Title: The Emancipation Proclamation

Theme: Politics and Citizenship

Historical Period: Civil War and Reconstruction, 1861-1877
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/civilwar/

Lesson Module Overview: Students will actively learn about the Emancipation Proclamation through exploring, analyzing, and manipulating images of primary resources from the Library of Congress. Images of documents, portraits, news flyers, and videos of famous speeches and reenactments will be used to learn about contexts surrounding this topic, the president and other major figures relevant to the document, the creation of the law, and the design and impact of the document itself. Through relevant lesson activities, students will apply their knowledge of key facts and build understanding of the interrelated events that led to and were borne from the signing of this impactful piece of legislation.

Grade Range: Intermediate Elementary (3rd -5th grade)

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**Title:** Context of the Proclamation

**Learning Goals:**

**Knowledge**
- Students will understand the term “Emancipation” and begin exploring primary documents related to the Emancipation Proclamation.
- Students will recognize key individuals involved in drafting the Emancipation Proclamation.
- Students will understand the varying opinions people of the time had of the proclamation.
- Students will recognize the impact that the Emancipation Proclamation had on the Civil War.

**Skills**
- Students will construct a newspaper article or flyer that is historically accurate and comes from the perspective of someone living during that time about their position on the Proclamation. They will cite specific details of the proclamation.
- After analyzing primary documents related to the Emancipation Proclamation, students will design a paper in groups that would reflect the thoughts and opinions of people of the day.

**Dispositions**
- Students will begin to understand the complexity of historical issues, think critically about the implications they have, and evaluate different perspectives of the past.

**National Council for the Social Studies Themes:**

http://www.socialstudies.org/standards/strands

**Science, Technology, and Society:** Social programs should include experiences that provide for the study of relationships among science, technology and society.

**Time, Continuity, and Change:** Social studies programs should include experiences that provide the study of the past and its legacy.

**Materials Needed:**
- Emancipation Proclamation flyer (Appendix II)
- Poem by James Weldon Johnson (Appendix III)
- Lincoln Douglas Debate: C-SPAN re-enactment (Appendix II)
Lesson Procedures:

Introduction

You may want to read this great piece of childrens literature about the civil war in conjunction with this lesson, *The Civil War for Kids.* (see Appendix II)

1. Start by reading the poem “The Emancipation Proclamation, An Act of Justice” by James Weldon Johnson. (see Appendix III) Reread a section of the poem and help the students to decide the meaning of: “This land is ours by right of toil, We helped to turn its virgin earth, Our sweat is in its fruitful soil,” (Johnson, 1912).
2. Ask the students if they think that James was African American or Caucasian and why they thought so.

Ask students if they know what it means to be a slave.

3. Present the class with a picture of Douglas and Lincoln. (see appendix I)
4. Review some unusual words found the the Lincoln-Douglas debates before having the students watch a reenactment of the primary source. (see appendix II)
   a. Abolished- To do away with or destroy completely
   b. Emancipate- To set free
   c. Abraham Lincoln- the sixteenth president who ran against Stephen A. Douglas for the Illinois senate who was in the republican party
   d. Stephen A. Douglas- a politician who ran against Lincoln for Illinois senate who was involved in the democratic party and was against abolition of slavery
5. After the class has watched the re-enactment of the Lincoln - Douglas debates, hold a discussion about the document. Ask the students to identify the position of each presidential candidate. What does Douglas mean by “inferior”? Why does Douglas want to deny African Americans citizenship? What does lincoln think about the rights of african americans? What is meant by inalienable rights?

Development

1. Ask the students what they think it meant to be emancipated. Emancipate means to set free or remove legally binding constrictions. President Abraham Lincoln signed the Emancipation Proclamation into effect on January 1st, 1863, three years into the American civil war which was the bloodiest conflict in our nations history. It was a war which turned father against son, brother against brother. Over 600,000 Americans lost their lives. The civil war was fought between the north and the south. The northern states, led by President Lincoln, wanted to keep the country together and the southern states wanted to secede and become their own country so that they could have slaves to work on their cotton plantations. President Lincoln wanted to abolish slavery and the south feared this which is why they wanted to secede.
2. Tell the students that not everybody was for the Emancipation Proclamation even in the northern states. Some northern soldiers abandoned their posts because of the proclamation and refused to fight for or alongside freed slaves.
3. During class discussion let the students know that the Emancipation proclamation was more of a war winning measure rather than for the humanity of African Americans. It was used to cripple the south and take away its labor. The over three million slaves in the south fed and clothed confederate troops and emancipating or freeing them was a devastating blow to the confederate war effort. On top of taking the slave labor from the south, this proclamation also allowed for the freed slaves to join the union army and receive a salary.

