



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
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The Many Faces of the Emancipation Proclamation: An Investigation into the Literal and Visual Meaning of the Emancipation Proclamation

by Darcey Helmick



This high school-aged lesson is an in-depth analysis of the literary elements and the visual elements that create multiple meanings of the Emancipation Proclamation.

Overview

Objectives:	After completing the activity, students will be able to: <ul style="list-style-type: none">• understand, explain and interpret the literal meaning of the Emancipation Proclamation• identify and analyze the literary elements of the Emancipation Proclamation• understand, explain and interpret the visual meaning of the Emancipation Proclamation• identify and analyze the visual elements of an Emancipation Proclamation poster• discuss information and interpretation in a small group• present information and interpretation to the entire class
Understanding Goal:	Although the literal meaning is unchanged, differences in visual presentation can alter the overall meaning of the Emancipation Proclamation.
Investigative Question:	How much can the meaning of the Emancipation Proclamation change when presented with different visual elements?
Time Required:	Two class periods
Grade Level:	9 - 12
Topic:	African American History, Government, Law, Presidents, War, Military
Era:	Civil War and Reconstruction, 1861 - 1877



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Illinois Learning Standards:

Fine Arts: 25B, 27
Language Arts: 1, 2, 3, 4A, 5

For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/

Preparation

Background for Lesson:

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

Library of Congress Items:

Title: "Abraham Lincoln and his Emancipation Proclamation / The Strobridge Lith. Co., Cincinnati."



Collection or Exhibit: Prints and Photographs
Media Type: Poster
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: Poster
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 Proclamations."



Collection or Exhibit: Prints and Photographs
Media Type: Image
URL: [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a29454\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a29454))+@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\(cph+3a06056\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a06056))+@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)))



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Title: "The 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\(cph+3a07513\)\)+@field\(COLLID+pga\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a07513))+@field(COLLID+pga)))

Additional Materials:



Projector and computer



Classroom Board and markers



Transcripts of the Emancipation Proclamation Library of Congress Abraham Lincoln Papers

[http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field\(DOCID+@lit\(d2082000\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d2082000)))



Emancipation Proclamation outline worksheet



Poster Analysis worksheet

Procedure

Description of Teacher Actions:

Day One

Anticipatory Set: Write "Emancipation Proclamation" on the board. Ask for students to brainstorm for anything they can think of about this topic. Have several students writing the ideas on the board. Next ask if any know what it means or have read it before.

1. Give each student a transcript and an outline worksheet of the Emancipation Proclamation.
2. Pull up the transcript on the projector.
3. Read through each paragraph and have students discern the meaning. Fill in the outline on the projector as they read. Students must fill in their outlines as well.
4. Complete the outline worksheet.
5. Ask if there are any questions about the literal meaning of the Emancipation Proclamation before moving on.
6. Put students in groups for poster analysis.
7. Give each group a poster analysis worksheet.



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8. Explain the poster analysis worksheet, give each group a poster, and allow groups to use the remaining time in class to begin analyzing the poster. They may refer back to their outlines if needed.
9. Near the end of the period, review the meaning of the Emancipation Proclamation and collect all posters.

Day Two

1. Review the outline of the Emancipation Proclamation.
2. Redistribute the posters to each group. They should finish analyzing the poster and interpret a meaning. Answer our investigative question: How much does the meaning of the Emancipation Proclamation change when presented with different visual elements?
3. Walk around the room to assist any groups.
4. In the last 15-20 minutes, have each group present the poster and the symbols and meaning to the whole class.
5. Conduct a closing discussion of the various posters and meanings.
6. Any closing questions, comments?

Extension Ideas:

This can lesson can be extended by requiring a more formal presentation (PowerPoint) or a formal written response. Another project might ask students to view all the posters on the LOC site, select their favorite poster, and include a written explanation.

Evaluation

Evaluation Completion of Outline and Poster Analysis
Discussion (Small group and whole class)
Presentation to the class



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Attachments

Emancipation Proclamation Outline

Date written: _____ Audience: _____

Author: _____ Purpose: _____

I. Date when this proclamation was first issued: _____.

II. Thesis Statement

A. _____.

B. _____.

C. _____.

The last part of the thesis is an allusion to what other historical document? _____.

III. "The Executive" (who is...) will _____.

_____.

IV. "I, Abraham Lincoln, President of the United States" _____.

_____.

V. States in rebellion: _____.

_____.

"Excepted parts": _____.

_____.

VI. Restatement of Thesis Statement:

A. _____.

B. _____.

C. _____.

Why does Lincoln restate his main point here? _____.

