



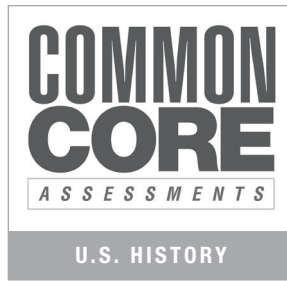
U.S. HISTORY

The
Civil War

**COMMON
CORE**

A S S E S S M E N T S

MindSparks
CHALLENGING STUDENTS TO THINK HISTORICALLY



The Civil War

BY JONATHAN BURACK

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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about the Civil War. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical American history class.

★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

★ *What Are These Assessments Like?*

- *A group of nine reading skills assessments and two writing tasks for each major era of American History*

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- *Based on primary or secondary sources*

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone.

- *Brief tasks promoting historical literacy*

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- *Two versions of each of the nine reading standards assessments*

A BASIC and an ADVANCED version of each assessment are provided. The BASIC Assessment addresses the Common Core Standard for grades 6–8. The ADVANCED Assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the BASIC version.

- *Easy to use both as learning and assessment tools*

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess student historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- *Evaluating student responses*

Brief but specific suggestions are provided defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

The Civil War Assessment 1

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 6–8

★ Key Ideas and Details

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

★ Using this Assessment

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The Civil War: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should note that Hughes includes a number of boastful statements by his master, such as “I can whip a half dozen Yankees with my pocket knife.” He also has an amusing description of his master’s inability to hit a target with his pistol. Finally, he makes known that his master did not have the courage to actually fight, but purchased a substitute to go in his place, something wealthy men could do. Acceptable responses to the second assessment question should cite details indicating that overconfidence was widespread in both the North and South. Each side underestimated the courage or skill of its opponents. Each expected an easy and quick victory with little sacrifice required. Document 2 also makes it clear how vastly more destructive the Civil War turned out to be than anyone expected. In general, answers should describe Document 2 as confirming that the individual case described in Document 1 was typical of a much wider pattern.

The Civil War: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Primary Source

The war had been talked of for some time, but at last it came. When the rebels fired upon Fort Sumter, then great excitement arose. The next day when I drove Boss to town, he went into the store of one Williams, a merchant, and when he came out, he stepped to the carriage, and said: "What do you think? Old Abraham Lincoln has called for four hundred thousand men to come to Washington immediately. Well, let them come; we will make a breakfast of them. I can whip a half dozen Yankees with my pocket knife." This was the chief topic everywhere. Soon after this Boss bought himself a six shooter. I had to mould the bullets for him, and every afternoon he would go out to practice. By his direction, I fixed a large piece of white paper on the back fence, and in the center of it put a large black dot. At this mark he would fire away, expecting to hit it; but he did not succeed well. He would sometimes miss the fence entirely, the ball going out into the woods beyond. Each time he would shoot I would have to run down to the fence to see how near he came to the mark. When he came very near to it—within an inch or so, he would say laughingly: "Ah! I would have got him that time." (Meaning a Yankee soldier.) There was something very ludicrous in this pistol practice of a man who boasted that he could whip half a dozen Yankees with a jackknife. Every day for a month this business, so tiresome to me, went on. Boss was very brave until it came time for him to go to war, when his courage oozed out, and he sent a substitute; he remaining at home as a "home guard." One day when I came back with the papers from the city, the house was soon ringing with cries of victory. Boss said: "Why, that was a great battle at Bull Run. If our men had only known, at first, what they afterwards found out, they would have wiped all the Yankees out, and succeeded in taking Washington.

Source Information: This document is an account of one former slave's memories of the outbreak of the Civil War. This excerpt is adapted from Louis Hughes, *Thirty Years a Slave: From Bondage to Freedom. The Institution of Slavery as Seen on the Plantation and in the Home of the Planter* (Milwaukee: South Side Printing Company, 1897), pages 111–113. The entire book is available online at http://books.google.com/books?id=hm4EAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Document 2: A Secondary Source

It was going to be a heroic adventure. Both sides thought it a fight for freedom. In North and South, most people believed the war would last a few months. Southerners liked the idea of soldiering. It seemed bold and brave. Besides, they were sure the Yankees were all cowards. Just wait until they met on the battlefield, they boasted to their wives and girlfriends as they marched off in their handsome gray uniforms. The Northern men were just as confident. One big battle, they said, and the war would be over. They were sure the Southern soldiers were lazy. Why, without their slaves they wouldn't be able to do a thing. They'd run for the hills at the first shots—or so the Northerners boasted to their wives and girlfriends as they marched off in their handsome blue uniforms.

It turned out to be the worst war in American history. It was called the Civil War, but there was nothing civil about it. More than 620,000 Americans died; cities were destroyed, farms burned, and homes leveled. On one bloody day at a place called Antietam, more men were killed than on any other day in our history. The total deaths were almost as many in all of our other wars combined.

Source Information: This is a short secondary source passage on the mood in each region at the outbreak of the Civil War. The passage is from “A War to End Slavery” in *Freedom: A History of US* by Joy Hakim (New York: Oxford University Press, 2003).

Assessment Questions

1. What details in Document 1 does Louis Hughes use to depict his master (“Boss”) as overconfident and foolish about his fighting ability in the approaching war? Cite several details in your answer.
2. What details in Document 2 help to explain why “Boss” is only one example of a much wider mood both in the North and the South?

The Civil War Assessment 1

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 1 for grades 9–12

★ *Key Ideas and Details*

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

★ *Using this Assessment*

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The Civil War: Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that Louis Hughes' master seems happy to share his views about the Civil War, Yankees, etc., with Louis. He trusts Louis to make bullets for him and assist him in target practice. Louis seems more amused by his master than angry or rebellious. Most will see the relationship as amicable, but best responses should note that “Boss” does not ask Louis's opinion about anything and takes his own dominant position in the relationship for granted. The second assessment question should cite details about the many boastful statements Louis's master makes, Louis's amusing account of his master's inability to hit a target, and his master's ultimate lack of courage in purchasing a substitute to go in his place. Document 2 illustrates the same kind of overconfidence as widespread in both the North and South. It does not suggest that either side lacked courage, as “Boss” seems to have, but it does make clear that each side underestimated the courage or skill of its opponents. Each expected an easy victory instead of the massive slaughter and suffering to follow.

The Civil War: Assessment 1

Directions: This exercise asks you to read a primary source document and a secondary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Primary Source

The war had been talked of for some time, but at last it came. When the rebels fired upon Fort Sumter, then great excitement arose. The next day when I drove Boss to town, he went into the store of one Williams, a merchant, and when he came out, he stepped to the carriage, and said: "What do you think? Old Abraham Lincoln has called for four hundred thousand men to come to Washington immediately. Well, let them come; we will make a breakfast of them. I can whip a half dozen Yankees with my pocket knife." This was the chief topic everywhere. Soon after this Boss bought himself a six shooter. I had to mould the bullets for him, and every afternoon he would go out to practice. By his direction, I fixed a large piece of white paper on the back fence, and in the center of it put a large black dot. At this mark he would fire away, expecting to hit it; but he did not succeed well. He would sometimes miss the fence entirely, the ball going out into the woods beyond. Each time he would shoot I would have to run down to the fence to see how near he came to the mark. When he came very near to it—within an inch or so, he would say laughingly: "Ah! I would have got him that time." (Meaning a Yankee soldier.) There was something very ludicrous in this pistol practice of a man who boasted that he could whip half a dozen Yankees with a jackknife. Every day for a month this business, so tiresome to me, went on. Boss was very brave until it came time for him to go to war, when his courage oozed out, and he sent a substitute; he remaining at home as a "home guard." One day when I came back with the papers from the city, the house was soon ringing with cries of victory. Boss said: "Why, that was a great battle at Bull Run. If our men had only known, at first, what they afterwards found out, they would have wiped all the Yankees out, and succeeded in taking Washington."

Source Information: This document is an account of one former slave's memories of the outbreak of the Civil War. This excerpt is adapted from Louis Hughes, *Thirty Years a Slave: From Bondage to Freedom. The Institution of Slavery as Seen on the Plantation and in the Home of the Planter* (Milwaukee: South Side Printing Company, 1897), pages 111–113. The entire book is available online at http://books.google.com/books?id=hm4EAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Student Handout

Document 2: A Secondary Source

It was going to be a heroic adventure. Both sides thought it a fight for freedom. In North and South, most people believed the war would last a few months. Southerners liked the idea of soldiering. It seemed bold and brave. Besides, they were sure the Yankees were all cowards. Just wait until they met on the battlefield, they boasted to their wives and girlfriends as they marched off in their handsome gray uniforms. The Northern men were just as confident. One big battle, they said, and the war would be over. They were sure the Southern soldiers were lazy. Why, without their slaves they wouldn't be able to do a thing. They'd run for the hills at the first shots—or so the Northerners boasted to their wives and girlfriends as they marched off in their handsome blue uniforms.