4. The emancipation proclamation did not apply to the over one million slaves living in Union states like Maryland or states that were already under Union control.

5. However the Emancipation proclamation was a great document for humanity that opened the door for the 13th amendment which abolished slavery.

6. Tell the students that they will be divided into small groups and they will be creating a historically accurate paper or flyer dealing with the proclamation.
   a. The paper should reflect the thoughts and ideals of people living during that time.
   b. Multiple viewpoints about the proclamation must be expressed.
   c. It must state at least 3 major impacts that the proclamation had on the civil war.
   d. It must state at least 3 benefits that the Emancipation Proclamation had and its impact on the United States.

**Culmination**

1. Students will come to the front of the class and present their posters in groups.
2. After students have presented their posters will be hung around the classroom for others to see.

**Assessment**

1. Students will be assessed through answering discussion questions.
2. Students will also be assessed through the presentation of their flyers and newspapers.
LESSON MODULE
DAY 2

Title: Abraham Lincoln and the signing of the Emancipation Proclamation

Learning Goals:

Knowledge
- Students will understand the term “Emancipation” and begin exploring primary documents related to the Emancipation Proclamation.
- Students will recognize that Abraham Lincoln’s thoughts continually changed throughout his life on emancipation.
- Students will recognize Abraham Lincoln’s role in the Emancipation Proclamation.
- Students will recognize the impact that the Emancipation Proclamation had on the presidency of Abraham Lincoln.

Skills
- Students will create a timeline of Abraham Lincoln’s documented thoughts on slavery.
- Students will create a Wordle; the Wordle will contain key words which Abraham Lincoln used while initiating the Emancipation.

Dispositions
- Students will begin to understand the complexity of historical issues, think critically about the implications they have, and evaluate different perspectives of the past.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, and Change: Social Studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed:
- Pictures used for slideshow (Appendixes I, II)
- Timeline prepared (cut out and placed on wall)
- Timeline pieces prepared (cut into individual strips and put into envelopes)
- Video loaded and ready
- Tape
- Internet access for Wordle use
- Exit slips (either prepared or blank paper)

**Lesson Procedures:**

**Introduction**

1. Books that could be a resource for this lesson. Please find the full APA format in Appendix II before the webliography.
   a. *The Fiery Trial: Abraham Lincoln and American Slavery*
   b. *Emancipation Proclamation: Hope of Freedom for the Slaves*
   c. *Abraham Lincoln: Letters from a Slave Girl*

2. Ask students if they have heard of Abraham Lincoln, who he was, and when he was president.
   a. Have students raise their hand to answer.
   b. Be looking for answers like:
      i. He was the 16th president of the United States.
      ii. He was a lawyer.
      iii. He was president during the Civil War.
      iv. He was president while the Emancipation Proclamation was issued.

3. Now that students all have an idea of who Abraham Lincoln was, show Lincoln slideshow.
   a. Create slideshow using pictures from Appendixes I and II.
   b. As you present the slide show, ask students if they have seen any of these pictures in real life before:
      i. Slide show will include pictures of
         1. pennies
         2. Abraham Lincoln monument
            a. inside and out
         3. Mt. Rushmore
         4. $5 bill
            a. front and back
         5. Library Park in Detroit
         6. Bunker Hill, Chamber of Commerce
         7. Lincoln Park in Chicago
         8. Richmond National Battlefield Park Visitor Center at Tredegar Iron Works
         9. The statue of President Abraham Lincoln in the Rotunda of the US Capitol depicts him with a serious, contemplative expression

4. Students should have a good idea of who Abraham Lincoln was at this point.

5. Watch attached video: *Abraham Lincoln* from history.com. (see Appendix II)
   a. Teacher should use discretion when showing the entire clip.

6. Ask students if they know which document Abraham Lincoln wrote while in office.
a. The document was mentioned in the video. The document has also been discussed in class in previous lesson.

7. Transition into activity: announce that we are going to study what lead up to the writing of the Emancipation Proclamation.

**Development**

1. Create a basic timeline using web resources found in Appendix II.
   a. The timeline will be a basic outline of the events of Abraham Lincoln’s life.
   b. You can tailor the level of detail of this timeline to the needs of your class, but it should be simpler than the one the students will make.
2. Have timeline of Abraham Lincoln’s life hanging on the wall.
3. Explain to the class that this is a very simple timeline of Abraham Lincoln’s life.
4. Have students volunteer to read the timeline of Abraham Lincoln.
   a. Student A read: “birth of Abraham Lincoln”
   b. Student B read: “moved to Illinois”
   c. Student C read: ...
5. As the students now have an idea of what a timeline is, have students move into groups of 4-6 students.
   a. You know your students best. Can they choose partners? Do they number off? Do you draw names? Do what is best for your class.
6. Once students are in groups, hand them an envelope with all important events to include in their timeline. Include events that are in the materials section. These events should previously be cut up and placed separately into the envelope (each event on a separate strip of paper).
   a. In groups, students will take out the cut up pieces of paper out of their envelope.
   b. Students will arrange their pieces of paper in the order in which they believe they should occur and be prepared to defend your decisions.
   c. Students will then collaborate with one other group and compare timelines
   d. If timelines are different:
      i. Instruct students not to change their timelines.
      ii. Students should write down the reasons they believe their event is where it is within the timeline.
      iii. During class discussion, these explanations/summaries will be used to decide the actual order of the timeline.
      iv. Even if students are mistaken about the order, teacher should prod students to give their logical reasoning as to why they chose that particular “place” on the timeline. This benefits the students to give their reasoning, even if they are wrong, because the teacher can evaluate their comprehension and thought process, taking note of anything that might be slightly confusing.
7. After students have met with another group and compared timelines, they will be instructed to come together as a class.
   a. Groups need to stay “in a group,” but they can move around so everyone can easily see the front of the classroom, or the original timeline that was used as a simple timeline of Lincoln’s life.
8. Students will now be adding events to the large timeline at the front of the room.
9. Students will collaboratively decide where each event goes on the timeline.
   a. Events will be attached to the wall.
      i. Use tape, sticky tac, clothes pins, or whatever is necessary or available to you.
   b. To begin, each group will bring their events and tape them up onto the wall in the order they presume they should go in.
   c. It is highly likely that not all of your groups will have the same order.
   d. As the teacher, you then begin at the birth of Lincoln and move down the timeline. As you read the events aloud, you will stop when there are two events that conflict, or are not the same.
   e. As the teacher, you will open up a class discussion of which event is “right” and which event needs to be moved later down the timeline.
   f. Continue down the timeline.
10. Once you have read the entire timeline and it is in accurate order, have the students volunteer once more as they read aloud the events of Abraham Lincoln.

**Culmination**

1. You will now create a visual of Lincoln’s thoughts by creating a Wordle.
2. Provide students with the following documents:
   a. The events from the timeline
   b. Quotes from Abraham Lincoln
   c. The Gettysburg Address
   d. The Emancipation Proclamation
   e. Any other resources that you feel necessary
3. Give the students time to go through and highlight key or important words.
   a. Words like slavery, freedom, Abraham Lincoln, etc.
4. Ask the students to then write these words down. For words that repeat, have them tally how many times they are repeated in the speech.
5. Now have the students put this words into Wordle.
   a. If the word slavery is repeated ten times, have the students type slavery ten times (slavery, slavery, slavery, slavery, slavery, slavery, slavery, slavery, slavery, slavery).
   b. When you create the Wordle, the words that are inserted in larger quantity will appear in a larger size in the finished Wordle.
   c. This is useful to the students because the large, key words will appear larger than the less important words.

**Assessment**

1. For the final assessment, students will have completed their Wordle.
2. Students should be instructed to choose the top used words, or the “largest” words that appear on their personal Wordle.
3. Students should write these three words on a piece of paper. Following each word, they need to write three sentences on what they know about that word based on the days lesson.
4. This piece of paper will be the exit slip for the day.
5. Students should do this work individually - even if they created Wordles with a partner, they should still write their sentences separately.
LESSON MODULE
DAY 3

Title: The Document Itself

Learning Goals:

Knowledge
- Students will understand the term "emancipation" and explore the Emancipation Proclamation (what it was, what it did, and the document itself).
- Students will be able to identify important people related to the emancipation proclamation.

