

# Cobblestone™

## Women in the Civil War

Use the articles, lessons, and activities in this Teacher Guide to help students understand women's perspectives before, during, and after the Civil War.

### CONVERSATION QUESTION

How did women perceive the events surrounding the Civil War?

### TEACHING OBJECTIVES

- Students will learn about the Civil War.
- Students will analyze how people's perspectives influenced what information is available in the historical sources they created.
- Students will describe how people's perspectives shaped the historical sources they created.
- Students will explain connections among historical contexts and people's perspectives at the time.
- Students will conduct research.
- Students will write a diary entry.
- Students will participate in debate.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

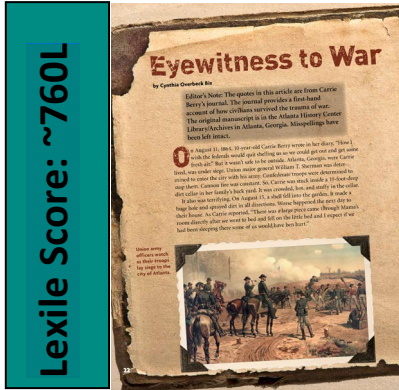
### SELECTIONS

- **Eyewitness to War**  
Expository Nonfiction, ~760L
- **Finding the Words**  
Expository Nonfiction, ~1020L
- **From Slavery to Freedom**  
Expository Nonfiction, ~1000L

## Eyewitness to War

pp. 22–23, Expository Nonfiction

Use this article about the Union Army's attack on Atlanta, GA to learn about historical sources.



## OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will learn about the Civil War.
- Students will analyze how people's perspectives influenced what information is available in the historical sources they created.
- Students will conduct research.

## KEY VOCABULARY

- **manuscript** (p. 22) a book, document, or piece of music, written by hand rather than printed or typed
- **diary** (p. 22) a book in which one keeps a daily record of events and experiences
- **evacuees** (p. 23) people removed from a place of danger to a somewhere safe

## ENGAGE

**Conversation Question:** How did women perceive the events surrounding the Civil War?

Ask students if they've ever kept a diary or journal. Explain to students that these manuscripts could one day be used by historians to help understand the period they live in. Note that some of the best sources for learning about past events like the Civil War are the diaries kept by civilians. Then point out that the historians can use sources like these to learn about people's perspectives on historical events.

## INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. A \_\_\_\_\_ is considered a \_\_\_\_\_ because it is hand-written.
2. During the Union Army's attack on Atlanta, most civilians became \_\_\_\_\_ due to the risks of staying.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Where did Carrie Berry spend most of her time during the Union's attack on Atlanta?
2. What types of information did Carrie Berry include in her diary about the Union attack on Atlanta?
3. How would you describe Carrie Berry's perspective on the Union attack on Atlanta?

## SKILL FOCUS: Analyze Perspectives

**INSTRUCT:** Explain to students that our experiences shape how we build our understandings of events and remember them. The details of things we write about events are shaped by these understandings. Focus students on the quoted material in the article from Carrie Berry's diary. Have students reread the article and write down the quotations. Tell them they'll be working in pairs to analyze the experiences that helped to shape what she wrote.

**ASSESS:** Have students work in pairs to review the quoted material. Then have them use details from the text to explain the experience(s) Carrie had that may have shaped or influenced each quote. Have students share their thoughts with the rest of the class.

## EXTEND

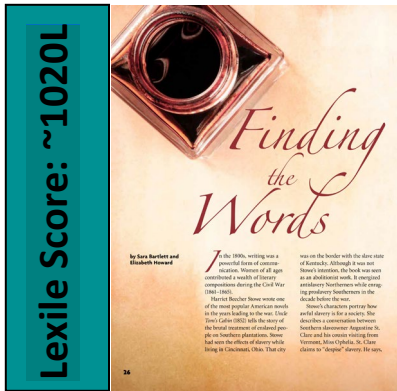
**Social Studies** Invite students to use print and digital sources to find one additional example of a diary entry from the Civil War that describes the Union Army's attack on Atlanta, Georgia. Instruct them to compare it to Carrie's diary entry and determine why both authors' perspectives may be similar or different.

# Cobblestone® Teacher Guide: September 2021

## Finding the Words

pp. 26–29, Expository Nonfiction

Use this article about how women’s experiences before, during, and after the Civil War shaped the perspectives they wrote about.



## RESOURCES

- Analyze Perspectives

## OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will learn about the Civil War.
- Students will describe how peoples’ perspectives shaped the historical sources they created.
- Students will write a diary entry.