It turned out to be the worst war in American history. It was called the Civil War, but there was nothing civil about it. More than 620,000 Americans died; cities were destroyed, farms burned, and homes leveled. On one bloody day at a place called Antietam, more men were killed than on any other day in our history. The total deaths were almost as many in all of our other wars combined.

Source Information: This is a short secondary source passage on the mood in each region at the outbreak of the Civil War. The passage is from “A War to End Slavery” in *Freedom: A History of US* by Joy Hakim (New York: Oxford University Press, 2003).

Assessment Questions

1. What can you infer about the kind of relationship Louis Hughes had with his master (“Boss”) from this passage? Cite several specific details to back up your inferences.
2. What details in these documents all support the view that millions on both sides had unrealistic expectations going into battle at the start of the Civil War?

The Civil War Assessment 2

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 6–8

★ Key Ideas and Details

- 2. (6-8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

★ Using this Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should cite Lincoln's praise of Hooker's courage, skill, and self-confidence. He also approves of Hooker's refusal to get involved in political issues. He likes Hooker's ambition but fears it leads him to compete too much with other officers and criticize them too much. Lincoln worries that this readiness to criticize will come back to haunt Hooker if other officers follow his example and start criticizing him now that he is in charge. Responses to the second assessment question should see that Lincoln wants Hooker to pay attention to all the character traits he lists and see the pattern in them. Best responses will note that Lincoln's main point is more implied than stated directly, that Hooker's best qualities and worst qualities are closely linked and he must therefore be careful not to let the bad aspects of them get out of hand.

The Civil War: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

General.

I have placed you at the head of the Army of the Potomac. Of course I have done this upon what appears to me to be sufficient reasons. Yet I think it best for you to know that there are some things in regard to which I am not quite satisfied with you. I believe you to be a brave and skillful soldier, which, of course, I like. I also believe you do not mix politics with your profession, in which you are right. You have confidence in yourself, which is a valuable if not indispensable, quality.

You are ambitious, which, within reasonable bounds, does good rather than harm. But I think that during General Burnside's command of the army you have taken counsel of your ambition and thwarted him as much as you could. In this, you did a great wrong to the country and to a most meritorious and honorable brother officer. I have heard, in such way as to believe it, of your recently saying that both the Army and the Government needed a dictator. Of course it was not for this, but in spite of it, that I have given you the command. Only those generals who gain successes can set up dictators. What I now ask of you is military success, and I will risk the dictatorship. The Government will support you to the utmost of its ability, which is neither more nor less than it has done and will do for all commanders. I much fear that the spirit which you have helped infuse into the army, of criticizing their commander and withholding confidence from him, will now turn upon you. I shall assist you as far as I can to put it down. Neither you nor Napoleon, if he were alive again, could get any good out of an army while such a spirit prevails in it. And now beware of rashness. Beware of rashness, but with energy and sleepless vigilance go forward, and give us victories.

Yours very truly, A. Lincoln.

Source Information: For a long time, President Lincoln was not happy with the generals he had to choose from to head the Union armies. Some, like George B. McClellan, frustrated Lincoln because of their lack of boldness or willingness to fight. With others, the problem was lack of experience. Joe Hooker was an aggressive officer, one admired by many in the press. Lincoln put him in charge of the Army of the Potomac on January 25, 1863. The next day, he expressed some concerns to Hooker in a letter. This is an excerpt from that letter. The text of the letter is available online from the National Park Service's History E-Library and can be found in its account of the battle of Chancellorsville.

Source: Lincoln, Abraham. "The Battle of Chancellorsville: Lincoln's Letter to Hooker." *National Park Service: History E-Library*. http://www.nps.gov/history/history/online_books/civil_war_series/8/sec1.htm#1.

The Civil War Assessment 2

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 2 for grades 9–12

★ *Key Ideas and Details*

2. **(9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
2. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

★ *Using this Assessment*

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The Civil War: Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that Lincoln first praises Hooker's courage, skill, self-confidence, refusal to get involved in political issues. He also likes Hooker's ambition, but fears it is a danger for him as well if it leads him to compete too much with other officers and criticize them too much. Best responses will see that Lincoln's main point is more implied than stated directly. It is that Hooker's best qualities and worst qualities are closely linked and he must therefore be very careful not to let the bad aspects of them get out of hand. Responses to the second assessment question may vary. Some might feel Lincoln is not trusting enough of his officers. Others may see his frankness and his carefully phrased advice as evidence of respect and a desire to motivate positively rather than issue orders. Still others may see weakness on Lincoln's part in not issuing such orders forcefully.

The Civil War: Assessment 2

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

General.

I have placed you at the head of the Army of the Potomac. Of course I have done this upon what appears to me to be sufficient reasons. Yet I think it best for you to know that there are some things in regard to which I am not quite satisfied with you. I believe you to be a brave and skillful soldier, which, of course, I like. I also believe you do not mix politics with your profession, in which you are right. You have confidence in yourself, which is a valuable if not indispensable, quality.

You are ambitious, which, within reasonable bounds, does good rather than harm. But I think that during General Burnside's command of the army you have taken counsel of your ambition and thwarted him as much as you could. In this, you did a great wrong to the country and to a most meritorious and honorable brother officer. I have heard, in such way as to believe it, of your recently saying that both the Army and the Government needed a dictator. Of course it was not for this, but in spite of it, that I have given you the command. Only those generals who gain successes can set up dictators. What I now ask of you is military success, and I will risk the dictatorship. The Government will support you to the utmost of its ability, which is neither more nor less than it has done and will do for all commanders. I much fear that the spirit which you have helped infuse into the army, of criticizing their commander and withholding confidence from him, will now turn upon you. I shall assist you as far as I can to put it down. Neither you nor Napoleon, if he were alive again, could get any good out of an army while such a spirit prevails in it. And now beware of rashness. Beware of rashness, but with energy and sleepless vigilance go forward, and give us victories.

Yours very truly, A. Lincoln.

Student Handout

Source Information: For a long time, President Lincoln was not happy with the generals he had to choose from to head the Union armies. Some, like George B. McClellan, frustrated Lincoln because of their lack of boldness or willingness to fight. With others, the problem was lack of experience. Joe Hooker was an aggressive officer, one admired by many in the press. Lincoln put him in charge of the Army of the Potomac on January 25, 1863. The next day, he expressed some concerns to Hooker in a letter. This is an adapted excerpt from that letter. The text of the letter is available online from the National Park Service's History E-Library and can be found in its account of the battle of Chancellorsville.

Source: Lincoln, Abraham. "The Battle of Chancellorsville: Lincoln's Letter to Hooker." *National Park Service: History E-Library*. http://www.nps.gov/history/history/online_books/civil_war_series/8/sec1.htm#1.

Assessment Questions

1. Explain how Lincoln's central idea in this letter is designed to motivate Hooker by making him more self-aware. Cite specific details from the letter in your answer.
2. In giving Hooker advice, this letter also is evidence of the way Lincoln as Commander in Chief saw his relationships with his top military officers generally. What do you think we can learn about that from this letter?

The Civil War Assessment 3

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 6–8

★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

★ Using this Assessment

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The Civil War: Assessment 3 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. This activity assesses the students’ ability to read closely in order to understand various connections between each detail and the next in a text.

★ Evaluating Student Responses to this Assessment

Answers to the assessment question should produce an outline of Lee’s letter that covers these points:

- a. Rains have raised the level of the Potomac River and kept Lee’s army from being able to cross it into Virginia.
- b. He may have to fight the Union army again while still north of Virginia.
- c. He hopes Davis can make sure other Confederates farther south hurry north, cross the Rappahannock River, and make a move toward Washington, D.C.
- d. He thinks this would divert Union forces, take pressure off of him and help protect the Confederate capital of Richmond in the southern part of Virginia as well.

The Civil War: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

President Jefferson Davis,

My letter of yesterday should have informed you of the position of this army. Though reduced in numbers by the hardships and battles through which it has passed since leaving the Rappahannock, its condition is good and its confidence unimpaired.

When crossing the Potomac into Maryland, I had calculated upon the river remaining fordable during the summer, so as to enable me to re-cross at my pleasure, but a series of storms commencing the day after our entrance into Maryland has placed the river beyond fording stage and the present storms will keep it so for at least a week.

I shall therefore have to accept battle if the enemy offers it, whether I wish to or not, and as the result is in the hands of the Sovereign Ruler of the universe and known to him only, I deem it prudent to make every arrangement in our power to meet any emergency that may arrive.

From information gathered from the papers I believe that our troops from North Carolina and the coast of Virginia have been ordered to the Potomac and that recently additional reinforcements have been sent from the coast of South Carolina to General Banks. If I am correct in my opinion this will liberate most of the troops in those regions and should not your Excellency have already done so I earnestly recommend that all that can be spared be concentrated on the upper Rappahannock under General Beauregard with directions to cross the river and make demonstration upon Washington.

