

# Freeing the Slaves: Why did Abraham Lincoln Issue the Emancipation Proclamation?

## Lesson Question

**Did Abraham Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?**

### Lesson Task

After reading four primary source documents, students write a four-paragraph argument essay in which they take a position on whether Lincoln decided to issue the Emancipation Proclamation mainly for military reasons or because of his moral principles. Students must gather and use evidence to create claims that support a position.

**NAEP Era:** 5. Civil War and Reconstruction (1850 to 1877)

**Focal Skill:** Writing argument essays

**Number of Documents:** 4

**Number of Days:** 5–7

**Common Core Standards**

- CC reading standard (primary): RHSS.6-8.1 Cite specific textual evidence to support analysis of primary sources
- CC reading standard (secondary): RHSS.6-8.2 Determine the central ideas or information of a text
- CC writing standard: WHSS.6-8.1 Write argumentative texts

## TABLE OF CONTENTS

*[Suggested time: 1 session]*

### OVERVIEW ..... 2

- Objectives
- Instructional Sequence
- Lesson Background

### THE HOOK..... 3

- Purpose & Process
- Transition to Context-Setting

### CONTEXT ..... 5

- Overview
- Four Context Slides
  - Purpose & Process
- Slide Review
- Transition to Documents

*[Suggested time: 4–6 sessions]*

### DOCUMENTS ..... 9

- Documents Overview
- Document 1: The Emancipation Proclamation
  - Purpose, Teacher Guided Reading, Discussion
- Document 2: General Benjamin Butler's Letter to Army Superiors
  - Purpose, Process, Discussion
- Document 3: Frederick Douglass: A Meeting With President Lincoln
  - Purpose, Process, Discussion
- Document 4: Lincoln's 1860 Speech on Slavery
  - Purpose, Process, Discussion

*[Suggested time: ½ session]*

### CONNECT .....21

- Purpose
- Cross-Document Discussion
  - Re-engage students in historical inquiry
  - Compare big ideas and details across documents
  - Help students articulate own thinking

*[Suggested time: 1–2 sessions]*

### WRITING .....24

- Teachers' Roles During Writing
- Preparing Students to Write
- Writing Outline
- Set Level of Writing Support
- Sample Student Essay
- Writing Rubric

## OVERVIEW

[Suggested time: 5 minutes]

### Content Objectives

Students will understand the military and moral reasons for issuing the Emancipation Proclamation.

**Military reasons** – Freeing the slaves would help the Union win the war by depriving the Confederacy of labor and giving the Union military additional labor.

**Moral principles** – Slavery was an inhumane system in which African Americans were treated as property; the war became an opportunity to end slavery.

### Historical Thinking Objective

- To help students see that decision-making can be complex and multi-causal

### Skill Objectives

- Writing an argument essay
- Citing evidence to support analysis of primary source documents

### Instructional Sequence

Before you begin the lesson you should share a brief agenda with students:

<b>HOOK</b>	Together, we will discuss a scenario in which you consider all of the different factors that can go into the making of a single decision.
<b>CONTEXT</b>	We'll then review some background context about the military and moral pressures that Lincoln felt prior to issuing the Emancipation Proclamation.
<b>DOCUMENTS</b>	Together, we will read an excerpt from the Emancipation Proclamation. On your own, you will read and analyze three more primary source documents on Lincoln's motivations for issuing the Emancipation Proclamation.
<b>CONNECT</b>	We'll discuss how the documents connect to the Context and the lesson question.
<b>WRITE</b>	You'll write a four-paragraph argument essay in response to the lesson question.

### Lesson Background

#### *Why Lincoln Issued the Emancipation Proclamation*

In the summer of 1862, Abraham Lincoln drafted a proclamation emancipating slaves. Three factors influenced his decision.

- Lincoln was coping with mounting losses by the Union and unrelenting pressure from “contrabands,” slaves who were making their way to freedom behind Union lines.
- Lincoln had a long history of talking about his moral dislike of slavery.

- Not referenced in this lesson, but Lincoln also worried that Britain might recognize the Confederacy as a nation and hoped to avoid that by exciting Britain's anti-slavery public opinion.

Lincoln withheld his announcement, however, until a Union victory made the proclamation a sign of strength rather than one of weakness.

### *Who the Proclamation Freed (and Didn't)*

On January 1, 1863, Lincoln signed the Emancipation Proclamation.

The Proclamation:

- Declared that slaves in areas still in rebellion were "forever free" and invited them to enlist in the Union Army
- Applied only to those slaves under Confederate control
- Justified the abolition of slavery on military, not moral, grounds

The Emancipation Proclamation did **not** free:

- The 45,000 slaves in the loyal border states
- The 275,000 slaves in Union-occupied Tennessee
- The tens of thousands of slaves in areas controlled by the Union Army in Louisiana and Virginia

### *How the Proclamation Changed the War*

- Before the Emancipation Proclamation: The Union's war aim was to keep the nation together
- After the Proclamation: The Union's war aim was to keep the nation together AND abolish slavery in the South

## THE HOOK

[Suggested time: 10 minutes]

### Mia's Choice

#### Purpose

To help students begin to think about how multiple factors can influence decision-making.

#### Process

*The Hook is a three-step discussion.*

##### 1) Complexity of Motivations

- **Read** Mia's scenario with students.
- **Ask** the first **Think About It** question: Do you think Mia is more motivated



by moral reasons or by practical reasons to take this job?

