



GOAL 4 | LESSON PLAN | MIDDLE SCHOOL 1862: Emancipation

Grade Level: Middle School

Approximate Length of Time: 4 hours

Goal: Students will be able to discuss a number of reasons the Emancipation Proclamation was issued in September 1862 and Americans' feelings surrounding the issuance.

Objectives:

1. Students will be able to read primary and secondary source documents and answer questions related to the content of the document.
2. Students will be able to complete a graphic organizer, finding key information regarding primary and secondary sources.
3. Students will be able to address a question about a historic event, providing evidence for their answer using primary and secondary sources.

Common Core:

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

[CCSS.ELA-LITERACY.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.WHST.6-8.1

Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

NCSS STANDARDS FOR SOCIAL STUDIES:

- 1—Culture
- 2—Time, Continuity, and Change
- 3—People, Places, and Environment
- 5—Individuals, Groups, and Institutions
- 6—Power, Authority, and Governance
- 10—Civics, Ideals, and Practices

Description: This is an inquiry lesson where students will do research to answer the inquiry question about Emancipation in 1862. Students will develop a hypothesis, search for evidence in multiple primary and secondary sources, and complete a graphic organizer. Through this process students will develop a strong answer to the inquiry question posed at the beginning. The PowerPoint presentation will serve as the guide for the lesson, providing a sequence for the lesson, listing when documents should be reviewed, and providing leading questions.

Inquiry Question: Why was the Emancipation Proclamation issued in September 1862?

Material:

- Power Point presentation
- Antietam Animated Map
- Vocabulary
- Notes Sheet
- Secondary Source Packet
- Primary Source Packet

- Antietam and Emancipation Essay
- National Archives Document Analysis Worksheet
- Storyboard

Pre-lesson Prep:

- Depending on your students this lesson might work best as a self-guided lesson or a lesson where they work with a partner.
- Pre-read the Power Point. There are videos mentioned in the Power Point, which are not linked; therefore, be sure to queue the videos ahead of time.
- Print copies for each student of the Vocabulary and Notes Sheet
- Print out the Primary and Secondary Source Document Packets for each student. Students should have highlighters ready – they should highlight and take notes all over these documents.
- Print out copies of the National Archives Document Analysis Worksheet, the students will use this form for each document. There are a number of primary and secondary documents; therefore, a notebook or Word Document where they answer each of the questions on the Analysis Worksheet will save you a lot of printing. They should stay organized and label each page with the document they are taking notes on.
- Print out copies of Antietam and Emancipation Essay for each student.
- Print a copy of the Storyboard for each student.

Procedure:

1. Review the Vocabulary and begin the first few slides of the Power Point.
2. Show the [Antietam Animated Map](#).
3. Hand out the Notes Sheet, National Archives Document Analysis Worksheet, and Document Packets.
4. Continue with the Power Point, which will provide guidance on when to use the documents, show videos, and discuss questions.

Conclusion:

1. Provide each student with a copy of the Storyboard.
2. Students will answer the inquiry question by completing the Storyboard.
3. They should use evidence from their primary and secondary source documents – they can cite the documents by putting the author's last name in parenthesis at the end of a quote or sentence in which the document is referenced. Since all of the documents will be from the packet, there are no page numbers provided to include in the citation.

Assessment in this Lesson:

1. Oral responses to questions throughout the Power Point
2. A completed Notes Sheet
3. Completed National Archives Document Analysis on each document
4. A Storyboard providing a complete answer to the inquiry question supported with evidence from the provided documents



AMERICAN
BATTLEFIELD
TRUST ★ ★ ★

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Name: _____

Date: _____

Vocabulary

Emancipation: the fact or process of being set free from legal, social, or political restrictions; liberation.

Proclamation: An announcement

Agency - the capacity of individuals to act independently and to make their own free choices.

Legislation – A law or group of laws.