This course will answer the double purpose of affording protection to the Confederate capital at Richmond and relieving the pressure upon this army. I hope your Excellency will understand that I am not in the least discouraged or that my faith in the protection of an All merciful Providence, or in the fortitude of this army is at all shaken. But though conscious that the enemy has been much shattered in the recent battle I am aware that he can be easily reinforced while no addition can be made to our numbers. The measure therefore that I have recommended is altogether one of a prudential nature.

I am most respectfully your obedient servant, R. E. Lee, General.

Source Information: In the summer of 1863, Confederate General Robert E. Lee gambled boldly by invading the North and fighting the main Union army at Gettysburg, Pennsylvania. The three-day battle (July 1–3) was a disaster for the Confederates. Lincoln hoped Union forces would then quickly pursue Lee’s army and destroy it completely. However, on July 13, the Confederate forces escaped back across the Potomac River into Virginia, which was Confederate territory. On July 5, Lee’s army was still on the north side of the Potomac, in Maryland, northwest of Washington, D.C. That day, Lee wrote a letter to Confederate President Jefferson Davis. In this letter, Lee also mentioned the Rappahannock River, which was south and southwest of Washington. Document 1 is a slightly adapted version of that letter.

Source: Lee, Robert E. “Letter from Gen. Robert E. Lee to Confederate President, Jefferson Davis: July 5, 1863.” *Civil War Trust*. <http://www.civilwar.org/education/history/primarysources/letter-from-gen-robert-e.html>.

Assessment Question

Explain in outline form (a) why Lee is having trouble returning to Virginia; (b) what he fears he may have to do; (c) what he thinks Jefferson Davis might be able to do to help him; (d) and why he thinks that would be good both for him and the Confederate government.

The Civil War Assessment 3

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 3 for grades 9–12

★ *Key Ideas and Details*

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question should produce an outline of Lee's letter that covers these points:

- a. Rains have raised the level of the Potomac River and kept Lee's army from being able to cross it into Virginia.
- b. Lee may have to fight the Union army again while still north of Virginia.
- c. He hopes Davis can make sure other Confederates farther south hurry north, cross the Rappahannock River, and make a move toward Washington, D.C.
- d. He thinks this would divert Union forces, take pressure off of him and help protect the Confederate capital of Richmond in the southern part of Virginia as well.

Answers to the second assessment question should note Lee's rather mild description of the battered state of his forces ("reduced in numbers by the hardships and battles through which it has passed") and his reassuring tone ("its condition is good and its confidence unimpaired"). He says he may "have to accept battle" where he is, but does not sound alarmed about that. On the other hand, he "earnestly" recommends Davis send forces to pin down Union forces near Washington and relieve pressure on him. His tone may be calm, but his final observation is bleak—that the Union can reinforce its armies, but he cannot.

The Civil War: Assessment 3

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

President Jefferson Davis,

My letter of yesterday should have informed you of the position of this army. Though reduced in numbers by the hardships and battles through which it has passed since leaving the Rappahannock its condition is good and its confidence unimpaired.

When crossing the Potomac into Maryland, I had calculated upon the river remaining fordable during the summer, so as to enable me to re-cross at my pleasure, but a series of storms commencing the day after our entrance into Maryland has placed the river beyond fording stage and the present storms will keep it so for at least a week.

I shall therefore have to accept battle if the enemy offers it, whether I wish to or not, and as the result is in the hands of the Sovereign Ruler of the universe and known to him only, I deem it prudent to make every arrangement in our power to meet any emergency that may arrive.

From information gathered from the papers I believe that our troops from North Carolina and the coast of Virginia have been ordered to the Potomac and that recently additional reinforcements have been sent from the coast of South Carolina to General Banks. If I am correct in my opinion this will liberate most of the troops in those regions and should not your Excellency have already done so I earnestly recommend that all that can be spared be concentrated on the upper Rappahannock under General Beauregard with directions to cross the river and make demonstration upon Washington.

This course will answer the double purpose of affording protection to the Confederate capital at Richmond and relieving the pressure upon this army. I hope your Excellency will understand that I am not in the least discouraged or that my faith in the protection of an All merciful Providence, or in the fortitude of this army is at all shaken. But though conscious that the enemy has been much shattered in the recent battle I am aware that he can be easily reinforced while no addition can be made to our numbers. The measure therefore that I have recommended is altogether one of a prudential nature.

I am most respectfully your obedient servant, R. E. Lee, General.

Source Information: In the summer of 1863, Confederate General Robert E. Lee gambled boldly by invading the North and fighting the main Union army at Gettysburg, Pennsylvania. The three-day battle (July 1–3) was a disaster for the Confederates. Lincoln hoped Union forces would then quickly pursue Lee’s army and destroy it completely. However, on July 13, the Confederate forces escaped back across the Potomac River into Virginia, which was Confederate territory. On July 5, Lee’s army was still on the north side of the Potomac, in Maryland, northwest of Washington, D.C. That day, Lee wrote a letter to Confederate President Jefferson Davis. In this letter, Lee also mentioned the Rappahannock River, which was south and southwest of Washington. Document 1 is a slightly adapted version of that letter.

Source: Lee, Robert E. “Letter from Gen. Robert E. Lee to Confederate President, Jefferson Davis: July 5, 1863.” *Civil War Trust*. <http://www.civilwar.org/education/history/primarysources/letter-from-gen-robert-e.html>.

Assessment Questions

1. Explain in outline form (a) why Lee is having trouble returning to Virginia; (b) what he fears he may have to do; (c) what he thinks Jefferson Davis might be able to do to help him; (d) and why that would be good both for him and the Confederate government.
2. One historian says, “In this letter, Lee tries to strike a balance between reassuring Jefferson Davis while also worrying him into acting quickly.” Explain how this letter could be seen as doing both of these things.

The Civil War Assessment 4

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 6–8

★ *Craft and Structure*

- 4. (6–8)** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should describe a constitutional republic as a government controlled by the public whose officials are elected to represent that public, and whose powers are defined and limited by constitution law. Definitions should clearly distinguish a republic from a direct democracy, in which all citizens rule directly rather than through elected representatives. Answers to the second assessment question should provide a paragraph that makes the following points clearly:

Secession is an act by angry people too few in numbers to get what they want by elections. Instead, they make excuses that allow them to break up that government through civil war. If they succeed at this, it puts an end to free government itself. That's because it means a group can replace voting with the violence of civil war as the way to settle arguments. In a republic, people decide things by voting. If you do not get your way, you have to accept that. Without that rule, there can be no free government at all.

The Civil War: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

And this issue embraces more than the fate of these United States. It represents to the whole family of man the question whether a constitutional republic or democracy—a government of the people by the same people—can or cannot maintain its territorial integrity against its own domestic foes. It presents the question whether discontented individuals, too few in numbers to control administration according to organic law in any case, can always, upon the pretenses made in this case, or on any other pretenses, or arbitrarily without any pretense, break up their government, and thus practically put an end to free government upon the earth. It forces us to ask: “Is there, in all republics, this inherent and fatal weakness?” “Must a government, of necessity, be too strong for the liberties of its own people, or too weak to maintain its own existence?” . . .

Our popular Government has often been called an experiment. Two points in it our people have already settled—the successful establishing and the successful administering of it. One still remains—its successful maintenance against a formidable internal attempt to overthrow it. It is now for them to demonstrate to the world that those who can fairly carry an election can also suppress a rebellion; that ballots are the rightful and peaceful successors of bullets; and that when ballots have fairly and constitutionally decided there can be no successful appeal back to bullets; that there can be no successful appeal except to ballots themselves at succeeding elections. Such will be a great lesson of peace, teaching men that what they cannot take by an election neither can they take it by a war; teaching all the folly of being the beginners of a war.

Source Information: The Civil War began on April 12, 1861, when Confederate soldiers fired on Fort Sumter, a federal fort guarding the harbor in Charleston, South Carolina. Congress was not in session at the time, so Lincoln had to make decisions without its approval. Lincoln called Congress into special session on July 4, 1861, in order to get its permission to pay for the war. In his “Message to Congress” that day, he described in detail how Confederate soldiers attacked Fort Sumter. He then explained why the Southern states could not be allowed to leave the Union on their own. This document is adapted from that part of his message.

Source: Lincoln, Abraham. “Message to Congress.” Speech delivered to Congress, July 4, 1861. <https://archive.org/details/lincolnsfirstmes00unit>.

Student Handout

Assessment Questions

1. To understand this passage, you need to know what Lincoln means by “constitutional republic.” Briefly define that term and explain how it differs from the word “democracy,” which Lincoln also uses.
2. Notice the two underlined passages in this document. The first defines what Southern secession is. The second explains why Lincoln thinks secession is unacceptable. Rewrite these two sections in a paragraph of your own so as to make it clear why Lincoln felt he could not allow the South to secede.

The Civil War Assessment 4

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 4 for grades 9–12

★ *Craft and Structure*

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No.10).

