CURRICULUM GUIDE for

FREEDOM FOR ME: A CHINESE YANKEE

FOR TEACHERS, PARENTS, AND LIBRARIANS

Created by Stacie Haas, Author

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NOTES FOR TEACHERS, PARENTS, AND LIBRARIANS

These handouts, activity ideas, and resource links are meant to supplement your students' reading of FREEDOM FOR ME: A CHINESE YANKEE by Stacie Haas. You are free to use them as you like, copy them for your students, and share with colleagues.

We hope that you will find these resources useful as you're reading the book. For more innovative middle grade books and their curriculum guides, visit www.5050press.com.

BOOK SUMMARY

As the Civil War rages, fifteen-year-old Thomas Beck longs to fight for his country. He's underage, but his brother, Robert, claims there's another reason he can't fight: there are no Chinese Yankees. Assumed a slave because of his odd appearance, including his traditional Chinese queue (long braid), Thomas soon discovers that giving battle with his regiment isn't enough to shed the Chinese label from his Yankee status. It's not until Thomas befriends a runaway slave and the war moves toward a pivotal moment in Gettysburg that he begins to understand the true meaning of freedom in America. Freedom for Me is a historical novel based on the life of a real Chinese Yankee, one of only a handful of Chinese soldiers who served in the American Civil War.

BOOK DISTINCTIONS

FREEDOM FOR ME: A CHINESE YANKEE won the Literary Classics Gold Medal for "Coming of Age" upper middle grade fiction and the Silver Medal for "Historical" upper middle grade fiction in 2018. It was also a 2018 Skipping Stones Honor Award winner for Multicultural Teen Fiction. FREEDOM FOR ME also won two Purple Dragonfly Honorable Mentions (Historical Fiction and Cultural Diversity) and the Honorable Mention from Readers' Favorite in the Children-Pre-Teen genre. It is five-star rated by LitPick student reviewers.

BOOK REVIEWS

"Stacie Haas has written a fascinating account of the Civil War, from the viewpoint of an 'outsider' soldier, in FREEDOM FOR ME: A CHINESE YANKEE. She writes with a smooth flow, moving from the personal experiences of Thomas and his brother to historically accurate battle scenes. The reader is engaged from the first page to the last. This novel is certainly a poignant depiction of a difficult era in this country's history. Five Stars!"

--Deborah Lloyd

"FREEDOM FOR ME: A CHINESE YANKEE is a meticulously researched and beautifully presented military fiction novel which recreates the life and experiences of a Chinese Yankee volunteer during the Civil War. Her battle scenes are stark and moving, and the prejudicial attitudes Beck is subjected to ring true, sadly enough, even in today's world. Reading Freedom for Me was a fascinating and illuminating experience for me as each skirmish became real and the bravery of those who endured is revealed. Freedom for Me: A Chinese Yankee is beautifully written and it's most highly recommended."

--Jack Magnus

"FREEDOM FOR ME: A CHINESE YANKEE is based on a true story. Author Stacie Haas is a gifted story-teller. Her ability to paint a vivid scene helps draw readers into this coming-of-age tale of a young boy determined to stake his claim as a citizen. Haas' depiction of this soldier's tale is one that won't soon be forgotten by readers of all ages. Recommended for home and school libraries, *Freedom for Me: A Chinese Yankee* has earned the Literary Classics Seal of Approval."

--Literary Classics

"This book took a well-known historical event and spun it into an epic tale told from the perspective of a Chinese boy. The author did a wonderful job enlightening me as well as teaching me more about the types of people who fought in the Civil War."

--Moseso, age 15

BOOK TRAILER VIDEO

The book trailer for FREEDOM FOR ME: A CHINESE YANKEE is available on YouTube.com at the following link: https://www.youtube.com/watch?v=GnyD-yaqbrw.

AUTHOR VISITS

Depending on where your school is located, the author of FREEDOM FOR ME, Stacie Haas, may be available for an in-person or Skype visit. To request Stacie visit your classroom, library, or school assembly for a book talk, author Q&A, and book signing, email: editor@5050press.com or contact Stacie through www.staciehaas.com.

COMMON CORE STANDARDS

The activities in this guide align with Common Core standards primarily for grades 6-8 and can be adapted for older and younger children. There are more fun activities included in this packet which are not directly connected with the Core Standards, including word searches and crossword puzzles.

Readability Grade Levels:

Readability Grade Levels	
Readability Formula	**Grade**
Flesch–Kincaid Grade Level	7.5
Gunning Fog Index	9.5
Coleman–Liau Index	7.2
SMOG Index	9.1
Automated Readability Index	7.8
Average Grade Level	**8.2**

Common Core Standards (source: www.corestandards.org):

ENGLISH LANGUAGE ARTS/SOCIAL STUDIES:

FLUENCY: CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension. (Reading Comprehension Quizzes)

LITERACY: CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (Vocabulary Worksheets)

LITERACY: CSS.ELA-LITERACY.RH.6-8.10

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

LITERACY: CSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (Vocabulary Worksheets)

WRITING: CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence. (Persuasive Essay)

LITERACY: CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. (Persuasive Essay)

THEMES

This book deals with a number of themes that young people can relate to. As you read the book with your class, you may find it helpful to discuss themes such as: bullying, racism, prejudice, friendship, family, acceptance, and what defines American patriotism and citizenship.

SUGGESTED FOR FURTHER READING

Here are some other books with similar themes your students might enjoy.

Nineteenth Century American Historical Fiction for Middle Grade Readers:

1. **FREEDOM'S PRICE, Michaela MacColl and Rosemary Nichols**

   Eliza Scott isn't quite a slave, but she's not free either. She's not a prisoner, but her family lives in a jail. Eliza, who attends a secret floating school on the Mississippi River because it's illegal for her to read, says she understands how dangerous her situation is—but her parents know she's not afraid enough. When a devastating cholera epidemic strikes the city, Eliza discovers she will have to be clever and resourceful to escape a slave catcher and the worst fire in St. Louis' history. Will Eliza be willing to pay the price of freedom? *Freedom's Price* is the second book in the Hidden Histories series.

