

Section 3

Step-by-Step Instruction

Review and Preview

Students have read about the early fighting and heavy casualties in the Civil War. They will now read how President Lincoln's Emancipation Proclamation expanded the goals of the war to include the ending of slavery.

Section Focus Question

What were the causes and effects of the Emancipation Proclamation?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: Causes: Lincoln understood that slavery was important to the South's success in the war; abolitionists were calling for emancipation. Effects: It changed the war into a war for freedom, kept Britain from supporting the South's independence, united African Americans in support of the war.*)

Prepare to Read

Build Background Knowledge

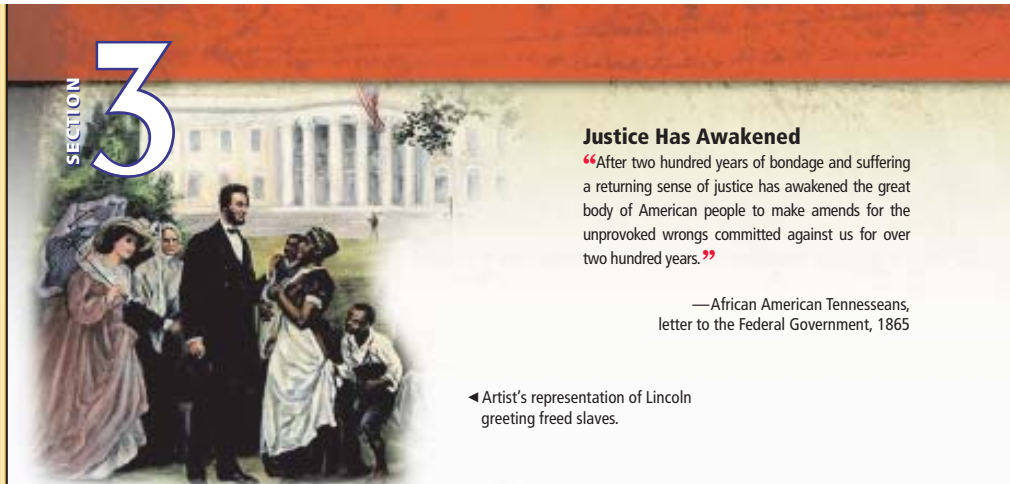
Ask students to recall what they learned about slavery in Chapter 14. Draw a concept web on the board and write "Slavery" in the center circle. Use the Give One, Get One (TE, p. T25) participation strategy to expand the web. Suggest that students include the names of important politicians and their views, and the views of the North and the South in the web. Then have students preview the headings in the section and predict whether slavery would end under Lincoln.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 49

- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group's perspectives. The students will return to these worksheets later.



Justice Has Awakened

"After two hundred years of bondage and suffering a returning sense of justice has awakened the great body of American people to make amends for the unprovoked wrongs committed against us for over two hundred years."

—African American Tennesseans, letter to the Federal Government, 1865

◀ Artist's representation of Lincoln greeting freed slaves.

The Emancipation Proclamation

Objectives

- Explain why Lincoln issued the Emancipation Proclamation.
- Identify the effects of the proclamation.
- Describe the contributions of African Americans to the Union.

Reading Skill

Explain How Events Are Related in Time President Lincoln and others made many choices in fighting the war. They made these choices in the context of the events at the time. When reading about history, it is important to see how events in a period are related in time. Do events influence the attitudes and decisions of people going forward in time? Do they change people's actions and freedoms?

Key Terms and People

emancipate
Horace Greeley

Why It Matters President Lincoln had been reluctant to abolish slavery. But he changed his mind. His Emancipation Proclamation would dramatically alter the nature of the war, the lives of African Americans, and the future of the United States.

Section Focus Question: What were the causes and effects of the Emancipation Proclamation?

Emancipating the Enslaved

Many abolitionists rejoiced when the war began. They urged Lincoln to end slavery and thus punish the South for starting the war.

