Grade: 8
Subjects: Social Studies, Language Arts
Time Required: 1 Class period (50-60 minutes)
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OVERVIEW
In this lesson students will study political cartoons created in response to Abraham Lincoln’s Emancipation Proclamation that illustrate differences in public opinion. Students will analyze these sources to determine their effectiveness in conveying opinion.

UNDERSTANDING GOALS
Students will analyze political cartoons and art to understand differences in public opinion concerning the Emancipation Proclamation.

OBJECTIVES
Students will compare and contrast primary source documents to learn about different reactions to Abraham Lincoln’s Emancipation Proclamation.

INVESTIGATIVE QUESTIONS
How did the public view the Emancipation Proclamation? What can political cartoons tell us about public response to historical events?

MATERIALS USED
- Primary Source Analysis Tool
- Analyzing Photographs and Prints Teachers Guide
- Analyzing Political Cartoons Teachers Guide

CURRICULUM STANDARDS
Grade 8 Social Studies
8.76 Describe Abraham Lincoln’s presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865.

Grade 8 Language Arts
SPI 0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.
SPI 0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).
RESOURCES: LIBRARY OF CONGRESS PRIMARY SOURCES

- President Lincoln, writing the Proclamation of Freedom [1864] http://www.loc.gov/pictures/item/2004665377/
- Breaking that “backbone” http://www.loc.gov/pictures/item/2003674578/
- The Emancipation of the Negroes, January 1862 – The past and the future http://www.loc.gov/pictures/item/2004665360/
- Uncle Abe’s valentine sent by Columbia; an envelope full of broken chains http://www.loc.gov/pictures/item/scsm000381/

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PROCEDURE

Step 1 Connect Before class begins, divide the students into groups of three or four. Pass out either a copy of Writing the Emancipation Proclamation or a copy of President Lincoln, writing the Proclamation of Freedom to each group. Ask the students to study the images. What do they observe?

Step 2 Wonder Pass out the Primary Source Analysis Tool to the students. Have the groups list the symbols in each image and what they think these symbols mean on their worksheet. If necessary, use the Analyzing Photographs and Prints Teachers Guide to guide this activity. Have the students speculate as to whether each image was drawn by a Confederate or Union sympathizer. Allow the students ample time to discuss the image within their group and complete the worksheet.

Step 3 Express Have the groups display their image and discuss the symbols they found. Have the groups share their conclusion about whether their image was drawn by a Confederate or Union sympathizer. Also have the groups share who they think the intended audience was for each.
**PROCEDURE**

**Step 4** Connect  Give each group either a copy of *Breaking that “backbone”* or *The emancipation of the negroes, January 1863 – the past and the future*. Ask the students to study the images. What do they notice?

**Step 5** Wonder  Pass out the Primary Source Analysis Tool to the students. Have the groups list the symbols in each picture and what they think these symbols mean on their worksheet. If necessary, use the Analyzing Photographs and Prints Teachers Guide and the Analyzing Political Cartoons Teachers Guide to guide this activity.

**Step 6** Express  Have the groups display their source and discuss what they found in their groups.

**Step 7** Reflect  Have the students write a paragraph on both of the prints used by their group in this day’s activities. The student should compare and contrast the following in the two prints:

1. What was the overall message being conveyed in the print?
2. What is the creator trying to say specifically about the Emancipation Proclamation?
3. Who do you think is the intended audience for the print?

Use the rubric at the end of this lesson to evaluate the student paragraph.

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**EVALUATION**

Use the following rubric to evaluate student paragraphs:

- **90-100**  Paragraph has 5 to 6 sentences, uses descriptive language and details from class discussion and correct grammar.
- **80-89**  Paragraph has 4 to 5 sentences, uses some descriptive language and some details from class discussion and mostly correct grammar.
- **70-79**  Paragraph has 3 to 4 sentences, uses little descriptive language or few details from class discussion and incorrect grammar.
- **69 and below**  Paragraph has 3 sentences, uses little descriptive language or few details from class discussion and mostly incorrect grammar.

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**EXTENSIONS**

- Have the students study the *Emancipation* print, and the *Behold Oh! America, Your sons* print. Have them write a paragraph that answers the following questions: Is Lincoln presented as a hero or a villain? What are the similarities in the portrayals? What is the audience for the prints? Do you think the artists are Union sympathizers or Confederate sympathizers?
- Have the students create a print commemorating the 150th anniversary of the Emancipation Proclamation in 2013.