

Civil War Female Spies
Grade 8 and above
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I. Lesson Plan Summary:

- A. Using the information gathered in the DBQ, review the interesting lives of Civil War female spies. The DBQ is the first part as the written research assignment.**
- B. Objective: Students will choose one Civil War spy from the five in the DBQ and produce a project that is connected to the arts-infused concept. Choices will be offered as well as the opportunity for the student to be more creative and develop his or her own.**
- C. Sunshine State Standards Benchmarks: SS.A.1.3.2.; SS.A.1.3.3.; SS.A.2.3.2; SS.A.4.3.3; L.A.B.2.3.1; L.A.B.2.3.3.**
- D. U.S. History event/time period: Civil War, 1860-1865**
- E. 8th grade and above**
- F. Materials needed**
 - 1. Depending on the choice used, materials can be poster board, markers, colored pencils, drawing paper, props for a skit, objects used in portrayal of the female spy, et cetera.**
 - 2. Text, *Call to Freedom, Chapter 16***
 - 3. Printed list from the websites used in the DBQ**
 - 4. Computer Lab for reference**
 - 5. Media Center reference**

II. Lesson Procedures and Activities:

- A. Review the interesting lives of Civil War female spies**
- B. Students choose one of the five Civil War female spies.**
- C. After students have gathered enough understanding of the person from the information used in the DBQ, they may want to do further research if needed.**
- D. DBQ Civil War Females Spies were**
 - 1. Antonia Ford, Confederate Spy**

 - 2. Belle Boyd, Confederate Spy**

 - 3. Rose O'Neal Greenhow, Confederate Spy**

 - 4. Madame Loreta Jenata Velazquez, Confederate Spy**

 - 5. Pauline Cushman, Union Spy**
- E. Create a project that will display or explain your concept of the spy and the adventures and risks taken.**

F. Suggestions:

1. Display board showing a story sequence with illustrations.
2. Skit written and produced to retell an adventure and/or an outcome.
3. Journal written of the spy's adventures and mishaps.
4. Newspaper with headlines sharing a spy exposed with different stories leading up to and through the experiences.
5. The spy on a news broadcast sharing her involvement and consequences.
6. Mural showing the scenes of the spy's life and a timeline accompanying it.
7. TV show that is something like the old "This is Your Life, _____" which has the spy surprised on being found on the show. Different people come on the scene sharing about their involvement and what they knew about that person. Pictures can be shared as a power point as well...
8. Student pretends he/she is the spy. Retell the story of the adventures. Maybe used as flashbacks, etc.
9. Use a court scene with the spy on trial. Recount the events and use different witnesses to share in the prosecution and in the defense of the person. Enact this as a skit.

G. Procedure:

1. Students decide whom they are reporting on and sign up ahead.
2. Use time on the computer with note cards to gather more information.
3. If student needs time and space for presentation, conference with the teacher.
4. Students will plan with the teacher exactly what is needed. Deadline is given for presentation.

III. Assessment Evaluation:

- A. Upon completing the creative project from above, a rubric for quality and content will be used as well as creativity. The DBQ is the first part; the second is the project.
- B. Project Writing, Poster Rubrics are found in the Holt CD for the textbook.

IV. Resources

- A. Holt's *A Call to Freedom* textbook, Chapter 16
- B. Holt's CD listing websites for research
- C. Documents on websites listed in the DBQ activity
- D. Additional resources may be added to enhance the assignment by individual teachers.