

Lesson Title: You Did What, Girl?????

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Grade 11, American History

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Lesson Overview: Many times we forget that women are an integral part of war. They do more than just stay home and tend the home fires. This lesson is designed to help students focus on the roles women played during the American Civil War.

Essential Question(s):

1. What ways were women involved in the Civil War?
2. How have women's responsibilities changed in regard to war since the Civil War?
3. What helped or hindered women's activities during war?

Objectives: After completing this lesson, the student will be able to:

1. Describe cultural changes in American Society.
2. Analyze the evolution of American democracy in relation to its struggle for civil rights.

Assessment: The students will write a journal assuming the role of a woman during the American Civil War. They will be required to write ten journal entries from the perspective of their chosen character. They will be given several scenarios and/or they may research women of the time on their own. A scoring guide will be attached at the end of this lesson.

Materials: Attached biographies of women who made a difference in the civil war, computers, textbooks of choice.

Class Time: Two ninety (90) minute class periods and time on their own to complete their journal entries. (More time may be needed if you choose to allow the students to present to their class, other classes, or an evening performance for their parents and staff.)

Teacher Input: The teacher will need to introduce the idea that many people today think that women of the Civil War era were like Scarlett O’Hara in *Gone With the Wind* or just sitting by the fireside pining away for their loved one off fighting the war. Women throughout history have played different roles during war time. Yes, sitting at home waiting for their man to return is how many women survived during war times, but many have also taken an active role in helping their cause. After they have completed a K-W-L, the students should read the brief biographies about some of the Civil War women that is attached **OR** they can find and research women on their own. This is also a good time to talk with students about women’s responsibilities in the military today.

Activities:

The teacher will assign a K-W-L for their students to complete about what they KNOW-What they WANT to know- What they LEARNED. (See attached sample at end of lesson plan). After they have completed their K-W-L, the students should be given the descriptions of the Civil War women (See attached at end of lesson plan). If they do not connect with any of these women, they should be given the opportunity to research other women from that era. Teachers should give final approval of personality before students begin writing journals.

There are several good websites as follows:

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-2719>

<http://scriptorium.lib.duke.edu/collections/civil-war-women.html>

<http://americancivilwar.com/women/neblett.html>

http://womenshistory.about.com/od/civilwar/Women_and_the_American_Civil_War.htm

A list of possibilities follows:

“French Mary” Tepe

Kate Cumming

Emma LaConte

Susan Bradford

Mary Boykin Chesnut

Frances Clalin

Dr. Mary Edwards Walker

Annie Etheridge

Sophronia Bucklin

Jane McKay

Kady Brownell

Malinda Pritchard a.k.a Sam Blalock

After reading and researching these women, the student will write ten journal entries as if they were this woman. These entries are to be dated during the correct time period, written factually explaining their involvement in the war effort and include personal, social and cultural events. These journal entries should be well thought out and be specific. This will help the students to better understand how and why women became involved in the war effort, from nurse to spy to abolitionist.

- Questions for review:**
1. Given the same turn of events today, how many women would do the same now as they did during the Civil War?
 2. Do women today have a more active involvement in the military today than they did back then?
 3. What prompts women to take an active stand?

Closure: After completion of their journals, the students should be given the opportunity to discuss their findings with each other and perhaps with other classes. They could present their ‘personalities’ in an ‘Evening with the Women of the Civil War’ to parents, other students and the public.

Extension: This would be a good chance to invite active women in the military into the classroom to explain how they became involved, what their job is, and if they are given all the same opportunities that their male counterparts are. Students could also do more research and see the progression of women’s involvement in the military through the different wars in which the United States has been involved.

References: See Attached Bibliography

K-W-L

KNOW – what I WANT to know – what I LEARNED

KNOW	WANT	LEARNED

JOURNAL ENTRY SCORING GUIDE

Assignment Trait	5	4	3	2	1	0
Format	Written in Journal format	—————→				Not written in journal format
Historical Accuracy	Written using 5 historical facts in each entry	Written using 4 historical facts in each entry	Written using 3 historical facts in each entry	Written using 2 historical facts in each entry	Written using 1 historical fact in each entry	No historical facts are given
Mechanics	No grammatical or spelling errors	No more than 2 grammatical or spelling errors	No more than 4 grammatical or spelling errors	No more than 6 grammatical or spelling errors	No more than 8 grammatical or spelling errors	More than 10 grammatical or spelling errors
Number of Entries	10	8	6	4	2	0
Role	Assuming the role/personality of the woman and staying in character throughout the journal entries	—————→				Not written from the perspective of a woman during the Civil War Era

Total Points _____/25

Civil War Women Who Made A Difference

Fanny Ricketts: wife of Captain James Ricketts. Mrs. Ricketts accompanied her wounded husband into a Confederate prisoner-of-war camp in Richmond, VA in order to nurse him back to health. Upon his recovery, he was released and went back to the fighting field where he was injured again. Mrs. Ricketts continued to follow her husband and continued to care for his wounds without regard to her well being. (Krowl)

Pauline Cushman: Miss Cushman was an actress who used her acting ability to pretend to be a Southern sympathizer. She traveled throughout the South and gathered Confederate information for the Union army. Her treachery was uncovered and she was arrested by Confederate General John Hunt Morgan in 1863. She was to be hung as a spy, but the Union Army arrived just in time to save her. (Krowl)