-Your own vocabulary list can be created below -



Name: _____

Date: _____

Primary Sources Emancipation

- The following documents may have been excerpted, if so, you can find the full texts using the citation below the document.
- Certain parts have been bolded and highlighted to draw attention to words or parts of the text, this has been done for our purposes, and are not in the original document.
- Circle look-up, and define the words you need to know in order to understand the document.
- Underline names of people mentioned that you find significant, if necessary you can do a quick search, and write down a very brief note about them on the document.
- Double underline places that are mentioned that you find significant and find them on a map. Note their location. Do a search on battlefields.org to see if there was a battle at this location on or around the dates that are given.
- When doing research, you do not need to write in full sentences or paragraphs, brief notes and bullet points can be enough.
- For each document, complete the *National Archives Document Analysis* form.

Our War and Our Want – Excerpt
The Continental Monthly
February, 1862

There is another point which the staunch Union-lover must keep in view. In pushing on the war with heart and soul, we inevitably render slaveholding at any rate a most precarious institution, and one likely to be broken up altogether. Seeing this, many unreflectingly ask, 'Why then meddle with it?' But it *must* be considered in some way, and provided for as the war advances, or we shall find ourselves in such an imbroglio as history never saw the like of. He who cuts down a tree must take forethought how it may fall, or he will perchance find himself crushed. He who in tremendous conflagration would blow up a block of houses with powder, must, even amid the riot and roar, so manage the explosion that lives be not wantonly lost. We must clear the chips away as our work advances. The matter in hand is the war – if you choose, nothing but the war. But pushing on singly and simply at the war implies some wisdom and certain regard to the future and to consequences. The mere abolitionist of the old school, who regards the Constitution as a league with death and a covenant with hell, may, if he pleases, see in the war only an opportunity to wreak vengeance on the South and free the black. But the 'emancipationist' sees this in a very different light. He sees that we are not fighting for the Negro, or out of hatred to anybody. He knows that we are fighting to restore the Union, and that his is the first great thought, to be carried out at all hazards. But he feels that this carrying out involves some action at the same time on the great trouble which first caused the war, and which, if neglected, will prolong the war forever. He feels that the future of the greatest republic in existence depend on settling this question now and forever, and that if it be left to the chances of war to settle itself, there is imminent danger that even a victory may not prevent a disrapture of the Union. For, disguise it as we may, there is a vast and uncontrollable body at the North who hate slavery, and pity the black, and these men will not be silent or inactive. Did the election of Abraham Lincoln involve nothing of this? We know that it did. Will this 'extreme left,' this radical party, keep quiet and do nothing? Why, they are the most fiercely active men on our continent. Let him who would prevent this battle degenerating into a furious strife between radical abolition and its opponents weigh this matter well. There are fearful elements at work, which may be neutralized, if we who fight for the *Union* will be wise betimes, and remove the bone of contention.

"Our War and Our Want." *Continental Monthly*1, no. 8 (February 1862): 113-17. Accessed November 09, 2017. <http://ebooks.library.cornell.edu/cgi/t/text/pageviewer-idx?c=cont;cc=cont;rgn=full%20text;idno=cont0001-2;didno=cont0001-2;view=image;seq=123;node=cont0001-2%3A1;page=root;size=100>.

THE WAR AND HOW TO END IT - Excerpt**Speech delivered at Corinthian Hall, Rochester, New York, March 25, 1862*****Douglass' Monthly, April, 1862***

Leave slavery where it is and you will hereafter, as heretofore, see in politics a divided, fettered, north, and an united south. You will see the statesmen of the country facing both ways, speaking two languages, assenting to the principles of freedom in the north, and bowing to the malign spirit and practices of slavery at the South. You will see all the pro-slavery elements of the country attracted to the south, giving that section ascendancy again in the counsels of the nation and making them masters of the destinies of the Republic. Restore slavery to its old status in the Union and the same elements of demoralization which have plunged this country into this tremendous war will begin again to dig the grave of free Institutions.

