

8th Grade Summer DBQ
US History Advanced-Cambridge

Was it acceptable for Emma Edmunds to lie about her personal identity to protect or defend the nation?

Directions: During the Civil War, women were not permitted in combat roles or jobs. Using the historical novel and the documents provided answer the question, “Was it acceptable for Emma Edmunds to lie about her personal identity to protect or defend the nation?”

It is suggested that you follow these steps:

1. Read the novel.
2. Read the Background Essay.
3. Skim through the remaining documents to see what they are about.
4. Read the documents slowly. In the margins, or on another sheet of paper record the main idea of each document.
5. Organize the documents by analytical category or bucket.
6. Develop a thesis, and using the evidence, argue your position to respond to the question, Was it acceptable for Emma Edmunds to lie about her personal identity to protect or defend the nation?
7. Remember you will be turning in proof of document analysis, pre-writing (buckets and chicken foot), and a final typed MLA formatted essay. Rubric used for grading is at the end of packet.
 - a. MLA formatting resource: <https://owl.english.purdue.edu/owl/resource/747/24/>
 - b. You do not need a works cited page since all of the sources are being provided for you.
 - c. Be sure to use proper in-text citations.
 - i. According to Document A,
 - ii. Document B states....
 - iii. The book is orange (Document C).

Documents:

Document A: Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy, By Seymour Reit.

Document B: The Gettysburg Address

Document C: Emancipation Proclamation

Document D: The Declaration of Sentiments, Seneca Falls Conference

Background Essay:

Women in the Civil War

Introduction

In many ways, the coming of the Civil War challenged the ideology of Victorian domesticity that had defined the lives of men and women in the antebellum era. In the North and in the South, the war forced women into public life in ways they could scarcely have imagined a generation before.

Background

In the years before the [Civil War](#), the lives of American women were shaped by a set of ideals that historians call “the Cult of True Womanhood.” As men’s work moved away from the home and into shops, offices and factories, the household became a new kind of place: a private, feminized domestic sphere, a “haven in a heartless world.” “True women” devoted their lives to creating a clean, comfortable, nurturing home for their husbands and children.

Did You Know?

More than 400 women disguised themselves as men and fought in the Union and Confederate armies during the Civil War.

During the Civil War, however, American women turned their attention to the world outside the home. Thousands of women in the North and South joined volunteer brigades and signed up to work as nurses. It was the first time in American history that women played a significant role in a war effort. By the end of the war, these experiences had expanded many Americans’ definitions of “true womanhood.”

Fighting for the Union

With the outbreak of war in 1861, women and men alike eagerly volunteered to fight for the cause. In the Northern states, women organized ladies’ aid societies to supply the Union troops with everything they needed, from food (they baked and canned and planted fruit and vegetable gardens for the soldiers) to clothing (they sewed and laundered uniforms, knitted socks and gloves, mended blankets and embroidered quilts and pillowcases) to cash (they organized door-to-door fundraising campaigns, county fairs and performances of all kinds to raise money for medical supplies and other necessities).

But many women wanted to take a more active role in the war effort. Inspired by the work of [Florence Nightingale](#) and her fellow nurses in the [Crimean War](#), they tried to find a way to work on the front lines, caring for sick and injured soldiers and keeping the rest of the Union troops healthy and safe.

In June 1861, they succeeded: The federal government agreed to create “a preventive hygienic and sanitary service for the benefit of the army” called the United States Sanitary Commission. The Sanitary Commission’s primary objective was to combat preventable diseases and infections by improving conditions (particularly “bad cookery” and bad hygiene) in army camps and hospitals. It also worked to provide relief to sick and wounded soldiers. By war’s end, the Sanitary Commission had provided almost \$15 million in supplies—the vast majority of which had been collected by women—to the Union Army.

Nearly 20,000 women worked more directly for the Union war effort. Working-class white women and free and enslaved African-American women worked as laundresses, cooks and “matrons,” and some 3,000 middle-class white women worked as nurses. The activist Dorothea Dix, the superintendent of Army nurses, put out a call for responsible, maternal volunteers who would not distract the troops or behave in unseemly or unfeminine ways: Dix insisted that her nurses be “past 30 years of age, healthy, plain almost to repulsion in dress and devoid of personal attractions.” (One of the most famous of these Union nurses was the writer Louisa May Alcott.)

