**Title of Lesson Plan:** Emancipation

**Author:** Joe Foster

**Grade Level:** 8th – 12th Grade American History

**Number of Class Periods:** 1-2 45-minute class periods

**Lesson Objectives:**

Students will be able to understand the impact of the Emancipation Proclamation as well as the complicated legal arguments surrounding it.

**State of Ohio Standards**

Grade 8 - 12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

American Government - 15. Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

**Materials:**

* Post-It Notes or Index Cards (You will need tape if you use index cards.)
* Emancipation Website at Teaching the Civil War

https://emancipation-growing-war.weebly.com/emancipation.html

* Copies of the Final Emancipation Proclamation

https://teachingamericanhistory.org/library/document/emancipation-proclamation/

**Essential Questions:**

1. Protecting slavery was one of the South’s major reasons for secession. In what way was secession the worst thing the Confederate States could have done to protect slavery?
2. How did Lincoln’s approach to the legal status of slavery change throughout the Civil War? How did Lincoln’s approach change throughout the Civil War?

**Introduction/Bell Ringer/Hook:**

Have the following statements written on opposite sides of the chalkboard/dry erase board or on posters on opposite sides of the classroom:

1. The North’s main goal was to free the slaves.
2. The North’s main goal was to save the Union.
3. Draw a large timeline representing the years 1861, 1862, and 1863 on the dry erase board.

Ask students to stand next to the statement they believe to be the most accurate and one they would be capable of defending in a debate. Give time for students to pick their lines. Ask one or two students to share why they chose their side. Explain that both groups are correct. In order for us to understand how both statements can be correct we need to look at the historic documents.

**Procedure:**

Set-Up:

1. Divide students into 6-7 groups and assign each group one of the documents listed on the Emancipation webpage at https://emancipation-growing-war.weebly.com/emancipation.html
2. Distribute 5-6 Post Its or Index Cards to each student groups.

Do Now:

1. Ask students to label one Post It or Index Card with the date and title of each document at the top.
2. Direct the students to examine each document in order to answer the following questions on their Post Its and Index Cards
	1. Which statement does the document support: Ending Slavery or Saving the Union? (Both is an acceptable answer as well.)
	2. What reasons, if any, are given in the document to support that goal?
	3. What reasons, if any, are given in the document to oppose that goal?
3. Allow at least 15-25 minutes for students to discuss and document their findings.

Share:

1. Observe, answer and ask questions informally as students work. When completed, ask students to place their Post Its on the Timeline on the Dry Erase Board.

Wrap-Up:

1. Review through the student Post Its. Ask students if they see any trends or changes that occur. Discuss whether the North was always against slavery. What reasons were given for any viewpoint.

**Exit Ticket/Demonstration of Understanding:**

1. Conclude the lesson by explaining how it is sometimes necessary to change goals depending on current events.
2. Were the changes in the Union policies reflect more of a change in morality or a change in circumstances?
3. Assign students to write a letter to the editor encouraging the leaders of the Union to adopt a policy more open to ending slavery. Use the reasons cited in each document.