

Emancipation Proclamation

Grade Level: 10th grade US History I

Time Required: 45 min (1 period)

Lesson Summary:

Objectives:

1. Learners will compare and contrast the ideals of the North and South.
2. Learners will create their own Emancipation Proclamation, and compare, contrast, and rate it against the primary source document
3. Learners will discuss, judge, and defend all aspects of both the primary source emancipation proclamation and their own

BINARY PAIDEIA		
Society	Time Period	Society
South state governments within the federal government planters, white, male citizens Constitution, hierarchy, slave culture honor	<i>Politeia/Regime</i> <i>Politeuma/Ruling Class</i> <i>Politeuma/Ruling Order</i> <i>Paideia/What makes a society what it is</i> <i>Virtue/ The highest moral excellence</i>	North national federal republic white, male citizens Declaration of Independence free market, industrialization

Key Terms:

emancipation	n.	the act of freeing someone from the control of another, such as a slave being granted freedom or a child reaching adulthood
proclamation	n.	a political leader's formal public statement to initiate a new policy

Historical Background for the Teachers:

The bloodiest day in United States history was September 17, 1862, when, during the Civil War battle at Antietam, close to 6,500 soldiers were killed or mortally wounded and another 15,000 were seriously wounded. It may well have been the most important moment of the war and possibly the most important day of our young country. The South, after a series of setbacks in the spring of 1862, had reversed the war's momentum during the summer, and was on the brink of achieving diplomatic recognition from England and France. The victory prodded Abraham Lincoln to announce his "preliminary" Emancipation Proclamation, freeing the slaves in the South. England and France deferred their economic alliance with the battered secessionists. Most importantly, it helped keep Lincoln's party, the Republicans, in control of congress during the very important midterm elections.

President Abraham Lincoln recognized the danger the possibility of a British alliance with the Confederate States of America posed to the United States. He wisely noticed that although there were many reasons the British might favor a Southern victory in the Civil War, there was a major weakness in the Southern position that might make it politically impossible for Britain to join forces with the South — slavery. The British had abolished slavery in Britain in the 1730s and throughout the British Empire by 1833. The South's use and defense of slavery was very unpopular in England. Lincoln decided to keep England neutral, he needed to adjust Union war aims to keep British public opinion on the Union side.

When the war started, the goal of United States was to preserve the Union. Lincoln avoided relating the war to slavery, since some states that remained in the Union allowed slavery. Lincoln did not want to tie slavery to secession for fear the slave states still in the Union would join the Confederacy if they believed their slave-holding status might be threatened. Slavery, of course, was the underlying cause of secession; but Lincoln walked a delicate balance and believed he had to downplay that point, or he would make the situation worse. His objective was to hold the Union together. He came to realize the threat of Great Britain's joining the war on the Confederate side was more of a threat to the Union than alienating slaveholders in states such as Maryland. He decided if he made the abolition of slavery a clear goal of the war, it would be politically impossible for the British government to ally with the South. Nevertheless, the timing had to be right. Through most of 1862, the news from the battlefield was of Union defeats as Confederate forces won victory after victory. If Lincoln made abolition a goal for the war at that time, it might be seen as a sign of desperation by a government unable to win on the battlefield but proclaiming a noble cause it could not support. Lincoln believed he had to wait. Finally, seizing on the opportunity of a Union army victory against the rebel army at Sharpsburg, Maryland, in September 1862, Lincoln made his move. Although furious that the Union army commander did nothing to stop General Robert E. Lee's army from retreating into Virginia unopposed, Lincoln took advantage of the fact that they had won the battle and issued his Emancipation Proclamation. It was a masterful political document. It proclaimed that slavery was to be abolished as of January 1, 1863. However, in deference to the slave-holding states that were loyal to the Union, it also specified that this abolition would apply to —states currently in a state of rebellion against the government of the United States.|| In other words, it only freed slaves in Confederate-held territory, not all slaves in the United States. The Emancipation

Proclamation only freed slaves where the United States government was not in control. However, as the Union army advanced in the coming months, word of the Proclamation preceded it; and slaves by the thousands abandoned their work and crossed Union lines for freedom and to join the war effort. The plan worked. Even though few, if any slaves were actually freed when the Proclamation was issued, the message to Britain was that the United States was seeking to abolish slavery as well as to preserve the Union. Consequently, British political leaders who supported an alliance with the Confederacy found little support at the polls; and Britain never allied with the Confederate States of America. In addition, the Emancipation Proclamation laid the foundation for the Thirteenth Amendment, which was passed in 1865, banning slavery throughout the United States.

Anticipatory Set /Do Now Activity (6 min)

Learners will create their own Binary Paideia and elaborate on the fundamental differences between North and South.

- *Transition* (2 Minutes) The Do Now will *transition* into a class discussion on the differences between North and South. During this time their responses will fill in the class and proper Paideia

Procedures:

- Transition* “These differences culminated into the Civil War brings us to yesterdays topic of the Battle of Antietam” Southern success in the Summer of 1962 put the confederacy on the brink of European recognition.
- *Question/ Writing(6min)* If you were president Lincoln after the loss of the battle of Antietam what would you do to try and halt the confederate advance?
 - Transition* Some Learners will share their responses and the answer of “free the slaves” will come to fruition.
 - *Collaboration (15min):*
 - Continuing your Role as Abraham Lincoln work in pairs to write and develop your own original Emancipation Proclamation
 - Learners will then compare their own Emancipation Proclamation to Lincolns’ Emancipation Proclamation. Learners will be sure to judge, and defend all aspects of both the primary source emancipation proclamation and their own.
 - *Closure (remaining 5-10 mins)*
 - The lesson will come “full circle” with a class discussion on their individual work.
 - Strengths and weaknesses as well as ideas will be discussed

Homework:

If not addressed in the discussion learners will be asked to predict the impact of the Emancipation Proclamation on foreign recognition, as well as the impact on the South. Did Lincoln truly free the slaves, or did the 13th amendment.

Assessment:

Self The teacher can gauge the grasp of knowledge his or her students have on prior taught lessons through

the Do Now activity and anticipatory set. The writing and class participation give the instructor an assessment gauge if national standards, and the objectives of the day are being met. In addition it allows the teacher to re-teach, and/ or emphasize key principles again if need be.

Formal: Learners will be assessed on the writing tasks (Do Now, Emancipation Proclamation, and comparisons between their work and the primary source document)

Informal: The teacher will observe how students work in groups, as well as student participation in discussions

Extensions: The learners having a good knowledge base on the emancipation could hold a discussion debating if Lincoln really freed the slaves or if the 13th amendment did. A debate or activity on the legality, and legitimacy of the emancipation could also make a great follow up activity.

Resources:

http://www2.cicerohistory.com/Cicero/subscriber/content/Books/Book-8/L06-PrimarySources/LandmarkDocuments/04EmancipationProclamation_1863.pdf

Author of Lesson:

Mr. Andrew B. Vernon