

Maryland Lesson Plan

Title: Emancipation: Effects on Individuals

Grade Level: 8th Grade

Time Frame: 8-10 Class Periods

Subject: History and Social Studies

Historical Era: Era 5: Civil War and Reconstruction (1850-1877)

Primary Source Format(s): Images, manuscripts

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National Center for History in the Schools Historic Era:

Era 5 Civil War and Reconstruction (1850-1877)

Maryland Academic Standards:

- 1.A.2.a Evaluate the power and authority of the government on individuals
- 1.A.3.a Examine the effect that national interests have on shaping government policy, such as the abolitionist movement and slavery, states' rights, and regional commerce
- 1.B.2.b Analyze the concept of citizenship and explain how the concept has changed from colonial times through Reconstruction
- 1.C.2.a Describe significance and effects of the Emancipation Proclamation

Objectives:

- 1) The students will be able to understand the definition of Emancipation and the conflict between the Northern and Southern states over slavery.
- 2) The students will be able to investigate a specific historical time period.
- 3) The students will be able to use the primary source documents to demonstrate understanding of the historical events surrounding the emancipation proclamation and its effect on individuals.

Learning Activities:

Focus Activity:

- 1) To get the students thinking, begin with a class discussion about what they think the Emancipation Proclamation is who wrote it, why it was written, and the effect it had on individuals in the United States.
- 2) Following this discussion, students will watch a video, [The Civil War: a Nation Divided](#) to help the students better understand the conflict between the northern and southern states.

Inquiry Activity:

- 1) Students will be separated to work on individually differentiated assignments to discover the effects of the Emancipation Proclamation through the use of images and manuscripts
 - a. Group One (Technology Focused)
 - i. Students in this group will be looking at the Emancipation Proclamation pages 1-5 primary source document.
 - ii. The students will then turn in the student workbook to the KWL Chart and complete the "Know and Want to Know" parts of the chart.
 - iii. After the students complete these sections, they will have the opportunity to read the Emancipation Proclamation using the translation document from the Library of Congress and answer the following questions.
 - Who is the author?
 - What date was it written?
 - What was the document's purpose?
 - Who was it written for?
 - iv. When this is complete, students will then complete the "Learned" section of the KWL chart.
 - b. Group Two (Interpersonal and Kinesthetic Focused)
 - i. Individuals in this group will be looking at a manuscript from the *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*.
 - ii. After reading a narrative, students will be able to explain how the slave's life was before emancipation.
 - iii. With these thoughts in mind, students will write a journal entry on how it would have felt to be a slave at this time.
 - iv. When this is complete, students will turn in the student workbook to the KWL Chart and complete the "Know and Want to Know" sections of the chart.
 - v. After the students complete this section, they will read the Emancipation Proclamation using the translation document from the Library of Congress and complete the "Learned" section of the KWL chart.
 - c. Group Three (Logical and Artistic Focused)
 - i. The students in this group will begin by reading the Emancipation Proclamation.
 - ii. After reading this document, individuals will write a journal entry explaining the effect the proclamation had on American society, particularly those living in slave states.
 - iii. Individuals will then examine a painting of Lincoln reading the Proclamation to his cabinet members and think about how the cabinet members may have felt about the Emancipation Proclamation.
 - iv. As they examine the painting, they should be looking at the members' faces, body positions, and other fine details while taking notes in their notebooks.

- v. The students will then write an entry in their journals, discussing how they would feel if they had been a member of President Lincoln's cabinet and heard Lincoln read the Emancipation Proclamation the first time.

