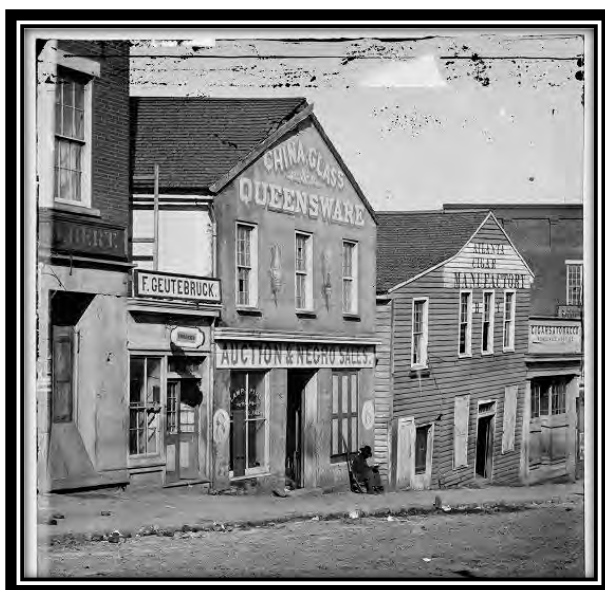


# Civil War Lesson #6: Emancipation

## Major Topics:

- ✓ Slaves Seek Freedom
- ✓ The Emancipation Proclamation

## How did slaves gain their freedom?



"Auction & Negro Sales," Whitehall Street, Atlanta, 1864. George Barnard, Photographer. Source: Library of Congress, <http://www.loc.gov/pictures/item/cwp2003000884/PP/>

Students will study the events and actions during the Civil War that brought about the emancipation of nearly 4 million slaves in this lesson. They will examine the historical context of the Emancipation Proclamation and uncover the role that slaves played in their own liberation. The Emancipation Proclamation ended the question of whether slavery would persist in the United States. The 13<sup>th</sup> Amendment codified the answer by ensuring freedom for all.

Long before the Civil War, slaves resisted the institution of slavery through covert and overt means. When slaves fled into Union Army lines during the war, some Union officers accepted them as "contraband." By 1862, the possibility of enlisting "contraband" men as Union army troops and their potential damage to the

Confederate war effort influenced Lincoln's decision to issue the Emancipation Proclamation. Emancipated slaves would deprive the Confederates of their labor force. The Proclamation meant that the purpose of the war would include "a new birth of freedom."

This lesson includes two activities designed to support student understanding of the contributing factors to emancipation. First, students are taught how to deconstruct a brief but complex secondary source that includes multiple causal relationships. Second, students hone their primary source analysis skills through a structured historical investigation activity.

## Procedures

### Step 1: Introduce the Focus Question (Class Time: 10 minutes)



Project the painting, “**Lincoln Writes the Emancipation Proclamation**”(CW6.1) to the room. Ask students to point out what they see. (Use the **Lincoln Writes the Emancipation Proclamation Key (CW6.1K)** as a reference to interpret a few of the symbols for students.) Next, introduce the lesson question: “How did slaves gain their freedom?” by posting the question at the front of the room. Remind students of two earlier points: that in 1860 there were nearly 4 million slaves in the United States, mainly in the South, and that Lincoln’s rationale for fighting the war changed over time. Ask students to turn to a neighbor to recall Lincoln’s intentions at the time of the Emancipation Proclamation (referring to **CW5.3.3 Analyzing Lincoln’s Speeches: “Emancipation Proclamation”**). Chart their answers under the lesson question. If students do not come up with this on their own, remind them that Lincoln is famous for freeing the slaves through the Emancipation Proclamation with such phrases as “a new birth of freedom.” But, as Lesson 4 proved, he did not begin fighting the war with that focus. What brought about the change? What made the Emancipation Proclamation necessary in 1862? Tell students that they will answer these questions and the lesson’s focus question by studying the causes and effects of the Emancipation Proclamation, with a particular focus on the thoughts and actions of slaves at the time.

