

**Title:** The Effects of the Civil War on Women on the Home Front  
**Subject:** U.S Social Studies

**Topic:** Civil War Reconstruction      **Grade:** Fifth  
**School:** Moulton-Branch Elementary

<b>Wiregrass History Consortium Unit Plan</b>	
<b>GPS Standard:</b>	<b>Strand: History</b> <b>Standard: Identifies causes, key events, and effects of the Civil War and Reconstruction with emphasis on: Life on the battlefield and on the home front</b>
<b>Concept:</b>	<b>Civil War Effects On Women</b>
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<b>How did the Civil War and the Reconstruction affect women in the South? What were some of the causes of the hardships they faced? How did they overcome their hardships?</b>
<b>Elements (What you want the students to understand.)</b>	<b>The students will understand that the war was hard on families not only because their men were away and they experienced loneliness, but because the war brought inflation and starvation for many women and children.</b>
<b>Launch Activity (Hook)</b>	<b>Read “The Widow’s Appeal” from the article entitled, “The Women Rising”: Cotton, Class and the Confederate Georgia’s Rioting Women (Article is attached)</b>

<b>Knowledge &amp; Skills</b>	<b>Knowledge</b>		<b>Skills</b>
<b>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?</b>	<b>Effects of the Civil War and Reconstruction time</b>  <b>Additional information concerning the mind-set of planters and women in the South</b>		<b>Compare and contrast the poem with the riots of women in the South; Compare and contrast the hardships of the common folk with that of the rich folk</b>

<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>
<b>Students will listen as the teacher reads excerpts from the article mentioned above and create a Venn Diagram comparing and contrasting the effects of the hardships on the common folk and the rich folk.</b>

<b>Portfolio Assessment</b>
<b>Authentic Assessment (Performance Tasks, Rubrics, Projects, Dialogues, etc.,)</b>
<b>Have students debate the issue of “Cotton vs. Corn” – which was more important to grow</b>
<b>Student Self-Assessment:</b>
<b>Put up a large Venn Diagram on the white board and have the students add their ideas to it; check off what goes on the board with what is on their personal Venn</b>
<b>Differentiation Associated with this unit: Use Collaborative Pairs to help students that need extra help; Students can do further research on the topic on the Internet</b>
<b>Resources and instructional tools: Text book: A Nation Grows By: McGraw Hill; Article: “The Women Rising:” Cotton, Class and the Confederate Georgia’s Rioting Women” by Teresa Crisp Williams and David Williams</b>