

“...please let me know if we are free”

An Emancipation Proclamation Map Lesson



Introduction: When the Emancipation Proclamation was issued there was a lot of confusion. It freed slaves in some states but not others. In this lesson, your students will use three documents: the first “13th Amendment,” the Emancipation Proclamation and the 13th amendment to understand how the United States government official ended slavery in America. They will ponder what both documents did and did not do and then come to a conclusion about how slaves freed themselves and how the U.S. government freed them.

Grades: 5 and 8

Learning Goals: Using the Emancipation Proclamation and the 13th Amendment to understand the geography of emancipating slaves.

Objectives:

TSW use primary sources to determine how slaves became free

TSW identify states on the map that were freed by the Emancipation Proclamation

TSW ponder how the Emancipation Proclamation freed some slaves but not others.

Social Studies & Literacy Standards:

5th Grade:

5.5.01 Understand the causes, course, and consequences of the Civil War

a. Identify the locations of the southern and northern states.

d. Identify sectional interests that led to the Civil War.

- 5.5.spi.1. interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border-states, pictorial representations of crop production, reading timelines, and interpreting bar graphs showing human, natural, and manmade resources).

CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

8th Grade:

8.3.spi.5. interpret a geographic map of the early United States

- 8.5.spi.9. interpret a timeline, detailing the development of political parties in the United States to the Civil War.
- 8.5.spi.10. interpret maps, time lines and charts that illustrate key elements of history (i.e., expansion, economics, politics, society).

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.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

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).

Guiding Question: How did Emancipation Proclamation and 13th Amendment contribute to the end of slavery in America.

Hook: Read the letter by the Maryland slave Annie Davis.

Procedures:

1. Explain that today we will determine how slaves became free through the federal government. We will look at two documents, the Emancipation Proclamation, and the 13th Amendment.
2. Provide students with the map of the United States in 1860. Have students examine the map and draw diagonal lines through all the slave states. Use this online map to assist students.

<http://etc.usf.edu/maps/pages/7700/7719/7719.htm>

3. Hold a brief discussion on the geography of slavery. Do any states surprise you that they held slaves?
4. Next, have students read the Emancipation Proclamation. Instruct them to underline the states that it declares the slaves free.
5. Instruct students to color these states on the map in red. For Louisiana counties have students simply divide the state. Half free and half still enslaved.

Use the map in this link to check for accuracy.

<http://www.ushistory.org/us/34a.asp>

6. Discussion: Now hold a discussion on the Emancipation Proclamation. Encourage students to think about it and come up with three questions they now have about the document.

1. Did it free the slaves?
2. Why were some slave states excluded?
3. What impact do you think this had?
4. How did it free the slaves?
5. Do you believe the proclamation's impact was greater in symbolism or in actually freeing the slaves? Why or why not?
6. What if the war ended in 1863, would slavery still exist in America? Even after the Emancipation Proclamation?
7. Based on your discussion students should understand that the Emancipation Proclamation did not free all the slave and that it was a war time measure. After the war was over, slavery still needed to be addressed. Make sure students write the date the Emancipation Proclamation will go into effect.
8. How will slavery once and for all be put to rest in the United States. Provide students with the transcripts of the 13th Amendment linked here. Underline the words they think are important. Underlined words might be: Neither slavery nor involuntary servitude, shall exist in the United States or any place subject to their jurisdiction. Does this include all states or parts of the United States.
9. Now take the same map and color the free states green. Write the date the 13th Amendment was passed on the map.

Conclusion:

10. Wrap up: What did the 13th amendment do that the Emancipation Proclamation did not? Would the 13th Amendment have been possible without the Emancipation Proclamation?

Assessment:

Based on your two maps and the dates on them. Read the letter again from the Maryland slave. Have your students answer her question in a letter to her. Using this writing prompt.

It is not known if President Lincoln ever responded to Annie's letter. Therefore, imagine that you can respond to Annie. Write an explanatory letter to her giving an answer to her question and explaining how she will become free. Then write to her as a student in the 21st century explaining what America is like 150 years after the Emancipation Proclamation.

Previewing Reconstruction: Look at your three maps. Do you think this was a radical change in just four years? What kinds of problems do you think might arise from this change? As a class, list the

issues that might arise from slaves becoming free? This will serve as a preview for the class into issues surrounding the Reconstruction Era.