

Title of Unit: Women behind the Scene of the Civil War

Vital theme of the Unit: Civil War's Influence on Women

Author and contact information:

Sharon West
Tellico Plains Jr. High
Monroe County

Grade Level: eighth – twelfth (8 – 12)

Number of lessons in the Unit: Four

Time needed to complete unit: 14 + days of Progressive Lessons

Curriculum Standards Addressed – list: read and interpret a primary source document reflecting the dynamics of the Gilded Age American society (e.g., Booker T. Washington's "Atlanta Compromise," Carnegie's "Gospel of Wealth," Sojourner Truth "Ain't I A Woman," Jane Addams' Hull House accounts, Jacob Riis photographs and/or writings, a sweatshop worker's personal story). Recognize technological and industrial advancements to the era (i.e., advancements in mining, farming, or ranching). Match innovators to their industrial and technological contributions Understand social tensions and their consequence.

Under the guideline of Curriculum Standards Approved by the Tennessee State Board of Education, on August 31, 2001 – eighth grade Standards, learning expectation and draft performance indicators.

8.1.spi.5. identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).

8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas.

8.1.tpi.12. explore the cultural infusion of slave and religious songs by reading or singing an example of each.

5.18 Recognize the causes, course, and consequences of the Civil War.

5.19 Identify the contributions of African Americans from slavery to Reconstruction

8.6.spi.1. identify the impact of individual and group decisions on historical events.

8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism

8.6.tpi.6. debate the effectiveness of a public policy or citizen behavior in realizing the ideals of a democracy.

Technology used: research using internet - the political issues and problems that affect the United States during the Civil War and its relation with Women, Library local and school.

Rubrics are attached at the end of these lessons.

Timeline is Progressive in order for students to expand on information that has been acquired.

Goal: Becoming familiar with the contents and use of the Internet and other sources, such as letters, diaries, paper is a critical skill in today's world. This activity involves the student in using the internet while reinforcing skills taught previously.

Purpose: The purpose of this activity is to develop an awareness of the internet as a resource. By participating in various activities involving the newspaper, students will be using reading and language skills, math skills, geography knowledge, social studies skills, critical thinking skills, etc., depending on the activity or skill the teacher wishes to reinforce.

Objectives: The student will be able to understand the effects of the Civil War and Reconstruction on the United States politics. The student will be able to use components of the internet to complete a given task. Under the guidelines of the State of Tennessee. Curriculum standards. 8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas. 8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism.

Resource/Materials: One class set of computers – going to the computer laboratory

Activities and Procedures: On an overhead transparency, board, or worksheet introduce the activity to the students. The following is an example of an overhead of student activities for one day on the internet.

Here are the rules:

1. Treat your computer kindly.
2. Bring paper and pencil in order to take notes as you look for information that relates to the subject, write down the Internet addresses.
3. Complete one activity read all information and then go on to the next one.

Here are the directions:

1. Read your information on the internet until the timer rings. You may choose anything you want to read. Then share something you read with your partner.
2. Choose with your partner, one story from your information. Read the story together. Find the main idea of the story. Write it down. Find four details in the story. Write them down. Be ready to explain the event, character and story to the class.

Typing it all together: Create activities to fit your student's needs and ability level. The use of the Internet in the classroom is limitless.

Women behind the Scene

A review of the Civil War's influence on Women

This is a review about women during the American Civil War. During the American Civil War (1861 – 1865), countless American women were influenced or changed by the conflicts within the community, states, and nation. The procedural of military science forward with physical energy or in other words war had a tremendous change for almost everyone in America. Even if it was not a declared war by definition, one cannot justify three million people fighting in a conflict. Studies indicated that there were 224,000 people died of diseases, 360,000 people died from the North and 260,000 people died from the South which was a total of 620,000 dead people. American women were affected by this conflict, such as changing their outlook on life, changing their roles that society had given them, changing their world as they knew it and even their sex. War changes, and it makes no different whether a nation is young or old.

