

Section 4

Step-by-Step Instruction

Review and Preview

Students have read about the impact of the Emancipation Proclamation on the war. They will now learn how the demands of the war affected civilians on both sides, causing much hardship and bitterness.

Section Focus Question

How did the war affect people and politics in the North and the South?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: The war caused political divisions in both the North and the South while changing the lives of civilians and soldiers alike.*)

Prepare to Read

Build Background Knowledge

L2

In this section, students will learn how the military draft affected Americans during the Civil War. Write the word “draft” on the board and discuss what students know about its meaning. Ask students to think about why a draft might be necessary during a war, and why some people might oppose a draft. Use Think-Write-Pair-Share (TE, p. T25) to engage students.

Set a Purpose

L2

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 50

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their groups’ perspectives. The students will return to these worksheets later.



▲ A nurse cares for an injured soldier.

A Nurse’s Day

“[Today] I have covered crutches, ripped up arm slings, washed and made them over, gone to commissary with order from doctor for material for pads for wounded or amputated limbs. . . .”

—Elvira Powers,
a nurse at a Northern hospital, 1863

The Civil War and American Life

Objectives

- Explain how opposition to the war caused problems for both sides.
- Identify the reasons that both sides passed draft laws.
- Describe the economic hardships the war caused in the North and the South.
- Describe the contributions of women to the war efforts.

Reading Skill

Explain How Events Are Related in Time As soldiers were fighting the Civil War on the battlefield, Americans in both the North and the South were facing other wartime challenges. You will have a better understanding of the Civil War Era if you can relate events on the battlefield to events in civilian life.

Key Terms

habeas corpus
draft

income tax
inflation

Why It Matters The Civil War was not just about the winning and losing of battles and the freeing of slaves. The conflict affected men and women from all walks of life. In both the North and the South, civilians had to cope with the pains of war.

Section Focus Question: How did the war affect people and politics in the North and the South?

Divisions Over the War

The Civil War not only divided the nation. It also caused divisions *within* the North and the South. Not all northerners supported a war to end slavery or even to restore the Union. Not all white southerners supported a war to defend slavery or secession.

Division in the South In the South, opposition to the war was strongest in Georgia and North Carolina. Barely half of Georgians supported secession. There were nearly 100 peace protests in North Carolina in 1863 alone. Yet only Virginia provided more troops to Confederate armies than did North Carolina. Generally, regions with large slaveholding plantations supported the war more strongly than poor back-country regions, where there were fewer enslaved people.

Strong support for states’ rights created other divisions. For example, South Carolina’s governor objected to officers from other states leading South Carolina troops. And the governors of Georgia and North Carolina did not want the Confederate government to force men from their states to do military service.

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Differentiated Instruction

L1 English Language Learners **L1 Less Proficient Readers** **L1 Special Needs**

Define As they read, students may come across words or phrases that are unfamiliar or difficult for them to understand. Encourage students to keep a list of these words as they read. Check with them periodically to clarify the meaning of each

word. When students have finished reading the section, ask them to create their own glossaries by writing a sentence or drawing a picture that helps to explain each new term. Have students share their glossaries with the class.

Division in the North Northerners were also divided over the war. Many opposed the Emancipation Proclamation. Others believed that the South had a right to secede. Some northern Democrats blamed Lincoln and the Republicans for forcing the South into a war. Northern Democrats who opposed the war were called Copperheads, after the poisonous snake. Copperheads were strongest in Ohio, Indiana, and Illinois. They criticized the war and called for peace with the Confederacy.

Dealing With Disruptions Some people on both sides tried to disrupt the war effort. A common tactic was to encourage soldiers to desert. Some northerners helped Confederate prisoners of war to escape. In the South, peace groups tried to end the war by working against the Confederacy. They tried to prevent men from volunteering for military service and urged Confederate soldiers to desert.

To deal with such problems, both Lincoln and Confederate President Jefferson Davis suspended the right of habeas corpus in some places during the war. **Habeas corpus is a constitutional protection against unlawful imprisonment.** It empowers judges to order that imprisoned persons be brought into court to determine if they are being legally held. In the North, more than 13,000 people were arrested and jailed without trials.

