

CHAPTER
11

GUIDED READING *Life During Wartime*

Section 3

A. As you read, make notes in the boxes to describe the changes caused by the war.

How wartime affected . . .	
1. Southern slaves	2. Southern economy
3. Northern economy	4. Soldiers on both sides
5. African-American soldiers in the North	6. White women in the North and in the South
7. Taxation in the North	8. Health care

B. On the back of this paper, write what you think is important about the following:

Fort Pillow Andersonville Clara Barton



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RETEACHING ACTIVITY *Life During Wartime*

Completion Choose the best answer for each item. Write the letter of your answer in the blank.

- _____ 1. By the end of the war, about 10 percent of the Union Army was made up of
- teenagers.
 - women.
 - African Americans.
 - Native Americans.
- _____ 2. A massacre of African-American prisoners by Confederate troops occurred
- Fort Sumter.
 - Fort Pillow.
 - Andersonville.
 - Camp Douglas.
- _____ 3. The war hurt the South economically by leading to the collapse of its
- railroad industry.
 - plantation system.
 - cattle business.
 - textile mills.
- _____ 4. All of the following were factors in the food shortages in the South except the
- drain of manpower into the army.
 - Union occupation of food-growing areas.
 - loss of slaves to work the fields.
 - emergence of women as the heads of farms and households.
- _____ 5. Clara Barton made a significant contribution to the war as a
- spy.
 - pilot.
 - nurse.
 - soldier.
- _____ 6. The worst Confederate prison camp, where nearly a third of its prisoners died, was at
- Andersonville.
 - Fort Pillow.
 - Camp Douglas.
 - Fort Sumter.

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AMERICAN LIVES **Clara Barton**
Independent, Strong-Willed Humanitarian

"By midnight there must have been three thousand helpless men lying in that hay. . . . All night we made compresses and slings—and bound up and wet wounds, when we could get water, fed what we could, [and] traveled miles in that dark over those poor helpless wretches."—Clara Barton, letter written after the Second Battle of Bull Run (1862)

Clara Barton helped thousands of soldiers on Civil War battlefields. She also founded an agency capable of helping millions of Americans survive disasters and wars. She did all this with great determination and independence.

The youngest of five children by ten years, Barton (1821–1912) was raised as an only child and developed a strong will. When a brother was injured in an accident, she spent two years nursing him back to health. She was very sensitive and shy, however, which concerned her mother. An advisor suggested “throwing responsibility on” young Clara by having her teach school. At age 17, then, Barton became a teacher.

She taught for ten years in her native Massachusetts before taking a post in a New Jersey public school. That state’s schools were not free at the time. Hoping to encourage more children to attend, she offered to give up her salary for three months if town officials would declare the school free. The action resulted in much higher attendance, forcing the town to build a new school. When some people objected that a woman could not run a school of that size, the town hired a male principal—and Barton quit.

She was working in Washington when the Civil War broke out. After the disaster at First Bull Run, Barton heard that the wounded were suffering terribly because doctors lacked supplies. She placed a call for help in the newspaper, collected the supplies that flooded in, and gave them to soldiers. She then quit her job to devote herself to relief work. Barton’s main role was not in nursing the wounded, but in securing and distributing supplies to them. She liked to be in charge and ran her own operation, never joining the Sanitary Commission or having an official position in the army. The army appreciated her efforts, though. Commanding generals gave her papers allowing safe passage anywhere. One field surgeon remembered her work after a battle: “I thought that night if heaven ever sent out a holy angel, she must be one.”

When the war ended, Barton led the effort to locate missing soldiers and gave lectures. In 1869, her health was poor and she went to Europe to rest. Soon war broke out between France and Prussia, and she was on the battlefield again. She returned to the United States with two new missions: to form an American section of the Red Cross and to win Senate approval of the Geneva Convention, an international treaty that allowed the Red Cross to help those wounded in battle.

Barton began her campaign in 1877. Working alone, she lobbied government officials and wrote pamphlets urging her cause. In 1881, she was made president of the National Society of the Red Cross. The next year, the Senate voted to approve the Geneva Conventions.

For more than two decades, Barton led the Red Cross. She was strong, keeping tight reins on the organization, which cost her some support. One of her decisions had lasting impact. The International Red Cross provided battlefield relief only. However, Barton led the American Red Cross to take action in times of natural disaster. True to her resolve, Barton—despite advanced age—led the Red Cross to respond to the killer flood in Johnstown, Pennsylvania, in 1889 and the Galveston, Texas, hurricane of 1900.

But Barton’s iron control of the organization and its finances drew criticism. She was forced to resign in 1904—at 83—and lived the rest of her life in retirement.

Questions

1. How would you describe Barton’s character?
2. “If I can’t be a soldier, I’ll help soldiers,” Barton once said. What opportunities did women have to work in the Civil War?
3. Was Barton’s decision to push the American Red Cross toward disaster relief a good or a bad idea? Explain.