Many northern ladies bound forward by working for various organizations such as the Union Volunteer Refreshment Saloon, the Ladies Hospital Aid Society, and the United States Christian Commission. Others on a personal scale engaged into more energetic activities, such as sewing and knitting individual articles to be shipped to the military. Others went even further as to change their appearance and become the soldiers or spies. Southern ladies took similar characteristic by working for various organizations of community functions, hospitals, and perform the jobs of missing member of the household. They formed aid societies to provide soldiers with clothing, bandages, and food. They held bazaars, fairs, and raffles (as was seen in the movie, "Gone with the Wind"). Anyone (usually a male) that was not involved in the war was shunned or scorn by the Southern ladies. This war or conflict provided the upper class

women on both sides with the opportunities to voice their opinion and take part in the community, state and national interest. It was a liberating moment for ladies of the upper and middle class on both sides of the conflict. However, it was not an opportunity for the poorer woman, as she was more concerned with feeding and supporting her family. The women efforts testifies with the engagement of conflict was fought on the home front was well as they could be. Women made significant contributions toward this conflict by addressing the following: How can they show their support and help solve this conflict? How far were they willing to go?

Unmarried southern women declared they would only date or marry men who had volunteered to serve the Confederacy. Prior to secession of 1861, the upper class women were rejoicing that their state was pulling away from the Union's oppressive. Usually the older women participated through local organizations such as churches and hospitals. It was usually the younger women around thirty or less who sought a more engineered role such as being a soldier or spy. It was also understood that the women who had someone involved in the conflicts were also more apt to be involved because they had a personal reason or stake.

From the book, "A Year in the South 1865", written by Stephen V. Ash, Cornelia McDonald came from a very wealthy family and married a lawyer, with the perfect life ahead. They had seven children and then her husband joined the Confederacy. He was killed and the money ended. Cornelia lost everything as she sold her clothes and jewelry in order to try and feed her family. She moved from Winchester, Virginia to Lexington, Virginia to Louisville, Kentucky in order to survive and save her children. At the end of the conflict, Cornelia had a total of three hundred Confederate dollars which came equaled to zero, due to the fact that Confederate money was no longer valuable. Cornelia was a strong woman and continued to

educate her children believing that things would get better. This was her part in the conflict, by keeping a faith that things would get better.

From another source, the Hall-Stakely Papers located in the McClung Collection, the letters addressed to Miss Carrie describe the conditions of the war in East Tennessee. The first letter is to Miss Carrie dated December 7th, 1862, from Jim C. at Lenoirs, Tennessee. He describes his condition of being cold and wet. He had food and the mail was coming three days a week. He writes about a dream that Nashy was singing on Fork Creek and that Carrie, Margaret and others from Madisonville were there. It was the most beautiful singing he had heard. It implies that Nashy had the same dream a few days before. The second letter is from James Scruggs and is dated March 29, 1862. He recognized that if Tennessee is overrun and his recommendation were as follows, "Then, O woman, flee into the land of the South. I knew you were not a preacher or a lawyer, but I thought you were a logician..., Daughter of the South, pray on". It appears that James already knew that the South was going to lose and there was nothing that Miss Carrie could do except run deeper into the South. . The next letter is what one would consider a typical southern ladylike reaction. It is again addressed to Sister Carrie of Pine Level, Alabama from Nannie (Carrie's sister) dated May 3rd, 1862. Nannie begins with local gossip; someone has died from typhoid and or pneumonia. She writes on how money is divided up and near the end she states, "I've got a pistol. Have you got one?". It appears that she is going to be prepared and Carrie should be as well. (Hall-Stakely Papers. McClung Collection. 1862).

