### Lesson Overview

**Overview:** 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 interpret the meaning of the Emancipation Proclamation.

**Grade Range:** 6-8

**Objective:** After completing the activity, students will be able to:
1. Analyze a document as a primary source.
2. Interpret the meaning of the Emancipation Proclamation.
3. Explain the goals of the Emancipation Proclamation.

**Time Required:** Three class periods of 50 minutes.

**Discipline/Subject:** History

**Topic/Subject:** African-American History

**Era:** Civil War and Reconstruction, 1861-1877

### Standards

**Illinois Learning Standards:**

Social Studies:
16.A-Apply the skills of historical analysis and interpretation.
16.B-Understand the development of significant political events.

Language Arts:
1.A-Apply word analysis and vocabulary skills to comprehend selections.
1.B-Apply reading strategies to improve understanding and fluency.

### Materials

**Handouts:**
- Copies of Primary Sources
- Emancipation Proclamation Vocabulary

**Analysis Tools:**
- Written Document Analysis
- Poster Analysis

### Library of Congress Items:

<table>
<thead>
<tr>
<th>Title of Source</th>
<th>Creator of Source</th>
<th>Date of Creation</th>
<th>URL of Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emancipation Proclamation</td>
<td>Martin &amp; Judson</td>
<td>1864 Feb. 26</td>
<td><a href="http://www.loc.gov/pictures/item/2003671404/">http://www.loc.gov/pictures/item/2003671404/</a></td>
</tr>
<tr>
<td>Emancipation Proclamation</td>
<td></td>
<td>1896 Oct 12</td>
<td><a href="http://www.loc.gov/pictures/item/2003666890/">http://www.loc.gov/pictures/item/2003666890/</a></td>
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### Procedures

<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<tbody>
<tr>
<td><strong>Day One:</strong></td>
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<tr>
<td>1.</td>
<td>As an anticipatory set, begin with a K-W-L covering the topics of slavery and the Emancipation Proclamation. This topic will have been studies 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.</td>
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<tr>
<td>2.</td>
<td>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.</td>
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<tr>
<td>3.</td>
<td>Distribute analysis tools for both the text of the document and the illustrations of the document. Explain the use of these tools.</td>
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<td>4.</td>
<td>Pass out a vocabulary sheet to assist students in interpreting the text of the Emancipation Proclamation.</td>
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<tr>
<td>5.</td>
<td>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.</td>
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<tr>
<td><strong>Day Two:</strong></td>
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<tr>
<td>1.</td>
<td>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 document. Groups should start with document #2 and work consecutively through the numbers.</td>
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<tr>
<td><strong>Day Three:</strong></td>
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<tr>
<td>1.</td>
<td>Students should finish their analysis of each of the five primary sources provided.</td>
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<tr>
<td>2.</td>
<td>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.</td>
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<tr>
<td></td>
<td>- What was the purpose/goal of the Emancipation Proclamation?</td>
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<tr>
<td></td>
<td>- Was there only one purpose/goal, or were there multiple purposes/goals? If so, what were these purposes/goals?</td>
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<tr>
<td><strong>Day Four:</strong></td>
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<tr>
<td>1.</td>
<td>Finish any class discussion of the text of the Emancipation Proclamation.</td>
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<td>2.</td>
<td>Using the overhead transparencies and the evaluation tools, discuss the illustrations on the different versions of the Emancipation Proclamation.</td>
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<td></td>
<td>- Do these illustrations represent the purpose/goal of the Emancipation Proclamation? If so, how?</td>
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<tr>
<td></td>
<td>- Why are there different illustrations to go along with the same text? Does this help achieve the purpose/goal of the Emancipation Proclamation? How?</td>
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<tr>
<td>3.</td>
<td>Wrap up discussion with students summarizing the overall purpose(s/goal(s) of the Emancipation Proclamation.</td>
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</tbody>
</table>
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?

Evaluation

Extension

This activity may be used as an introductory lesson before covering Civil Rights for African Americans in the United States during the 1950s-60s. 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 1950s-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.

- 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.

Author Credits:
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East Prairie Jr. High
## First Look

**Type of Document (Check one):**
- [ ] Newspaper  
- [ ] Map  
- [ ] Report  
- [ ] Congressional Record  
- [ ] Letter  
- [ ] Telegram  
- [ ] Memorandum  
- [ ] Census Report  
- [ ] Patent  
- [ ] Press Release  
- [ ] Advertisement  
- [ ] Other

**Unique Physical Characteristics of the Document (check one or more):**
- [ ] Interesting Letterhead  
- [ ] Typied  
- [ ] Handwritten  
- [ ] Notations  
- [ ] Seals  
- [ ] Received stamp  
- [ ] Other

**Date(s) of the Document:**

**Author (or Creator) of the Document:**

**Position (Title):**

**For what audience was the document written?**

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## 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.**
**First Glance**
Looking at the poster, identify

<table>
<thead>
<tr>
<th>Title</th>
<th>What emotions did you feel when you first saw the poster?</th>
</tr>
</thead>
</table>

**Symbolism**

<table>
<thead>
<tr>
<th>People</th>
<th>What they symbolize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person or character used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objects</th>
<th>What they symbolize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colors</th>
<th>What they symbolize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors Used</td>
<td></td>
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</tbody>
</table>

**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.
The Emancipation Proclamation: What Does it Mean?

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
The Emancipation Proclamation: What Does it Mean?
Emancipation Proclamation

of President Abraham Lincoln, freeing the slaves of the United States.

A few days before the President left his home for the war-swept regions, he was presented with a copy of the Emancipation Proclamation, which he had just issued. He read it with intense interest and said: "This is a great day for the nation. It is a day of national rejoicing. I have long felt that the time had come when the black man must be freed, and this proclamation is the fulfillment of that feeling."

The Emancipation Proclamation was a turning point in the Civil War and in American history. It declared that all slaves held in the rebellious states were to be freed.

Abraham Lincoln
President of the United States

December 1862

The Emancipation Proclamation: What Does it Mean?
GENERAL ORDERS.

WAR DEPARTMENT,

Adjudant General's Office,

Washington, Sept. 24, 1862.

The following Proclamation by the President is published for the information and government of the Army and all concerned:

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA.

A PROCLAMATION.

I, ABRAHAM LINCOLN, President of the United States of America, and Commander-in-Chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States and each of the States, and the people thereof, in which States that relation is or may be suspended or disturbed.

That it is my purpose, upon the next meeting of Congress, to again recommend the adoption of a practical measure tending pecuniary aid to the free acceptance or rejection of all Slave States, so called, the people whereof may not then be in rebellion against the United States, and which States may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate or gradual abolition of slavery within their respective limits; and that the effort to colonize persons of African descent, with their consent, upon this continent or elsewhere, with the previously obtained consent of the governments existing there, will be continued.

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the first day of January aforesaid, by proclamation, designate the States, and parts of States, if any, in which the people thereof respectively shall then be in rebellion against