



Relevant Topics:

Civil War, Emancipation Proclamation, Women, Abraham Lincoln, Roswell Mill

Suggested Time: 2-4 Class Periods (Some activities may take a full class period)

Grade Level(s): 5th, 8th, 11th

Standard(s):

NCSS:

Elementary:

- I. Culture (d)
- II. Time, Continuity, & Change (c)
- III. People, Places, & Environments (h)

Middle:

- I. Culture (d)
- II. Time, Continuity, & Change (b,c)
- III. People, Places, & Environments (h)

High:

- II. Time, Continuity, & Change (b,c)
- III. People, Places, & Environments (h)
- VI. Power, Authority, and Governance (a,b)

GPS:

SS5H1

The student will explain the causes, major events, and consequences of the Civil War. **(STRANDS B, D, E)**

SS8H6

The student will analyze the impact of the Civil War and Reconstruction on Georgia. **(STRANDS A & B)**

SSUSH8

The student will explain the relationship between growing north-south divisions and westward expansion. **(STRAND A)**

**SSUSH9**

The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War. **(STRANDS E & F)**

Essential Question:

How are people affected by their community? How do people affect their community?

Learning Objectives:

1. Discuss the condition on women and African Americans during the Antebellum and Civil War era.
2. Define the term *abolition*.
3. How do roles of women today compare to those during the Civil War?
4. Discuss how the roles of women were changed by the war.

Brief Description of Content:

This lesson will provide students with a greater comprehension of the lives of women and African Americans during the Antebellum and Civil War Eras. Students will also gain an understanding of abolition through analyzing the Emancipation Proclamation. Additionally, students will understand the ways in which the roles of women changed during the war.

Assessment(s): Q&A, Discussion, Primary Source Analysis

Materials:

[People of Kennesaw Mountain](#) ; [Underground Railroad Webquest](#) ; [Emancipation Proclamation](#) ; [Women and the Cult of Domesticity Excerpts](#) ; [Female Education Excerpt](#) ; [Arguing with Females Excerpt](#) ; [Primary Source Document Analysis Form](#) ;

Instructional Methods:**Hook:**

Think-Pair-Share: What are traditional roles for men and for women? What are their roles today? A class discussion can follow.

**Content:****Activity 1: The People of Kennesaw Mountain Reading**

1. Have students work individually, in pairs, or in groups to read **The People of Kennesaw Mountain** and work cooperatively to find the answers to the following questions. Questions can also be used to facilitate whole group discussion.
2. **Questions:**
 - List the five classes of people living in the Kennesaw Mountain area.
 - What ideals were the lives of women during the Victorian era dominated by? Name the principles.
 - How could the impact of these principles vary?
 - Do you think that these ideals and principles were fair? Why or why not?
 - How did the roles of women change when the Civil War started?
 - How many African Americans were in the U.S. in 1860? Of this total, how many were free and how many were slaves?
 - How could a slave get his/her freedom?
 - What is the difference between a house and a field slave?
 - Who is Monemia Johnson? Why is she significant?

Activity 2: Underground Railroad Webquest

1. Have the students complete the **Underground Railroad Webquest** . For this activity, the students will need access to a computer with internet.

Activity 3: Emancipation Proclamation Analysis

1. Have students work individually, in pairs, or in groups depending on your classroom to read **Emancipation Proclamation** .



2. Use the **Primary Source Document Analysis Form** (and the corresponding question/writing prompt included below) to analyze the primary source. Question(s) can also be used to facilitate whole group discussion or used as an essay prompt: Did the Emancipation Proclamation actually free the slaves?

Activity 4: Union Army Recruitment Poster

1. Have students work individually to design their own poster recruiting African Americans to fight for the Union Army. There is a template provided or you can use your own paper.
Template: **Union Army Recruitment Poster**
2. Offer the students time to present their posters to the class.

Activity 5: The Condition of Women Primary Source Analysis

1. Have students work individually, in pairs, or in groups to read **Women and the Cult of Domesticity Excerpts**, **Female Education Excerpt**, and/or **Arguing with Females Excerpt**. Use the **Primary Source Document Analysis Form**.

Conclusion: Quick-write prompt/class discussion: How were women and African Americans affected by the war? How did they affect the war?

Citation:

- pbs.org
- <http://quod.lib.umich.edu/m/moajrnl/acg2248.1-01.001/39:16?rgn=main;view=image>
- <http://quod.lib.umich.edu/m/moajrnl/acg2248.1-01.001/24:7?rgn=main;view=image>
- <http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html>