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

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.

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.

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 backcountry 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.

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

A nurse cares for an injured soldier.

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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 income tax draft inflation

Differentiated Instruction

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?

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.
Differentiated Instruction

The Draft Laws

Instruction

- 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.

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.

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?
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.

Women in the Civil War

Women in both 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 their families. 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.

The War and Economic Strains

Women in the Civil War

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Instruction

- 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.

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.

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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.

Assess and Reteach

Assess Progress

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

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.

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.

Section 4 Check Your Progress

1. (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.
2. (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.