2. **A VOICE FOR KANZAS, Debra McArthur**

   "Kanzas Territory" in 1855 is a difficult place to settle, particularly for a 13-year-old poet like Lucy Thomkins. Between the proslavery Border Ruffians and the Insiders like her father—who are determined to make Kansas a free state—it's hard to be heard. But after Lucy makes two new friends, a local Indian boy and a girl whose family helps runaway slaves, she makes choices to prove to herself that words are meaningless without action behind them, finally finding her own voice. *A voice for Kanzas*.

Middle Grade Novels with themes of friendship, bullying, and acceptance:

3. **THE MISADVENTURES OF MARVIN MILLER**, **Megan Cassidy**

   When his friends seem to find girlfriends all at the same time, Marvin is left looking for a date with no prospects in sight. While desperately trying to find a girlfriend, Marvin and his friends stumble from one hilariously improbable situation to the next: accidently setting a fire, causing a blackout, ruining a wedding, and creating chaos during the final basketball game of the summer season. It seems as if nothing can ever go right for Marvin, until he finally begins a relationship with a new African-American girl in town. The problem is, not all of his friends approve.

4. **IRMA THE INVENTOR AND THE VAMPIRE SPIDERS, Kimbra Kasch**

   How many kids do you know who can build robotic spiders out of scrap metal, develop a substance that's stronger than steel, or crash a cyber-wizard's computer from an undetectable monitor? Well, that's Irma. Still, all she really wants is to make some friends and blend in for once, but no matter how hard she tries, Irma always seems to stand out. This laugh-out-loud middle grade novel encourages readers to explore the STEM fields while never losing its sense of fun.

5. **UNDERCOVER CHEFs, Erin Fry**

   Three unlikely friends join forces to win a baking competition and save their school's culinary classroom. Isaac, a nationally-ranked runner; Jane, a shy artist; and J.C., a rebellious scooter rider—all have a secret passion for cooking. The promise of a cupcake contest lures them to an unusual classroom on the outskirts of campus. As they share friendship and a love for cooking, the pressures of the contest start to boil over—a recipe for disaster that could destroy their chances at winning! The heat is on, and Isaac, Jane, and J.C. must figure out a way to salvage their cupcakes, save the culinary classroom from being demolished, and protect their secrets before the judges cast their final votes.

VOCABULARY WORKSHEETS

Full Vocabulary List for Teachers & Parents

All of the vocabulary words are listed and defined below.

Chapters 1-2

1. Reconnaissance: (military) a search made for useful military information in the field, especially by examining the ground. (pg. 5)
2. Queue: (noun) a braid of hair worn hanging down behind. (pg. 6)
3. Skirmish: a fight between small bodies of troops, especially advanced or outlying detachments of opposing armies. (pg. 7)
4. Grayback: (informal) A Confederate soldier. (pg. 8)
5. Munitions: materials used in war, especially weapons and ammunition. (pg. 8)
6. Double quick: (noun) a very quick marching pace: double time. (pg. 8)
7. Yankee: a federal or northern soldier in the American Civil War. (pg. 11)
8. Ebony: a deep, lustrous black. (pg. 12)
9. Citizen: a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection. (pg. 16)
10. Bugle: a brass wind instrument resembling a cornet and sometimes having keys or valves, used typically for sounding military signals. (pg. 25)
11. Insurrection: an act or instance of rising in revolt, rebellion, or resistance against civil authority or an established government. (pg. 26)
12. Slavery: the condition of a slave; bondage. (pg. 28)
13. Puny: (adjective) of less than normal size and strength; weak. (pg. 30)
14. Inkling: a slight suggestion or indication; hint; intimation. (pg. 32)
15. Rebellion: open, organized, and armed resistance to one's government or ruler. (pg. 34)

Chapters 3-5

16. Injustice: an unjust or unfair act; wrong. (pg. 43)
17. Sheepish: embarrassed or bashful, as by having done something wrong or foolish. (pg. 47)
18. Haversack: a soldier's bag for rations, extra clothing, etc. (pg. 48)
19. Taunt: to reproach in a sarcastic, insulting, or jeering manner; mock. (pg. 50)
20. Musket: A heavy, large caliber smoothbore gun for infantry soldiers. (pg. 53)
21. Drill (military): training in formal marching or other precise military or naval movements. (pg. 53)

Chapters 6-8

22. Humiliation: an act or instance of humiliating or being humiliated. (pg. 78)
23. Coattails: the back of the skirt on a man's coat or jacket. (pg. 79)

24. Grommet: a metal-bound eyelet in cloth, sometimes used decoratively, as on a garment. (pg. 82)
25. Canteen: a small container used especially by soldiers and hikers for carrying water or other liquids. (pg. 82)
26. Shelter half: one half of a tent. (pg. 84)
27. Commerce: an interchange of goods or commodities. (pg. 91)
28. Minie Ball: a conical bullet with a hollow base that expanded when fired, used in the 19th century. (pg. 92)
29. Saber: a conical bullet with a hollow base that expanded when fired, used in the 19th century. (pg. 92)
30. Noxious: harmful or injurious to health or physical well-being. (pg. 93)
31. Interject: (verb) to insert between other things. (pg. 93)
32. Mimic: (verb) to imitate or copy in action, speech. (pg. 95)
33. Onlooker: spectator; observer; witness. (pg. 97)
34. Abolitionist: (especially prior to the Civil War) a person who advocated or supported the abolition of slavery in the U.S. (pg. 100)
35. Parchment: the skin of sheet, goats, etc., prepared for use as a material on which to write. (pg. 101)
36. Rejection: the act or process of rejecting. (pg. 102)
37. Latrine: a toilet or something used as a toilet, as a trench in the earth in a camp, or bivouac area. (pg. 108)

Chapters 9-10

38. Opine: to hold or express an opinion. (pg. 110)
39. Retaliate: to return like for like, especially evil for evil. (pg. 111)
40. Coolie: an unskilled laborer employed cheaply, especially one brought from Asia; a contemptuous term used to refer to an Asian. (pg.112)
41. Arithmetic: the method or process of computation with figures. (pg. 113)
42. Gaggle: an often noisy or disorderly group or gathering. (pg. 113)
43. Pickets: (military) a solider or detachment of soldiers placed on a line forward of a position to warn against an enemy advance. (pg. 115)

