



## 2010 *Back to History* Lesson Plan “Dominion of War”

<b>Team Members:</b>	Amanda Goodwin
<b>Instructional Unit:</b>	Explain the causes and consequences of the Civil War, with emphasis on both the Union and Confederate perspective- Impacts on women.
<b>Title of Lesson:</b>	<b>The Many Faces of Women in the Civil War!</b>
<b>Grade Level:</b>	8
<b>Description:</b>	Students will look at the roles of women during the Civil War: Spies, Soldiers, and Nurses
<b>Standards:</b> Include Standard, Benchmark Letters, and GLI numbers	History- Benchmark G Analyze the causes and consequences of the American Civil War
<b>Duration:</b>	1 or 2 class periods

### **Materials and Primary Sources:**

*They Fought Like Demons: Women Soldiers in the American Civil War* by De Anne Blanton and Lauren M. Cook. New York: Vintage, 2003.

*Civil War Heroines*, Dover Books.

Ohio Memory, [www.ohiomemory.org](http://www.ohiomemory.org).

“Women of the American Civil War.” American Civil War.com,  
<http://americancivilwar.com/women/women.html>.

“Civil War Women: Primary Sources on the Internet.” Duke University Libraries Sallie Bingham Center for Women’s History and Culture,  
<http://library.duke.edu/specialcollections/bingham/guides/cwdocs.html>.

Families Divided, letters, 1861. “Primary Sources: Civil War Effects.” Kentucky Educational Television,  
<http://www.ket.org/civilwar/families.html>.

**Warm Up:** Spiral questions, Clay letters (copy of the assignment included)

**Instructional Strategies:** Students will take notes, provided by the teacher, about the roles of women in the Civil War. The students will choose three women, from the 15 chosen by the teacher, and write a paragraph about that woman’s role in the Civil War.

**Homework and Practice:** The student will take on the persona of a woman during the Civil War. They can be a woman, posing as a man, fighting on the front lines. They could also be a female spy for either side, or a woman serving as a nurse on the battlefield. They need to tell their families the hardships that they are enduring, what it’s like to be in their position, and what their fears and hopes are. Should be written in correct letter form, 3 paragraphs in length, 6-8 sentences, proper grammar, capitalization, and punctuation.

**Assessment Question:** (This should be a 4pt Extended Response type question based on the content of your lesson. Include rubric.)

1. What roles did women play in the Civil War?
  
2. In what way did the hardships of the Civil War provide new opportunities for women?
  
3. How did the role of women in the Civil War lead to more involvement of women in the Reform Era? (Abolition, Suffrage, Temperance)
  
4. Make a list of three opportunities that are open to women today that once were limited to men.

	1 = Novice	2 = Intermediate	3 = Exemplary	Score
<b>Content</b>	Content is incomplete and inaccurate	Content is accurate, but incomplete	Content is accurate and complete	
<b>Mechanics</b>	More than four spelling, grammar, or punctuation errors are included	Three or four spelling, grammar, or punctuation errors are included	Less than three spelling, grammar, or punctuation errors are included	
<b>TOTAL</b>				

**Re-teach Activity:** Oral review

**Extension Activity:** Students could choose an Ohio woman that played a role in the Civil War (list provided by teacher) and create a scrapbook page on Ohio Memory. A printed copy is to be turned in for extra credit.

**Created by:** Amanda Goodwin

**Grade level:** 8th

**Primary Source Citation:** Families Divided, letters, 1861. "Primary Sources: Civil War Effects." Kentucky Educational Television, <http://www.ket.org/civilwar/families.html>.

Allow students, in groups or individually, to examine the letters located at the above link (and attached below) while answering the questions below in order. The questions are designed to guide students into a deeper analysis of the source and sharpen associated cognitive skills.

### **Level I: Description**

1. When were these letters written and what is the relationship between the two people involved?
2. Where did the people who wrote the letter live?
3. What was this state's position on slavery?

### **Level II: Interpretation**

1. What was Zeke's father's position on slavery?
2. How did his step-mother feel about the people in the community who knew Zeke was going to run away?

### **Level III: Analysis**

1. If you had a son that joined the enemy in a war how would you react?
2. Ezekial Clay survived the war and came home to his parents. What do you think his homecoming was like?

