



Social Studies Exemplary Text Student Handout

“. . . have no doubt,” Fremantle was saying, “that General Lee shall become the world’s foremost authority on military matters when this war is over, which would appear now to be only a matter of days, or at most a few weeks. I suspect all Europe will be turning to him for lessons.”

Lessons?

“I have been thinking, I must confess, of setting some brief thoughts to paper,” Fremantle announced gravely. “Some brief remarks of my own, appended to an account of this battle, and perhaps others this army has fought. Some notes as to tactics.”

Tactics?

“General Lee’s various stratagems will be most instructive, most illuminating. I wonder, sir, if I might enlist your aid in this, ah, endeavor. As one most closely concerned? That is, to be brief, may I come to you when in need?”

“Sure,” Longstreet said. Tactics? He chuckled. The tactics were simple: find the enemy, fight him. He shook his head, snorting. Fremantle spoke softly, in tones of awe.

“One would not think of General Lee, now that one has met him, now that one has looked him, so to speak, in the eye, as it were, one would not think him, you know, to be such a devious man.”

“Devious?” Longstreet swung to stare at him, aghast.

“Oh my word,” Fremantle went on devoutly, “but he’s a tricky one. The Old Gray Fox, as they say. Charming phrase. American to the hilt.”

“Devious?” Longstreet stopped dead in the road. “Devious.” He laughed aloud. Fremantle stared an owlish stare.

“Why, Colonel, bless your soul, there ain’t a devious bone in Robert Lee’s body, don’t you know that?”

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf



Shaara, M. (1975) Longstreet. *The Killer Angels*. New York: Ballantine, 1996.

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Ohio Aspire

Social Studies Exemplary Text Teacher Resource

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Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. What does Fremantle give as his opinion of General Lee?
2. Does Longstreet seem to agree or disagree with this? Cite specific evidence from the text to support your answer.
3. What nickname does Fremantle attribute to General Lee?
4. What does Longstreet say about Robert Lee in the last line?
5. What can you infer based on the difference of opinion between the two speakers about General Robert E. Lee’s tactical skills?

Performance Tasks for Literary Texts

Students analyze how Michael Shaara in his Civil War novel *The Killer Angels* creates a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg through pacing, ordering of events, and the overarching structure of the novel. [RL.9–10.5]

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