

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt. Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University of California, Berkeley
History-Social Science Project

11th Grade Lesson: The Emancipation Proclamation

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Teaching American History for All MDUSD/UCB H-SSP

11th Grade Lesson: The Emancipation Proclamation

- Developed by:** Karen Sundberg and Nancy Martini
11th Grade Teachers, Ygnacio Valley High School
- Focus Question:** What was Lincoln trying to accomplish with the Emancipation Proclamation?
- Teacher's Thesis:** President Lincoln was telling the southerners that the price for seceding from the union would cause radical changes to their way of life, financially and socially.
- Reading Strategies:** Sentence Deconstruction
A.P.P.A.R.T.S.
- Suggested Time:** One class period
- Textbook:** Kinsella, Kate et al. *Timeless Voices, Timeless Themes: The American Experience, Volume 1*. Upper Saddle River, New Jersey: Pearson Education, Inc., 2002, unit 4, part 1; pp. 530-532.
- Context of lesson
In the unit:** Students will have read various selections from the English Anthology textbook from the unit entitled "A National Divided" which will help them understand President Lincoln's motivation for writing the Emancipation Proclamation.
- Lesson Procedure:**
1. Teacher will lead students in a discussion about the state of the Union at the time, bringing in prior knowledge from readings completed in their English and US History classes.
 2. Students will complete "Sentence Deconstruction" discussing how language is used to achieve maximum psychological and political impact.
 3. The class will read the entire document together as a class, using stronger readers to read aloud, incorporating think aloud reading strategies, one paragraph at a time.
 4. Students will complete A.P.P.A.R.T.S. in pairs or trios
 5. Discuss A.P.P.A.R.T.S. as a class with teacher using overhead.

ELA Standards: Reading Comprehension (Focus on Informational Materials) 2.0

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

US History

Content Standards:

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

Historical and Social Sciences Analysis Skills:

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions

Sentence Deconstruction The Emancipation Proclamation

NAME _____

-Time marker -Connector words -Prepositional phrase -Circumstances	Who (subject) <i>Participants</i>	Action words (verbs/ verb phrases)	Who, What, Where <i>Message</i>	Questions or conclusions- What connections can you make from this information?
and for the purpose aforesaid,				
that				
and that	the Executive government of the United States, including the military and naval authorities thereof,	will recognize and maintain		

Sentence Deconstruction (Teacher Key) The Emancipation Proclamation

NAME _____

-Time marker -Connector words -Prepositional phrase -Circumstances	Who (subject) <i>Participants</i>	Action words (verbs/ verb phrases)	Who, What, Where <i>Message</i>	Questions or conclusions- What connections can you make from this information?
<i>And by virtue of the power,</i>				
and for the purpose aforesaid,	<i>I</i>	<i>do order and declare</i>		
that	<i>all persons</i>	<i>held as slaves</i>	<i>within said designated States, and part of States,</i>	
		<i>are, and henceforward shall be free;</i>		
and that	the Executive government of the United States, including the military and naval authorities thereof,	will recognize and maintain	<i>the freedom of said persons.</i>	

Lesson Question:

A.P.P.A.R.T.S. for the Emancipation Proclamation

AUTHOR: Who created the source?

What do you know about the author? What is the author's point of view?

PLACE AND TIME: Where and when what the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE: Beyond any information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, are there any markings or vocabulary that you recognize and will help you read the source?

AUDIENCE: For whom was the source created and how might this affect the reliability of the source?

REASON: Why was this source produced at the time it was produced?

THE MAIN IDEA: What point is the source trying to convey?

SIGNIFICANCE: Why is this source important? Ask yourself, "so what?" in relation to the source.

A.P.P.A.R.T.S. for the Emancipation Proclamation

AUTHOR: Who created the source?
What do you know about the author? What is the author's point of view?

Abraham Lincoln, President of the United States during the Civil War. He opposes the secession of states and wants to keep the United States united at all costs.

PLACE AND TIME: Where and when what the source produced? How might this affect the meaning of the source?

Washington D.C., September 22, 1862
And January 1, 1863

PRIOR KNOWLEDGE: Beyond any information about the author and the context of its creation, what do you know that would help you further understand the primary source?

The Civil War is in progress. Southern states want to secede from the union. The first document is written to convince states of what they would lose financially if they secede (losing their slaves).

AUDIENCE: For whom was the source created and how might this affect the reliability of the source?

It was written to all states "in rebellion against the United States." In this case the source is the President, who has executive power, and thus the document is irrefutable.

REASON: Why was this source produced at the time it was produced?

To motivate the rebelling states to rejoin the Union, end the Civil War, and to publicly proclaim that slavery should end.

THE MAIN IDEA: What point is the source trying to convey?

If the rebelling states do secede, they will lose their slaves. The federal government still has power over the rebelling states.

SIGNIFICANCE: Why is this source important? Ask yourself, "so what?" in relation to the source.

It's written by the President of the United States. It could bring an end to slavery and the Civil War. It could allow wages for labor for former slaves, including employment in the armed services.