


Emancipation proclamation worksheet in your own words

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President Abraham Lincoln and the Northern States entered the Civil War to preserve the Union, not to liberate the slaves, but within a relatively short period of time it became the necessary military objective. Yet neither Congress nor the president knew exactly what constitutional powers they had in this area. According to the Supreme Court, under Judge Roger Brooks Thayer, they don't. Lincoln believes that the Constitution gives the Union all the powers it needs to preserve it, and that he, as commander in chief in times of war, has the power to use those powers. Between March and July 1862, Lincoln advocated compensated the emancipation of slaves living in border states, i.e. the slaves of Delaware, Kentucky, Maryland and Missouri, who remained loyal to the Union. He also approved the colonization of freed slaves in foreign lands. But by July 1862, the Union's efforts at war in Virginia were shrinking badly and the pressure to oust union commander General George B. McClellan. Mr Lincoln decided that the emancipation of slaves in the rebel-held areas was imperative to end secession and was constitutionally justified by his powers as commander-in-chief. Members of Abraham Lincoln's cabinet gather at the White House on July 22, 1862, to hear the president read his draft proclamation of Emancipation. Only from Lincoln, without consulting his office, proclaimed that all persons held as slaves in states that were still in rebellion on January 1, 1863, then would be then, then, and forever, free. In September 22 1862, after the Union's victory in Antietam, Lincoln met with his cabinet to perfect his July project and announce what is now known as a preliminary proclamation of emancipation. In this document, he issues an ultimatum to the seceded states: Return to the Union by the New Year or freedom will be extended to all slaves within your borders. The ruling also left room for a plan to compensate for emancipation. No Confederate party accepted the proposal, and on January 1, Lincoln presented a proclamation of emancipation. In one stroke, Lincoln declared that more than 3 million African-American slaves would therefore be free, that the military and naval authorities would now recognize and maintain that freedom, and that these newly promised slaves would be admitted to the armed forces of the United States to fight their former masters. This allowed black soldiers to fight for the Union - soldiers who desperately needed it. He also linked the issue of slavery directly to war. By the end of the war, almost 200,000 black soldiers and sailors were in the war for the Union and freedom. It is important to remember that the proclamation of emancipation did not free all slaves in the United States. Rather, he declared only those slaves living in countries Control. William Seward, Lincoln's secretary of state, commented: We show our sympathies for slavery through slaves, where we cannot reach them and keep them in slavery where we can liberate them. Lincoln is fully aware of the irony, but he does not want to oppose border states by freeing their slaves. Designed for both war and propaganda, the emancipation proclamation initially had a far more symbolic than real impact, since the federal government did not have any means to enforce it at the time. But the document has clearly and irrevocably informed the South and the world that the war is fought not only to preserve the Union, but also to end the special institution. Eventually, as the armies of the Union occupied more and more Southern territory, the proclamation became a reality, with thousands of slaves freed from the growing federal troops. The proclamation sets a national course toward the final abolition of slavery in the United States. No one has ever been more valuable than Lincoln to deal with the proclamation of emancipation is dependent on the victory of the Union. No one was more concerned than Lincoln to take the necessary additional steps to bring real freedom. So he suggested that the Republican Party include on its platform in 1864 a plank calling for the abolition of slavery with a constitutional amendment. By the 13th Amendment to the Constitution on 18 December 1865, slavery declared slavery illegal in every part of the newly elected Union. A proclamation of emancipation was, in the words of Professor Alan Guelzo, the farthest, even revolutionary, act of any American president. Lincoln appreciated the proclamation of his greatest achievements: This was the central act of my administration and the great event of the nineteenth century. who are in the ESV. - No, no, no, no, no, His.1.9-12. Appreciates how historical events and developments have been shaped by unique circumstances of time and place, as well as broader historical contexts. who are in the ESV. - No, no, no, no, no, His.2.9-12. Analyzing change and continuity in historical e-exams. who are in the ESV. - No, no, no, no, no, His.3.9-12. It uses questions that arise for individuals and groups to assess how the meaning of their actions changes over time and is shaped by the historical context. who are in the ESV. - No, no, no, no, no, His.4.9-12. Analyzes complex and interacting factors that influence people's perspectives across different historical e-sources. who are in the ESV. - No, no, no, no, no, Mu.14.9-12. Analyzes many complex causes and effects of events in the past. who are in the ESV. - No, no, no, no, no, His.15.9-12. Distinguish long-term causes and cause events in the development of a historical argument. who are in the ESV. - No, no, no, no, no, no, no, no, no, no, no, His.16.9-12. Integrates evidence from many relevant historical sources and interpretations into a reasoned argument for the past. Review the lesson plan and websites used. Find and highlight suggested materials and websites. Download and print documents that you will use and copies required to watch students. The PDF contains an excerpt from the document used in Activity 2, as well as questions for students to answer. Print and make an appropriate number of copies of the handouts you plan to use in class. Students can access the websites used in this lesson as well as some of the activities