

SEPTEMBER 21 - 24, 2012 • EXHIBITION HALL

THE  
**FIRST STEP**  
TO  
**FREEDOM**

ABRAHAM LINCOLN'S PRELIMINARY EMANCIPATION PROCLAMATION

A SPECIAL EXHIBITION TO CELEBRATE ITS 150TH ANNIVERSARY

**CURRICULUM GUIDE**



**SCHOMBURG CENTER**  
FOR RESEARCH IN BLACK CULTURE  
The New York Public Library

THIS EXHIBITION WAS ORGANIZED BY

BOARD OF REGENTS, THE NEW YORK STATE EDUCATION DEPARTMENT,  
DR. MERRYL H. TISCH, CHANCELLOR

NEW YORK STATE MUSEUM; NEW YORK STATE LIBRARY; NEW YORK STATE ARCHIVES  
SCHOMBURG CENTER FOR RESEARCH IN BLACK CULTURE, THE NEW YORK PUBLIC LIBRARY  
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THE SCHOMBURG CENTER FOR RESEARCH  
IN BLACK CULTURE IS GRATEFUL TO

THE JAMES S. AND MERRYL H. TISCH FOUNDATION FOR ITS  
GENEROUS SUPPORT OF THE ANNIVERSARY CELEBRATION AND  
EXHIBITION-RELATED PROGRAMMING.

# **THE FIRST STEP TO FREEDOM:** **Abraham Lincoln's Preliminary Emancipation Proclamation**

*A Special Exhibition to Celebrate its 150th Anniversary*

September 21-24, 2012

## **CURRICULUM GUIDE** **Grades 3-12**

FOR MORE INFORMATION, VISIT:

[www.nysm.nysed.gov/ep](http://www.nysm.nysed.gov/ep)  
[www.schomburgcenter.org/emancipation150](http://www.schomburgcenter.org/emancipation150)

## Dear Educator:

In celebration of the 150th Anniversary of the Preliminary Emancipation Proclamation, the Schomburg Center is proud to join the New York State Museum, Library and Archives, and the National Archives in this first-ever joint presentation of Abraham Lincoln’s handwritten draft, issued on September 22, 1862, and The Official Preliminary Emancipation Proclamation.

This curriculum guide, a companion to the exhibition, ***The First Step to Freedom: Abraham Lincoln’s Preliminary Emancipation Proclamation***, is designed to provide you with strategies and resources for teaching about the Emancipation Proclamation and the historical context of this document in grades 3 to 12. Whether or not you can visit the exhibition with your class as it tours throughout New York State, you can utilize the information within this guide to aid in the development of your classroom instruction all year long. The New York State Museum has created an on-line exhibition at [www.nysm.nysed.gov/ep](http://www.nysm.nysed.gov/ep) to facilitate a “virtual visit” for your class and to support your on-going study.

We hope you and your students enjoy ***The First Step to Freedom: Abraham Lincoln’s Preliminary Emancipation Proclamation*** and gain a renewed appreciation for one of the great historical documents of our American democracy.

## ACKNOWLEDGEMENTS

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*The exhibition was organized by Board of Regents, The New York State Education Department; Dr. Merryl H. Tisch, Chancellor; New York State Museum, New York State Library, New York State Archives; Schomburg Center for Research in Black Culture/The New York Public Library; and National Archives and Records Administration.*

*The Schomburg Center for Research in Black Culture is grateful to The James S. and Merryl H. Tisch Foundation for its generous support of The Anniversary Celebration and Exhibition-Related Programming.*

*The First Step to Freedom Curriculum Guide was created in collaboration with the Schomburg Center for Research in Black Culture and Facing History and Ourselves. Co-written by Deirdre Lynn Hollman, Director of Education at the Schomburg, and Tracy Garrison-Feinberg, Senior Program Associate at Facing History and Ourselves.*

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## STANDARDS CONNECTIONS

This curriculum guide is aligned with the Common Core Learning Standards (P-12) for New York State English Language Arts and Literacy in History/Social Studies.

[http://www.p12.nysed.gov/ciai/common\\_core\\_standards/](http://www.p12.nysed.gov/ciai/common_core_standards/)

In the area of English Language Arts as well as Literacy in History/Social Studies, the skills relevant to this guide fall under the broad categories of reading, writing, speaking, and listening. Standards supported by this curriculum guide include:

### **Reading**

- determine the central ideas or information of a primary or secondary source
- cite textual evidence to support analysis of primary and secondary sources
- identify author's point of view or purpose
- distinguish among fact, opinion, and reasoned judgment in text

### **Writing**

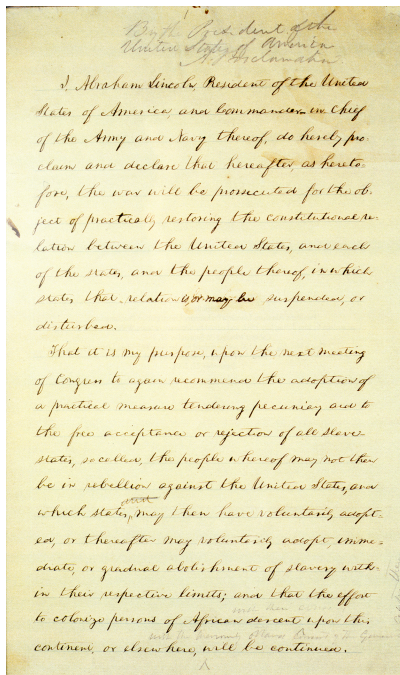
- Write arguments focused on discipline-specific content
- support claims with logical reasoning and relevant data and evidence
- write informative/explanatory texts
- produce clear and coherent writing
- use precise language and domain-specific vocabulary



## ABOUT THE EXHIBITION

From Friday, September 21 through Monday, September 24, the Schomburg Center will be hosting ***The First Step to Freedom: Abraham Lincoln's Preliminary Emancipation Proclamation*** in commemoration of the 150th anniversary of the Preliminary Emancipation Proclamation. The main attractions of the exhibition are Abraham Lincoln's handwritten draft of the Preliminary Emancipation from the New York State Museum, as well as The Official Preliminary Emancipation Proclamation from the National Archives which for the first time will be displayed simultaneously and featured at the Schomburg only. The exhibition also features large panels displaying archival images and contextual information drawn from the Schomburg Center's collection.

