

West Virginia Studies Resource Development

Title of Lesson: Belle Boyd and the “Den of Spies”
Grade level: 8th Grade
Summary: Students define/understand the word “spy”, identify several Civil War and earlier spies, quote reasons for and results of why spying was necessary, what Belle Boyd’s contribution to the Civil War for the Confederacy was, and where in western Virginia she primarily did her spying.
WV CCR Social Studies Standards: SS.8.22 Demonstrate an understanding of the American Civil War including its causes, effects, and the major events that led to West Virginia statehood. <ul style="list-style-type: none">• Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid)• Describe the moral, ethical, and legal tensions were resolved (e.g., Virginia vs. West Virginia 1871)• Compare and contrast the military strategies of the North and South with regard to specific events and geographical locations in West Virginia (e.g., The Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek, and Battle of Carnifex Ferry)• Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities
Essential Questions (content): What role did women play in the outcome of the Civil War? What is a spy? Who was Belle Boyd and what was her contribution to the Confederacy at that time?
Students will be able to do (skills): Define the word “spy”; identify spies from previous eras; explain/extrapolate the Confederate’s need for spying; Identify Belle Boyd’s life in western Virginia and the role she had in helping/hindering us closer to statehood.
Materials & Resources : WV e-encyclopedia.org for Belle Boyd biography, picture, and 52 second video clip. https://www.wvencyclopedia.org/media/29103 Map of Western Virginia to identify the area of her spying http://archive.wvculture.org/history/archives/maps.html
Learning Plan: <ol style="list-style-type: none">1. Students will first define what a spy is. (fictional James Bond to start for background knowledge)2. Teacher will identify various spies from the Revolutionary War, and other time periods, and explain the need for spies.

3. Teacher will discuss the hazards/rewards of the position, and ask for student observations.
4. Teacher will use computer to access links to show on the overhead projector. This will include a picture of Belle Boyd, her biography, and a brief video clip of her life.
5. Teacher will use the second link to pull up a map of western Virginia to show where Belle Boyd did the majority of her spying
6. Teacher will discuss how a spy works- i.e., what things they must do to get the information and then pass it along to the correct individuals, then students will discuss how they think Belle Boyd might have passed/obtained her information.
7. Students are then given a "spy" worksheet to complete in which students must make a code for their message, and explain ways of getting their message to the correct contact, and 3 methods you might use to keep from being followed.

Checking for Understanding:

- Have students repeat the assignment and its steps
- Have a handout with the assignment and steps listed
- The teacher will restate the assignment in question form.
- Teacher will proof each segment of the research as students work through the assignment.
- Teacher will also circulate around the room to assess work and offer suggestions and/or help if needed.

Accommodations:

- Below average students will be paired with another student of higher ability to complete the assignment.
- IEP students will be accommodated based on individual IEP requirements (e.g., extra time, less work load, etc.).
- Gifted or above average students may go further in depth with additional information, add a sketch or a poster to illustrate the presentation.

