



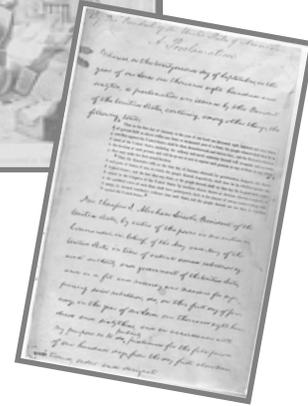
## Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at Eastern Illinois University and Southern Illinois University Edwardsville  
Endorsed by the Abraham Lincoln Bicentennial Commission



### A Closer Look at the Emancipation Proclamation

by Michelle Quirin



Students will be able to analyze photographs, cartoons, and documents concerning the Emancipation Proclamation. Students will learn new vocabulary words and write a paragraph or two about their opinions or projections as it pertains to the Proclamation.

#### Overview

- Subject:** U.S. History / Social Studies
- Time Required:** Five to six 45 minute class periods  
One computer lab session
- Grade Range:** 6 – 12
- Understanding Goal:** Students will gain more insight into the reason behind the Proclamation and the feelings of the people involved with the Emancipation Proclamation.
- Investigative or Essential Question:** What were the feelings of the President, the Cabinet, and the people of the US concerning the Emancipation Proclamation?



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### Materials

**Purpose of Library of Congress Items:** The primary sources help the students gain an understanding of the Emancipation Proclamation and the different portrayals of who Lincoln was and how difficult it was for him to write the Emancipation Proclamation.

**Library of Congress Items:** Bibliographical Information attached.



### Additional Materials:

-  Emancipation Proclamation Timeline (attached)
-  Cartoon with Callout #1 (attached)
-  Cartoon with Callout #2 (attached)
-  Cartoon Analysis Guide (attached)
-  Reading Comprehension Worksheet (attached)
-  Actual Document Questions (attached)
-  Writing Activity Worksheet (attached)
-  Model PowerPoint Zoom In Activity



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Mr. Lincoln's White House Website  
[www.mrlincolnwhitehouse.org](http://www.mrlincolnwhitehouse.org)



Lincoln Papers: Emancipation Proclamation:  
Introduction <http://memory.loc.gov/ammem/alhtml/almintr.html>



Lincoln Papers: Emancipation Proclamation:  
Time Line <http://memory.loc.gov/ammem/alhtml/almtime.html>

**Required Vocabulary:** emancipation, proclamation, document, Cabinet, Inauguration, compare, contrast, abolitionist, impression, republican, assassinated

**Prior Content Knowledge:** In addition to knowledge of how to analyze primary sources, students will need to know general information about Abraham Lincoln, Civil War Information, slavery, and John Brown.

**Technology Skills:** Students must be able to search for information using given URLs or websites.

## Standards

**Illinois Learning Standards:** 1, 1.A.2b, 1.A.3b, 1.B.2b, 1.B.4b, 1.B.3a  
3,  
16, 16.A.2b, 16.B.2d

For information on specific Illinois Learning Standards go to [www.isbe.state.il.us/ils/](http://www.isbe.state.il.us/ils/)



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## Actions

### Description of Teacher Actions:

#### Build Prior Knowledge (Anticipatory Set)

1. Introduce the students to the era of the Emancipation Proclamation.
2. Pass out a copy of the Timeline of Emancipation Proclamation from the Library of Congress site. Have students complete the teacher made worksheet that correlates with the timeline.
3. Discuss with the students that artists use cartoons to portray a certain message for the viewer.
4. Pass out 2 cartoons with the caption bubbles. Have the students take time to focus on what the president may have been thinking at the time. Have the students fill in the caption bubbles.
5. Refresh the students' memory of who John Brown was.
  - Point out in the 2nd cartoon that there is a picture of John Brown with a halo.
6. Have students get with a partner and pass out the teacher made cartoon analysis. Have students work with their partner to answer the questions concerning the 2 cartoons.

#### Student Investigative Activity

##### Zoom In Activity

1. Project the Zoom in picture of Lincoln reading the 1st draft of the Emancipation Proclamation to his cabinet. (PowerPoint)
2. As students view each slide, have them orally answer the questions presented.
3. Record these answers and brainstorming on the board.
4. When finished with the slide show, discuss their answers.
5. Have students pair up and go to the computer to find out the names of the cabinet members and also to read what their actual feelings were towards the Proclamation.
6. Pass out a copy of the photograph to each group.