- **Ask** students to name what Mia's moral and practical reasons might be in this scenario.
  - Mia's moral reasons: helping someone in need, returning kindness to a family friend
  - Mia's practical reasons: earning money, desire to buy new clothes
- If students need additional support, ask them to think of and share some decisions they have made in their own lives that have been motivated by moral and/or practical reasons.
- Once these concepts are clear, encourage students to consider which influence was stronger for Mia.
  - Use the graphic of the pie chart to illustrate the concept that some motivations can be stronger than others.
- Ultimately, students should understand that they can't know Mia's motivations from the limited information in this story. If students need support in arriving at this conclusion, **ask**:
  - How do you know?
  - What evidence do you have?

## 2) Using first and secondhand accounts to learn about motivations

- **Ask** the next **Think About It** question: How could we find out more about Mia's reasons?
- Possible answers include:
  - Ask Mia and see what she says
  - Ask Mia's mom or friends about what she said to them
  - If we were historians, maybe we could find Mia's journal, emails, or texts, in which she wrote about taking this job.
  - Etc.

## 3) Communicating motivations depending on audience

- Finally, **ask**:
  - What if Mia gave different reasons to different people? What if she told her mom she wanted to help the neighbor out, told her friends she wanted to make money, and told us in an interview that she cared a lot about her neighbor but was a little embarrassed about what her friends might think about her working for an "old guy"?
  - Could all these different reasons be true at the same time?
  - Why might Mia say different things to different people?
- This three-step discussion should help prepare students to navigate the seemingly contradictory messages that Lincoln gave about his motivations for issuing the Emancipation Proclamation.
  - **Tell** them that they will be reading a range of primary source documents about Lincoln's motivations in his decision to abolish slavery.
  - **Tell** them the lesson question is: **Did Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?**

## TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to learn more about some of the military and moral pressures Lincoln faced in the early years of the Civil War.

Context slides are intended to serve as a support for a relatively quick “interactive lecture” with students. The goal is to provide essential background information and engage students’ prior knowledge and thinking.

While you can certainly slow the process down according to your students’ needs, Context is not intended to be a “deep dive” into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

## CONTEXT

[Suggested time: 25–30 minutes— to be completed in the first session]

### Context Overview

The Context slides will help students connect what was happening at the time to the various pressures on Lincoln to issue the Emancipation Proclamation.

The four Context slides focus on these ideas:

**President Lincoln Takes Office, 1861**—In his inaugural address, Lincoln says he will not interfere with slavery

**A Long, Bloody War**—Suffering high casualties in the first year, the U.S. realizes it will not win quickly

**Slaves Take Shelter in Union Camps**—Slaves flee the Confederacy and aid the Union Army

**Abolitionists Pressure Lincoln**—Abolitionists urge Lincoln to abolish slavery on moral grounds

## Slide 1: PRESIDENT LINCOLN TAKES OFFICE, 1861

### Purpose

To establish that when Lincoln took office he said he would not interfere with slavery.

### Suggested Process

- **Read** the slide text aloud with students.
- **Ask** the **Think About It** question:
  - In his first speech as president, why did Lincoln say he had no lawful right to end slavery in the South?

#### Lincoln's 1<sup>st</sup> Inaugural Address, 1861



*I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so.*

President Abraham Lincoln: First Inaugural Address, March 4, 1861



- You may need to **remind** students of the following key points:
  - Election of 1860: Lincoln (Republican) runs against Stephen Douglas (Democrat)
  - Key issue: Should slavery be allowed to expand into new western territories?
  - Lincoln's position throughout campaign: Constitution protects slavery, but he opposes its expansion.
  - Despite Lincoln's words, Southern slaveholding states greet his election with alarm – they think he's going to outlaw slavery.
- **Say:** Even after the war started, Lincoln continued to think the North could win and preserve the Union without abolishing slavery.

## Slide 2: A LONG, BLOODY WAR

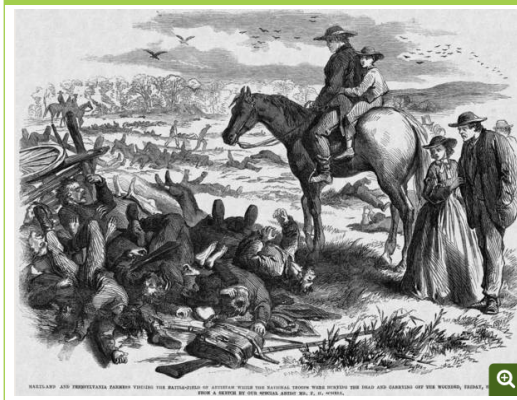
### Purpose

To establish the military pressures that existed before Lincoln issued the Emancipation Proclamation.

### Suggested Process

- **Read** the slide title and the image headnote and footnote with students.
- **Guide** students' observation of the image using questions such as:
  - What do you see in this image (people, objects, layout, etc.)?
  - Who is in this image? What are they doing? Where are they? How do you know?
    - > This image is from the Battle of Antietam in Maryland.
  - Who is on the horse? Who is lying on the ground? How do you know?
- Next, **ask** the **Think About It** question:
  - What would these visiting farmers (and Northern newspaper readers) have thought looking at this battle scene?
- **Ask** a follow-up question:
  - What kind of pressure was the Union military feeling at this time? What kinds of things might Union generals have needed to strengthen the army?

Northern Farmers Visit Battlefield, 1862





## Slide 3: SLAVES TAKE SHELTER IN UNION CAMPS

### Purpose

To establish runaway slaves' role in influencing Lincoln's thinking, and providing an additional military motivation to abolish slavery.

### Suggested Process

- **Read** the slide title and image headnote with students.
- **Guide** students' observation of the image using the **Think About It** questions and others such as:
  - Who are these people, and where are they going? How do you know?
  - What objects do you see?
  - Why are these objects in this image?
  - What are they walking towards? What do you see?
    - > The U.S. flag in the distance signals a Union military camp
  - Are they hopeful or fearful about their future? Why? How do you know?