### Three Primary Documents on Display:

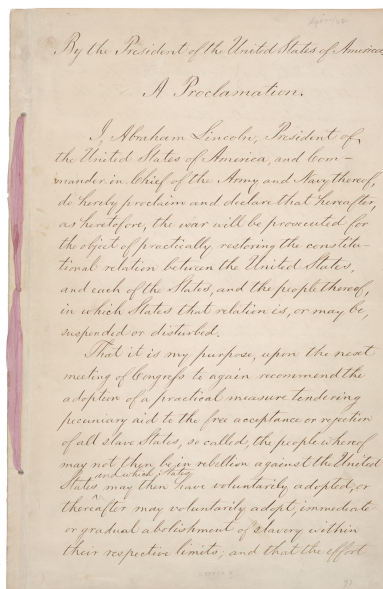


#### **Preliminary Emancipation Proclamation:**

The Preliminary Emancipation Proclamation is the only surviving Proclamation document in Lincoln's own hand. Lincoln probably glued in sections of the Congressional Confiscation Act to save time; hence, the fingerprint visible on the document is probably his own. Lincoln later donated the original document to the U.S. Sanitary Commission, where it was raffled off to help raise funds for the war effort. Abolitionist Gerrit Smith won the raffle then sold the document to the New York State Legislature where it was later deposited in the New York State Library and remains today.

#### **Official Preliminary Emancipation Proclamation:**

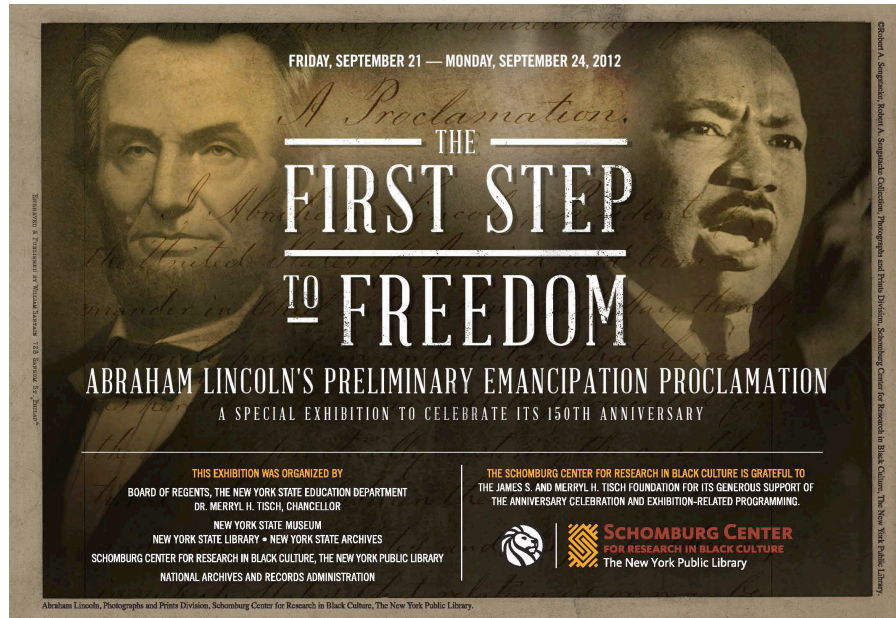
This ribbon-bound document represents the transformation of the Preliminary Emancipation Proclamation from intent to action. Only after Lincoln's handwritten draft was transcribed, affixed with the Seal of the United States, and signed by the President on September 22, 1862, did the Proclamation carry the force of law. The Official Preliminary Emancipation Proclamation is held in trust for the American people at the National Archives.



#### **Dr. Martin Luther King, Jr.'s speech for the 100th Anniversary in 1962:**

Additionally, Dr. Martin Luther King Jr. was invited by New York State Governor Nelson Rockefeller to give a speech in New York City for the 100th Anniversary of the Issuance of the Preliminary Emancipation Proclamation on September 12, 1962. The Centennial Address written by Dr. Martin Luther King Jr. will also be included in this exhibition.

**Also on View, a special Panel Exhibition created with the Schomburg Center for Research in Black Culture, a division of the New York Public Library:**



The two Emancipation Proclamation documents are accompanied by an historically comprehensive panel exhibition that charts the American struggle for freedom and equality for all of its people from the slavery era through the present day. Authored by Dr. John B. King, Jr., Commissioner of the New York State Education Department, Dr. Khalil Gibran Muhammad, Director of the Schomburg Center for Research in Black Culture, and Harold Holtzer, Chairman of the Abraham Lincoln Bicentennial Foundation, this panel exhibition is divided into the following sections:

- ❖ Introduction
- ❖ Slavery
- ❖ Resistance
- ❖ Sectional Conflict
- ❖ Emancipation
- ❖ End of the War
- ❖ Reconstruction: Presidential vs. Congressional
- ❖ Reconstruction: A New Birth of Freedom
- ❖ Education
- ❖ Retreat from Reconstruction
- ❖ Civil Rights: Early Twentieth Century
- ❖ The Civil Rights Movement
- ❖ Martin Luther King, Jr.'s Centennial Speech (1962)
- ❖ Looking Toward the Future

## HISTORICAL CONTEXT

### The First Step to Freedom: Abraham Lincoln's Preliminary Emancipation Proclamation

*Text from the exhibition authored by Dr. John B. King, Jr., Commissioner of the New York State Education Department, Dr. Khalil Gibran Muhammad, Director of the Schomburg Center for Research in Black Culture, and Harold Holtzer, Chairman of the Abraham Lincoln Bicentennial Foundation.*

#### Introduction

The United States of America was born with the declaration that “all men are created equal.” Yet this statement would not ring true for people of African descent who were brought here as enslaved laborers during the colonial period. Though freedom and liberty were its ideals, the young nation continued to depend heavily upon slave labor to fuel its economy. When delegates met at the Constitutional Convention in 1787, the document that was created actually protected the institution of slavery.

As America expanded in the nineteenth century, sectional differences between the North and South grew, and by 1860 the nation was plunged into civil war. The principal cause of the conflict was slavery. President Abraham Lincoln did not want the bloodshed to be in vain, so in 1862 he first proposed the idea of emancipation. The policy took effect on January 1, 1863, when Lincoln signed his formal Emancipation Proclamation ordering freedom for all those in bondage in the rebellious South.

After the Civil War, the 13th Amendment to the Constitution officially ended slavery everywhere in America, but legal equality would be elusive for the newly freed and their descendants for another 100 years.

The documents included in this exhibition—the Preliminary Emancipation Proclamation written by President Abraham Lincoln and issued on September 22, 1862, and the Centennial Address written by Dr. Martin Luther King, Jr. 100 years later—stand as important examples of the path to freedom for African Americans and the nation.