Lincoln Changes His Mind At first, the President resisted. He knew most northerners did not want to end slavery. "You . . . overestimate the number in the country who hold such views," he told one abolitionist. He feared that any action to **emancipate, or free**, enslaved African Americans might make the border states secede.

Lincoln said his goal was to restore the Union, even if that meant letting slavery continue. He stated this very clearly in a letter to abolitionist newspaper publisher **Horace Greeley**.

"If I could save the Union without freeing *any* slave, I would do it, and if I could save it by freeing *all* the slaves, I would do it . . . What I do about slavery . . . I do because I believe it helps to save the Union."

Differentiated Instruction

Advanced Readers

Predicting Have students work in pairs. Have each select a major event from this chapter and assume either that it had not occurred or that it had a different outcome. (For example, what if Lincoln had not

Gifted and Talented

issued the Emancipation Proclamation?) Have each pair give a brief newscast in which they speculate how subsequent events in American history might have been different.

Gradually, Lincoln began to change his mind. He realized how important slavery was to the South's war effort. He told his Cabinet that he intended to issue an Emancipation Proclamation. But Cabinet members advised him to wait until after a success on the battlefield.

A Famous Proclamation On September 22, 1862, a few days after Lee's retreat from Antietam, Lincoln met again with his Cabinet and issued a preliminary proclamation.

On January 1, 1863, Lincoln issued the final Emancipation Proclamation. This document had little immediate effect, however, because it freed enslaved people only in areas that were fighting the Union. Those were places where the Union had no power. The proclamation did not apply to parts of the South already under Union control. Nor did it free anyone in the border states.

The proclamation was both criticized and praised. Some abolitionists said it should be applied throughout the country. White southerners accused Lincoln of trying to cause a slave revolt. But many Union soldiers were enthusiastic. They welcomed anything that weakened the South. "This army will sustain the Emancipation Proclamation and enforce it with the bayonet," an Indiana soldier said.

Effects of the Proclamation Even though the proclamation freed few slaves at first, it had other important effects. Above all, it changed the Civil War into a struggle for freedom. This was no longer just a fight to save the nation. It was now also a fight to end slavery.

Vocabulary Builder

preliminary (pree UM uh nehr ee)
adj. leading up to the main action

Vocabulary Builder

sustain (suh STAYN) **v.** to keep going; to endure; to supply with food; to support as just

Teach

Emancipating the Enslaved

p. 524

Instruction

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **preliminary** and **sustain**, using the strategy on TE p. T21.
- **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.
- Have students read *Emancipating the Enslaved* using the Paragraph Shrinking technique (TE, p. T23).
- To help students better understand the concept of emancipation, use the Concept Lesson *Emancipation*.

All in One Teaching Resources, Unit 5, Concept Lesson, p. 59; Concept Organizer, p. 6

- Point out how Lincoln's point of view about slavery changed. Ask: **How did Lincoln think ending slavery would weaken the South?** (*Slaves were a vital labor source in the South's war effort; ending slavery would lessen the South's fighting capabilities.*)
- Ask: **How did the focus of the war change?** (*It became a struggle for freedom.*) **How did the proclamation affect Britain's view?** (*Although Britain might have favored an independent South, it would not support a government fighting to keep people enslaved.*)

Independent Practice

Have students begin filling in the study guide for this section.

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure they understand the effect of the Emancipation Proclamation. Provide assistance as needed.

Answers

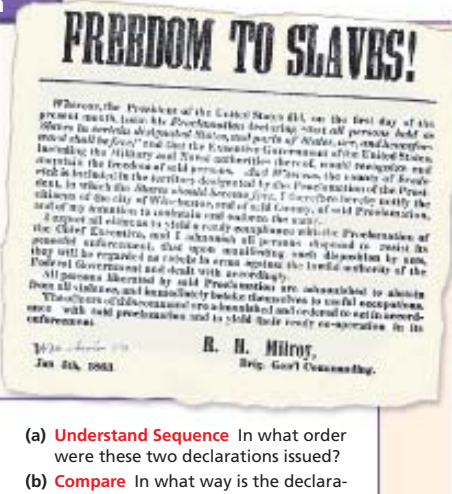
Reading Primary Sources (a) Emancipation Proclamation, then the general's announcement; (b) The President's declaration applies in areas still fighting the Union. The general's applies in the City of Winchester in the county of Frederick.