### Step 2: Causes and Effects of the Emancipation Proclamation (Class Time: 45 minutes)



Distribute copies of **The Causes and Effects of the Emancipation Proclamation (CW6.2)**, which guides students through textbook passage organization strategy for cause-and-effect reasoning. This secondary text includes a number of causal relationships that if not carefully considered, pose a challenge to student comprehension. Following the model provided in the first paragraph, have students work individually or in pairs to complete the rest of the chart and related questions. Before moving forward to Step 3, compare student answers to the **Causes and Effects of the Emancipation Proclamation Key (CW6.2K)**. It is important that students understand both the cause and effect relationships, as well as the significance of these relationships before moving on. Finally,



project **Causes and Effects of the Emancipation Proclamation Graphic Organizer (CW6.3)** and, referring to CW6.2, explain to students how the individual relationships they uncovered in CW6.2 are part of a larger causal relationship that connects a variety of events. Have students return again to the lesson focus question and ask if they want to add or edit any of the answers they posted in Step 1. Chart any additional responses.

### Step 3: Emancipation Fact-Finding Mission (Class Time: 45 minutes)



Arrange stations around the classroom with full-size copies of the **Emancipation Fact Finding Mission Sources (CW6.4)** and divide students into pairs or groups of three. Tell students that they are on a fact-finding mission to uncover the words and deeds of black people, free and enslaved, in their struggle for freedom. Have students circulate around the stations and answer

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## Procedures (continued)



the questions for each source on **Emancipation Fact-Finding Mission Field Notes (CW6.5)**. Although students are working in pairs or groups, they must keep individual field notes. Refer to the **Emancipation Fact-Finding Mission Field Notes Key (CW6.5-K)** to make sure that students understand both the literal and symbolic aspects of the source, and its connection to the focus question before moving on. Next, students will analyze their field notes in gathering evidence to answer the focus question.

### Step 4: Assessing Student Understanding (Class Time Estimate: 15 minutes)

By the end of this lesson, students should understand the following:



- ✓ Events of the war (the importance of slave labor to the Confederate war effort, and the Union's need for soldiers) and that the actions of slaves (fleeing to the Union lines) helped convince Lincoln to issue the Emancipation Proclamation.
- ✓ The Emancipation Proclamation did not free a single slave (because all the slaves it freed were in enemy territory), but it changed the purpose of the war to include the abolition of slavery along with preserving the union.
- ✓ From the beginning, slaves thought that ending slavery was the purpose of the war. Many also thought that fighting for the Union was a way to insure their freedom, gain pride, and overcome racism.
- ✓ As the purpose of the war shifted to ending slavery, slaves looked forward to freedom while Southern slave-owners feared a loss of freedom to hold property (slaves).

Distribute **Emancipation Review (CW6.6)** to assess student understanding of these points. Refer to **Emancipation Review Key (CW6.6K)** for both a list of correct responses and suggestions for instruction, as necessary.

## Modifications



Cumberland Landing, Va. Group of "contrabands" at Foller's house, May 14, 1862. James F. Gibson, Photographer. Source: Library of Congress, <http://www.loc.gov/pictures/item/cwp2003000055/PP/>

### Effects of the Emancipation Proclamation (CW6.2)

CW6.2 is specifically designed to clarify the complex causal relationships embedded in this relatively brief secondary source. By unpacking the text using the cause-and-effect flow charts, students can improve their comprehension, begin to understand the interconnectedness of historical investigation, and consider the impact of the Emancipation Proclamation upon the meaning of freedom.

### Emancipation Fact Finding Mission (CW6.4)

For EL students, limit the number of stations to five (using primary sources 2, 5, 7, 8 and 10.) For average students, use seven stations (using primary sources 1, 2, 3, 5, 6, 7, 8, and 10.) For GATE students, use all ten.

### Chronological and Spatial Thinking

If students have difficulty with the **Emancipation Review (CW6.6)**, particularly with placing events in chronological order, teachers may consider instructing **Modification- Freedom Timeline (CW6.7.)** In this activity, students develop their chronological and spatial thinking by creating a timeline that situates key moments in the lesson and the wider war.

