



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
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The Emancipation Proclamation: What Does it Mean?

by Kirsten Day

Students will use primary sources in the form of prints and documents to analyze and discuss the meaning of the Emancipation Proclamation. Through small group and class discussions, students will interpret the meaning of the Emancipation Proclamation.



Overview

Objectives:	After completing the activity, students will be able to: <ul style="list-style-type: none">• analyze a document as a primary source• interpret the meaning of the Emancipation Proclamation• explain the goals of the Emancipation Proclamation
Understanding Goal:	Students will be able to use vocabulary and word analysis to interpret the meaning and goals of the Emancipation Proclamation.
Investigative Question:	By analysis and interpretation, students will be able answer the following question: "What were the purposes and/or goals of the Emancipation Proclamation?"
Time Required:	Three to four class periods
Grade Level:	4 - 8
Topic:	African American History
Era:	Civil War and Reconstruction, 1861 - 1877
Illinois Learning Standards:	Social Studies: 16A, 16B Language Arts: 1A, 1B For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/



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Preparation

Background for Lesson:

<http://memory.loc.gov/ammem/alhtml/almintr.html>

Library of Congress Items:

Title: Abraham Lincoln and his Emancipation Proclamation. c1888.



Collection or Exhibit Prints and Photographs
Media Type: Image
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a12242\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a12242))+@field(COLLID+pga)))

Title: Emancipation Proclamation



Collection or Exhibit Prints and Photographs
Media Type: Image
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(pga+02040\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(pga+02040))+@field(COLLID+pga)))

Title: Emancipation Proclamation



Collection or Exhibit Prints and Photographs
Media Type: Image
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a31573\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a31573))+@field(COLLID+pga)))

Title: Proclamation of Emancipation



Collection or Exhibit Prints and Photographs
Media Type: Image
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3b37703\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3b37703))+@field(COLLID+pga)))

Title: Emancipation Proclamation (preliminary version). First printed edition



Collection or Exhibit Rare Books and Special Collections Reading Room
Media Type: Image
URL: <http://memory.loc.gov/ammem/alhtml/alrb/step/01011863/001.html>








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Additional Materials:

-  Overhead projector
-  Copies of primary sources
-  Written Document Analysis Worksheet
-  Poster Analysis Worksheet
-  Emancipation Proclamation Vocabulary

Procedure

Description of Teacher Actions:

Day 1:

1. As an anticipatory set, begin with a K-W-L covering the topics of slavery and the Emancipation Proclamation. This topic will have been studied the previous year, so this will just be a refresher and will get students in the mindset of digging up prior knowledge, as well as informing the teacher of students' knowledge base. (20 min.)
2. Let students know that they will be using their knowledge to analyze and interpret the goals of the Emancipation Proclamation. Explain that they will be using different primary sources of the Emancipation Proclamation to analyze not only the text of the document, but the illustrations used as well.
3. Distribute analysis tools for both the text of the document and the illustrations of the document. Explain the use of these tools.
4. Pass out a vocabulary sheet to assist students in interpreting the text of the Emancipation Proclamation.
5. Divide students into small groups (3-4 students per group) and distribute a manila envelope containing copies of the five documents to be analyzed. Documents will be numbered 1-5. Students should use the remainder of this class to work on the analysis of their first document (text of document).

Day 2:

1. Students should use the entire class period to work in groups, using critical thinking skills and analysis tools to interpret the meaning of the Emancipation Proclamation. Groups will be given 10-15 minutes for each document and will then be encouraged to shift focus to the next



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document. Groups should start with document #2 and work consecutively through the numbers.

Day 3:

1. Students should finish their analysis of each of the five primary sources provided.
2. When groups have finished their work, begin class discussion of how they interpreted the Emancipation Proclamation. Use overhead transparencies for each document, and begin with discussion of the text of the document.
 - What was the purpose/goal of the Emancipation Proclamation?
 - Was there only one purpose/goal, or were there multiple purposes/goals? If so, what were these purposes/goals?