#### Slavery

Slavery—forced labor—is a system that was central to many societies beginning in ancient times. In the sixteenth century, Europeans, African traders, and New World colonists opened the Atlantic slave trade in North, Central, and South America and the Caribbean. Enslaved laborers were the colonial New World’s first major labor system, clearing land, mining, building, and producing cash crops for export. By 1820, enslaved Africans constituted some 80% of all people who had arrived in the Americas since 1500. This original black majority proved indispensable in creating the prosperous New World that by the mid-nineteenth century began attracting millions of European immigrants.

When the Founding Fathers debated freeing the colonies from English rule, most were unwilling to resolve the contradiction of slavery’s existence in a country based on the ideals of democracy and freedom. With the closing of the Atlantic slave trade in 1808 and less-profitable use of slave labor, Northern states gradually abolished the institution. New York finally abolished slavery in 1827. At the same time, the Southern states’ need for slavery deepened as their economy

became more dependent upon cotton, or “white gold.” In the first half of the nineteenth century, cotton was the nation’s biggest export. The money made from slave-grown cotton exerted a huge influence over antebellum society and politics.

## **Resistance**

Enslavement was a horrible existence. Family life was difficult and unpredictable, since slaves were subject to the whims of their owners. Children and parents could be sold away from their loved ones at any time, and women were sometimes subjected to physical abuse by their owners. Despite these conditions, enslaved people were able to keep family and kinship ties alive and create a distinct culture with their own religious practices, celebrations, and holidays.

Many captives refused to accept their circumstances and resisted enslavement in several ways. Working slowly, breaking tools, or running away were all common ways to sabotage work. Some resorted to arson, faking sickness, or poisoning their masters. Even the act of a slave learning to read and write was a violation of Southern law. Some enslaved people like Frederick Douglass recognized literacy as an element of liberation. Douglass taught himself to both read and write, and in his 1845 autobiography he wrote, “It [literacy] was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom.”

## **Sectional Conflict**

As America conquered new lands and expanded west, early nineteenth-century politics focused on the delicate balance between free and slave states. The cotton industry was thriving, and more slave states meant more cotton. At the same time, the anti-slavery movement gained strength in the North, and the Republican Party was founded on the principles of “Free Soil, Free Labor, and Free Men.” Abraham Lincoln, a former Congressman from Illinois, became the leader of this new party. More than ever, Americans divided themselves over slavery.

In 1860, Abraham Lincoln was elected president of the United States, vowing to stop the spread of slavery but not its abolition. Shortly after the election, Southern states began seceding from the Union and formed the Confederate States of America. In April 1861, Confederate forces attacked the federal garrison at Fort Sumter in Charleston, South Carolina. Lincoln called for volunteers to put down the rebellion, and the Civil War began. Initially Lincoln insisted that restoring the Union was the war’s only purpose and made no immediate move to end slavery, since he believed that most Northerners would not support emancipation. As the war dragged on, however, Lincoln decided the time had come to initiate an emancipation policy.

## **Emancipation**

On September 22, 1862, five days after the Union victory at Antietam, Maryland, President Lincoln, citing his power as commander in chief, issued his Preliminary Emancipation Proclamation as a military order. It declared that all slaves within rebel territory would be “forever” free on January 1, 1863 unless the Confederate states returned to the Union. Lincoln followed through with his promise, and on New Year’s Day, 1863 he signed the final Emancipation Proclamation. The revolutionary document on view here began the process of making abolition the central goal of the war.

The Emancipation Proclamation brought both horror and jubilation to the war-torn nation. Frederick Douglass immediately called it a “freedom” document even though it did not abolish



slavery everywhere or begin to address the issue of black citizenship. The proclamation did bring freedom to hundreds of thousands of enslaved people, but given the depth of racism in the North and South, Lincoln knew that few white Americans were ready to accept black equality.

One of the proclamation's most radical provisions called for the enrollment of black troops into military service. Over 200,000 black soldiers helped the Union win the war, but they also shaped the war's outcome, since military service forced the question of black citizenship onto the national agenda after the war.

### **The Preliminary Emancipation Proclamation Document (from the New York State Library)**

On September 22, 1862, following the Union victory at Antietam, President Lincoln issued this document, ordering that in 100 days the federal government would deem all slaves free in those states still rebelling against the Union. The Preliminary Emancipation Proclamation is the only surviving Proclamation document in Lincoln's own hand. Lincoln probably glued in sections of the Congressional Confiscation Act to save time—the fingerprint visible on the document is probably his own.

In 1864, Lincoln donated the document to the U.S. Sanitary Commission, which raffled it off at the Albany Relief Bazaar to help raise money for the Union war effort. Abolitionist Gerrit Smith won the raffle after buying 1,000 tickets at \$1 apiece. Smith then sold the document to the New York State Legislature, with funds going to the Sanitary Commission. The legislature, in turn, deposited the document in the New York State Library, where it remains today

### **The Official Preliminary Emancipation Proclamation (from the National Archives in Washington, D.C.)**

This ribbon-bound document represents the transformation of the Preliminary Emancipation Proclamation from intent to action. Only after Lincoln's handwritten draft was transcribed, affixed with the Seal of the United States, and signed by the President on September 22, 1862, did the Proclamation carry the force of law. In the nineteenth century, it was still customary for official documents to be engrossed—written in a fine, clear hand—on vellum paper, a high-quality writing surface made from calfskin. The official Preliminary Emancipation Proclamation is held in trust for the American people at the National Archives.

President Lincoln's controversial recommendation that citizens be compensated for the loss of slaves is contained in the second paragraph of the page at left. The final Emancipation Proclamation makes no reference to compensation. By January 1, 1863, President Lincoln had determined that freeing the slaves was not only a means of preserving the Union, but an explicit goal of the war itself.

### **End of the War**

In 1864, Lincoln ran for re-election and won. He made sure his party platform called on Congress to secure the final, formal abolition of slavery (which would lead to ratification of the 13th Amendment in late 1865). The war dragged on until April 9, 1865, when General Robert E. Lee surrendered his Confederate troops at Appomattox Courthouse in Virginia. Six days later, President Lincoln was assassinated.

As the country mourned the loss of the president, as well as the 750,000 Americans who died during the fighting, a formal process to deal with the aftermath of the war and emancipation

began. Soon blacks across the South made their intentions known as they organized mass meetings demanding equality before the law, the right to vote, and equal access to schools, transportation, and other public accommodations. Since few in the South or North accepted black equality, the subsequent years were turbulent.