CW6.1– Lincoln Writes the Emancipation Proclamation



## CW6.1-K – Lincoln Writes the Emancipation Proclamation Key



Title: President Lincoln, writing the Proclamation of Freedom. January 1st, 1863 / painted by [David Gilmour] Blythe ; lithogr. and printed in colors by Ehrgott, Forbriger & Co. Cincinnati, O.

Creator(s): Ehrgott, Forbriger & Co., lithographer

Related Names:

Blythe, David Gilmour, 1815-1865 , artist

Date Created/Published: [Pittsburgh, Pa.] : M. Depuy, no. 21 Wylie St., Pittsburgh, publisher, [1863]

Medium: 1 print on wove paper : lithograph printed in colors ; image 39.7 x 49.1 cm.

URL: <http://www.loc.gov/pictures/item/2004665377/>

Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA  
<http://hdl.loc.gov/loc.pnp/pp.print>

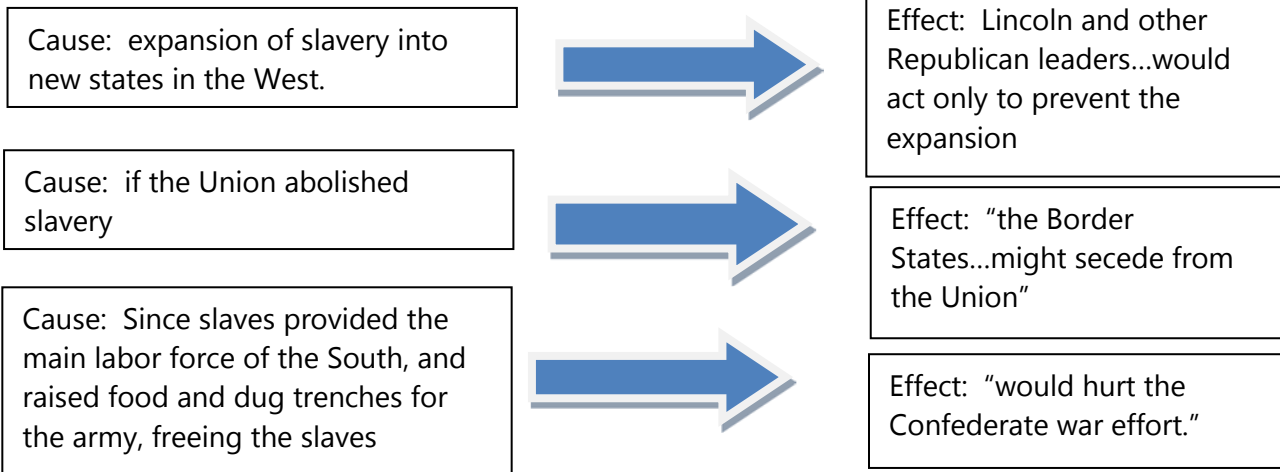
Summary provided by the Library of Congress: "A print based on David Gilmour Blythe's fanciful painting of Lincoln writing the Emancipation Proclamation. Contrary to the title, the proclamation was issued in 1862 and went into effect in January 1863. In a cluttered study Lincoln sits in shirtsleeves and slippers, at work on the document near an open window. His left hand is placed on a Bible that rests on a copy of the Constitution in his lap. The scene is crammed with symbolic details and other meaningful references. A bust of Lincoln's strongly Unionist predecessor Andrew Jackson sits on a mantelpiece near the window at Lincoln's right. A bust of another former President, James Buchanan, who was widely viewed as ineffectual against secessionism, hangs by a rope around its neck from a bookcase behind Lincoln. The scales of justice appear in the left corner, and a railsplitter's maul lies on the floor at Lincoln's feet."