_____.

This literary technique is called _____.



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VII. Lincoln asks his people:

A. _____.

B. _____.

Why does he include these requests? _____

What do you think he meant by "in all cases when allowed"? _____

VIII. What is Lincoln's request of people in "suitable conditions"? _____

IX. The three reasons Lincoln gives as to why he wrote this act:

A. _____.

B. _____.

C. _____.

The two things Lincoln asks for:

A. _____.

B. _____.

Personal Reaction to reading the Emancipation Proclamation:

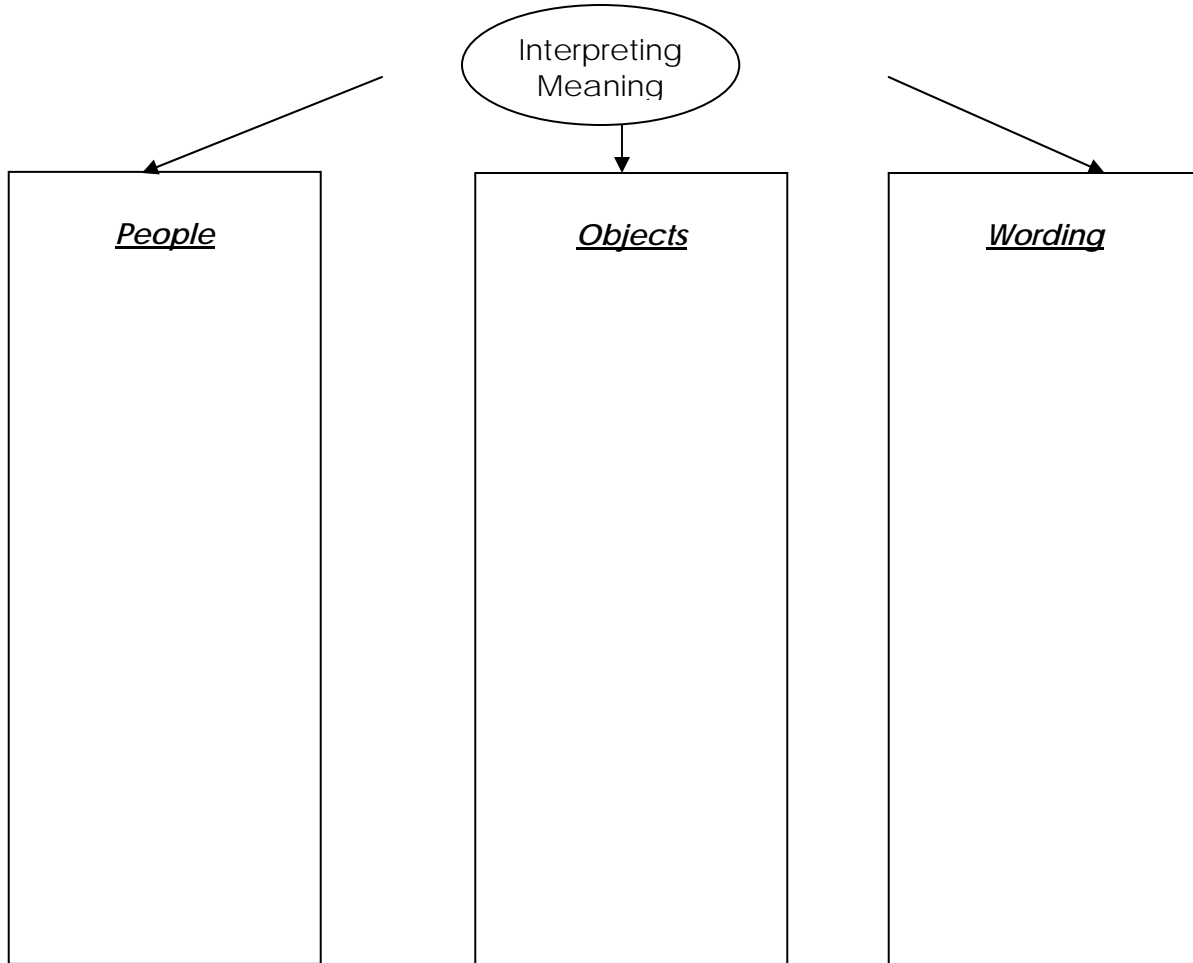
[Large dashed box for personal reaction]



Emancipation Proclamation Poster Analysis

Possible intended audience:	Artist's possible purpose:
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List and describe possible meanings for each category.



The group's interpretation of the visual meaning of the poster:

Explain how the literal meaning of the words has been altered/changed by the inclusion of the visual message.