### **Reconstruction: Presidential vs. Congressional**

Reconstruction, which began during the Civil War, had two main goals: to reincorporate the former Confederate states into the Union, and to transition the entire Southern population from slavery to freedom. President Andrew Johnson and the Republican-controlled Congress disagreed over what a “reconstructed” South should look like. Johnson instituted a plan for Reconstruction that put many ex-Confederates back into power in the Southern states, where Black Codes that severely restricted the rights of former slaves were sanctioned. By the end of 1865, Congress was so irritated with Johnson’s discriminatory policies that it seized Reconstruction, placed the South under military rule, and enacted new laws that empowered the federal government to implement equal rights. Johnson was impeached but avoided conviction and remained in office, although his power was greatly weakened.

Between 1866 and 1869, Congress passed civil rights laws and the 14th and 15th Amendments in an attempt to make America a more inclusive democracy. These initiatives encountered widespread resistance from whites in both the South and the North. The 14th amendment promised all American citizens equal protection under the law, while the 15th Amendment guaranteed black men the right to vote.

### **Reconstruction: A New Birth of Freedom**

With participation on many levels of Southern society, in 1865 four million black men, women, and children attempted to embrace American freedom. Freed people across the South reunited with families separated under slavery, established their own churches and schools, participated in politics, and worked for compensation for the first time in their lives.

The establishment of independent black churches was one of the most important events for African Americans during Reconstruction. The church was one of the few institutions they controlled, and as a result churches became centers of the black community. In addition to being houses of worship, churches established schools, promoted political participation, held social events, and sponsored fraternal organizations.

During the years of Congressional Reconstruction, African Americans actively participated in government, remaining loyal to the Republican Party. Nearly 1,500 blacks were elected or appointed to positions in the Senate and House of Representatives and to local offices in the former Confederate states.

The majority of blacks in the South turned to sharecrop farming for employment. Under this new system, families rented plots of land from owners and paid with a percentage of the harvest each year. Some blacks left farming behind and exercised their new freedom by seeking work in Southern cities.

### **Education**

In the antebellum South, teaching slaves to read and write was forbidden. Thus when the Civil War ended, 90% of the newly freed people were illiterate. One of the first ways blacks of all

ages exercised their new freedom was through education. Over 3,000 schools were established in the South by the Freedmen's Bureau, Northern missionary societies, and independent African Americans. All of this, plus legislation by black politicians, laid the groundwork for public education in the South. In addition to primary schools, institutions of higher learning such as Fisk University (1866), Howard University (1867), and Hampton Institute (1868) were also founded. Education would have a lasting impact on African Americans and the nation.

### **Retreat from Reconstruction**

By the 1870s, public opinion began to turn against Republican policies in the South. Northerners, many of whom never had a commitment to racial equality, grew tired of the endless turmoil of Southern politics. By 1876, the southern Democratic Party, made up of ex-Confederates, had a majority in the House of Representatives. Most of these officials wanted to eliminate the racial progress achieved during Reconstruction. Even the Supreme Court narrowed the scope of the 14th and 15th Amendments. In 1877, President Rutherford B. Hayes withdrew the last of the federal troops from the South, and Reconstruction was officially over. But a policy known as Jim Crow began, which legalized discrimination against African Americans in all facets of public life. Jim Crow, upheld primarily in the South but also present in the North, lasted for nearly a century.

### **Civil Rights, Early Twentieth Century**

In the decades after Reconstruction, Southern-based Jim Crow laws deprived blacks of basic civil liberties. Even in the North, blacks faced employment inequities and housing segregation. In New York State, racially restrictive real estate covenants kept blacks from purchasing or renting homes in desirable neighborhoods. As civil liberties eroded throughout the nation, blacks continued to try to actively protect their rights. Race organizations became important to racial pride, self-help, and the push for civil rights.

New York State's African American leadership championed efforts to advance or shield black interests. In 1905, W.E.B. Du Bois and William Trotter were among the founders of the Niagara Movement. The group demanded full civil rights and enforcement of the 14th and 15th Amendments nationwide. Several of its founding members helped establish the National Association for the Advancement of Colored People (NAACP) in New York City in 1909.

In 1910, the National Urban League began in New York. In 1916, Marcus Garvey brought his Universal Negro Improvement Association (UNIA) from Jamaica to Harlem, the community where tens of thousands of newly arriving black immigrants were allowed to live, although they paid higher rent than whites.

Triumph over adversity became the daily, weekly, and annual goal for African Americans throughout the United States.

### **The Civil Rights Movement**

The modern civil rights movement matured after World War II. Many African Americans had served with honor in the war and began to strategize further against racial discrimination and injustice in the country they had fought so hard to defend. Membership in the NAACP increased, and it won several important civil rights legal cases. In 1954, the movement exploded with the Supreme Court ruling on *Brown v. Board of Education*, which outlawed

segregation in public schools. From that point on, African American leaders vowed to break down all racial barriers.

In the midst of this prolific social movement, the centennial anniversary of the Emancipation Proclamation allowed African Americans to examine what they had achieved since slavery and to demand what was still needed for full equality.

### **Martin Luther King, Jr.'s Centennial Speech (1962)**

On September 12, 1962, civil rights leader Dr. Martin Luther King, Jr. gave the speech presented here in New York City in honor of this anniversary. He spoke on the importance of the Emancipation Proclamation, arguing that the document proved that government could be a powerful force for social justice. He urged Governor Nelson Rockefeller and President John F. Kennedy to hasten integration and progress towards full civil rights.

At a dinner organized by New York's Civil War Centennial Commission, Dr. King spoke on the importance of the Emancipation Proclamation to America's history. He called on all people to stop holding up the façade of American equality, to live up to the mandate their government had already given them through the Declaration of Independence and the Emancipation Proclamation, and to embrace true equality.

### **Looking Toward the Future**

The achievements of the modern civil rights movement were far reaching. African Americans won back the rights promised to them during Reconstruction—the vote, equal protection under the law, and the eradication of segregation. Today, people of African descent are a prominent part of the American landscape. Despite this, the economic and educational inequalities that originated in slavery and were perpetuated by decades of segregation continue to negatively affect black life and achievement. African Americans generally have higher poverty rates and lower school graduation rates, are targets of racial profiling, and are significantly over-represented in the criminal justice system, particularly the nation's prisons. For many, the 2008 election of the first African American president was a watershed moment in race relations, like the Reconstruction period a century ago. On January 20, 2009, Barack Obama was sworn in as America's 44th president.

Throughout American history, activism in the black community has inspired other groups to fight for their civil liberties and their ideals of social justice—the women's rights movement, the labor movement, and the current marriage equality and Occupy movements. Activism by these groups and many others has forced America to constantly re-examine its founding principles of "liberty and justice for all."