It is the boast of the South that her Institutions are peculiar and homogeneous, and so they are. Her statesmen have had the wit to see that contact with the free North must either make the North like herself, or that she herself must become like the North. They are right. The South must put off the yoke of slavery or the North must prepare her neck for that yoke, provided the union is restored. There is a middle path—We have pursued that middle path. It is compromise and by it we have reached the point of civil war with all its horrid consequences. The question is shall we start anew in the same old path?

Who wants a repetition of the same event thro' which we are passing? Who wants to see the nation taxed to keep a standing army in the South to maintain respect for the Federal Government and protect the rights of citizens of the United States? To such a man I say, leave slavery still dominant at the South and you shall have all your wants supplied.

On the other hand abolish slavery and the now disjointed nation like kindred drops would speedily mingle into one. Abolish slavery and the last hinderance to a solid nationality is abolished. Abolish slavery and you give conscience a chance to grow, and you will win the respect and admiration of mankind. Abolish slavery and you put an end to all sectional politics founded upon conflicting sectional interests, and imparting strife and bitterness to all our general elections, and to the debates on the floor of Congress. Abolish slavery and the citizens of each state will be regarded and treated as equal citizens of the United States, and may travel unchallenged and unmolested in all the states of the Union. Abolish slavery and you put an end to sectional religion and morals, and establish free speech and liberty of conscience throughout your common country. Abolish slavery and rational, law abiding Liberty will fill the whole land with peace, joy, and permanent safety now and forever.

Douglass, Frederick. "THE WAR AND HOW TO END IT." *Douglass Monthly*, April 1862. Accessed November 14, 2017. <http://rbscp.lib.rochester.edu/4394>.

**President Lincoln and the Chicago Memorial on Emancipation – Excerpt
September 18, 1862**

The slave oligarchy has organized the most unnatural, perfidious, and formidable rebellion known to history. It has professedly established an independent government on the avowed basis of slavery, admitting that the Federal Union was constituted to conserve and promote liberty. All but four of the slave states have seceded from the Union, and those four (with the exception of Delaware, in which slavery but nominally exists) have been kept in subjection only by overwhelming military force. Can we doubt that this is a Divine retribution for national sin, in which our crime has justly shaped our punishment?

Proceeding upon this belief, which recent events have made it almost atheism to deny, your memorialists avow their solemn conviction, deepening every hour, that there can be no deliverance from Divine judgments till slavery ceases in the land. We cannot expect God to save a nation that clings to its sin. This UL too fearful an hour to insult God, or to deceive ourselves National existence is in peril j our sons and brothers are falling by tens of thousands on the battle-field: the war becomes daily more determined and destructive. While we speak, the enemy thunders at the gates of the capital. Our acknowledged superiority of resources has thus far availed little or nothing in the conflict. As Christian patriots we dare not conceal the truth that these judgments mean what the divine judgments meant in Egypt. They are God's stern command—" Let my people go ! " This work of national repentance has been inaugurated by the abolition of slavery in the District of Columbia, and its prohibition in the territories, as also by encouragement to emancipation in the border slave states, offered by Congress at the suggestion of the President. But these measures do not meet the crisis as regards either the danger of the country or the national guilt. We urge you, therefore, as the head of this Christian nation, from considerations of moral principle, and, as the only means of preserving the Union to proclaim, without delay, National Emancipation.

Patton, W. W., D.D. LL. D. *President Lincoln and the Chicago Memorial on Emancipation*. Proceedings of Maryland Historical Society, Baltimore. Vol. 27. Baltimore, MD: Peabody Publication Fund, 1887. 12-13. Accessed November 15, 2017. <https://archive.org/stream/presidentlincoln5014patt#page/n3/mode/2up>.

The content of the memorial was presented to President Lincoln on September 13, 1862. The document was signed by clergy from various denominations in Chicago in the summer of 1862 to pressure President Lincoln into a decision on emancipation.