★ *Using this Assessment*

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The Civil War: Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should rewrite these sections in a paragraph that makes the following points clearly:

Secession is an act by angry people too few in numbers to get what they want by elections. Instead, they make excuses that allow them to break up that government through civil war. If they succeed, this puts an end to free government itself. That's because it means a group can replace voting with the violence of civil war as the way to settle arguments. In a republic, people decide things by voting. If you do not get your way, you have to accept that. Without that rule, there can be no free government at all.

Answers to the second assessment question may vary. It is reasonably clear from what he says here that Lincoln would not have allowed the South to secede even if he thought slavery would end in time anyway. This passage shows that his first priority was not ending slavery; it was preserving constitutional republican government—both for the United States, and, in his view, for the world. It is possible to agree or disagree with him that this is what was at stake, but this was the issue for him.

The Civil War: Assessment 4

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(11–12) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

And this issue embraces more than the fate of these United States. It represents to the whole family of man the question whether a constitutional republic or democracy—a government of the people by the same people—can or cannot maintain its territorial integrity against its own domestic foes. It presents the question whether discontented individuals, too few in numbers to control administration according to organic law in any case, can always, upon the pretenses made in this case, or on any other pretenses, or arbitrarily without any pretense, break up their government, and thus practically put an end to free government upon the earth. It forces us to ask: “Is there, in all republics, this inherent and fatal weakness?” “Must a government, of necessity, be too strong for the liberties of its own people, or too weak to maintain its own existence?” . . .

Our popular Government has often been called an experiment. Two points in it our people have already settled—the successful establishing and the successful administering of it. One still remains—its successful maintenance against a formidable internal attempt to overthrow it. It is now for them to demonstrate to the world that those who can fairly carry an election can also suppress a rebellion; that ballots are the rightful and peaceful successors of bullets; and that when ballots have fairly and constitutionally decided there can be no successful appeal back to bullets; that there can be no successful appeal except to ballots themselves at succeeding elections. Such will be a great lesson of peace, teaching men that what they cannot take by an election neither can they take it by a war; teaching all the folly of being the beginners of a war.

Source Information: The Civil War began on April 12, 1861, when Confederate soldiers fired on Fort Sumter, a federal fort guarding the harbor in Charleston, South Carolina. Congress was not in session at the time, so Lincoln had to make decisions without its approval. Lincoln called Congress into special session on July 4, 1861, in order to get its permission to pay for the war. In his “Message to Congress” that day, he described in detail how Confederate soldiers attacked Fort Sumter. He then explained why the Southern states could not be allowed to leave the Union on their own. This document is adapted from that part of his message.

Source: Lincoln, Abraham. “Message to Congress.” Speech delivered to Congress, July 4, 1861. <https://archive.org/details/lincolnsfirstmes00unit>.

Assessment Questions

1. Two parts of this passage are underlined. Rewrite these sections so as to link them together logically in a single paragraph.
2. Some people say it might have been better to let the South separate peacefully. Slavery would have come to an end sooner or later anyway. Given this passage, what do you think Lincoln would have said in response to that idea? Explain your answer.

The Civil War Assessment 5

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 6–8

★ *Craft and Structure*

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

★ *Using this Assessment*

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The Civil War: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

Acceptable responses to the first assessment question should note that mainly Mrs. Johnson discusses a problem she wants the president to solve. While she does express her thoughts and feelings about the Emancipation Proclamation and other issues related to slavery, her main topic is the danger African American prisoners of war might be in and what she wants President Lincoln to do to solve that problem. So "problem/solution" is clearly the correct choice here. As to the second assessment question, answers may vary. Some may feel it could be self-defeating for Lincoln to take the harsh stand Mrs. Johnson recommends, that it might just provoke the South to treat black prisoners even more harshly. Others may agree that it could work if it convinced the South that it was in its interest to treat all prisoners of war equitably. Others may defend or reject Mrs. Johnson's idea on moral grounds, one way or another. Answers should be assessed on how well they offer logical reasons for their positions.

The Civil War: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

A Primary Source Document

My son went in the 54th regiment. I am a colored woman and my son was strong and able as any to fight for his country, and the colored people have as much to fight for as any. I never went to school, but I know just as well as any what is right between man and man. Now I know it is right that a colored man should go and fight for his country. And so ought to a white man. I know that a colored man ought to run no greater risks than a white. His pay is no greater, his obligation to fight is the same. So why should not our enemies be compelled to treat him the same?

My son fought at Fort Wagner, but thank God he was not taken prisoner, as many were. I thought of this before I let my boy go, but they said Mr. Lincoln will never let them sell our colored soldiers for slaves. If they do, he will get them back quickly. He will retaliate and stop it. Now Mr. Lincoln don't you think you ought to stop this thing? Slave owners have lived in idleness all their lives on stolen labor and made savages of the colored people. But they now are so furious because the colored soldiers are proving themselves to be men. You must put the rebels to work in state prisons to making shoes and things if they sell our colored soldiers, until they let those soldiers all go. And give their wounded the same treatment. It might seem cruel, but there is no other way. And a just man must do hard things sometimes, things that show him to be a great man. They tell me, some do, you will take back the [Emancipation] Proclamation. Don't do it. When you are dead and in Heaven, in a thousand years that action of yours will make the Angels sing your praises. Ought one man to own another? There is no sense in it. Because a man has lived by robbing all his life and his father before him, should he complain because the stolen things found on him are taken? Robbing the colored people of their labor is but a small part of the robbery. Their souls are almost taken, they are made brutes of often. You know all about this

Will you see that the colored men fighting now are fairly treated. You ought to do this, and do it at once, not let the thing run along. Meet it quickly and manfully, and stop this mean cowardly cruelty. We poor oppressed ones appeal to you and ask fair play. Yours for Christ's sake.

Source Information: At first, President Lincoln refused to allow African Americans to serve the Union as combat soldiers. Then on January 1, the Emancipation Proclamation went into effect. It freed all slaves in areas still in rebellion against the Union. The war increasingly became one aimed at ending slavery. Lincoln also began to allow the use of black soldiers in combat. Later in 1863, the mother of one of those soldiers wrote to Lincoln about her concerns. This document is a somewhat shortened and adapted excerpt from that letter. It is from Hannah Johnson of Buffalo, New York, and it is dated July 31, 1863.

Source: Johnson, Hannah. "Mother of a Northern Black Soldier to the President." *Freedmen & Southern Society Project*. <http://www.freedmen.umd.edu/hjohnsn.htm>.

Student Handout

Assessment Questions

1. “Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:

- *Compare and Contrast: A pattern showing what is similar and what is different in two events, examples, processes, etc.*
- *Problem/Solution: A problem or question is presented and a solution or series of steps in a solution follows.*
- *Cause and Effect: A pattern showing what factors caused an effect or set of effects.*

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

2. Mrs. Johnson asks Lincoln a question at the end of her first paragraph here. Do you think the advice she then gives the president would be effective? Why or why not?

The Civil War Assessment 5

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 5 for grades 9–12

★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

★ *Using this Assessment*

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The Civil War: Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

★ *Evaluating Student Responses to this Assessment*

The acceptable responses to the first assessment question should see that Mrs. Johnson's question is not merely an invitation to a debate. She poses a problem and wants the president to solve it. The overall structure of her letter is based on a problem/solution framework. Answers should identify the structure as mainly designed to present her thoughts about dangers faced by African American prisoners of war and her suggested solution to that problem—a tough retaliatory policy by the Union in its treatment of Southern prisoners of war. As to the second assessment question, answers may vary. Some may want to discuss the pros and cons of Mrs. Johnson's suggestion. That's fine, but only if they also make inferences about African American attitudes in general. For example, they could note Mrs. Johnson's proud loyalty to the Union and its cause in the war, or they could focus on her strong statement about the injustices of slavery itself. Others may note the bold confidence she feels in giving the president advice, possibly a sign of how ready African Americans were to participate assertively as citizens and how much they felt they had a president open to hearing from them about it.

The Civil War: Assessment 5

Directions: This exercise asks you to read one primary source document carefully and answer questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

A Primary Source Document

My son went in the 54th regiment. I am a colored woman and my son was strong and able as any to fight for his country, and the colored people have as much to fight for as any. I never went to school, but I know just as well as any what is right between man and man. Now I know it is right that a colored man should go and fight for his country. And so ought to a white man. I know that a colored man ought to run no greater risks than a white. His pay is no greater, his obligation to fight is the same. So why should not our enemies be compelled to treat him the same?

My son fought at Fort Wagner, but thank God he was not taken prisoner, as many were. I thought of this before I let my boy go, but they said Mr. Lincoln will never let them sell our colored soldiers for slaves. If they do, he will get them back quickly. He will retaliate and stop it. Now Mr. Lincoln don't you think you ought to stop this thing? Slave owners have lived in idleness all their lives on stolen labor and made savages of the colored people. But they now are so furious because the colored soldiers are proving themselves to be men. You must put the rebels to work in state prisons to making shoes and things if they sell our colored soldiers, until they let those soldiers all go. And give their wounded the same treatment. It might seem cruel, but there is no other way. And a just man must do hard things sometimes, things that show him to be a great man. They tell me, some do, you will take back the [Emancipation] Proclamation. Don't do it. When you are dead and in Heaven, in a thousand years that action of yours will make the Angels sing your praises. Ought one man to own another? There is no sense in it. Because a man has lived by robbing all his life and his father before him, should he complain because the stolen things found on him are taken? Robbing the colored people of their labor is but a small part of the robbery. Their souls are almost taken, they are made brutes of often. You know all about this

Will you see that the colored men fighting now are fairly treated. You ought to do this, and do it at once, not let the thing run along. Meet it quickly and manfully, and stop this mean cowardly cruelty. We poor oppressed ones appeal to you and ask fair play. Yours for Christ's sake.