The 150th anniversary of the Preliminary Emancipation Proclamation is an important reminder that America is a work in progress. The actions of Abraham Lincoln and Martin Luther King, Jr. still serve as inspiration for the next generation of America's leaders.



# TEACHING STRATEGIES & ACTIVITIES

## A. PRE-VISIT

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### Essential questions:

- How and why was the institution of slavery an important part of the United States?
- How did the idea of emancipation develop in the United States?
- How did emancipation become a key issue of the Civil War?

### Context:

Teachers planning to visit this exhibition, or bring the ideas and resources of this exhibition into their classes, may already be planning units on American slavery, the Civil War, emancipation and reconstruction. Defining slavery and emancipation with students would be a good introduction to this exhibition.

### Recommended resources:

- [Lest We Forget](#)
- [Africans in America](#)
- [Incidents in the Life of a Slave Girl](#)
- [Teaching Young Children About Slavery Using Literature by Judith Y. Singer](#)
- [Ten Tips for Facilitating Classroom Discussions on Sensitive Topics by Alicia L. Moore and Molly Deshaies](#)

### Suggested activities:

**Open Discussion:** entry points for establishing prior knowledge of students....

Potential discussion questions:

- What do we already know about slavery? When did it begin in the US? How did Africans come to be slaves? What's the difference between indentured servitude and slavery?
- What does "emancipation" mean? When did people first think about ending slavery? What steps did they take? What were the challenges that prevented emancipation from happening?
- How can we reconcile "all men are created equal" with the existence of slavery in the United States?

**Timeline:** Build a timeline of slavery and emancipation in the US--when did enslavement of Africans begin in what became the US, how did it spread through the colonies and states, and when did voices for emancipation speak out? Use a map of the US and a chronology from resources like *Lest We Forget* or *Africans in America* to create a visual representation for your students.

**Document analysis:** teachers can use strategies from Facing History's website like [chunking](#) and [document analysis templates](#) to look closely at the following documents:

- [Declaration of Independence](#)
- The Constitution and Slavery: Three-Fifths clause ([teaching activity](#)), [Frederick Douglass](#) on the constitution and slavery
- [Emancipation Proclamation](#) - A Critical Reading of the Emancipation Proclamation - What does it say, really? [SEE NYS MUSEUM BROCHURE FOR

## B. DURING THE VISIT

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### Essential questions:

- What was emancipation, and what role did it play in the conduct of the Civil War?
- What did the Emancipation Proclamation mean in 1862? What did it mean after the Civil War? How has its meaning and importance changed overtime?

### Recommended resources:

The New York State Museum's **brochure** this **curriculum guide**:  
[www.nysm.nysed.gov/ep](http://www.nysm.nysed.gov/ep)

The Schomburg Center's webpage for the 150th Anniversary of the Emancipation Proclamation:  
[www.schomburgcenter.org/emancipation150](http://www.schomburgcenter.org/emancipation150)

### Suggested activities:

#### Guided Questions Worksheet or Journal

Use the historical context section of this curriculum guide to create a series of open questions for your students to consider while walking through the exhibition. The panel exhibition presents a rich assortment of primary source documents for your students read, analyze, and write about. Based on the direction of your classroom study, select sections of the exhibition that will supplement your developing study.

#### Focus on the Children's Messages

Each section of *The First Step to Freedom's* panel exhibition includes a children's message. The children's message is designed to help young people understand the significance of the each historical moment through the lens of children and families. You may wish to instruct your students to select one or two children's messages and to journal or write a reflection.

Writing or discussion prompts:

- What image and caption did you select?
- What about this children's message stood out to you?
- How do you relate this historical information to your current life and experiences?
- What does this image and caption make you curious about?
- Would you like to learn more about this history? Why?

Four Sample Children's Messages: **See the samples on the two pages that follow.**

## Children’s message: RESISTANCE



**Title:** Escape from Slavery

**Message:** Named the “Moses of her people,” Harriet Tubman escaped slavery by running away on foot. She also took great risks by going back to her plantation to free her family and hundreds of others from captivity.

**Image: Harriet Tubman and Family** (Schomburg Photos and Prints Division)

**Image Caption:** *Left to right:* Harriet Tubman, Gertie Davis [Tubman's adopted daughter], Nelson Davis [Tubman's husband], Lee Cheney, "Pop" Alexander, Walter Green, Sarah Parker ["Blind Auntie" Parker], and Dora Stewart [granddaughter of Tubman's brother, John Stewart]. Photographer: William Cheney

**Credit:** *Courtesy of the Schomburg Center for Research in Black Culture, The New York Public Library*

## Children’s message: END OF THE WAR



**Title:** Freedom—The 13th Amendment

**Message:** The 13th Amendment to the U.S. Constitution officially made slavery illegal, except as punishment for a crime. Many newly freed people celebrated President Lincoln as a savior and posted his picture in their homes. While there was much to celebrate, many challenges and obstacles to full equality remained unresolved.

**Image: The 13th Amendment**

**Caption:** *Emancipation*, a wood engraving by Thomas Nast, 1865. Published by S. Bott, Philadelphia.

**Credit:** *Courtesy of the Library of Congress, [Prints and Photographs Division](#), Reproduction Number LC-USZ62-2573*

## Children's message: EDUCATION



**Title:** School

**Text:** Following emancipation, education was a priority for blacks young and old. Young black children could attend school, since it was no longer illegal for them to learn to read or write. One-room schoolhouses with black teachers and limited supplies brimmed with life and enthusiasm.

**Image:** Colored School Classroom (Schomburg Photographs and Prints)

**Caption:** "Colored School Object Teaching," *Harper's Weekly*, February 26, 1870.

**Credit:** *Courtesy of the Schomburg Center for Research in Black Culture, The New York Public Library*

## Children's message: THE CIVIL RIGHTS MOVEMENT



**Title:** "Equal Protection of the Laws"

**Message:** Ruby Bridges was the first African American child to integrate the all-white schools of New Orleans, Louisiana in 1960. Many white people protested against Ruby's presence, so President Eisenhower sent U.S. marshals to walk Ruby to school. Ruby became a symbol of bravery for Americans who believed in the promise of democracy that was dawning in the civil rights era.

**Image:** Ruby Bridges

**Caption:** New Orleans, 1960

**Credit:** *Courtesy of AP Images*



## C. POST-VISIT

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### Essential questions:

- What was the impact of the Emancipation Proclamation on freed slaves in 1863? In the years following the Civil War? In the decades that followed?
- How did the “Reconstruction Amendments” affect former slaves and other citizens of the United States? What are some of the lasting legacies of these amendments?
- What steps were taken by individuals, groups, and governments following emancipation to ensure/secure the freedom the Proclamation intended to grant? What steps did others take to hinder the freedom the Proclamation intended to grant? What are the legacies of those different choices?

