

Curriculum Class

Lesson Title: Women's Role in the Civil War

Teacher: Genevieve Hodges

Subject: Social Studies (1800's)

Date: July 27, 2009

Goal(s):

To understand that women played equally important roles as men.

STANDARDS:

National Standards

History

Era 5

Standard 2

STANDARD 1:

Students understand the chronological organization of history and know how to organize events and people in to major eras to identify and explain historical relationships.

1.1 Students know the general chronological order of events and people in history.

1.2 Students use chronology to organize historical events and people.

1.3 Students use chronology to examine and explain historical relationships.

STANDARD 2:

Students know how to use the processes and resources of historical inquiry.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

STANDARD 3:

Students understand that societies are diverse and have changed over time.

3.2 Students understand the history of social organization* in various societies.

STANDARD 5:

Students understand political institutions and theories that have developed and changed over time.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

5.2 Students know how various systems of government have developed and functioned throughout history.

5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.

Geography

STANDARD 4 Students understand how economic, political, cultural, and social processes* interact to shape patterns of human populations, interdependence*, cooperation, and conflict.

STANDARD 5 Students understand the effects of interactions between human* and physical systems* and the changes in meaning, use, distribution*, and importance of resources*.

STANDARD 6 Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

Reading and Writing

STANDARD 1 Students read and understand a variety of materials.

STANDARD 2 Students write and speak for a variety of purposes and audiences.

STANDARD 3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

STANDARD 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

STANDARD 5 Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

STANDARD 6 Students read and recognize literature as a record of human experience.

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Art

STANDARD 1: Students recognize and use the visual arts as a form of communication.

STANDARD 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

STANDARD 3: Students know and apply visual arts materials, tools, techniques, and processes.

STANDARD 4: Students relate the visual arts to various historical and cultural traditions.

Attention Grabber: See activity 1

Accessing Prior Knowledge/Directing Knowledge:

- Did women work during the Civil War period?
- If so what types of jobs did they have?
- How did women's roles change during the Civil War?
- What were the differences between women in the North and in the South?

Objective(s):

Develop an understanding of the importance of historical inquiry.

Recognize the factors which contributed to the Industrial Revolution in the United States.

Function as historians by formulating their own questions from encounters with primary source documents and images.

Identify the problems confronted by people in the past, analyze how decisions for actions were made and propose alternative solutions.

Understand that political, economic, and social history are connected.

Recognize the impact of citizen action on public policy.

Materials & Technology:

Construction Paper

Scissors

Glue

Crayons, Markers, etc.

Computer Lab/Printers

Paper

Pencil

Scrapbook Rubric

Self Critique Checklist

Differentiation Strategies:

Connect Charter School is different than public school. Most of the students are considered "gifted" and their parents are very involved with their education. In Social Studies 6, 7, and 8 graders are in the same class. In order to differentiate for this I put the students in groups so that there is a student from each grade level. In addition when assessing individual work I recognize the gap between a 6 and 8 grader and adjust accordingly. In this particular assignment the students are required to work in groups and are required to present a project (see activity 3). Also, when it is necessary I will help any student that

		<p>needs it. The conditions at Connect allow me to work one on one with students when needed.</p> <p>Some other differentiation associated with this lesson is the use of bodily/kinesthetic.</p>
<p>Procedures:</p> <p>Day 1</p> <p>Activity 1 (20 minutes) * Logical/Mathematical</p> <ol style="list-style-type: none"> 1. "How are women's roles different today compared to during the Civil War?" "What rights do women have today that they didn't have then?" Discuss these questions as a class. If students are reluctant to answer then pull their names from a jar. 2. Discuss with students the difference between primary and secondary sources. <ul style="list-style-type: none"> • Primary Sources - Is an original article or book created by an individual or sometimes a group of people. What types of primary sources are available? It might be surprising to know that a novel is a primary source. Other types of primary sources are paintings created by the artist. If it were a photocopy of the painting, then it would be a secondary source. Some other primary sources are letters, films, short stories, plays, poems, photographs, court cases, journal articles, newspaper events, and speeches. For instance, a speech by President Bush would be a primary source. <p>In simple terms primary sources come firsthand from the source or person. Diaries would be a primary source because it is written directly by the individual writing in the diary. Interviews are great primary sources because the individual talks about the topic directly from what he/she knows about the topic. Primary sources are usually firsthand information about something such as diaries, court records, interviews, research studies about experiments, and information that has been stated but not interpreted by others.</p> <p>Some examples of primary sources are e-mails and letters. They are directly written about one person. If this letter was written during World War II and analyzed by another person then it would be a secondary source. Debates, community meetings, surveys, and observations are some different primary sources.</p> <ul style="list-style-type: none"> • Secondary Sources - Are sources that are written about primary sources. Secondary sources analyze, interpret, and discuss information about the primary source. If a magazine writer wrote about the speech President Bush gave on September 11th, it would be a secondary source. The information is not original, but it is an analysis of the speech. <p>In simple terms, a secondary source writes or talks about something that is a primary source. For instance, if a person were to write about a painting hanging in the art gallery, this would be a secondary source discussing the original art.</p> <p>Secondary Sources include journal articles, books, encyclopedias, dictionaries, reviews, newspaper articles, specific essays, etc. Most research papers are based on secondary sources as they build on the research or studies others have done.</p> <p>Other types of secondary sources are reference materials, books, and CD Rom, magazines, videotapes, and television shows. Most secondary sources analyze the material or restate the works of others. Many</p> 		<p>Intelligences:</p> <p>Verbal/Linguistic Visual/Spatial Interpersonal Intrapersonal Logical/Mathematical Bodily/Kinesthetic</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpret what is read • Detect cause and effect • Assume the perspective of the other person • Interpret various materials • Draw logical conclusions • Evaluate sources of info • Prepare summary paper • Identify biases • Recognize the values implicit in issues and the possible courses of action that flow around them • Form opinions based critical examination of relevant information • Communicate effectively both orally and written • Listen carefully for information

