

# Unit III: Women and the Homefront

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **5 weeks**  
Length: **Length of unit**  
Status: **Published**

## Unit Overview

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The students will learn about the impact that war had on the homefront and ways in which the homefront influenced the efforts of both armies. Additionally, students will examine the evolving role of women in war and society.

## Transfer

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Students will be able to independently use their learning to trace developments in women's rights, suffrage and roles from the Civil War to today. Students will be able to connect to the experience of being involved in a war in their own back yard.

## Meaning

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## Understandings

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Students will understand that...

- women played a vital role in the successful prosecution of war.
- the homefront and the battlefield became interdependent as a result of the American Civil War.
- massive economic change resulted from the escalation of the conflict.
- war brought about social change in both the North and the South.

## **Essential Questions**

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Students will keep considering...

How were the homefront and the war intertwined?

Why were women thrust into the limelight during the American Civil War?

How does war necessitate economic change and development?

How did the war create an environment that necessitated the development of medical technology?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

Rose Greenhow, Belle Boyd, Mary Chestnut, Mary Todd Lincoln, Dorothea Dix, Clara Barton, Pauline Cushman, and Sally Tomkins.

the various new roles taken by women when men went off to fight.

the role of women in the creation and operation of the Red Cross, U.S. Sanitation Commission and the Nursing Corps.

the changing of family responsibilities and dynamics as a result of the war.

the impact of the Civil War on the suffrage movement of the 20th centuries.

the difficulties of women adjusting to post-Civil War America to those experienced by women after World War II.

the conclusion that the United States emerged from the Civil War as a world military and economic power.

the improved status of women as a result of the Civil War.

that the Civil War was the dominant event in the lives of everyday Americans in the 19th century.

the impact of the Civil War on the status of blacks, women, and immigrants today.

the role of selected Northern politicians, soldiers, and citizens during the American Civil War.

the role of selected Southern politicians, soldiers and citizens during the American Civil War.

Civil War era illnesses and those indigenous to our society today.

the conditions experiences by Union and Confederate soldiers in hospitals of the era.

Civil War medical practices and evaluate the successes and failures of such practices.

the games and activities of the 19th century which entertained citizens of the era.

the poetry of Walt Whitman.

the writings of Emerson and Thoreau and their impact on American soldiers of the time.

the activities of the Underground Railroad before and during the war and its impact on the economies of the North and South

the hardships faced by civilians in Gettysburg, PA during the battle there in 1863.

the experiences of civilians at Gettysburg, Pennsylvania to those of civilians at Vicksburg, Mississippi during the siege of 1863.

the significance of the presidential election of 1864 during the crisis of the Civil War.

the economies of the North and South and their impact on the home front.

the improved status of women as a result of the Civil War.

the economies of the North and South at the end of the Civil War.

## **Students will be skilled at...**

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Students will be skilled at...

Identify Rose Greenhow, Belle Boyd, Mary Chestnut, Mary Todd Lincoln, Dorothea Dix, Clara Barton, Pauline Cushman, and Sally Tomkins.

Describe the various new roles taken by women when men went off to fight.

Demonstrate an understanding of the role of women in the creation and operation of the Red Cross, U.S.

Sanitation Commission and the Nursing Corps.

Explain the changing of family responsibilities and dynamics as a result of the war.

Analyze the impact of the Civil War on the suffrage movement of the 20th centuries.

Compare the difficulties of women adjusting to post-Civil War America to those experienced by women after World War II.

Support the conclusion that the United States emerged from the Civil War as a world military and economic power.

Appraise the improved status of women as a result of the Civil War.

Conclude that the Civil War was the dominant event in the lives of everyday Americans in the 19th century.

Analyze the impact of the Civil War on the status of blacks, women, and immigrants today.

Analyze the role of selected Northern politicians, soldiers, and citizens during the American Civil War.

Analyze the role of selected Southern politicians, soldiers and citizens during the American Civil War.

Distinguish between Civil War era illnesses and those indigenous to our society today.

Appraise the conditions experiences by Union and Confederate soldiers in hospitals of the era.

Analyze Civil War medical practices and evaluate the successes and failures of such practices.

Examine the games and activities of the 19th century which entertained citizens of the era. Review the poetry of Walt Whitman.

Discuss the writings of Emerson and Thoreau and their impact on American soldiers of the time.

Compare the activities of the Underground Railroad before and during the war and its impact on the economies of the North and South

Describe the hardships faced by civilians in Gettysburg, PA during the battle there in 1863.

Compare the experiences of civilians at Gettysburg, Pennsylvania to those of civilians at Vicksburg, Mississippi during the siege of 1863.

Explain the significance of the presidential election of 1864 during the crisis of the Civil War.

Compare the economies of the North and South and their impact on the home front.