Source Information: At first, President Lincoln refused to allow African Americans to serve the Union as combat soldiers. Then on January 1, the Emancipation Proclamation went into effect. It freed all slaves in areas still in rebellion against the Union. The war increasingly became one aimed at ending slavery. Lincoln also began to allow the use of black soldiers in combat. Later in 1863, the mother of one of those soldiers wrote to Lincoln about her concerns. This document is a somewhat shortened and adapted excerpt from that letter. It is from Hannah Johnson of Buffalo, NY, and it is dated July 31, 1863.

Source: Johnson, Hannah. "Mother of a Northern Black Soldier to the President." *Freedmen & Southern Society Project*. <http://www.freedmen.umd.edu/hjohnsn.htm>.

Assessment Questions

1. "Text structure" refers to the way paragraphs and longer texts are organized. Mrs. Johnson asks Lincoln a question at the end of the first paragraph. Explain how the text structure of this letter is based on her question and the advice she then gives the president in the rest of the letter.
2. Aside from the question Mrs. Johnson asks and her proposal about it, what else does the letter suggest about the attitudes of African Americans in the North regarding the Civil War?

The Civil War Assessment 6

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 6–8

★ *Craft and Structure*

- 6. (6–8)** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

★ *Using this Assessment*

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The Civil War: Assessment 6 is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that Cato in Document 1 seems genuinely to have cared for the man and woman who owned him. As to soldiers, he mainly describes them positively and stresses that his mistress treated both sides well, though he does acknowledge the Union soldiers dealt harshly with other Southerners. His views on slavery are hard to detect, and he seems to have remained loyal to his owners throughout. Dora Franks in Document 2 is also sympathetic to her owners, but she is also instantly ready for freedom as soon as she hears about it. Her view of the Yankee soldiers she encountered is mainly harsh. Her attitudes about her status as a slave and her obligations to her owners are more negative than Cato's in that she seems to have left the plantation and her mistress quickly with few feelings of regret. Acceptable answers to the second assessment question should note details such as these: Cato recalls moments in vivid detail when his owner acted with kindness toward both Confederate and Union soldiers. He describes her quite sympathetically. He also expresses his own attachment to his master with his forceful promise to him in the first paragraph. In contrast, Dora reports her owners' worries without the vivid detail or quotes that elicit sympathy in Cato's accounts. At the end, she sounds indifferent, or perhaps even glad, that her mistress has been left behind to work in the fields herself.

The Civil War: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

When massa and the other men on the place went off to war, he called me and said, "Cato, you've always been a responsible man, and I leave you to look after the women and the place. If I don't come back, I want you always to stay by Missie Adeline!" I said, "Before God, I will, Massa." He said, "Then I can go away peaceable."

We thought for a long time the Confederate soldiers had the Union whipped to pieces, but there was plenty of bad times to go through. I carried a gun and guarded the place at nighttime . . . The young Confederate soldiers used to pass so gay and singing in the big road. Their clothes were good, and we used to feed them the best we had on the place. Missie Adeline would say, "Cato, they're our boys and give them the best this place affords." We took out the hams and wine and killed chickens for them. That was at first.

Then the Union boys and men in blue got to coming that way, and they were fine looking men, too. Missie Adeline would cry and say, "Cato, they are just men and boys and we've got to feed them, too." We had a pavilion built in the yard, like they had at picnics, and we fed the Federals in that. Missie Adeline set in to crying and said to the Yankees, "Don't take Cato. He is the only man I got by me now. If you take Cato, I just don't know what I'll do." I told them soldiers I got to stay by Missie Adeline so long as I live. The Yankee men say to her, "Don't disturb yourself, we ain't going to take Cato or harm nothing of yours." The reason they were all right by us was because we prepared for them, but with some folks they was rough something terrible. They took off their houses and corn.

Source Information: During the Great Depression in the 1930s, more than 2,300 former slaves were interviewed by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). This document is an adapted excerpt from one former slave, Cato Carter, born 1836 or 1837, near Pineapple, Wilcox County, AL. He was a slave of the Carter family. His account can be found in the Library of Congress's American Memory: *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936–1938, Texas Narratives, Volume XVI, Part 1*, pages 207–208. Accessed online at [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field\(AUTHOR+@od1\(Carter,+Cato\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Carter,+Cato))).

Document 2: A Primary Source

The first thing I remember hearing about the war was one day when Master George came in the house and told Miss Emmaline that they're going to have a bloody war. He says he feared all the slaves would be taken away. She says if that was true she feels like jumping in the well. I hate to hear her say that, but from that minute I started praying for freedom. All the rest of the women did the same.

The war started pretty soon after that, and all the men folk went off and left the plantation for the women and the slaves to run. We saw the soldiers pass by most very day. Once the Yankees came and stole a lot of the horses and something to eat. They even took a trunk full of Confederate money that was hidden in the swamp. How they found that we never knew.

When the war was over, my brother Frank slipped in the house where I was still staying. He told me we were free and for me to come out with the rest. Before sundown there wasn't one of us left on the place. I hear tell later that the Mistress and the gals had to get out and work in the fields to help gather in the crop.

Source Information: This excerpt is also from the collection of interviews with former slaves by the Federal Writers' Project in the 1930s. This brief excerpt is from Dora Franks, an ex-slave from Aberdeen, Mississippi. Her account can be found in the Library of Congress's American Memory: *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936–1938, Mississippi Narratives, Volume IX*, pages 52–54. Accessed online at [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field\(AUTHOR+@od1\(Franks,+Dora\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Franks,+Dora))).

Assessment Questions

1. Despite their similarities, these documents do differ in point of view. In what ways, if any, do these two former slaves differ about their owners, about the soldiers they saw, and about the idea of their own freedom?
2. What specific features or details in these texts help to make clear a distinct point of view on these matters? In your answer, cite some details from the documents.

The Civil War Assessment 6

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 6 for grades 9–12

★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should note that Cato in Document 1 seems genuinely to have cared for the man and woman who owned him and expresses this strongly at the end of the first paragraph. He describes the soldiers who came to the plantation positively, and he stresses that his mistress treated Union and Confederate soldiers well. His views on slavery are hard to detect, and he seems to have remained loyal to his owners throughout the war. Dora Franks in Document 2 is also sorry for her owners, but she does not describe them with much sympathetic detail. Her view of the Yankee soldiers is mainly harsh. Her attitude about her status as a slave is more negative than Cato's in that she seems to have left the plantation quickly with few feelings of regret. At the end, she sounds indifferent, or perhaps even glad, that her owner has been left behind to work in the fields herself. Answers to the second assessment question will vary, but they at least should note the way these documents depict freedom as both a problem and an opportunity. Some slaves felt loyalty that made leaving hard. The dangerous environment of war and defeat meant slaves had to deal with their situation alone and in a chaotic setting.

The Civil War: Assessment 6

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(11–12) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

When massa and the other men on the place went off to war, he called me and said, "Cato, you've always been a responsible man, and I leave you to look after the women and the place. If I don't come back, I want you always to stay by Missie Adeline!" I said, "Before God, I will, Massa." He said, "Then I can go away peaceable."

We thought for a long time the Confederate soldiers had the Union whipped to pieces, but there was plenty of bad times to go through. I carried a gun and guarded the place at nighttime . . . The young Confederate soldiers used to pass so gay and singing in the big road. Their clothes were good, and we used to feed them the best we had on the place. Missie Adeline would say, "Cato, they're our boys and give them the best this place affords." We took out the hams and wine and killed chickens for them. That was at first.

Then the Union boys and men in blue got to coming that way, and they were fine looking men, too. Missie Adeline would cry and say, "Cato, they are just men and boys and we've got to feed them, too." We had a pavilion built in the yard, like they had at picnics, and we fed the Federals in that. Missie Adeline set in to crying and said to the Yankees, "Don't take Cato. He is the only man I got by me now. If you take Cato, I just don't know what I'll do." I told them soldiers I got to stay by Missie Adeline so long as I live. The Yankee men say to her, "Don't disturb yourself, we ain't going to take Cato or harm nothing of yours." The reason they were all right by us was because we prepared for them, but with some folks they was rough something terrible. They took off their houses and corn.