### Recommended resources:

- [Roll of Thunder Hear my Cry](#)
- Antietam NPS site documents on Emancipation, including [Dr. King on Emancipation](#)
- Eric Foner, [Nothing But Freedom](#) (for high school students, background for teachers)

### Suggested activities:

**Open discussion:** You can use the follow-up questions from visiting the exhibition, and/or from your classroom unit on civil war/emancipation/reconstruction to launch a guided conversation.

The essential questions listed earlier can also help prompt discussion. Teachers can also use the [3-2-1 strategy](#) following the exhibition visit.

Here are some suggested questions for the 3-2-1:

**Three** things you learned about emancipation  
**Two** questions you still have  
**One** aspect of the exhibit you really enjoyed

**Three** facts that were surprising to you  
**Two** documents you found interesting (photos, written documents, editorial cartoons, etc.)  
**One** topic you want to learn more about

Students may respond through journal writing or in small group discussions. These prompts can then be used to spark a larger conversation in the classroom.

**Document analysis:** teachers can use strategies from Facing History’s website like [chunking](#) and [document analysis templates](#) to look closely at primary sources from the exhibition:

- Thomas Nast cartoon
- photo of the South Carolina Legislature, 1868-1872
- images of segregation, 19th and 20th centuries
- Niagara Movement photo
- MLK’s 1962 centennial speech

**Interactive/creative reflection:** there are many ways to combine students’ creative talents with content to allow for deeper reflection. Another way to approach or even extend document analysis is through the “[found poem](#)” technique. Have students take

two to three of the documents from the exhibit, or mentioned in this guide, and create their own poems using only the words in the documents. [Readers' theater](#) is another way for students to process their understanding of texts. Students can use the texts of the proclamation (draft and official), Lincoln's second inaugural address, or Dr. King's centennial speech as the text for this activity.

**Additional Activities from Facing History and Ourselves ([www.facinghistory.org](http://www.facinghistory.org)):**

In addition to these suggested activities, teachers may find these lessons and unit plans from Facing History useful to deepening their study of African American history, the Civil Rights movement, and the history of activism in the US:

- [Lessons](#) to accompany the film *American Idealist*, a documentary about Sargent Shriver
- "A Pivotal Moment in the Civil Rights Movement: [The Murder of Emmett Till](#)"
- [Civil Rights Historical Investigations](#) (includes the Emmett Till unit)
- [Choosing to Participate](#) (also the accompanying website, [choosingtoparticipate.org](http://choosingtoparticipate.org))

## **D. EMANCIPATION WORD PUZZLES**

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The two word puzzles on the following pages were created exclusively for the 150th Anniversary of the Emancipation Proclamation by Kevin Dunn of Puzzles for Us ([www.puzzlesforus.com](http://www.puzzlesforus.com)).

# Henry's Freedom Box Word Search Puzzle

by Kevin Dunn of **Puzzles for Us** for Grades 3 and up.

The words in the word search puzzle below are taken from the picture book "**Henry's Freedom Box: The True Story from The Underground Railroad**" by Ellen Levine. See how many words you can find.

W Q U P R C H I L D R E N I H  
V S I M O T H E R I B C C Q A  
H H U D N C F S L A V E R Y P  
S T O B A C C O L E A F A S P  
W S F T F A O W N E R S T T Y  
O T A B I G H O U S E W E V D  
R E C Z S F A M I L Y B I L I  
K A T S B I R T H D A Y O F O  
E M O M A S T E R S W S Z X E  
R B R U S L A V E M A R K E T  
M O Y M A I L E D D G M F E S  
E A K H E N R Y B R O W N H A  
E T D Y M A R R I E D M W I D  
E S C A P E A H P O G R B D I  
P H I L A D E L P H I A W E N

**Beat**  
**Big House**  
**Birthday**  
**Boss**  
**Children**  
**Crate**  
**Escape**

**Factory**  
**Family**  
**Freedom**  
**Happy**  
**Henry Brown**  
**Hide**  
**Mailed**

**Married**  
**Masters**  
**Mother**  
**Owners**  
**Philadelphia**  
**Sad**  
**Ship**

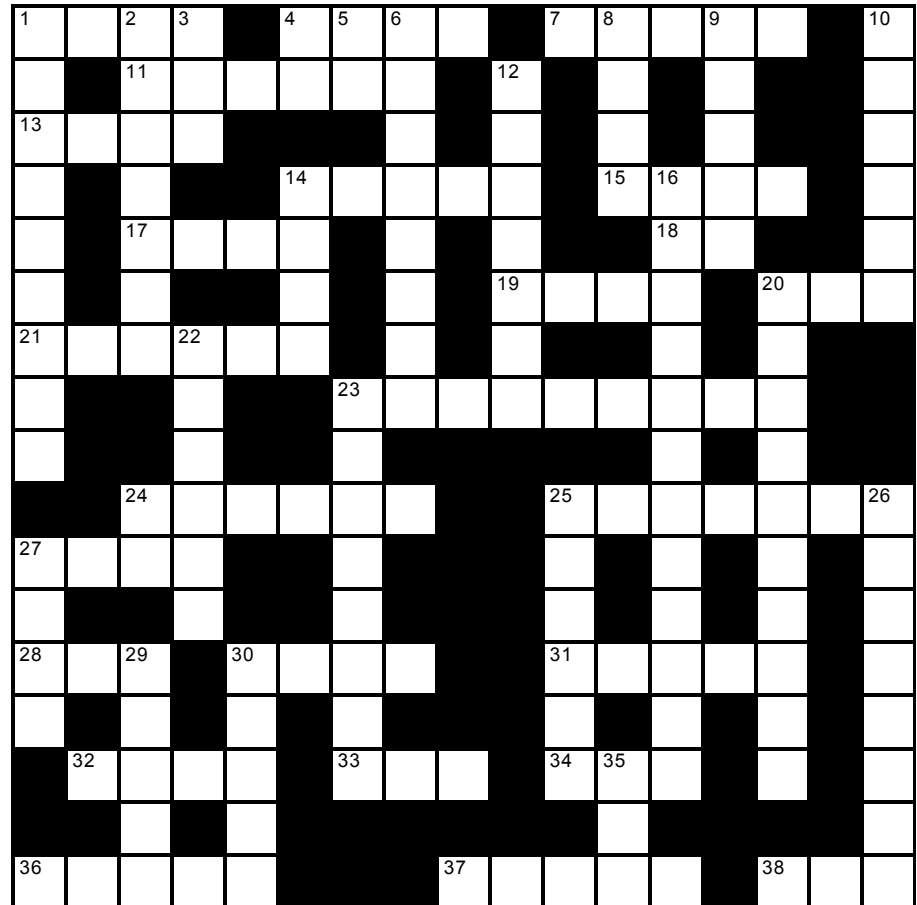
**Slave Market**  
**Slavery**  
**Sold**  
**Steamboat**  
**Tobacco Leaf**  
**Wife**  
**Worker**

