



Lesson Plan

Freedom at Antietam

23,000 soldiers were killed, wounded or missing after twelve hours of savage combat on September 17, 1862. The Battle of Antietam ended the Confederate Army of Northern Virginia's first invasion into the North and led to Abraham Lincoln's issuance of the preliminary Emancipation Proclamation.

Introduction-

Level: 9th-12th Grade

Length of Lesson: Three class periods.

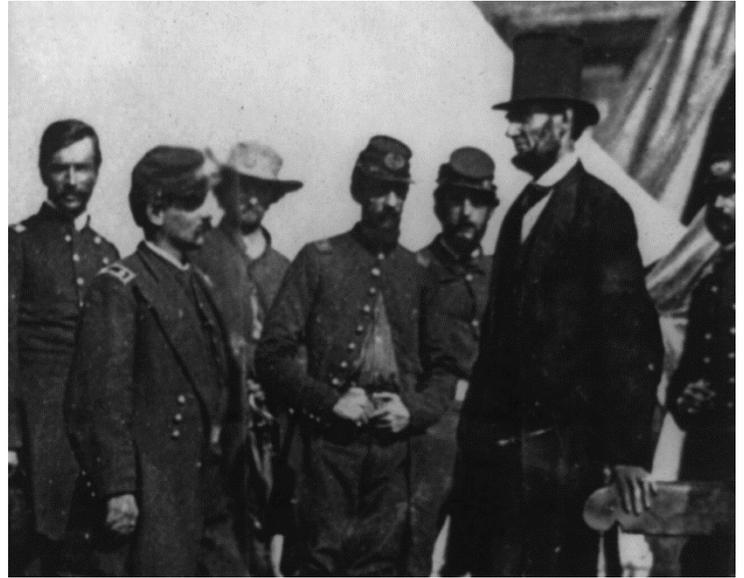
Skills: Reading, writing, utilization and analysis of primary sources, public speaking.

Essential Question: What impact did Lincoln's issuance of the Emancipation Proclamation have on individuals both enslaved and free, white and black?

Procedure-

Students will read and evaluate primary and secondary resources and then complete and present a writing assignment based on the point of view of one of the persons they learned about.

During class period one, students will download and read "[Freedom at Antietam](#)", the [Emancipation Proclamation](#), and "[Contradictions and Divided Loyalties: Slavery on the Antietam Battleground](#)" ([pdf, 2.3 mb](#)), They will then select and read two



Alexander Gardner, Abraham Lincoln on battlefield at Antietam, Maryland. October 3, 1862, Library of Congress.

additional sources from the list of primary sources.

During class period two, students will write a newspaper article, letter, or journal entry from the perspective of a person affected (or not affected) by the Emancipation Proclamation. The person they choose to write as can be someone they read about in one of the reading assignments,; or a reporter for a Northern, Southern, or abolitionist newspaper; a minister; a free or enslaved person; a former slave holder, etc.

During class period three, students will present and discuss their writing assignments and the teacher will facilitate a discussion using provided discussion questions.

Discussion Questions-

Why do you think the Emancipation Proclamation only freed enslaved people

in areas in rebellion against the Union?

What do you think were Lincoln's reasons for issuing the Emancipation Proclamation?

What were the reasons that the Battle of Antietam helped Lincoln decide to issue the preliminary Emancipation Proclamation?

How do you believe enslaved people responded to the Emancipation Proclamation?

Alternate Procedure-

Assign the research and the writing project as homework and use one class period to present and discuss assignments.

Learning Objectives-

Students will be able to:

Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. [Examine the influence of ideas]

Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict by analyzing the Emancipation Proclamation. [Compare competing historical narratives]

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

National Education Standards-

National Center for History in the Schools, UCLA, U.S. History Content Standards, United States Era 5, Civil War and Reconstruction (1850-1877), Standard 1: The causes of the Civil War and Standard 2: The course and character of the Civil War and its effects on the American people.
<http://www.nchs.ucla.edu/Standards/us-history-content-standards/us-era-5>

Common Core Standards, Common Core Standards, English Language Arts Standards » History/Social Studies » Grade 9-10, Key Ideas and Details, CCSS.ELA-Literacy.RH.9-10.1, CCSS.ELA-Literacy.RH.9-10.2, CCSS.ELA-Literacy.RH.9-10.3, and Range of Reading and Level of Text Complexity, CCSS.ELA-Literacy.RH.9-10.10.
<http://www.corestandards.org/ELA-Literacy/RH/9-10>

Common Core Standards, English Language Arts Standards » History/Social Studies » Grade 11-12, Key Ideas and Details, CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.2, CCSS.ELA-Literacy.RH.11-12.3, and Range of Reading and Level of Text Complexity, CCSS.ELA-Literacy.RH.11-12.10,
<http://www.corestandards.org/ELA-Literacy/RH/11-12/10>

Assessment Tools-

Completed writing assignments, student presentations, responses to discussion questions.

Resources

Primary Sources-

Library of Congress. *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*.
<http://memory.loc.gov/ammem/snhtml/>

Library of Congress. *Slavery in the United States: Primary Sources and the Historical Record Student Materials*.
<http://www.loc.gov/teachers/classroommaterials/lessons/slavery/slavpho.html>

Library of Congress. *Voices from the Days of Slavery: Former Slaves Tell Their Story*.
[http://memory.loc.gov/ammem/collectio ns/voices/](http://memory.loc.gov/ammem/collectio/ns/voices/)

National Archives, *Emancipation Proclamation*.
http://www.archives.gov/exhibits/feature_d_documents/emancipation_proclamation/index.html

University of North Carolina. *North American Slave Narratives*.
<http://docsouth.unc.edu/neh/index.html>

Secondary Sources-

Civil War Trust, *Antietam*.
<http://www.civilwar.org/battlefields/antietam.html>

National Archives, *The Meaning and Making of Emancipation, ebook*,
<http://www.archives.gov/publications/ebooks>

National Archives, *150th Anniversary of the Emancipation Proclamation at the National Archives*,
<http://foundationnationalarchives.org/EP150/>

National Park Service, *Antietam National Battlefield web page*.
<http://www.nps.gov/anti/>

National Park Service, Antietam National Battlefield, *Freedom at Antietam*.
<http://www.nps.gov/anti/historyculture/freedom.htm>

National Park Service, Antietam National Battlefield. *Contradictions and Divided Loyalties: Slavery on the Antietam Battlefield*.

<http://www.nps.gov/anti/forteachers/upload/Contradictions-and-Divided-Loyalties.pdf>

Maryland Archives. *Legacy of Slavery in Maryland*. <http://www.mdslavery.net/>

Additional Teacher Resources-

Library of Congress. *The Civil War: The Nation Moves toward War, 1850-61 teacher's guide primary source set*.
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-war-approach/pdf/teacher_guide.pdf

Library of Congress. *Slavery in the United States: Primary Sources and the Historical Record Lesson Overview*.
<http://www.loc.gov/teachers/classroommaterials/lessons/slavery/>

National Archives, *Letter to President Abraham Lincoln from Annie Davis*,
<http://docsteach.org/activities/7678/detail?mode=browse&menu=closed&era%5B%5D=civil-war-and-reconstruction>

National Park Service, Hampton National Historic Site. *"Thenceforward, and forever free": Slavery and Freedom in Baltimore lesson plan*.
<http://www.nps.gov/hamp/forteachers/upload/Slavery%20and%20Freedom.pdf>