

The Emancipation Proclamation

Expanding the Goals of the Civil War

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Grade Level	8th Grade	**Time Frame**	80 minutes
Subject	Social Studies	**Duration**	1-2 class period(s)
Course	U.S. History		

Essential Question

How did the Emancipation Proclamation impact the Civil War? What was its impact on the institution of slavery in the United States? How is Juneteenth related to emancipation?

Summary

In this lesson, students will analyze the Emancipation Proclamation in comparison to an excerpt from President Lincoln's first inaugural address. Students will interact with a card sort and complete a paired text analysis in groups to interpret these primary sources. Learning is extended by examining how the Juneteenth holiday is connected to the Emancipation Proclamation. Students are evaluated by using the Two-Minute Paper strategy to summarize how the Emancipation Proclamation changed the Civil War.

Snapshot

Engage

Students participate in a Text Impressions strategy using the Emancipation Proclamation.

Explore

Students complete an Emancipation Proclamation Card Sort activity to further explore their existing knowledge about the document.

Explain

Students participate in a paired text analysis to analyze the Emancipation Proclamation and compare it to Lincoln's first inaugural address to acknowledge the expansion of the war goals.

Extend

Students connect the Juneteenth holiday to the Emancipation Proclamation.

Evaluate

Students summarize how the Emancipation Proclamation changed the Civil War.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR301: Locate simple details at the sentence and paragraph level in somewhat challenging passages
CLR302: Draw simple logical conclusions in somewhat challenging passages
IDT301: Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives
SYN301: Make straightforward comparisons between two passages

ACT College and Career Readiness Standards - Writing (6-12)

D&S 201: Building and strengthening the argument. A score in this range indicates that the writer is able to: - Arrive at a weak understanding of the issue and differing perspectives on it through inadequate reasoning and examples - Offer a rationale that fails to clarify the argument - Provide elaboration of ideas and analysis that is illogical, disjointed, or circular

Oklahoma Academic Standards SOCIAL STUDIES (Grade 8)

8.C.12.4.B: Analyze the Emancipation Proclamation's role in expanding the goals of the war and its impact on slavery, including the significance of Juneteenth in relation to emancipation.

Attachments

- Card Sort (Answer Key)—The Emancipation Proclamation.docx
- Card Sort (Answer Key)—The Emancipation Proclamation.pdf
- Card Sort—The Emancipation Proclamation.docx
- Card Sort—The Emancipation Proclamation.pdf
- Juneteenth Article—The Emancipation Proclamation.docx
- Juneteenth Article—The Emancipation Proclamation.pdf
- Lesson Slides—The Emancipation Proclamation.pptx
- Paired Text Analysis Chart (Answer Key)—The Emancipation Proclamation.docx
- Paired Text Analysis Chart (Answer Key)—The Emancipation Proclamation.pdf
- Paired Text Analysis Chart—The Emancipation Proclamation.docx
- Paired Text Analysis Chart—The Emancipation Proclamation.pdf
- Paired Text Analysis Documents—The Emancipation Proclamation.docx
- Paired Text Analysis Documents—The Emancipation Proclamation.pdf
- Text Impressions—The Emancipation Proclamation.docx
- Text Impressions—The Emancipation Proclamation.pdf

Materials

- Lesson Slides (attached)
- Text Impressions handout (attached; one per group of four students)
- Card Sort (attached; one per pair of students)
- Card Sort (Answer Key) (attached; optional)
- Paired Text Analysis Documents handout (attached; one per student)
- Paired Text Analysis Chart (attached; one per student)
- Paired Text Analysis Chart (Answer Key) (attached; optional)
- Juneteenth Article (attached; one per student)
- Highlighters
- Computers or other internet-capable digital devices (optional)

10 minutes

Engage

Teacher's Note: Prior Civil War Instruction

This lesson is intended to be taught within a Civil War unit. Students should have prior knowledge about the Civil War, specifically the victory at Battle of Antietam, and that it served as a catalyst for issuing the Emancipation Proclamation.

Before the lesson, place students into groups of four. Students will work in these groups for most of the lesson. Use the attached **Lesson Slides** to guide the lesson, beginning with **slide 3**.

Pass out a copy of the attached **Text Impressions** handout to each group. Introduce to students the Text Impressions strategy, which asks participants to consider their prior knowledge about the U.S. Civil War.

Review the list of words on the handout, also shown on slide 3. Tell students these words and phrases are listed in the order in which they will appear in a Civil War primary source they will soon examine. Ask students to create a statement that predicts what they think the main ideas of the document will be based on the words listed. Provide a few minutes for students to discuss and write down their predictions.

Move to **slide 4,** which displays a political cartoon titled “Lincoln’s Last Warning,” and is on the second page of the handout. Tell students this image relates to the list of words. Allow students a few minutes to analyze this image and revise or add to their prediction statement. Ask each group to choose one member who will read their prediction statement.