Source Information: During the Great Depression in the 1930s, more than 2,300 former slaves were interviewed by the Federal Writers' Project, a New Deal agency in the Works Progress Administration (WPA). This document is an adapted excerpt from one former slave, Cato Carter, born 1836 or 1837, near Pineapple, Wilcox County, AL. He was a slave of the Carter family. His account can be found in the Library of Congress's American Memory: *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936–1938, Texas Narratives, Volume XVI, Part 1*, pages 207–208. Accessed online at [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field\(AUTHOR+@od1\(Carter,+Cato\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Carter,+Cato))).

Student Handout

Document 2: A Primary Source

The first thing I remember hearing about the war was one day when Master George came in the house and told Miss Emmaline that they're going to have a bloody war. He says he feared all the slaves would be taken away. She says if that was true she feels like jumping in the well. I hate to hear her say that, but from that minute I started praying for freedom. All the rest of the women did the same.

The war started pretty soon after that, and all the men folk went off and left the plantation for the women and the slaves to run. We saw the soldiers pass by most very day. Once the Yankees came and stole a lot of the horses and something to eat. They even took a trunk full of Confederate money that was hidden in the swamp. How they found that we never knew.

When the war was over, my brother Frank slipped in the house where I was still staying. He told me we were free and for me to come out with the rest. Before sundown there wasn't one of us left on the place. I hear tell later that the Mistress and the gals had to get out and work in the fields to help gather in the crop.

Source Information: This excerpt is also from the collection of interviews with former slaves by the Federal Writers' Project in the 1930s. This brief excerpt is from Dora Franks, an ex-slave from Aberdeen, Mississippi. Her account can be found in the Library of Congress's American Memory: *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936–1938, Mississippi Narratives, Volume IX*, pages 52–54. Accessed online at [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field\(AUTHOR+@od1\(Franks,+Dora\)\)](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/mesnbib:@field(AUTHOR+@od1(Franks,+Dora))).

Assessment Questions

1. Despite their similarities, these documents do differ in point of view. What specific features or details do these documents stress in order to make clear a distinct point of view? In your answer, cite some details from the documents.
2. "The Civil War presented slaves with at least as many problems as opportunities." Do these documents and their differences support this statement? Why or why not?

The Civil War Assessment 7

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 6–8

★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should use the documents to support the basic idea that the war devastated the South and left it greatly weakened economically. Document 1 shows a dramatic drop in Southern output after 1860 even as Northern output continued to grow. Document 2 vividly suggests the destructive nature of the fighting, both in human and in economic terms. Both it and Document 3 call attention to the fact that this destruction was concentrated in the South. Acceptable answers to the second assessment question may vary. Document 2 and Document 3 both are examples of the extremely destructive short-term impact of the war, at least in two related local contexts. Document 1 should be seen as evidence of the long-term impact in that it shows Southern output in 1880 as still lagging behind what it was in 1860. Other ways of interpreting the sources are possible, but these are the most plausible ways of interpreting them.

The Civil War: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Primary Source Table

Commodity Output Per Capita by Region (in 1879 dollars)

Years	Outside the South	The South
1860	\$74.8	\$77.7
1870	\$81.5	\$47.6
1880	\$105.8	\$61.5

Source Information: This table shows the value of annual per capita economic output in two regions for three different years. That is, it is a measure of the goods produced in a year, on average, per individual. It shows this figure for the U.S. outside the South and in the South itself. The table is adapted from one in Gary M. Walton and Hugh Rockoff's *History of the American Economy* (Mason, OH: South Western Cengage Learning, 2010), page 248. The book can be accessed online at http://books.google.com/books?id=lyhl1q_E4G0C&printsec=frontcover&source=gbg_ge_summary_r&cad=0#v=onepage&q&f=false.

Document 2: A Primary Source

November 19–20: Sherman himself and a greater portion of his army passed my house today. All day, as the sad moments rolled on, were they passing not only in front of my house, but from behind. They tore down my garden palings, made a road through my back-yard and lot field, driving their stock and riding through, tearing down my fences and desolating my home—wantonly doing it when there was no necessity for it. Such a day, if I live to the age of Methuselah, may God spare me from ever seeing again!

As night drew its sable curtains around us, the heavens from every point were lit up with flames from burning buildings. Without dinner and supper as we were, it was nothing in comparison with the fear of being driven out homeless to the dreary woods. Nothing to eat! I could give my guard no supper, so he left us. . . .

My Heavenly Father alone saved me from the destructive fire. My carriage-house had in it eight bales of cotton, with my carriage, buggy, and harness. On top of the cotton were some carded cotton rolls, a hundred pounds or more. These were thrown out of the blanket in which they were, and a large twist of the rolls taken and set on fire, and thrown into the boat of my carriage, which was close up to the cotton bales. Thanks to my God, the cotton only burned over, and then went out. Shall I ever forget the deliverance?

To-night, when the greater part of the army had passed, it came up very windy and cold. My room was full, nearly, with the negroes and their bedding. They were afraid to go out, for my women could not step out of the door without an insult from the Yankee soldiers. They lay down on the floor; Sadai [Mrs. Lunt's nine-year-old daughter] got down and under the same cover with Sally, while I sat up all night, watching every moment for the flames to burst out from some of my buildings. The two guards came into my room and laid themselves by my fire for the night. I could not close my eyes, but kept walking to and fro, watching the fires in the distance and dreading the approaching day, which, I feared, as they had not all passed, would be but a continuation of horrors. . . .

About ten o'clock they had all passed save one, who came in and wanted coffee made, which was done, and he, too, went on. A few minutes elapsed, and two couriers riding rapidly passed back. Then, presently, more soldiers came by, and this ended the passing of Sherman's army by my place, leaving me poorer by thirty thousand dollars than I was yesterday morning.

Source Information: Dolly Sumner Lunt was born in Maine, but she moved to Georgia where she taught school and married a plantation owner. Her husband died in 1858, and Dolly continued to run the plantation. This document is an excerpt adapted from her diary, *A Woman's Wartime Journal, An Account of the Passage over a Georgia Plantation of Sherman's Army on the March to the Sea* (New York: The Century Co., 1918), pages 29–34. The entire diary can be accessed online at <http://docsouth.unc.edu/fpn/burge/lunt.html>.

Student Handout

Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-USZ62-127598.

Source Information: The campaigns of General William Tecumseh Sherman in 1864 were among the most destructive of the war. They included the conquest and burning of Atlanta, Georgia, and Sherman's "March to the Sea" through Georgia. On that march, Sherman's 65,000 soldiers burned crops, farms, and plantations in a deliberate effort to defeat and demoralize the entire population. This wood engraving shows the destruction of the depots, public buildings, and manufacturing plants in Atlanta, Georgia, November 15, 1864.

Assessment Questions

1. How do all three of these documents help us assess the economic impact of the Civil War on the South?
2. Which document helps most in understanding the short-term or immediate impact of the war? Which document helps most in understanding its long-term impact? Explain your answers.

The Civil War Assessment 7

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 7 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

★ *Using this Assessment*

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The Civil War: Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

★ *Evaluating Student Responses to this Assessment*

Acceptable answers to the first assessment question should use the documents to support the basic idea that the war devastated the South and left it greatly weakened economically. Document 1 shows a dramatic drop in Southern output after 1860 even as Northern output continued to grow. That the South's output had not recovered its 1860 level by 1880 shows how long-term the impact of the war was. Document 2 vividly suggests the destructive nature of the fighting, both in human and in economic terms. It and Document 3 call attention to the fact that this destruction was concentrated in the South. Both are evidence of short-term destruction; though it is easy to infer from them that it would take a long time to rebuild what was being destroyed. Acceptable answers to the second assessment question may vary. Document 2 and Document 3 have a local focus only, it is true. However Dora Lunt's account does make it clear that a vast army was passing through and was probably causing destruction all along its route. Answers using the source information for Document 3 should be able to infer how wide in scale the destruction in Atlanta and south of Atlanta was in this last phase of the Civil War.

The Civil War: Assessment 7

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Document 1: A Primary Source Table

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Source Information: This table shows the value of annual per capita economic output in two regions for three different years. That is, it is a measure of the goods produced in a year, on average, per individual. It shows this figure for the U.S. outside the South and in the South itself. The table is adapted from one in Gary M. Walton and Hugh Rockoff's *History of the American Economy* (Mason, OH: South Western Cengage Learning, 2010), p. 248. The book can be accessed online at http://books.google.com/books?id=lyhl1q_E4G0C&printsec=frontcover&source=gbg_ge_summary_r&cad=0#v=onepage&q&f=false.

Document 2: A Primary Source

November 19–20: Sherman himself and a greater portion of his army passed my house today. All day, as the sad moments rolled on, were they passing not only in front of my house, but from behind. They tore down my garden palings, made a road through my back-yard and lot field, driving their stock and riding through, tearing down my fences and desolating my home—wantonly doing it when there was no necessity for it. Such a day, if I live to the age of Methuselah, may God spare me from ever seeing again!

As night drew its sable curtains around us, the heavens from every point were lit up with flames from burning buildings. Without dinner and supper as we were, it was nothing in comparison with the fear of being driven out homeless to the dreary woods. Nothing to eat! I could give my guard no supper, so he left us. . . .

