

The Emancipation Proclamation

Questions about the Emancipation Proclamation:

1. What part of the Constitution does President Lincoln say gives him the power to free the slaves?
2. What does the Emancipation Proclamation promise to the freed slaves?
3. Why does Lincoln list only certain states or parts of states where the slaves will be freed?
4. Why do you think Lincoln calls the act a “military necessity” in the last section?
5. Where and when did Lincoln sign the Proclamation?
6. Did Lincoln free the slaves or did the slaves free themselves? Fill in the chart below.

Evidence that Lincoln freed the slaves	Evidence that the slaves freed themselves
Did Lincoln free the slaves or did the slaves free themselves? State your conclusion here:	

The Emancipation Proclamation

By the President of the United States of America.

A Proclamation.

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:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

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And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Background:

Lincoln was at first unsure about the extent of his executive power and whether he had the authority under the Constitution to free the slaves. Eventually he saw this action as a military necessity that fell under his constitutional powers as commander-in-chief. Lincoln also weighed the effect of the proclamation would have on the Union war effort, in a contest that was still more than two years from being concluded. His concerns included the loyalty of Border States such as Maryland and Kentucky, which, even though they held slaves, had not joined the Confederacy. Would the Emancipation Proclamation force those states into the arms of the Confederacy, increasing its manpower and supplies? Lincoln also considered Northern public opinion that supported a war to save the Union but not necessarily to free the slaves. After issuing the Emancipation Proclamation, however, the freedom of slaves became a central war aim and Lincoln stood by this position, even risking losing the Election of 1864. Upon signing the Emancipation Proclamation, President Lincoln said, "I never, in my life, felt more certain that I was doing right, than I do in signing this paper."

About this document:

Two Philadelphians printed the Emancipation Proclamation for the Philadelphia Great Central Sanitary Fair in June 1864 to raise money to improve the conditions for sick and wounded soldiers. Lincoln signed 48 of these "official copies," which were sold at the time for \$10 apiece. Of those original copies, only about half survived to today. They are now in the collections of various museums, universities and libraries, as well as a few private collections.

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Source: In mid-1863, after the Emancipation Proclamation had been announced, President Lincoln called Frederick Douglass to the White House to speak with him. Douglass wrote about the meeting in 1881 in *The Life and Times of Frederick Douglass*.

President Lincoln did me the honor to invite me to discuss the best way to [persuade] the slaves in the rebel states to escape. Lincoln was alarmed about the increasing opposition to the war in the North, and the mad cry against it being an abolition war. Lincoln worried that [Northerners who opposed the war would force him to accept an early peace] which would leave all those who had not escaped in slavery. I was impressed by this kind consideration because before he had said that his goal was to save the Union, with or without slavery. What he said on this day showed a deeper moral conviction against slavery than I had ever seen before in anything spoken or written by him. I listened with the deepest interest and profoundest satisfaction, and, at his suggestion, agreed to organize men who would go into the rebel states, and carry the news of emancipation, and urge the slaves to come within our boundaries.... I refer to this conversation because I think that, on Mr. Lincoln's part, it is evidence that the proclamation, so far at least as he was concerned, was not passed merely as a `necessity.'

AP website recommended activity on the Vietnam War.

Introduce this question:

- To what extent did the media influence American public opinion about the Vietnam War?

Provide students with a copy of the photo of South Vietnamese General shooting Nguyen Van Lem during the Tet Offensive.

- Have students analyze what emotions this image would elicit.
- What impact would this image have on public information?
- What contextual information would help you understand this image further?



Gen. Nguyen Ngoc Loan, South Vietnamese chief of the national police, fires his pistol into the head of suspected Viet Cong official Nguyen Van Lem on a Saigon street early in the Tet Offensive, February 1, 1968. Photographer Eddie Adams reported that after the shooting, Loan approached him and said, "They killed many of my people, and yours too," then walked away. (Eddie Adams/AP) 1969 Pulitzer Prize winner for Spot News Photograph

Distribute Eddie Adams (the photographer's) account about taking the photo. Have the students look for important details that help add to their understanding of the image.

