Lesson #3: Did the Emancipation Proclamation Go Far Enough?

2 Days

Objective: Students’ conceptions of American history will be challenged by debating the issue of Lincoln’s role in freeing the slaves.

USI.31 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.

USI.38 Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.

1. Students will have read “Who Freed The Slaves” for homework (see handout #3).
3. Project: Let class choose groups for newspaper project and work on ideas in class. (See handout #4 for project details)
   - use time provided in class to brainstorm and choose newspaper roles
President Abraham Lincoln has issued the Emancipation Proclamation. This document provoked many different reactions throughout the United States.

You are going to choose a perspective to write from: a northern Democrat newspaper, a northern abolitionist newspaper, or a southern pro-slavery newspaper.

Make sure you analyze why each side would or would not like the Emancipation Proclamation. Does it go too far or not far enough??

Choose an appropriate title.

Remember, the editor is in charge. The other members of the group must provide assignments on time! The editor should listen to all opinions, but will ultimately decide on the layout of the paper. The editor is in charge of getting the paper ready on time.

Newspaper roles:
1. Editor: Decides on paper layout, and puts the paper together. (1 person)
2. **Write an article**: Two articles will be written. Articles are factual. (2 people)
   1. Emancipation Proclamation
   2. Life on a slave plantation

3. **Write an editorial**: An editorial is an opinion piece, but also uses facts to back up opinion. (2 people)
   1. Was the emancipation of the slaves the right thing to do? Did the Emancipation Proclamation go too far, not far enough, or was it the appropriate action?
   2. Should blacks be used as soldiers? What impact will that have on society?

4. **Interview**: Choose any figure from the Civil War and make up a mock interview. (2 people)

5. **Political Cartoon**: For the artist of the group! Create a political cartoon about the Emancipation Proclamation. (1 person)

The newspaper will be worth a quiz grade.

Because part of your grade is based on everyone in the group completing his/her assignment, please see me if a member of your group fails to complete his/her task or fails to cooperate.
**Newspaper Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Novice</th>
<th>Failed</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Uses multiple excellent supporting details that fully elaborate topic</td>
<td>Uses supporting details that completely describe topic</td>
<td>Uses few details</td>
<td>Uses very little or no supporting details or information that is not factual</td>
<td>Incomplete</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Student's graphics explain and reinforce screen text and presentation.</td>
<td>Student's graphics relate to text and presentation</td>
<td>Student uses graphics that do not fully support presentation or are too small or too few.</td>
<td>Student uses superfluous graphics.</td>
<td>Incomplete</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no more than two misspellings or grammatical errors.</td>
<td>Presentation has three misspellings or grammatical errors.</td>
<td>Presentation has four or more spelling or grammatical errors.</td>
<td>Five or more errors</td>
</tr>
<tr>
<td><strong>Appearance and format</strong></td>
<td>Adopts a newspaper format using multiple creative details</td>
<td>Project clearly is a newspaper with several newspaper features</td>
<td>Few details make it appear to be a newspaper.</td>
<td>Sloppy; almost no details</td>
<td>Didn't even try</td>
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