

NYS Social Studies Frameworks Reference

7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness and generate resistance to the institution of slavery.

Students will examine the impact of Uncle Tom's Cabin on the public perception of slavery.

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.

—a gesture which she regarded with fierce disdain, 90
70 as she turned and walked away."And now: said
Legree, "come here, you Tom. You see I telled ye I
didn't buy ye jest for the common work; I mean to
promote ye, and make a driver of ye; and tonight ye
may jest as well begin to get yer hand in. Now, ye 95
75 jest take this yer gal and flog her; ye've seen
enough on't to now how.""I beg Mas'r's pardon,"
said Tom; "hopes Mas'r won't set me at that. It's
what I an't used to,—never did,—and can't do, no
way possible.""Ye'll larn a pretty smart chance of 100
80 things ye never did know, before I've done with
ye!" said Legree, taking up a cowhide and striking
Tom a heavy blow across the cheek, and following
up the infliction by a shower of blows."There" he
said, as he stopped to rest, "now will ye tell me ye 105
85 can't do it?""Yes Mas'r,: said Tom, putting up his
hand to wipe the blood that trickled down his face.
"I'm willin' to work night and day, and work while
there's life and breath in me; but this yer thing I
can't feel it right to do; and, Mas'r Inevershall do it, 110

—never!"Tom had a remarkably smooth, soft
voice, and a habitually respectful manner that had
given Legree an idea that he would be cowardly,
and easily subdued. When he spoke these last
words, a thrill of amazement went through
everyone, the poor woman clasped herhands and
said, "O Lord!" and everyone

involuntarily looked at each other and drew in their
breath, as if to prepare for the storm that was about
to burst.Legree looked stupefied and confounded,
but at last burst forth,—"What! Ye blasted black
beast ! tellmeyer don't think itrightto do what I tell
ye! What have any of you cussed cattle to do with
thinking what's right? I'll put a stop to it! Why,
what do ye think ye are? May be ye think ye're a
gentleman, master Tom, to be a telling your master
what'sright and what an't! So you pretend it's wrong
to flog the gal!""I think so, Mas'r," said Tom, "the
poor crittur's sick and feeble; 't would be downright
cruel, and it's what I never will do, nor begin to.
Mas'r if you mean to kill me, kill me, but as tomy

