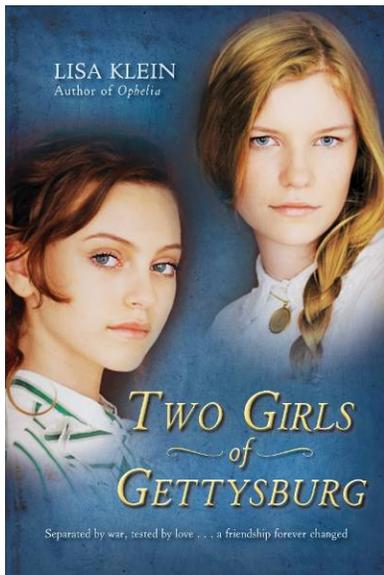


Two Girls of Gettysburg

by Lisa Klein

A Choose to Read Ohio Toolkit



About the Book

Lizzie and Rosanna are cousins and best friends, but when the Civil War breaks out, fifteen-year-old Lizzie finds herself committed to the Union cause and to her family's struggling business, while Rosanna becomes swept up in the passions of the old south—and in her love for a dashing young Confederate officer.

Torn in their alliances and separated from each other, Lizzie and Rosanna grapple with the senseless brutality of war and the sacrifices that must be made to survive. It will take one of the war's bloodiest battles—fought on the farmlands of Gettysburg, Pennsylvania—to bring them together again, forever changed.

Unflinching in its portrayal of war and inspiring in its depiction of two heroic young women tested by tragedy and love, **Two Girls of Gettysburg** is a historical novel of exceptional depth and reach.

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Book details:

Two Girls of Gettysburg by Lisa Klein.

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http://www.bloomsburykids.com/books/catalog/two_girls_of_gettysburg_pb_835



About the Author

A writer of historical fiction for young adults, Lisa Klein is a native of Peoria, Illinois. She received her B.A. from Marquette and her Ph.D. in literature from Indiana University. Klein was an assistant professor of English at The Ohio State University for eight years, where her special discipline was Shakespeare and Renaissance culture.

Klein is the author of ***Cate of the Lost Colony***, ***Lady Macbeth's Daughter***, ***Two Girls of Gettysburg***, and ***Ophelia***. She lives in Columbus with her family.

An interview with Lisa Klein:

Your first novel was a retelling of Shakespeare's Hamlet. Can you compare your process between the two?

Well, I discovered it isn't any easier or quicker to write a second novel than a first one. For both books, the writing process was similar. *Ophelia* had a pretext in *Hamlet*, and the Civil War, especially the battle of Gettysburg, was the pretext for this book. I set my story of Lizzie and Rosanna around existing historical events—or rather, their story sprang from the events, just as *Ophelia* sprang from *Hamlet*. However, I rewrote both books again and again to be sure the characters and their dreams, dilemmas, and relationships stood out from any background story and became the real focus.

After reading your author's note it is obvious that you spent a great deal of time on research to so convincingly bring this story to life. How did you deal with so many details? How long did it take you to research?

I love doing research for any topic that grabs my interest. Writing stories has become a good excuse for me to study all sorts of things that fascinate me, in this case, the Civil War. Then to write a convincing story, I have to feel like I am there next to my characters. That meant studying the battle of Gettysburg hour by hour, and making timelines that matched the historical events to incidents in my characters' lives. It meant going to Gettysburg and walking the battlefield and the streets in order to imagine the suffering and terror that unfolded there, I do research before I start writing and continue even as I write—if I need to know more about Civil War medicine, for example—so the two processes are not separate. It probably took me about two years to research and writes the first complete draft.



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Why did you decide to tell the story through two viewpoints? Did you struggle with one side more than another?

At first it was primarily Lizzie's story, but Rosanna started to demand more face time. Her voice grew more distinctive and, being the more adventuresome character, her story became more interesting. In the end I had to go back and work on Lizzie to make her steadiness appealing and to show how the events of the war change her in a more subtle way than they do Rosanna. I hoped that using two viewpoints would give readers two very different characters to react to and identify with.

Are you more like Lizzie (plain spoken and practical) or Rosanna (complicated and romantic)?

That's easy. I am more like Lizzie. But I've had friends like Rosanna (my locker partner, freshman year of high school) and they leave me shaking my head!

