



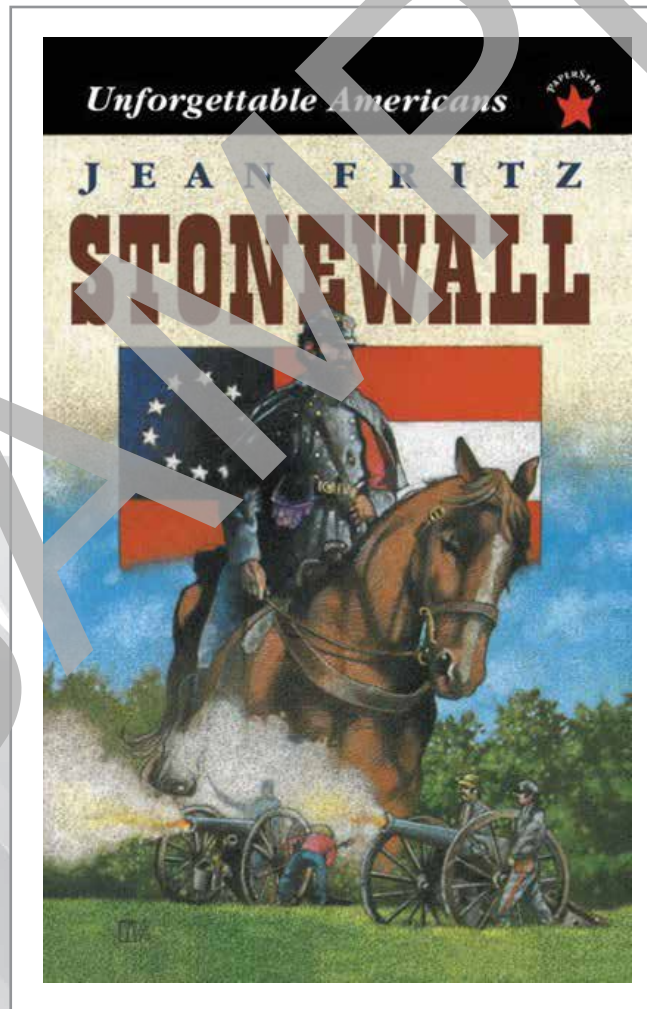
**TEACHER GUIDE**

**GRADES 9-12**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# Stonewall

Jean Fritz



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Stonewall

Jean Fritz

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## **STONEWALL BY JEAN FRITZ**

### **STUDY GUIDE BY JEAN JAMIESON**

#### ***Summary:***

Orphaned at the age of seven, young Tom Jackson establishes his own rules by which to live. He also decides that he will be a person who is noticed; one who will bring credit to his branch of the family. A sequence of events in 1842 shape the way in which Tom will reach his goal. Having filled a vacancy at and graduating from the Military Academy at West Point, Tom discovers that it is on the battlefield that he becomes the kind of man that he has always dreamed of being. Although strict and unyielding, his troops keep an unshakable faith in all that he does, for he knows how to win. It is ironic that Stonewall Jackson is mistakenly shot and mortally wounded by his own men at the Battle of Chancellorsville.

#### ***About the Author:***

Jean Guttery Fritz was born November 16, 1915, in Hankow, China, the daughter of Arthur Minton and Myrtle Guttery. Her father was a minister and YMCA missionary. She married Michael Fritz in 1941. They have two children, David and Andrea. Jean Fritz attended Wheaton College, A.B., 1937; additional study at Columbia University.

Fritz is the author of historical biographies and novels for young people, and is noted for her ability to take historical figures and events and bring them to life. In her award winning and critically acclaimed biographies, Fritz seems to combine her keen curiosity with American heroes and her appreciation for this fine country to create books that are both fascinating to read and educational. "I look for personalities whose lives make good stories. I like complicated people, persons who possessed contradictions or who have interesting quirks."