On the Shiloh battlefield, there was a mass grave discovered in 1934; it had the bones of nine Union soldiers killed in that battle of 1862. One of the bodies was a woman. No one knows exactly how many women served as soldiers during the American Civil War but the general

consensus guess is approximately around four hundred (400). A woman in the ranks would have been banished once detected on either side. However there are exceptions, as commercial side steamer named the USS Red Rover was transformed into the first hospital ship in the United States Navy, in 1862. There were two chambermaids, Mary Warfield and Ann Graves; three laundresses, Mary Bryant, Maria Cassidy and Eliza McLothia; and two nurses, Sister Adelia and Sister Veronica. In 1863, there were an additional thirteen laundresses , five nurses, three Sisters of Charity, and three ladies hired under that title of Contraband, (which means that were black ladies) (Roca, 1998, p. 16)

Loreta Velazquez, Ella Herbert, and Sarah Edmonds are examples of how far ladies were willing to go in order to either protect or be with their loved ones or to stand up for one's beliefs or life style as to do what is believed to be right for their nation. Velazquez spied on the North while Herbert and Edmonds spied on the South. Velazquez was the wife of an army officer in Kansas, 1861. who refused to leave her husband; therefore she cut off her long black hair, glued on a mustache and goatee transforming herself into a Confederate soldier by the name of Lieutenant Harry Buford of the Confederacy. Velazquez just showed up one day and "surprised" her husband. She was put in charge of recruiting. After her husband was killed, Velazquez continued to serve as one of Confederate commanders at the First Battle of Bull Run. Velazquez was discovered in 1863 and was banned from the army, but continued as a spy until after the war (Hazen. 1999). Sarah was a tomboy from Canada. Sarah was never interested in "girly" things. She had more interest in following her brother while learning the skills of riding, shooting, hunting and fishing. Her parents had her betrothed to someone she did not take to, so she left. Sarah found a job in Flint Michigan using the name of Franklin Thompson. She enlisted in the infantry as a male nurse and later became a Union spy by blacking her skin and posing as a slave.

Sarah kept her secret during the entire war (Garrison 1999). In the article, “A Young Woman Offers Assistance to Uncle Sam in the Delivery of Mail In Consequence She Barely Escapes Execution”, as written in The Dailey Delta, 1864, Ella Herbert on the other hand did not change her appearance but found ways to enhance her status by tacking letters to her underskirt and carrying information between Memphis and St. Louis. It was known as the underground railroad. She did however get caught and was sentenced to die, but the war ended and she was sent home. (Our Women in the War Supplement, AC#824-1 Civil War 1861-1865. McClung Museum. 1864). This could be an example of the kind of dress that Ella may have worn. She could have carried most of the “mail” within the dress.



Although American women were not directly on the battlefields, mapping out battles, or in gun plays, they did have some comment or advice on the status of military science. Women engaged on a personal scale, some more than others – similar to men. With the exception of the following – was there a male willing to change his appearance in order to be with his spouse; a male willing to change his appearance (as to dress like a lady), in order to discover some plot from the other side; a male willing to tack letters to his underpants in order to transfer information from one location to another; a male willing to stay home and keep the family together during these hard times or a male willing to provide clothing, bandages and food for the military. Women did all of this without giving a second thought, in order to help end these conflicts and maybe too change their world to make it better, to change society for the better.

References

- “A Young Woman Offers Assistance To Uncle Sam In The Delivery Of Mail,
In Consequence She Barely Escapes Execution” AC# 824-1 Civil War 1861-1865. The
Dailey Delta. New Orleans.
- Ash, Stephen V. (2002). A Year in the South 1865. HarperCollins Publishers Inc.
- Garrison, Webb. (1999) Amazing Women of the Civil War. Rutledge Hill Press.
Nashville.
- Hall-Stakely Papers, McClung Collection. 1862. Knoxville Tennessee.
- Hazen, Walter A. (1999). Everyday Life: The Civil War. Addison-Wesley
Educational Publishers. Inc.
- Our Women in the War Supplement. 1862. McClung Museum.
- Roca, Stteven Louis. June, 1998. Present and precedents: The USS Red Rover
During the American Civil War, 1861-1865. p91. Internet. 16 June 2006 from InfoTrac
OneFile via Thomson Gale. Available:
[http://find.galegroup.com/itx/retrieve.do?subjectParam= Locale%252C%252c%](http://find.galegroup.com/itx/retrieve.do?subjectParam=Locale%252C%252c%)

Lesson Plan 1

Grades 7-12

Have you ever wondered what women did during the Civil War and how their lives changed? Wives, mothers, daughters, and grandmothers impacted the War both at home and on the battlefield. Their lives changed in many ways with the onset of the Civil War. In what ways did they change? Your job is to become an expert on the changes the women experienced in their lives during the Civil War using the following websites:

<http://scriptorium.lib.duke.edu/women/cwdos.html>.