Forbes, Edwin. *African American refugees coming into the Union lines near Culpeper Court House, Va.* 1863. Morgan collection of Civil War drawings (Library of Congress), Library of Congress. Accessed November 16, 2017. <https://lccn.loc.gov/2004661825>.

Black Ohioan to the Secretary of War

Oberlin O. Nov. 27th 1861

Sir:— Very many of the colored citizens of Ohio and other states have had a great desire to assist the government in putting down this injurious rebellion.

Since they have heard that the rebels are forming regiments of the free blacks and compelling them to fight against the Union as well as their Slaves. They have urged me to write and beg that you will receive one or more regiments (or companies) of the colored of the free States to counterbalance those employed against the Union by Rebels.

We are partly drilled and would wish to enter active service amediately.

We behold your sick list each day and Sympathize with the Soldiers and the government. We are confident of our ability to stand the hard Ships of the field and the climate So unhealthy to the Soldiers of the *North*

To prove our attachment and our will to defend the government we only ask a trial I have the honor to remain your humble Servant

W^m A. Jones

Jones, Wm A. "Black Ohioan to the Secretary of War." Freedmen & Southern Society Project. Accessed November 14, 2017. <http://www.freedmen.umd.edu/William%20A%20Jones.html>.

Originally found Wm. A. Jones to Hon. S. Cameron, 27 Nov. 1861, J-52 1861, Letters Received Irregular, Secretary of War, Record Group 107, National Archives.

Slaves in Delaware County
Mrs. Betty Guwn

Excerpt

“When the Civil War came on there was a great excitement among we slaves. We were watched sharply, especially soldier timber for either army. My husband ran away early and helped Grant to take Fort Donaldson. He said he would free himself, which he did.”

"Slave Narratives: A Folk History of Slavery in the United States from Interviews with Former Slaves." Interview by Arnold Woodson. *Federal Writers' Project: Slave Narrative Project*, 1938, 99. Accessed November 15, 2017. <https://www.loc.gov/item/mesn050/>.

**Immediate Compensated Emancipation Act or The District of Columbia Emancipation Act
April 16, 1862**

Excerpt

An Act for the Release of certain Persons held to Service or Labor in the District of Columbia
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That all persons held to service or labor within the District of Columbia by reason of African descent are hereby discharged and freed of and from all claim to such service or labor; and from and after the passage of this act neither slavery nor involuntary servitude, except for crime, whereof the party shall be duly convicted, shall hereafter exist in said District.

DC Emancipation Act, 04/16/1862; Record Group 11; General Records of the United States Government; National Archives

**Law Enacting Emancipation in the Federal Territories
June 19, 1862**

CHAP. CXI.—*An Act to secure Freedom to all Persons within the Territories of the United States.*

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the passage of this act there shall be neither slavery nor involuntary servitude in any of the Territories of the United States now existing, or which may at any time hereafter be formed or acquired by the United States, otherwise than in punishment of crimes whereof the party shall have been duly convicted.

APPROVED, June 19, 1862.

Law Enacting Emancipation in the Federal Territories, <https://www.loc.gov/law/help/statutes-at-large/37th-congress/session-2/c37s2ch111.pdf> § CHAP. CXI. (1862).

**The Second Confiscation Act
July 17, 1862**

Excerpt

CHAP. CXCIV.—An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate the Property of Rebels, and for other Purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That every person who shall hereafter commit the crime of treason against the United States, and shall be adjudged guilty thereof, shall suffer death, and all his slaves, if any, shall be declared and made free; or, at the discretion of the court, he shall be imprisoned for not less than five years and fined not less than ten thousand dollars, and all his slaves, if any, shall be declared and made free; said fine shall be levied and collected on any or all of the property, real and personal, excluding slaves, of which the said person so convicted was the owner at the time of committing the said crime, any sale or conveyance to the contrary notwithstanding.

