



THE BATTLE OF ANTIETAM & THE EMANCIPATION PROCLAMATION

INTRODUCTION

The Battle of Antietam, which took place on September 17, 1862, was the single bloodiest day in American history. It was the first major battle of the Civil War to take place on Union soil, and at the end of the day, 23,000 Americans had died. President Lincoln had been waiting for a Union victory in order to announce his Emancipation Proclamation, an executive order freeing all slaves in Confederate territory. This order immediately freed 50,000 slaves and had the dual effect of deterring the British and French governments from aiding the Confederate cause. In addition, the Emancipation Proclamation served to change the focus of the war from one of solely preserving the Union to the ultimate destruction of slavery.

LEARNING OBJECTIVES

At the end of this lesson plan middle school students will be able to:

- Analyze primary source documents
- Describe the impact of the Emancipation Proclamation

GUIDING QUESTIONS

- What was the importance of the Battle of Antietam in the Civil War?
- What was the impact of the Emancipation Proclamation?

LEARNING STANDARDS

This lesson is compatible with:

- *Virginia Standard of Learning USI.9a*—The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by describing the cultural, economic, and constitutional issues that divided the nation.
- *Virginia Standard of Learning USI.9e*—The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by explaining critical developments in the war, including major battles.
- *College, Career, and Civic Life (C3) Framework for Social Studies State Standards D2.His.3.6-8*—Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- *C3 Framework for Social Studies State Standards: D2.His.14.6-8*—Explain multiple causes and effects of events and developments in the past.
- *C3 Framework for Social Studies State Standards: D2.His.15.6-8*—Evaluate the relative influence of various causes of events and developments in the past.

PREPARATION INSTRUCTIONS

Resources:

- *The Big Picture* vodcast from the Battle of Antietam Project
http://www.youtube.com/watch?v=dmY0uaKyYD4&list=PLB96FC111157645DC&index=5&feature=plpp_video
- *The Road to Freedom* vodcast from the Battle of Antietam Project
http://www.youtube.com/watch?v=5sPmVn0KEDc&list=PLB96FC111157645DC&index=4&feature=lpp_video

Equipment and Handouts:

- Equipment to screen vodcasts (computer, projector, etc.)
- Overhead projector
- *Vodcast Analysis* worksheet
- *Emancipation Proclamation* primary source worksheet
- *Jenny Proctor, Ex-Slave From Alabama* primary source worksheet
- *Annie Young Henson, Ex-Slave From Virginia* primary source worksheet

VODCAST DESCRIPTIONS

- *The Big Picture*: Students put themselves in the boots of soldiers to gain an understanding of the terrible price paid on September 17, 1862—the single bloodiest day in our American history.
- *The Road to Freedom*: In learning about Abraham Lincoln issuing the Emancipation Proclamation, student brought to life the words of former slaves by using interviews conducted by the Works Progress Administration in the 1930s.

LESSON ACTIVITIES

Activity 1

Pretest/Warm up: Students will be formatively assessed on their knowledge of the meaning of emancipation. Teacher should have students answer the following question at the start of the lesson: “What does it mean to be emancipated?”

Activity 2

Vodcast Viewing: *The Big Picture*: Students will watch the vodcast, *The Big Picture*, which is an interpretation by students of primary source documents. Students will answer questions in the top three boxes on the *Vodcast Analysis* worksheet during viewing. Students should discuss with each other their impressions of the video before moving on to Activity 3.

Activity 3

Vodcast Analysis: Students may work individually or in pairs to answer the remaining questions on the *Vodcast Analysis* worksheet. Teacher leads whole class discussion of answers.

Activity 4

Primary Source Analysis: *The Emancipation Proclamation*: *The Emancipation Proclamation* is an essential document in the understanding of American history. Teachers should determine the readiness of students to analyze the document on their own (i.e., individually, collaborative groups) or with teacher assistance at the whole class level.

Step 1: Provide a paper copy of the *Emancipation Proclamation*

Step 2: Have the students read and discuss the *Emancipation Proclamation*. As students study the document, they should underline the key ideas.

Step 3: After the students have completed the first reading, the teacher should instruct students to take out a highlighter, then review the key information to ensure that students have garnered the essential understandings. Use of an overhead projector or digital projection is encouraged to show students what should be highlighted.