<http://scriptorium.lib.duke.edu/women/civilwar.html>

<http://www.hallrichard.com/civilwomen.htm>

Lesson Plan 2: Civil War Influence on Women

Grade Level: 8-12

Goal: Many students see history as a necessary evil, a needed and boring requirement for graduation, uninteresting, and sometimes a waste of time. History does not have to be any one of these for anyone. Under the guidelines of the State of Tennessee. Curriculum standards. 8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas. 8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism. 5.18 Recognize the causes, course, and consequences of the Civil War. 5.19 Identify the contributions of African Americans from slavery to Reconstruction

Purpose: This activity is designed to allow each student to look at woman's perspective on historical events. These activity will be a continuances during a term, I like to use it the first or second term, as on going term paper more like a quest to see what the next female character accomplished. It helps the student to research an historical event, I allow them to choose any female character/event they find interesting, and write about that female character/event or series of professions in such a way that it will become very personalized for them.

Objectives: The activity will allow the students to:

1. Plan, write, and edit an original personified history story that relates to females during the civil war.
2. Research a female character with an historical event that interests the student.
3. Write a research paper in a manner that cannot be copied text. (Student will use own words).
4. Prepare the students to become knowledgeable in a specific area.
5. Help prepare A.P. students for essay questions by giving them outside sources of reference.
6. Provide for the students an experience that can be fun, challenging, and memorable. (not boring).

Resources/Materials: Imagination, reference books, imagination, willingness to try something new, imagination, previous examples, imagination, desire to enjoy history.

Read example to students:

Mary Brown Askew lived in Burlington, New Jersey during the war years (vols. 2 and 3 of the collection). She was an active Presbyterian and wrote short entries regarding religion, daily life, and friends. Askew wrote of the regiments that left Burlington at the outbreak of war. Henry Mitchell, a family friend, "has enlisted in the 7th N.J. Regiment. He came to bid his mother goodbye. How sad, everything is sad, nothing is pleasant – our once glorious happy country – God grant it may soon cease," Askew wrote on April 22, 1861. There was little war news

written in her diary after the soldiers departed Burlington with the exception of brief lines reporting what she had read in newspapers. There was no mention of any letters received from soldiers or any record of her participating in relief organizations. Many of the friends and correspondents she noted in her diary were often abbreviated to initials and were difficult to decipher, making certain facts about her life difficult to apprehend.

She was, however, very involved with her church and attended services many times each week. At the end of each volume she created a timeline highlighting important events in her life, including weddings, deaths, and trips. On April 15, 1865, she wrote of the death of Lincoln as “a national sorrow, the joy of our recent victory and near prospect of peace has changed to great sorrow. A great and good man has fallen.” Askew represents a woman with no obvious ties to the war through family members and as a result did not appear to be as interested in lending her hand or writing about the news circulating the city.

Elizabeth Ingersoll Fisher: Two of the diaries in this collection are from the Civil War years (April, 1861 to November, 1861, and November, 1861 to March, 1863). They document the life of Elizabeth Ingersoll Fisher (1815-1872), daughter of Charles Ingersoll and wife of Sidney George Fisher, a Philadelphia author and diarist, and note both war news and daily events.

Fisher was very interested in the war news reported in the newspapers. Although she mentioned some of her daily chores such as planting vegetables and flowers in her diary entries, she focused more on the national events surrounding the war. On April 20, 1861, in the first month of the war, she wrote, “There are neither mail nor telegrams from the South. People seem to be in better hopes that the Capital can be defended. So many troops have gone and are still going.” On July 5, Fisher noted the parade she saw in Philadelphia of the “Home Guard.” “I would have liked to [have] seen the parade in Washington where there were two miles of troops on Pennsylvania Avenue.” She wrote much of the local gossip about the war as well. Whenever she went to gatherings with friends they discussed the war to a great extent. “George, Sydney, and I dined at Brookwood - great deal of war talk and not inspiring.” Fisher wrote July 20, 1861, that the same friends talked of “troops in western Virginia, successful at Bull’s Run and thus on their way to Manassas Junction.” On August 31, 1861, she wrote of the news that “Fremont has declared martial law in Missouri and that the slaves of all persons fighting or plotting against the U.S. government are free... he has gone a step further – and it is alarming.” Fisher, an older woman, did not appear to support the emancipation of slaves and she wrote more of a war fought to preserve the Union. She did not write of anyone from her family fighting and never mentioned personally helping the war effort, thus fitting the pattern that older women did not lend a hand if they did not have family involved. Nonetheless, the war haunted her and was the topic of the majority of her writings. On September 14, 1861, Fisher wrote that she “had bad dreams last night about the war. [I] was in battles and when I awoke could not help thinking of dreadful scenes that might be going on there.” This was one of several instances when Fisher appeared to be concerned for her own personal safety.

Unknown Women: In 1934, near the Shiloh battlefield, a mass grave was discovered to contain the bones of nine Union soldiers killed in that 1862 battle. One of the bodies was that of a woman.. No one knows how many women served as soldiers in the Civil War, but it is estimated that no fewer than 400 disguised themselves as men and performed the same duties as any soldier. Any woman in the ranks of either army would have been banished once detected, but some served as soldiers without their sex ever being known.

Albert J. Cashier enlisted in Company G, 95th Illinois, in September 1862, and served in the Vicksburg and Red River campaigns, fought at Nashville, and at the war's end was mustered out with the rest of his regiment. After a routine medical exam, he filed for a pension in 1899. It was only when he was sent to a hospital after a 1911 automobile accident that it was discovered that "he" was a woman. The old members of her company said they never suspected that fact and that she had performed in camp and battle just as all the rest of the unit had.

Florena Budwin disguised herself as a man and joined the Union army with her husband. They were both captured and sent to Andersonville prison in Georgia, where her husband died. After Union forces moved into Georgia, Florena was transferred to the Confederate prison at Florence, SC., where she became very ill. After a doctor discovered her sex, she was given a private room and special care, but to no avail. She died in prison on January 25, 1865.

Kady Brownell did not disguise herself, but she accompanied her husband into the Union army, performing camp chores for the regiment. She supposedly carried a rifle and a flag at the Battle of 1st Bull Run. A girl known only as Emily disguised herself and enlisted in a Michigan regiment as a drummer. Only after she received a fatal wound in the Battle of Chickamauga was her sex discovered.