Skills
- Students will be able to reenact the major process it took to get the emancipation proclamation signed.
- Students will be able to write a journal entry from the perspective of a slave stating what it's like to be a slave during this time before and after the Emancipation Proclamation.

Dispositions
- Students will begin to think critically about slavery and how it impacted the United States as a country.
- Students will understand what it is like to be denied rights because of slavery.
- Students will be able to evaluate the different perspectives on the Emancipation Proclamation.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed:
- Computer or iPad
- Camera to record reenactment
- Student journals
- Images of the document, the cabinet, and a person viewing the document (Appendix I, images 6, 7, and 8) on display for students to reference
Lesson Procedures:

Introduction
1. Optional: *Reading Emancipation Proclamation: Lincoln and the dawn of liberty* by T. Bolen and *Come Juneteenth* by A. Rinaldi will give some background for students. (See Appendix II)
2. Start the lesson by having four different colors and shapes of paper.
3. Pass out the paper randomly to student without asking what color or shape they want.
4. Then direct students to find other peers with the same color and shape of paper as they have and stand in groups.
5. Next, give each group a task, some as punishments (like cleaning the chalkboard, writing their name 25 times or picking up scraps off the floor) and some as rewards (like getting a snack, a sticker or a toy) based on their paper’s color and shape.
6. Once all the tasks are done, have students ask them to discuss how they felt.
7. Talk about how it was unfair that some students got rewards for their paper color while others got punishments and they didn't get to choose their color and shape.
8. Point out how they didn't get to pick their color. Then explain how people are born of a certain race without being able to choose and some races are punished by some people because they are seen as not as important or as good.
9. Have a class discussion about how that is fair or unfair and then give each child a small reward at the end of the activity.

Development
1. Have pictures of the document, the cabinet who wrote the proclamation, and a person viewing the document up on the board and then write the question, "What is the Emancipation Proclamation?" on the board and have students research the Emancipation Proclamation. On the board, give students a couple of choices to look up information from. (Images: Image of Document, Image of Cabinet, Image of Person Viewing Emancipation Proclamation, Website Choice #1, Website Choice #2) (see Appendixes I and II)
2. As a class, go over what the Emancipation Proclamation is.
   a. A document declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free." [http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/) (See Appendix II)
3. Have students then reenact the major processes it took to get the Emancipation Proclamation signed. This will be videotaped and at the end of the unit students will get to watch them.
   a. Major processes: writing and signing of the document, the civil war, and Abraham Lincoln's role in the emancipation.
4. After reenacting, instruct students to write a journal entry from the perspective of a slave stating what it's like to be in slavery during this time both before and after the Emancipation Proclamation.
**Culmination**

1. Each student will write one journal over what they have learned and their views on the Proclamation and slavery.
2. Hold a classroom discussion about our thoughts after learning about the topic.

**Assessment**

1. As an assessment, students will get poster paper and draw/write two new things they learned and then they will be posted around the room.
Title: The Big Picture of the Emancipation Proclamation

Learning Goals:

Knowledge
- Students will recall the main dates of the signing of the Emancipation Proclamation and the Civil War.
- Students will recall the names of the important people who signed or were involved in drafting or debating the Emancipation Proclamation.
- Students will know what the word “Emancipation” means and how it fits the name of this document.
- Students will know some of the impacts of the Emancipation Proclamation on the Civil War, the rights of black slaves in the seceded states, and on the northern states.

Skills
- Students will create a summary of the events covered in this unit through cause-effect language and the use of primary source images and captions on a timeline.
- Students will use cause-effect language to explain the progression of events on the timeline.
- Students will reenact their timeline, dramatically representing each person, place, or thing identified.

