

The Emancipation Proclamation

9A

Introducing the Read-Aloud

10 minutes



What Have We Already Learned?

5 minutes

← Show image 8A-6: Clara Barton caring for wounded on battlefield

Ask students if they remember who this is. Ask students to share what they learned about Clara Barton in the last read-aloud and why she was important during the U.S. Civil War.

Prompt further discussion with the image and the following questions:

- How did Clara Barton help the wounded during the Civil War?
- What name was Clara Barton given and why?
- How would you describe her?
- What important thing did Clara Barton do after the Civil War that we still see the effects of today?

Tell students that today they are going to learn more about another important person during the Civil War, Abraham Lincoln, who was president of the United States and commander in chief of the Union Army. Ask students to share what they've already learned about Abraham Lincoln. Tell them that the next read-aloud is about a very important thing that President Lincoln did during the Civil War that he is still remembered for today.

Vocabulary Preview

5 minutes

Emancipation/Emancipation Proclamation



← Show image 9A-5: President Lincoln and the Emancipation Proclamation

1. In today's read-aloud you will about an important document, or official paper that has facts or information, in U.S. history called the *Emancipation Proclamation*.
2. Say *Emancipation Proclamation* with me three times.

3. *Emancipation Proclamation* is made up of two separate words. If we know the meaning of the two words, we can put the meanings together to try and figure out the meaning of *Emancipation Proclamation*.

Emancipation means the act of freeing. A proclamation is something that is said for everybody to hear. So what do you think the Emancipation Proclamation means? [Call on volunteers to answer. Build on accurate student responses to get to the definition.]

The Emancipation Proclamation was an order by the President of the United States to free the slaves.

4. [Point to Abraham Lincoln in the image.] Who do you think is the author of the Emancipation Proclamation?
5. [Show Image Card 15. Point to Lincoln and his advisors.] Can you find Lincoln in this image? Who are the other men around the table? (his advisors) What do you think are the documents or papers on the table? (maybe one of them is the Emancipation Proclamation) Why do you think it was important that Lincoln wrote the Emancipation Proclamation?

Purpose for Listening

Tell students to listen carefully to find out one of the reasons President Lincoln is remembered.



The Emancipation Proclamation

- ← Show image 9A-1: Samuel and Violet gathering with others around a soldier¹

1 What is happening in this picture?

2 or very large

“Gather in closer! Closer everyone!” the soldier cried out. The people gathered beneath a massive² oak tree. It was a bitter-cold day in January 1863. A boy named Samuel, age ten, and his sister Violet, age seven, squeezed and prodded their way through the crowd.

“Let’s keep going to the front,” Samuel said, tugging Violet’s hand.

“No, let’s stay here in the middle where it’s warm,” said Violet, thankful to have so many bodies pressed close around to shield her from the freezing January wind.



- ← Show image 9A-2: Soldier holding up a scroll

“Fine, you stay here. But I’m going up front so I can hear,” said Samuel.

“You don’t even know what he’s going to talk about,” Violet said as her brother wormed his way toward the tree. Finally, Violet gave in and followed her brother to the very front. There, a Union soldier, wearing a long, heavy blue coat, held a **scroll**—a rolled piece of paper—which was sealed with a red-wax stamp.

“What is it, some kind of news?” asked a woman in the crowd.

“What happened? What’s on that piece of paper?” asked another.

“Honestly, I do not know,” the soldier answered. “My commander handed me this scroll and ordered me to come up to this tree and read it, so that is what I am doing.”³

3 What do you think the scroll will say?



← **Show image 9A-3: Soldier reading from the scroll**

4 [Point to Virginia on a U.S. map.] Was Virginia a Union or a Confederate state?

The tree where the people were gathering was in a place called Hampton, Virginia.⁴ Hampton was different than other places in Virginia, mainly because nearby Fort Monroe was still under Union control. Unlike Fort Sumter and so many other forts controlled by the Confederates, the Union still held Fort Monroe, so the Union soldiers also controlled the nearby port and town. During the war, many escaped slaves had come to Fort Monroe, hoping to be safe from slave catchers. Eventually, a community of free African Americans had sprung up around the town of Hampton, and that is why, on this day in 1863, a large group of free African Americans were gathering under the giant oak tree in Virginia to listen to a Union soldier.⁵

5 So, how was this part of Virginia different from other parts of Virginia and other Confederate states?

Samuel and Violet had been born into slavery, but their parents had managed to escape at the beginning of the war, and they had been living in Hampton ever since.

“Quiet!” the soldier called. “Quiet, please!”

