

Lesson Plan Title: Examining Emancipation
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Course/Grade level: 8th grade Social Studies

Summary of Content: In this lesson students will analyze an image of the Lincoln Freedmen Memorial, “Emancipation” in order to understand the significance of the Emancipation Proclamation and its impact.

Objectives: The learner will...

- activate their prior knowledge of Abraham Lincoln
- analyze an image of the “Emancipation” monument using the National Archives and Records Administration’s Photo analysis worksheet
- Choose a side of an argument and write a letter using historical facts and personal analysis to support the position taken
- analyze excerpts from Frederick Douglass’ *Oration in Memory to Abraham Lincoln* (*G/T)

TEKS/TAKS: 8.8 (A), (B); 8.30 (D), (E); 8.31 (B), (D); 8.23 (B)

Time required: 1 class period

Materials needed:

- Transparency of “Emancipation” image
- Overhead projector
- Vis-à-vis marker and 3 Post it Notes
- NARA Photo analysis worksheet
- 1 copy of background information on the Freedmen Memorial
- Interactive Student Notebook
- Copies of Frederick Douglass’ *Oration in Memory to Abraham Lincoln, April 14, 1876*
(Note: only selected excerpts used for this lesson) *G/T

Procedures:

1. Assign students a partner or allow students to choose their own partner.
2. (1 minute Quick write) – Ask students to individually write down what word(s) come to mind when they think of Abraham Lincoln.
3. Have the class share their responses.
4. Hand out NARA photo analysis worksheet to students for them to record their answers.
5. Display the transparency image of “Emancipation” for students to view.
6. Allow the students to study the image for 2 minutes and ask them to independently write down any words that come to mind.
7. Divide the image into 4 quadrants using a Vis-à-vis marker.
8. Allow students to analyze 1 quadrant at a time for approximately 1-2 minutes. Cover the remaining quadrants with Post it Notes.
9. (Complete Observation Step 1 on NARA worksheet) With their partner students are to write down any new details that are more visible to them within each quadrant.
10. Discuss with students the details they observed within the image. (*Teacher should emphasize symbolism or significance of carving of George Washington, scroll in Lincoln’s hand, position of the slave, etc.*)
11. Working in partners, students are to complete Step 2 (List 3 things you might infer from the photograph?)
12. Discuss student responses. (*Teacher should emphasize that depending on the audience some may see Lincoln as the Great Emancipator because of the position of his hand seems to symbolize him raising the slave up, while some may see his overall position above the slave as a symbol of supremacy.*)
13. Working in partners, students are to complete Step 3 (What questions does the photograph raise in your mind? Where could you find the answers to them?)
14. Have students share responses and discuss. (*Possible responses may include- Was Lincoln really the Great Emancipator? Why did Lincoln issue the Emancipation Proclamation; primary source documents*)

15. Read the following excerpts from Frederick Douglass' *Oration in Memory to Abraham Lincoln* to the class or hand out copies for them to read individually.

It must be admitted, truth compels me to admit, even here in the presence of the monument we have erected to his memory, Abraham Lincoln was not, in the fullest sense of the word, either our man or our model. In his interests, in his associations, in his habits of thought, and in his prejudices, he was a white man.

He was preeminently the white man's President, entirely devoted to the welfare of white men. He was ready and willing at any time during the first years of his administration to deny, postpone, and sacrifice the rights of humanity in the colored people to promote the welfare of the white people of this country.

... The race to which we belong were not the special objects of his consideration. Knowing this, I concede to you, my white fellow-citizens, a pre-eminence in this worship at once full and supreme. You are the children of Abraham Lincoln. We are at best only his step-children; children by adoption, children by forces of circumstances and necessity.

... though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; ...

16. In their Interactive Student Notebook have students write a letter to Frederick Douglass either supporting or disagreeing with his view of Lincoln. (Letters should include the known reasons why Lincoln issued the Emancipation Proclamation which students are aware of from previous lessons, as well as their own thoughts from analyzing the image.)
17. Student responses will be assessed as part of their Interactive Notebook Check.

****G/T differentiation:**

(Complete steps 1-14 as listed above.)