Day 4:

1. Finish any class discussion of the text of the Emancipation Proclamation.
2. Using the overhead transparencies and the evaluation tools, discuss the illustrations on the different versions of the Emancipation Proclamation.
 - Do these illustrations represent the purpose/goals of the Emancipation Proclamation? If so, how?
 - Why are there different illustrations to go along with the same text? Does this help achieve the purpose/goal of the Emancipation Proclamation? How?
3. Wrap up discussion with students summarizing the overall purpose(s)/goal(s) of the Emancipation Proclamation.

Extension Ideas:

This activity may be used as an introductory lesson before covering Civil Rights for African Americans in the United States during the 1950's-60's. A critical analysis of the meaning of the Emancipation Proclamation would help students focus on whether or not the purpose(s)/goal(s) of the document had been achieved for the long term.

- After completion of a unit covering Civil Rights for African Americans in the United States during the 1950's-60's, students could re-visit the ideas of the Emancipation Proclamation. Through the use of a Venn diagram, students could illustrate the similarities and differences for African Americans during the times of the Civil War and the Civil Rights Movement of the 1950's-60's. Through this chart, students will use critical thinking skills to determine if the purpose(s)/goal(s) of the Emancipation Proclamation have been met.



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- For further extension, students will research current primary sources such as newspapers, magazines, political cartoons, etc. to find examples of Civil Rights for African Americans. They will use this primary source to write a position paper explaining whether they believe the purpose(s)/goal(s) of the Emancipation Proclamation have been achieved. They must use details from the current primary source, as well as examples from the Emancipation Proclamation to support their ideas.

Evaluation

- Evaluation** Are students included and participating in group and class discussions?
Did the students provide thoughtful and relevant feedback during group and class discussions?
Are student answers based on prior knowledge and the information gathered from the clues provided in the primary source documents?



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Attachments

WRITTEN DOCUMENT ANALYSIS	First Look			
	Type of Document (Check one):			
	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Report	<input type="radio"/> Congressional Record
	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Memorandum	<input type="radio"/> Census Report
	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Advertisement	<input type="radio"/> Other
	Unique Physical Characteristics of the Document (check one or more):			
	<input type="radio"/> Interesting Letterhead	<input type="radio"/> Typed	<input type="radio"/> Notations	<input type="radio"/> Other
	<input type="radio"/> Handwritten	<input type="radio"/> Seals	<input type="radio"/> Received stamp	
	Date(s) of the Document;			
	Author (or Creator) of the Document:			
	Position (Title):			
	For what audience was the document written?			
	Document Content Information			
	List three phrases or statements that caught your attention or you think are important.			
1.				
2.				
3.				
Why do you think this document was written?				
What in the document helps you know why it was written? Quote from the document.				
List two things the document tells you about life in the United States at the time it was written.				
Write a question to the author that is left unanswered by the document.				



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POSTER ANALYSIS	First Glance	
	Looking at the poster, identify	
		Title
		What emotions did you feel when you first saw the poster?
	Symbolism	
	People	
		Person or character used
		What they symbolize
	Objects	
		Items used
		What they symbolize
	Colors	
		Colors Used
		What they symbolize
	The Message	
	Are the messages in the poster primarily visual, verbal or both? How?	
	Who do you think is the intended audience for the poster?	
What does the creator of the poster hope that people that see the poster will do?		
After Viewing		
The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?		
List three things that you infer from this poster.		
	1. 2. 3.	



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Emancipation Proclamation Vocabulary Dictionary.com

- emancipation – freeing someone from the control of another
- proclamation – a public and official announcement
- repress – to put down by force; usually before total control has been lost
- aforesaid – said or mentioned earlier
- rebellion – open, organized, and armed resistance to one’s government or ruler
- countervailing – to act against with equal force; counteract
- virtue – moral excellence; goodness; righteousness
- vested – protected or established by law
- accordance – agreement; conformity
- abstain – to refrain or hold back from something by one’s own choice
- garrison – to occupy with troops
- invoke – to declare to be binding or in effect
- affixed – firmly attached