Army nurses traveled from hospital to hospital, providing “humane and efficient care for wounded, sick and dying soldiers.” They also acted as mothers and housekeepers—“havens in a heartless world”—for the soldiers under their care.

Women of the Confederacy

White women in the South threw themselves into the war effort with the same zeal as their Northern counterparts. The Confederacy had less money and fewer resources than did the Union, however, so they did much of their work on their own or through local auxiliaries and relief societies. They, too, cooked and sewed for their boys. They provided uniforms, blankets, sandbags and other supplies for entire regiments. They wrote letters to soldiers and worked as untrained nurses in makeshift hospitals. They even cared for wounded soldiers in their homes.

Many Southern women, especially wealthy ones, relied on slaves for everything and had never had to do much work. However, even they were forced by the exigencies of wartime to expand their definitions of “proper” female behavior.

Slaves and Freedwomen

Slave women were, of course, not free to contribute to the Union cause. Moreover, they had never had the luxury of “true womanhood” to begin with: As one historian pointed out, “being a woman never saved a single female slave from hard labor, beatings, rape, family separation, and death.” The Civil War promised freedom, but it also added to these women’s burden. In addition to their own plantation and household labor, many slave women had to do the work of their husbands and partners too: The Confederate Army frequently impressed male slaves, and slaveowners fleeing from Union troops often took their valuable male slaves, but not women and children, with them. (Working-class white

women had a similar experience: While their husbands, fathers and brothers fought in the Army, they were left to provide for their families on their own.)

A Women's Proper Place?

During the Civil War, women especially faced a host of new duties and responsibilities. For the most part, these new roles applied the ideals of Victorian domesticity to "useful and patriotic ends." However, these wartime contributions did help expand many women's ideas about what their "proper place" should be.

History.com Staff, 2010, Retrieved on May 14, 2018 from
<https://www.history.com/topics/american-civil-war/women-in-the-civil-war>

Document B: Gettysburg Address

https://www.ourdocuments.gov/print_friendly.php?flash=true&page=transcript&doc=36&title=Transcript+of+Gettysburg+Address+%281863%29

Transcript of Gettysburg Address (1863)

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal"

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow, this ground-- The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, ~~to stand here~~, we here be dedica-ted to the great task remaining before us -- that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion -- that we here highly resolve these dead shall not have died in vain; that the nation, shall have a new birth of freedom, and that government of the people by the people for the people, shall not perish from the earth.

Abraham Lincoln, Draft of the Gettysburg Address: Nicolay Copy. Transcribed and annotated by the Lincoln Studies Center, Knox College, Galesburg, Illinois. Available at Abraham Lincoln Papers at the Library of Congress, Manuscript Division (Washington, D.C.: American Memory Project, [2000-02]), <http://memory.loc.gov/ammem/alhtml/malhome.html>.

Footnote: In November 1863, President Abraham Lincoln was invited to deliver remarks, which later became known as the Gettysburg Address, at the official dedication ceremony for the National Cemetery of Gettysburg in Pennsylvania, on the site of one of the bloodiest and most decisive battles of the Civil War. Though he was not the featured orator that day, Lincoln's 273-word address would be remembered as one of the most important speeches in American history. In it, he invoked the principles of human equality contained in the Declaration of Independence and connected the sacrifices of the Civil War with the desire for "a new birth of freedom," as well as the all-important preservation of the Union created in 1776 and its ideal of self-government.

Cited from: <https://www.history.com/topics/american-civil-war/gettysburg-address>

Document C: Emancipation Proclamation

https://www.ourdocuments.gov/print_friendly.php?flash=false&page=transcript&doc=34&title=Transcript+of+Emancipation+Proclamation+%281863%29

 print-friendly version

Transcript of Emancipation Proclamation (1863)

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth)], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Footnote: When the American Civil War (1861-65) began, President Abraham Lincoln carefully framed the conflict as concerning the preservation of the Union rather than the abolition of slavery. Although he personally found the practice of slavery abhorrent, he knew that neither Northerners nor the residents of the border slave states would support abolition as a war aim. But by mid-1862, as thousands of slaves fled to join the invading Northern armies, Lincoln was convinced that abolition had become a sound military strategy, as well as the morally correct path. On September 22, soon after the Union victory at Antietam, he issued a preliminary Emancipation Proclamation, declaring that as of January 1, 1863, all slaves in the rebellious states “shall be then, thenceforward, and forever free.” While the Emancipation Proclamation did not free a single slave, it was an important turning point in the war, transforming the fight to preserve the nation into a battle for human freedom.