Appraise the improved status of women as a result of the Civil War.

Compare the economies of the North and South at the end of the Civil War.

Women's Order of May 15

draft (CONSCRIPTION ACT)

bounty

inflation

greenbacks

Copperheads

Emancipation

American Red Cross

Triage

battlefield medicine

bread riots

Chaiborazzo Hospital

Cold Mountain

laundrices

Aid societies

## **Learning Goal 1**

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*Categorize* the changes that the Civil War made on the homefront and its impact on the average citizen, specifically women, in the 19<sup>th</sup> century

- Categorize the changes that the Civil War made on the homefront and its impact on the average citizen, specifically women, in the 19th century

MA.S-ID

Interpreting Categorical and Quantitative Data

MA.S-ID.A

Summarize, represent, and interpret data on a single count or measurement variable

MA.S-IC

Making Inferences and Justifying Conclusions

LA.WHST.9-10.1.A

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

LA.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

LA.WHST.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

## Target 1

Describe how the roles of women changed during the Bellum era.

- Describe how the roles of women changed during the Bellum era.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.

SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Target 2

Illustrate life for the average American in both and North and South during the Civil War.

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- Illustrate life for the average American in both and North and South during the Civil War.

SOC.6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
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SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term

consequences.

## Learning Goal 2

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*Evaluate* the ways in which individuals and events have effected historical outcomes

- Evaluate the ways in which individuals and events have effected historical outcomes

MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
MA.S-ID.B	Summarize, represent, and interpret data on two categorical and quantitative variables
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.A.4.c	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
SOC.6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of



technology concepts, systems and operations.

TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.3	Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

## Target 1

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Describe the contributions of Harriet Tubman, Bell Boyd, Sally Thompkins and Rose Greenhow.

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- Describe the contributions of Harriet Tubman, Bell Boyd, Sally Thompkins and Rose Greenhow.
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| SOC.6.1.12.A.4.a | Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.       |
| SOC.6.1.12.B.4.a | Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War. |
| SOC.6.1.12.C.4.b | Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.  |
| SOC.6.1.12.C.4.c | Explain why the Civil War was more costly to America than previous conflicts were.  |
| SOC.6.1.12.C.5.b | Compare and contrast economic development of the North, South, and West in the post-Civil War period.   |
| SOC.6.1.12.D.4.a | Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.   |
| SOC.6.1.12.D.4.b | Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.                                      |
| SOC.6.1.12.D.4.d | Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.   |
| SOC.6.1.12.D.4.e | Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.  |

SOC.6.1.12.CS4

Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Target 2

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Describe the effects of the draft, inflation, bread riots and medical developments on the homefront during the American Civil War.

- Describe the effects of the draft, inflation, bread riots and medical developments on the homefront during the American Civil War.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
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SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Learning Goal 3

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*Analyze* the economic impact of the American Civil War

- Analyze the economic impact of the American Civil War

MA.S-ID	Interpreting Categorical and Quantitative Data
MA.S-ID.A	Summarize, represent, and interpret data on a single count or measurement variable
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific

	procedures/experiments, or technical processes.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
SOC.6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
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SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.

## **Target 1**

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Compare and contrast the Northern and Southern economies during the American Civil War.

- Compare and contrast the Northern and Southern economies during the American Civil War.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
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SOC.6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
SOC.6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
SOC.6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
SOC.6.1.12.CS4	Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

## Target 2

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Identify the problems resulting from changes in monetary policy during the American Civil War.

- Identify the problems resulting from changes in monetary policy during the American Civil War.

SOC.6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
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## **Summative Assessment**

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All assessments are differentiated and aligned to the social studies standards and curriculum. Alternate assessments may include, but not be limited to problem based learning, projects, common assessments, and other activities. Common summative assessments will be devised by core content teachers and must include benchmark assessments.

## **21st Century Life and Careers**

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WORK.9-12.9.1.12	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.9-12.9.1.12.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.9-12.9.1.12.1	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
WORK.9-12.9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
WORK.9-12.9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
WORK.9-12.9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
WORK.9-12.9.1.12.C.4	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning groups

Learning Stations

Do Now

Exit Strategies

Student Self Assessment

Journals

All Write Activities

Student Polling

Quizzes (Written and Oral)

## **Differentiation/Enrichment**

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Differentiation:

IEP modifications and 504 accommodations

Enrichment:

College Prep

Primary Source Document analysis

Guest Speakers

Journal Writing

## **Unit Resources**

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May include, but not be limited to:

*Civil War Documentaries*

Ken Burns Civil War documentary

Online websites and resources

DVD's

Social Studies Databases

Student Response Systems

Projector/Speaker Systems

Primary Source Documents

Document Cameras

Online Portfolios

Teacher Resource Kit