

“I Further Declare”: A Closer Look at the Emancipation Proclamation

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Grade Level	5
Duration	2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 4: Human Systems

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Key Ideas and Details

5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Language

Conventions of Standard English

5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- f. Construct one or more paragraphs that contain:
- a topic sentence,
 - supporting details,
 - relevant information, and
 - concluding sentences.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

HISTORY

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

5.H2.1 Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

CIVICS

Process, rules, and laws direct how individuals are governed and how society addresses problems.

5.C4.1 Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

Overview

The Emancipation Proclamation is an important document in our country's history. Students may believe the Proclamation ended slavery and freed the slaves in January 1863; however, that is not an accurate summary of the outcome of this announcement. It is important for our students to

have a correct understanding of this historical document and to recognize the effect it had on the Civil War, slavery, and our country.

Purpose

In this lesson, the students will learn about the Emancipation Proclamation and how its delivery was

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important to African Americans who wanted to join the fight to end slavery during the Civil War.

Materials

- Student Worksheet #1 and Answer Key
- The Emancipation Proclamation
- 5 W's Worksheet and Answer Key
- The United States During the Civil War maps (labeled)
<https://geoalliance.asu.edu/sites/default/files/maps/CivilWar.pdf> and (unlabeled)
<https://geoalliance.asu.edu/sites/default/files/maps/CivilWarUL.pdf>
- *Hold the Flag High* by Catherine Clinton ISBN 0-06-050429-3
- Projection device
- Writing Worksheet

Objectives

The student will be able to:

1. Identify how sectionalism between the North and South was one cause of the Civil War.
2. Identify reasons why the Emancipation Proclamation was an important event of the Civil War.
3. Identify key details of the Emancipation Proclamation
4. Describe character traits that are important to the preservation of constitutional democracy in the United States.

Procedures

Prerequisite Knowledge: Students should have an understanding of the factors leading to the Civil War from their textbook or other resources.

SESSION ONE

1. Begin the lesson by reviewing with students what they have learned thus far about the factors which led to the Civil War between the North and South:
 - a. differing views of slavery
 - b. disagreement about the expansion of slavery to new states in the West
 - c. sectionalism or loyalty to the interests of one's own region rather than that of the whole country
 - d. disagreement over whether the states or the federal government should have more power

- e. different ways of life and of making a living in the North and South
2. Explain that they will be learning more about why the North and South went to war by looking closely at these two areas of our country and learning how they were different. Remind them that a *region* is an area with unifying human or natural features that make it different from surrounding areas. The North and the South during the Civil War were examples of two very different regions.
 3. Distribute Worksheet #1 and go over the directions. If needed, read the human factors listed in the box together. Students will list the factors in the correct place on the chart and then answer the question. Collect for assessment.
 4. Remind students that one of the causes of the Civil War was the disagreement over whether or not there should be slavery in our country. Explain that President Lincoln ended that disagreement almost two years after the war began by delivering an announcement called the Emancipation Proclamation.
 5. Give students copies of The Emancipation Proclamation. Explain that not every word President Lincoln wrote is included in this copy. It has only certain passages. However, the most important words from the Proclamation are here.
 6. Remind them that this document is a *primary source*. Review that many primary sources written long ago have unusual words and phrases and that you will help them understand what the President wrote.
 7. Read the Proclamation aloud as students follow along. Stop after each paragraph to explain words and phrases as needed.
 8. Distribute the 5 W's Worksheet. Explain the use of the 5 W's in reporting and have students use the worksheet to report the facts about the announcement of the Proclamation and answer the question.
 9. Collect the 5W's Worksheet for assessment purposes. Save the Emancipation Proclamation for use in the next session. End the session by telling students that they will learn more about what is stated in the Emancipation Proclamation in Session Two.

SESSION TWO

1. Using student copies of the Proclamation, review important facts about the Emancipation Proclamation learned in Session One. Be sure students understand that not all slaves were freed, but only those in states still in rebellion on Jan. 1, 1863. It also stated that the Union's

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- government, including the military, would protect the freed slaves.
- Distribute The United States During the Civil War map (labeled version).
<https://geoalliance.asu.edu/sites/default/files/maps/CivilWar.pdf> Using the map legend, have students identify the states on each side of the war. Point out the Border States and explain that they were slave states that stayed with the Union.
 - Have students locate the list of states where slaves were freed as named in the Emancipation Proclamation. Compare the list with the Confederate states on the map by lightly shading each state named in the Proclamation.
 - When finished, ask the class what they discovered. (Tennessee, a Confederate state was not listed.) Why do they think that happened? Explain that at the time the Proclamation was announced, Tennessee was under Northern (Union) control and therefore no longer in rebellion.
 - Tell students that there was another, lesser known result of the Emancipation Proclamation. To learn about this, you will read a book that recounts a true event from the Civil War.
 - Direct students to the next-to-the-last paragraph of the Proclamation and read it aloud together. Ask students what they believe the paragraph means. (Former slaves could join the Army or Navy and fight for the Union.)
 - Show the book, *Hold the Flag High*, and read the title. Then share the following:
 - The Proclamation announced the acceptance of African American men, including former slaves, into the Union Army and Navy. These were volunteer regiments.
 - By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.
 - The first documented African American regiment formed in the north was the Massachusetts 54th Volunteer Infantry in spring, 1863. African American men came to enlist from every region of the north and from as far away as the Caribbean Islands. Robert Gould Shaw was the man chosen to lead this regiment.
 - This story is about the men of the Massachusetts 54th Volunteer Infantry.
 - Read the book and project the illustrations. Read the Epilogue and project the photo of William Carney. Point out that the photo is a primary source document. Share the information from the timeline on the next page.
 - Tell students that you will now read the book again and while listening this time they should think about why William Carney would fight so bravely for the Union Army. Why was it important to him that our democratic government be *preserved* or saved? What qualities of character did he demonstrate by what he did? Was he brave, responsible, courageous, modest, faithful, kind, respectful, or helpful? How do you know he had these characteristics? What exactly did he do that makes you think that? Encourage them to think carefully about this as they will be writing about it later.
 - After reading, distribute the students the Writing Worksheet. Go over the expectations of the writing assignment before students begin their task.
 - Collect paragraphs for assessment.

Assessment

Social Science and ELA

The 5Ws Worksheet can be graded. Mastery will be considered a score of 80% or higher.

The Writing Worksheet assignment can be graded. Mastery will be considered a score of at least 32 points out of 40 using the scoring guide provided.

Social Science

Worksheet #1 can be graded. Mastery will be considered a score of 80% or higher.

An alternate assessment would be to have the students learn the states in the Confederacy and in the Union and take a map quiz with the unlabeled version of The United States in the Civil War map. Mastery would be a score of 80% or higher on correctly identifying the two sides in the conflict.

Extensions

Share information about the Medal of Honor; why it is awarded and who can receive and has received it.
<https://www.battlefields.org/learn/topics/medal-honor>

Students could research information on Robert Gould Shaw and the 54th Regiment.
<http://www.nps.gov/boaf/historyculture/shaw.htm>

Share images of the original documents of the Emancipation Proclamation.
http://www.archives.gov/exhibits/featured_document/s/emancipation_proclamation/

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Using the timeline information given on the last page of the book and additional information found at: http://www.homeofheroes.com/hallofheroes/1st_floor/flag/1bfa_hist5carney.html, students could create a map of William Carney's travels throughout his lifetime using Google Earth. <http://www.google.com/earth/index.html>

Sources

Clinton, Catherine. *Hold the Flag High*. China: Katherine Tegen Books. 2005. ISBN 0-06-050429-3

The Emancipation Proclamation
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/