
Cite line numbers from text supporting your analysis where possible / appropriate.

NYS Social Studies Frameworks Reference

7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.

- Students will examine the roles of women, civilians, and free African Americans during the Civil War.

Level 4 NYS Performance Level Descriptor, Evidence-Centered Design

CLAIM 1: Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.

1.1 Student identifies authorship, purpose, content, bias/point of view, format of source, location of source in time and/or place, and/or intended audience of sources, and describes how some of these factors influence the reliability (strengths/weaknesses/ uses) of sources.

1.2 Student identifies the biases she/he brings to the examination of a source (e.g., analyzing a source using current perspectives vs. interpreting a source using the historical context of the time in which it was created).

CLAIM 2 Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.

2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, geographic, economic, or political characteristics associated with the period(s).

2.2 Student identifies and describes related events in chronological sequence.

2.3 Student describes and explains the historical, geographic, economic, or political factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.

CLAIM 3 Students can analyze how the context of time and place affect disciplinary- based issues and historical events, and also compare issues and events across time and place.

3.1 Student places issues and events in the appropriate context of time and place (including the spatial organization of people, places, and environment) with minor inaccuracies.

3.3 Student compares and/or analyzes issues or events with some depth.

- wine, jars, and jugs are all gone. My eighteen fat turkeys, my hens, chickens, and fowls, my young pigs, are shot down in my yard and hunted as if they were rebels themselves. Utterly powerless I
55 ran out and appealed to the guard.

'I cannot help you, Madam; it is orders.'

...Alas! little did I think while trying to save my house from plunder and fire that they were forcing my boys [slaves] from home at the point of the
60 bayonet. One, Newton, jumped into bed in his cabin, and declared himself sick. Another crawled under the floor, - a lame boy he was, - but they pulled him out, placed him on a horse, and drove him off. Mid, poor Mid! The last I saw of him, a
65 man had him going around the garden, looking, as I thought, for my sheep, as he was my shepherd. Jack came crying to me, the big tears coursing down his cheeks, saying they were making him go. I said:

'Stay in my room.'

70 But a man followed in, cursing him and threatening to shoot him if he did not go; so poor Jack had to yield.

...Sherman himself and a greater portion of his army passed my house that day. All day, as the sad
75 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 backyard and lot field, driving their stock and riding through, tearing down my fences and desolating my
80 home - wantonly doing it when there was no necessity for it.

...As night drew its sable curtains around us, the heavens from every point were lit up with flames