Dispositions
- Students will appreciate the universal rights of people.
- Students will appreciate treating others fairly.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

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People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Science, Technology, and Society: Social programs should include experiences that provide for the study of relationships among science, technology and society.
Materials Needed:
- All Images from previous lessons and an image of the *Celebration of the Emancipation Proclamation*, and *Slavery is Dead?* (Appendixes I, II).
- Reference to their newspaper flyer written on Day 1
- Reference to their timeline created on Day 2
- Reference to their journals written on Day 3
- Timeline Organizer (Appendix IV)
- A computer with powerpoint, prezi, or similar presentation software
- Space to reenact for the class

Lesson Procedures:

Introduction
1. You may wish to read the following books in conjunction with this lesson (See Appendix II). They could add insight and creative thought for the students to learn more deeply.
   a. *Words Set Me Free: The Story of Young Frederick Douglass*
   b. *Climbing Lincoln's Steps: The African American Journey*
   c. *Abraham Lincoln and Frederick Douglass: The Story Behind an American Friendship*
   d. *Interpreting America’s Civil War: Organizing and Interpreting Information in Outlines, Graphs, Timelines, Maps, and Charts*
2. Use a portion of a clip of Dr. Martin Luther King, Jr. giving his “I have a dream speech” (See Appendix II), and ask the students what he was fighting for.
   a. Look for: equal rights for African Americans, more freedom for Afr. Am. etc.
   b. For a deeper conversation, probe into students’ responses to ask “Why do you think that?” “What brought that to mind for you?” “What did you think of your classmate’s response?” “What could you add to your classmate’s comment?” “How could your classmates’ conflicting responses both be true?” “What do you think?” etc.
3. Remind students of their activities, writings, discussions, and projects they completed over the course of the week so far, and ask them what Abraham Lincoln and others were fighting for in the Civil War.
   a. Look for: freedom for slaves, an end of the Civil War, State’s Rights to determine whether they can own slaves or not, etc.
   b. Again, for a deeper, more meaningful conversation, ask open-ended questions requiring analysis and critical thinking beyond recitation of facts, which are prerequisite.
4. Ask students if they know anything about Frederick Douglass.
   a. See (Introduction 1.) for references to applicable literature to deepen this discussion.
5. Read a quote by African American leader of the time, Frederick Douglass:
   a. The Proclamation was, in the words of Frederick Douglass, "the first step on the part of the nation in its departure from the thralldom of the ages," (EdSitement, n.d.).
6. Explain that they will now be summarizing what they learned about the Emancipation Proclamation by creating a timeline that covers the span of time: 1860-1865.
   a. Divide into pairs/groups of 2 or 3.
   b. Hand out timeline organizer sheets to each group. (See Appendix IV)
c. Organize group location/work in ways that allows each to have access to a computer, writing surface, and space to work through their reenacting plans.

**Development**

1. Students will work in groups of 2-3 to organize their understanding of the main people and events of 1860-1865 on their timeline organizer.
   a. Use letters, timelines, Wordles, and journals from earlier in the week as a reference.
   b. Use primary resources (in paper and digital forms) from earlier in the week as well as the Nast etching as a reference. (See Appendix I: all images, and Appendix II, images of Lincoln in the rotunda, Mount Rushmore, and link to news flyer image).
   c. Provide students the following criteria and explain that the timeline will:
      i. Run chronologically
      ii. Include important dates:
         1. The beginning of the Civil War (1861)
         2. The signing of the Emancipation Proclamation (1863)
         3. The end of the Civil War (April 9, 1865)
         4. The Assassination of Abraham Lincoln (April 15, 1865)
      iii. Include important people:
         1. Abraham Lincoln
         2. Stephen A. Douglas
         3. Frederick Douglass
      iv. Describe the causes of the writing of the Emancipation Proclamation.
      v. Describe generally how the Emancipation Proclamation affected the Civil War.
      vi. Use cause-effect language to explain the progression of events on the timeline.

2. Once student groups have outlined their ideas, they will develop a digital timeline.
   a. Use a computer with powerpoint or prezi presentation software.
   b. Use their plan to write captions and organize the structure of the timeline.
   c. Use primary resources (in digital form) to provide visual support in the timeline.
   d. Include required items in the timeline (see 1. above).

3. Once student groups have created their digital timeline, they will choreograph and practice reenacting the events highlighted in the presentation, representing each person or thing.