Have each group read their prediction statement with the class. Then, tell students the words are in one of American history’s most famous documents, the Emancipation Proclamation.

Display **slide 5** and share the lesson's essential questions. Ask students to consider these questions as they explore the main ideas presented in the Emancipation Proclamation. Move to **slide 6** and review the learning objectives.

Explore

Teacher's Note: Card Sort Prep

Print and cut out the attached **Card Sort** activity (or have students do so). One set for each pair of students (two sets per group of four) is needed. Consider printing the cards on cardstock or laminating so they can be used repeatedly.

Optional Technology Integration: Digital Card Sort With Desmos

If you would prefer a digital card sort, use the following Desmos Classroom activity.

Select the following link: "Emancipation Proclamation Card Sort." Create an account or sign in under the "Activity Sessions" heading. After you log in, the green "Assign" dropdown button will be active. Click the arrow next to the word "Assign," then select "Single Session Code." After making some setting selections, select "Create Invitation Code" and give the session code to students.

Students do not have to sign in unless they intend to pause and resume the activity at a later time.

If using the digital card sort, have students go to student.amplify.com/join/ and provide the session code to students.

Display **slide 7**. Share with students that the Emancipation Proclamation is arguably one of the most important documents in American history, but it is also one of the most misunderstood. Invite students to continue exploring their prior knowledge of the Emancipation Proclamation by participating in a Card Sort activity.

Divide the groups of four into pairs, and give each pair a set of cards. Ask the pairs to find the heading cards ("The Emancipation Proclamation did" and "The Emancipation Proclamation did not"). Invite pairs to determine which of these two categories the remaining cards fall under. If students are unsure, ask them to make their best guess based on what they do know. Reiterate at this point that it is okay if they do not have all the cards in the correct places. This should take no more than 10 minutes.

Once students have finished sorting the cards to their best ability, ask students to perform a "pair-square," where each set of partners pairs with another set. This new group of four takes turns discussing how each pair completed their Card Sort. Allow about 5 minutes for this discussion.

Share with students that, after reading and analyzing the Emancipation Proclamation, they will come back to their card sorts and make changes.

Explain

Have students return to their original groups of four. Pass out the attached **Paired Text Analysis Documents** and the **Paired Text Analysis Chart** to each student. These documents include the 1863 Emancipation Proclamation and an excerpt from Lincoln's first inaugural address in 1861.

Share with students that, before they can determine how the Emancipation Proclamation impacted the goals of the Civil War, as well as slavery, they should try to gain an understanding of what the purpose of the Emancipation Proclamation was.

Ask students to read through the first document, "The Emancipation Proclamation," once with their groups. Then, display **slide 8**. Ask students to read though a second time, using the Why-Lighting strategy. Have them highlight three main ideas they see represented in the text. In the margins, students should annotate why they highlighted those phrases.

Next, using a modified Paired Texts H-Chart strategy, ask students to fill out the "Text 1: The Emancipation Proclamation" section of the Paired Text Analysis chart by summarizing the three main ideas of the Emancipation Proclamation. Give groups enough time to finish.

Ask each group to read one of the main ideas they included in their chart. Once all groups have spoken, be sure the ideas covered in the attached **Paired Text Analysis Chart (Answer Key)** have been shared or discussed. Move to **slide 9** to allow students to check their own answers and make sure they have all three ideas written in their charts.

Teacher's Note: Clarifying Discussion Questions

As you are discussing the major points of the Emancipation Proclamation, you might consider asking students the following questions:

- *Why do you think Lincoln waited for a Union victory at Antietam before issuing the Emancipation Proclamation?*
- *What is significant about Lincoln freeing enslaved people only in the states that were in rebellion against the U.S.?*
- *Did Lincoln have power over these states? Given this, how meaningful or effective was the Emancipation Proclamation in freeing enslaved people?*
- *How did the proclamation impact the Union military?*

Display **slide 10**. Have students read the second document, an excerpt from President Lincoln's first inaugural address, one time with their groups. Remind students that Lincoln wrote his first inaugural address when he became president, 2 years before he issued the Emancipation Proclamation.

Ask students to compare the goals of the Union at the beginning of the Civil War versus after the Emancipation Proclamation had been issued, considering how those goals were connected to slavery. Allow time for students to finish reading.

As with before, ask students to read through a second time with the Why-Lighting strategy, this time looking for the *most important idea* represented in the excerpt from Lincoln's speech. Students should highlight this phrase, then annotate or explain in the margin why they highlighted the phrase or provide a summary of the idea they chose.

Once groups have finished Why-Lighting, ask students to summarize the main idea of Lincoln's first inaugural address in the "Text 2: Lincoln's First Inaugural Address" section of the Paired Text Analysis Chart. After groups are finished, call on various group representatives to read their main idea from the excerpt.