Slaves Take Shelter in Union Camps



### Additional Background

- In May 1861, Union General Butler offered military protection to runaway slaves in Virginia, declaring them wartime “contraband,” or property forfeited by Confederates.
- In every region touched by the war, African-American men, women, and children moved quickly to reach the freedom offered by Union camps. In return for protection, they provided labor and knowledge of local terrain and troop movements.
- Union officers needed the labor of black men, but often did not want to take responsibility for black women, children, or the elderly. However, many African-American men would only work if their families were given food and shelter.

## Slide 4: ABOLITIONISTS PRESSURE LINCOLN

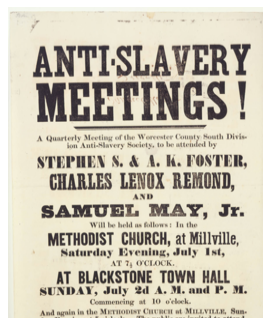
### Purpose

To establish the moral pressures that existed before Lincoln issued the Emancipation Proclamation.

### Suggested Process

- **Read** the slide title and headnote with students.
- Direct their attention to the *central focus of this slide*: the excerpt from a petition that abolitionists sent to the President.

Abolitionists Petitioned Lincoln to Abolish Slavery



Text of a Petition Calling for the Abolition of Slavery (excerpt)

To His Excellency,  
the President of the United States:

The undersigned citizens, believing Slavery to be the great cause of our existing national calamities, earnestly desire that it be immediately abolished, by Presidential Proclamation, under the War Power.

Published in The Liberator, an Anti-Slavery Newspaper, on September 6, 1861.

- **Read** the quote from the petition.
- **Ask** the **Think About It** question: Why are abolitionists asking Lincoln to abolish slavery using his presidential “War Power”?
  - Abolitionists were operating from a strong moral opposition to slavery.
  - Abolitionists continued to speak out and try to exert pressure on Lincoln.
  - Before his election, Lincoln was clear that he didn’t think the Constitution gave him the authority to end slavery, but the abolitionists thought he could use “war powers” to abolish it. During war, the President directs the military. So, when slaves fled to Union camps, or when the Union Army took control of a section of the Confederacy, Lincoln could direct the army to free those slaves.

## Slide 5: CONTEXT REVIEW: EMANCIPATION

### Purpose

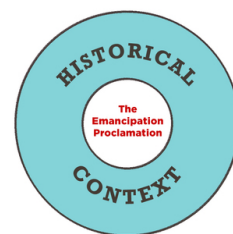
To remind students of the lesson question.

To solidify students’ thinking about what is meant by a “moral” and a “military” reason.

### Suggested Process

- **Remind** students that the Emancipation Proclamation freed (emancipated) all enslaved people in the 11 Confederate states that were at war with the United States.
- **Ask** students how Lincoln’s thinking changed from his acceptance speech in 1860 to his decision to issue the Emancipation Proclamation in 1863.
- **Return** to the first slide to refresh students’ memories.
- Have students **summarize** their thinking on the **Take Notes on Context** questions:
  - What were the main military and moral pressures on Lincoln prior to his decision to issue the Emancipation Proclamation?
  - Students should **take notes** during this verbal summary.
- **Tell** students their task now is to figure out what influenced Lincoln’s change in thinking and what reason *most* influenced his decision.
- **Explain** that both moral and military reasons influenced his thinking, and their task is to decide which was *most* important.

### Freeing the Slaves



## TRANSITION TO DOCUMENTS

After reviewing the Context slides say to students:

The context information we just discussed will help you to better understand the information in the four documents you are about to read. The Context and the Documents will help you to answer the lesson question: **Did Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?**



## DOCUMENTS

[Suggested time: 4–6 sessions]

### Documents: Overview

Students gather evidence and details about the reasons Lincoln had for issuing the Emancipation Proclamation, and classify that evidence as “military” or “moral.”

In all lesson documents, students “bucket” their notes for the **Gathering Evidence** questions as evidence of “military reasons” or “moral reasons” for freeing the slaves. In documents 1, 3 and 4, students do the same for their notes on the **Big Idea** questions.

The four documents that students will read are all excerpts of primary source documents. Each document’s reasons in support of issuing the Emancipation Proclamation (the Big Idea) are listed below.

#### **The Emancipation Proclamation** (Proclamation, 1861)

*Big Idea:* While there are some moral reasons, freeing the slaves is primarily a military tactic that will help the Union to win the war.

#### **General Benjamin Butler’s Letter to Army Superiors** (Letter, 1861)

*Big Idea:* Freeing slaves in the 11 Confederate states would give the Union Army another source of labor, and deprive the Confederate Army of labor.

#### **Frederick Douglass: A Meeting With President Lincoln** (Autobiography, 1881)

*Big Idea:* As a matter of moral principle, Lincoln wanted all slaves to be free before the war ended.

#### **Lincoln’s 1860 Speech on Slavery** (Speech, 1860)

*Big Idea:* While there are practical considerations, at its heart slavery wrong because slaves are people, and people cannot be property.

The focal reading skill is to cite specific textual evidence to support analysis of primary sources.

A secondary reading skill is to determine the central ideas or information of primary sources.

Note: *Zoom In* strongly recommends you model a close reading of the Emancipation Proclamation with your whole class. Students can work on the last three documents independently while you circulate and support their work. (See PD Document on supporting students during document work.)