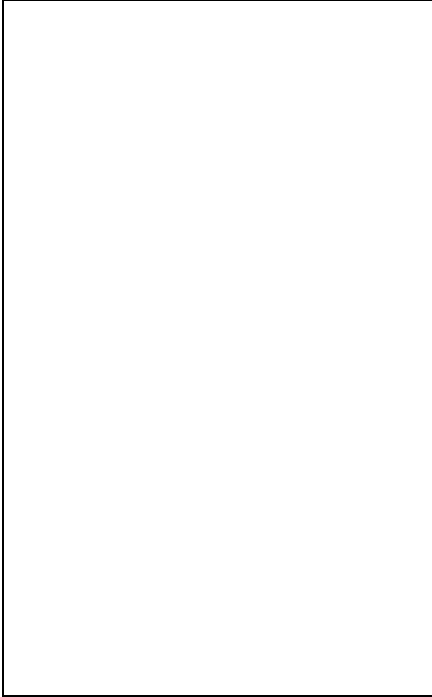
Grier, Helen. Diary Call No. Am .6090

Helen Grier began her small, sporadic diary on November 21, 1862, in Philadelphia. A young, unmarried woman, she worked with the U.S. Christian Commission and by February 12, 1863, the second entry, she was in Washington praying with and providing food for soldiers. From there she traveled to Virginia with the Army of the Potomac, where she provided similar services. Grier wrote, often in poor handwriting, of generals, including Butterfield and Howard, who met with the Commission to discuss what assistance they would provide for their men. She visited many camps and hospitals during her time in Virginia and Washington. She fed the sick cornstarch, eggnog, blackberry brandy, soda biscuits, and custard. Grier visited many camps including the 35th New York, 12th New Jersey, and the 140th Pennsylvania regiments, and always brought medicines, food, and prayer with her. At French's Division Hospital, Grier wrote on April 3, 1863, that there were only "badly regulated five or six tents. Two dead men were carried out behind the tents and one typhoid patient breathed his last as we entered. I saw another sick man with typhoid fever and I fed him custard and blackberry brandy. We gave all soda biscuit and custard." She wrote much of men recovering in this and other hospitals she encountered and the sadness she felt for them. On June 1, 1863, at Potomac Creek Hospital, she met a man from the 6th Maine Regiment.

Evaluation:

TYING IT ALL TOGETHER:

1. Return corrected personification papers. I weight the paper grading (90% content, 10% grammar) to encourage the research to emphasize individual learning of content.
2. Throughout the year, pull out a copy of previous papers to read when introducing a specific historical event.
3. Encourage all students to share this paper with others.



Dresses like this would carry a great deal of mail.

Lesson Plan 3:

Grade Level: 8 – 12

Goal: Understand the effects of the Civil War and Reconstruction on United States politics. Understand the female perspective on political issues and problems that affected the United States during the Civil War. Under the guidelines of the State of Tennessee. Curriculum standards. 8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas. 8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism. 5.18 Recognize the causes, course, and consequences of the Civil War.5.19 Identify the contributions of African Americans from slavery to Reconstruction. 8.6.spi.1. identify the impact of individual and group decisions on historical events.

Overview: Most students have a problem relating to feelings and emotions of others concerning problems they are not interested in. They haven't found the pleasure of solving a mysteries of history, of wondering why things occurred as they did. This is especially true when the issues are removed from their experiences and references. They are much more at ease thinking of themselves as Americans than as Northerners, etc., which East Tennessee was.

Purpose: The purpose of this activity is to aid the students in putting themselves into a situation that demands a change of attitude from the beginning of 1861 to the early 1870s..

Objectives:

1. List the major sectional differences in the areas of internal improvement, tariffs, taxes, slavery, etc.
2. To understand why people thought of themselves by sections or states more than Americans and how this slanted their views.
3. To see the purpose of compromise and value of talking about problems.
4. To see how Sectionalism eventually led to a united America.

Resources/Materials: Internet, library reference books, textbooks, any material that gives information about Sectionalism.

ACTIVITIES AND PROCEDURES:

1. Divide classes into three groups: Northeast, South, West. Explain that they are to represent those sections of the country. Lead discussion on what is important in or to those areas during the Civil War.
2. Have the students research these areas in early American history and as a group prepare charts, graphs and reports explaining their needs and justification for these to be granted by a new national government.
3. Have the three sections convene to discuss their positions and why theirs are more important to America than the others. Discuss the issues from each area, including the views in which the lades were involved or affected.

4. If you have more than one section of American History, you may bring the sections together for a general debate of the issues. Use a panel or committee (like a Senate hearing) to conduct the meeting. We can use the area in the cafeteria for such a debate – The judges will be on stage. They have met as a group with their counterparts from the other class and compared notes and plans. They also consider what they can and will compromise on and what they will not compromise on.
5. At the general meeting, each section is called upon to make an opening statement. With only one person speaking at a time.
6. The chair then calls for open discussion and this is where the activity can become very active. Have the rules read as to and only one person can speak at a time. It can become heated as the students get more into their roles and forget their nationalism.
7. May have each group choose representatives for a meeting to try and work out a compromise.
8. Have representatives return and present their plan, if any, to their people. Let each group decide on compromise and reconvene.
9. Have each section combine their individual reports into one general report to share and discuss.