# Emancipation Proclamation Crossword Puzzle

by Kevin Dunn of **Puzzles for Us** for Grades 8-12

## Across

- 1 Runaway slaves often used this to determine if they were going in the right direction. The North \_\_\_\_
- 4 The Black National Anthem. \_\_\_\_ *Every Voice and Sing*
- 7 The 13th Amendment abolished slavery except as a punishment for this.
- 11 Government agency that provided assistance to ex-slaves during Reconstruction. Freedman's \_\_\_\_
- 13 Opposite of temp or temporary. (abbr)
- 14 He is sometimes referred to as the "Father of the Underground Railroad". William \_\_\_\_
- 15 Judge who helped decide the *Brown v. the Board of Education* case banning segregation in public schools. \_\_\_\_ Warren
- 17 The feeling or belief that things will get better.
- 18 David Walker, like Malcolm X, felt that enslaved Blacks should obtain their freedom \_\_\_\_ *any means necessary*.
- 19 Instrument played by famed jazz innovator Charlie "Yardbird" Parker. \_\_\_\_ Saxophone
- 20 Famous guide on the Underground Railroad who etched images of feet into trees to serve as a map for escaping slaves. Pegleg \_\_\_\_



- 21 A unusually large harvest or crop. \_\_\_\_ crop
- 23 The Emancipation Proclamation declared slaves free only in those States that were considered to be in \_\_\_\_.
- 24 He was in favor of resettling freed slaves in Liberia and was the first Black to serve as a Major in the Union Army. \_\_\_\_ R. Delaney
- 25 The rebellion aboard this Spanish ship by Africans who had been kidnapped from Africa became the basis for a famous Supreme Court case.
- 27 Outspoken abolitionist who commanded an all-Black brigade during the Civil War and who felt that Blacks should emigrate to Haiti. H. Douglas \_\_\_\_
- 28 Proposed amendment to the Constitution that sought to protect the rights of women. (abbr)
- 30 Segregation is sometimes referred to by this name. Jim \_\_\_\_
- 31 During the Civil War, northern states were called the \_\_\_\_.
- 32 Infamous 1857 Supreme Court case which ruled that

"Negroes don't have any rights that Whites are bound to respect." \_\_\_\_ Scott

**33** Holiday first celebrated on April 16, 1862 by slaves in Washington, DC who had been granted their freedom. Emancipation \_\_\_\_.

**34** He was the leader of a 1831 slave revolt in Southampton County, Virginia. \_\_\_\_ Turner

**36** The freedom fighter mentioned in 25-Down was given this nickname because of the many slaves she helped to free.

**37** She was an abolitionist and women's rights advocate who tried to get the government to give Blacks land grants after the Civil War. Sojourner \_\_\_\_

**38** Distress or emergency signal. (abbr)

#### Down

**1** Month that the Emancipation Proclamation was first issued.

**2** President who issued the Emancipation Proclamation. \_\_\_\_ Lincoln

**3** Slaves were often brought and sold in exchange for this item.

**4** French spelling for Leroy which means "the king" \_\_\_\_ roi.

**5** Common vowels.

**6** Law passed in 1850 that declared that all runaway slaves had to be returned to their owners. \_\_\_\_ Slave Act

**8** The 15th Amendment to the U.S. Constitution states in part that "The right of citizens of the United States to vote shall not be denied on account of \_\_\_\_, color, or previous condition of servitude."

**9** Something that slaves were forbidden to do without permission.

**10** Captured from Sierra Leone, this skilled African metal worker helped lead the rebellion on the ship mentioned in 25-Across.

**12** Town established in Washington, DC in 1863 as a settlement for freed slaves and which is now the site of the Arlington National Cemetery. Freedman's \_\_\_\_

**14** The leader in 34-Across was regarded as this by some of his followers.

**16** A person who advocated and supported the end of slavery.

**20** Holiday first celebrated on June 19, 1865, the date when Blacks in Galveston, Texas first found out they were free.

**22** The celebration referred to in 33-Across featured one of these.

**23** The secret route that runaway slaves used to escape to freedom was known as the Underground \_\_\_\_.

**24** Viewed as property with no rights, Black men were very seldom addressed with this title.

**25** City in upstate New York where Harriet Tubman once lived.

**26** Anti-slavery activist who was well-known for his oratory skills. One of his most famous speeches is "What to the slave is the 4th of July?". Frederick \_\_\_\_

**27** Political party that opposed the expansion of slavery into the western territories of the U.S. \_\_\_\_ Soil Party

**29** General William T. Sherman issued Special Field Orders, No. 15 which promised "forty \_\_\_\_ and a mule" to freed slaves.

**30** Series of laws passed after the Civil War that severely restricted the civil and legal rights of Blacks. Black \_\_\_\_

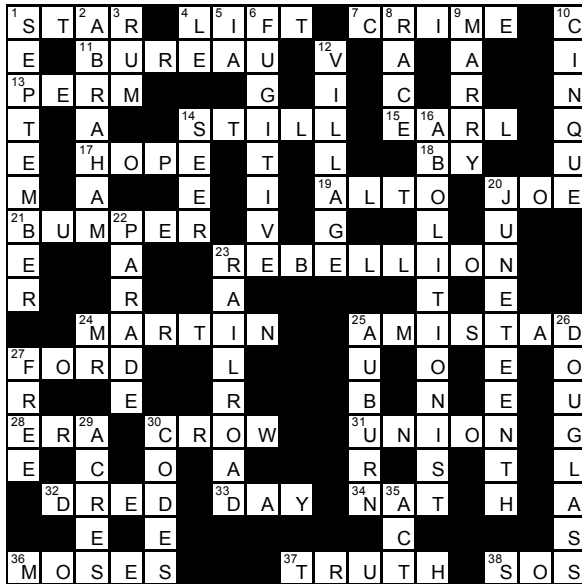
**35** Law that permitted slaves to be confiscated as contraband of war. The Confiscation \_\_\_\_