## Document 1: THE EMANCIPATION PROCLAMATION

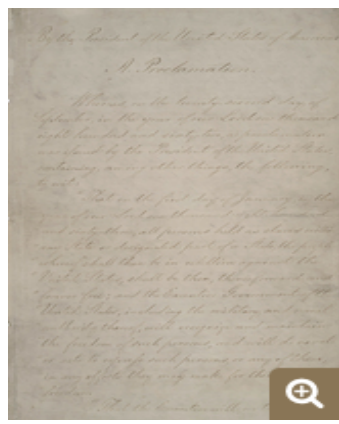
### Purpose

To uncover the military reasons and moral principles for freeing the slaves that Lincoln cited in the Emancipation Proclamation.

### Suggested Strategy—Teacher Guided Reading

- *Zoom In* recommends that you read this text aloud with your class.
- The goal of this whole-class reading is twofold:
  - To help students dig deeper into a complex text
  - To model critical literacy skills through “thinking aloud” your approach to a complex text and the corresponding questions
- Use the document questions to guide you in this discussion. Start by asking questions aloud to students and supporting their responses.
- When students get stuck, talk *aloud the strategies you use* for deeper comprehension.
- Give students time throughout and after discussion to write in *Zoom In* in response to the questions.
- If students read the document independently, be sure to pause to engage in a class discussion.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) to prepare for the class discussion.

#### Emancipation Proclamation



### Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

Check for and deepen students’

- comprehension of the document
- grasp of the “Big Idea,” i.e., the reasons the Emancipation Proclamation cites for freeing the slaves

### Process

*Engage students in discussing one or two key questions they have answered in the tool.*

- *Zoom In* provides Source It, Read Closely, Gather Evidence, Big Idea and Think About It questions and prompts alongside this document. Depending on your class’s needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types helps students to think more closely about the authors’ purposes and how both moral and military reasons influenced Lincoln’s decision to issue the Emancipation Proclamation.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - What is an important military or moral reason Lincoln gives for issuing the Emancipation Proclamation?
  - What evidence from the document supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the Big Idea questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

## Discuss the Source It Questions

- Who wrote this document and when?
  - Help students to notice at what point in the war Lincoln issues the Emancipation Proclamation.
- What does the title mean?
  - A Proclamation is a statement of public policy made by a president. Congress usually needs to approve new laws, but Lincoln invoked his authority as Commander-in-Chief and therefore did not need Congressional approval to turn his policy into action.

## Discuss the Read Closely Questions

- Why does Lincoln start this document by stating his powers as Commander-in-Chief?
- In paragraph 1, what reason does Lincoln give for issuing the Emancipation Proclamation?
  - Lincoln was not ending slavery outright, nor even freeing all the slaves.
- In paragraph 2, what role does Lincoln say he wants freed slaves to play in the war?
- In paragraph 3, what does Lincoln mean when he says he believes freeing the slaves is “an act of justice”?
  - Lincoln also invokes the “judgment of mankind” and “God’s favor” in his decision-making.

## Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted for the **Gather Evidence** question: Does Lincoln, in the Emancipation Proclamation, provide military or moral reasons for freeing slaves in the Confederate states?

**Focus on** key quotes, such as:

- ...as a fit and necessary war measure for suppressing said rebellion, [I] do order and declare that all persons held as slaves within said designated states...shall be free.
- ...such freed persons of suitable condition, will be received into the armed service of the United States
- 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.

**Ask** these follow-up questions to help students begin to *connect the evidence to the Big Idea*:

- What language in this document connects to the military?
- What language in this document connects to moral thinking?
  - While Lincoln does provide moral reasons for issuing the Emancipation Proclamation, the primary reasons he articulates here are military.
- Who agrees/disagrees? How come?
- Should you include more (or less) of the text in that quote?

**Prompt** students to articulate the quotes *in their own words*.

### Discuss the Big Idea and Think About It Questions

One way to articulate the **Big Idea** of The Emancipation Proclamation is:

- The main reason for freeing Confederate slaves is so they can provide armed service to the Union and thus help win the war. It is also the just thing to do.

**Anticipate** these difficulties that students will have getting to the Big Idea:

- They may focus too much on smaller details
- Or they may articulate ideas generally, without staying connected enough to the document details
- **Ask** these questions to help students more clearly *identify and articulate the Big Idea*:
  - Does Lincoln have more than one reason?
  - What evidence from the document supports that idea?
  - Which of his reasons seems to be central in this document? Why?
- **Ask** the **Think About It** question: Why does Lincoln think “Almighty God” will approve his war measure?

The idea here is not to push students towards the “right” answer, as there are many possible ways to articulate the Big Idea, but to support them in **engaging in a rich text-based discussion** with one another.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, they may need to be prompted to revise how they have articulated the document’s Big Idea.

## Document 2: GENERAL BENJAMIN BUTLER'S LETTER TO ARMY SUPERIORS

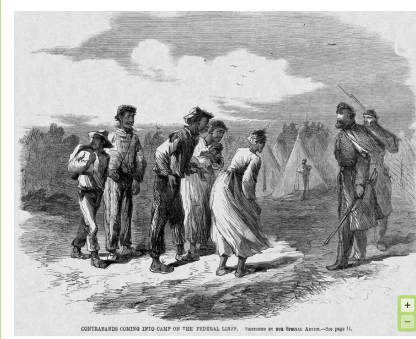
### Purpose

To uncover military reasons that help explain why Lincoln issued the Emancipation Proclamation.

### Suggested Process

- As students read and answer document questions independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- As they read, help students to connect this document to Context slide three, and recognize that the reasons to issue the Emancipation Proclamation also existed because slaves were choosing, on their own, to run to Union military camps.
- FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Slaves Arriving at a Union Camp



### Document 2: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea," i.e., military reasons that influenced Lincoln to issue the Emancipation Proclamation

### Process

Engage students in discussing one or two key questions they have answered in the tool.