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Author Resources:

Lisa Klein's official website

<http://www.authorlisaklein.com/>

Author page on Bloomsbury website

http://www.bloomsburykids.com/authors_illustrators/lisa_klein_3552

For publicity and speaking engagement inquiries:

See the Author Visits section of Lisa Klein's website for presentation and workshop outlines, fee schedule, and contact information.

<http://www.authorlisaklein.com/3.html>



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Talk About it!

(Spoiler warning! Some discussion questions refer to key events in the book. Do not read if you don't want to find out what happens.)

- Before reading: Brainstorm everything you know about the Civil War. Then sort the information into the following categories: people, events, life during the war, causes and effects. Circle the things you think will be most important to the story. Discuss how reading historical fiction can give readers a well-rounded understanding of important events.
- Compare and contrast Lizzie and Rosanna. How are they similar? How are they different? What do they both want and need? Who would you most like to be friends with? Why? How would you describe how they both changed from the beginning of the novel to the end? Who do you think changed more fundamentally?
- Papa and Luke both volunteer to serve the Union cause. What were their motivations? What are the effects of their decision? Is it a sacrifice for those left at home too? How? Would you have been willing to serve?
- How has Margaret had a difficult life? How does she try to make her way in the world? What influence does she try to have over her sister's life? Why?
- What further tragedy does she face in the novel? Do you think she will be able to keep her positive outlook or not? How does her sister's story mirror her own?
- Rosanna says, "This war is only a gentlemen's disagreement. The rallies, bands, and armies—they're all for show. Each side is trying to get the other to back down from the duel". Was this a common opinion of the time? What did most people expect about the duration and casualties of the war? How did that contrast with the reality of the Civil War?
- The Allbauer butcher shop suffers some financial setbacks when Papa goes off to war. Why are things so difficult for the family? How does Lizzie help turn it around? How is racism a part of the problem? Do you think racism can still affect profits of small businesses today? How does the Allbauer family decide to deal with other people's opinions? Would you be able to suffer the strong opinions of others?
- Rosanna's loyalties seem to be divided. She makes a Union flag but feels for the rebel cause. She claimed to love John Wilcox but twitters over Henry Phelps. Can someone be taught loyalty or is it a natural trait? Does Rosanna learn to be loyal? How?



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- Describe the histories of both Amos and Grace. How do they represent the cruelties of the institution of slavery? What do you think is the most tragic part of both of their stories? Imagine the contradictions of living in a free country where slavery is a part of the legal system. How can we overcome this dark past in our history?
- Why do you think the author decided to include the journal of Rosanna as she travels through the Confederacy and becomes a wife and nurse? Did you have any sympathy for the Southern cause by seeing the world through her eyes? Would you be willing to be a combat nurse or soldier?
- Compare the romance between John Wilcox and Rosanna to that of Lizzie and Martin Weigel. Which one would you prefer? Why? What was the secret Rosanna kept about John? Would you trust anyone, even your best friend, with the information that Rosanna trusted Lizzie with? Would you be able to resist the urge to read personal letters left in your care or not?
- Did John Wilcox become an honorable gentleman? Rosanna thought "marriage would make our love firm and enduring, like baking sets a cake". Do you think this is a realistic view? Would you take a vow to obey? How do both romances end?
- Explain what happened in the town of Gettysburg on those fateful days. How did Lizzie contribute to the outcome of the battle? Why was this a strategic location for both armies? In your opinion, who showed the most bravery—Rosanna or Lizzie? How did they both serve their families and their country? How was the battle witnessed by so many characters but from different vantage points?
- How did the war affect everyone's relationships with friends and family? How did Mama, for instance, change under the pressures of the war? Did the war steal the rest of Luke's and Lizzie's childhood? Do you think the Allbauers and the McGreevey families became closer because of the events or not?
- In the end, what dreams and hopes do both Lizzie and Rosanna have for their future? Why do you think Rosanna decides to leave Gettysburg? Predict what you think their lives will be like five years after the close of the novel.

Discussion questions are from **Two Girls of Gettysburg** Teacher's Guide, courtesy Wild Geese Guides (http://wildgeeseguides.blogspot.com/2010/01/two-girls-of-gettysburg_19.html); used with permission of Tracie Vaughn Zimmer.