Chapters 11-15

44. Regiment: (Military) a unit of ground forces, consisting of two or more battalions or battle groups, a headquarters unit, and certain supporting units. (pg. 125)
45. Bayonet: a daggerlike steel weapon that is attached to or at the muzzle of a gun and used for stabbing or slashing in hand-to-hand combat. (pg. 126)
46. Pontoon: (Military) a boat or some other floating structure used as one of the supports for a temporary bridge over a river. (pg. 126)
47. Debris: the remains of anything broken down or destroyed; ruins; rubble. (pg. 131)
48. Incline: (noun) an inclined surface; slope; slant. (pg. 132)
49. Shroud: something that covers or conceals like a garment. (pg. 135)

50. Trinket: a small ornament, piece of jewelry, etc., usually of little value. (pg. 138)
51. Freedom: the state of being free or at liberty rather than in confinement or under physical restraint. (pg. 143)
52. Sutler: (formerly) a person who followed an army or maintained a store on an army post to sell provisions to the soldiers. (pg. 147)
53. Barter: to trade by exchange of commodities rather than by the use of money. (pg. 152)

Chapters 16-23

54. Persecute: to pursue with harassing or oppressive treatment, especially because of religious or political beliefs, ethnic or racial origin, gender identity, or sexual orientation. (pg. 180)
55. Cumbersome: burdensome; troublesome. (pg. 182)
56. Rations: a fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage. (pg. 182)
57. Guano: a natural manure composed chiefly of the excrement of sea birds, found especially on islands near the Peruvian coast. (pg. 198)
58. Strategy: the science or art of combining and employing the means of war in planning and directing large military movements and operations. (pg. 202)
59. Accouterments: the equipment of a soldier. (pg. 203)
60. Invalid: an infirm or sickly person. (pg. 207)
61. Barrage: a heavy barrier of artillery fire to protect one's own advancing or retreating troops or to stop the advance of enemy troops. (pg. 229)
62. Torrent: a rushing, violent, or abundant and unceasing stream of anything. (pg. 235)
63. Furlough: (military) a vacation or leave of absence granted to an enlisted person. (pg. 243)

FREEDOM FOR ME VOCABULARY WORKSHEET CHAPTERS 1-2—ANSWER SHEET

The Vocabulary words for Chapters 1-2 are below.

1. Reconnaissance: (military) a search made for useful military information in the field, especially by examining the ground.
2. Queue: (noun) a braid of hair worn hanging down behind.
3. Skirmish: a fight between small bodies of troops, especially advanced or outlying detachments of opposing armies.
4. Grayback: (informal) A Confederate soldier.
5. Munitions: materials used in war, especially weapons and ammunition.
6. Double quick: (noun) a very quick marching pace: double time.
7. Yankee: a federal or northern soldier in the American Civil War.
8. Ebony: a deep, lustrous black.
9. Citizen: a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection.
10. Bugle: a brass wind instrument resembling a cornet and sometimes having keys or valves, used typically for sounding military signals.
11. Insurrection: an act or instance of rising in revolt, rebellion, or resistance against civil authority or an established government.
12. Slavery: the condition of a slave; bondage.
13. Puny: (adjective) of less than normal size and strength; weak.
14. Inkling: a slight suggestion or indication; hint; intimation.
15. Rebellion: open, organized, and armed resistance to one's government or ruler.

Fill in the Blank(s):

1. According to the US government, the Southern states of the Confederacy were in engaged in acts of insurrection and were therefore in rebellion against the US.
2. The American Civil War was fought primarily over the issue of slavery.
3. Thomas's dark, ebony hair was worn in the ancient hairstyle of his ancestors called a queue.
4. A reconnaissance mission is one in which soldiers of a regiment try to gather important information about an enemy, including their whereabouts.
5. The bugle, fife and drums were often played to signal orders to infantry soldiers.
6. Thomas Beck wanted to be United States citizen, but was unsure if he would ever achieve that dream because of his race.
7. Thomas was often teased because of his puny size.
8. Madeline had an inkling that her son, Thomas, was going to struggle in the army.
9. A skirmish was fought between the Yankees and graybacks, a term for Confederate soldiers.
10. Yankee soldiers had to carry their munitions, even as they traveled at the double quick to meet the enemy in battle.

FREEDOM FOR ME VOCABULARY WORKSHEET CHAPTERS 1-2

The Vocabulary words for Chapters 1-2 are below.

1. Reconnaissance: (military) a search made for useful military information in the field, especially by examining the ground
2. Queue: (noun) a braid of hair worn hanging down behind
3. Skirmish: a fight between small bodies of troops, especially advanced or outlying detachments of opposing armies
4. Grayback: (informal) A Confederate soldier
5. Munitions: materials used in war, especially weapons and ammunition
6. Double quick: (noun) a very quick marching pace: double time
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9. Citizen: a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection
10. Bugle: a brass wind instrument resembling a cornet, used typically for sounding military signals
11. Insurrection: an act or instance of rising in revolt, rebellion, or resistance against civil authority or an established government
12. Slavery: the condition of a slave; bondage
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14. Inkling: a slight suggestion or indication; hint; intimation
15. Rebellion: open, organized, and armed resistance to one's government or ruler.

Fill in the Blank(s):

1. According to the US government, the Southern states of the Confederacy were in engaged in acts of _____and were therefore in _____against the US.
2. The American Civil War was fought primarily over the issue of _____.
3. Thomas's dark, _____hair was worn in the ancient hairstyle of his ancestors called a _____.
4. A _____ mission is one in which soldiers of a regiment try to gather important information about an enemy, including their whereabouts.
5. The _____, fife and drums were often played to signal orders to infantry soldiers.
6. Thomas Beck wanted to be United States _____, but was unsure if he would ever achieve that dream because of his race.
7. Thomas was often teased because of his _____size.
8. Madeline had an _____ that her son, Thomas, was going to struggle in the army.
9. A_____ was fought between the Yankees and_____, a term for Confederate soldiers.
10. _____ soldiers had to carry their _____, even as they traveled at the _____to meet the enemy in battle.

