LESSON PLAN: VIEWS ON THE EMANCIPATION PROCLAMATION

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
8.64 Analyze the significance of the Emancipation Proclamation and the Gettysburg Address.

Grade 8 Language Arts
8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
8.RI.CS.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.
8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Step 1 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 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 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 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 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 Have the groups display their source and discuss what they found in their groups.

Step 7 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.