Teacher's Note: Clarifying Discussion Questions

Consider asking students the following questions: *When did Lincoln write his first inaugural address? What did Lincoln say in his address about slavery? When did Lincoln issue the Emancipation Proclamation? What did Lincoln say about slavery in the Emancipation Proclamation? How can we summarize how Lincoln's approach toward slavery during the Civil War changed?*

Display **slide 11** and emphasize that in Lincoln's first inaugural address he said he would not interfere with the institution of slavery. An extended version of this answer can also be found in the attached **Paired Text Analysis Chart (Answer Key)**.

After this discussion, ask students to consider what they can determine about the goals for the Union during the Civil War based on evidence from both sources they read. Give groups about 5–10 minutes to create a response for question #1 in the *"Both Texts Together"* section of the Paired Text Analysis Chart. See the Paired Text Analysis Chart (Answer Key) for possible student responses.

Once students have completed their responses, call on each group to read it to the class. After all groups have shared, display **slide 12** to further reiterate that, based on the evidence, it is clear that over the course of the war, with the issuance of the Emancipation Proclamation, the goals were expanded to include freeing enslaved people in addition to preserving the Union.

Next, direct students to question #2 in the "Both Texts Together" section of the Paired Text Analysis Chart: *How does the Emancipation Proclamation impact slavery? Explain.* Give students 5–10 minutes to consider the two texts and their prior knowledge about slavery in the United States. Students should again work with their groups to create a response to write in their charts.

Once students have completed their responses, call on each group to read it to the class. As student groups share, offer them verbal feedback, and allow students to modify their responses based on teacher and peer feedback. Show **slide 13** to further reiterate that the Emancipation Proclamation threatened the institution of slavery by freeing enslaved people in the states rebelling against the U.S. and by allowing formerly enslaved people to fight for their own freedom and the abolition of slavery.

Finally, move to **slide 14** and ask students to revisit their card sort. Allow students about 5 minutes to make any changes to their card sorts based on what they have learned through their analysis of the Emancipation Proclamation and Lincoln's first inaugural address.

Call on each group at least once to choose one of the cards and explain to the whole class how they categorized it and why. The explanation of "why" is most important to generate discussion about the popular misconceptions of the Emancipation Proclamation, its significance, and its limitations. For a complete set of answers, see the attached **Card Sort (Answer Key)**.

Possible Student Responses: Card Sort Discussion

Students might choose to share that the card with the statement "End racism in America" belongs to the *"The Emancipation Proclamation did not"* category, explaining that while the Emancipation Proclamation was a first step toward abolishing slavery, being free from slavery did not not mean freedom from discrimination and racism.

Possible Student Responses: Card Sort Discussion

Students might choose to share that the card with the statement "Free enslaved people in states that were rebelling against the U.S. government during the Civil War" belongs to the *"The Emancipation Proclamation did"* category, explaining that while many people believe that the Emancipation Proclamation abolished slavery in the U.S., in reality, it only freed enslaved people in the South. This document did not apply to the border states that remained in the Union and kept slavery legal. It was the 13th Amendment that abolished slavery everywhere in the U.S.

Extend

Optional Video

Depending on the needs of your class, you could supplement or replace the article below with this *What Is Juneteenth?* video.

Embedded video

https://youtube.com/watch?v=bnDt8PqcYic

Pass out the attached **Juneteenth Article** handout to each student**.** Before students begin reading, show them the questions on **slide 15**. Ask students to consider these questions as they read. Then, have them read the article with their groups to extend their understanding of the significance of the Emancipation Proclamation and the struggle for emancipation from slavery. Once students have finished reading, give them about ten minutes to discuss the three questions on slide 15 with their group.

Next, discuss the questions as a whole class, calling on students from each group to contribute to the class discussion. Clarify any misconceptions, and fill in any missing information.

Move to **slide 16** and introduce students to the 30 Second Expert strategy. Place students into partners and set a timer for 30 seconds. Have one partner speak for thirty seconds on the topic of Juneteenth. When the timer stops, have students swap roles so that the other partner speaks. Set a timer for 30 seconds and have the other student speak about Juneteenth.

Evaluate

Introduce students to the Two-Minute Paper strategy. Tell students they are going to write for exactly two minutes to summarize their learning. Display **slide 17** and have students take out a piece of notebook paper. Set a timer for 2 minutes while students write over the question on the slide, how did the Emancipation Proclamation change the Civil War?

After two minutes have ended, collect student responses to review and check for student understanding of the lesson content.

Resources

- K20 Center. (n.d.). 30-second expert. Strategies. https://learn.k20center.ou.edu/strategy/1048
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Desmos classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- K20 Center. (n.d.). Paired texts h-chart. Strategies. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Text impressions. https://learn.k20center.ou.edu/strategy/66
- K20 Center. (n.d.). Two-minute paper. https://learn.k20center.ou.edu/strategy/152
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/128
- USA Today. (2021, June 17). *What is Juneteenth? The holiday's history and significance, explained.* YouTube. https://www.youtube.com/watch?v=bnDt8PqcYic