<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Civil War Effects</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>4</td>
</tr>
<tr>
<td>Teacher</td>
<td>Angela Stringer</td>
</tr>
<tr>
<td>Duration of Lesson</td>
<td>3 Lessons (40-60 min each)</td>
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</table>

**Lesson Topic**

Students explain the social, economic, and political effects of the Civil War on the U.S.

**SC Standards and Indicators**

**S.S. Standard: 4-6** The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War.

4-6.5: Explain the social, economic, and political effects of the Civil War on the United States.

**ELA Standard: 4-2** The student will read and comprehend a variety of informational texts in print and nonprint formats.

4-2.2 Analyze informational texts to draw conclusions and make inferences.
4-2.5 Use headings, subheadings, print styles, white space, captions, and chapter headings to gain information.
4-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
4-2.8 Analyze informational texts to identify cause-and-effect relationships.

**ELA Standard: 4-3** The student will use word analysis and vocabulary strategies to read fluently.

4-3.1 Generate the meaning of unfamiliar and multiple-meaning words by using context clues (for example, those that provide an example or a definition).

**Common Core Strategy(ies) addressed**

Reading across the curriculum; literacy of print and non-print resources; graphic organizers; constructed response questions; grouping

**Academic Vocabulary**

Social Studies: social, economic, political, secede

**Lesson Materials Needed (attached at end of lesson)**

Smart board lesson, social studies notebooks, handouts

**Content Narrative**

Prior to this indicator, students explained how the destruction caused by the Civil War affected the economy (3-4.5). (3rd Grade) Students need to have a strong foundation on the causes of the Civil War and the events that happened during the Civil War before getting into this content concerning the
to be taught to understand the context of the lesson? Be sure to include necessary citations

effects of the war.

The following information was taken directly from the S.C. Support Documents:

**Indicator 4-1.4:** It is essential for students to know:

The Civil War had a profound impact on the United States, economically, socially, and politically. As a result of the war, the Union was preserved, and the slaves were freed. The right of states to secede was decided by force of arms to be null and void.

The economic effects of the Civil War could be seen through the destruction of the physical environment of the South. Much of the South was completely devastated by battle, bombardment, military foraging, or the practice of total war (like Sherman’s March to the Sea). After slaves were freed, planters lost a large portion of their wealth as well as their labor force. Fields were left unplanted and useless in the absence of slave labor and much of the male population was no longer available or able to plant and harvest cash or even subsistence crops. In a predominantly agricultural economy, the effect was devastating. The North’s physical environment was largely not destroyed because most of the fighting took place in the South. The North’s economy was also based mainly on manufactured goods and the use of the railroad and canal systems to transport these goods. They did not suffer from a lack of food or supplies, as those in the South did because of the blockade and destroyed rail lines. The war also prompted growth of businesses in the North as the government granted contracts for military supplies. The Union also issued paper money that retained most of its value after the war while the paper money issued by the Confederacy was worthless after the war ended. The lack of factories in the South directly impacted its ability to provide for their army during the blockade and devastation of the transportation and communication systems. The war’s end found entire cities burned, large plantations destroyed, and the communication and transportation systems in shambles throughout the region.

The social effects of the war depended greatly on pre- and post-war circumstances. Young men from both sides, and older men in the South, enlisted or were drafted into service. The wealthy were often able to pay for someone else to take their place. In the South, planters were exempt from service if they owned over 20 slaves, while in the North one could pay the government to be exempt or hire a substitute to take one’s place. Soldier’s endured a long, difficult, and bloody war that many initially thought would be an adventure or rout. Over 600,000 men on both sides died, mostly because of the lack of food, clean water, and hygienic medical practices. Over 1,100,000 were injured.

In both regions, women also had a part in the war. They were left in charge of their homes, farms, and/or businesses while the men were away fighting, challenging the roles expected of them in their day. In the North, women served as nurses or worked in factories during the war. Others rolled bandages or knitted socks at home to send the soldiers. In the South, women were left to manage their families and continue operating the farms and plantations. In both regions women also served as nurses, secretaries, and
teachers, entering the traditionally male professions for the first time when the opposite gender was no longer available and transforming those professional fields into a purview henceforth dominated by women. Because so many women had to continue managing their families during the difficult period of rebuilding, again often challenging the previously accepted societal roles of the time.