Checkpoint How did the Civil War divide both North and South?

Explain How Events Are Related in Time
As the Civil War progressed on the battlefield, what was happening at home? Include information about both North and South in your answer.

Copperheads

Reading Political Cartoons Skills Activity

Republicans in the North fiercely resented Democrats who favored a negotiated peace with the South. This cartoon takes a stand on the issue of war and peace.

(a) **Detect Points of View** Is the cartoonist more likely to be a Republican or a Democrat? Do you think the cartoonist is against the war? Explain.

(b) **Draw Conclusions** What is the cartoonist's opinion of Copperheads?

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

levy, p. 531	<i>v.</i> to impose by law It is common for governments to levy a tax on imports.
currency, p. 531	<i>n.</i> money used to make purchases The government prints paper currency that people can use for their purchases.

Teach

Divisions Over the War

p. 528

Instruction

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **levy** and **currency** using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It–Remember It chart.
- Read Divisions Over the War with students, using the Oral Cloze technique (TE, p. T22).
- Ask: **What caused supporters of states' rights to oppose the war?** (*They objected to officers from other states commanding their troops; they also felt drafting men from their states violated states' rights.*)
- Ask: **Why did both Davis and Lincoln feel they had to suspend the right of habeas corpus?** (*Possible answer: Neither wanted dissenters to interfere with their war efforts.*)

Independent Practice

Have students begin filling in the study guide for this section.

Interactive Reading and Notetaking Study Guide, Chapter 15, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the divisions that existed in the North and the South. Provide assistance as needed.

Answers

Reading Skill Students' answers should include information about disruptive efforts, calls for peace, and suspension of habeas corpus.

Checkpoint Not all northerners supported a war to preserve the Union or end slavery, and not all southerners favored a war to defend secession or support slavery.

Reading Political Cartoons (a) Probably Republican; he probably is not against the war, because he shows the Copperheads threatening the Union, which is at war. (b) Possible answer: They are dangerous and poisonous to the Union.

The Draft Laws

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Instruction

L2

- Have students read The Draft Laws. As they read, remind them to look for answers to the Section Focus Question.
- Ask: **Why did many men desert on a temporary basis?** (They were farmers who went home, tended their fields, and then returned.)
- Have students define the draft. (system of required military service) Ask: **Why might factory workers and laborers riot?** (Possible answers: They didn't want to leave their jobs; they were angry that those who could afford to could avoid the draft.)

Independent Practice

Have students continue filling in the study guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 15, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand why the draft was established and why it caused problems. Provide assistance as needed.



Join or Be Drafted

Volunteers rushed to enlist at first, but antiwar feeling soon grew. During the New York draft riots of 1863, a mob set fire to a home for African American orphans.

Critical Thinking: Detect Points of View What motivated the people who rioted against the draft?




The Draft Laws

Desertion was a problem for both sides. Between 300,000 and 550,000 Union and Confederate soldiers left their units and went home. About half returned after their crops were planted or harvested. However, at times, from one third to one half of an army's soldiers were away from their units without permission.

To meet the need for troops, each side established a **draft**, a system of required military service. The South, with its smaller population, was first to act. In April 1862, the Confederacy passed a law requiring white men between ages 18 and 35 to serve in the military for three years. Later, the age range expanded to cover men from 17 to 50. The North adopted a similar draft law in 1863, for men ages 20 to 45.

Exceptions existed, however. Wealthy people had many ways of escaping fighting. In the South, a man who held at least 20 enslaved people did not have to serve. Both sides allowed draftees to hire substitutes to serve in their place. Northerners could avoid the draft by paying the government \$300. For many workers, however, this was about a year's pay.


People on both sides complained that the draft made the war "a poor man's fight." Anger against the draft led to violent riots in the North in July 1863. The worst took place in New York City. Mobs of factory workers and laborers rioted for several days, destroying property and attacking African Americans and wealthy white men.