If no compromise can be reached then the conflicts of military science with physical energy will begin.

Evaluation :

TYING IT ALL TOGETHER: this activity will take time. After this a written report from each student will be turned in. Weight the paper grading (90% content, 10% grammar) to encourage the research to emphasize individual learning of content .

Lesson Plan 4: Civil War Influence on Women

Grade Level: 8-12

Goal: Many students see history as a necessary evil, a needed and boring requirement for graduation, uninteresting, and sometimes a waste of time. History does not have to be any one of these for anyone. Under the guideline of Curriculum Standards Approved by the Tennessee State Board of Education, on August 31, 2001 – eighth grade Standards, learning expectation and draft performance indicators. 8.1.spi.5. identify how religion contributed to early American society (i.e. impact on government, education, social norms, slavery, tolerance).8.1.tpi.11. Chart the perspectives of various cultural groups in American History regarding social, economic, and political ideas.8.1.tpi.12. explore the cultural infusion of slave and religious songs by reading or singing an example of each.5.18 Recognize the causes, course, and consequences of the Civil War.5.19 Identify the contributions of African Americans from slavery to Reconstruction8.6.spi.1. identify the impact of individual and group decisions on historical events.8.6.tpi.3. classify examples of stereotypes, prejudices, conformity, and altruism8.6.tpi.6. debate the effectiveness of a public policy or citizen behavior in realizing the ideals of a democracy.

Purpose: This activity is designed to allow each student to look at woman's perspective on historical events. These activity will be a continuances during a term, I like to use it the first or second term, as on going term paper more like a quest to see what the next female character accomplished. It helps the student to research an historical event, I allow them to choose any female character/event they find interesting, and write about that female character/event or series of professions in such a way that it will become very personalized for them.

Objectives: The activity will allow the students to:

1. Plan, write, and edit an original personified history story that relates to females during the civil war.
2. Research a female character with an historical event that interests the student. Make an exhibit of the Women point of view. Make Drawings of women's clothing. Record recipes that were used during the time period.
3. Cook the food and give samples to the people that come to see the exhibit.
4. Prepare the students to answer questions and give knowledge to those who do not know about this character.
5. Write a research paper in a manner that cannot be copied text. (Student will use own words).

Resources/Materials: Imagination, reference books, cookbooks, Internets, imagination, willingness to try something new, (put on a show – museum style, imagination, previous examples, imagination, desire to enjoy history).



The purpose of the exhibit is to educate visitors about life during the Civil War. Your group will become experts on the Civil War by researching the lives of women, and the roles of they undertook to help with the “conflicts” during the War. As the expert on women in the Civil War, you will explain and research the roles of women during the Civil War. Students will be divided into groups of two with each having to create a part of history by having food, clothing, letters (about that person), examples of the life style/profession of a particular person, show the hardships they faced. Impress the visitors with their creativeness.

Example: Perhaps the most poignant story about women in the Civil War is one told in the book *Women in War, 1866*, by Frank Moore. In 1863, at the age of 19, a woman known only as Emily, ran away from home and joined the drum corps of a Michigan Regiment. This regiment was sent to Tennessee and during the struggle for Chattanooga; a minie ball pierced the side of the young soldier. Her wound was fatal and her set was disclosed. She refused to give her real name but as she knew she was dying she agreed to send a telegram to her father in Brooklyn, New York. It stated, “Forgive your dying daughter, I have but a few moment to live. My native soil drinks my blood. I expected to deliver my country but the fates would not have it so, I am content to die. Pray forgive me.... Emily.

What made this young lady leave home and engage in battle? How would you put this on an exhibit?