**Culmination**

1. Student groups will present for the class.
2. The whole class will discuss the big ideas learned in this unit:
   a. Universal rights of all people
   b. Treating others fairly
   c. The importance of the Emancipation Proclamation in the Civil War
   d. The importance of the Emancipation Proclamation in the legacy of Abraham Lincoln
   e. The importance of Abraham Lincoln
3. Try using open-ended, probing questions to encourage true dialogue and deeper discussions.
Assessment

1. Students’ timelines will be assessed for accuracy in dating and descriptions and their reenactments for understanding.

2. Students will also be assessed through completion of an “exit slip” with the following prompt:
   a. “This week I learned about President ______________________________, who was assassinated in the year: ______________________________, his rival for office:__________________________, and an African American leader and advocate for emancipation: ______________________________.

   We learned about the ______________________________ war, which began in the year ______________________________, and ended in the year ______________________________.

   We learned about the emancipation ______________________________, that was written by President ______________________________, and meant that African American slaves in the southern states were __________________________

I know not everybody agreed with the the emancipation of African American Slaves, but today we learn that we need to treat everyone fairly. My opinion on this is:

______________________________________________________________

You may add more text here or on the back if you need to.

If you finish early, you may draw to clarify and support what you wrote or write about what you think life would be like today if Abraham Lincoln had never become president.
APPENDIX I:
IMAGES AND GRAPHIC MATERIAL
FROM THE LIBRARY OF CONGRESS

1. **Image:**
An image of Lincoln taken in 1862, almost two years into the American civil war.
2. **Image:**
An image of Stephen A. Douglas taken during his campaign for Illinois Senate.
3. **Image:**
Lincoln Monument for slideshow (as viewed from the inside).
4. **Image:**
Emancipation of the Slaves proclaimed on September 22, 1862.
5. **Image:**
Abraham Lincoln and his Emancipation Proclamation.
6. **Image:**
Image of the Emancipation Proclamation that will be on the board for students to use on days two, three, and four.
7. **Image:**
Image of the cabinet who helped Abraham Lincoln revise the Emancipation Proclamation; on the first reading of the Emancipation Proclamation.
8. **Image:**
Image of a man viewing Abraham Lincoln's Emancipation Proclamation at the Library of Congress one of the few times it is on display.
9. **Image:**
   Portrait of Frederick Douglass.
**10. Image:**
Thomas Nast’s engraving celebrating of the emancipation of southern slaves. It includes moving imagery of cruelty to African Americans, the separation of a black couple on the auction block, and a warm scene in an African American family’s home. There are also many symbolic images such as a woman with an olive branch, the three-headed hellhound cerberus, and a “gleaming apparition of freedom,” (Library of Congress, 2013).
11. Image:
Wood engraving by Thomas Nast titled, *Slavery is Dead?* Created in 1867, it shows two images of African Americans. one being sold for a crime before the Emancipation Proclamation, one being whipped for a crime after the Emancipation Proclamation, and an image of the Emancipation Proclamation in the middle.
APPENDIX II:
BIBLIOGRAPHY AND WEBLIOGRAPHY

Bibliography of Children’s Literature


Webliography of Supportive Websites for Students and Teachers

Freedom to Slaves!
This site contains an image of a flyer that expresses the emancipation in layman's terms.

**C-Span: Lincoln-Douglas debate reenactment.**
This is a historically accurate reenactment of the debate between Abraham Lincoln and Stephan Douglas during their campaigns for Illinois senate. The issues of slavery, abolition, and the rights of freed slaves are debated thoroughly.


**The Emancipation Proclamation: Freedom’s First Steps**
A website that takes a deeper look into the steps taken by Abraham Lincoln in the years of the Civil War to end the war. Includes sample questions and lesson plans.

http://edsitement.neh.gov/lesson-plan/emancipation-proclamation-freedoms-first-steps

**Emancipation Proclamation Video**
A video that begins by stating that Lincoln would have passed through history without a significant impact unless he had become president. A great look into the early years of Lincoln.

http://www.history.com/topics/emancipation-proclamation/videos#abraham-lincoln

**Pennies for slideshow**
A picture that shows both the front of a penny and the back of a penny, demonstrating Lincoln’s forever impact on our country.

$5 for slideshow
A picture of the $5 for the slideshow to show that Lincoln again has a forever impact on our country.

http://en.wikipedia.org/wiki/United_States_dollar

Mt. Rushmore for slideshow
A picture to show where Lincoln is located forever in the Black Hills.