My Heavenly Father alone saved me from the destructive fire. My carriage-house had in it eight bales of cotton, with my carriage, buggy, and harness. On top of the cotton were some carded cotton rolls, a hundred pounds or more. These were thrown out of the blanket in which they were, and a large twist of the rolls taken and set on fire, and thrown into the boat of my carriage, which was close up to the cotton bales. Thanks to my God, the cotton only burned over, and then went out. Shall I ever forget the deliverance?

To-night, when the greater part of the army had passed, it came up very windy and cold. My room was full, nearly, with the negroes and their bedding. They were afraid to go out, for my women could not step out of the door without an insult from the Yankee soldiers. They lay down on the floor; Sadai [Mrs. Lunt's nine-year-old daughter] got down and under the same cover with Sally, while I sat up all night, watching every moment for the flames to burst out from some of my buildings. The two guards came into my room and laid themselves by my fire for the night. I could not close my eyes, but kept walking to and fro, watching the fires in the distance and dreading the approaching day, which, I feared, as they had not all passed, would be but a continuation of horrors. . . .

About ten o'clock they had all passed save one, who came in and wanted coffee made, which was done, and he, too, went on. A few minutes elapsed, and two couriers riding rapidly passed back. Then, presently, more soldiers came by, and this ended the passing of Sherman's army by my place, leaving me poorer by thirty thousand dollars than I was yesterday morning.

Source Information: Dolly Sumner Lunt was born in Maine, but she moved to Georgia where she taught school and married a plantation owner. Her husband died in 1858, and Dolly continued to run the plantation. This document is an excerpt adapted from her diary, *A Woman's Wartime Journal, An Account of the Passage over a Georgia Plantation of Sherman's Army on the March to the Sea* (New York: The Century Co., 1918), pages 29–34. The entire diary can be accessed online at <http://docsouth.unc.edu/fpn/burge/lunt.html>.

Student Handout

Document 3: A Visual Primary Source



Library of Congress Prints and Photographs Division, Reproduction Number: LC-USZ62-127598.

Source Information: The campaigns of General William Tecumseh Sherman in 1864 were among the most destructive of the war. They included the conquest and burning of Atlanta, Georgia, and Sherman's "March to the Sea" through Georgia. On that march, Sherman's 65,000 soldiers burned crops, farms, and plantations in a deliberate effort to defeat and demoralize the entire population. This wood engraving shows the destruction of the depots, public buildings, and manufacturing plants in Atlanta, Georgia, November 15, 1864.

Assessment Questions

1. How do all three of these documents help in assessing both the short-term and the long-term impact of the Civil War on the South?
2. One document is about the South in general. The other two are not. Does that mean the documents cannot be used together? Why or why not?

The Civil War Assessment 8

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 6–8

★ Integration of Knowledge and Ideas

8. (6–8) Distinguish among fact, opinion, and reasoned judgment in a text.

★ Using this Assessment

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The Civil War: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ Evaluating Student Responses to this Assessment

Responses to the first assessment question should note that Stephens' argument against seceding is fairly logical. The election of Lincoln was legal and in accord with the Constitution. To leave over that result would put the South in the position of being first to violate the Constitution. That, in turn, would mean the South would be in the wrong. In other words, Stephens bases his argument on the assumption the South should act only after the Constitution has been clearly violated by the North. He recommends that they wait until that happens. While this is the basic reasoning in his argument, Stephens does present it in highly emotion tones, appealing to his audience's pride and to its anger. He speaks of the Constitution as a "sacred instrument" and says the South must be "found to the last moment standing on the deck with the Constitution." He talks of the "fanatics of the North" and the need to be ready to act if they do "break the Constitution." These are only a few of the examples of florid and emotional prose in this appeal.

The Civil War: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

My object is not to stir up strife, but to allay it; not to appeal to your passions, but to your reason. Let us, therefore, reason together. It is not my purpose to say anything to wound the feelings of any individual who may be present; and if I shall say anything which may be deemed too strong, let it be set down to the zeal with which I advocate my own convictions. There is with me no intention to irritate or offend.

The first question that presents itself is, shall the people of Georgia secede from the Union in consequence of the election of Mr. Lincoln to the Presidency of the United States? My countrymen, I tell you frankly, candidly, and earnestly, that I do not think they ought to. In my judgment, the election of no man, constitutionally chosen to that high office, is sufficient cause to justify any State to separate from the Union. It ought to stand by and aid still in maintaining the Constitution of the country. To make a point of resistance to the Government, to withdraw from it because any man has been elected, would put us in the wrong. We are pledged to maintain the Constitution. Many of us have sworn to support it. Can we, therefore, for the mere election of any man to the Presidency, and that, too, in accordance with the prescribed forms of the Constitution, make a point of resistance to the Government, without becoming the breakers of that sacred instrument ourselves, by withdrawing ourselves from it? Would we not be in the wrong? Whatever fate is to befall this country, let it never be laid to the charge of the people of the South, and especially the people of Georgia, that we were untrue to our national engagements. Let the fault and the wrong rest upon others. If all our hopes are to be blasted, if the Republic is to go down, let us be found to the last moment standing on the deck with the Constitution of the United States waving over our heads. (Applause.) Let the fanatics of the North break the Constitution, if such is their fell purpose. Let the responsibility be upon them. I shall speak presently more of their acts; but let not the South, let us not be the ones to commit the aggression. We went into the election with this people. The result was different from what we wished; but the election has been constitutionally held. Were we to make a point of resistance to the Government and go out of the Union merely on that account, the record would be made up hereafter against us.

Source Information: Alexander Hamilton Stephens was a Georgia slave owner and member of Congress. As Georgia debated whether to leave the Union, Stephens at first called for loyalty and delay in any decision to secede. This document is an excerpt adapted from a speech he gave to the Georgia legislature on November 14, 1860. Later, he was chosen to serve as Vice President of the Confederacy. This speech is found in A.D. Candler, comp., *Confederate Records of the State of Georgia* (1909), Vol. 1, pages 183–205. It is accessible online at <http://civilwarcauses.org/steph2.htm>.

Assessment Question

What in this document shows that Stephens is trying to base his views on facts and clear reasoning? What in the document suggests he is also appealing to strong emotions in his listeners? Cite details from the document in answering both questions.

The Civil War Assessment 8

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 8 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 8. (11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students' ability to read closely in order to understand a text in these ways.

★ *Evaluating Student Responses to this Assessment*

Responses to the first assessment question should note that Stephens' argument against seceding is fairly logical. The election of Lincoln was legal and in accord with the Constitution. To leave over that result would put the South in the position of being first to violate the Constitution. That, in turn, would mean the South would be in the wrong. Stephens bases his argument on the assumption that the South should act only after the Constitution has been clearly violated by the North. Those who favored secession would probably have argued that the election of Lincoln itself almost certainly meant the eventual end of slavery, and that slavery was essential to the South's way of life. They might also have said states have the right to secede for reasons short of a specific violation of the Constitution. Answers to the second assessment question may vary. Some abolitionists might have agreed with Stephens that the election of Lincoln was not a threat to the South since Lincoln did not intend to end slavery. They would agree with his loyalty to the Constitution and might have pointed out that the Constitution did not itself endanger slavery. Abolitionists would surely have objected to Stephens' reference to the "fanatics of the North." They would also have said that even the abolition of slavery did not justify secession since the South would be better off without slavery anyway.

The Civil War: Assessment 8

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: (9–10) Assess the extent to which the reasoning and evidence in a text support the author's claims. **(11–12)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

A Primary Source Document

My object is not to stir up strife, but to allay it; not to appeal to your passions, but to your reason. Let us, therefore, reason together. It is not my purpose to say anything to wound the feelings of any individual who may be present; and if I shall say anything which may be deemed too strong, let it be set down to the zeal with which I advocate my own convictions. There is with me no intention to irritate or offend.

The first question that presents itself is, shall the people of Georgia secede from the Union in consequence of the election of Mr. Lincoln to the Presidency of the United States? My countrymen, I tell you frankly, candidly, and earnestly, that I do not think they ought to. In my judgment, the election of no man, constitutionally chosen to that high office, is sufficient cause to justify any State to separate from the Union. It ought to stand by and aid still in maintaining the Constitution of the country. To make a point of resistance to the Government, to withdraw from it because any man has been elected, would put us in the wrong. We are pledged to maintain the Constitution. Many of us have sworn to support it. Can we, therefore, for the mere election of any man to the Presidency, and that, too, in accordance with the prescribed forms of the Constitution, make a point of resistance to the Government, without becoming the breakers of that sacred instrument ourselves, by withdrawing ourselves from it? Would we not be in the wrong? Whatever fate is to befall this country, let it never be laid to the charge of the people of the South, and especially the people of Georgia, that we were untrue to our national engagements. Let the fault and the wrong rest upon others. If all our hopes are to be blasted, if the Republic is to go down, let us be found to the last moment standing on the deck with the Constitution of the United States waving over our heads. (Applause.) Let the fanatics of the North break the Constitution, if such is their fell purpose. Let the responsibility be upon them. I shall speak presently more of their acts; but let not the South, let us not be the ones to commit the aggression. We went into the election with this people. The result was different from what we wished; but the election has been constitutionally held. Were we to make a point of resistance to the Government and go out of the Union merely on that account, the record would be made up hereafter against us.