The Emancipation Proclamation

“That on the first day of January, in the year of our Lord [1863], 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. . . .”

—Emancipation Proclamation, January 1, 1863

A Union general posted the announcement at right, declaring the freedom of enslaved African Americans in the part of Virginia occupied by his troops.



Reading Primary Sources

Skills Activity

President Lincoln's proclamation specified that it applied only to certain parts of the United States.

- (a) **Understand Sequence** In what order were these two declarations issued?
- (b) **Compare** In what way is the declaration on the right more specific than the one by President Lincoln?

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word Definition and Sample Sentence

preliminary, p. 525	adj. leading up to the main action Expanding trade in Europe and the East was a preliminary step to the Age of Exploration.
sustain, p. 525	v. to keep going; to endure; to supply with food; to support as just Using horse carts to haul food and ammunition, the army was able to sustain its troops through a long campaign

African Americans Help the Union

p. 526

Instruction

L2

- Have students read African Americans Help the Union. Remind students to look for how events are related in time.
- Ask: **Why was a war about freedom more appealing to African Americans than a war to hold the country together?** (*African Americans wanted freedom; without it, the state of the nation probably made little difference to them.*)
- Display the African Americans Join the War transparency and have students answer the questions on it.

Color Transparencies, Africans Americans Join the War

- Ask: **In what other ways did African Americans help weaken the South's war effort?** (*They provided information useful to Union armies, many refused to work on plantations while their owners were away.*)

Independent Practice

Have students complete the study guide for this section.

Monitor Progress

- As students fill in the Notetaking Study Guide, circulate to make sure individuals understand how African Americans contributed to the Union war effort.
- Tell students to complete the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

All in One Teaching Resources, Unit 5, Reading Readiness Guide, p. 49

Answers

Apply Information Possible answer: African American soldiers received less pay, faced extra risks if captured, and served in segregated units under white officers.

Checkpoint It changed the Civil War into a struggle for freedom, dashed any hopes that Britain would recognize the South's independence, and united African Americans in the North in support of the war.

Reading Skill Many African Americans were not allowed to serve in the army until after the Emancipation Proclamation was issued.



African American Soldiers

These are guards of the 107th Colored Infantry at Fort Corcoran in Washington, D.C.

Critical Thinking: Apply Information How did conditions for African American soldiers differ from those for white soldiers?

Also, the Emancipation Proclamation dashed any hopes that Britain would recognize the South's independence. Britain would not help a government that was fighting to keep people enslaved.

In both the North and the South, Lincoln's proclamation united African Americans in support of the war. "We shout for joy that we live to record this righteous decree," wrote Frederick Douglass.

Checkpoint How did the proclamation affect the war?

African Americans Help the Union

When the Civil War began, African American volunteers were not permitted to join the Union army. Northern African Americans appealed for the chance to help fight for the nation. However, not until after the Emancipation Proclamation were many allowed to serve.

Volunteering for Service The Emancipation Proclamation encouraged African Americans to enlist. Ultimately, 189,000 African Americans served in the Union army or navy. More than half were former slaves who had escaped or been freed by the fighting. All faced extra risks. If captured, they were not treated as prisoners of war. Most were returned to slavery and some were killed.

Black and white sailors served together on warships. In the army, however, African American soldiers served in all-black regiments under white officers. They earned less pay than white soldiers.

Despite these disadvantages, African American regiments fought with pride and courage. "They make better soldiers in every respect than any troops I have ever had under my command," a Union general said of an African American regiment from Kansas.