Application Activity:

- 1) To apply what each group has been working on, each student will create a project based on their observations, notes, and the primary source documents assigned to their groups.
 - a. Group One (Events leading to Emancipation)
 - i. Individuals will review the Emancipation Proclamation.
 - ii. When this is completed students will research the events leading up to the creation of the Emancipation Proclamation while taking notes in their student notebooks (recording specific dates, events, documents, etc.)
 1. Helpful research sites are
 - <http://www.loc.gov/exhibits/treasures/trt025.html>
 - <http://www.loc.gov/rr/program/bib/presidents/lincoln/bibliography.html>
 - <http://www.loc.gov/teachers/classroommaterials/connections/abraham-lincoln-papers/file.html>
 - http://en.wikipedia.org/wiki/Emancipation_Proclamation
 - <http://www.archives.gov/historical-docs/document.html?doc=8&title.raw=Emancipation%20Proclamation>
 - 2.
 - 3.
 - 4.
 - 5.
 - b. Group Two (Impact of Emancipation of Slaves)
 - i. Using the *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938* as an example, students will write a narrative from the viewpoint of a slave.
 - ii. Students must include the following in their own narratives.
 1. What daily life is like as a slave. (How they were treated, the work they did, etc)
 2. What the Emancipation Proclamation would mean to them
 - iii. When this is complete students will write another narrative from the viewpoint of the slaves after the emancipation proclamation has been put into action. (Include what this document means to them and how it has changed their lives.)
 - c. Group Three (Politics of Emancipation)
 - i. Students will pretend they are a member of Lincoln's cabinet that has just heard President Lincoln read the Emancipation Proclamation.
 - ii. Taking a position of either for or against the Emancipation Proclamation students will write a letter to the president giving advice and their opinions about the document and their feelings
 - iii. Students must include the following in their letters
 1. The position they are taking (for or against)
 2. Advice to Lincoln
 3. How it could hurt or be good for his political career
 4. What this would mean for the people in the slave states how it would make people feel in the free states
 5. What could happen as a result of the Emancipation Proclamation
 - iv. Students will then draw a picture of themselves as if they were in the picture they viewed earlier. They should include

- specific facial features, how they stand, and include as much detail as they can
- 2) When the students have finished their individual projects, they will come together with their groups and create presentations representing what they learned during their assignments.
 - a. Group 1 will use computers to create a timeline of the events leading up to the creation of the Emancipation Proclamation to present to the class. They will be graded according to the rubric below.
 - b. Group Two will create a mini play based on the *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938* and be graded according to the rubric below.
 - i. The students must include all the criteria they needed in the application activity
 - c. Group Three will create a wall mural reenacting the photograph they studied and wrote about. The students will explain how individuals in the mural represent various view points. Students will be graded according to the rubric below.
 - 3) After all the presentations are complete, the class will have another class discussion revisiting and adding to the KWL chart.

Assessment: Students will be graded based on their individual journal writings, group presentations, and individual assignments based on which tier they are in.

Assessment Tool(s):

See Attached Pages

Group One Assessment Tools:

KWL Chart _____/20

Questions in Students Workbooks _____/10

Journal Notes and Research _____/50

Timeline : Events Leading up to the Emancipation Proclamation

Teacher Name: _____

Students Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|------------------------------------|--|---|--|--|
| Fonts, Colors, and Graphics | The use of font styles, colors, and graphics are consistent and shows a logical pattern. It helps organize the material. | The use of font styles, colors, and graphics are consistent and shows a logical pattern for the most part. It helps organize the material somewhat. | The use of font styles, colors, and graphics are consistent, but is not used effectively to organize. | The use of font styles, colors, and graphics are not consistent OR detracts from the organization. |
| Dates | An accurate, complete date has been included for each event. | An accurate, complete date has been included for almost every event. | An accurate date has been included for almost every event. | Dates are inaccurate and/or missing for several events. |
| Resources | The timeline contained at least 8-10 events related to the topic being studied and a list of sources is included. | The timeline contained at least 6-7 events related to the topic being studied and a list of sources is included. | The timeline contained at least 5 events related to the topic being studied and a list of sources is included. | The timeline contained fewer than 5 events. |
| Content/Facts | Facts were accurate for all events reported on the timeline. | Facts were accurate for almost all events reported on the timeline. | Facts were accurate for most (~75%) of the events reported on the timeline. | Facts were often inaccurate for events reported on the timeline. |

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|------------------------------------|---|--|---|---|
| Spelling and Capitalization | Spelling and capitalization were checked by another student and are correct throughout. | Spelling and capitalization were checked by another student and were mostly correct. | Spelling and capitalization were mostly correct, but were not checked by another student. | There were many spelling and capitalization errors. |
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Group Two Assessment Tools:

Journal Entry ____/20

KWL Chart ____/20

Before Emancipation Narrative ____/20

After Emancipation Narrative ____/20

Historical Role Play : Slave Narratives

Teacher Name: _____

Student Name: _____

| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|---|---|--|---|
| Historical Accuracy | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| Role | Point-of-view, arguments, and solutions proposed were consistently in character. | Point-of-view, arguments, and solutions proposed were often in character. | Point-of-view, arguments, and solutions proposed were sometimes in character. | Point-of-view, arguments, and solutions proposed were rarely in character. |
| Knowledge Gained | Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character "saw" things differently than other characters. | Can clearly explain one way in which his character "saw" things differently than other characters. | Cannot explain one way in which his character "saw" things differently than other characters. |
| Required Elements | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |

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|----------------------|--|--|--|--|
| Props/Costume | Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better. | Student uses 1-2 props that accurately fit the period, and make the presentation better. | Student uses 1-2 props which make the presentation better. | The student uses no props OR the props chosen detract from the presentation. |
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Group Three Assessment Tools:

Journal Entry 1: ____/20

Journal Notes: ____/10

Journal Entry 2: ____/20

Letter to Lincoln: ____/30

Presentation Rubric

Mural : Lincoln's Cabinet

Teacher Name: _____

Student Name: _____

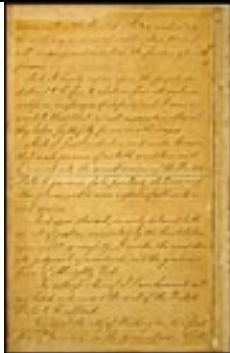


| CATEGORY | 4 | 3 | 2 | 1 |
|----------------------------|--|---|--|---|
| Historical Accuracy | All historical information was accurate and in chronological order. | Almost all historical information was accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| Thematic Accuracy | The student's portion of the mural fits the theme of the assignment and all of the team's items are accurately placed on the background. | The student's portion of the mural fits the theme of the assignment and most of the team's items are accurately placed on the background. | The student's portion of the mural fits the theme of the assignment. | The student's portion of the mural does not fit the theme of the assignment. |
| Knowledge Gained | Can clearly explain several ways in which his character "saw" things differently than other | Can clearly explain several ways in which his character "saw" things differently than | Can clearly explain one way in which his character "saw" things differently than other | Cannot explain one way in which his character "saw" things differently |


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|--------------------------|--|--|--|--|
| | characters and can clearly explain why. | other characters. | characters. | than other characters. |
| Required Elements | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |
| Time and Effort | Class time was used wisely. Much time and effort went into the planning and creation of the mural. It is clear the students worked at home as well as at school. | Class time was used wisely, but it did not appear there was much work done outside of class. | Class time was not always used wisely, but additional work was done at home or other times during the day. | Class time was not used wisely and no additional effort was put in at other times or places. |

Bibliographic Organizer

Emancipation: Effects on Individuals

| Thumbnail Image | Title | Library of Congress URL |
|---|--|--|
|  | <p>The Emancipation Proclamation Page 1</p> <p>Emancipation Proclamation Washington: Government Printing Office, January 1, 1863 Page 1 Rare Book & Special Collections Division</p> | <p>http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_01.jpg</p> |
|  | <p>The Emancipation Proclamation Page 2</p> <p>Emancipation Proclamation Washington: Government Printing Office, January 1, 1863 Page 2 Rare Book & Special Collections Division</p> | <p>http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_02.jpg</p> |
|  | <p>The Emancipation Proclamation Page 3</p> <p>Emancipation Proclamation Washington: Government Printing Office, January 1, 1863 Page 3 Rare Book & Special Collections Division</p> | <p>http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_03.jpg</p> |