Secondary Source with quotes of Adams:

Eddie Adams was awarded the Pulitzer Prize for this photograph in 1969. Shortly after the North Vietnamese communists launched the Tet offensive on January 30, 1968, fighting broke out in the U.S. Embassy compound in Saigon. Associated Press photographer Eddie Adams saw two South Vietnamese soldiers escorting a prisoner through the streets of Saigon. "They walked him down to the street corner. We were taking pictures. He turned out to be a Viet Cong lieutenant. And out of nowhere came this guy who we didn't know. I was about five feet away and he pulled out his pistol." With his camera, Adams captured the exact moment that South Vietnamese National Police Chief Brig. Gen. Nguyen Ngoc Loan executed the Vietcong officer on February 1, 1968. General Loan "shot him in the head and walked away," Adams said. "And walked by us and said, "They killed many of my men and many of our people." For Loan, the shooting is an act of justice: The Viet Cong lieutenant had just murdered a South Vietnamese colonel, his wife and their six children. The American anti-war movement adopted Adams' photograph as a symbol of the excesses of the war. But for the rest of his life Adams was haunted by the photo and felt it was misunderstood. "If you're this man, this general, and you just caught this guy after he killed some of your people...How do you know you wouldn't have pulled that trigger yourself? You have to put yourself in that situation...It's a war."

Primary Source of what Adams said about the photograph:

"I just followed the three of them as they walked towards us, making an occasional picture. When they were close – maybe five feet away – the soldiers stopped and backed away. I saw a man walk into my camera viewfinder from the left. He took a pistol out of his holster and raised it. I had no idea he would shoot. It was common to hold a pistol to the head of prisoners during questioning. So I prepared to make that picture – the threat, the interrogation. But it didn't happen. The man just pulled a pistol out of his holster, raised it to the VC's head and shot him in the temple. I made a picture at the same time...The General killed the Viet Cong; I killed the general with my camera. Still photographs are the most powerful weapon in the world. People believe them; but photographs do lie, even without manipulation. They are only half-truths. What the photograph didn't say was, "What would you do if you were the General at that time and place on that hot day, and you caught the so-called bad guy after he blew away one, two or three American soldiers?"

Mr. Bowling's Blizzard Bag 15 Day Assignments

2 Days - Six Degrees of Separation from Yalta to the Fall of the Berlin Wall

5 Days - March Madness Greatest Cold War Figure bracket challenge

2 Days - Capitalism Poster

3 Days - Newsfeed page on prominent figures from the modern era

3 Days - Skills Based Investigative Lesson on Women's rights since the end of WWII

March Madness
Greatest Cold War Figure

Directions: You will be filling out a “Greatest Cold War Figure” bracket, similar to the NCAA March Madness bracket.

1. Begin by researching each pair in the bracket and writing a one paragraph summary of each person that explains their contribution and significance to the Cold War. Each paragraph must contain 5 sentences that contain vocabulary words that are relevant to the Cold War. Vocabulary words are:

Atomic bomb, containment, Truman Doctrine, Domino Theory, Marshall Plan, National Security Act, Berlin Airlift, NATO, Warsaw Pact, Suez Crisis, NASA, Bay of Pigs, Berlin Wall, Cuban Missile Crisis, Gulf of Tonkin, Détente, SALT I, SALT II, Yom Kippur War, OPEC, Helsinki Accords, Camp David Accords, Iranian Hostage Crisis, USSR invasion of Afghanistan, Iran Contra Affair, Arms Race, Space Race, Mutually Assured Destruction, hydrogen bomb, communism, liberalism, Red Scare, McCarthyism, Iran Contra Affair, Chernobyl Disaster, Strategic Defense Initiative (a.k.a. Star Wars) and satellite countries.

All of these **vocabulary words** must appear in your summary paragraphs where they are relevant and be **underlined**.

- #1-16 will contain two paragraphs each, and each paragraph will be worth 5 points
- Every vocabulary word that is defined with context clues in the paragraph is worth 1 point each

2. Then, choose your winner from each paired bracket. In a couple of sentences, explain why you picked your winner from that bracket. Try to add new information each time that was not listed in the explanation before it.

- #17-30 will have a couple of sentences that will be worth 2 points each

3. Your final bracket will contain your champion. In a couple of sentences, explain why this individual was your overall winner.