 **Checkpoint** Why was the Civil War sometimes called a poor man's fight?

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Answers

Detect Points of View Possible answer: They resented having to serve in the war. Because the war was centered around the issue of slavery, they saw African Americans as the cause of the war.

 **Checkpoint** Wealthy men could pay to avoid the draft while poor men could not afford to do so.


Differentiated Instruction

L3 Advanced Readers

L3 Gifted and Talented

Using Literature Have students read and complete the worksheet "Beat! Beat! Drums!" Then ask them to prepare a dramatic choral reading of the poem. Some students might explain the meaning of the

underlined words before reading the poem aloud.

 **Teaching Resources, Unit 5**, "Beat! Beat! Drums!" p. 54

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The War and Economic Strains

Northern industries boomed as they turned out goods the Union needed in the war. Plenty of jobs were available. But the draft drained away workers so there was a constant shortage.

To pay the costs of fighting the war, Congress **levied** the first income tax in American history in August 1861. An **income tax is a tax on the money people receive**. The Union also printed \$400 million of paper money to help pay its expenses. This was the first federal paper money, or **currency**. Putting this additional money into circulation led to **inflation, or a general rise in prices**. In the North, the prices of goods increased an average of 80 percent during the war.

The South was less able than the North to sustain a war. The Union blockade prevented the South from raising money by selling cotton overseas. Shortages made goods more expensive. This led to much greater inflation than in the North. A pair of shoes that had cost \$18 dollars in 1862 cost up to \$800 in the South in 1864. The price of a pound of beef soared from 12 cents in 1862 to \$8 in 1865.

Southern food production fell as invading Union armies destroyed farmland and crops. Shortages of food led to riots in some southern cities. In Richmond, more than 1,000 women looted shops for food, cloth, and shoes in 1863. A woman in North Carolina complained:

“A crowd of we poor women went to Greensboro yesterday for something to eat as we do not have a mouthful of bread nor meat. . . . I have 6 little children and my husband in the army and what am I to do?”

—farm woman in North Carolina, April 1863

Enslaved people also suffered from wartime shortages. What little they did have was often seized by Confederate soldiers.

Checkpoint What strains did the war put on people?

Women in the Civil War

Women in both the North and the South contributed to the war in many ways. At least 400 women disguised themselves as men and joined the Union or Confederate armies. Others became spies behind enemy lines. Many women took over businesses, farms, and plantations while their fathers, brothers, and husbands served on the battlefields.

In both North and South, women ran farms and plantations. Some southern women worked in the fields to help meet the needs of the Confederacy. They continued to work despite fighting that destroyed their crops and killed their livestock.

Women also ran many northern farms. “I saw more women driving teams [of horses] on the road and saw more at work in the fields than men,” a traveler in Iowa reported in 1862.

Vocabulary Builder

levy (LEHV ee) *v.* to impose by law

Vocabulary Builder

currency (KER reh n see) *n.* money used to make purchases

The War and Economic Strains

Women in the Civil War

p. 531

Instruction

L2

- Have students read The War and Economic Strains and Women in the Civil War. Remind them to look for how events are related in time.
- Discuss the economic issues that the war caused for both sides. Ask: **How did the shortages of goods cause people to behave?** (*They stole, looted, and pleaded for help.*)
- Ask: **What effect did the war have on women?** (*They contributed in numerous ways, including fighting in the armies, acting as spies, taking over businesses, and running farms and plantations. Many women, such as Clara Barton, worked as nurses.*)

Independent Practice

Have students complete the study guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 15, Section 4 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure individuals understand how the Civil War affected women and the economy. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 50

History Background

Anesthetics on the Battlefield In 1860, anesthetics such as chloroform and ether, which work by putting a patient to sleep, were a recent development. A laboratory in Brooklyn run by Dr. Edward Robinson Squibb supplied much of the anesthetics used during the war. Thousands of amputations were performed during the Civil War because musketballs battered limbs in

such a way that they had to be removed within 24 hours or the patient would die. However, the success rate of using chloroform was high; many soldiers survived the shock of surgery and lived. Helping the wounded were women nurses. They volunteered even though they faced the resentment of many male physicians.