- Zoom In* provides Source It, Read Closely, Gather Evidence Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the authors' purposes and how both moral and military reasons influenced Lincoln's decision to issue the Emancipation Proclamation.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - What military reason did a general like Butler give Lincoln for issuing the Emancipation Proclamation?
  - What evidence in the document supports your answer?

## Discuss the Source It Questions

**Ask** students:

- Who was the intended audience? How do you know?
  - Butler’s commanders in the army
  - This information is provided in the document headnote.
- How might a letter like this have influenced Lincoln’s thinking?
- What was the creator’s purpose in making the document?
  - Allow disagreement about whether the purpose of this letter was to “inform” or “persuade”

## Discuss the Read Closely Questions

- Who does Butler say is coming into his camp in great numbers?
- According to Butler, why are slaves important to the enemy?
- Why does Butler think it is necessary to deprive the South of slaves’ service?
  - Butler’s central claim is that freeing escaping slaves will weaken the Confederate Army.
  - The loss of labor for the Confederacy also became additional labor for the Union Army.

## Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted for the **Gather Evidence** question: According to Butler, what are some of the military reasons that it would be useful to free the escaped slaves?

**Focus on** key quotes, including:

- I have therefore determined to employ the able-bodied persons [that escaped to the camp].
- In the enemy’s hands these negroes, when able-bodied, are of great importance to the enemy’s attacks on us.
- Without them, the [Confederacy’s] batteries could not have been built for many weeks.

As students share quotes, **ask** these questions to deepen their thinking:

- Why do you think this is an example of a military reason?
- Were there other military reasons in this document? Are there moral reasons in this letter?

**Prompt** students to articulate the quotes *in their own words*.

## Discuss the Big Idea and Think About It Questions

Remind students that they gathered evidence from Butler to understand why Lincoln might have decided to issue the Emancipation Proclamation. Students must infer how the needs of a general like Butler might have influenced Lincoln's thinking.

One way to articulate the **Big Idea** of how Butler's letter might have influenced Lincoln's thinking is:

- As Commander-in-Chief of the Union Army, Lincoln would be influenced by his generals' military needs. Butler claimed freeing escaping slaves would weaken the Confederate Army by taking away a source of free labor from it, thus helping the Union win the war.

Students may need **support** in getting to the Big Idea.

**Ask** these questions to help students *identify and articulate the Big Idea*:

- How would you summarize the main perspective of this letter?
- What seems like the strongest evidence to support this idea? Why or why not?
- How might these reasons have influenced Lincoln to issue the Emancipation Proclamation?

**Ask** the **Think About It** question: What steps could the United States take to “deprive [Confederate] masters of their [slaves'] services”?

Don't push towards a “right” answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document claims.

## Document 3: A MEETING WITH PRESIDENT LINCOLN

### Purpose

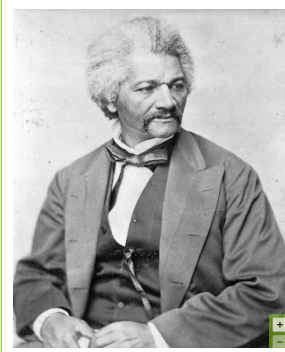
To uncover moral principles that help explain why Lincoln issued the Emancipation Proclamation.

### Key Reading Challenge

In this document, Douglass explains that in their private conversation, Lincoln espoused different beliefs than what he said publicly to the nation.

Students will need to understand why Lincoln may have said different things in private and in public.

Frederick Douglass





## Suggested Process

- As students independently read and answer the document questions, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- Remind students that, to legally become free, slaves from the Confederate states needed to cross into Union territory.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question), once a majority of students have finished reading the document. This will prepare you for the class discussion.



## Document 3: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

### Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea," i.e., the moral principles that influenced Lincoln to issue the Emancipation Proclamation

### Process

*Engage students in discussing one or two key questions they have answered in the tool.*

- *Zoom In* provides Source It, Read Closely, Gather Evidence Big Idea and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the authors' purposes and how both moral and military reasons influenced Lincoln's decision to issue the Emancipation Proclamation.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and for *accountable talk*. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

**Select student responses to the "Big Idea" question, and use them to guide discussion.**

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the "Big Idea" question:
  - According to Douglass, did Lincoln issue the Emancipation Proclamation mainly for moral reasons or because of military need?
  - What evidence from the document supports your answer?

## Discuss the Source It Questions

- This document was written in 1881, but when does the scene Douglass is writing about take place?
- Why might this be important?

- How does this impact our thinking about purpose?
  - Students can debate “persuade,” “inform,” or “record.” Douglass was looking back at a time just after Lincoln had issued the Proclamation and making an argument about why he had done it.

### Discuss the Read Closely Questions

**Ask** the document “Read Closely” questions.

- Douglass argues that white Northerners did not support a war with the aim of abolishing slavery, which sets up the idea that Lincoln’s Proclamation created a war aim that went against public opinion.

**Ask** these follow-up questions to *deepen students’ understanding*:

- What made President Lincoln feel “apprehensive”?
- Who was part of the “peace clamor”?
- How did President Lincoln ask Frederick Douglass to help him?
- Why does Frederick Douglass refer to President Lincoln’s request as a “benevolent consideration”?

### Discuss the Gather Evidence Questions

Have students **share** the quotes they highlighted for the **Gather Evidence** question: Does Douglass think Lincoln’s main reason for issuing the Emancipation Proclamation was moral or military?