## **Ezekial Clay**

One morning in 1861, Ann Clay, wife of pro-Union Kentucky legislator Brutus Junius Clay, found her stepson's bed empty but for this note stating that he had gone to join the Confederate army:

September 24, 1861

B.J. Clay and family,

I leave for the army tonight. I do it for I believe I am doing right. I go of my own free will. If it turns out I do wrong I beg forgiveness.

Goodbye to you all. You will hear from me soon.

E.F. Clay (Zeke)

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## **Ann Clay**

After reading the note above, Ann wrote the following letter to her husband.

Bourbon, Wednesday night

My Dear Husband:

I feel that the only relief to my sad feeling tonight will be to write you. I suppose you have received Mr. Scott's letter saying Zeke had gone off last night to join the secession army. On Monday Aunt Holloway, Cyrus Miller, and Jimmy Miller came here, the two former on their way to Illinois. Yesterday Dudley, Zeke and Jimmy went to town and to see Judge Bedford, came back, sat through supper and then went to the office. At bedtime Jimmy came in the house. I asked him where Zeke was. Said he would be in in a few moments, and as it was bed time they were soon asked to their beds upstairs, and Zeke did not make his appearance. The morning Isham went around for him to come to his breakfast. Said he was not there, he had slept in his bed and he expected he had gone coon hunting this morning. Jimmy said yes that Judge had asked him to go hunting with him this morning but that Zeke remarked he could not leave him, so we ate our breakfast and concluded he had gone hunting, and directly after breakfast we went to town as Aunt Holloway wanted to see the Hickmans and some friends before she left today for Illinois, and I thought no more of Zeke till I went to the depot and Scott told me he had gone last night. I remarked that I did not believe it, but if he had, he had disgraced himself. He told me Judge Bedford and Wash Clay had gone with Zeke and that Volney Bedford knew all about it. I felt so provoked I

determined to come by there and give him a piece of my mind. I remarked to Mr. Bedford that I had heard he knew of it, but I did not believe it, that if he was a friend, as I supposed he was, that he would have sent me word so that I could have written to you. He looked confused and evaded it. I asked him the second time if he knew anything about it. He remarked Judge had not confided in him and he supposed I knew as much about it as he did. I told him I felt that he and all that had gone with him had disgraced themselves and that I hoped that they would be arrested and kept in jail, which speech I was severely reprov'd for. I told them I hoped they that had induced a boy to take sides against a father who had left everything in his charge whilst he was away striving and exerting himself to do all he could for his state would suffer for it. Cousin Margaret Bedford was there and I never heard anything so violent as she and Volney Bedford were against every one who were in favor of these camps and said no one had brought on the trouble here but them and they had destroyed the neutrality of the State, etc. etc. I told them I only regretted we had not had 10 times as many all the time and then we would be better provided for the traitors. So I left them making a more violent speech. I believe they are all violent secessionists and I do not wish to see anything more of them. Last week in town I heard that Zeke had joined a secession company and they had promised him some office. I told him of it and he denied it and said he would die or find out who told me, so I concluded there was no use in troubling you with it ... and I did not believe it till I came home this evening and Cash had found a note in his room, directed to you and the family....

Zeke rode his brown mare, took a comfort and blankets off his bed, your Sharp's rifle and a few shirts. Ever since you wrote to me about his having his guns ready, he has been busy making cartridges and I gave him the credit of making them for you, but Cash tells me he did not leave a load of powder on the place. He will go to town in the morning to get some, do not be uneasy about us at home. I do not feel afraid and do not suppose I will be troubled. Sidney and Mr. Hawkins both have offer'd to stay or attend to anything that is necessary.... I have been very particular about the doors and have always had the windows down as I did not consider the shutters secure. James Miller lied to us and knew all about it, and Mr. Bedford thought he was going with them. Aunt Holloway was hurried off by the troubles in Ky. Mrs. Deingham went to Frankfort today so I suppose Mrs. Tubman came. Do try and get to see them.... Cash is about well. My love to you, Ma and Sally

Yrs. devotedly

Ann M. Clay

*Voices from the Century Before: The Odyssey of a 19th Century Kentucky Family.* Mary Clay Berry, ed. New York. Arcade Publishing, 1997