

Name: _____ Date: _____

Describing the Experience of Civilians during the Southern Campaigns

Definitions:

“Primary Source”: the raw materials of history—original documents and objects that were created at the time under study (Library of Congress)

“Adjective”: a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it (Oxford)

Directions:

- Select three of the provided primary sources and read them carefully
- Use the worksheet to note adjectives and other descriptions about the experience of civilians during the Revolutionary War’s Southern Campaigns.
- Using the answers you have collected from the primary sources, answer the interpretive and conclusion questions.

Questions: What were some of the experiences of civilians during the Southern Campaigns?

Part 1: Identifying Adjectives

1. Primary Source Title:

2. Read the Primary Source and list at least three descriptions for homefront life during the Southern Campaigns:

3. Primary Source Title:

4. Read the Primary Source and list at least three descriptions for homefront life during the Southern Campaigns:

5. Primary Source Title:
6. Read the Primary Source and list at least three descriptions for homefront life during the Southern Campaigns:

7. Categorize the adjectives you've identified into descriptive, emotional, or evaluative categories. Be prepared to explain your categorization.



Part 2: Interpreting Adjectives

1. Author's Perspective: What do they reveal about the author's perspective, attitude, or emotions towards the subject?

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2. Tone Analysis: Analyze the overall tone of the primary source. Do the adjectives contribute to a positive, negative, neutral, or mixed tone? Provide specific examples.

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3. **Historical Context:** How might the historical context in which the primary source was created influence the choice of adjectives? Consider the time period, events, and cultural factors.

Part 3: Drawing Conclusions

1. **Author's Bias:** Based on the adjectives and tone analysis, draw conclusions about potential biases of the author. Consider whether the author may have had a particular agenda or perspective.

2. **Implications for Understanding History:** How can language shape our interpretation of the past?

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