

THE EMANCIPATION PROCLAMATION

Learning Objectives: Students will:

1. Understand the historical significance of the Emancipation Proclamation and the 13th Amendment.
2. Analyze a political cartoon and a painting to learn more about a historical event.
3. Recognize differing points of view
4. Use critical thinking skills to evaluate and interpret certain portions of the Emancipation Proclamation.

TEKS: SS 5.4 (E), 5.13 (B), 5.24

Materials Needed: copies of attached sheet, copies or digital copies of attached pictures and political cartoons

Vocabulary: abolitionist, slavery, emancipation proclamation, amendment

Teaching Strategies:

1. To introduce the lesson, ask students to define “slave,” and ask what they know about slavery in the 1800’s.
2. With the aid of pictures on the attached PowerPoint slides, discuss the economic importance of slave labor to the cotton plantations.
3. Remind the students of what the Emancipation Proclamation said – that slaves in the states that were part of the Confederacy during the Civil War would be freed. This occurred on January 1, 1863, while the Civil War was still going on.
4. The full document and other supporting documents may be viewed at the Library of Congress website <http://memory.loc.gov/ammem/alhtml/almintr.html>
5. Ask students to analyze the differing points of view of the Emancipation Proclamation by the plantation owners and the abolitionists and slaves. List the arguments on each side.
6. Display and analyze the picture of Lincoln reading the Emancipation Proclamation to his Cabinet a few months before it was decreed. Do you think everyone in the picture is in favor of the Proclamation? (see notes with picture)
7. There are four distinct paragraphs in the Emancipation Proclamation that should be looked at carefully. They are the last four, which are noted on the attached PowerPoint presentation.
8. Read and discuss the four paragraphs, using the following discussion questions following each paragraph.
 - a. Why did this not apply to all states? (Only the states “in rebellion”)
 - b. What will be the role of the military in the freeing of the slaves? (to

- “maintain” the freedom of the former slaves)
- c. What did Lincoln ask former slaves not to do? (engage in violence)
 - d. What did he ask them to do? (work for wages)
 - e. What did Lincoln encourage former slaves to do? (join the Union military forces)
 - f. Why was this a “military necessity?” (to gain forces for the Union)
9. Display and analyze the famous Thomas Nast cartoon, published by Harper’s Weekly on January 23, 1863, depicting the past and the future of African Americans in the United States. What does each segment of the cartoon show? (past on the left, future on the right, center scene of reunited slave family in good living conditions, picture of Lincoln on the wall)
 10. Assign students to answer the questions on slide 10.
 - a. By what authority did Lincoln issue the Emancipation Proclamation? As President? or as Commander in Chief?
 - b. Why did some people call Lincoln the Modern Moses?
 - c. Why is the Emancipation Proclamation called the Second Declaration of Independence?
 - d. What did Lincoln mean when he said, “by giving freedom to the slaves, we assure freedom to the free”?
 11. Inform students that the Emancipation Proclamation freed slaves that were held at that time, but did not make slavery against the law. That happened with the passage of the 13th Amendment, shown on the last slide. It was introduced in the Senate in 1864, passed the House of Representatives in 1865, but did not formally become law until after Lincoln was assassinated.

Extension for G/T

Students will study the laws that led to the Civil War and the Emancipation Proclamation, including the Compromise of 1850, the Dred Scott Decision, and the Fugitive Slave Law of 1850.

Jeanne Wray, LRE Consultant

First Reading of the Emancipation Proclamation of President Lincoln

by Francis Bicknell Carpenter (1830 - 1900)

<http://www.loc.gov/teachers/newsevents/events/lincoln/pdf/reading.pdf>



Shown in the painting are, from left to right:
Edwin M. Stanton, secretary of war (in favor of the Proclamation)
Salmon P. Chase, secretary of the treasury (in favor of the Proclamation)
President Lincoln
Gideon Welles, secretary of the navy
Caleb B. Smith, secretary of the interior (standing)
William H. Seward, secretary of state (seated) (wanted the Proclamation delayed)
Montgomery Blair, postmaster general (opposed to the Proclamation)
Edward Bates, attorney general (opposed to the Proclamation)