- This will be worth 2 points

Rubric:

Paragraphs for #1-16

_____ out of 160 points

Vocabulary words

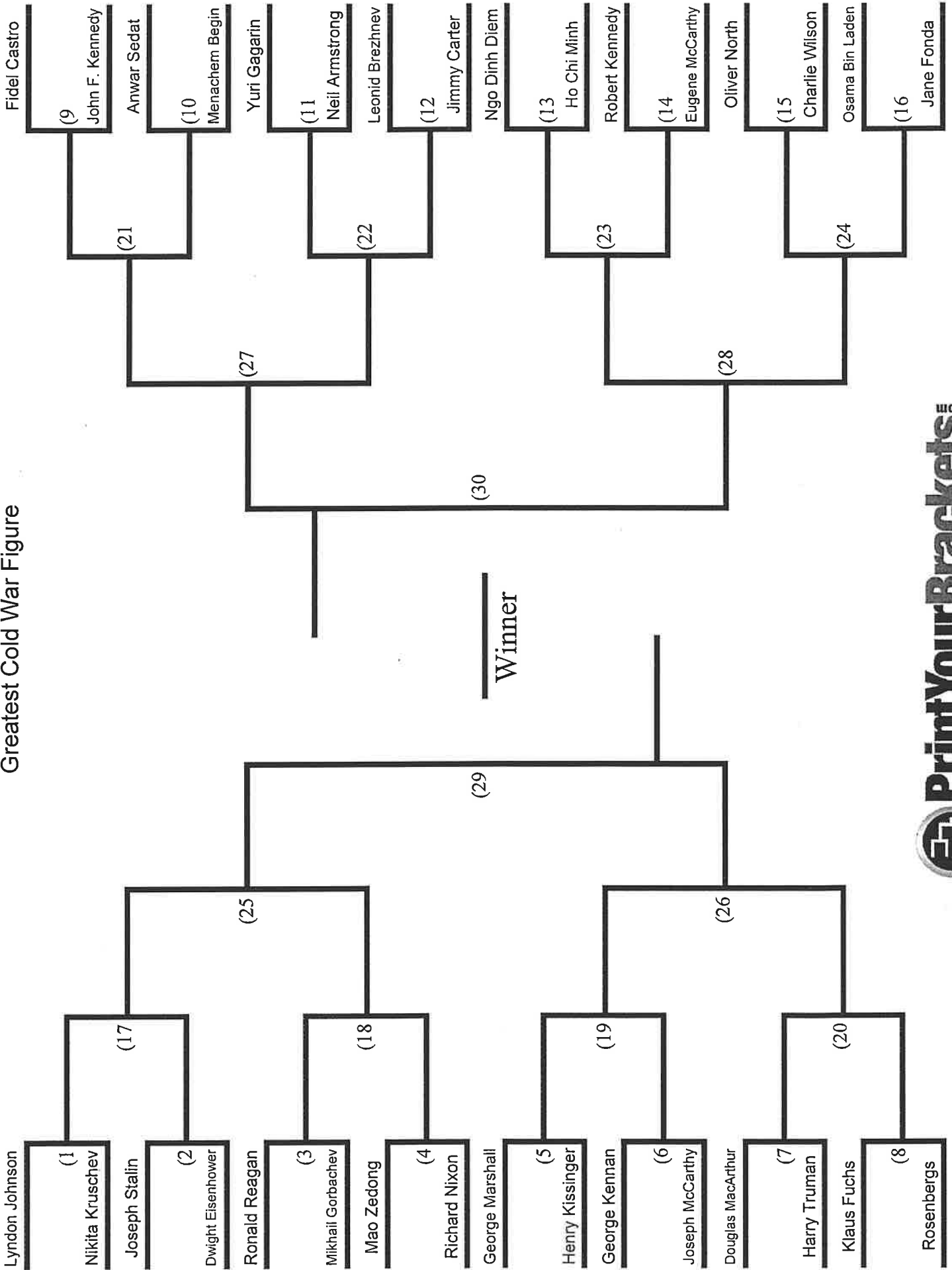
_____ out of 38 points

Sentences for #17-30 and final winner

_____ out of 30 points

Total score: _____ out of 228

March Madness Greatest Cold War Figure



Name _____

Project is due _____

Capitalism Poster

Directions: You are to make a poster that supports the U.S. in the Cold War. The message should illustrate a benefit or advantage of the U.S. system of government and/or economy in comparison to the Soviet Communist system.

This project is worth a total of **25 points**. The following is the grading scale that will be used to evaluate this project.

5 = Work shows sophisticated understanding and effort beyond the level typically found at this level of experience.

4 = Work shows a good understanding and effort of the subject. Concepts and methods indicate an above average understanding of the subject.

3 = Work shows an adequate understanding of the subject. The answers may be correct but the approach is more simplistic than expected at this level of experience.

2 = Work shows a limited understanding of the subject. Important ideas were misunderstood or misapplied. Ideas are overly simplified.

1 = Work shows no understanding of subject. Shows inadequate or inappropriate knowledge.

0 = Insufficient evidence to judge student knowledge of this subject.

_____ Project displays a knowledge of the material. Your project should display that you fully understand the theory of communism or capitalism, as discussed in class.