During the war, some African American slaves ran away from the plantations while others continued to work where they always had, waiting for the war to end. After the Emancipation Proclamation was issued, African Americans were allowed to join the Union Army and many did from both the North and South, proving that race had nothing to do with the ability to be a soldier. Immediately after the war, many former slaves left the plantations where they had lived looking for loved ones sold away. Some simply left because freedom meant the ability to do so. A few freedmen went to the North, but it was a long journey. Many returned to the areas they knew because they were familiar, had nowhere else to go, and had learned that freedom from slavery did not mean freedom from work. Often they became sharecroppers. African Americans legally married, restored their families, created their own communities, participated in politics, and sought education denied them as slaves.

The political effects of the war involved trying to recover from the devastating impact of the war and the divisions created. These divisions would continue into the Reconstruction period and beyond. Lincoln’s plan for Reconstruction was issued before the surrender at Appomattox. It was a lenient plan because he wanted the country to be reunited as quickly and painlessly as possible. Lincoln’s assassination after the surrender caused a disruption in the rebuilding of the nation.

### Lesson Set

<table>
<thead>
<tr>
<th><strong>Content Objective(s)</strong></th>
<th><strong>Enduring Understanding (S.C. Support Doc):</strong> Regional economic interests led to social and political differences that seemed insurmountable by 1860. To understand why the United States was forced to settle sectional differences through a civil war, the student will explain the social, economic, and political effects of the Civil War on the United States.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy Objective(s)</strong></td>
<td>Students will read and comprehend a variety of informational texts in print and non-print formats (primary source documents).</td>
</tr>
<tr>
<td><strong>Lesson Importance</strong></td>
<td>This lesson is significant for students to understand the effects of the Civil War and the sequence of events that would set the stage for Reconstruction, the next area of study for next school year (5th grade).</td>
</tr>
</tbody>
</table>
| **Connections to prior and future learning** | **Previous /Future Knowledge:**  
**3rd Grade:**  
3-4.5 Previously students explained how the destruction caused by the Civil War affected the economy (3-4.5). (3rd Grade)  

**4th Grade:**  
4-6.1 Explain the significant economic and geographic differences between the North and South.  
4-6.2 Explain the contributions of abolitionists to the mounting tensions between North and South over slavery... |
4-6.3 Explain the specific events and issues that led to the Civil War, including sectionalism, slavery in the territories, states’ rights, the presidential election of 1860, and secession.

4-6.4: Summarize the significant battles, strategies, and turning points of the Civil War...

**8th Grade:**

8-4.6 In grade eight, students will compare the differing impacts of the Civil War on South Carolinians in various social classes, including those groups based on race, gender, and age (8-4.6)

<table>
<thead>
<tr>
<th>Anticipatory Set/ Hook (Engage)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Give One-Get One: This activity is used to access prior knowledge and as transition into this lesson. (You will come back to this activity at the end of the lesson, too.) (See the directions on the Smart board lesson.)</td>
</tr>
</tbody>
</table>

Ask students: “How do you think the Civil War affected the United States?”

Tell them that they will be learning about how much war affects a country and how the Civil War had a profound impact on the United States, economically, socially, and politically.

**Lessons 2 – 3:** Go back to the essential question: “How did the Civil War affect the United States?” Discuss the prior day(‘s’) content.

**Skill Development**

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.

The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

<table>
<thead>
<tr>
<th>Introduce content components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1:</strong> Economic Effects</td>
</tr>
<tr>
<td>- Discuss economics (what this word means); discuss how the South made profit vs. North.</td>
</tr>
</tbody>
</table>

| **Lesson 2:** Social Effects |
| - Discuss social (what this word means) |
| - Look at poster and discuss (see smart board directly after “Lesson 2” slide). |

| **Lesson 3:** Political Effects |
| - Discuss politics (what this word means) |

| “I do” Skill from objective introduce/explain/model |
| **Lesson 1:** Economic Effects |
| - Explain how the south was completely devastated by war and how they will be taking a closer look at an example of this with a primary source. Share with them how to do a “close read” of a photograph. |
| - First they will study an image by looking at it closely and will list all the details noticed in their notebooks (2 min). Then, they will divide the image into quadrants and add any new details to their notes (1 min per quadrant). Finally they will make inferences based on their observations. They will discuss with a partner. (Do an example with them in guided practice portion.) |

| **Lesson 2:** Social Effects |
| - During content discussion, students will be adding partial notes (outlining content, and web graphic organizers) on women and... |
### Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as *Explore.*

<table>
<thead>
<tr>
<th>“We do”</th>
<th>Lesson 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity Description</strong></td>
<td>- Together do a “close read” of a painting. (See Smart board lesson for directions and image). Discuss with them and guide them through the process. Each student will add notes in notebook.</td>
</tr>
<tr>
<td><strong>Include student “explore” components and opportunities for them to explain their learning.</strong></td>
<td><strong>Lesson 2: Social Effects</strong></td>
</tr>
<tr>
<td></td>
<td>- Students will take partial notes. They will outline given text from the S.C. support document. See slide directly after: “Lesson 2” slide (linked to sheet or this sheet can be found attached below). Guide them through outlining as they read the passage. Also, guide them through the web on women. Read and discuss the information on African Americans. Tell them that they will be independently completing the web on African Americans during Independent Practice.</td>
</tr>
<tr>
<td><strong>Lesson 3: Political Effects (Guided practice is included above. If you have never completed a 3-2-1 activity below in the “Checking for Understanding” portion, you may want to do this during “Guided Instruction.”</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Checking for Understanding- “Informal” Assessment

<table>
<thead>
<tr>
<th><strong>Lesson 1:</strong></th>
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<tbody>
<tr>
<td>Teacher will pause after each timed reading of the image during the “Close Read” to discuss what students noted. Use this discussion to springboard content about how the Civil War affected economics (see slides after “Close Read”) for this content.</td>
</tr>
<tr>
<td><strong>Lesson 2:</strong></td>
</tr>
<tr>
<td>Teacher will walk amongst students as they take partial notes and will note student understanding during this period and during discussion of content.</td>
</tr>
<tr>
<td><strong>Lesson 3:</strong> Directed 3-2-1 activity = Students will be given a sheet where they:</td>
</tr>
<tr>
<td>- List 3 major impacts the Civil War had on the U.S.</td>
</tr>
<tr>
<td>- Develop 2 “What if…” questions on two of the impacts.</td>
</tr>
<tr>
<td>- Write a paragraph on 1 of the impacts. (See attached: “Directed 3-2-1” on Smart board lesson or below.)</td>
</tr>
</tbody>
</table>

### Closure

Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

<table>
<thead>
<tr>
<th>Content Solidified</th>
<th>Lesson 1:</th>
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<tbody>
<tr>
<td>Students will complete the constructed response on “Civil War Physical Devastation.” They will explain how the physical environment was completely devastated in the South and how this devastation affected the economics of</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2:
Discuss the “big picture” in looking at all of these effects. Look back and reflect on the primary sources (If time, close read any of the given primary sources shown on the slides... make connections with what students saw in pictures, connecting to economic and social effects. Fill in any missing gaps. (See smart board). Content comes directly from the S.C. Support Documents).

Lesson 3: Have students share-out their paragraphs from 3-2-1 activity.

Highlight vocabulary in notes taken in notebook and have students add illustrations/ diagrams and definitions of vocabulary. Early finishers may write the word in a sentence & illustrate the vocabulary. (differentiation)

*** Review important vocabulary and add to Index in notebook!!

Independent Practice

“You Do”

Lesson 1: Independent practice is in Lesson 2-3 (See below).

Lesson 2: Students will create a web graphic organizer of content on African Americans and how they were affected by the Civil War. (Content was discussed and read during “Skill Development”).

Lesson 3: Students will add any new information to their “Give One- Get One” charts they created during Lesson 1.

Students will test on the content (attached).

Summative/ “Formal” Assessment

| Assessment | Test |

Differentiation

| During Lesson | Product: You may add or delete from the partial notes from the Support Document for notebook, if needed. Extra documents to “close read” for early finishers. Grouping: grouped by like need to challenge one another and they are given documents based on difficulty of readability |
| Assessment | Students will take the assessment in small groups, grouped by need. Some small groups will have the test read to them based on IEP accommodation or need. |
Reflection

Lesson Reflection
(What went well in the lesson? What might you do differently the next time you teach it? Evaluate the success of the lesson)

My students enjoy discussion, especially about controversial topics such as war. They like looking at the primary sources, especially photographs of real people from that time period.

Students should have a strong background in the Civil War for this lesson to have the impact necessary for students to retain information on the Civil War and its affects.

Next time I will be sure the students have more background on the Civil War before jumping into this lesson. We had “covered” the Civil War to prepare for the state test but they needed more in-depth background to get the full picture.

Materials Needed for Lesson

Lesson Materials and Handouts

All are attached below:
Civil War Physical Devastation
Constructed Response

Constructed Response Question: Answer the following fully.

Explain how the physical environment was completely devastated in the South and how this devastation affected the economics of the South.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3 - Explanation includes 3 (or more) examples of devastation AND 2 economic effects.
2 - Explanation includes 2 examples of devastation AND 1-2 economic effects.
1 - Explanation includes 1 example of devastation AND 1 economic effect.
0 - Explanation includes only 0-1 example of devastation OR 0-1 economic effect.

Teacher Note: See Key Below (on p.3).
"Social Effects of the War"
(Content From: S.C. Support Docs)

The social effects of the war depended greatly on pre- and post-war circumstances. Young men from both sides, and older men in the South, enlisted or were drafted into service. The wealthy were often able to pay for someone else to take their place. In the South, planters were exempt from service if they owned over 20 slaves, while in the North one could pay the government to be exempt or hire a substitute to take one’s place. Soldier’s endured a long, difficult, and bloody war that many initially thought would be an adventure or rout. Over 600,000 men on both sides died, mostly because of the lack of food, clean water, and hygienic medical practices. Over 1,100,000 were injured.

Partial Notes Outline

I. Social Effects
   A. Pre-War Circumstances
      1. ______________ into service
      2. ______________ into service
      3. ______________
         a. pay for someone else to take place
      4. ______________
         a. some exempt if paid government
      5. ______________
         a. some planters exempt if owned 20 + slaves
   B. Post-War Circumstances
      1. Dead
         a. 600,000 +
         b. ______________, ______________, ______________
      2. Injured
         b. 1,100,000 injured

Teacher Note: See Key Below (on p.3).
Explain how the physical environment was completely devastated in the South and how this devastation affected the economics of the South.

Much of the South was completely devastated by battle, bombardment, military foraging, or the practice of total war (like Sherman's March to the Sea). After slaves were freed, planters lost a large portion of their wealth as well as their labor force. Fields were left unplanted and useless in the absence of slave labor and much of the male population was no longer available or able to plant and harvest cash or even subsistence crops. In a predominantly agricultural economy, the effect was devastating.

"Social Effects of the War"
(Content From: S.C. Support Docs)

Partial Notes Outline (Key)
(Content From: S.C. Support Docs):
I. Social Effects
   A. Pre-War Circumstances
      1. enlisted into service
      2. drafted into service
      3. wealthy
         a. pay for someone else to take place
      4. North
         a. some exempt if paid government
      5. South
         a. some planters exempt if owned 20 + slaves
   B. Post-War Circumstances
      1. Dead
         a. 600,000 +
            b. food, water, hygienic medical practices
      2. Injured
         b. 1,100,000 injured
Directed 3-2-1

Civil War Affects on the U.S.

3 - List 3 major impacts the Civil war had on the United States.

_________________________________
_________________________________
_________________________________

2 - Develop two “What if…” questions about 2 of the above impacts.

_________________________________________________________________
_________________________________________________________________

1 - Write a brief paragraph informing Americans about 1 of the impacts you did not list in 2. Remember to include a title.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
<table>
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<th>A</th>
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<th>C</th>
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<td>U</td>
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<td>W</td>
<td>XYZ</td>
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</tbody>
</table>
4-6.5 Civil War Effects Test

Civil War Economic Effects Constructed Response Directions:

1. We've learned about the economic effects of the Civil War. Make a t-chart that lists the economics in the South and North during this time period. Then write a constructed response explaining the differences listed in your t-chart. (6 pts)

<table>
<thead>
<tr>
<th>South</th>
<th>North</th>
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</tbody>
</table>

3- Response includes completed t-chart with 5-6 or more total effects (no less than 2 in either column). Constructed response explains all t-chart effects. (6 pts)
2- Response includes completed t-chart with 3-4 total effects (no less than 2 in either column). Constructed response explains most of the t-chart effects. (4 pts)
1- Response includes incomplete t-chart with 2 total effects. Constructed response is attempted. (2 pts)
0- Response is missing either a t-chart and/or a constructed response. (0 pts)
**Multiple Choice Directions:** Fill in the bubble next to the correct answer. (1 pt each)

2. Southern planters were exempt from service for this reason.
   - 0 They owned over 20 slaves.
   - 0 They paid the government or hired a sub.
   - 0 They owned over 20 indentured servants.
   - 0 They took a flight to another country

3. Northerners were exempt from service for this reason.
   - 0 They owned over 20 slaves.
   - 0 They paid the government or hired a sub.
   - 0 They owned over 20 indentured servants.
   - 0 They took a flight to another country

4. Political divisions continued into the period after the war. What is the name of this period?
   - 0 Construction
   - 0 Rehabilitation
   - 0 After War
   - 0 Reconstruction

5. When was Lincoln's plan to reunite the country issued?
   - 0 before the Civil War
   - 0 before the second battle
   - 0 after the surrender at Appomattox
   - 0 before the surrender at Appomattox

6. What caused a disruption in the rebuilding of the nation?
   - 0 Lincoln's illness
   - 0 Lincoln's speech
   - 0 Lincoln's assassination
   - 0 Lincoln's son's death

7. Give 3 reasons most soldiers died during the war? (3 pts)
   
   ___________________________________________

   ___________________________________________

   ___________________________________________
Short Answer Directions: Write your response to the question in complete sentences.

8. How did women's roles change during and after the war? What were their responsibilities? Give at least 5 new responsibilities they had.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Cloze Directions: Fill in the missing facts in the blanks in the passage below. Each term will only be used once. (1 pt each)

9. Word Bank:

- married - politics - Emancipation Proclamation - Union Army
  - race - soldier - plantations - sharecroppers
  - freedom - Protestant - journey

During the war, some African American slaves ran away from the plantations while others continued to work where they always had, waiting for the war to end. After the ____________________ was issued, African Americans were allowed to join the ______________________ and many did from both the North and South, proving that ___________________ had nothing to do with the ability to be a ___________________. Immediately after the war, many former slaves left the __________________ where they had lived looking for loved ones sold away. Some simply left because ___________________ meant the ability to do so.

A few freedmen went to the North, but it was a long ___________________. Many returned to the areas they knew because they were familiar, had nowhere else to go, and had learned that freedom from slavery did not mean freedom from work. Often they became _________________ . African Americans legally __________________, restored their families, created their own communities, participated in ___________________ and sought education denied them as slaves.
**4-6.5 Civil War Effects Test**

**KEY**

**Constructed Response KEY (Content From: S.C. Support Docs):**

<table>
<thead>
<tr>
<th>South</th>
<th>North</th>
</tr>
</thead>
<tbody>
<tr>
<td>- lack of food and supplies</td>
<td>- manufactured goods</td>
</tr>
<tr>
<td>- blockade and destroyed rail lines.</td>
<td>- railroad and canal systems (transport goods)</td>
</tr>
<tr>
<td>- paper money worthless</td>
<td>- growth of businesses in the North as the government granted contracts for military supplies.</td>
</tr>
<tr>
<td>- lack of factories</td>
<td>- money retained value</td>
</tr>
<tr>
<td>- cities burned</td>
<td></td>
</tr>
<tr>
<td>- plantations destroyed</td>
<td></td>
</tr>
<tr>
<td>- communication and railroad systems destroyed</td>
<td></td>
</tr>
</tbody>
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The North’s economy was also based mainly on manufactured goods and the use of the railroad and canal systems to transport these goods. They did not suffer from a lack of food or supplies, as those in the South did because of the blockade and destroyed rail lines. The war also prompted growth of businesses in the North as the government granted contracts for military supplies. The Union also issued paper money that retained most of its value after the war while the paper money issued by the Confederacy was worthless after the war ended. The lack of factories in the South directly impacted its ability to provide for their army during the blockade and devastation of the transportation and communication systems. The war’s end found entire cities burned, large plantations destroyed, and the communication and transportation systems in shambles throughout the region.

3- Response includes completed t-chart with 5-6 or more total effects (no less than 2 in either column). Constructed response explains all t-chart effects.
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Multiple Choice Directions: Fill in the bubble next to the correct answer. (1 pt each)

2. Southern planters were exempt from service for this reason.
   - They owned over 20 slaves.
   - They paid the government or hired a sub.
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   - They owned over 20 slaves.
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4. Political divisions continued into the period after the war. What is the name of this period?
   - Construction
   - Rehabilitation
   - After War
   - Reconstruction

5. When was Lincoln's plan to reunite the country issued?
   - before the Civil War
   - before the second battle
   - after the surrender at Appomattox

6. What caused a disruption in the rebuilding of the nation?
   - Lincoln's illness
   - Lincoln's speech
   - Lincoln's assassination
   - Lincoln's son's death

7. Give 3 reasons most soldiers died during the war? (3 pts)

   - Lack of food
   - Lack of clean water
   - Non-hygienic medical practices
Short Answer Directions: Write your response to the question in complete sentences.

8. How did women's roles change during and after the war? What were their responsibilities? Give at least 5 new responsibilities they had.

Women were left in charge of their homes, farms, and/or businesses while the men were away fighting. In the North, women served as nurses or worked in factories during the war. Others rolled bandages or knitted socks at home to send the soldiers. In the South, women were left to manage their families and continue operating the farms and plantations. In both regions women also served as nurses, secretaries, and teachers, entering the traditionally male professions for the first time when the opposite gender was no longer available and transforming those professional fields into a purview henceforth dominated by women. Because so many men died in the war or were maimed from their injuries or the treatment of them, many women had to continue managing their families during the difficult period of rebuilding, again often challenging the previously accepted societal roles of the time.

Cloze Directions: Fill in the missing facts in the blanks in the passage below. Each term will only be used once. (1 pt each)

9. Word Bank:

- married          - politics       - Emancipation Proclamation          - Union Army
- race              - soldier        - plantations         - sharecroppers
- freedom                           - Protestant                                     - journey

During the war, some African American slaves ran away from the plantations while others continued to work where they always had, waiting for the war to end. After the Emancipation Proclamation was issued, African Americans were allowed to join the Union Army and many did from both the North and South, proving that race had nothing to do with the ability to be a soldier. Immediately after the war, many former slaves left the plantations where they had lived looking for loved ones sold away. Some simply left because freedom meant the ability to do so.

A few freedmen went to the North, but it was a long journey. Many returned to the areas they knew because they were familiar, had nowhere else to go, and had learned that freedom from slavery did not mean freedom from work. Often they became sharecroppers. African Americans legally married, restored their families, created their own communities, participated in politics, and sought education denied them as slaves.
Works Cited

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