



Library of Congress

New recruits learn drill procedure in a camp near Washington, D.C.



Teaching Guide

SEGMENT 4, WEBISODE 6

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

During the early months of the Civil War, Lincoln carefully avoided offending the Confederacy in the hope that the country could reunite without a long, bloody war. In his first inaugural, Lincoln clearly stated his stand on slavery: "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so." But by 1862, the continuing failures of the Union army and the escalating number of war casualties shocked and horrified the war-weary North.

On September 22, after the costly Union victory at Antietam, Lincoln issued the Emancipation Proclamation. The proclamation stated that unless the Confederacy surrendered by January 1, 1863, "...all slaves in states or districts in rebellion against the United States on January 1, 1863, will be thenceforth and forever free." If the Confederacy surrendered, slavery would not be abolished. But the Confederacy did not surrender, and on New Year's Day the proclamation went into effect. It transformed the character and purpose of the Civil War from saving the Union to freeing the enslaved; now the war was truly a fight for freedom.

Teacher Directions

1. Write the following quotation on the chalkboard, chart paper, or a transparency.

On the first day of January, in the year of our Lord 1863, all persons held as slaves within any State, or designated part of a State, whereof shall then be in rebellion against the United States, shall be then, thenceforth, and forever free.

2. Tell the students that these are the words of President Abraham Lincoln, which he spoke on September 22, 1862, just after Union forces had driven Lee's army back across the Potomac in the battle of Antietam.
3. Students, in small teams, discuss the following questions.
 - When did the Emancipation Proclamation take effect?
 - Who gained their freedom as a result of the proclamation?



Let's Discuss

Let's Discuss, Cont.

- Who did not gain their freedom as a result of the proclamation?
- What had to occur for the proclamation to never take effect?

4. Teams share their answers in a whole class discussion. Make sure students understand the following points in discussing the questions.

The Emancipation Proclamation took effect on January 1, 1863. In reality, it did not free anyone. The Northern states had already abolished slavery. It did not free enslaved people in the border states that had not seceded from the Union (Delaware, Maryland, Missouri, and Kentucky). It did not really free the enslaved people in the Confederate states because people in those states didn't care what Abraham Lincoln said. He was not their president. However, many enslaved people in the South fled from their masters and took the "freedom's road" to areas controlled by the Union army. If the states that had seceded stopped fighting by January 1, 1863, the proclamation would never have taken effect because it applied only to states in rebellion against the United States.

Teacher Directions

1. Distribute the Student Sheets: *Emancipation* to each team.
2. Guided by the teacher, the students read and discuss the documents in an interactive, whole-class activity to discover the link between the Emancipation Proclamation and the Declaration of Independence, using the *Written Document Analysis Worksheet*.
3. After completing their worksheets, the class discusses the answers to the following questions.
 - What is the link between the Emancipation Proclamation and the Declaration of Independence?
 - Although the Emancipation Proclamation did not actually free anyone, what important change did it bring about concerning the Civil War?
4. Make sure the students reach the conclusion that the Emancipation Proclamation extends the rights guaranteed in the Declaration of Independence to all people. It put the promise of "liberty, equality and the pursuit of happiness" within the reach of all the American people. It also had the important affect of changing the reason for the war from preserving the Union (a political cause) to a fight for human rights and liberty (a moral cause).



History Sleuth



What do you
Think?



Moving Toward
Freedom

Teacher Directions

In response to the signing of the Emancipation Proclamation, Frederick Douglass remarked. “The act has thrown a moral bombshell in the Confederacy.” Students discuss and afterward write a journal entry explaining what Douglass meant.

Teacher Directions

1. Make a transparency of the Student Sheet: *Frederick Douglass: What the War was For*. The class may work on the transparency alone, or distribute the Student Sheet for each student to complete.
2. Direct the students to listen carefully as you relate the following information. As they hear what actions Frederick Douglass took to promote his two clear goals for the Civil War, students raise their hands and share what they have heard. Stop the narrative to discuss and record Douglass’s actions on the transparency/Student Sheet.

The Civil War began as a fight to preserve the Union. Frederick Douglass felt disappointment with Lincoln’s inaugural address, in which the new president assured the South that he would not interfere with the institution of slavery.

Douglass believed that the goal of the war should be emancipation for all enslaved people in the Confederacy and the Union border states. While the war progressed through 1861 and 1862, Douglass traveled and lectured. He called for Lincoln to grant all enslaved people their freedom.

On April 16, 1862, President Lincoln outlawed slavery in Washington, D.C. Douglass felt that that was not enough. He continued to make speeches and write newspaper editorials saying that the aim of the war must be to abolish slavery.

Douglass met with President Lincoln who had invited him to the White House. Lincoln sought Douglass’ advice. The two men understood and respected one another. But Douglass did not think Lincoln acted quickly enough in issuing the Emancipation Proclamation.

When Lincoln signed the Emancipation Proclamation on New Year’s Day 1863, Douglass rejoiced. He knew that he had a part in persuading Lincoln to take this action that changed the purpose of the war and the future of the nation.

Moving Toward Freedom,
'Continued.

Douglass also believed that African Americans must be allowed to join in the battle for their freedom. He knew that if black soldiers fought to preserve the Union, they could not be denied full citizenship when the war was won.

In 1863, Congress authorized black enlistment in the Union army. Douglass helped the governor of Massachusetts recruit the 54th Regiment, the first black unit. He wrote an editorial that was published in the local newspapers. "Men of Color, to Arms," in which he urged blacks to "end in a day the bondage of centuries" and to earn their equality and show their patriotism by fighting for the Union cause. Two of Douglass' own sons enlisted.

Douglass continued to recruit throughout the war. He met with Lincoln one more time to urge the president to give African American soldiers the same pay as white soldiers.

3. Students review the transparency or their Student Sheets to discover and discuss how Frederick Douglass moved African Americans and the country toward freedom.

Teacher Directions

Use the following activities with your students.

Language Arts/Library – Students read *Charlie Skedaddle* by Patricia Beatty; *The Slave Dancer* by Paula Fox; or *Nightjohn* by Gary Paulsen. Partner Discussion Guides are available from the Johns Hopkins University Talent Development Middle School Program.

Music – Students listen to two songs that express the loss of friends, brothers, and comrades, "The Vacant Chair" and "Weeping, Sad and Lonely." The latter song was so depressing that some officers forbade its singing.

Geography – Students color a map of the United States in 1860, color coding the states in which the Emancipation Proclamation freed enslaved people and the states in which the proclamation did not affect the enslaved. A good map source is The Education Place: Outline Maps @ <http://www.eduplace.com/ss/ssmaps/us1860.html>.



Connections

The Declaration of Independence

A Transcription

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,



When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.

National Archives



The Emancipation Proclamation

A Transcription

January 1, 1863

By the President of the
United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"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 the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred

days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January,
in the year of our Lord one thousand eight hundred and sixty three,
and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

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Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Census report | <input type="checkbox"/> Other |

2. DATE(S) OF DOCUMENT

3. AUTHOR (OR CREATOR) OF THE DOCUMENT _____ POSITION (TITLE)

4. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____

5. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.

2.

3.

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written?
Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document.

Adapted from a design by the Education Staff,
National Archives and Records Administration

Frederick Douglass: What the War Was For

Frederick Douglass saw two clear goals for the Civil War

Emancipation for all enslaved people in the Confederacy and the Union border states

The right of African Americans to enlist in the armies of the North