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7. Students should be directed to [www.mrlincolnwhitehouse.org](http://www.mrlincolnwhitehouse.org)
8. Have students go to links in the top right hand corner of the screen and click on Vice Presidents and Cabinet.
9. They are to look at the pictures of the cabinet members and figure out the names of the members off of the photograph. They are to write the names of the cabinet members on the photo.
10. Students should click on each cabinet members name and skim to find out how that person felt. They should record these feelings on a sheet of paper and turn in the photograph labeled with the names and the feelings.

### Reading of the Introduction (Literacy)

1. Pass out a copy of the Introduction of the Emancipation Proclamation off of the Library of Congress site.
2. Have the students read aloud the Introduction.
3. Have students complete the questions that correlate to the Introduction.
4. When completed, have students use a dictionary to look up the five vocabulary words that they did not know off of the worksheet.
5. Post the words and definitions on a word wall for the students to use on Day 5 writing assignment.

### Original Document (Literacy)

1. Pass out a copy of the original document to each student. Have students review the document paying attention to the handwriting and the vocabulary used.
2. Teacher then should read the document to the students and discuss the document.
3. Students should complete the teacher made worksheet correlating to the actual document.
4. Use the rest of class time to discuss the document and prepare the students for the writing portion the next day.

### Assessment/ Evaluation

#### Paragraph Writing

1. Review the last 4 days concerning the document, feelings, and vocabulary.



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2. Pass out the writing activity worksheets.
  - Students are to choose one topic to write a paragraph about. The number of paragraphs expected should depend on the student's ability level.

Evaluation will be based on:

1. Teacher observation during the zoom in activity.
2. Completion and correctness of the teacher made worksheets.
3. Writing of the paragraph(s).

### Best Instructional Practices:

#### Teaching for Understanding

The cartoon analysis activity allows students to get with partners to share ideas and gain multiple perspectives. The zoom in activity allows students to better focus on small parts and looking at the picture objectively in order to better understand the whole picture.

Using comprehension questions throughout the activities allows the teacher to check for student understanding.

#### Literacy Instruction/Reading Comprehension

The writing assignment allows students to make a personal connection to the topic under study.

#### Differentiated Instruction

By having students choose their own words that are unfamiliar to them allows for more individualized learning.

#### Technology Integration

Students search on the Internet to locate names of the cabinet members.



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## Attachments

### Library of Congress Resources

Title:			The first reading of the Emancipation Proclamation before the cabinet.
	Collection or Exhibit	By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Presen	
	Media Type:	image	
	URL	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a05802))">http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field (NUMBER+@band(cph+3a05802))</a>	
Title:			PRESIDENT LINCOLN, WRITING THE PROCLAMATION OF FREEDOM.
	Collection or Exhibit	African American Odyssey	
	Media Type:	image	
	URL	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(app+3a05801))">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field (NUMBER+@band(app+3a05801))</a>	
Title:			Print # 3, Writing the Emancipation Proclamation [Etching]
	Collection or Exhibit	Civil War Treasures from the New-York Historical Society	
	Media Type:	image	
	URL	<a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(ab01005))">http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field (DOCID+@lit(ab01005))</a>	
Title:			Abraham Lincoln, Thursday, January 01, 1863 (Final Emancipation Proclamation--Final Draft
	Collection or Exhibit	Abraham Lincoln Papers	
	Media Type:	published text	
	URL	<a href="http://memory.loc.gov/ammem/alhtml/alms/ep001.html">http://memory.loc.gov/ammem/alhtml/alms/ep001.html</a>	



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### Emancipation Proclamation Timeline Worksheet

By reading the timeline given to you, answer the following questions.

1. When was Abraham Lincoln elected President of the United States?

2. How much time passed from his election and his inauguration?

3. When did Lincoln first discuss the Emancipation Proclamation?

4. When was the beginning of the Civil War?

5. Where did the Civil War begin?

6. When was the final draft of the Emancipation Proclamation?

7. How much time passed between the first discussion of the Proclamation and the time of the final draft?

8. When was Lincoln elected for his second term?

9. When did the Civil War end?

10. When was Lincoln assassinated?

11. How long was Lincoln president? (use his 1<sup>st</sup> inauguration)



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## Cartoon Analysis



#1



#2

With a partner observe the 2 copies of the cartoons. After observing the cartoons, answer the following questions. Make sure that you are discussing the answers and your thoughts with your partner. The questions are specific to the cartoons; make sure you are looking at the right cartoon before answering the questions.