15. Hand out copies of the excerpts from Frederick Douglass' *Oration in Memory to Abraham Lincoln*
16. Assign students to read the excerpts independently.
17. Tell students to analyze the primary source using the SOAPSTONE strategy.
18. In their ISN students are to identify: **Speaker**, **Occasion**, **Audience**, **Purpose**, **Subject**, and **Tone**
19. Have students discuss responses.
20. Student responses will be assessed as part of their Interactive Notebook Check.

TAKS Sample Question:

What effect did the Emancipation Proclamation have on the Civil War?

- A It broadened Union goals to include ending slavery.
- B It prevented African Americans from fighting in the war.
- C It won European support for the South.
- D It ended slavery and restored the Union.

Sources:

"Emancipation" statue image:

http://www.learner.org/channel/workshops/primarysources/emancipation/docs/lfmemorial_s.html

Excerpt from Oration in Memory of Abraham Lincoln (*Frederick Douglass* April 14, 1876. Delivered at the Unveiling of The Freedmen's Monument in Memory of Abraham Lincoln; Lincoln Park, Washington, D.C.):

<http://teachingamericanhistory.org/library/index.asp?document=39>

Photo Analysis Worksheet:

<http://www.archives.gov/education/lessons/worksheets/photo.html>





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Designed and developed by the
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Excerpts from: *Oration in Memory of Abraham Lincoln*

Frederick Douglass

April 14, 1876

Delivered at the Unveiling of The Freedmen's Monument in Memory of Abraham Lincoln
Lincoln Park, Washington, D.C.

Friends and Fellow-Citizens:

...Few facts could better illustrate the vast and wonderful change which has taken place in our condition as a people than the fact of our assembling here for the purpose we have today. Harmless, beautiful, proper, and praiseworthy as this demonstration is, I cannot forget that no such demonstration would have been tolerated here twenty years ago. ... That we are here in peace today is a compliment and a credit to American civilization, and a prophecy of still greater national enlightenment and progress in the future.

... In view, then, of the past, the present, and the future, with the long and dark history of our bondage behind us, and with liberty, progress, and enlightenment before us, I again congratulate you...

... we, the colored people, newly emancipated and rejoicing in our blood-bought freedom, near the close of the first century in the life of this Republic, have now and here unveiled, set apart, and dedicated a figure of which the men of this generation may read, and those of after-coming generations may read, something of the exalted character and great works of Abraham Lincoln, the first martyr President of the United States.

... Truth is proper and beautiful at all times and in all places, and it is never more proper and beautiful in any case than when speaking of a great public man whose example is likely to be commended for honor and imitation long after his departure...

It must be admitted, truth compels me to admit, even here in the presence of the monument we have erected to his memory, Abraham Lincoln was not, in the fullest sense of the word, either our man or our model. In his interests, in his associations, in his habits of thought, and in his prejudices, he was a white man.

He was preeminently the white man's President, entirely devoted to the welfare of white men. He was ready and willing at any time during the first years of his administration to deny, postpone, and sacrifice the rights of humanity in the colored people to promote the welfare of the white people of this country.

... The race to which we belong were not the special objects of his consideration. Knowing this, I concede to you, my white fellow-citizens, a pre-eminence in this worship at once full and supreme. You are the children of Abraham Lincoln. We are at best only his step-children; children by adoption, children by forces of circumstances and necessity.

... though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; ...

...we saw the Confederate States, based upon the idea that our race must be slaves, and slaves forever, battered to pieces ... under his rule, and in the fullness of time, we saw Abraham Lincoln, after giving the slave-holders three months' grace in which to save their hateful slave system, penning the immortal paper, which, though special in its language, was general in its principles and effect, making slavery forever impossible in the United States. Though we waited long, we saw all this and more.

... His great mission was to accomplish two things: first, to save his country from dismemberment and ruin; and, second, to free his country from the great crime of slavery. ... Had he put the abolition of slavery before the salvation of the Union, he would have inevitably driven from him a powerful class of the American people and rendered resistance to rebellion impossible.

.... But dying as he did die, by the red hand of violence, killed, assassinated, taken off without warning, not because of personal hate--for no man who knew Abraham Lincoln could hate him--but because of his fidelity to union and liberty, he is doubly dear to us, and his memory will be precious forever.