**Focus on** key quotes, such as:

- He [Lincoln] was apprehensive that a peace might be forced upon him that would leave all who had not come within our lines still in slavery.
- What he said on this day showed a deeper moral conviction against slavery than I had ever seen before.
- I refer to this conversation because I think it is conclusive evidence that the proclamation, so far as Mr. Lincoln was concerned, was not effected merely as a “necessity.”

**Ask** these questions to *deepen students’ thinking* as they share the quotes they’ve gathered:

- Why do you think this is an example of a moral reason?
- Were there other moral reasons in this document?

**Prompt** students to articulate the quotes *in their own words*.

### Discuss the Big Idea and Think About It Questions

One way to articulate the **Big Idea** is:

- Douglass claimed that Lincoln issued the Emancipation Proclamation out of a moral conviction that he should end slavery. His statements about saving the Union with or without ending slavery were politically practical, but not reflective of his true beliefs.

Students may need **support** in getting to the Big Idea.

**Ask** these questions to help students *identify and articulate the Big Idea*:

- How would you summarize Douglass' main claims?
- How does Douglass address Lincoln's earlier statements about saving the Union with or without ending slavery?
- Why does Douglass think Lincoln said this despite his inner beliefs?

**Ask** the **Think About It question**: Why might a president say something differently in private than in public?

Don't push towards a "right" answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document claims.

## Document 4: PRESIDENTIAL CANDIDATE ABRAHAM LINCOLN ON SLAVERY

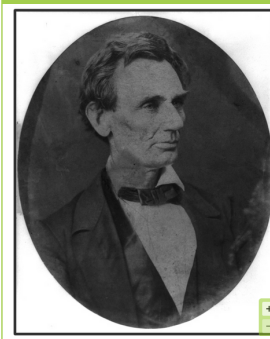
### Purpose

To uncover moral and practical reasons Lincoln had for opposing slavery before the Civil War began.

### Key Reading Challenge

Students will need to understand that this speech was made in 1860—three years before the Emancipation Proclamation was issued and one year before the Civil War began. Therefore, students are gathering evidence for reasons—moral or practical—Lincoln had for potentially freeing slaves before there was a military impetus to do so.

Abraham Lincoln



### Suggested Process

- As students independently read and answer the document questions, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- **FORMATIVE ASSESSMENT.** Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question), once a majority of students have finished reading the document. This will prepare you for the class discussion.

### Document 4: Class Discussion

It is critical for students to briefly discuss each document after they have read it.

### Purpose

Check for and deepen students'

- comprehension of the document
- grasp of the "Big Idea," i.e., In 1860, Lincoln took a moral stance against slavery, and wanted to keep it from spreading.

## Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, Big Idea, and Think About It questions and prompts alongside this document. Depending on your class's needs, you may choose to focus on certain question types over others.
- Students do not take notes on the document Think About It questions, but discussing these question types help students to think more closely about the authors' purposes and how both moral and practical reasons influenced Lincoln's decision to issue the Emancipation Proclamation.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the "Big Idea" question, and use them to guide discussion.

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the "Big Idea" question:
  - Lincoln issued the Emancipation Proclamation three years after he gave this speech. What does this speech tell us about his reasons for emancipating the slaves?
  - What evidence from the document supports your answer?

## Discuss the Source It Questions

**Ask** students to think more deeply about Lincoln's purpose and audience.

- Why was President Lincoln making a speech about slavery before the Civil War had begun?
- What might people from the North, South, and territories have thought about this speech? How is he thinking about all of these audiences?
- What was Lincoln's purpose?
  - Students may debate "persuade" or "inform."

## Discuss the Read Closely Questions

- Why does Lincoln say slavery is the "all absorbing topic of the day"?
- Why does Lincoln bring up the Declaration of Independence?
- Who is the "we" that believes that slavery is "a great moral wrong," and why do they believe so?

## Discuss the Gather Evidence Questions

**Ask** students to share the quotes they highlighted to answer: In this speech given before he became President, what language does Lincoln use to argue against extending slavery into new territories?

- Lincoln does not give military reasons in this speech, but he does discuss practical reasons for his thoughts on slavery.

**Focus on** key quotes, such as:

- To us in the North, it appears natural to think that slaves are human beings; men, not property.
- That some of the things, at least, stated about men in the Declaration of Independence apply to [slaves] as well as to us.
- We think slavery a great moral wrong, and while we do not claim the right to touch it where it exists, we wish to treat it as a wrong in the Territories.
- In short, we think Slavery a great moral, social and political evil.

As students share quotes, **ask** these questions to *deepen thinking*:

- What does Lincoln say about slavery in this document? Does he speak in practical terms or moral terms? What might this tell us about his decision to issue the Emancipation Proclamation?
- Why do you think this document might have given moral and practical reasons while General Butler and Frederick Douglass each only wrote about one type of reason?
- How might President Lincoln's language and reasons have been persuasive?

### Discuss the Big Idea and Think About It Questions

Remind students that they gathered evidence from this Lincoln speech to understand why Lincoln might have decided to issue the Emancipation Proclamation (issued three years after this speech). Students must infer how Lincoln's thinking in 1860 might have influenced his thinking in 1863.

One way to articulate the **Big Idea** of Lincoln's speech is:

- Based on this speech from 1860, a reason Lincoln might have had for issuing the Emancipation Proclamation was his belief that slaves are human and slavery is a moral evil.

Students may need **support** in getting to the Big Idea, particularly because it involves looking at Lincoln's thinking across time.

**Ask** these questions to help students *identify and articulate the Big Idea*:

- How would you summarize the main perspective of this speech? Do you think these ideas influenced his decision to issue the Emancipation Proclamation? How or how not?
- What is the strongest evidence to support your ideas?

**Ask** the **Think About It** question: Why do you think most white Southerners did not believe Lincoln in 1860 when he said that he would not interfere with slavery where it existed?