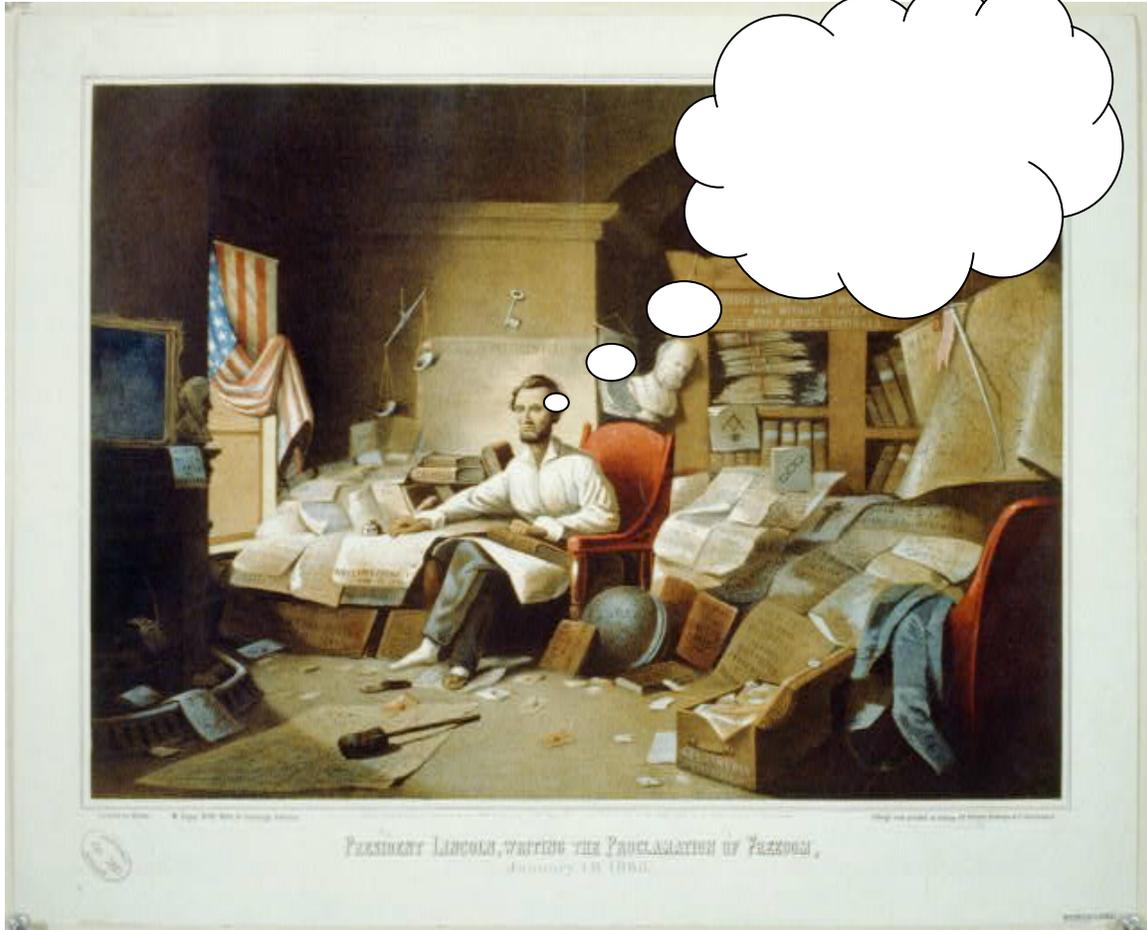
<b>#1 Cartoon:</b>
By looking at Lincoln's face, what is he feeling?
Look around the room in the cartoon, what is your impression of what is going on?
Name the objects in the room, why did the artist draw those objects?
Why do you think the room is messy?
<b>#2 Cartoon:</b>
Why did the artist draw Lincoln the way he did?
How did the artist portray Lincoln as under the devil rule?
What was the purpose of the artist having a picture of John Brown as a saint and a picture of a slave uprising in Santo Domingo?
Compare and Contrast the 2 cartoons



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### Cartoon #1

Use this copy of the cartoon and write what you think Abraham Lincoln was thinking in this cartoon.

Use this copy to also answer the Cartoon Analysis worksheet.