Explain How Events Are Related in Time

Explain why these two events are related in time: African American soldiers fought for the Union; President Lincoln issued the Emancipation Proclamation.

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Differentiated Instruction

L1 English Language Learners L1 Less Proficient Readers L1 Special Needs

Comparing Give students a page protector to put over the text. Have students reread the section Emancipating the Enslaved and mark each sentence with a ? if they are uncertain or don't understand the sentence, a * if they understand the sentence, or a ! (wow) if they find the

information interesting or new. Review any sentences students have marked with a question mark. Pair students to compare the "wow" sentences. Then, have them write one sentence about the importance of the Emancipation Proclamation.



African American troops took part in about 40 major battles and hundreds of minor ones. The most famous was the attack on Fort Wagner in South Carolina by the 54th Massachusetts Infantry on July 18, 1863. The unit volunteered to lead the assault. As the soldiers charged, Confederate cannon fire rained down. Yet the 54th reached the top of the fort's walls before being turned back in fierce hand-to-hand fighting. The regiment suffered terrible losses. Nearly half of its soldiers were casualties.

Thousands of African Americans supported the Union in noncombat roles. Free northern and emancipated southern African Americans often worked for Union armies as cooks, wagon drivers, and hospital aides.

Resisting Slavery In the South, many enslaved African Americans did what they could to hurt the Confederate war effort. Some provided military and other kinds of information to Union armies. Enslaved people had always quietly resisted slavery by deliberately working slowly or damaging equipment. But with many slaveholders off fighting the war, large numbers of slaves refused to work.

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✓Checkpoint How did African Americans help the Union cause?

★ Looking Back and Ahead The Emancipation Proclamation made the Civil War a fight to end slavery. After the war, the Thirteenth Amendment banned slavery throughout the nation. The next section tells how the war affected civilians on both sides.

Section 3
Check Your Progress

Progress Monitoring online
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mya-5113

Comprehension and Critical Thinking

1. **(a) Identify** Why did Lincoln at first resist identifying slavery as an issue of the Civil War?
(b) Analyze Cause and Effect What effect did the Emancipation Proclamation have on slavery?
2. **(a) Recall** In what ways did African Americans participate in the Civil War?
(b) Explain Problems What were three problems faced by African American soldiers?

Reading Skill

3. **Explain How Events Are Related in Time** Identify events that happened after the Emancipation Proclamation. Explain how these events are connected.

Key Terms

4. Write two definitions for **emancipate**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

5. Use library or Internet resources to find information about the African American 54th Massachusetts Infantry. Then, list the subtopics to be included in a research paper about the regiment. Write a paragraph about one of those subtopics. Identify some photographs and other nontext items that you would include in a research report on the 54th.

Section 3 Check Your Progress

1. **(a)** He feared losing the border states.
(b) It had little immediate effect.
2. **(a)** They fought in the Union army, worked in noncombat roles, passed on information, and resisted slavery.
(b) If captured, they were returned to slavery; they served in all-black regiments with white commanders; they earned less pay.

3. Possible answer: As a result of the Emancipation Proclamation, the war became a fight to end slavery and African Americans united to support the war and to volunteer service.
4. formal: to free; informal definitions will vary but should reflect an understanding of the meaning of the word.
5. Possible list of subtopics: battles fought; leaders; training of troops

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

Teaching Resources, Unit 5, Section Quiz, p. 62

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 15, Section 3

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide.

Interactive Reading and Notetaking Study Guide, Chapter 15, Section 3 (Adapted Version also available.)

Extend L3

Have students create a timeline that includes the major events described in the section. Tell students to be sure to label the dates and provide a brief description of each event. Then have students choose two dates on the timeline and write a few sentences explaining how the events are related in time.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

✓Checkpoint They fought as soldiers, worked in noncombat roles, passed on military information, and refused to work on southern plantations.