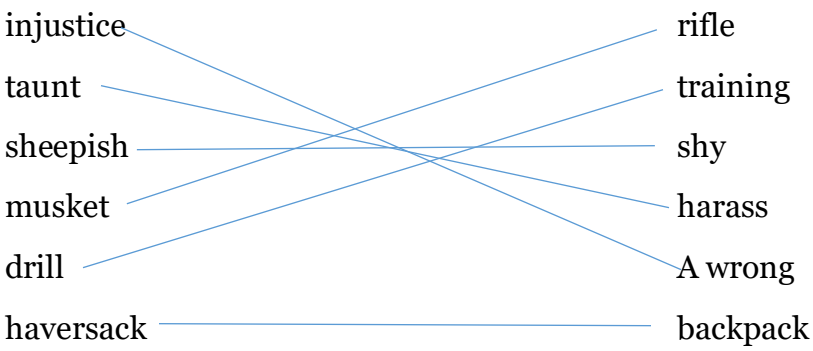
FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 3-5—ANSWER SHEET

Chapters 3-5 Vocabulary Words

Injustice	Sheepish	Haversack
Taunt	Musket	Drill

Draw a line to the word(s) that has/have similar meaning to the vocabulary words:



Use the vocabulary words in a complete sentence.

1. Injustice. Sample answer: Thomas's comrades did him an injustice.
2. Sheepish. Sample answer: Robert was sheepish when asked about kissing a girl.
3. Haversack. Sample answer: Soldiers carry blankets and clothing in a haversack.
4. Taunt. Sample answer: Henry taunts Thomas about his Chinese queue.
5. Musket. Sample answer: Thomas learned how to fire a musket from his father, Joseph.
6. Drill. Sample answer: Drill could sometimes go on for hours during training camp.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 3-5

Chapters 3-5 Vocabulary Words

Injustice	Sheepish	Haversack
Taunt	Musket	Drill

Draw a line to the word(s) that has/have similar meaning to the vocabulary words:

injustice	rifle
taunt	training
sheepish	shy
musket	harass
drill	A wrong
haversack	backpack

Use the vocabulary words in a complete sentence.

1. Injustice._____
   _____
2. Sheepish._____
   _____
3. Haversack._____
   _____
4. Taunt._____
   _____
5. Musket._____
   _____
6. Drill._____
   _____

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 6-8—ANSWER SHEET

Chapters 6-8 Vocabulary Terms:

Chapters 6-8

1. Humiliation: an act or instance of humiliating or being humiliated.
2. Coattails: the back of the skirt on a man's coat or jacket.
3. Grommet: a metal-bound eyelet in cloth, sometimes used decoratively, as on a garment.
4. Canteen: a small container used especially by soldiers and hikers for carrying water or other liquids.
5. Shelter half: one half of a tent
6. Commerce: an interchange of goods or commodities.
7. Minie Ball: a conical bullet with a hollow base that expanded when fired, used in the 19th century.
8. Saber: a conical bullet with a hollow base that expanded when fired, used in the 19th century.
9. Noxious: harmful or injurious to health or physical well-being.
10. Interject: (verb) to insert between other things.
11. Mimic: to imitate or copy in action, speech.
12. Onlooker: spectator; observer; witness.
13. Abolitionist: (especially prior to the Civil War) a person who advocated or supported the abolition of slavery in the U.S.
14. Parchment: the skin of sheet, goats, etc., prepared for use as a material on which to write.
15. Rejection: the act or process of rejecting.
16. Latrine: a toilet or something used as a toilet, as a trench in the earth in a camp, or bivouac area.

Write a short paragraph utilizing at least five of the Chapters 6-8 vocabulary terms. Underline the terms used.

Sample answer:

A battle during war is devastating for soldiers who are fighting. Canteens go dry and noxious fumes are hard to avoid. Minie balls are flying around and sabers are pointed at soldiers who are trying to be brave and make a charge. Sometimes, the soldiers often have to let their training take over and mimic what the soldiers ahead of them are doing. If they don't do that, a soldier can be humiliated or rejected. Any onlooker would be amazed by the terrible violence and fear that battles bring.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 6-8

Chapters 6-8 Vocabulary Terms:

Chapters 6-8

1. Humiliation: an act or instance of humiliating or being humiliated.
2. Coattails: the back of the skirt on a man's coat or jacket.
3. Grommet: a metal-bound eyelet in cloth, sometimes used decoratively, as on a garment.
4. Canteen: a small container used especially by soldiers and hikers for carrying water or other liquids.
5. Shelter half: one half of a tent.
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15. Rejection: the act or process of rejecting.
16. Latrine: a toilet or something used as a toilet, as a trench in the earth in a camp, or bivouac area.

Write a short paragraph utilizing at least five of the Chapters 6-8 vocabulary terms. Underline the terms used.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 9-10—ANSWER SHEET

Chapters 9-10 Vocabulary Terms

Opine	**Retaliate**	**Coolie**
Arithmetic	**Gaggle**	**Pickets**

List the term that best meets the definition:

1. Pickets: A soldier or detachment of soldiers placed on a line forward of a position to warn against an enemy advance.
2. Arithmetic: The method or process of computation with figures.
3. Coolie: An unskilled laborer employed cheaply, especially one brought from Asia; a contemptuous term used to refer to an Asian.
4. Gaggle: An often noisy or disorderly group or gathering.
5. Retaliate: to return like for like, especially evil for evil.
6. Opine: to hold or express an opinion.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 9-10

Chapters 9-10 Vocabulary Terms:

Opine	**Retaliate**	**Coolie**
Arithmetic	**Gaggle**	**Pickets**

List the term that best meets the definition:

1. _____: A soldier or detachment of soldiers placed on a line forward of a position to warn against an enemy advance.
2. _____: The method or process of computation with figures.
3. _____: An unskilled laborer employed cheaply, especially one brought from Asia; a contemptuous term used to refer to an Asian.
4. _____: An often noisy or disorderly group or gathering.
5. _____: to return like for like, especially evil for evil.
6. _____: to hold or express an opinion.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 11-15—ANSWER SHEET

Chapters 11-15 Vocabulary Terms:

Regiment	**Bayonet**	**Pontoon**	**Debris**	**Incline**
Shroud	**Trinket**	**Freedom**	**Sutler**	**Barter**

Write the definitions of the vocabulary words below:

1. Incline: an inclined surface; slope; slant
2. Barter: to trade by exchange of commodities rather than by the use of money
3. Sutler: (formerly) a person who followed an army or maintained a store on an army post to sell provisions to the soldiers
4. Debris: the remains of anything broken down or destroyed; ruins; rubble
5. Bayonet: a daggerlike steel weapon that is attached to or at the muzzle of a gun and used for stabbing or slashing in hand-to-hand combat

Write the word that corresponds with the definition below:

1. A unit of ground forces, consisting of two or more battalions or battle groups, a headquarters unit, and certain supporting units. Regiment.
2. A boat or some other floating structure used as one of the supports for a temporary bridge over a river. Pontoon.
3. Something that covers or conceals like a garment. Shroud.
4. A small ornament or piece of jewelry, usually of little value. Trinket.
5. The state of being free or at liberty rather than in confinement or under physical restraint. Freedom.

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 11-15

Chapters 11-15 Vocabulary Terms:

Regiment	**Bayonet**	**Pontoon**	**Debris**	**Incline**
Shroud	**Trinket**	**Freedom**	**Sutler**	**Barter**

Write the definitions of the vocabulary words below:

6. Incline:
   _____
   _____
7. Barter:
   _____
   _____
8. Sutler:
   _____
   _____
9. Debris:
   _____
   _____
10. Bayonet:
    _____
    _____

Write the word that corresponds with the definition below:

6. A unit of ground forces, consisting of two or more battalions or battle groups, a headquarters unit, and certain supporting units. _____
7. A boat or some other floating structure used as one of the supports for a temporary bridge over a river. _____
8. Something that covers or conceals like a garment. _____
9. A small ornament or piece of jewelry, usually of little value. _____
10. The state of being free or at liberty rather than in confinement or under physical restraint. _____

FREEDOM FOR ME VOCABULARY WORKSHEET

CHAPTERS 16-23—ANSWER SHEET

Chapters 16-23 Vocabulary Terms:

1. Persecute: to pursue with harassing or oppressive treatment, especially because of religious or political beliefs, ethnic or racial origin, gender identity, or sexual orientation.
2. Cumbersome: burdensome; troublesome.
3. Rations: a fixed allowance of provisions or food, especially for soldiers or sailors or for civilians during a shortage.
4. Guano: a natural manure composed chiefly of the excrement of sea birds, found especially on islands near the Peruvian coast.
5. Strategy: the science or art of combining and employing the means of war in planning and directing large military movements and operations.
6. Accouterments: the equipment of a soldier.
7. Invalid: an infirm or sickly person Barrage: a heavy barrier of artillery fire to protect one's own advancing or retreating troops or to stop the advance of enemy troops.
8. Torrent: a rushing, violent, or abundant and unceasing stream of anything.
9. Furlough: (military) a vacation or leave of absence granted to an enlisted person.

Fill in the Blank(s):

1. Thomas Beck was persecuted because of his appearance.
2. The soldiers were only given three days' rations for the march.
3. General Hooker had an aggressive strategy for pursuing the Confederate Rebels.
4. The accouterments of a soldier could be cumbersome during battle.
5. Elias feared that he would be injured during battle and become an invalid.
6. A torrent of lead was unleashed on the boys during a heavy barrage.
7. Thomas was granted a furlough after he was injured during the Battle of Gettysburg.
8. Chinese coolies were forced to work in Peru in guano pits.

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8. Chinese coolies were forced to work in Peru in _____pits.

SAMPLE ACCELERATED READER QUIZ

ANSWER SHEET

Freedom for Me will be submitted for consideration to REN Learning for an Accelerated Reader (AR) Quiz. Until then, this quiz can be given by teachers for offline AR credit or as a separate grade.

Freedom for Me Quiz Answer Key:

1. D
2. A
3. B
4. B
5. A
6. A
7. B
8. C
9. B
10. C
11. A
12. D
13. B
14. D
15. B

FREEDOM FOR ME: A CHINESE YANKEE QUIZ

1. Why does Robert believe that his brother cannot enlist to fight for the Union army?
   a) He is not an American citizen.
   b) He is under the enlistment age of 18.
   c) There's no such thing as a "Chinese Yankee"
   d) All of the above.
2. What was the primary reason that the American Civil War was fought between the North and South?
   a) The issue of slavery.
   b) The North no longer wanted to compete with the Southern economy.
   c) The South wanted to ally itself with Great Britain and be a separate country.
   d) The North believed that states' rights superseded the federal government.
3. Thomas and Robert's father is away from their Connecticut homestead for months at time. That's because:
   a) He is fighting for the Union army.
   b) He is a merchant sea captain.
   c) He is a traveling zookeeper.
   d) He is a businessman.
4. Robert shuns Thomas after his brother enlists in the army. What do you think his primary reason was?
   a) He wanted to be the only one in their family to serve.
   b) He was embarrassed by Thomas and worried he'd have to take care of him.
   c) He feared that Thomas would get hurt.
   d) He was angry that Thomas enlisted against their family's wishes.
5. Thomas does not immediately feel welcome into the Fourteenth Connecticut Infantry. Who makes him feel the most unwelcome?
   a) Henry.
   b) William.
   c) Robert.
   d) Elias.
6. What part of Thomas's appearance do the boys seem to find the most strange?
   a) His braided pigtail.
   b) His height.
   c) His manner of speaking.
   d) The color of his skin.
7. What was the first battle that the Fourteenth Connecticut engaged in?
   a) The Second Battle of Bull Run.
   b) The Battle of Antietam.
   c) The Battle of Gettysburg.
   d) The Battle of Fredericksburg.