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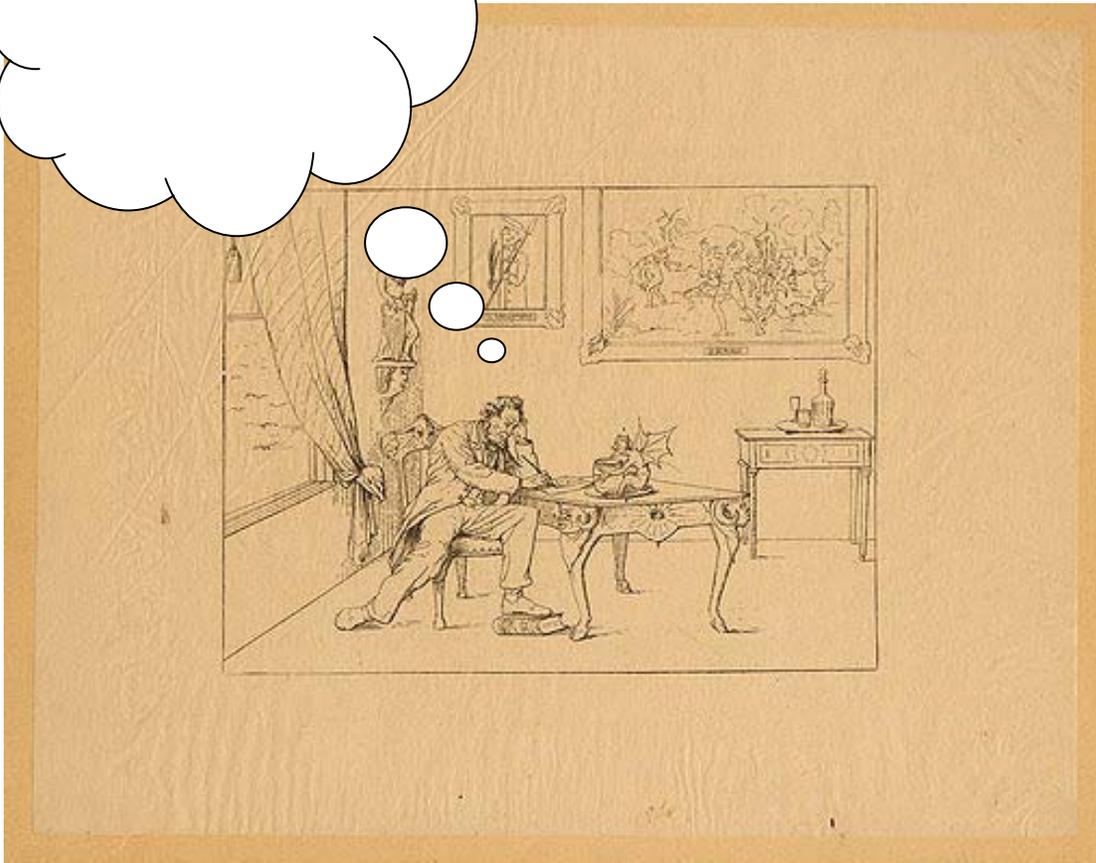
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SOURCES**



### Cartoon #2

Use this copy of the cartoon and write what you think Abraham Lincoln was thinking in this cartoon.

Use this copy to also answer the Cartoon Analysis worksheet.