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|  | <p>The Emancipation Proclamation Page 4</p> <p>Emancipation Proclamation Washington: Government Printing Office, January 1, 1863 Page 4 Rare Book & Special Collections Division</p> | <p>http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_04.jpg</p> |
|  | <p>The Emancipation Proclamation Page 5</p> <p>Emancipation Proclamation Washington: Government Printing Office, January 1, 1863 Page 5 Rare Book & Special Collections Division</p> | <p>http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/images/emancipation_05.jpg</p> |
|  | <p>Abraham Lincoln and his Emancipation Proclamation.</p> <p>Abraham Lincoln and his Emancipation Proclamation. The Strobridge Lith. Co., Cincinnati, c1888. Prints & Photographs Division. Reproduction Number: LC-USZC4-1526</p> | <p>http://www.loc.gov/pictures/item/97507511/</p> |

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|---|---|---|
| <p>SLAVE NARRATIVES <i>A Full History of Slavery in the United States From Interviews with Former Slaves</i></p> <p>THE NARRATIVES WERE PREPARED BY THE FEDERAL WRITERS' PROJECT ADMINISTRATION OF THE LIBRARY OF CONGRESS AND THE NATIONAL ARCHIVES AND THE NATIONAL ENDOWMENT FOR THE HUMANITIES OF THE UNITED STATES</p> <p>Illustrated with Photographs</p> <hr/> <p>WASHINGTON, DC</p> | <p>Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938</p> <p>Alice Lewis.Lewis, AliceBaltimore, Maryland NOTES Interviewer: Ellen B. Warfield Narrative Begins: (Alice Lewis, ex-slave, 84 years old, in charge of sewing-room at Provident Hospital (Negro), Baltimore. Tall, slender, erect, her head crowned by abundant snow white wool, with a fine carriage and an air of poise and self respect good to behold, Alice belies her 84 years.).. 3 pages SOURCE WPA Slave Narrative Project, Maryland Narratives, Volume 8 COLLECTION Federal Writer's Project, United States Work Projects Administration (USWPA); Manuscript Division, Library of Congress DIGITAL ID mesn 080/049046</p> | <p>http://www.loc.gov/teachers/classroommaterials/connections/narratives-slavery/file.html</p> <p>http://memory.loc.gov/cgi-bin/ampage?collId=mesn&fileName=080/mesn080.db&recNum=0</p> |
|  | <p>The first reading of the Emancipation Proclamation before the cabinet / painted by F.B. Carpenter; engraved by A.H. Ritchie.</p> <p>The first reading of the Emancipation Proclamation before the cabinet. Painted by F.B. Carpenter; engraved by A.H. Ritchie, c1866.</p> <p>Library of Congress, Prints and Photographs Division.</p> | <p>http://www.loc.gov/pictures/item/96521764/</p> |

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| The Emancipation Proclamation January 1, 1863 | A Transcription | http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html |
| Video | The Civil War: A Nation Divided | http://www.history.com/topics/american-civil-war/american-civil-war-history/videos/america-divided |
| Research Site | First draft of the Emancipation Proclamation | http://www.loc.gov/exhibits/treasures/tr00.html#obj23 |
| Research Site | Books by and about Abraham Lincoln | http://www.loc.gov/rr/program/bib/presidents/lincoln/bibliography.html |
| Research Site | Abraham Lincoln Papers at the Library of Congress | http://www.loc.gov/teachers/classroommaterials/connections/abraham-lincoln-papers/file.html |
| Research Site | Wikipedia information about the Emancipation Proclamation | https://en.wikipedia.org/wiki/Emancipation_Proclamation |
| Research Site | Americas Historical Documents | http://www.archives.gov/historical-docs/document.html?doc=8&title.raw=Emancipation%20Proclamation |
|  | <p>Abraham Lincoln sitting for what turned out to be his last photographic portrait</p> <p>Abraham Lincoln sitting for what turned out to be his last photographic portrait. Taken four days before his assassination at Ford's Theater on April 14, 1865. Medium : 1 photographic print : gelatin silver Created/Published : April 10, 1865 and printed at a later date Creator : Alexander Gardner, photographer, 1821-1882 Part of the Civil War Photographic Collection housed in the Prints and Photographs Division of</p> | http://www.loc.gov/pictures/item/cwp2008000004/PP/ |

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| | the Library of Congress Availability: Usually ships in 1-2 weeks. | |
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