through learning activities for activities 1, 2, and 3. Note the URLs of the survey activities for use by students. Note This activity is available as a survey activity. Start by getting students to see the above video created by the History Channel and then carefully reading the brief description of the Emancipation Proclamation and the text itself, available in the National Archives and Records Administration. Students identify the basic characteristics of the proclamation by answering these questions in the document: To what authority did Lincoln issue this proclamation? Why is emancipation declared an appropriate and necessary military measure? Why does the proclamation apply only to slaves in certain countries? Why is the geographical location significant? What encourages these freed slaves to do and refrain from doing so? Explain how each of these provisions is expected to contribute to the Union's military action efforts. Invite a student to comment on the relatively limited emancipation proclaimed by Lincoln. How the language of this document contrasts with that of Lincoln's more famous speeches, such as the Gettysburg address or the second school. Why in this situation and its purpose could the frightening, legalistic language of the proclamation be more appropriate? Activity 2. The steps that led to the emancipation proclamation notice: This activity is available as a survey activity. After viewing National Geographic's video of the emancipation proclamation, students organize research teams to explore the steps that led to the emancipation proclamation. To understand how President Lincoln's plans changed during the war, have them read president Lincoln's brief discussion of emancipation policy. This section includes chronology, newspaper editing and cartoons illustrating emancipation issues. Pay attention to the passages of the preliminary proclamation of Emancipation of 1862 included in the final document. Student research teams prepare reports on this preliminary proclamation and other documents that record Lincoln's deliberations on the issue of emancipation. Students will be able to search for terms such as emancipation throughout Lincoln writings online at Abraham Lincoln's Collected Works available through EDSITEment-reviewed American Memory. Ask students to look at Lincoln on March 6, 1862, a message to Congress from the collected works of Abraham Lincoln recommending a plan for emancipation and his application in July 1862 to the state of the border approve its plan from reviewed Learner.org EDSITEMENT. How does Lincoln see the reason for emancipation in proposing this plan? Why can his plan be rejected by abolitionists? Why was it rejected by border states? What's the reaction of African-Americans? Ask students to look at Lincoln's September 13, 1862 response to a committee of Chicago religious leaders from abraham lincoln's collected works, in which, nine days before he issued a preliminary proclamation Emancipation, Lincoln made arguments against him. What does this document reveal about Lincoln's views on the relationship between emancipation and the basic principles of American constitutional democracy? What can we conclude from the document of the opinions of those on which he wrote? Ask students to look at a preliminary proclamation of Emancipation on September 22, 1862, and excerpts from Lincoln on December 1, 1862 (also available as a PDF document) from abraham lincoln's collected works, and consider the following questions. In his annual message to Congress, Lincoln's emancipation proposal has three elements. What are they? Which of them are absent from the emancipation proclamation? Why does Lincoln's proposal require several amendments to the constitution? How do these official statements fit into Lincoln's plans? What do they reveal about his struggle to attract and maintain political support? From Lincoln's point of view, how significant is the proclamation of Emancipation in its efforts to define and exercise its leadership in the Civil War crisis? How important is it to be considered a national leader? Ask students to share their reports in class and comment on the different kinds of pressures and personal beliefs that influenced Lincoln as he shaped his final emancipation policy. Activity 3. African American Perspective Note: This activity is available as a learning activity. An important point of view of emancipation is that of African-Americans on both sides of the battle lines. To get acquainted with the attitudes of this segment of the population, directed students to the documents in free at last: A documentary history of slavery, freedom, and the Civil War, which is part of the EDSITEment review the Free and Southern Societies Project. Invite students to read the Letter of the Mother of the North Black Soldier to the President on July 31, 1863, and ponder the following questions: Who wrote this letter? What do you know about this man in the letter? Under what circumstances was this letter written? Why was this letter written, that is, what actions did the author of President Lincoln's request do? On what basis does he make his request? What concerns her most about the proclamation? What do we learn from this letter about emancipation? How would you describe the tone of this letter? important tone? Why or why not? The students then read black corporal's letter from Massachusetts to the President, September 28, 1863, written by Corporal James H. Gooding of the 54th Massachusetts Marine Corps (the soldiers celebrating in the film Glory), who complained about Lincoln on unequal pay for white and American soldiers and addressed the following questions: Who wrote this letter? What do we know about this man? Under what circumstances was this letter written? Why was this letter written, that is, what general insoy motivated the author to write to Lincoln? What's important is the difference he draws to Lincoln's attention? List some of the facts he uses to support this distinction. Why doesn't the author consider himself and his people fit for smuggling? Why did he turn to Lincoln as the nation's chief magistrate? How would you describe the tone of this letter? - Is he very important? Why or why not? Not?

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