8. Who does Thomas meet in camp that helps him appreciate the importance of freedom in America?
    a) Captain Moore.
    b) President Abraham Lincoln.
    c) Sam, a runaway slave.
    d) A village girl.
9. Which battle fought during the winter left the regiment devastated and barely able to recover?
    a) Chancellorsville
    b) Fredericksburg
    c) Gettysburg
    d) Antietam
10. Where is Thomas's special place in camp?
    a) His log hut.
    b) The medical tent.
    c) The creek.
    d) His brother's secret spot.
11. How did Thomas come to America?
    a) His uncle places him on the ship of Joseph Beck.
    b) He is sold into slavery.
    c) He is picked up while adrift in the South China Sea.
    d) He was brought to America to help build the railroads in the West.
12. What happens after the Battle of Chancellorsville?
    a) Thomas discovers that Sam has left camp, but is unsure how or why.
    b) Sam is captured by Rebel troops.
    c) Thomas learns that Henry's life before the war hasn't been easy.
    d) Both A and C.
13. Which comrade does Thomas help save during a battle?
    a) Sam
    b) Henry
    c) Elias
    d) Robert
14. What happens during the Battle of Gettysburg?
    a) Elias and James are killed.
    b) Henry is captured.
    c) Thomas is shot.
    d) Both A and C.
15. Who gets promoted after the Battle of Gettysburg?
    a) Robert.
    b) Thomas.
    c) Henry.
    d) William.

FREEDOM FOR ME PERSUASIVE ESSAY

Write a persuasive essay that answers the question:

Does a Chinese Yankee have the right to fight for his adopted country and be considered an American?

THE MISSING PIECES—ANSWER KEY

A reading comprehension essay and discussion questions.

1) Identify why little is known today about Chinese soldiers and sailors who served in the American Civil War.
    a. Records of Chinese soldiers were difficult to track because many Chinese adopted or used European names.
    b. In addition, many Chinese were not able to become citizens or to keep the pensions they earned because of legislative acts like the Naturalization Act and the Chinese Exclusion Act. Without these records, many of their history has been lost.

2) Is it reasonable to assume the Chinese did their part in service during the Civil War? Why or why not?
    a. Yes. With 58 known Chinese Civil War soldiers and sailors, that's representative of 30 percent of the assumed Chinese population at the time. As non-citizens, they were not obligated to serve and, like the vast majority of other Civil War soldiers, were volunteers.

3) Explain why the puzzle of the Civil War is more vibrant when all the pieces are included.
    a. The picture becomes complete when Chinese Civil War soldiers are included. The history and personal stories of these soldiers have many dimensions, especially given that they chose sides in a conflict for a country that hadn't to that point allowed them to be citizens.

THE MISSING PIECES

By Stacie Haas

Have you ever looked at a puzzle that had missing pieces? Even a puzzle with one million pieces looks incomplete if it has all of them but one. It's difficult not to focus on the one missing piece. It is natural to ask: where is it? What does it look like?

Imagine the puzzle depicts the Battle of Gettysburg during the American Civil War. You would see pieces of blue- and gray-clad soldiers on the march, in lines of battle, colorful flags beckoning and muskets at the ready. You'd see larger-than-life figures like Confederate General Robert E. Lee and Union General Winfield Scott Hancock. But what would the missing piece look like? It would probably resemble Joseph Pierce.

Pierce was among the soldiers manning the Federal firing line on Cemetery Ridge that fateful July day in Pennsylvania in 1863. Like his comrades, he probably had a belly full of nerves as he waited for the attack by the Southern Rebels, an assault that would eventually be known as Pickett's Charge. However, there was one major difference between Joseph and his fellow soldiers—he was Chinese.

He is the missing piece! Perhaps you are surprised to hear about a Chinese soldier who served during the Civil War. That's understandable—even for the most studious American History students. That's because the history of America in the first half of the nineteenth century rarely mentions the Chinese. After all, the first Chinese person on record in America arrived in 1815, just a few decades before the war broke out in 1861. Today, thanks to the work of pioneering researchers, we know that Chinese soldiers served with honor.

Recent research suggests that there were at least 58 Chinese men who served in the military during the Civil War. They fought for both North and South and many Chinese served in the Navy.

Why have they been missing from the vast histories of the Civil War? Records were sketchy. Many Asians were given European names making them hard to identify. Anti-Asian feelings, which eventually led to the Naturalization Act of 1870 and the Chinese Exclusion Act of 1882, caused many soldiers to lose their pensions after the war. Without pension records, Asian soldiers were difficult to track.

Let's continue our search for the missing pieces by getting to know Pierce and two of his comrades, Antonio Dardelle and Edward Day Cahota.

Young "Joe" Pierce traveled to America on a ship after possibly being sold into slavery or indentured servitude by his own father. The ship's captain, Amos Peck, took the boy to be raised by his mother when Joe was 10 years old. He played with the Peck children and went to school with them. In 1853, he adopted the last name "Pierce," taken from Franklin Pierce, then president of the United States. Like other young men his age, Joseph enlisted in the Union Army when he was 21.

Pierce served in the 14th Connecticut Infantry. His regiment saw major action, including the bloody battle of Antietam and the three-day battle of Gettysburg. It is reputed that the regiment's historian noted Pierce in his recount of the final day at Gettysburg. There he was, according to regimental lore, "pig-tail and all."

After Gettysburg, Pierce was promoted to Corporal. He survived the war and settled in Connecticut as a silver engraver. He married an American woman and had four children. When he died at his home in 1916, the local newspaper in his hometown stated, "He had resided in this town for many years and was very well-known and liked."

Antonio Dardelle served in the 27th Connecticut Infantry. After the war, he used his military service to become an American citizen. He was active in a local church and became a member of the Young Men's Republican Club. He married and had three children. His pension benefits were delayed because he could not produce the necessary birth records. Even worse, his citizenship was taken away with the passing of anti-Asian legislation after the war.