Lincoln in the rotunda for slideshow
A picture to show that Lincoln is still remembered in present day for our country.

http://www.aoc.gov/sites/default/files/styles/artwork-node/public/images/artwork/6345286550_b44f39f5a0_o.jpg?itok=-8r7g8em

10 Facts about the Emancipation Proclamation
A great website that gives ten interesting facts and dates about the Emancipation Proclamation. Great use of a look for a timeline.

http://www.civilwar.org/education/history/emancipation-150/10-facts.html

President Lincoln signs the Emancipation Proclamation
A great resource that enables you to gather quotes and information for the timeline and Wordle activity.

http://www.eyewitnesshistory.com/emancipation.htm

5 Things you may not know about Abraham Lincoln, Slavery, and Emancipation
A great resource that includes little known things about Lincoln and his writing of the Emancipation. Could also use for timeline.

**Emancipation Proclamation**  
This website looks at an introduction and a timeline that is brief but full of the important quick facts of the Civil War and the Emancipation Proclamation.

[http://memory.loc.gov/ammem/alhtml/almintr.html](http://memory.loc.gov/ammem/alhtml/almintr.html)

**Abraham Lincoln Before the Emancipation Proclamation**  
This resource gives great background information to the writing of the Emancipation Proclamation. What were Lincoln’s prior thoughts and beliefs to slavery? Use this resource to find out!


**Wordle**  
Website to create the culmination activity on Day 2.


**Video of Dr. Martin Luther King, Jr. speech: I Have A Dream**  
A short, 5:18 minute live, black and white film of Dr. Martin Luther King, Jr. giving his speech on the steps of the Washington Monument.

[http://www.youtube.com/watch?v=nFcbpGK9_aw](http://www.youtube.com/watch?v=nFcbpGK9_aw)
APPENDIX III:
POEM (LESSON 1)

The Emancipation Proclamation: An Act of Justice
By John Hope Franklin

O Brothers mine, to-day we stand
Where half a century sweeps our ken,
Since God, through Lincoln's ready hand,
Struck off our bonds and made us men.
Just fifty years—a winter's day--
As runs the history of a race;
Yet, as we look back o'er the day,
How distant seems our starting place!

Then, in a more assertive tone, making certain that humility did not replace self-confidence, he said:

This land is ours by right of birth,
This land is ours by right of toil
We helped to turn its virgin earth,
Our sweat is in its fruitful soil.
To gain these fruits that have been earned,
To hold these fields that have been won,
Our arms have strained, our backs have burned,

Bent bare beneath a ruthless sun.
Then should we speak but servile words,
Or shall we hang our heads in shame?
Stand back of new-come foreign hordes,
And fear our heritage to claim?
No! stand erect and without fear,
And for our foes let this suffice--
We've bought a rightful sonship here,
And we have more than paid the price. . . .
That for which millions prayed and sighed
That for which tens of thousands fought,
For which so many freely died,
God cannot let it come to naught.

- James Weldon Johnson
James Weldon Johnson, a writer of some distinction, was serving a tour of duty as U.S. Consul in Corinto, Nicaragua. In September 1912, for the 50th anniversary of the Emancipation Proclamation, James Weldon Johnson wrote this poem. He addressed his fellow African Americans in the first stanzas.
APPENDIX IV:
TIMELINE ORGANIZER (LESSON 4)

Your timeline should run **chronologically**
- First things first, then in order by date, and last things last!

Include **important dates**:  
- The date of the beginning of the Civil War: ___________ (when did this happen?)
- The date of the signing of the Emancipation Proclamation ___________ (when did this happen?)
- The date of the end of the Civil War ___________ (when did this happen?)
- The date of the Assassination of Abraham Lincoln ___________ (when did this happen?)

Include **important people**:  
- ________________ (who was the president of the Union?)
- ________________ (who was a political rival to the president and wanted to keep slavery?)
- ________________ (who was a leader of the African American community?)

Describe the **causes** of the **writing of the Emancipation Proclamation**:
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

Describe generally **how the Emancipation Proclamation affected the Civil War**.
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

Use **cause-effect language** to explain the **progression of events** on your timeline.
- “This happened and so this happened next.”
- “This happened because that happened first.”
- “This event led to the next event.”