**Lincoln and Emancipation: When did the war for union become a war for freedom?**

**Lesson Overview:**

 Students will analyze primary and secondary sources regarding Lincoln’s opinions and actions on emancipation. Through individual and group work, students will aim to answer the question: When did the war for union became a war for freedom?

 This lesson is arranged for two 90-minute class sessions but could be adjusted to fit other schedules.

**Lesson Objectives:**

 Students will be able to:

 -discuss the evolution of Lincoln’s emancipation policies

 -compare expert scholarship on the topic of Lincoln’s commitment to slavery

 -formulate their own opinion using evidence as to when the Civil War evolved from a war for union to a war for freedom

**Standards:**

[CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Procedure:**

1. Teacher will explain the format of the website and the homework due for the following day. Students will read the “Background Information” page and examine two documents on their own. For each document, students should read the document, watch the close reading video/listen to the podcast, complete HAPP-Y (historical context, audience, purpose, point of view, and Y-significance), and write a one-sentence summary of the document.

-Students will examine **one** of the following documents (teacher should assign students to a specific document to ensure all are covered for the following day’s activity):

 Letter to William Durley (1845)

 House Divided Speech (1858)

 Cooper Union Address (1860)

 First Inaugural Address (1860)

 First Draft of the Emancipation Proclamation (1862)

 Letter to Horace Greeley (1862)

 Emancipation Proclamation (1863)

 -All students will examine the following document:

 Letter to A.G. Hodges (1964)

*For more advanced students, the teacher may choose to assign more than 2 documents to each student.*

*For less advanced students, the teacher may choose to provide students with further excerpted documents.*

1. Hook: Think/Pair/Share

Students will use their notes on the Letter to Hodges and answer the question, “When did the war for union become a war for freedom?”

After students have an opportunity to write their own answer, they will share out with a partner. Next, the teacher will facilitate a quick class discussion. Students should be required to support their answers.

1. Class Discussion:

Teacher will lead a discussion on the HAPP-Y (historical context, audience, purpose, point of view, and Y-significance) of the Letter to Hodges.

1. Group Discussion:

Students will work with the others that read the same document. As a group, students will talk through HAPP-Y to ensure everyone is on the same page in their understanding.

Next, each group must choose one quote, phrase, or word that they feel best represents Lincoln’s opinion on emancipation in that document. Each group should be prepared to explain why their chose their selection.

1. Class Discussion:

Each group will share out the HAPP-Y of their document and the quote/phrase/word they selected. As students share out, the teacher should write the main ideas and quotes on the board. Students should take notes on the contributions of their classmates.

After each group has shared out, ask students for their observations:

 -similarities between documents?

 -differences between documents?

 -is their an evolution to Lincoln’s ideas? Continuity? Stark changes?

1. Homework:

Students will read the expert scholarship opinion pieces by Eric Foner (“The Emancipation of Abe”), James Oakes (“Forever Free”), and Gary Gallagher (“Union Proud”) and write a one-sentence summary for each.

1. Second Day Hook: Think/Pair/Share:

-Which author did you find most compelling? Why?

After students have an opportunity to write their own answer, they will share out with a partner. Next, the teacher will facilitate a class discussion. Students should be required to support their answers.

1. Class Discussion:

Teacher should transition the opening discussion on the expert scholarship back to the essential question for the lesson: When did the war for union become a war for freedom? Teacher should emphasize that there is not one correct answer here as long as the students use evidence to support their claim (as seen by the fact that historians disagree on the subject).

**Assessment:**

Students will write a paragraph answering the lesson’s essential question: When did the war for union become a war for freedom? Students must have a specific thesis and pull in specific support from atleast 3 primary sources and one secondary source.