Edward Day Cahota was likely 18 when he enlisted in the 23rd Massachusetts Infantry in 1864. He was shot through his hair at the battle of Cold Harbor and courageously saved a fellow comrade who was shot in the jaw. Cahota re-enlisted in the army after the war and served for 32 years. When he filed for a homestead (a title to land) in 1912, the government denied his request because he was not a citizen. The Chinese Exclusion Act made clear that Cahota had been voting in American elections illegally his entire life. Even though his country seemed ungrateful for his lifetime of military service, Cahota saluted the American flag every evening at his home in South Dakota.

The pieces, now that they have been found, complete the puzzle and should be included going forward. In fact, with 58 Chinese serving in the war, it is apparent that the Chinese did more than their fair share. Consider that 58 Chinese served in the war out of a total population in the eastern United States of about 200, nearly 30 percent. This is perhaps even more remarkable when one

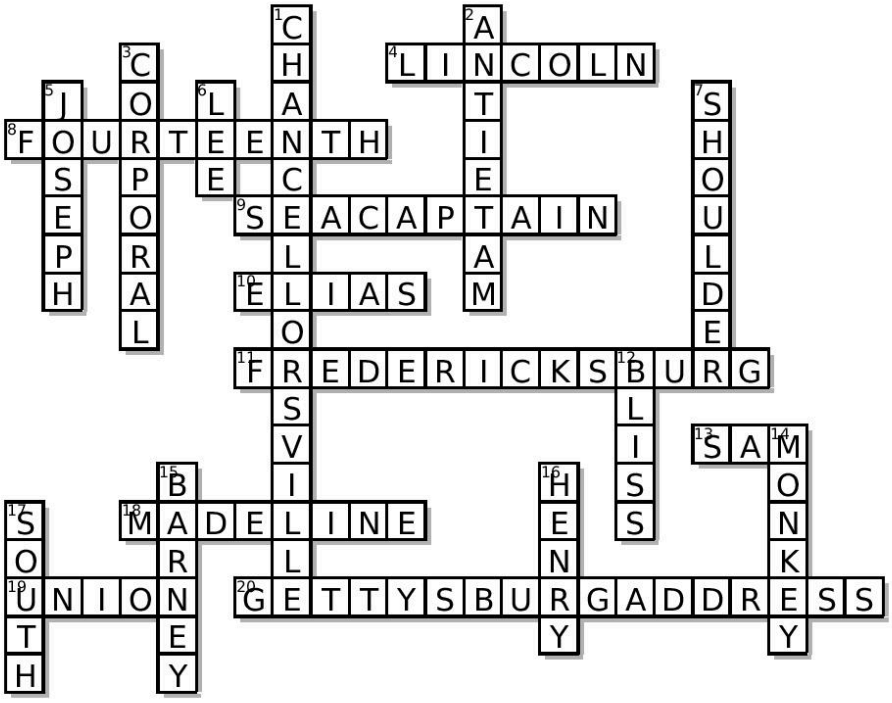
considers that, like the African Americans and Native Americans who served, they chose sides in a conflict within a country that, in many cases, denied them full citizenship.

Can you see the puzzle now? We have found the missing pieces. Amazingly, the picture of the American Civil War, which expanded freedom and ensured that one nation—and not two or more—would forge ahead into the future, is even more vibrant and colorful than before.

Comprehension Questions:

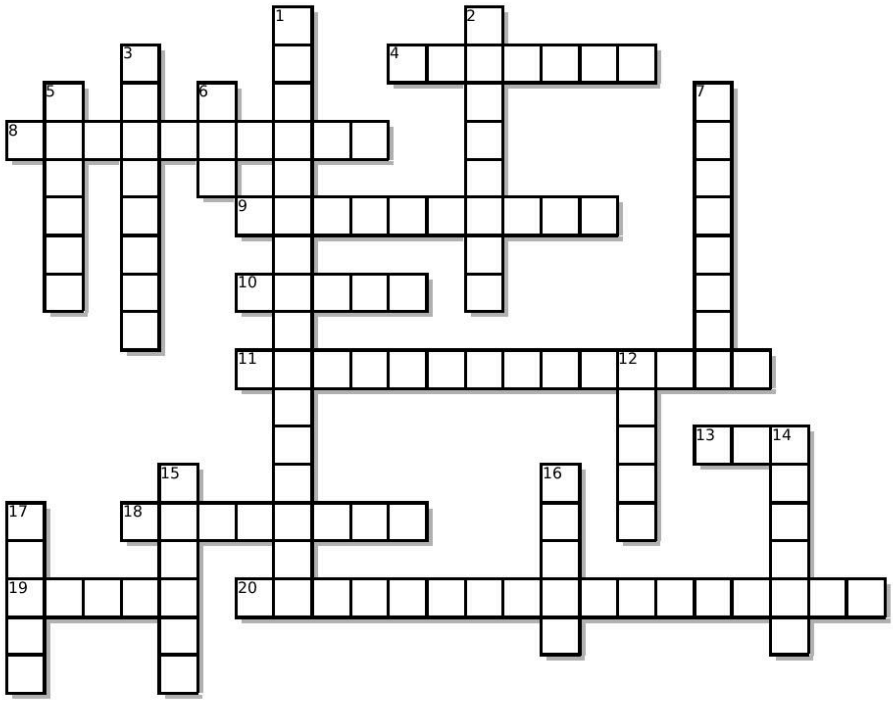
4) Identify the reasons why little is known today about Chinese soldiers and sailors who served in the American Civil War.
5) Is it reasonable to assume the Chinese did their part in service during the Civil War? Why or why not?
6) Explain why the puzzle of the Civil War is more vibrant when all the pieces are included.