This Rubrics is for all the above lessons.

| Display | Excellent 4 | Good 3 | Satisfactory 2 | Needs Improvement 1 | Score |
|--|---|---|--|--|-------|
| Role # 1: Women During the Civil War | Women descriptions exceed minimum requirement of 1/2 page in length. Illustrations are included. All information is relevant. | Women descriptions meet minimum requirement of 1/2 page in length. Illustrations are included. All information is relevant. | Women descriptions lack relevant information; they do meet minimum length requirement of 1/2 page. Illustrations are included. | Women descriptions do not meet 1/2 page minimum requirement and / or illustrations are not included. | |
| Role # 2: Civil War Letters | Letters exceed minimum requirement of one page in length. Pictures are included. All information is | Letters meet minimum requirement of one page in length. Pictures are included. All information is | Letters lack relevant information, however, they do meet minimum length requirement of one page. Illustrations are | Letters do not meet one page minimum requirement and / or illustrations are not included. | |

| | | | | | |
|---------------------------------|--|---|---|--|-------|
| | relevant. | relevant. | included. | | |
| Information Included on Display | Display includes a thorough introduction which captures audiences attention. Also, each role as well the importance of each role to the Civil War are clearly described. Excellent | Display includes an introduction which captures audiences attention. Also, each role as well the importance of each role to the Civil War are described. Good | Display includes an introduction. Also, each role as well the importance of each role to the Civil War are described. However, information is lacking. Satisfactory | Display is incomplete. It is missing either an introduction or information regarding each role and its importance to the Civil War. Need Improvement | Score |
| Organization and Attractiveness | The display is attractive and well-organized. The items are neatly and securely attached to the display. | The display is attractive and well-organized. The items are neatly and securely attached to the display. | The display is somewhat organized. | The display is unorganized and hard to follow. | |
| Labels | Each item has a small, neat label describing the item. If the item was created by someone other than the student, credit to the source is neatly given on the display. | Each item has a label describing the item. Credit is given to the source who created the item if it is someone other than the student. | Each item has a label, but some lack required information. | One or more items is not labeled. | |

| Group Work | Excellent 4 | Good 3 | Satisfactory 2 | Needs Improvement 1 | Score |
|--------------------------|--|---|--|---|-------|
| Contributions to Project | Each student can clearly state and explain their contributions to the project. | Each student can somewhat state and explain their contributions to the project. | Each student can state their contributions to the project, but not clearly explain how it is relative. | Not all students are able to state their contributions to the project. | |
| Time-Management | All students in group managed class time effectively when working on project. | Students somewhat managed class time effectively when working on project. | Students rarely managed class time effectively when working on project. | Class time was used ineffectively when working on project. | |
| Quality of Work | individual contributions, the work presented by each is of the highest quality. | Individual contributions, the work presented by each is quality. | Individual contributions, the work presented is somewhat quality. | Individual contributions, the work presented is not quality. | |
| Working with Others | Students always listened to and shared with each other. Support to the efforts of others | Students usually listened to and shared with each other. Support to the efforts of others | Students somewhat listened to and shared with each other. Support to the efforts of others. | Students rarely listened to and shared with each other. Support to the efforts of others. | |

| Presentation | Excellent 4 | Good 3 | Satisfactory 2 | Needs Improvement 1 | Score |
|--|---|---|--|---|-------|
| Preparedness Understanding of Material | Students are completely prepared and have an understanding of topic. . | Students seem pretty prepared but needed couple more rehearsals show a good understanding of topic. . | The students are somewhat prepared, but it is clear that rehearsal is lacking, understood parts of the topic. | Students do not seem at all prepared to present and did not understand the topic. | |
| Content | Presentation includes a thorough introduction. Each student clearly explains what he / she learned about his / her role and each student explains why each his / her is important to the Civil War. | Presentation includes an introduction. Each student briefly shares what he learned about his role. Each student shares the importance of the Civil War to his / her role. | Presentation is lacking information regarding either an introduction, information on each role, and / or the importance of each role to the Civil War. Presentation would be stronger with more information. | Presentation is incomplete in that one of the following has been left out: an introduction, information on each role, and / or the importance of any role to the Civil War. | |
| Enthusiasm | Facial expressions and body language generate a strong interest about the topic in others. | Facial expressions and body language somewhat help to generate an interest about the topic in others. | Facial expressions and body language are used however, seem not genuine. | Very little use of facial expressions or body language. Did not generate much interest in the topic being presented. | |