## CW6.2 – The Causes and Effects of the Emancipation Proclamation

*History tells a story of events – these events can serve as causes of other events, effects from the previous event, or both. As readers of history, it is important to not only know the events that take place but also to understand the causal relationships that link the events together.*

**Directions:** In each of the italicized paragraphs that follow, the authors have set up a variety of cause-and-effect relationships. Your job is to correctly identify these relationships (the causes and the effects), and then answer the questions that follow. In the first paragraph, this has been done for you. In the paragraphs that follow, you'll have to identify the missing parts of the relationship and then answer the related question. In the *first few paragraphs*, the causes have been written in bold; as you go forward, they are written in regular font.

**A** *From the start of the war, the Northerners' main goal was to preserve the Union, not to end slavery. Although the events of the war would also ultimately impact their decision making, Lincoln and other Republican leaders often insisted that they would act only to prevent the **expansion of slavery into new states in the West**. Lincoln was also concerned that the Border States, home to many slave-owners, might secede from the Union **if the Union abolished slavery**. However, there were also military reasons to end slavery. **Since slaves provided the main labor force of the South, and raised food and dug trenches for the army, freeing the slaves** would hurt the Confederate war effort.*



1. Explain how freeing the slaves could both help and hurt the Union's chances of winning the war.

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## CW6.2 – The Causes and Effects of the Emancipation Proclamation (Page 2 of 4)

**B** *By 1863, 100,000 slaves had fled to the Union army. In response, the Union army declared these escapees contraband, or captured war supplies, and protected their freedom. Lincoln, abolitionists, and “contrabands” wanted to enlist black soldiers to fight for the Union, but under the existing laws black men could not join the army.*

Cause: By 1863, 100,000 slaves had fled to the Union army.



Effect:

2. What were “contrabands”, and how did they pose a threat to the Confederacy?

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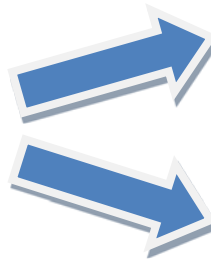
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**C** *On January 1, 1863, President Lincoln issued the Emancipation Proclamation. It stated that all slaves in the states controlled by the Confederacy were free. **Since the emancipation did not apply to slaves in the Border States or in Union-held areas**, not one slave was actually set free by the proclamation. However, the Border States were pleased and remained in the Union. Abolitionists, “contrabands”, and slaves were overjoyed at the decision, although some thought it did not go far enough.*

Cause: On January 1, 1863, President Lincoln issued the Emancipation Proclamation.



Effect:

Effect:

Cause:



Effect: “not one slave was actually set free by the proclamation.”



## CW6.2 – The Causes and Effects of the Emancipation Proclamation (Page 3 of 4)

3. If “not one slave was actually set free,” why do you believe that “Border States were pleased” and “Abolitionists, ‘contrabands,’ and slaves were overjoyed” when Lincoln issued the Emancipation Proclamation?

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**D** *After the Emancipation Proclamation, the reason the Union was fighting the war changed to include bringing freedom to the slaves. Wherever the Union armies approached, slaves freed themselves by fleeing to the Union lines. By the end of the war, more than 500,000 slaves were free. The Emancipation Proclamation also announced that black men could enlist in the Union army. Therefore, black regiments formed, and more than 180,000 black soldiers and sailors fought for the Union.*

Cause: After the Emancipation Proclamation



Effect:

Cause:



Effect: “slaves freed themselves by fleeing to the Union lines. By the end of the war, more than 500,000 slaves were free.”