FREEDOM FOR ME CROSSWORD—ANSWER KEY



Name _____

Freedom for Me Crossword Puzzle



ACROSS

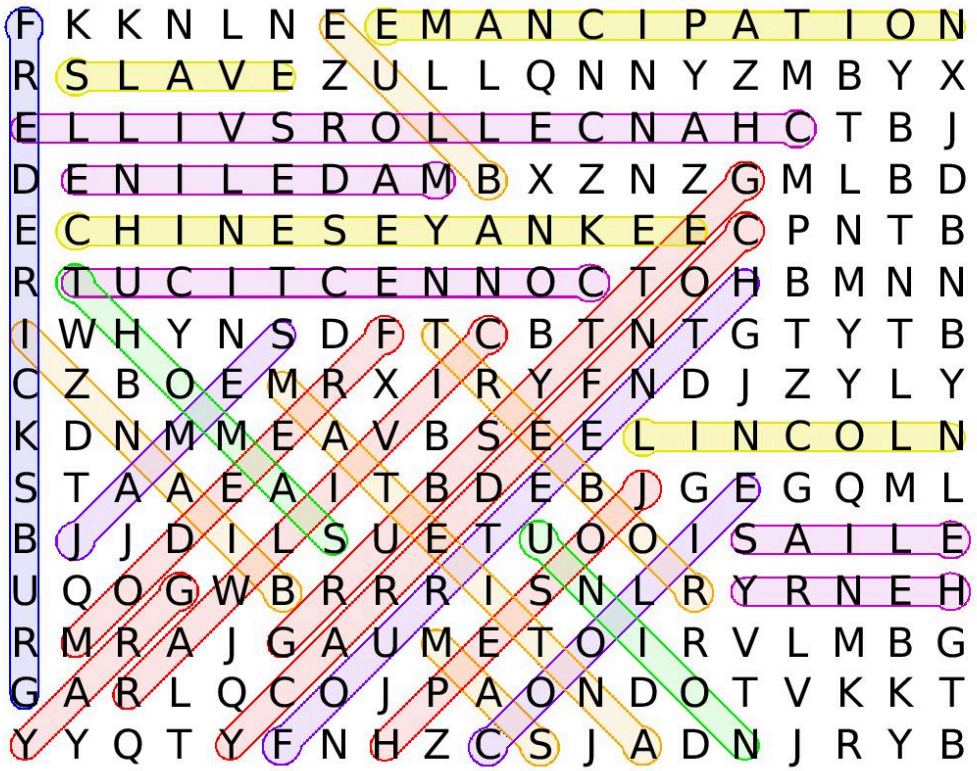
4 The president who issued the Emancipation Proclamation
8 The number of the Connecticut regiment in which Thomas served
9 The occupation of Thomas and Robert's father
10 Thomas's best friend in the regiment
11 The battle that was fought on Marye's Heights
13 The runaway slave that is befriended by Thomas
18 Thomas's mother
19 Name of the Northern army
20 The speech heard by Thomas at the cemetery at Gettysburg

DOWN

1 The battle where the Fourteenth Regiment couldn't see its targets
2 Thomas's first battle
3 Thomas was promoted to this rank after Gettysburg
5 Name of Thomas and Robert's father
6 The commanding general of the Confederate Army of Northern Virginia
7 The area of the body where Thomas was wounded at Gettysburg
12 Family name of the barn that was burned at Gettysburg
14 The animal that Henry calls Thomas
15 The name of the Beck family horse
16 The boy who thought Thomas a slave
17 The opponent of the North during the Civil War

WORD SEARCH ANSWER KEY

Freedom for Me Word Search



Name _____

Freedom for Me Word Search

F K K N L N E E M A N C I P A T I O N
R S L A V E Z U L L Q N N Y Z M B Y X
E L L I V S R O L L E C N A H C T B J
D E N I L E D A M B X Z N Z G M L B D
E C H I N E S E Y A N K E E C P N T B
R T U C I T C E N N O C T O H B M N N
I W H Y N S D F T C B T N T G T Y T B
C Z B O E M R X I R Y F N D J Z Y L Y
K D N M M E A V B S E E L I N C O L N
S T A A E A I T B D E B J G E G Q M L
B J J D I L S U E T U O O I S A I L E
U Q O G W B R R R I S N L R Y R N E H
R M R A J G A U M E T O I R V L M B G
G A R L Q C O J P A O N D O T V K K T
Y Y Q T Y F N H Z C S J A D N J R Y B

WORD BANK: ANTIETAM, BIANZI, BLUE, CHANCELLORSVILLE, CHINESEYANKEE, CIVILWAR, CONFEDERACY, CONNECTICUT, COOLIE, ELIAS, EMANCIPATION, FOURTEENTH, FREDERICKSBURG, FREEDOM, GETTYSBURG, GRAY, HENRY, JAMES, JOSEPH, LINCOLN, MADELINE, ROBERT, SAM, SLAVE, THOMAS, UNION

AMERICAN CIVIL WAR RESOURCES

Books:

Nonfiction:

- America Goes to War: The Civil War and Its Meaning in American Culture, Bruce Catton
- Reflections on the Civil War, Bruce Catton
- Ordeal by Fire, James McPherson

Historical Fiction:

- Gods and Generals, Jeff Shaara
- The Killer Angels, Michael Shaara
- The Last Full Measure, Jeff Shaara

Website Links:

- Civil War Trust: https://www.civilwar.org/learn
- Social Studies for Kids: http://www.socialstudiesforkids.com/subjects/civilwar.htm
- The American Civil War Homepage: http://civilwarhome.com/
- The Valley of the Shadow: http://valley.lib.virginia.edu/
- The History Place: http://www.historyplace.com/civilwar/

ADDITIONAL CHINESE IN THE CIVIL WAR RESOURCES

Books:

- Asians and Pacific Islanders and the Civil War, Carol Shively, editor.
- An American Journey: My Father, Lincoln, Joseph Pierce and Me, by Irving D. Moy.
- Chinese Yankee: A True Story of the U.S. Civil War, by Ruthanne Lum McCunn

Blogs/Websites:

- Staciehaas.com: site of author Stacie Haas, FREEDOM FOR ME: A CHINESE YANKEE
- Bluegraychinese.blogspot.com, site of blogger Alex Jay who has compiled a searchable listing of all Chinese soldiers who served in the Civil War.
- Association to Commemorate the Chinese Serving in the American Civil War.
- McCunn.com, website of award-winning author and historian Ruthanne Lum McCunn.

Articles:

- Visit staciehaas.com for links to magazine articles about Chinese in the Civil War.