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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
"Oh mama, we got the box of candy, and of my dress, and Nellies waist, and were so much obliged, for both; the idea of you saying you thought I should be reconciled, I think its perfectly lovely, it could not be prettier, I got my bible the other day, and it is lovely, the nicest birthday present you could give me, and I am going to get Lillian Gittings to write my name in it for me, because she is my best friend here, she is next to the prettiest girl in school...P S Excuse horrible writing and spelling I hope you can read it..."
Feb. 14th, 1875

My dear Mama,

Well, I’m studying for her literature examination and so I’ll have to do all the writing, and I think you will think pretty badly of me if I have to get ready 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 doesn’t hurt, but it is.
very trouble some, 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 blackening, and
shoe-buttons, and rings,
and lots of other little
things, and, Mama,
will you please send
us some more of the little
elastics for our
hair, the ones you sent
are all used up.
Just think I
went skating, the other
day, but haven’t been
skating today, four times,
and made a snow man,
since the snow has
lasted so long.
I have received
three valentine, beauties
every one, and the largest
came in a box, and is the
prettiest one in school,
and two lovely little ones,
well got one very pretty
one, prettier than mine.
I hope they are all
well at home, I got a love-
ly letter from Carolina
and she is so smart
she made up some poetry
and the whole letter was
"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 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 doesn't 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."
March 18th, 1875

My own darling, Mama,

You arrived safely, I hope, you don't know how lonely I fell without you, but I have not cried once, and neither this 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 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
"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 won't 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."
Dearest Mima:

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 we sent the bill home with the advertisements on it, before your letter came.)

The shoes cost $1. 00. I could not get kid or cloth for less. Mr. Lee gave me $10. 00 and this is how I spent it:

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td>$1.00</td>
</tr>
<tr>
<td>Drawing paper</td>
<td>0.25</td>
</tr>
<tr>
<td>India silk</td>
<td>0.25</td>
</tr>
<tr>
<td>Tray</td>
<td>0.50</td>
</tr>
<tr>
<td>Metallic pen</td>
<td>0.75</td>
</tr>
<tr>
<td>R. Triangle, 40 inches</td>
<td>0.25</td>
</tr>
</tbody>
</table>
| Car fare for Mrs. Burgess and to Terrells 20 lbs. I have 5 at change which makes $10.00 then $1.00 for car tickets and $2.50 for pie advertisements makes a total of $18.50 that is what has been spent to any knowledge.
Nelle gave me $10.00 and this is how I spent it

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoes</td>
<td>7.00</td>
</tr>
<tr>
<td>Drawing Paper</td>
<td>.25</td>
</tr>
<tr>
<td>India Silk</td>
<td>.25</td>
</tr>
<tr>
<td>T Tray</td>
<td>.50</td>
</tr>
<tr>
<td>Metallic pen</td>
<td>.75</td>
</tr>
<tr>
<td>R. Triangle (.40 inches wide)</td>
<td>.50</td>
</tr>
</tbody>
</table>
| 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. See primary source analysis handouts for a printable chart. Using their charts, students can discuss 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
<table>
<thead>
<tr>
<th>Date</th>
<th>Cemetery</th>
<th>Name</th>
<th>Age</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 30th</td>
<td>Laurel Grove</td>
<td>Emma Fisher</td>
<td>7</td>
<td>Fevers</td>
</tr>
<tr>
<td>Aug 30th</td>
<td>Laurel Grove</td>
<td>Henry Aired</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Aug 30th</td>
<td>Laurel Grove</td>
<td>Martha Hart</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Aug 30th</td>
<td>Laurel Grove</td>
<td>Colored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 30th</td>
<td>Cathedral Cemetery</td>
<td>Clinton Butler</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Aug 30th</td>
<td>Cathedral Cemetery</td>
<td>Julia Williams</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>John Dryer</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>Mary Reilly</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>Sue Hardie</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>Kate Heuer</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>John McDonald</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>Bridget Ryan</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>Mary Mullan</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Cathedral Cemetery</td>
<td>John M. Goldrick</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Mary Ann Mauer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Annie Reilly</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Mrs. Quin</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Annie Gasse</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Mrs. Quin</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>John Murphy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Ann &amp; Scherer</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Abram Mendell</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Jacob Scherer</td>
<td>73</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Colored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Thelma Young</td>
<td>19</td>
<td>Accident (River)</td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>George Read</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Mrs. Anderson</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Aug 31st</td>
<td>Laurel Grove</td>
<td>Isaac Verdin</td>
<td>30</td>
<td>Various</td>
</tr>
</tbody>
</table>

Report of deaths in Savannah from Yellow Fever and other causes from August 21st to Aug 31st, 1876.
Will written by William Washington Gordon II during the Yellow Fever Epidemic of 1876
Gordon Family Papers, MS 318
Etowah 6, [1876]

Dear mama,

I was walking on the river path the other day. (I was by myself) and a great big black snake as long as this cravat crossed the path. It looked at me pretty hard but it never bit me. Alice got your letter with the little picture but my letter has not came yet. I must now goodbye.
your loving Daughter

Daisy Gordon.