Cause:



Effect / cause:  
“black regiments formed”



Effect :

## CW6.2 – The Causes and Effects of the Emancipation Proclamation (Page 4 of 4)

4. How did the Emancipation Proclamation empower [give more power to] slaves?

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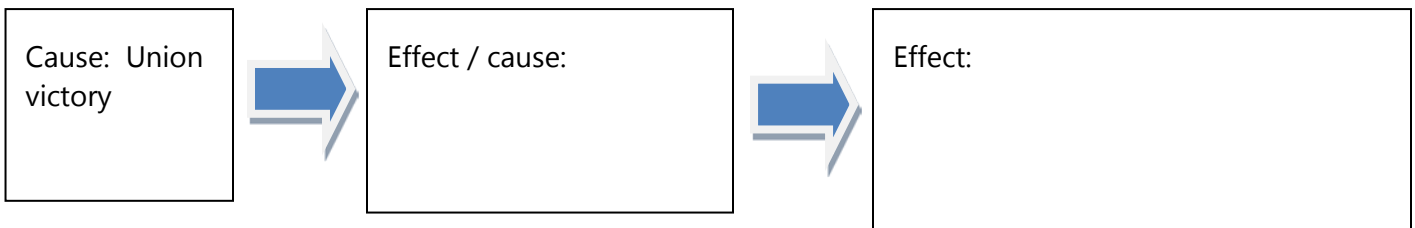


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**E** *Union victory led to the passage of the Thirteenth Amendment in 1865, freeing all people everywhere in the United States from slavery.*



5. Since the Emancipation Proclamation was officially issued in January 1863, why did leaders feel they also needed the Thirteenth Amendment in 1865?

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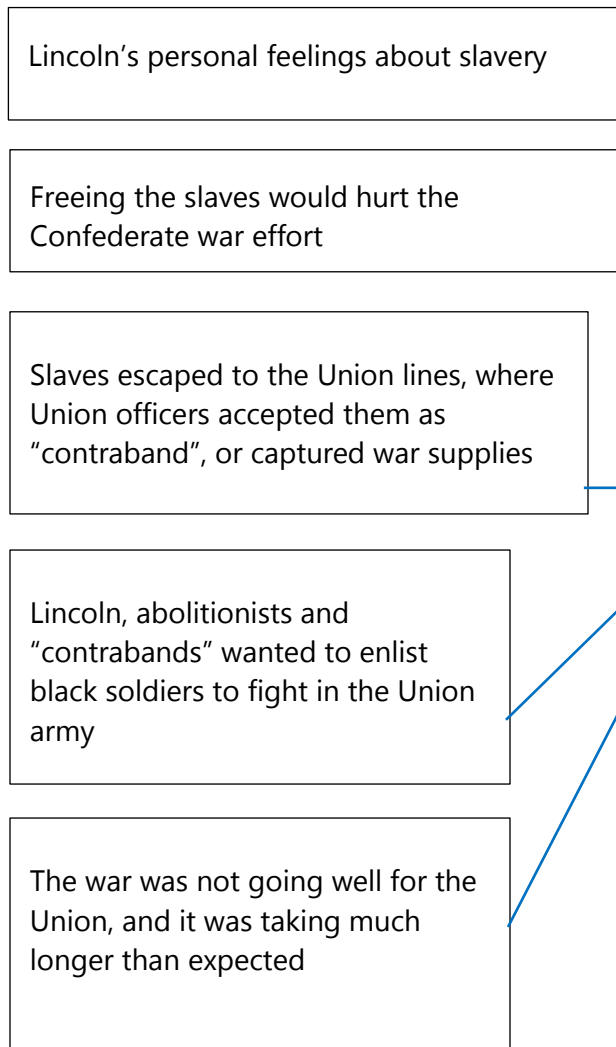


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Text adapted from Joyce Appleby, Alan Brinkley, Albert S. Broussard, James M. McPherson and Donald A. Ritchie, *Discovering Our Past: The American Journey: To World War I*, California Series (New York: McGraw Hill Glencoe, 592-5; Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, and Alan Taylor, *United States History* (Upper Saddle River, N.J.: Pearson Prentice Hall, 2008), pp. 367-70.