"I think young people of almost any age or ability read biographies for the same reason that adults do—or would if they could find what they want. We all seek insight into the human condition, and it is helpful to find familiar threads running through the lives of others however famous. We need to know more people in all circumstances and times so we can pursue our private, never-to-be-fulfilled quest to find out what life is all about. In actual experience we are able to see so few lives in the round and to follow them closely from beginning to end. I, for one, need to possess a certain number of relatively whole lives in the long span of history."

Fritz's papers are housed in a permanent collection of the Children's Literature Collection at the University of Oregon, Eugene, and included in the Kerland Collection at the University of Minnesota, and in a collection at the University of Southern Mississippi.

Fritz has attributed her love of writing to the fact that her childhood was most unusual and she needed an outlet to record her thoughts and feelings. She spent the first thirteen years of her life in China because her parents were doing missionary work. An only child, Fritz often felt lonely and out of place in China. Writing became her "private place, where no one could come." Fritz sums up her feeling on writing about America's past in her biographies and novels in this manner: "My interest in writing about American history stemmed originally, I think, from a subconscious desire to find roots. I lived in China until I was 13, hearing constant talks about 'home,' I felt like a girl without a country. I have put down

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roots quite firmly by now, but in the process I have discovered the joys of research and am probably hooked. I eavesdrop on the past to satisfy my own curiosity, but if I can surprise children into believing history, I will be happy, especially if they find, as I do, that truth is stranger (and often funnier) than fiction.”

**Note:**

The Puffin Book paperback edition of *Stonewall* was used to write this study guide. Other editions may yield differing page references.

**Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are the most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.**

**Initiating Activity:**

Make a large banner with the words “Stonewall Jackson’s Way.” Use some of the following quotes from the book *Stonewall* by Jean Fritz for additional banners or display:

- “Tom wouldn’t go back on his word.” (page 17)
- “He wasn’t going to let life just happen...He was going to be in charge.” (page 17)
- “You may be whatever you resolve to be.” (page 18)
- “There were no light moments or relaxation in Tom Jackson’s classroom...” (page 21)
- “What I will do, I can do.” (page 25)
- “He accepted no excuses, overlooked no mistakes, and seldom allowed himself even to smile.” (page 45)
- “‘Impossible’ was a word that infuriated Thomas Jackson.” (page 80)
- “But Stonewall did not like to be defeated and he took steps to see that it wouldn’t happen again.” (page 86)
- “Jackson’s men had accomplished what Jackson expected of them.” (page 92)
- “Where’s my Stonewall Brigade? Forward, men, forward!” (page 107)
- “Can you stand it just two more hours, men? Just two hours.” (page 110)
- “Stonewall always wanted to carry a battle a step farther...” (page 130)
- “Stonewall Jackson was almost as secretive about his personal life as he was about his military plans.” (page 133)
- “‘Push on,’ he told his men; there would be a night attack.” (page 146)
- “I have always desired to die on Sunday.” (page 150)

Read the stanza of the poem that is on the bulletin board. Have the banners read by volunteers, and discuss the type of person these quotes bring to mind. Make some predictions about Thomas J. Jackson.

**Bulletin Board Idea:**

Cover the bulletin board with plain background paper. Make a copy of the following stanza of the poem “Stonewall Jackson’s Way” by John Williamson Palmer and place it on the bulletin board.