## KEY VOCABULARY

- compositions** (p. 26) works of music, literature, or art
- novel** (p. 27) a fictional narrative of book length, typically involving realistic characters and events
- memoir** (p. 28) a historical account or biography written from personal knowledge or special sources

## ENGAGE

**Conversation Question:** How did women perceive the events surrounding the Civil War?

Point out that before, during, and after the Civil War, many women composed written works that influenced how people perceived the issues that drove North against South, including slavery. Ask students to reflect on any novels or other types of written works that have influenced how they feel about important issues in their world today.

## INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

- Harriet Beecher Stowe’s \_\_\_\_\_, *Uncle Tom’s Cabin*, was one of the most influential \_\_\_\_\_ on the issue of slavery in the period leading up to the Civil War.
- \_\_\_\_\_ such as \_\_\_\_\_ have become important sources of information for historians.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

- What movement was inspired by Stowe’s *Uncle Tom’s Cabin*? Why?
- How did Stowe’s experiences likely influence the views of the main characters in *Uncle Tom’s Cabin*?
- How might Augusta Jane Evans’ background have influenced the writing of her novel, *Macaria*?

## SKILL FOCUS: Describe Influence

**INSTRUCT:** Ask students to read the quote from Mary Chesnut’s diary on page 28. Tell them that some aspects of Chesnut’s background may have influenced the tone – or attitude – in this quote. Inform them that the article provides cues about Chesnut’s experience and background that could explain the tone she used in this excerpt from her diary entry.

**ASSESS:** Distribute the *Analyze Relationships* worksheet and have students work in pairs to reread the article and complete the worksheet. Invite groups to share their ideas with the class.

## EXTEND

**Language Arts** Have students think of a fictional or real event they have personally witnessed and write a short diary entry about it. Then, have them reflect on the perspective they shared. How might it have been influenced by their own beliefs, attitudes, and experiences? If comfortable, invite students to share with the rest of the class.

### Analyze Perspectives

People’s experiences shape their perspectives. When people become authors, their perspectives often shape the historical sources they create. Fill in the chart below for three different authors mentioned in the article.

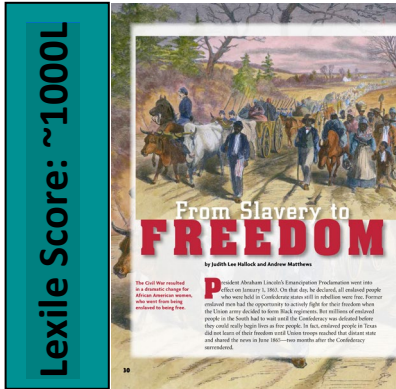
<b>Author</b>	<b>Experiences &amp; Attitudes</b>	<b>Publication Details</b> (e.g., quotes, main plot, etc.)

# Cobblestone® Teacher Guide: January 2022

## From Slavery to Freedom

pp. 30–31, Expository Nonfiction

Use this article about one woman's journey from slavery to freedom, and the impact of her education on her experience.



### OBJECTIVES

- Students will read and analyze a nonfiction text.
- Students will learn about the Civil War.
- Students will explain connections among historical contexts and people's perspectives at the time.
- Students will participate in debate.

### KEY VOCABULARY

- **forbade** (p. 31) refused to allow
- **educated** (p. 31) the quality of having had formal instruction in core subjects, especially in reading, writing, and math
- **plantation** (p. 31) a large tract of land used to grow cash crops; historically, owners used enslaved persons to produce the crops

### ENGAGE

**Conversation Question:** How did women perceive the events surrounding the Civil War?

Explain to students that not every African American living in the slave states of the American South were enslaved prior to the civil war. However, most were. Also explain there was laws against enslaved people learning to read or write. Have students reflect on some of the effects these laws had on enslaved persons.

### INTRODUCE VOCABULARY

Display and read aloud the vocabulary words and definitions. For each word, have students write a sentence that uses it correctly. Have students share their sentences with a partner. Then remind students to look for the vocabulary words as they read the article.

### READ & DISCUSS

Have students read the article. Then pose these questions for discussion:

1. What action did President Lincoln take that directly impacted enslaved persons?
2. How did the start of the Civil War affect the course of Susie Taylor's life?
3. How did Susie Taylor feel about her role as a teacher? How do you know?

### SKILL FOCUS: Explain Connections

**INSTRUCT:** Tell students that historical context refers to the large set of ideas and information communicated within a society about major events, people, and places that shape how individual people experienced them.

**ASSESS:** Have students work in pairs to identify the ideas and information about the Civil War and slavery that shaped Susie Taylor's early life. Then have them make a connection between the historical context of Susie's early life and her apparent eagerness to teach others how to read.

### EXTEND

**Social Studies/Language Arts** Have students choose a rule they have to follow at school that they feel might not be necessary, or worse, have negative impacts on them as students. As a class, select one issue to debate. Start the debate by inviting students to explain the larger ideas and information about youth and their educational experience (e.g., stories, etc.) in our society that helped shape their own perspective on the issue.