An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate the Property of Rebels, and for other Purposes., [Http://www.loc.gov/law/help/statutes-at-large/37th-congress/session-2/c37s2ch195.pdf](http://www.loc.gov/law/help/statutes-at-large/37th-congress/session-2/c37s2ch195.pdf) § CXCIV (1862).

****** You Do Not Need to do the *National Archives Document Analysis* for this document******

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.

On what date did Lincoln issue the Emancipation Proclamation? _____

On what date would this document go into effect? _____

Slaves in which states would be free? _____

Who would enforce the freedom of the former slaves? _____

"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."

If the states did this, they would not be considered to be in rebellion: _____

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-defense; 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.

What can former slaves now do? _____

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.

Why could Lincoln only free the slaves in the states that were in rebellion and not all of the slaves throughout the country?

Why did Lincoln allow states to return to the United States before he emancipated the slaves?

If a state had returned would their slaves have been freed or would they have remained in slavery?

How did Lincoln use this proclamation to work for both groups - the abolitionists and those who wanted the war to focus on reuniting the Union?



Name: _____

Date: _____

Secondary Sources Emancipation Proclamation

- The following documents may have been excerpted, if so, you can find the full texts using the citation below the document.
- Certain parts have been bolded and highlighted to draw attention to words or parts of the text, this has been done for our purposes, and are not in the original document.
- Circle look-up, and define the words you need to know in order to understand the document.
- Underline names of people mentioned that you find significant, if necessary you can do a quick search, and write down a very brief note about them on the document.
- Double underline places that are mentioned. If necessary, find them on a map. Note their location. Do a search on battlefields.org to see if there was a battle at this location on or around the dates that are given.
- While doing research, you do not need to write in full sentences or paragraphs, brief notes and bullet points can be enough.

Abraham Lincoln: Foreign Affairs By Michael Burlingame

A key part of Abraham Lincoln's military strategy rested upon an effective blockade of the South's 3,500 miles of shoreline, including a dozen major ports and nearly two hundred inlets, bays, and navigable rivers. This was an almost impossible task for a nation with only a handful of naval ships. By the war's end, however, Lincoln had commissioned about five hundred ships, with an average of 150 on patrol at any one time. These ships captured or destroyed approximately fifteen hundred blockade runners. On the other hand, five out of six blockade runners evaded capture, enough to allow Britain to argue that it was a "paper blockade" not recognizable by international law. Most of this cargo, however, was lightweight luxury items, small munitions, and medicines. On the export side, the Confederacy shipped but a small percentage of its cash-earning cotton crop abroad during the war, five hundred thousand bales compared to 10 million bales for the three years prior to the start of the Civil War.

Foreign Recognition and Intervention in the War

The issue of the blockade's effectiveness became the major foreign policy question in the first few years of the war. The Confederacy confidently expected England to escort Confederate cotton vessels or to send British merchant and war ships to southern ports to pick up vitally needed cotton. To hasten this active intervention, the Confederacy informally cut off most cotton exports in 1861. Surprisingly, England took no official action to break the blockade and even tolerated the seizure by the Union of British ships trading with the Confederacy. Nor did England ever officially extend diplomatic recognition to the Confederacy.

This is not to say that the failure of England and other European countries officially to support the Confederacy was a foregone conclusion. Nor is it to say that no aid was extended from England to the Confederate war effort. Far from it. At several times during the war, both England and France came close to recognition and to intervention. It took all the skill of America's minister to England, Charles Francis Adams, the grandson of President John Adams and the son of President John Quincy Adams, to keep England out of the war.

....