P.S. please excuse bad writing and spelling

For mama with love from

Daisy Gordon
Whitmore, Sept 20th, 1856

My dear Alice,

Many thanks for your nice letters & portraits all of which have come, and have been a great comfort to me. Please direct them here, to "Queen P.O. No 3 R. R. C. & Co." and then I got them 12 hours sooner. Very sad news from Pinckney: Poor Gabrielle is dead! She got awfully frightened on Monday, before we left. She thought she would go out somewhere on the Gulf R. R. and to day her corpse was brought to Swans- nal. She died of fever, I did not even hear a doctor — which was a jest. Poor girl, how much better for her to have...
Stayed with Mr. Smith nice away in safety with Clara & Clarie I cant read your about her. The scored down & died again! Notice Emma & you know with yellow fever. Mr. Phillips also married a Miss Sally Brown & died. Mr. Brown who married a Miss Brown is dead. Also Mrs. Brown was there. There were 45 deaths in town to 1st March. Mrs. Miller is much better. My left foot of danger. Capt. Tackett was taken down with yellow fever born at Montgomery & Miss Brown & Miss Brown left to take care of her in town. Miss Brown is very sick now of the Indians. But only with the Indian fever. Dr. James Waring was up here. I saw him last night. He took it very well. His fever I have been blest a night in town since the Wednesday before the last letter. Annah. So I guess he is all right. Miss Brown was so pleased with you & think she was much obliged to you & that last your wish & truly more wont with dearest sympathy. They all recover better since they got up there. I want you to tell it to Billy to write to some have to buy good soil. Give me so much land to claim. A journey of 4000 miles or 6000 miles. If you give this note togal they all the best. Once again to all your dear ones.
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.
"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. [Image]

2. [Image]

3. [Image]

4. [Image]

5. [Image]

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: E, C, A, D, 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.
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!


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


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
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 of 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-
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
South by East

SOUTH
South by West
South, Southwest
Southwest by South
Southwest
Southwest by West
West, Southwest
West by South
West
West by North
West, Northwest
Northwest by West
Northwest
Northwest by North
North, Northwest
North by West
NORTH

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 on your left hand; after noon, if you face the sun, North is on 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 see 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.*
October 3, 1917

Mrs. Juliette Low,
Wodelesea, Osaining,
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
June 13, 1918.

Mrs. Juliette Low,
1163 East 63rd Street,
New York City.

My dear Mrs. Low:

The work accomplished by the Girl Scouts last year in production of vegetables from home gardens, and in picking, canning, preserving and drying of fruit and vegetables, has been of material benefit in solving the problem of food distribution.

This year, with the increasingly larger problem of supplying food to our armies, and to the civilian populations of the Allies and America, I trust that the Girl Scouts will continue their efforts in production and conservation of foodstuffs. The organization affords an opportunity for its members to further their assistance in this problem, upon which the future of the war largely depends, by spreading the knowledge of how the food shortage can be met amongst their families and friends. If in doing this, all the Girl Scouts in the country could secure the co-operation of all the members of all their families, and of all the friends they can influence, there would be enough food saved to feed a large army.

Girl Scouts can be a big factor in assisting in the work of the Food Administration, and I am glad to take this opportunity of expressing my appreciation of their excellent work.

Faithfully yours,

Herbert Hoover
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.
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 ears before it's too late
Should you burden to open your eyes
Can mere amusement alone compensate
For the problems of life which you seem to ignore

You whose sure instincts like sap in the tree
Purp, who knows how to point out what is good
Shall you ignore—Oh women of race
Truly as inherent as grain in the wood!

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

You who have children & you who have none
Don't shirk for votes, let men vote as they please,
Daily endeavor to train up the young
There is your duty, oh women of race.
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
Letter from Juliette Gordon Low to Edith Carpenter Macy, chair of the Girl Scout National Board of Directors from 1919 to 1925.