Belle Boyd: One of the most famous Rebel spies. She used her woman wiles to glean information from Union officers and pass along to the Confederacy. She was instrumental in giving “Stonewall” Jackson much needed information for his success in the Shenandoah Valley. Miss Boyd was imprisoned several times at the Old Capitol Prison in Washington, D.C. (Krowl)

Rose O’Neal Greenhow: Mrs. Greenhow gave her life for a cause she believed in. She lived in Washington, D.C. but was a true Southern woman. She warned General P.G.T. Beauregard that Union troops were moving to Manassas, VA. Because of this defeat of the Union, Mrs. Greenhow was put under house arrest and held as a suspect of treason against her country. She was also imprisoned in the Old Capitol Prison in Washington, D.C., then she was sent to the South. She traveled in Europe seeking support of the South and writing her story. Upon her return, the ship she was traveling in was stopped by Union gunboats. Mrs. Greenhow did not want to be taken prisoner by the Union so she left the ship in a lifeboat which capsized. She was drowned and many say that it was due to the large quantities of gold she was carrying back from Europe in support of her beloved South. (Krowl)

Clara Barton: The “Angel of the Battlefield” has become the symbol of nursing today, but she was not officially trained as a nurse. She gathered food, bandages, and supplies and would show up on the battlefield and in hospitals to tend to the sick and wounded soldiers. She was the founder of the American Red Cross. (Krowl)

Mary Ann Bickerdyke: Mrs. Bickerdyke, a.k.a. ‘Mother Bickerdyke’ was an authority on sanitary conditions in the Union hospitals. She was so well respected among the military that General William T. Sherman would not stand up against her. She left her own two small sons with friends to take an active role in the war effort. (Krowl)

Phoebe Pember: she took care of over 15,00 Confederate soldiers during her tenure as a nurse. She was the head matron of a hospital ward in Chimborazo Hospital in Richmond, VA. She had more problems with men on the hospital staff and the women who she felt were her inferiors socially. (Krowl)

Harriet Tubman: a.k.a ‘Moses’ because of her lifetime goal of leading her people out of bondage. Harriet had been born a slave and was sold numerous times during her young lifetime. Upon reaching maturity (many injuries suffered at the hands of her masters), she was owned by a kindly master who allowed her to marry a freed slave, but any children they had would be the property of the master. She yearned for freedom and finally one night escaped to the North where she then became a ‘conductor’ on the Underground Railroad. (Garrison)

Sally Tompkins: was a Southern belle. She had spent her life living a life of luxury. She lived close to the Battle of Bull Run so she opened her home to the wounded Confederate soldiers and started a hospital in her neighbor’s home. President Jefferson Davis placed all southern hospital under the direction of Confederate officers, since she would not give up her control of the hospital, President Davis commissioned her a Captain and she continued to operate the Robertson Hospital. (Funkhouser)

Cathay Williams: born and raised a slave she was taken by the Union soldiers from a southern plantation. She and several others followed the Union troops doing the cooking and laundry for the soldiers. Since she had taught herself to read and write at an early age, she was sent to Washington, D.C. to be on staff for one of the Union Generals. When Congress passed an act allowing African American units to form, she enlisted under the name of William Cathay and became one of the country’s first Buffalo Soldiers. (Funkhouser)

Jennie Hodgers: enlisted in the Union Army under the name of Albert D.J. Cashiers. She fought valiantly in several battles, including Vicksburg where she was honored for her attacking and catching a Confederate guard. She completed her military responsibilities and then lived out her life as a man, no one every guessing the difference. In 1911, he (Jennie) was picking up sticks in a Senators drive way

when the Senator backed over him. The doctor diagnosed a broken leg and said that he should be taken care of at the Soldier's and Sailor's Home as a man. The secret came out later and Jennie spent the rest of her life in a Mental Asylum where she was forced to wear a dress after not having done that for over fifty years.

(Funkhouser)

Sarah Emma Edwards: was a tomboy while growing up. She was the son that her father had never had. She cut her hair short and enlisted in the Union Army where she served as a nurse under General George McClellan. There were not enough sick for as many nurses as had been assigned so she volunteered to be a spy. She darkened her skin with Silver nitrate and used a black minstrel wig and went undercover as a slave. She worked in the kitchen and learned much needed knowledge for the North. She returned to nursing until needed for the next assignment. This time she 'assumed' the role of a white woman and went to the Confederate camps as a peddler. Her next foray into the spy ring was as a black mammy and laundress. When she left this camp, she was injured and afraid to return to the Union hospital for fear of being found out that she really was a woman. Instead, she went to a private hospital and recuperated. When she was ready to return to her unit, she saw her name on a deserter's list, so she spent the rest of the war as a female nurse working at hospitals in Washington. (Funkhouser)

Bibliography

Funkhouser, Darlene. *Women of the Civil War*. Weaver, IA: Quixote Press, 2004.

Garrison, Webb. *Amazing Women of the Civil War*. Nashville, TN: Rutledge Hill Press, 1999.

Krowl, Michelle A. *Women of the Civil War*. Petaluma, CA: Pomegranate Communications, 2006.