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Learn & have fun!

Educators: These activities align to Ohio Academic Content Standards as indicated in parentheses after each activity. These are examples. Other content standards may also apply.

Teens, parents, and others: These ideas are useful for library programs, family activities, and other projects. Academic content standards define what students in K-12 should know and be able to do at each grade. They are included for teachers who want to use this book in the classroom. For more information on the Ohio Academic Content Standards, see the Ohio Department of Education website at <http://www.ode.state.oh.us> and click on "Academic Content Standards" in the Educators section.

- Lisa Klein has said that her motivation to write **Two Girls of Gettysburg** included representing points of view – of women and civilians – not often heard in Civil War literature. Consider the point of view of unrepresented groups. Rewrite a scene from the book in which Amos Whitman appears, using Amos' point of view. (ELA Writing Applications 8-10; ELA Reading Applications: Literary Text 8-10, 11-12)
- Explore the Library of Congress Primary Source Sets about the Civil War (<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/set.html>). Examine these artifacts to understand real-world realities of Civil War times in light of the novel. Print out one of the resources and compose a caption that explains its historical relevance. (SS Social Studies Skills and Methods 6-8, 9-10; SS History 6-8 Benchmark G)
- Read Lincoln's Gettysburg Address. How has Lizzie and Rosanna's story enlightened the meaning of the speech for you? Listen to the recording of the Gettysburg Address recorded by W. F. Hooley in 1898. This can be found in the Abraham Lincoln Primary Source Set (see above activity). Also explore the link to the American Memory collection about the development of the recording industry. Contrast the ubiquity and sophistication of recording technology today. (ELA Reading Process – All Grades; SS History 6-8 Benchmark G; T Technology and Society Interaction 6-8, 9-12 Benchmarks C, E)
- Lizzie learns the mathematical and analytical skills to be a terrific shopkeeper. What skills and knowledge are required to successfully operate a business? Create a business plan for a product or service you would like to offer. Consider all expenses such as rent, capital necessary to start, staff, etc. Estimate the sales volume needed to become profitable. (SS Economics 6-8, 9-10 Benchmark A; T Design 9-12 Benchmark A)
- Investigate Civil War weapons and how they worked: cannons, mortars, rifles. What advances in technology occurred in this area? How were hot air balloons used? What kind of ammunition was used and how was it produced? How much raw material was used by the North and South to produce weapons and ammunition between 1861 and 1865? (SS History 6-8 Benchmark G, T Technology and Society Interaction 6-8 Benchmarks C, E)

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Explore more!

Ohio Civil War 150

<http://www.ohiocivilwar150.org/>

2011 marks the sesquicentennial (150th anniversary) of the start of the American Civil War. The Ohio Civil War 150 website, a project of the Ohio Historical Society and its partners, includes digital collections, teacher resources, a statewide calendar of Civil War-related events, discussion forums, a timeline, and much more.

Ohio Historical Society

<http://www.ohiohistory.org/>

Research the Civil War, check out online exhibits, or plan a visit to the Ohio Historical Center and other historical sites. Teachers may register to borrow a Civil War case of primary sources, audiovisual items and replica artifacts for hands-on classroom use, or enjoy many other resources to support your history lessons.

U.S. Civil War History

<http://www.ipl.org/div/pf/entry/48451>

This pathfinder is a starting point for quality information about the Civil War, including print and web sources, from *ipl2: Information You Can Trust*.

The Civil War for Students

<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/students.html>

This collection of online activities and background information from the Library of Congress helps students learn more about the American Civil War.

Gettysburg National Military Park

<http://www.nps.gov/gett>

This National Park Service site can help you plan a trip to Gettysburg, Pennsylvania. If you can't travel there, you can take a virtual tour of the Battle of Gettysburg! Teachers: check out the Civil War Traveling Trunks and other resources in the "For Teachers" section.

About Choose to Read Ohio

Choose to Read Ohio (CTRO) spotlights Ohio authors and promotes reading across Ohio. The State Library of Ohio, in partnership with Ohioana Library Association, developed this initiative to encourage Ohioans of all ages to share literature by authors native to, residing in, or associated with Ohio. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups.

Explore Choose to Read Ohio resources & toolkits: <http://oh.webjunction.org/ohctrointro>.