To deepen students' thinking, **ask**:

- How did Lincoln's thinking change between 1860 and 1863?
- Why might Lincoln have explained his reasons differently in 1863?

Don't push towards a "right" answer, as there are many possible ways to articulate the Big Idea, but support students in **engaging in a rich text-based discussion**.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated document Big Ideas.

## CONNECT

[Suggested time: ½ session]

### Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

### Cross-Document Discussion

In this discussion the main goal is to help students to synthesize their learning across documents and connect back to the context and the larger historical question under investigation. This supports the historical thinking skills of corroboration and contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details across documents
- Support students in articulating their own thinking

#### A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what “big picture” students have walked away with. **Say** to students:

- You’ve had a chance to examine four primary source documents that each dealt with Lincoln’s reasons for issuing the Emancipation Proclamation. Remember that we are thinking about the question: **Did Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?**
- Before we discuss these documents together, let’s remind ourselves about what pressures were on Lincoln at this time.
  - Spend just a few minutes having students refresh their memories about the content from the Context slides and their knowledge of the Civil War.
  - What was happening in the country in 1863? How was the North doing in the war? Why might this have been? How was the South doing? Was this what the North had expected? What kinds of pressures were Northern generals putting on Lincoln? What were the generals hoping for?
  - What other kinds of pressures were on Lincoln? What did the abolitionists believe? How were they putting pressure on political leaders? Do you think Lincoln agreed with the abolitionists?

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. They do not need to come to a consensus.

**Remind students that historians still debate this question and affirm that it is a complex task to figure out a primary motivation.**

- **Connect** to the Hook. “Let’s also think back to that story we read at the beginning of the lesson. Remember: We said Mia might have given different people different reasons for her decision.”
  - Could they all be true at the same time?

- Why might Mia say different things to different people?

This is a good moment to pivot back to the lesson documents.

As students begin to talk about the documents and their thinking, prompt them to be specific in their thinking. **Ask** students:

- How do you know? What evidence do you have for that?

## B) Support students in comparing big ideas and details across documents

Display the Connect Tab.

**Tell** students:

- Let's look across these four documents at the Big Ideas you identified.

**The Connect tab will display the key discussion question.** Connect will also project a t-chart labeled “Military reasons” and “Moral reasons” that displays student notes on the Big Idea questions, and their supporting evidence from the documents. You can choose one student’s work to project to guide the discussion, or you can project notes you’ve “starred” while using the Teacher Dashboard to review students’ Big Idea notes.

An example of the t-chart with sample student work is given here:

Military reasons	Moral reasons
<p><b>The Emancipation Proclamation</b>  <b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Freeing the slaves will help the Union win the war.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Lincoln says freed slaves who are able-bodied will be welcomed into the Union Army.</li> </ul>	<p><b>A Meeting with President Lincoln</b>  <b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Moral reasons for freeing the slaves were more important to Lincoln than military reasons.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Frederick Douglass said that the Emancipation Proclamation was made because of his strong beliefs and not only because it helped the Army.</li> </ul>
<p><b>General Benjamin Butler’s Letter to Army Superiors</b>  <b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Allowing freed slaves into Union camps would deprive the Confederacy of labor.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Without slaves, the batteries that shot at Union camps could not have been built for many weeks.</li> </ul>	<p><b>Presidential Candidate Abraham Lincoln</b>  <b>Big Idea:</b></p> <ul style="list-style-type: none"> <li>• Lincoln would want to free slaves because he believed slavery was a moral evil.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• He said slaves are humans and humans can’t be property.</li> </ul>

**Engage** students in the **Connect questions**: Which do *you* think Lincoln was more influenced by when he issued the Emancipation Proclamation – moral reasons or military reasons? Why?

Use turn-and-talk or table group structures for these discussions.



**Ask** these questions to *deepen students' thinking*:

- Remind students about sourcing: Why is knowing the author, audience, and date of these documents important to understanding the reasons presented?
- Which documents discussed both moral principles and military reasons? Why? Which discussed only one main reason? Why?
- What were the different kinds of military reasons? Were they all the same or were there several different kinds of military reasons?
  - Explain to students that these reasons can serve as their claims (or counterclaim) in their essays.
- What were the different kinds of moral principles? Were they all the same or were there several different kinds of moral principles?
  - Explain to students that these reasons can serve as their claims (or counterclaim) in their essays.
- Why did Lincoln's thinking change over time? Why might he have communicated different reasons to different audiences?
- What do we think of the main ideas and details here? Would we want to reword any of this? If so, how? Can anyone remember other details from the documents we would want to have on this chart that we don't see now?
- Re-ask the lesson question: So now that we've looked at these documents more deeply, how would you answer the question: **Did Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?**

### **Press for evidence:**

How do you know? What evidence do you have for that?

Give students time to **edit** their responses in *Zoom In* based on class discussion.

### **C) Support students in articulating their own thinking**

Finally, be sure to allow students time to speak with each other about their own thinking. This can happen at any stage of the discussion through turn-and-talks or small group discussion. Questions to **ask** to support this kind of thinking include:

- So, what do you think about this?
- What ideas were new for you and why?
- Was anything surprising in what we read/discussed?
- What do you think is most important here, and why?

## WRITING

[Suggested time: 1–2 sessions]

In this four-paragraph essay, students must argue whether President Lincoln issued the Emancipation Proclamation for primarily military reasons or based on moral principle. The focal writing skill is for students to take a position on the lesson question that is supported using evidence from the documents.

### Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development through asking probing questions:
  - You seem stuck; where might you find that information?
  - If you don't remember what that quote means, where can you go?
  - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
  - Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

### Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a four-paragraph argument essay. The key elements of historical essay writing you will help them with are:

- Developing their argument (which means articulating a position on the lesson question).
- Integrating context into their introductions.
- Understanding the organizational structure of the essay, particularly the topics of the two body paragraphs and how to construct claims.
- Thinking about what else is important in this topic and how to construct a conclusion.

**Project the Essay Outline View.** Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

## Essay Outline View

**Prompt:** Write a four-paragraph argument essay in which you answer the lesson question: Did Abraham Lincoln decide to issue the Emancipation Proclamation mostly for military reasons or mostly because of his moral principles?

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you provide historical background and state your position**
  - State the topic of your essay.
  - Include information from your Context notes to help readers understand what the Emancipation Proclamation was and what it said, and what moral and military pressures were on Lincoln at this time.
  - State your position on the lesson question.
- **A first body paragraph in which you provide two reasons that support your position**
  - Introduce two claims that support your position.
  - Provide document-based supporting evidence for each claim.
  - Explain and connect the evidence to each claim and to your position.
- **A second body paragraph in which you address a counter-claim**
  - Describe the counter-argument.
  - Provide one claim that supports the counter-argument.
  - Provide document-based supporting evidence for this claim.
  - Explain and connect the evidence to the counter-argument you provided.
- **A conclusion in which you argue why your position is best**
  - Summarize your position and the main reasons that support your position.
  - State why your position is the most convincing.

## Set the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students' writing support. (Note: Do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers – especially in using evidence from documents to support their ideas – teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

## Preparing Students to Write with Low Supports

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

## Overview

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be arguing whether Lincoln issued the Emancipation Proclamation for mostly military reasons or mostly because of his moral principles.
- Their final product will be a four-paragraph argument essay.

## Argument

- Depending on your students' needs, you may want to guide them in a general discussion of how to construct a position on an argument. (See PD on teaching about arguments.)
- Project the lesson question and ask your students:
  - What kind of position might you take based on this question that you could support with evidence from the documents?
- Encourage some open discussion about this. It would be best to elicit a range of possibilities:
  - Mainly moral principles
  - Mainly military reasons
  - Evenly balanced
- If your students struggle with developing a position, you might want to model the language and explain your thinking aloud. Depending on your students' needs you might want to:
  - Keep this as discussion and have students develop their own writing independently.
  - **Or**, write down some models for students to use in their writing.
- Skip this discussion altogether if your students are skilled at taking a position on an argument.

## Context

- Remind students that they will need to provide some information about the historical context in their introductory paragraphs.
- Ask students what background information might be most helpful for readers.
  - The goal is to support students in understanding the importance of discussing the pressures that were on Lincoln at this time to strengthen their argument. Ask students to look at their context notes and think about what information from these notes might belong in the introduction.

## Body Paragraphs

- After you've discussed the argument with students, have them think about how the rest of the essay might be structured. Let them know that the two body paragraphs will be focused on two central claims to support their position and one counter-claim.
- Ask students:
  - Based on your reading and your notes, how do you think you'll organize the two body paragraphs? What might the topic of each paragraph be?
- Students may need support in understanding the structure of argument essays (claim/counter-claim).
- You will also need to support students in articulating their claims. You may want to return to the documents t-chart in Connect to help them do this.

- Again, you can spend as much or as little time on this as you feel your students need. For example, some students may benefit from a review of how to write topic sentences.

## **Conclusion**

- Finally, let students know that the conclusion is the place in their essay where they will summarize their position and the main ideas that support their position. They can write also about additional important information that will help to convince the reader their position is the best one.

## **Sample Student Essay**

### **Why Lincoln Issued the Emancipation Proclamation**

In 1863, President Lincoln issued the Emancipation Proclamation. The Emancipation Proclamation freed all the slaves in states that were fighting against the Union during the Civil War. Lincoln wanted the freed slaves to come to the North and join the Union army. At this time abolitionists also wanted the slaves to be freed because they believed slavery was morally evil. Historians disagree about whether Lincoln freed the slaves mostly for moral principles or mostly for military reasons. I argue that Lincoln's primary reason for freeing the slaves was to help win the war.

There are two reasons freeing the slaves was a military decision. One reason freeing the slaves would help the military was that they could join the army and help in the fight. According to what Lincoln wrote in the Emancipation Proclamation, "such [freed] 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." This means that Lincoln hoped that freed slaves would come to work in military forts and on boats, which would help the Union army get stronger. Another reason freeing the slaves would help the military is that freed slaves would leave the south. According to General Butler, a Union general, "As a military question it would seem to be a measure of necessity to deprive their masters of their services." This means that slaves who were freed would leave the south and not be able to help the southern army. A weaker southern army was another important military reason to free the slaves.

Even though Lincoln was mostly motivated by military reasons, he was also motivated by moral principles. One moral reason that Lincoln had for freeing the slaves was that Lincoln felt that slavery was evil. According to a speech Lincoln gave, "we think Slavery a great moral, social and political evil." This means that Lincoln did think slavery was wrong and did have a moral reason for ending slavery too.

Although moral principles influenced his thinking, Lincoln was ultimately most influenced by his military reasons. Freeing the slaves would add strength to the Union army and weaken the Confederate army. Lincoln saw his main job as keeping the Union together and he would do anything he could to keep the Union together. When the North was losing the war he needed slaves to leave the South and come work for the Union army and therefore this was his most important reason for freeing the slaves.

## **Assessing Student Writing with the Essay Rubric**

For information on assessing student writing, see these documents:

- "Zoom In Essay Rubric" (PDF)
- "Tracking Students' Progress and Assessing Student Work" (PDF)