In the end, however, no European nation offered mediation nor extended recognition of the Confederacy. Among the reasons undermining active European intervention were several principal considerations. Economically, there were developments that shifted trade relations to emphasize the North's economic ties with Europe. To begin with, huge cotton exports in 1857-1860 had enabled English manufactures to stockpile inventories that carried them through much of the war. Additionally, new sources of cotton in Egypt and India replaced the southern supply after 1862. Furthermore, the Union became a major consumer of British iron, ships, armaments, and woolen uniforms and blankets, which absorbed the decline in the U.S. market for English cotton textiles. At the same time, crop failures in western Europe in 1861 and 1862

increased European dependence on American grain and flour, making King Corn as powerful as King Cotton.

Socially, the open hostility of England's working class to the Confederacy as a nation of aristocrats and slavemasters countered the support for the Confederacy by English members of the upper class. Lincoln's Emancipation Proclamation served to transform British antislavery sentiment into strong political opposition to the Confederacy. On the diplomatic front, there was a delicate balancing act between France and England, as neither side wanted to be the first to recognize Confederate independence lest the other use it to foment a new alliance with the Union.

All of these factors came to play in a series of diplomatic flourishes and sentiment shifts that reflected the battlefield fortunes of Union armies. But nothing was perhaps more consequential than the effect of the Emancipation Proclamation when combined with Lincoln's iron determination to win the war. Once the war became a crusade to destroy slavery, and once the Union Army presented itself as an army of liberation, rather than just an army of national self-preservation, it was almost impossible for England to intervene on the side of the Confederacy. British public opinion had become strongly abolitionist, and no government could have taken the other side.

Burlingame, Michael, Ph.D. "Abraham Lincoln: Foreign Affairs." Miller Center. Accessed November 14, 2017. <https://millercenter.org/president/lincoln/foreign-affairs>.

I Freed Myself: African American Self-Emancipation In the Civil War Era

By David Williams

Excerpt

The Union was Lincoln's priority, and he frequently said so in public and private. When Lincoln moved against slavery, he did so cautiously, even reluctantly, fearing that it might do more harm than good to the Union war effort. But by the summer of 1862, although still hesitant, he came to see that the issues of Union and slavery could not be separated. Blacks would not allow it. Every refugee who entered federal camps, by the act of escape and refusal to be reenslaved, issued a personal statement that slavery was over. Arriving in such numbers that they could hardly be ignored, the government had little choice but to recognize their claim to freedom.

Williams, David. *I freed myself: African American self-emancipation in the Civil War era*. New York: Cambridge University Press, 2014.

Quote found on page 6 in the introduction.

The Battle of Antietam Sharpsburg

On September 16, 1862, Maj. Gen. George B. McClellan and his Union Army of the Potomac confronted Robert E. Lee's Army of Northern Virginia at Sharpsburg, Maryland. At dawn on September 17, Maj. General Joseph Hooker's Union corps mounted a powerful assault on Lee's left flank that began the Battle of Antietam, and the single bloodiest day in American military history. Repeated Union attacks, and equally vicious Confederate counterattacks, swept back and forth across Miller's cornfield and the West Woods. Despite the great Union numerical advantage, Stonewall Jackson's forces near the Dunker Church would hold their ground this bloody morning. Meanwhile, towards the center of the battlefield, Union assaults against the Sunken Road would pierce the Confederate center after a terrible struggle for this key defensive position. Unfortunately for the Union army this temporal advantage in the center was not followed up with further advances.

Late in the day, Maj. General Ambrose Burnside's corps pushed across a bullet-strewn stone bridge over Antietam Creek and with some difficulty managed to imperil the Confederate right. At a crucial moment, A.P. Hill's division arrived from Harpers Ferry, and counterattacked, driving back Burnside and saving the day for the Army of Northern Virginia. Despite being outnumbered two-to-one, Lee committed his entire force at the Battle of Antietam, while McClellan sent in less than three-quarters of his Federal force. McClellan's piecemeal approach to the battle failed to fully leverage his superior numbers and allowed Lee to shift forces from threat to threat. During the night, both armies tended to their wounded and consolidated their lines. In spite of crippling casualties, Lee continued to skirmish with McClellan on the 18th, while removing his wounded south of the Potomac. McClellan, much to the chagrin of Abraham Lincoln, did not vigorously pursue the wounded Confederate army. While the Battle of Antietam is considered a draw from a military point of view, Abraham Lincoln and the Union claimed victory. This hard-fought battle, which drove Lee's forces from Maryland, would give Lincoln the "victory" that he needed before delivering the Emancipation Proclamation — a document that would forever change the geopolitical course of the American Civil War.