Source Information: Alexander Hamilton Stephens was a Georgia slave owner and member of Congress. As Georgia debated whether to leave the Union, Stephens at first called for loyalty and delay in any decision to secede. This document is an excerpt adapted from a speech he gave to the Georgia legislature on November 14, 1860. Later, he was chosen to serve as Vice President of the Confederacy. This speech is found in A.D. Candler, comp., *Confederate Records of the State of Georgia* (1909), Vol. 1, pages 183–205. It is accessible online at <http://civilwarcauses.org/steph2.htm>.

Assessment Questions

1. Stephens is attempting to make a reasoned argument here. Summarize his reasoning and explain how someone in favor of secession might have responded to him?
2. In what ways might an abolitionist in the North have agreed with Stephens, and in what ways might he have disagreed? Explain your answers.

The Civil War Assessment 9

Basic Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 6–8

★ *Integration of Knowledge and Ideas*

9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

★ *Using this Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their American History coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

The Civil War: Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

★ *Evaluating Student Responses to this Assessment*

Answers to the first assessment question should notice that Lincoln goes out of his way with these border state leaders to be clear that he thinks slavery is a great wrong. At first, however, he says he could do nothing about slavery since that would violate his oath to preserve the Constitution. However, he says he could end slavery if doing so became an “indispensable necessity” to preserving the Union and its Constitution. In his view emancipation did in time become an “indispensable necessity” to winning the war and preserving the Union. At that point, he felt he could end slavery consistent with his pledge to preserve the Constitution. Answers to the second assessment question should see that Antietam gave Lincoln enough of a victory so that emancipation would not seem to be a desperate act. Also, by limiting the Emancipation Proclamation’s impact to areas still in rebellion, he would not lose the support of the border states.

The Civil War: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer two questions about specific details in them. One document is a secondary source and the other is a primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Secondary Source

At Antietam (near Sharpsburg, Maryland) Lee's forces were defeated in the bloodiest one-day battle in American history. More than 26,000 died in the failed attempt by the South to invade the North. While the battle was not settled decisively in favor of the Union, it gave Lincoln enough of a victory so that he could issue the Emancipation Proclamation from a perceived position of strength, and thus prevent the measure from being seen as an act of desperation. Lincoln had known from the outset of the war that if he made ending slavery one of the Union's main goals, he might lose crucial support from the border states. The Proclamation was therefore portrayed as simply a war measure designed to unify the North and undermine the South. By signing the Proclamation, Lincoln announced his plan to free slaves, but only in "territories in rebellion," meaning that only slaves in the Confederacy, and not ones in border states, were free.

Source Information: This secondary source passage is a brief account of Lincoln's decision to issue the Emancipation Proclamation. He announced the Proclamation in the fall of 1862 and put it into effect on January 1, 1863. The Emancipation Proclamation granted freedom to all slaves in areas still in rebellion against the Union. It did not free slaves in other parts of the nation.

Source: Hutchison, Michael. "'Billy Yank' and 'Johnny Reb': Ordinary Soldiers in the Civil War." In *The Civil War*. Document-Based Activities. Culver City, CA: Social Studies School Service, 2002.

Document 2: A Primary Source

I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel. And yet I have never understood that the Presidency conferred upon me an unrestricted right to act officially upon this judgment and feeling. It was in the oath I took that I would, to the best of my ability, preserve, protect, and defend the Constitution of the United States. I could not take the office without taking the oath. Nor was it my view that I might take an oath to get power, and break the oath using the power. I understood, too, that in ordinary civil administration this oath even forbade me to practically indulge my primary abstract judgment on the moral question of slavery. I did understand, however, that my oath to preserve the Constitution to the best of my ability, imposed upon me the duty of preserving, by every indispensable means, that government—that nation—of which that Constitution was the organic law. . . . I could not feel that, to the best of my ability, I had even tried to preserve the Constitution, if, to save slavery, or any minor matter, I should permit the wreck of government, country, and Constitution all together. When, early in the war, Gen. Fremont attempted military emancipation, I forbade it, because I did not then think it an indispensable necessity. When a little later, Gen. Cameron, then Secretary of War, suggested the arming of the blacks, I objected, because I did not yet think it an indispensable necessity. When, still later, Gen. Hunter attempted military emancipation, I again forbade it, because I did not yet think the indispensable necessity had come. When, in March, and May, and July 1862 I made earnest, and successive appeals to the border states to favor compensated emancipation, I believed the indispensable necessity for military emancipation, and arming the blacks would come, unless averted by that measure. They declined the proposition; and I was, in my best judgment, driven to the alternative of either surrendering the Union, and with it, the Constitution, or of laying strong hand upon the colored element [that is, recruiting them as soldiers]. I chose the latter. In choosing it, I hoped for greater gain than loss; but of this, I was not entirely confident. More than a year of trial now shows no loss by it in our foreign relations, none in our home popular sentiment, none in our white military force—no loss by it anyhow or anywhere. On the contrary, it shows a gain of quite a hundred and thirty thousand soldiers, seamen, and laborers. These are palpable facts, about which, as facts, there can be no argument. We have the men; and we could not have had them without the measure.

If God now wills the removal of a great wrong, and wills also that we of the North as well as you of the South, shall pay fairly for our complicity in that wrong, impartial history will find therein new cause to attest and revere the justice and goodness of God.

Source Information: This document is part of an April 4, 1864, letter President Lincoln sent to three leaders in Kentucky. Earlier that spring, Lincoln had met with these three to discuss border state problems. The “border states” were Kentucky, Maryland, Delaware, and Missouri. These were slave states along the border with the North that had mainly remained loyal to the Union. In this letter, Lincoln summarizes his discussion with the three Kentuckians. He explains his views about his constitutional duties and his shift from not interfering with slavery to seeking the emancipation of the slaves.

Source: Lincoln, Abraham. “Letter to Albert G. Hodges.” *Abram Lincoln Online: Speeches & Writings*. <http://www.abrahamlincolnonline.org/lincoln/speeches/hodges.htm>.

The Civil War Assessment 9

Advanced Level

Teacher Instructions

Based on Common Core Reading Standard 9 for grades 9–12

★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

★ *Using this Assessment*

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★ *Evaluating Student Responses to this Assessment*

Answers to the assessment question should note Lincoln's assurance to the border state leaders that he only acted to end slavery in areas still in rebellion when that became an "indispensable necessity" to the war to preserve the Union and the Constitution. He acknowledges his personal opposition to slavery, but he clearly works hard in his letter to convince these border state leaders that he only resorted to emancipation out of military necessity. Since his Proclamation did not apply to them, but only to areas still in rebellion, he clearly hopes this will reassure them and keep them in the Union. Answers to the second assessment question may vary. Lincoln clearly has a political goal in this letter, given its audience. This might well mean that he had a greater commitment to ending slavery than he was willing to admit to these leaders.

The Civil War: Assessment 9

Directions: This exercise asks you to read two documents carefully and answer questions about specific details in them. One document is a secondary source and the other is a primary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Secondary Source

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Document 2: A Primary Source

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If God now wills the removal of a great wrong, and wills also that we of the North as well as you of the South, shall pay fairly for our complicity in that wrong, impartial history will find therein new cause to attest and revere the justice and goodness of God.”

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Source: Lincoln, Abraham. “Letter to Albert G. Hodges.” *Abramam Lincoln Online: Speeches & Writings*. <http://www.abrahamlincolnonline.org/lincoln/speeches/hodges.htm>.

The Civil War

Writing Assignment 1

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

[This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ *Using this Assessment*

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The Civil War: Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develop those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

★ *Evaluating Student Responses to Writing Assignment 1*

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

The Civil War: Writing Assignment 1

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement: “The South never had a chance to win its independence in the Civil War. It was a lost cause from the start.”

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in The Civil War Assessments

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

The Civil War

Writing Assignment 2

Teacher Instructions

The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

[This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.]

★ *Using this Assessment*

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The Civil War: Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

★ *Evaluating Student Responses to Writing Assignment 2*

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

The Civil War: Writing Assignment 2

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

The Civil War was much more than just a military struggle between two opposing armies. It also had a tremendous impact on people's lives and on their ways of thinking. In the view of some historians, it was revolutionary in its impact. The primary source documents in this set of assessments illustrate this huge impact—on the nation's top leaders as well as on ordinary people at all levels. Your task in this assignment is to choose from among these sources the five that you think best illustrate this impact in all its forms. Using these sources, write an essay explaining the larger impact of the Civil War on American society in general.

Documents: Base your essay on your general background knowledge and on your selection of five sources from among all the primary source documents in The Civil War Assessments.

Instructions

- Write a brief well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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