6 So, this is an official announcement from President Lincoln.

When everyone was settled, the soldier read the first words: “By the President of the United States of America: A **Proclamation.**”⁶

The soldier waited a moment. Everyone knew right away that they were about to hear something very important. It was not every day that the president sent out written proclamations. The soldier continued reading,

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 . . .



← **Show image 9A-4: People cheering; Samuel and Violet trying to understand**

“What did he just say?” Violet asked eagerly, tugging on Samuel’s sleeve.

“I’m not really sure,” he replied. “It was just a fancy way of saying the date, I think.”⁷ Now just *hush* and listen!”

7 The date was September 22, 1862.

The soldier read some more: *That on the first day of January . . . all persons held as slaves within any State or designated part of a State . . . shall be then, thenceforward, and forever free.*

The crowd erupted in gasps of relief and joy. “Read that again!” someone shouted, interrupting the soldier. “I want to make sure I heard you right.” Everyone in the crowd had been a slave at one time, so they were very happy to hear that Lincoln was proclaiming an end to slavery.

Samuel and Violet listened to the rest of it, but when it was over, Violet did not really understand most of what she had heard. “So does this mean that we don’t have to worry about being captured by the slave catchers anymore?” she asked Samuel.

“I think so,” Samuel answered, rubbing his chin. “I think President Lincoln said all the slaves are now free, but I’m not really sure. We’ll have to ask Mother what it all means.”



← **Show image 9A-5: President Lincoln and the Emancipation Proclamation**

The document the soldier read was called the **Emancipation Proclamation**.⁸ It is one of the most famous documents in the history of the United States, but it did not do exactly what you might think, at least not right away.

Unfortunately, Lincoln’s Emancipation Proclamation did not automatically free all the slaves. In fact, it did not even say that all slaves should be free—only that the slaves in states that were still fighting against the Union should be free.⁹ Some states, including Maryland and Delaware, still had slavery, but they had not seceded from the Union.¹⁰ Lincoln allowed people in states that had not seceded to keep their slaves as long as they continued to fight on the side of the Union. Eventually, slavery was **abolished**¹¹ by law in all these states, but not just because of the Emancipation Proclamation.¹²

8 Emancipation is an act of setting something or someone free. What is a proclamation?

9 What was the group of states fighting against the Union called?

10 So, were Maryland and Delaware still a part of the Union?

11 or ended

12 [Point to Image Card 11 (The Confederacy) on the timeline, and draw attention to the gray colored states. Explain that the green colored states were slaveholding states that were in the Union, and were not affected by the Emancipation Proclamation.]



← **Show image 9A-6: Lincoln reading Emancipation Proclamation before his Cabinet**

Slavery was a major reason that the nation was divided in the first place, but the reason Lincoln declared war was that the Confederacy broke national law by seceding from the Union. In other words, in the beginning, the war was not about ending slavery but about keeping the nation whole. The Emancipation Proclamation changed this.

The Emancipation Proclamation changed the focus and purpose of the war at a time when things were not going well for the Union. This was before the Battle of Gettysburg, which took place in July 1863. The Union had not won many battles, yet tens of thousands of men were already dead or wounded, and there was no end to the war in sight.¹³

Many people, including his closest advisors, told Lincoln to end the war and let the Confederacy have its way. This picture shows Lincoln just having read the Emancipation Proclamation to his **Cabinet**, or group of advisors. Some thought it was a good idea, and some did not, but Lincoln did what he knew was the right thing to do. The Emancipation Proclamation let everyone know that Lincoln was not only determined to preserve, or save, the Union; he also wanted to make sure that slavery would never cause another war. This made the abolitionists very happy, and after that they put their full support behind Lincoln and the war.¹⁴

13 So what did the Emancipation Proclamation do and not do? (changed the war but didn't end the war)

14 Who were abolitionists?



← **Show image 9A-7: The Spirit of Freedom sculpture**

The Emancipation Proclamation also allowed free African Americans and escaped slaves to fight for the Union. The famous abolitionist Frederick Douglass helped recruit African Americans—he encouraged them to join the Union Army as soldiers. Many African Americans did join the Union Army and fought courageously. African American men and women were eager to help the Union Army in other ways, too. Men worked as carpenters, cooks, guards, laborers, and boat pilots. African

15 This statue, the Spirit of Freedom, stands today at the African American Civil War Memorial in Washington, D.C., to honor the more than two hundred thousand African American soldiers who served the United States during the Civil War.