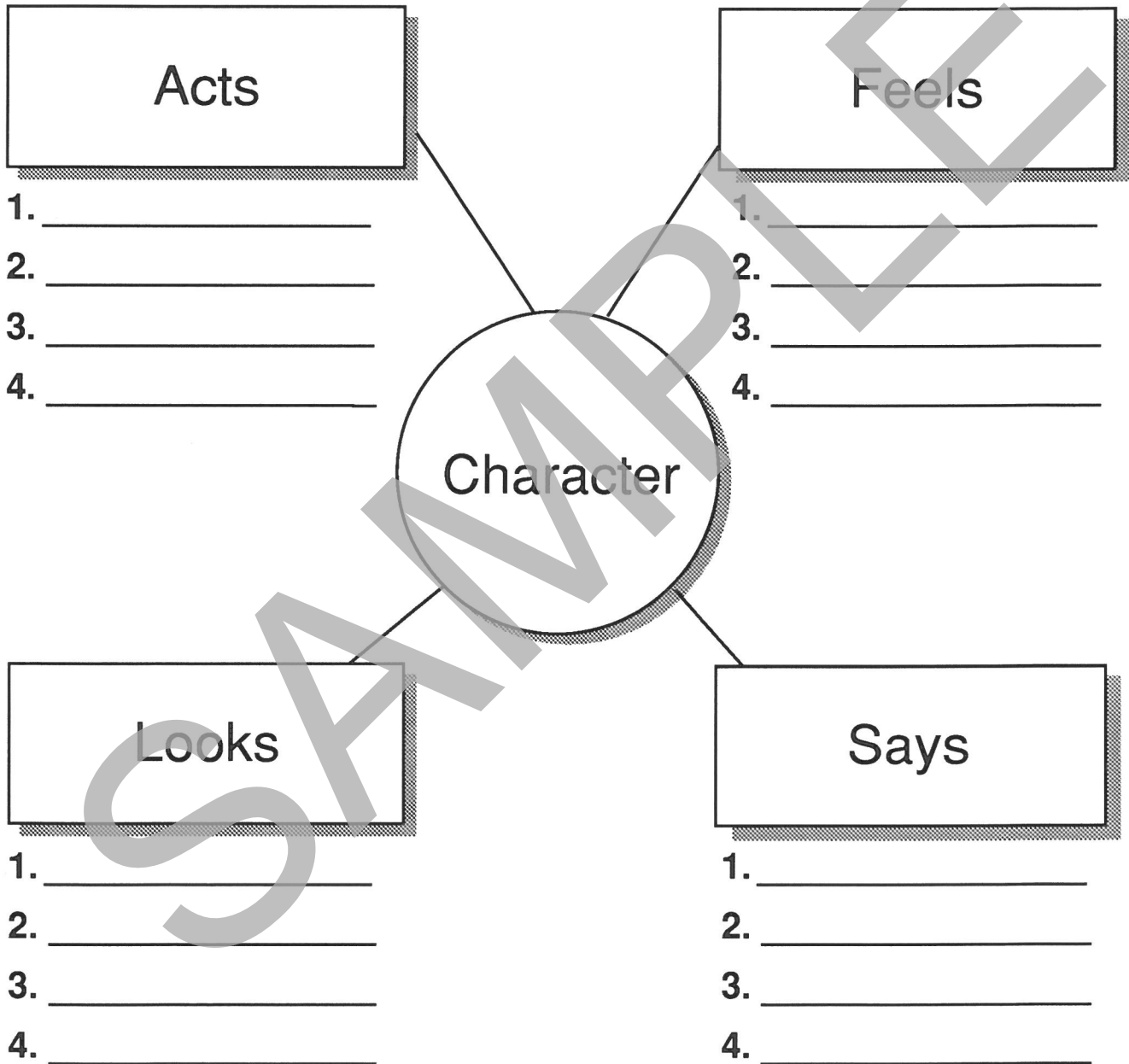
We see him now—the queer slouch hat	The “Bluelight Elder” knows ‘em well;
Cocked o’er his eye askew;	Says he, “That’s Banks; he’s fond of shell.
The shrewd, dry smile; the speech so pat,	Lord, save his soul! We’ll give him”—well,
So calm, so blunt, so true.	That’s Stonewall Jackson’s way.

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## Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.



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## Chapter Two—Pages 19-29

### Vocabulary:

independent 19	isolation 20	turnpike 20	formality 21
constable 21	consolation 23	conspicuously 24	aristocratic 24
enormity 25	recitation 26	demerit 27	

### Vocabulary Activity:

Use a vocabulary word to complete each sentence.