<https://www.battlefields.org/learn/articles/antietam>

Name:

Use the boxes below to lay out why the Emancipation Proclamation is issued in September, 1862. Reference your primary and secondary source materials in your answers, cite your source with the author's last name in parenthesis. (Hint: It may be easier to work backwards)

Setting

The Union army is losing every major battle to the Confederate army in 1861 and 1862.

The war is being fought to save the Union – keep the seceding states within the Union.

Outcome

In September 1862, Abraham Lincoln's Emancipation Proclamation is released to the world.

People who are enslaved in the states in rebellion will be free.

African Americans can now join the Union Army.



1862: Emancipation Notes Sheet

The War So Far

How did the Union feel as the summer of 1862 came to an end?

Robert E. Lee decides to do what exactly as a result of his victories in Virginia?

Why might public approval of a war be so important?

Foreign Affairs

For the Confederacy, what would have been the benefit of foreign nations recognizing it as a separate nation?

Why might the Union not want involvement from foreign nations?

What might keep foreign nations from getting involved with the war?

Abolitionists

Within what time frame were all three abolitionist documents written/presented?

Compare the three authors who wrote these documents. Where they all Northerners? African American? Religious leaders? Women?

Black Self Agency

Do you think Betty and her husband's experience was unique?

How could these activities by African Americans effect Lincoln and the nation?

Legislation

What similarities do you find between the three provided pieces of legislation?

When were these pieces of legislation approved? What does that tell us about the way the nation was moving?

Who was the person who put this legislation into effect?

Antietam and Emancipation

By Daniel Welch

It was Autumn of 1862, more than a year after the start of the conflict that had rent the nation in two. The latest battle in a long summer of engagements had taken place in Sharpsburg, Maryland. The nation was shocked, not because another battle had occurred, but rather because of the immense number of losses the battle had produced. The Battle of Antietam remains the single bloodiest day in American military history. For the northern war effort, the high cost of human lives had finally granted the Union Army a victory in the field. Although the fighting outside of Sharpsburg had produced somewhat inconclusive results, the Union Army of the Potomac held the battlefield in the days following the engagement, a sign of success in nineteenth century warfare. After Antietam, President Abraham Lincoln finally had what he needed to take the next steps on the political front of the Federal war effort.

During the American Civil War, two primary parties, Republican and Democrat, dominated the political stage, although they had different political platforms and agendas than their modern counterparts. At the outset of the conflict, each of the political parties had specific aims they hoped to accomplish by waging war. Northern Democrats sought to restore the Union. This meant that the United States would come back together again and exist as it had before the hostilities. This also meant that slavery would be allowed to continue as a way of life in the South. The Republicans, on the other hand, particularly the more radical among them, sought to free all the slaves, ending the institution of slavery once and for all. Emancipation, however, did not necessarily mean equality.

President Lincoln, a Republican, faced several challenges while seeking to accomplish his party's war goals. First, Lincoln knew that the United States Constitution did not grant the president authority to override state laws about slavery. This meant that he could not free slaves in states where existing laws protected the practice. Lincoln feared that if he attempted to do so, the decision would go to the Supreme Court where, it would be ruled unconstitutional. Second, most of the general public did not necessarily favor the radical Republicans' war aims. Although many in the North wanted to defeat the Confederates and restore the Union, emancipating the slaves did not garner as much support. During his presidency, Lincoln reminded radical Republicans and abolitionists of his inability as President to repeal state laws, while also reminding them of his obligation to lead the nation through the war. As Lincoln expressed in his own words, "My paramount object in this struggle is to save the Union and is not either to save or to destroy slavery."

