1960

Children and Young Adult:

First Girl Scout: The Life of Juliette Gordon Low by Ginger Wadsworth

Here Come the Girl Scouts!: The Amazing All-true Story of Juliette "Daisy" Gordon Low and Her Great Adventure by Shana Corey

Teen and Adult:

Juliette Gordon Low: The Remarkable Founder of the Girl Scouts by Stacy A. Cordery

Internet:

[Girl Scouts of Historic Georgia](#)

[Girl Scouts of the USA Juliette Gordon Low Biography](#)

[Juliette Gordon Low Birthplace](#)

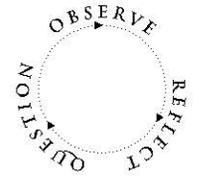
[Juliette Gordon Low Biography, *New Georgia Encyclopedia*](#)

[Georgia Women of Achievement: Inducted 1992](#)

[National Women's Hall of Fame: Honored 1979](#)

[Author Stacy Cordery's Blog](#)

[Today in Georgia History](#)



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

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REFLECT

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QUESTION

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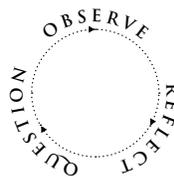
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FURTHER INVESTIGATION

TEACHER'S GUIDE ANALYZING MANUSCRIPTS



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

Describe what you see. · What do you notice first?
· How much of the text can you read? What does it say? · What do you see that looks strange or unfamiliar? · How are the words arranged? · What do you notice about the page the writing appears on? · What size is the page? · What do you see on the page besides writing? · What other details can you see?

REFLECT

Encourage students to generate and test hypotheses about the manuscript.

Why do you think this manuscript was made? · Who do you think created it? · Who do you think was intended to read it, if anyone? · What do you think was happening when it was created? · What tools and materials were used to create it? · What can you learn from examining this? · If someone created something like this today, what would be different? · What would be the same?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students choose a section of the manuscript and put it in their own words.

Intermediate

Select a section of a manuscript. Speculate about the purpose of the manuscript, and what the person, or people, who created it expected it to accomplish. Do you think it achieved their goals? Explain why you think so.

Advanced

Examine a section of the manuscript. Think about what you already know about this period in history. How does the manuscript support or contradict your current understanding of this period? Can you see any clues to the point of view of the person who created this manuscript?

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

Compare and Contrast Chart

Item #1 _____

Item #2 _____

How are they alike?

How are they different?

Source Title, Author, Date, Format				
Notes (bullet points, lists, thoughts, important quotes, etc...)				

<p>Summary of the source. Use complete sentences to give a brief summary.</p>				
<p>Questions</p>				