1. He gave a long \_\_\_\_\_ before the class. (*recitation*)
2. The \_\_\_\_\_ collects debts owed the town. (*constable*)
3. The \_\_\_\_\_ was built by a crew of hard workers. (*turnpike*)
4. He received a \_\_\_\_\_ for being late to class. (*demerit*)
5. The \_\_\_\_\_ of the location caused many hardships. (*isolation*)
6. As a boy, he had \_\_\_\_\_ large feet. (*conspicuously*)

### Discussion Questions and Activities:

1. The spring of 1842 begins a sequence of events that will shape the life of Tom Jackson. What happens? (*Page 22, Local congressman Samuel Hays announces that there is a vacancy at the United States Military Academy at West Point to be filled from his district.*) Why is this important to Tom? Do you think that Tom would have considered a military career had this sequence of events not taken place? Why? Why not? (See Postreading Activity #2.)
2. On page 27, the author tells the reader that Tom Jackson sets high standards for others as well as for himself. What is your opinion of this? Do you think that Tom, or anyone else, should set the standards by which another lives? Discuss.

### Postreading Activities:

1. At 16, Tom the teacher gives his students rules to live by, and moral sayings to copy from the blackboard. (page 21) Find other sayings that Tom might like to use for his students. Select one of them to use as a subject for a paragraph that will explain the saying, and what one might do to follow that "rule." For example:
  - A deed well done pleases the heart.
  - One's own deed returns to oneself.
  - Greed will take you where you would not be.
  - Children are poor men's riches.
  - There's no one as deaf as he who will not listen.
  - He who sows money will reap poverty.
  - A good deed bears interest.
  - A deceiver deceives himself.
  - Where there is envy, there is meanness.
  - To blame is easy, to do it better is difficult.
  - Many talk like philosophers and live like fools.
  - If we have not money, let us have honor.



- Money is a good servant, but a bad master.
- Ordinary people are as common as grass, but good people are dearer than an eye.
- Many people see things, but few understand them.

2. When Tom Jackson, home on vacation from West Point, is asked if he will return to the Academy, he replies, page 25, "I'm going to make a man of myself if I live. What I will do, I can do." What does this tell you about Tom Jackson? Share your current impression of the man, and make some predictions as to his future. Use prose or poetry to express your ideas. For example:

*Young Tom Jackson by Jean Jamieson*

*Standing straight and tall,  
Feet firmly planted, unbending.  
Going down a very straight path  
That has no curves; unending.*

*He may miss the subtleties of life,  
As he continues on his quest,  
Expecting of self and others  
Only effort that is the best.*

*Tom Jackson will not falter,  
Will not move to left or right,  
Though others may tempt and taunt  
He will keep his goals in sight.*

3. Tom graduates from West Point Military Academy, and wants to, (page 28), "acquire a name, to distinguish himself." How do you think that Tom will be able to do this? Make a list of suggestions that you have for him, so that he may achieve this goal.
4. As this chapter ends, Tom is in Mexico, waiting to do battle, for he knows that rank is everything to a West Point officer, and the fastest way to achieve it is on the battlefield. Make a prediction. Will Tom get his wish for combat in Mexico? What will happen next?

## Chapter Three—Pages 30-40

### Vocabulary:

garrison 31	mortified 31	skirmishes 31	resounding 32
complimented 33	exotic 33	promenaded 34	excessive 35
commitment 37	forfeit 37	conversion 38	exploits 38
ferocious 40			

### Vocabulary Activity:

Complete each of the following comparisons by using a vocabulary word. (Sample: GOOD is to BAD as HOT is to COLD.)

1. GLAD is to HAPPY as \_\_\_\_\_ is to GUARD. (*GARRISON*)
2. UP is to DOWN as \_\_\_\_\_ is to MODERATE. (*EXCESSIVE*)
3. UNHAPPY is to SAD as \_\_\_\_\_ is to HUMILIATE. (*MORTIFY*)