Footnote cited from: <https://www.history.com/topics/american-civil-war/emancipation-proclamation>

Document D:

The Declaration of Sentiments, Seneca Falls Conference, 1848 (ORIGINAL)

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men--both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master--the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women--the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society, are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation--in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

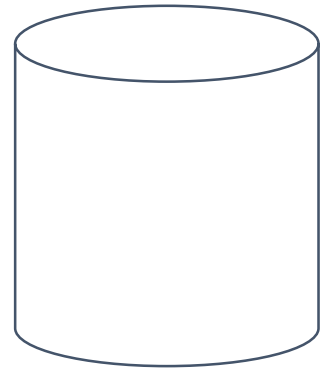
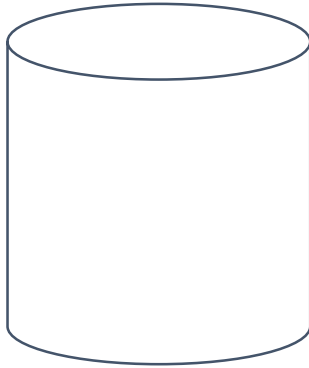
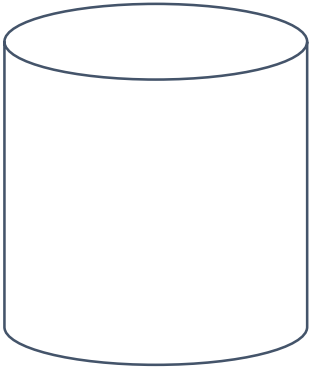
Source: Declaration of Sentiments, written in 1848 by Elizabeth Cady Stanton.

<https://sheg.stanford.edu/history-lessons/background-woman-suffrage>

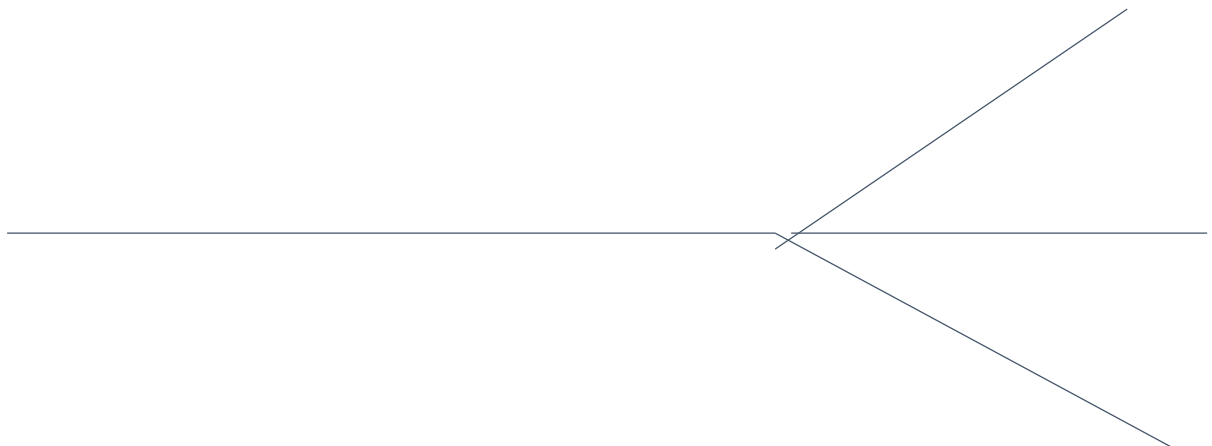
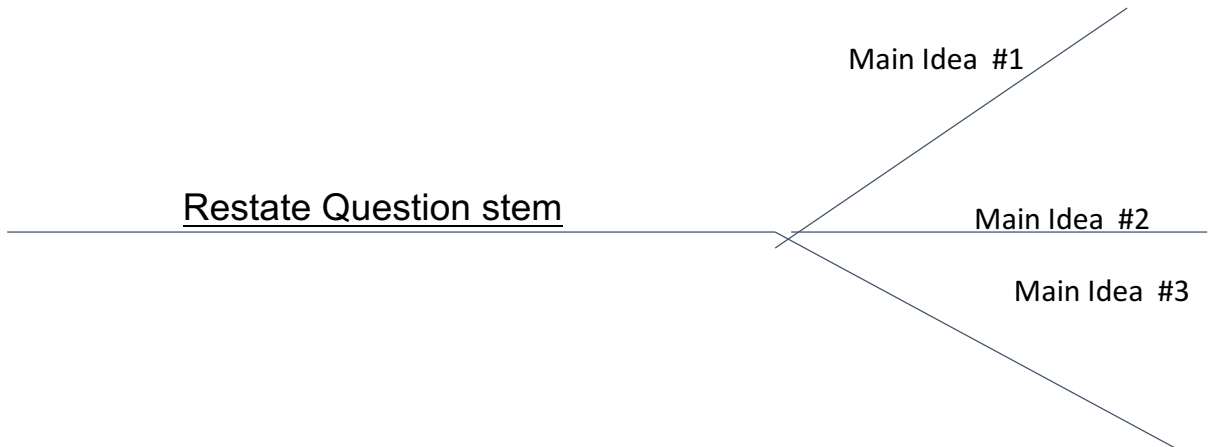
Footnote: The Seneca Falls Convention was the first women's rights convention in the United States. Held in July 1848 in Seneca Falls, New York, the meeting launched the women's suffrage movement, which more than seven decades later ensured women the right to vote.

Footnote cited from: <https://www.history.com/topics/seneca-falls-convention>

Bucketing-Organize your documents by topic here:



Chicken foot-Create your thesis here:



Scoring Rubric for Final Essay and Packet (US History Grade):

| <u>Section</u> | <u>Self-Score</u> | <u>Teacher Score</u> |
|---|-------------------|----------------------|
| <u>Introduction (4pts)</u> | | |
| Utilizes a hook/grabber (1pts) | | |
| Incorporates background knowledge (1pts) | | |
| Has acceptable thesis (claim statement) with road map (2pts) | | |
| <u>Body Paragraphs (5pts)</u> | | |
| Analyzes and organizes documents in at least 3 groups (1pts) | | |
| Uses majority of documents (in DBQ) (2pts) | | |
| Document Reference citations (DOC A) (2pts) | | |
| <u>1st Body Paragraph (7pts)</u> | | |
| Relates sub-claim statement (baby thesis) to the thesis in intro paragraph (1pt) | | |
| Provides evidence taken directly from documents (Minimum of 3 Pieces of evidence-1pt each-3 total pts) | | |
| Makes an inference and elaboration that explains how the evidence taken from the document supports the sub-claim (each piece of evidence is supported-1pt each-3 total pts) | | |
| <u>2nd Body Paragraph (7pts)</u> | | |
| Relates sub-claim statement (baby thesis) to the thesis in intro paragraph (1pt) | | |
| Provides evidence taken directly from documents (Minimum of 3 Pieces of evidence-1 pt each-3 total pts) | | |
| Makes an inference and elaboration that explains how the evidence taken from the document supports the sub-claim (each piece of evidence is supported- 1pt each-3 total pts) | | |
| <u>3rd Body Paragraph (7pts)</u> | | |
| Relates sub-claim statement (baby thesis) to the thesis in intro paragraph (1pt) | | |
| Provides evidence taken directly from documents (Minimum of 3 Pieces of evidence- 1pt each-3 total pts) | | |
| Makes an inference and elaboration that explains how the evidence taken from the document supports the sub-claim (each piece of evidence is supported-1pt each-3 total pts) | | |
| <u>Conclusion (5pts)</u> | | |
| Restates thesis (3pts) | | |
| Clinches argument and/or closes discussion (2pts) | | |
| <u>Conventions (5pts)</u> | | |
| Grammar, spelling & neatness (3pts) | | |
| Correct MLA Format (2pts) | | |
| <u>Bonus Points</u> examples: • Has a clear, analytical and comprehensive thesis • Addresses all parts of the question thoroughly • Uses all documents (in Mini-Q) Shows understanding of scope of documents (type of sources, bias, etc.) • Analyzes documents in other ways with additional groupings • States a counter-argument (however statement) | | |
| <u>Completed DBQ Packet (10pts)- All documents show proof of analysis (notes in margin, extra sheets, etc.) and chicken foot and buckets are complete.</u> | | |
| <u>Total 50 pts Possible:</u> | | |