Answer

Checkpoint It caused financial hardships, as well as shortages of food and other necessities.

Assess and Reteach

Assess Progress

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 5, Section Quiz, p. 63

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 15, Section 4

Reteach

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 15, Section 4 (Adapted Version also available.)

Extend

Ask students to think about the different roles filled by women during the Civil War, such as soldier, spy, and head of a business. Have students choose one role and compose a letter that a woman in that role might have written to a friend or loved one during the Civil War. Ask students to share their letters with the class.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answers

Checkpoint They took on many roles that would not have been possible during peacetime.

Biography Quest While in Switzerland she learned about the International Red Cross. Under its sponsorship, she went to France to help organize relief during the Franco-Prussian War.

Biography Quest



Clara Barton
1821–1912

Before the Civil War, Clara Barton was a clerk in the U.S. Patent Office. When hostilities began, she became a nurse. Her work under dangerous conditions earned her the nickname Angel of the Battlefield from her Union and Confederate patients.

After the war, Barton worked for a time with the International Red Cross. Returning to the United States, Barton helped set up an American branch of the Red Cross.

Biography Quest Online

How did Barton become involved in a European war?

For: The answer to the question about Barton

Visit: PHSchool.com

Web Code: myd-5114

Women on both sides did factory work. Some performed dangerous jobs, such as making ammunition. Others took government jobs. For example, the Confederate government employed dozens of women to sign and number Confederate currency.

The war created many new opportunities for women. Some women became teachers. About 10,000 northern women became nurses. Men had dominated these professions before the war.

Barriers to women especially fell in the field of nursing. Elizabeth Blackwell, America's first female physician, trained nurses for the Union army. Social reformer Dorothea Dix became the head of Union army nurses. Harriet Tubman, who continued to lead enslaved people to freedom during the war, also served as a Union nurse. Clara Barton cared for wounded soldiers on the battlefield. Although nursing was not considered a "proper" job for respectable southern women, some volunteered anyway.

Checkpoint How did the war affect women?

Looking Back and Ahead Both sides suffered political and economic hardships during the war. Draft laws affected every family, while new jobs opened up for women. In the next section, you will read how the war finally ended in the defeat of the Confederacy.

Section 4 Check Your Progress

Comprehension and Critical Thinking

- (a) Identify** What were two reasons some northerners opposed the war? What were two reasons some southerners opposed the war?

(b) Explain Problems Why did the military draft lead some people to describe the war as a poor man's fight?
- (a) Describe** Explain the changing role for women during the Civil War.

(b) Identify Costs What effects did the Civil War have on the economies of the North and of the South?

Reading Skill

- 3. Explain How Events Are Related in Time** What was happening to the American economy as the Civil War raged on?

Key Terms

- 4.** Draw a table with four rows and three columns. In the first column, list the key terms from this section: **habeas corpus, draft, income tax, inflation.** In the next column, write the definition of each term. In the last column, make a small illustration that shows the meaning of the term.

Writing

- 5.** Reread the text under the heading "Women in the Civil War." Then, write a short paragraph about the role that women played in the Civil War. Include material directly quoted from this section. Be sure to copy the quotation exactly, to punctuate it correctly, and to identify the source.

Progress Monitoring Online

For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-5114

Section 4 Check Your Progress

- (a)** Some opposed the Emancipation Proclamation; some believed the South had a right to secede. Some southerners did not support secession; some felt the war intruded on states' rights.

(b) Those who could, paid to avoid the draft; poor men could not and were forced to fight.
- (a)** Women began to have more opportunities, because they took on many

roles that had previously been performed by men.

(b) Northern industries profited by producing goods necessary for the war. However, both the Union and Confederate governments began printing more paper money, leading to inflation.

- 3.** Possible answer: The economies of both the North and South were declining.
- 4.** Students' definitions should be based on those given in the text.
- 5.** Paragraphs should describe several roles.