secondary sources are used to argue someone's thesis or main points about a topic. For instance, a secondary source would use debates between the presidential candidates in their magazine article and show how one president feels about a topic the writer is discussing.

Sometimes a source can be a primary source in one journal article and a secondary source in another journal article. It depends upon the relationship the writer has in the journal article. If he has been an active part of the research and he custom-writes about it then this is a primary source. If the writer writes about research done by others then this writing will be a secondary source.

Primary Sources are directly taken from an individual or group of individuals, while secondary sources take information from an individual or group and analyzes the topic. Remembering this information helps in deciding whether it is a primary or secondary sources.

Activity 2 (1 Hour) *Verbal/Linguistic / Interpersonal / Logical/Mathematical / Intra.

1. Students are going to research specific roles using the internet and resources provided by the teacher of women during the Civil War. Split students into groups of 3 with a 6, 7, and 8 grader in each group if possible. Then assign each group a different topic to research.

- Journalists/Writers (North and South)
- Refugees (Working Women)
- African American Women
- Nurses (North and South)
- Spies (North and South)
- Vivandieres (North and South)
- Soldiers (North and South)

Inform students that they must have at least 1 primary source and 2 secondary sources for their topic. Once they have completed the research they must then write a summary about each source (1-2 paragraphs).

* Make sure to remind students about responsibilities when using the Internet.

Activity 3 (1 Hour) * Bodily/Kinesthetic / Interpersonal / Verbal/Linguistic / Visual/Spatial / Logical/Mathematical

1. Once students have completed activity 2 they will then go back to the classroom and create 1 page of a scrapbook (if time allows they can create more than 1). Be sure to give students the same size paper and preferably cardstock to make binding the scrapbook easier. Go over the rubric with the students. Students may use any material they choose but they must follow the rubric.
2. Once students have completed scrapbook page they must then present their

information to the class. They should present for 4-6 minutes on their topic. Remind students that they can look at the rubric to see what they should/need to do to receive the best score.

Day 2

Activity 4 (1 Hour) *Bodily/Kinesthetic / Interpersonal / Intrapersonal Verbal/Linguistic

1. Using knowledge from lessons taught previously students will then integrate their new knowledge of women in the Civil War to link together the importance of both men and women during this time.
2. The students need to get back in their groups from activities 2 and 3. Once they have done this they need to write their topic on a note card and punch two holes and tie a string to the note card (to make a necklace of sort).
3. Once students have made their note cards they need to form a circle in the classroom (using desks or chairs). They do not have to stand with their group it would be better if they didn't.
4. Inform students that they will be connecting the roles of men and women together during the Civil War using a ball of yarn. When the teacher or even another student asks a question whoever answers receive the ball of yarn (they must answer about how women were involved). A sample question would be "What was the main economic difference between the north and the south?" Sample answer: "More women worked in the north because there were more jobs due to industry." Question: "What kind of jobs did women hold?" Question "Did women hold jobs in the south?" etc. etc. There is no specific list of questions because the discussion and answers should yield to other questions. However, I have include a generic list of questions in case there is a pause.
5. At the end of the activity the yarn should be spread among all the students and should resemble a web. This illustrates how women were actively involved and played a major role in the Civil War similar to men.
6. Go over the checklist. Let students know that they will fill this out on their own and should be filled out on an individual basis.

Activity 6 (1 ½ Hours)

1. Students will write a 4 paragraph essay based on the following question "How did women's roles affect the Civil War?"
2. Make sure to go over the writing rubric with the students.

Assessment:

- Students complete a self critique checklist (how well they worked in their groups)
- Scrapbook Rubric

Resources:

Women's Roles in the Civil War - www.contrib.andrew.cmu.edu/~jw3u/WomensRoles.pdf