Gordon Family Papers, MS 318
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."
to see and appreciate the beauties of nature, and not be blind to them as so many people are.
Try to see everything. Consider it almost a disgrace if, when with others, they see anything big or small, high or low, near or far, that you fail to discover. See it first if you can.

Careers

Well educated women can make a good income by taking up translating, library work, architecture, and many professions which formerly have been open only to men. In Russia, a municipal fire brigade has been commanded by a young woman. The medical profession offers a great opportunity to women. Nursing is more easily learned, and is of the greatest advantage at the same time, for every woman is a better wife and mother for having been a nurse first. Even so long ago as the first century women devoted their lives to the medical profession, as Zenais, a relative of St. Paul, Leonilla, and Hildegarde of Mont Rupert. Later, Nicerate, in 404, studied medicine and practiced with great ability. Fifty years ago no woman could become a doctor. Now it is within the power of any intelligent girl, through study and perseverance, to enter the medical profession, and even to rise to distinction and to honorable celebrity. Mme. Curie has done such wonderful work in chemistry, that the Academy of Paris has long debated whether she should not be made an academician for her discoveries in connection with polonium and radium.

Study

Each one of us has her own destiny in her control, and has her own personal problems in life to settle. Thus, we all need all the knowledge and wisdom that we can secure. Each one of us should be a student, ever growing
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

Dear Mabel,

Altos, I was separated from you on your birthday, I thought of you, so am now writing on my birthday just because I long so much to see you, so I have such beautiful memories of the many birthdays we have celebrated together. Amy Huns' birthday is the same day as mine.
I write you could have heard Mama write the Customs Officer, her pass port. She waited 1/2 hour on the Liverpool dock to leave the thing wired, on arrival in America the Officer asked if she was going to return soon to Europe. Her reply was, "God forbid!" He then said, "Shall I cancel your pass port and return it as a souvenir? So that you can remember your little trip."

"I will never forget it," said Mama, by this time all the long queue waiting behind her were in fits of laughter. The Philadelphia made her fastest trip, on record. She raced through the zone of German activity like Young Bovard on a motor cycle, so we got to port a day sooner than we were expected. Sada's dressing gown proved
to be the most useful thing I ever possessed. All my friends and everyone who have seen it pronounce it to be unique and really lovely!

To let you realize how my Girl Scout Movement is flourishing, I must let you know the receipts in September for that month were $800.00, and my Handbook published in August is almost sold out. 45,000 copies sold in two months!—Let Lala have this letter please. Much love to you.
October 31st, 1916.

Dear Willie,

Your letter was as welcome as a French war baby!—because we were longing for news and your happened to be the only letters we got at port. But the Mamma managed to evade customs, passed like a streak of lightning from ship to shore, yet she had
alone while I had baggage to arrange to wait some little time before Arthur and Margaret joined us because our ship arrived a day sooner than we were expected. She simply flew through the debatable ground (or rather sea) where German activity is nil — Mama was very amusing at her interviews with customs officials. He said: "Are you returning soon to Egypt?" Mama — "God forbid!" He — "Shall I cancel your passport?" I return it to you as a souvenir — Mama — "I'll never forget it. I require no souvenirs to remember the memory of Savannah on Thursday next.

I am spending my Birthday with Abby, the Brett's. It is my birthday as I have, so it is lovely to be here without any real Girl Scout work. Take it easy — you will rejoice with me when I tell you
that my Girl Scout Handbook
issued in August, has now
run out — in Oct. over
4,500 (four thousand five
hundred) copies sold.
Ellie & you are always so
devoted to the Scout
Scouts. It is lucky that
no more heavy financial
burdens about Scouts, as
this war has made the poor
Best love to Ellie & to B
Suey.
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
things for me room, to the eatables, and we were so glad to see the pictures we put inable and putting in the two frames on each side of our bureau, and our photo's look so pretty. Mama I can't thank you enough for all the pretty things and candies and everthing I feel like saying Daddie, to express myself.

Mama Ida Ewing is such a nice girl, Helbie and Ida are so devoted, its seems to me there is nothing but kisses would you ever think of Helbie would you ever miss me. Oh I do love Helbie, I'll see her I love her better every day she is so sweet and so much kinder and more than I can tell. And I give lots of love and lots of Papa I will answer be nice little soon and thank him for the dollar you own little.

Daisy Gordon
Additional Resources
From the GHS Collection:


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

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## Further Investigation
Teacher’s Guide
Analyzing Manuscripts

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

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.
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