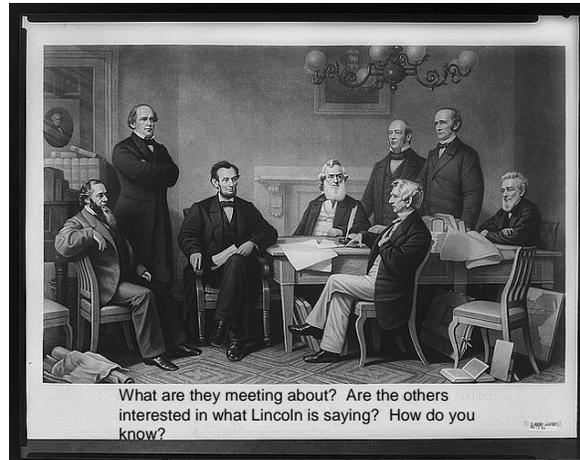
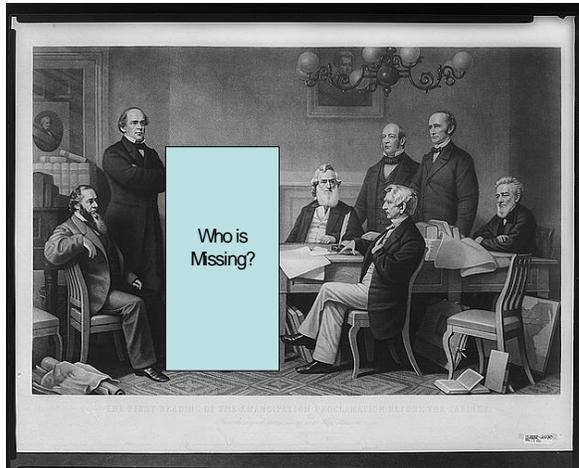
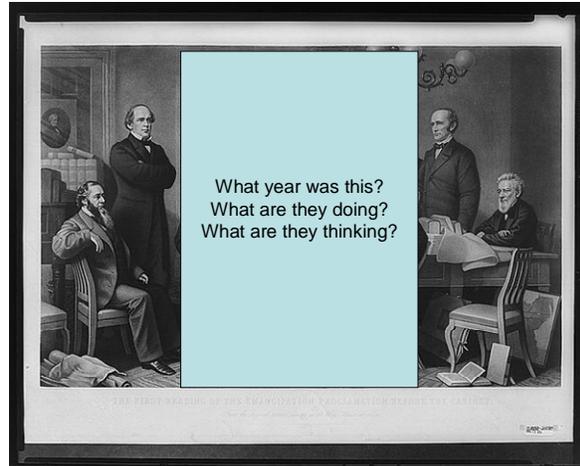
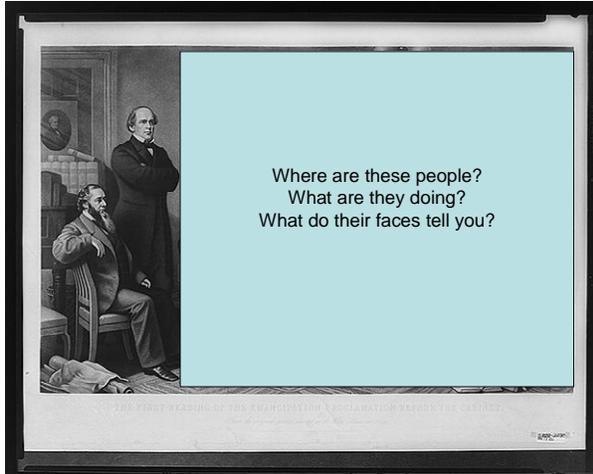
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## Model PowerPoint





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### Writing Activity

Choose one of the topics and write a paragraph or two explaining your feelings or opinions and why you feel that way.

#### Topic A

After learning about the Emancipation Proclamation, write about your feelings concerning the Emancipation Proclamation.

#### Topic B

After learning about the Emancipation Proclamation, write about what you think would have happened in the U.S. if the Proclamation was not written.

#### Topic C

After learning about the Emancipation Proclamation, write what you think Lincoln had to go through and think about before and during the writing of the Proclamation.

#### Topic D

After learning about the Emancipation Proclamation, imagine that you were in Abraham Lincoln's cabinet, what would you have done or told the president?

#### Topic E

After learning about the Emancipation Proclamation, write about another important thing a president has had to do and it may have been a hard decision.



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### Actual Document Questions

As a class activity: Pass out a copy of the original document to each student. Read the document aloud. Complete these questions as a class.

1. Was the document typed, printed or in cursive?

2. How was the date written?

3. Compare/Contrast the handwriting of this document and the handwriting of today.

4. Name some vocabulary words that are different than we use today.

5. What are the meanings of these words?

6. Did the Proclamation apply to all of the states?

7. Why did it only apply to some states?

8. Where in the document did the penmanship change from the President to his secretary?

9. How do you know?



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## Reading Comprehension Questions Introduction of the Emancipation Proclamation

Follow along while the teacher reads the introduction. When the teacher is finished you will answer the following questions.

Write down 5 vocabulary words that you do not know the meaning of. These will become words that you must use the dictionary to define.

- 1
- 2
- 3
- 4
- 5

Did Lincoln want slavery in the United States?

Why did Lincoln wait a while before he issued the Emancipation Proclamation?

What and when was the Second Confiscation Act on July 17, 1862?

Who were the 2 people he told his ideas to first?

- 1.
- 2.

What were their reactions to the idea?

Did Lincoln care about what his cabinet thought about the Proclamation? How do you know???

When did the final Proclamation occur?

Can you see the original paper? If yes, Where? If not, Why not?