_____ The statement you are making correctly identifies the strength of capitalism and/ or it identifies a weakness communism.

_____ Creativity and effort are displayed in the project. Time and thought are put into the organization of your project.

_____ The project is neat and organized. Pictures and/or drawings are not cluttered and messy. Words are readable and appropriate.

_____ Visuals represent the intended message of the presentation. The pictures and/or drawings must be related to the statement or argument that you are making. All visuals must be appropriate for class.

Directions for Fakebook

Directions: Fill out all lines on the “Farse Book” page based on what that person actually said or did. When filling out the news feed section of your Farse Book page, only use real events that occurred, and focus on the time periods listed below for your “Newsfeed”.

1. Ronald Reagan (President 1981-1989)
2. George H.W. Bush (President 1989-1993)
3. William J. Clinton (President 1993-2001)
4. George W. Bush (President 2001-2009)
5. Barack Obama (President 2009-Present)

6. Saddam Hussein (President of Iraq, 1979-2006)
7. Osama bin Laden (Founder of al-Qaeda, 1979-2011)
8. Mohammad Reza Pahlavi (King of Iran, 1941-1967; Shah of Iran, 1967-1979)
9. Ayatollah Khomeini (Supreme Leader of Iran, 1979-1989)
10. Anwar el-Sadat (President of Egypt, 1970-1981)
11. Nelson Mandela (President of South Africa, 1994-1999)

Your “Newsfeed” section must include at least:

- One comment about economics that relate to the country of your person
- Two comments about two different foreign affairs that relate to the country of your person
- Two comments about two different domestic affairs
- One interaction between your person and someone else on the list
- Two comments from other famous people who influenced history during the time period listed
- Two comments of your choosing that relate to anything else important that happened to your person during the years listed.

AP U.S. History: Skills-Based Investigative Lesson

Learning Objective(s):

CUL-7 Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

Key Concept(s)

Key Concept 8.3: Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

III. New demographic and social issues led to significant political and moral debates that sharply divided the nation. (ID-7) (POL-5) (CUL-6) (CUL-7)

C. Conservatives and liberals clashed over many new social issues, the power of the presidency and the federal government, and movements for greater individual rights.

What is the investigation that students will undertake to help them meet the Learning Objective(s)?
Feel free to use language from the Learning Objective(s).

To what extent have America’s policies on women’s rights changed since the end of World War II?

Historical Thinking Skill (primary)

Change and Continuity over Time

Assessment

Have the students create and compose a fifty word statement answering with the following question:

To what extent have America's policies on women's rights changed since the end of World War II?

Students should synthesize their information in order to compose a coherent statement of their position on the question.

Steps for activity and assessment (including primary and/or secondary sources that students would need to examine):

- Students will complete a “You Be the Judge” assignment assessing two disparate statements on women’s rights. The statements will be quotes from Myra Wolfgang and Margaret M. Heckler. Students will provide background knowledge of each of the individuals, analyze the positions taken by each, and determine, with support, which one makes the most coherent case on the subject of women’s rights.
- Students will complete a “Six Degrees of Separation” assignment. They will provide events, laws, policies, or government programs that will link the beginning and ending phenomena. The information provided must be in chronological order and be accompanied by a written validation for the choice along with an explanation of its linkage. The beginning and ending criteria are from “Rosie the Riveter” to “Equal Rights Movement Failure”.
- Students will be provided with five photos from the era. The five will be pictures of: women working in war industries, a protest over Roe v. Wade, a television housewife, Shirley Chisholm, and Gloria Steinem speaking at a N.O.W. press conference. While observing the pictures, they should note answers to the following questions and be prepared to share their answers with the class:
 - “What issue does the picture present?”
 - “What conclusions can be drawn from the picture?”
 - “What was going on in the United States at the time with regard to women’s rights?”
 - “What do I still wonder about the picture?”
- A timeline will be provided on butcher paper and mounted on the wall. The years will be from 1945-1982. Students will be assigned to groups. Each group will put significant events in women’s rights and government policies about same on the timeline in their designated time slot. The events must be in chronological order and the student groups must be prepared to defend their selections. The time slots will be 1945-1954, 1955-1964, 1965-1974. 1975-1982.

Sources

- *An Equal Rights Amendment Would be Harmful* by Myra Wolfgang
- *American Women Need n Equal Rights Movement* by Margaret M. Heckler
- The five pictures mentioned above.
- Butcher paper and markers
- Elaborated directions for YBTJ and Six Degrees assignments