Activity 5

Vodcast Viewing: *The Road to Freedom* and Primary Source Analysis: Ex-Slave Letters: Show students the vodcast *Road to Freedom*, which bridges the Battle of Antietam to the *Emancipation Proclamation*, and

explains the impact this executive order had on enslaved people in the Confederacy. After viewing, ask students the following questions:

- What is the connection between the Battle of Antietam and the Emancipation Proclamation?
- What was the immediate impact of the Emancipation Proclamation?

Following the viewing, student understanding of the impact of the proclamation will be enhanced by reading excerpts from ex-slave letters collected by the Works Progress Administration.

Step 1: Have students choose a partner or assign cooperative groups.

Step 2: Distribute copies of *Jenny Proctor, Ex-Slave From Alabama* worksheet and *Annie Young Henson, Ex-Slave From Virginia*.

Step 3: Have students continue the story of Jenny and Annie, slaves who were freed with the *Emancipation Proclamation*. Encourage students to consider the location of the woman after they are freed.

Step 4: Have students share their predictions and discuss what effect the *Emancipation Proclamation* may have had on the country in general.

Activity 6

Summative Assessment: Exit Slip: Students answer the following questions to be submitted to teacher upon exiting the classroom:

1. What was the impact of the *Emancipation Proclamation*?
2. How did the passage of the *Emancipation Proclamation* change the focus of the *Civil War*?

Extending the Lesson

The Journey Through Hallowed Ground Partnership's educational program, Of the Student, By the Student, For the Student®, offers additional student-created content on the Civil War at the YouTube channel "Take the Journey." <http://www.youtube.com/user/TakeTheJourney/videos?view=1>

Extended content includes student created vodcasts for:

- Battle of First Manassas
- Battle of Second Manassas
- Battle of Balls Bluff
- Harpers Ferry
- Battle of Antietam
- Chesapeake and Ohio Canal
- Battle of Gettysburg
- Battle of the Wilderness and the start of the Overland Campaign

For additional information on the Journey Through Hallowed Ground Partnership's educational programs and resources, please contact us at:

Journey Through Hallowed Ground Partnership

PO Box 77

Waterford, VA 20197

P: (540) 882-4929

F: (540) 882-4927

E: education@jthg.org

Facebook: https://www.facebook.com/TheJourneyUSA?ref=br_tf

Vodcast Analysis

Vodcast Viewing Directions: As you are watching the vodcast *The Big Picture*, answer the following questions in the boxes below.

What do you see?

What do you know?

What questions do you have?

Vodcast Analysis Directions: After having viewed *The Big Picture* vodcast, answer the questions in the spaces provided.

1. Explain what this vodcast is about:

2. What types of primary sources were used?

3. How do those sources corroborate (support) the story the students are telling?

4. Is the vodcast a good interpretation of history? Why or why not?

5. Do you think this vodcast is an effective way to learn about the Battle of Antietam? Why or why not?

6. How would you present the information differently?

The Emancipation Proclamation

January 1, 1863

A Transcription

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.

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.

Jenny Proctor: Ex-Slave from Alabama
Works Progress Administration: Ex-Slave Narratives

"Lawd, Lawd, honey! It seems impossible dat any of us ev'r lived to see dat day of freedom, but thank God we did.

"When ole marster comes down in de cotton patch to tells us 'bout bein' free, he say, 'I hates to tell you but I knows I's got to, you is free, jes' as free as me or anybody else whats white.' We didn' hardly know what he means. We jes' sort of huddle 'round together like scared rabbits, but after we knowed what he mean, didn' many of us go, 'cause we didn' know where to of went. Ole marster he say he give us de woods land and half of what we make on it, and we could clear it and work it or starve. Well, we didn' know hardly what to do 'cause he jes' gives us some ole dull hoes an' axes to work with but we all went to work and as we cut down de trees and de pòles he tells us to build de fence 'round de field and we did, and when we plants de co'n and de cotton we jes' plant all de fence corners full too, and I never seen so much stuff grow in all my born days, several ears of co'n to de stalk and dem big cotton stalks was a layin' over on de ground. Some of

Make a Prediction: Immediately upon learning of her freedom, Jenny continued to work on the same plantation that enslaved her. What do you think happened to her after she gained her freedom? Continue her story below:
