

Grade/Course	8	Unit	History/U.S. History	Lesson Title	Women in the Civil War
Essential Question	Can the actions of individuals bring about social and political change?				
Enduring Understanding	The beliefs and ideals of a society influence the social, political, and economic decisions of that society.				
State Standards	<p>Grade 8</p> <p>2.C.1 Analyze factors that affected relationships in the United States prior to 1877</p> <p>a. Examine examples of conflict and compromise among different ethnic, religious, and gender groups</p> <p>6.D.1 Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p> <p>a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites</p>				
C3	<p>D2.His.3-6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p> <p>D4.1-6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>CCSS ELA-RH-6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS ELA-RH-6-8.1</p> <p>CCSS ELA-RH-6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</p>				
Common Core Standards	<p>Women's History</p> <p>After reading excerpts from primary source and secondary source documents students will have a better understanding of the role of women in the Civil War.</p>				
Connections					
Student Outcomes	<p>Students will select one of the women presented in the lesson and report on her role in the Civil War and her reason for participating. Students should include a response to the essential question - <i>Can the actions of individuals bring about social and political change?</i> using evidence from the research. Students will self select the final product from this list: written report, poem, song, journal or other written form.</p> <p>CCSS.ELA.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>				
Summative Assessment					
Materials	<ol style="list-style-type: none"> Picture #1 Camp Follower, #2 Nurse, #3 Vivandere, #4 Spy (for display) Pictures of Women 1850's - 1860's for small group work Picture #5 Sarah Rosetta Wakeman (for display) Lyrics to the Civil War Ballad <i>Cruel War</i> <i>Women Soldiers of the Civil War</i> by DeAnne Blanton – Parts 1-3 Response Sheet for <i>Women Soldiers of the Civil War</i> Copies of the poem <i>Female Buffalo Soldier</i> (optional) Debate Procedures 				
Vocabulary	<p>Tier 2 – (academic language) – extant, deposition, guise, prepossessing (serving to impress favorably; pleasing; a prepossessing appearance.)</p> <p>Tier 3 – (content language) - bayou, vivandere (a vivandere, sometimes spelled vivandiere, was a combination nurse, cook, seamstress, and laundress who traveled with the Zouaves), Zouaves (a group of Civil War troops modeled after French fighters)</p>				
Prior Knowledge	<p>Students should have some understanding of the Civil War and the impact that it had on the unity of the nation. They should also have an awareness of the status of women in the U.S. during this period.</p>				