← **Show image 9A-8: Emancipation Oak**

American women were devoted nurses, spies, and scouts. In this way, men and women who had never been enslaved as well as former enslaved Africans courageously worked together to save the Union and bring freedom to the slaves in the South.¹⁵

From that day forward, the great oak tree in Hampton, Virginia, became known as Emancipation Oak. It was the first place the Emancipation Proclamation was read on Confederate territory. After the Emancipation Proclamation, the Union Army freed slaves each time it won a battle and took control of a town or some farmland in a southern state. Little by little, one plantation at a time, slavery in the United States was finally coming to an end.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* What important event did Samuel and Violet observe? (the reading of the Emancipation Proclamation)
2. *Inferential* Who wrote the Emancipation Proclamation? (President Lincoln) What did the Emancipation Proclamation do? (changed the focus of the war and eventually led to slaves being freed; allowed African American soldiers to fight in the Union Army)
3. *Inferential* Why do you think a Union soldier read the Emancipation Proclamation rather than a Confederate soldier? (The Union supported the position of the Emancipation Proclamation and freeing slaves.)
4. *Evaluative* What do you think Harriet Tubman might have said when she heard about the Emancipation Proclamation? (Answers may vary.)
5. *Inferential* Which happened first: Lincoln wrote the Emancipation Proclamation or he became president? (He became president first.)



← **Show image 9A-8: Emancipation Oak**

6. *Evaluative* Do you think Emancipation Oak is a good name for this tree? Why or why not? (Answers may vary.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share:* How do you think the children—Samuel and Violet—felt when they found out what was written on the scroll? (Answers may vary.)
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Abolished

5 minutes

1. In the read-aloud, you heard, “Eventually, slavery was *abolished* by law in all these states.”
2. Say the word *abolished* with me.
3. *Abolished* means ended or stopped.
4. The abolitionists must have felt proud of their hard work when slavery was finally abolished.
5. Have you ever wanted something to be stopped or abolished, such as a rule at school or at home that you disagree with? Try to use the word *abolished* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I wish _____ could be abolished.”]
6. What’s the word we’ve been talking about? What part of speech is the word *abolished*?

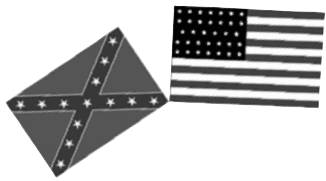
Use a *Making Choices* activity for follow-up. Directions: I am going to read several sentences. If I describe something being ended or stopped, say, “_____ was/were abolished.” If I do not describe

something being ended or stopped, say, “_____ was/were not abolished.”

1. The teacher said, “We will continue to go for a nature walk every week for the rest of the year.” (Weekly nature walks were not abolished.)
2. The president promised to do away with several taxes. (Those taxes were abolished.)
3. Sandy told her brother that he was no longer allowed to use the basketball in the house. (Basketball in the house was abolished.)
4. The volleyball team raised enough money to play another season. (Volleyball was not abolished.)



Complete Remainder of the Lesson Later in the Day



The Emancipation Proclamation

9_B

Note: Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Extensions

20 minutes

↔ Multiple Meaning Word Activity

5 minutes

Multiple Choice: Coat

Note: You may choose to have students hold up one, two, or three fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Coat).] In the read-aloud you heard, “[A] Union soldier, wearing a long, heavy blue *coat*, held a scroll, or a rolled piece of paper.” In this sentence a coat is something you wear that helps keep you warm and dry. Which picture shows this kind of *coat*?
2. A coat is also an outer covering of fur, hair, or wool on an animal. Which picture shows this kind of *coat*?
3. *Coat* also means to cover something with a thin layer such as paint. Which picture shows this kind of *coat*?
4. Now that we have gone over the different meanings for coat, quiz your partner on these different meanings. Use complete sentences and be as descriptive as possible. For example, you could say, “Be careful not to touch the coat of wet paint on the hallway walls.” And your partner should respond, “That’s number ‘3.’”

↔ Syntactic Awareness Activity (Instructional Master 9B-1, optional)

15 minutes

Presenting a Formal Speech

Note: The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and the meaning of text. These syntactic activities should be used in conjunction with the complex text presented in the read-alouds. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical.