## CW6.3 - Causes and Effects of the Emancipation Proclamation Graphic Organizer

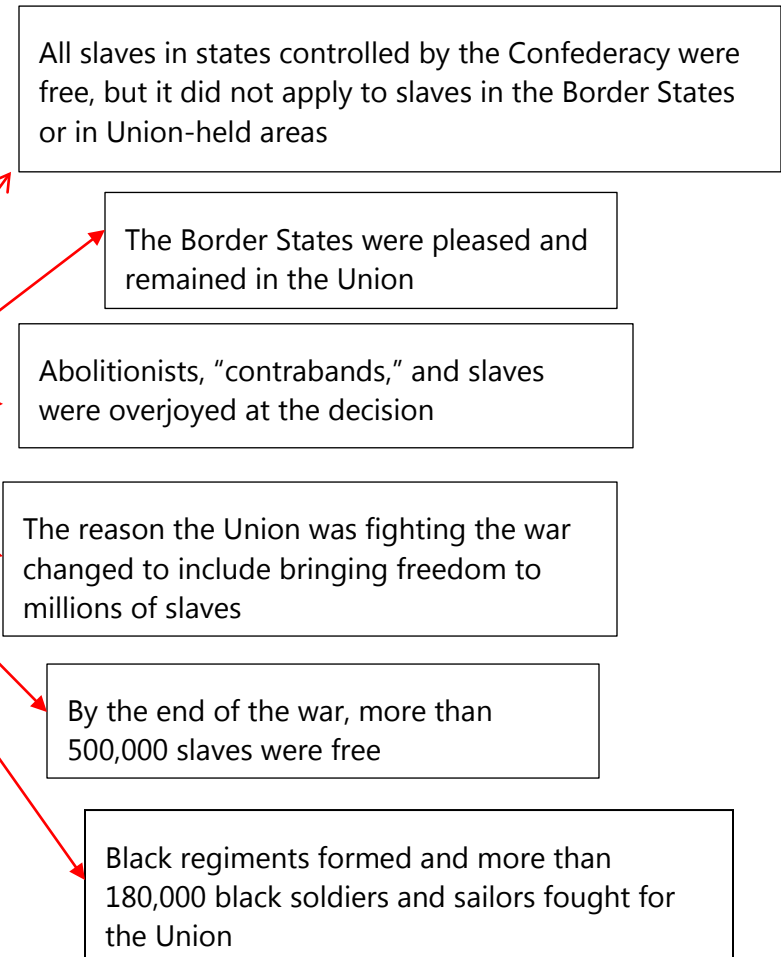
### Causes



### Event

EMANCIPATION  
PROCLAMATION

### Effects



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## CW6.4 -Emancipation Fact-Finding Mission Sources

**Primary Source #1: "An Address to the Slaves of the United States of America." Speech made by Henry Highland Garnet at the National Negro Convention in Buffalo, NY, 1843.**

*"Brethren, the time has come when you must act for yourselves.... Go to your lordly enslavers and tell them plainly, that you are determined to be free. Appeal to their sense of justice, and tell them that they have no more right to oppress you than you have to enslave them....Let your motto be resistance! Resistance! RESISTANCE! No oppressed people have ever secured their liberty without resistance.... Trust in the living God. Labor for the peace of the human race, and remember that you are FOUR MILLIONS!"*