# ANSWERS TO PUZZLES

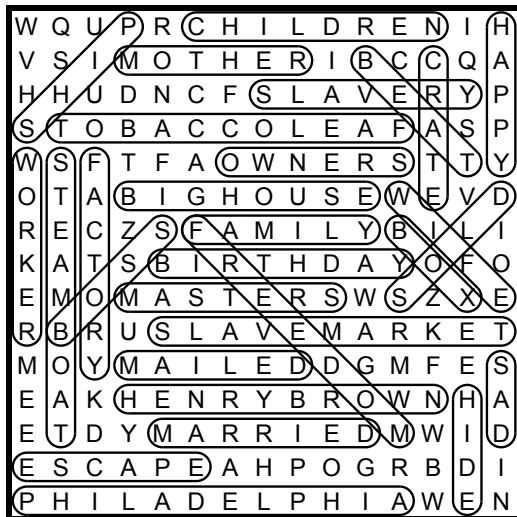
## Emancipation Proclamation Crossword Puzzle

**Across:** 1 Star, 4 Lift, 7 Crime, 11 Bureau, 13 Perm, 14 Still, 15 Earl, 17 Hope, 18 By, 19 Alto, 20 Joe, 21 Bumper, 23 Rebellion, 24 Martin, 25 Amistad, 27 Ford, 28 Era, 30 Crow, 31 Union, 32 Dred, 33 Day, 34 Nat, 36 Moses, 37 Truth, 38 Sos.

**Down:** 1 September, 2 Abraham, 3 Rum, 4 Le, 5 la, 6 Fugitive, 8 Race, 9 Marry, 10 Cinque, 12 Village, 14 Seer, 16 Abolitionist, 20 Juneteenth, 22 Parade, 23 Railroad, 24 Mr, 25 Auburn, 26 Douglass, 27 Free, 29 Acres, 30 Codes, 35 Act.



## Henry's Freedom Box Word Search Puzzle





## **GLOSSARY**

These are some of the key words students will encounter in exhibition *The First Step to Freedom: Abraham Lincoln's Preliminary Emancipation Proclamation*. Encourage your students to identify new words, people, and places to add to the list in your classroom.

Abolition/abolitionist

Amendments 13, 14, and 15 to the U.S. Constitution

Antebellum

Anti-slavery movement

Brown v. Board of Education

Citizenship

Civil rights/civil rights movement

Civil War

Confederacy/Confederate States of America

Democracy

Democrat

Emancipation

"Free-Soil"

Freedom

Founding Fathers

Jim Crow

Movements, Women's Rights / Labor / Occupy / Marriage Equality, etc.

NAACP

National Urban League

Niagara Movement

Reconstruction

Republican

Sharecropping (sharecropper, sharecrop farming)

Slavery

Segregation

UNIA

Union

## TEACHER RESOURCES

### Organizations

The New York State Museum  
[www.nysm.nysed.gov](http://www.nysm.nysed.gov)

The National Archives  
[www.archives.gov](http://www.archives.gov)

The Schomburg Center for Research in Black Culture  
[www.schomburgcenter.org](http://www.schomburgcenter.org)

The New York Public Library  
[www.nypl.org](http://www.nypl.org)

Facing History and Ourselves  
[www.facinghistory.org](http://www.facinghistory.org)

### Books

*The Emancipation Proclamation: Three Views* by Harold Holtzer, Edna Greene Medford, Frank J. Williams)

*Slavery by Another Name* by Douglas A. Blackmon

*Nothing But Freedom: Emancipation and its Legacy* (1983) by Eric Foner

*Reconstruction: America's Unfinished Revolution, 1863-1977* (1988) by Eric Foner

*Inheriting the Trade* by Thomas Norman DeWolf

### Children's Books

*Ben and the Emancipation Proclamation*, written by Pat Sherman and illustrated by Floyd Cooper.

*Henry's Freedom Box: A True Story from the Underground Railroad*, written by Ellen Levine and illustrated by Kadir Nelson.

*I, Too, Am America*, poem by Langston Hughes and illustrated by Bryan Collier.

*Heart and Soul: The Story of America and the African Americans* by Kadir Nelson.

### Films

*Traces of the Trade* ([www.inheritingthetrade.com](http://www.inheritingthetrade.com))

*Slavery by Another Name* ([www.slaverybyanothername.com](http://www.slaverybyanothername.com))

*Slavery and the Making of America* (<http://www.pbs.org/wnet/slavery/>)

## Web Resources

Schomburg Center for Research in Black Culture's [Online Exhibitions](#)  
[In-Motion: The African American Migration Experience](#)  
[The Abolition of the Slave Trade: The Forgotten Story](#)  
[Lest We Forget: The Triumph Over Slavery](#)

NYS Museum's [Emancipation Proclamation Website](#)

National Archives and Records Administration's [The Emancipation Proclamation](#)

Facing History and Ourselves ([Civil Rights collection](#))

Looking for Lincoln (Henry Louis Gates, Jr. / PBS) <http://www.pbs.org/wnet/lookingforlincoln/>

Antietam NPS site documents on Emancipation, including Bruce Catton's centennial essay:  
<http://www.nps.gov/anti/historyculture/catton.htm>

Digital History Exhibitions: A House Divided  
(<http://www.digitalhistory.uh.edu/exhibits/ahd/index.html>)

Digital History Exhibitions: America's Reconstruction  
(<http://www.digitalhistory.uh.edu/exhibits/reconstruction/index.html>)

Map of American Slavery:  
[http://www.nytimes.com/interactive/2010/12/10/opinion/20101210\\_Disunion\\_SlaveryMap.html](http://www.nytimes.com/interactive/2010/12/10/opinion/20101210_Disunion_SlaveryMap.html)

Our Documents' 100 Milestone Documents (<http://www.ourdocuments.gov>)

American Rhetoric's Online Speech Bank (<http://www.americanrhetoric.com/speechbank.htm>)

## Articles

Lincoln's Handwritten Draft of the Emancipation Proclamation Comes to Harlem (New York Times, 9/5/12)  
<http://artsbeat.blogs.nytimes.com/2012/09/05/lincolns-draft-of-emancipation-proclamation-coming-to-schomburg-center-in-harlem/>

Alan Singer's Countdown to Emancipation and the End of Slavery in the United States (Huffington Post, 9/14/12)  
[http://www.huffingtonpost.com/alan-singer/preliminary-emancipation-proclamation-exhibition\\_b\\_1884272.html](http://www.huffingtonpost.com/alan-singer/preliminary-emancipation-proclamation-exhibition_b_1884272.html)

Eric Foner's essay in *The Nation* on Lincoln and slavery:  
<http://www.ericfoner.com/articles/012609nation.html>