

		Notes
Lesson Title and number:	Lesson #7: The Western Women of War	
Know Understand Do	<p>Following this lesson students will...</p> <p><u>Know</u></p> <ul style="list-style-type: none"> • Ways in which women such as Adaeline Couzins served their country during the Civil War. <p><u>Understand:</u></p> <ul style="list-style-type: none"> • How the service of volunteers such as Adaeline Couzins played a role in the outcome of the war. <p><u>Do</u></p> <ul style="list-style-type: none"> • Describe the many dangers that faced volunteers, and women in particular, who worked to serve their country during the Civil War. 	
Vocabulary	Stores (supplies)	
Technology integration	Smartboard or projection screen to display powerpoint presentation.	
Preparation:	The teacher should prepare for this lesson by printing copies for each student of the primary source documents and questions for consideration that accompany the lesson. (see below)	
Equipment:	Projector or smartboard	
Materials:	<ul style="list-style-type: none"> • Western Women of War primary source sheet and questions for consideration • Paper and writing utensil for lesson assessment. 	
Resources:	<ul style="list-style-type: none"> • Couzins Family Papers, Missouri Historical Society Archives, St. Louis Missouri • <i>Movers and Shakers, Scalawags and Suffragettes; Tales from Bellefontaine Cemetery</i> by Carol Ferring Shepley 	
Teachers Students		
1. The teacher should begin this lesson by asking students to consider ways in which people say things either out loud or in writing without actually saying them. For example...what is a teacher really saying when he or she says, "It would be a really good idea for you to start on this assignment early?" Encourage students to consider ways in which humans convey a message without actually saying it. Allow for the students to come up with their own examples.	Students will brainstorm ideas and examples of situations in which a person implies a message without actually saying or writing the message.	
2. The teacher can then bridge into the lesson by explaining that sometimes in looking at primary sources, we can see what a person is implying or saying without them actually saying or writing out the words. The teacher should explain to students that they will be examining in this lesson three		

documents that express the danger facing citizens, particularly women and volunteers, during the war, without actually spelling the dangers out.		
3. After the introduction to the lesson, the teacher should use the St. Louis, the Civil War and a Cemetery powerpoint to introduce students to Adeline Couzins and her role during the Civil War.	Students should take notes as needed on the information of women during the war.	
4. Once students have learned about Adaeline Couzins and her important role in Civil War society, provide students with the Western Women of War primary source documents and questions for consideration (see below). Instruct students to analyze these documents, together or alone, and answer the questions that follow. It is important that students think closely about what the letter is NOT saying about the dangers that face Mrs. Couzins and her friends on their mission to help the union.	Students will work individually or in pairs to analyze the written and unwritten dangers that faced Mrs. Couzins and her friends while they were serving the union troops.	
5 . After the students have analyzed the sources and answered the questions for consideration, the teacher should instruct them to individually complete the Lesson Assessment which requires them to convert the information that they have acquired from the past into a modern textual format in their own words. Students should include in their text the dangers to Mrs. Couzins that they feel were not clearly mentioned in the written letter.	Students will demonstrate the knowledge they have gained from the primary source analysis by rewriting the letter from Mr. Hazard in the form of a text message in their own words.	

The Western Women of War



Directions: After the formation of the Western Sanitary Commission, every effort was made to help the soldiers who suffered injuries and illness during the war. In 1863, Adaline Couzins decided to serve her country by assisting the Sanitary Commission in their goals. Her husband, James, had just been named Mayor of the Police Battalion in St. Louis by Governor Hamilton Gamble, and Adaline and five of her friends were selected to provide a great service to the union even at a risk to their own lives. Read and analyze the primary sources below to evaluate the heroism of Adeline and her friends through their service during the war.

Rooms Western Sanitary Commission

Feb. 11th, 1863

A. W. Plattenberg, Esq

Sgt. Western Sanitary Commission

My Dear Sir,

Mrs. Couzins proceeds to the vicinity of Vicksburg in charge of stores belonging to this commission and accompanied by five other ladies.

They are to act as nurses on boats travelling North with sick and wounded men, in parties of two. Each one having three lock boxes of stores (supplies) in her charge.

Be so good as to offer them every facility in your power to enable them to carry out their humane purpose and supply them with any goods

needed for use in the hospital boats that is not in their own stock.

friend,

Comm.

Very truly your

R.R. Hazard

Acting President, Western Sanitary



Office of Western Sanitary Commission,

Saint Louis, Mo., July 10. 1862.

Mr. Currier, Lady Volunteer
has been detailed to service in the hospital boats
from Vicksburg unto Hospital.

N. B. If the place of service is changed, a new Certificate
will be issued.

R. R. Hazard Jr
President of Sanitary Commission.
actg

Present this Order at the R.R. Office before entering the Cars.

MISSOURI HISTORICAL SOCIETY ST. LOUIS

No 1240 St. Louis February 17 1862

Pass Mrs Cousins, Mrs Crashaw & Co Boxes
Regiment Hospital Stores
From Sandoval to Cairo
Nature of Service Union Aid Society

Signature of Officer issuing the Order
Lewis B. Parsons
A. S. M.

By Order of Major Genl. Hallock
Lewis B. Parsons
A. S. M. and Supt. Transportation

Chas. Babin & Co. Lith. St. Charles Mo. 57 1/2 Third St.

This Order is not transferable.

Questions to consider:

1. What service is being provided to the Union by Mrs. Couzins and her friends?
2. Why do you think it was necessary for Mrs. Couzins and her friends to be given a pass like the one shown above before leaving for their mission in Vicksburg?
3. In his letter, Mr. Hazard implies that there are dangers facing Mrs. Couzins and her friends, even if he does not write them out. What does Mr. Hazard write in his letter that allows the reader to see that there are many dangers that could come to Mrs. Couzins and the other women?
4. What dangers or challenges do you think Mrs. Couzins and her friends will face once they arrive at their assignment? How might their service to the union be a struggle for them?
5. Based on your definition of heroism, should Mrs. Couzins and her friends be considered Civil War heroes? Provide evidence to support your answer.

Lesson Assessment: Imagine that cell phones were available during the Civil War. How would Mr. Hazard send this letter to A.W. Plattenberg if he were sending it through a text message? Reword this letter in your own phrasing as if you were sending it from a text message on your phone. Be sure and include the dangers you feel Mrs. Couzins and her friends are facing that were left out of the original letter.