1. Earlier in this domain, we talked about how the way we speak might change depending on the person we are talking to or what we are talking about. [Pause and have students think about this. Ask a few students whether or not this is true when they speak.]
2. In today's read-aloud you heard sentences from a famous document called the Emancipation Proclamation. It was written long ago, in very formal language.
[You may wish to go back to the read-aloud and read a few sentences from the Emancipation Proclamation and briefly talk about how the language used was very formal.]
3. [Point to the outline of a scroll you have created.] As a class, we will write our own proclamation of an official change at school.
4. [Gather student ideas for changes that they would like to see made at their school. Hold a class vote to pick an idea.]
5. Let's prepare a formal speech that presents our idea for change.
 - First, let's write the date correctly.
 - Next, let's think about who will be the audience for our speech, or who will be listening to our speech.
 - Then, think of three sentences telling about this change. [This section should be done in partner pairs, with one student acting as the scribe. Provide sentence starters such

as *We strongly urge that . . . ; It is necessary that . . . ; We believe . . . ; This will help because . . .* Invite partner pairs to share their sentences. As a class, pick three sentences to include in the speech.]

- Finally, let's come up with one or two powerful sentences that will conclude our speech. [This section should be done in partner pairs. Invite partner pairs to share their sentences. As a class, pick one or two sentences to conclude the speech.]
6. I will read our speech using a formal and official tone. [If time allows, have partner pairs say the speech to one another in a formal and official tone.]

↔ Vocabulary Instructional Activity

5 minutes

Word Work: Proclamation

1. In the read-aloud you heard a soldier say, "By the President of the United States of America: *A Proclamation.*"
2. Say the word *proclamation* with me three times.
3. A proclamation is something that is said for everybody to hear.
4. Everybody gathered to hear the president's proclamation. The school principal made a proclamation that students with perfect attendance would receive free ice cream in the cafeteria.
5. I will name some situations. Tell me whether or not it is an example of a proclamation.
 - The general tells all his soldiers that they will attack the fort at sunrise. (a proclamation)
 - The teacher whispers to a student to meet him at his desk. (not a proclamation)
 - A student yells at the top of the monkey bars that he is the captain of his pretend pirate ship. (a proclamation)
 - A student tells one other student about her favorite book. (not a proclamation)
 - The president tells only his advisors about his plans. (not a proclamation)

- The president makes an announcement on national television about his plans. (a proclamation)

Use an *Acting* activity for follow-up. Directions: First we will practice saying this sentence: “All persons held as slaves shall be then, thenceforward, and forever free.” Then I will call on a few volunteers to act out the proclamation that President Lincoln made in the Emancipation Proclamation. When you say this line, stand up tall, and use a strong and official voice.

- ✈ Above and Beyond: You may wish to have volunteers read their speeches from the Syntactic Awareness Activity.

On Stage

10 minutes

- One by one, show Flip Book images 9A-1 through 9A-6. Ask students to explain what is happening in each picture. Help them create a continuous narrative of the events of the read-aloud. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

Civil War Timeline

5 minutes

- Briefly review what is already on the Civil War Timeline.
 - [Show Image Card 15 (Emancipation Proclamation).] Have students identify Abraham Lincoln in the image. Ask students what Lincoln and his advisors might be talking about and what the documents or papers on the table might be about. Remind students that the Emancipation Proclamation was written after the U.S. Civil War began and after Clara Barton began helping the soldiers, but before American Red Cross was founded. Ask students if Image Card 15 (Emancipation Proclamation) should be placed to the left or right of *Civil War Begins!* Place Image Card 15 to the right, on the space adjacent to *Civil War Begins!*
 - Have students place the image of Abraham Lincoln and his advisors discussing the Emancipation Proclamation on the correct spot on their own Civil War Timelines.
- ✈ Above and Beyond: On the back of their Timelines, have students write a sentence about how the image they added to the Timeline today relates to another image already on the Timeline.

A Picture Gallery of the U.S. Civil War: The Emancipation Proclamation (Instructional Master 9B-2)

20 minutes



← Show image 9A-5: President Lincoln and the Emancipation Proclamation

- Tell students that they will write about the Emancipation Proclamation.

[Review Flip Book images of Lesson 9; reread parts of the Emancipation Proclamation, paraphrasing as necessary. Invite students to repeat the line, “All persons held as slaves shall be then, thenceforward, and forever free.” You may wish to ask the following questions to prompt students:

Who was the author of the Emancipation Proclamation? (Lincoln)

Who read the Emancipation Proclamation? (a Union soldier)

Where was the Emancipation Proclamation read? (Hampton, Virginia, under an oak tree which later became known as the Emancipation Oak)

How did the people who heard the Emancipation Proclamation feel? (relieved and joyful)

- First, invite students to look carefully at the image. Have students identify the man in the middle of the image. Ask what they think the writing in the background is about.
- Next, ask students to write about the importance of the Emancipation Proclamation.
- Then, students should think of an appropriate title for the image and their writing.
- Finally, students should share their writing with their partner or home-language peers.