If Lincoln wanted to free the slaves, his options as President were limited. He knew he could not emancipate them in his role as civilian president. Yet, as commander in chief of all the Union armies in the field and the Federal war effort as a whole, he might be able to emancipate the slaves using his war powers. Such an action had never been

attempted before. During the summer of 1862, the Federal war effort had reached a low point, and a Confederate war victory seemed possible. Lincoln knew that the opportunity to emancipate the slaves and end the peculiar institution could pass if he did not act.

By the end of July, the Federal army had suffered numerous disheartening defeats in Virginia. On July 22, Lincoln assembled his Cabinet and informed them that he was going to pursue a policy of emancipation. In the meeting, Lincoln read his draft proclamation to the cabinet, which mandated that “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.” In essence, the proclamation would free the slaves in any state that had joined the Confederacy and was actively fighting against the Union.

The Cabinet supported their president’s proclamation, with one notable objection. Secretary of State William Seward asked President Lincoln to wait to issue the Emancipation Proclamation until the Union army achieved a military victory. After all, just weeks earlier, Confederate forces had pushed the massive Federal Army of the Potomac back in defeat from the outskirts of Richmond, the Confederate capital. Seward felt that if Lincoln issued the proclamation immediately, it would appear as though its release was a final act preceding the collapse of the Federal war effort. Lincoln agreed. He would wait until the tide of war shifted.

As the weeks passed following the Cabinet meeting and Seward’s suggestion, a Union battlefield victory seemed impossible. On August 9, a new Union army, the Army of Virginia, suffered a significant defeat against famed Rebel commander Lt. Gen. Thomas J. “Stonewall” Jackson and a portion of the Confederate army. Several weeks later, the Army of Virginia lost another battle, the Battle of Second Manassas, or Second Bull Run, after three days of fighting. As the Union army retreated back towards Washington, D.C., they suffered yet another battlefield defeat at Chantilly, also known as the Battle of Ox Hill.

Though the Confederates suffered a high number of casualties, Lee’s army enjoyed elevated spirits and a feeling of invincibility in the wake of the previous month’s repeated victories. As a result of their recent battlefield success, Lee moved his army into Maryland. The Union army would have another chance, it seemed, to provide the much-needed military victory that Northerners desired, and Lincoln required to issue his emancipation policy.

On September 14, Union and Confederate armies engaged in combat at South Mountain. Three days later, on September 17, the forces clashed again, fighting across the rolling fields and woods around Sharpsburg, Maryland in what would become known as the Battle of Antietam.

The Battle of Antietam was hard fought. After nine hours of combat, the combined casualties from both armies numbered more than 23,000. The following day, the Union

army held the field, and could claim a tactical and strategic victory if not a sweeping triumph. It was enough for the President. Five days after the battle, on September 22, 1862, Lincoln issued the preliminary Emancipation Proclamation. On January 1, 1863 the proclamation went into effect. The Proclamation did not end slavery everywhere, nor immediately, but it was a step towards the institution's ultimate demise, and its passage signaled a shift in the Federal government's war aims. If it were not for the Army of the Potomac's battlefield victory on the rolling fields of Sharpsburg, Maryland, Abraham Lincoln may not have had the same opportunity to issue the Emancipation Proclamation, drastically altering the course of the Federal war effort and the fate of the nation.



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Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?





Name: _____

Date: _____

Essay

Why was the Emancipation Proclamation issued in September 1862?

Be sure to:

- Introduce precise, knowledgeable claim(s),
- Establish the significance of the claim(s) with evidence – using quotes from primary and secondary source material
- Create an organization that logically sequences the claim(s)
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.