



Social Studies Exemplary Text Student Handout

When Lee came to the sentence about the officers' side-arms, private horses & baggage, he showed for the first time during the reading of the letter a slight change of countenance & was evidently touched by this act of generosity. It was doubtless the condition mentioned to which he particularly alluded when he looked toward General Grant, as he finished reading & said with some degree of warmth in his manner, 'This will have a very happy effect upon my army.'

General Grant then said: "Unless you have some suggestions to make in regard to the form in which I have stated the terms, I will have a copy of the letter made in ink, and sign it."

"There is one thing I should like to mention," Lee replied, after a short pause. "The cavalymen and artillerists own their own horses in our army. Its organization in this respect differs from that of the United States." This expression attracted the notice of our officers present, as showing how firmly the conviction was grounded in his mind that we were two distinct countries. He continued: "I should like to understand whether these men will be permitted to retain their horses."

"You will find that the terms as written do not allow this," General Grant replied; "only the officers are permitted to take their private property."

Lee read over the second page of the letter again, and then said: "No, I see the terms do not allow it; that is clear." His face showed plainly that he was quite anxious to have this concession made; and Grant said very promptly, and without giving Lee time to make a direct request:

"Well, the subject is quite new to me. Of course I did not know that any private soldiers owned their animals; but I think we have fought the last battle of the war,—I sincerely hope so,—and that the surrender of this army will be followed soon by that of all the others; and I take it that most of the men in the ranks are small farmers, and as the country has been so raided by the two armies, it is doubtful whether they will be able to put in a crop to carry themselves and their families through the next winter without the aid of the horses they are now riding, and I will arrange it in this way: I will not change the terms as now written, but I will instruct the officers I shall appoint to receive the

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



paroles to let all the men who claim to own a horse or mule take the animals home with them to work their little farms.”

Porter, H. (1865). Lee Surrenders to Grant, April 9th, 1865. *Eyewitness to America: 500 Years of American History in the Words of Those Who Saw It Happen*. Colbert, D. (Ed.). New York: Vintage, 1998.

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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. Who is the conversation in this passage between?
2. What generous thing was included in the document?
3. What does Lee want?
4. Why does Grant think that he wants this?
5. Why does the author use words like alluded and anxious to describe this conversation?
6. What is the mood of this surrender discussion? Are the two generals being reasonable with each other? Why or why not?

Performance Tasks for Informational Texts

Using the resources found by searching "Lee and Grant" at www.vahistorical.org, create a timeline comparing the major issues from the lives of Lee and Grant before and during the war that would explain the decisions they made at the end and after the war. Write a short essay analyzing how each man contributed to the reconciliation of the nation. [RH.11-12.9]

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EFL 6
Word Count 446

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