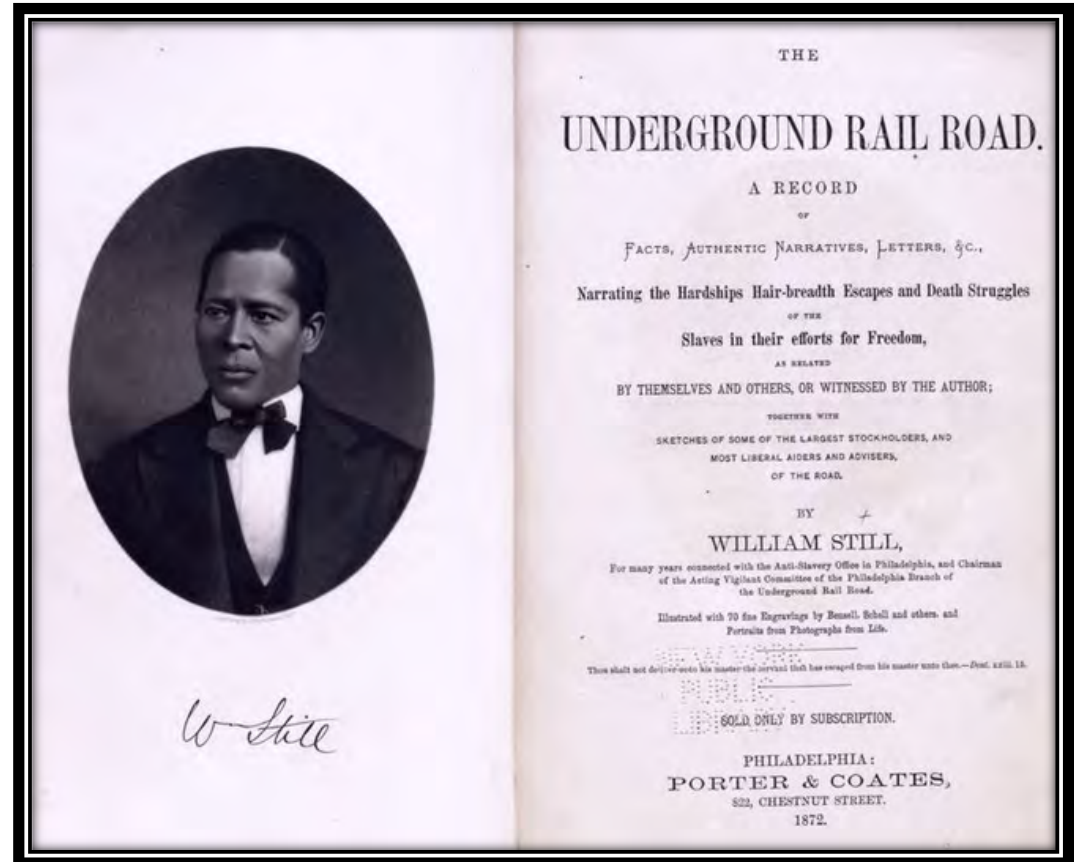
Source: Henry Highland Garnet (1815-1882), "An Address to the Slaves of the United States of America," speech at the National Negro Convention in Buffalo, NY, 1843, in *The American Reader: Words that Moved a Nation*, ed. Diane Ravitch (New York: Harper, 2000), 197.

## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #2: William Still, *The Underground Railroad: A Record, 1872*

"They [white Virginians] had preached long and loudly about the contented and happy condition of the slaves,-that the chief end of the black man was to worship and serve the white man, with joy and delight, with more willingness and obedience indeed than he would be expected to serve his Maker [God]. So the slave-holders were utterly at a loss to account for the unnatural desire on the part of the slaves to escape to the North where they affirmed they would be far less happy in freedom than in the hands of those so "kind and indulgent towards them." Despite all this, daily the disposition increased, with the more intelligent slaves, to distrust the statements of their masters especially when they spoke against the North. For instance if the master was heard to curse Boston the slave was then satisfied that Boston was just the place he would like to go to; or if the master told the slave that the blacks in Canada were freezing and starving to death by hundreds, his hope of trying to reach Canada was made ten-fold [ten times] stronger; he was willing to risk all the starving and freezing that the country could afford; his eagerness to find a conductor then would become almost painful."

**Source:** William Still, *The Underground Railroad: A Record*, Johnson Publishing Company, 1872, p. 141



## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #3: "Petition of Northern Blacks to Lincoln, 1861"

*We are strong in numbers, in courage, and in patriotism, and in behalf of our fellow countrymen of the colored race, we offer to you and to the nation a power and a will sufficient to conquer rebellion, and establish peace on a permanent basis. We pledge ourselves... that we will immediately proceed to raise an efficient number of regiments, and so fast as arms and equipments shall be furnished, we will bring them into the field in good discipline, and ready for action."*



District of Columbia. Company E, 4th U.S. Colored Infantry, at Fort Lincoln, 1863-66. Photographer: William Morris Smith. Source: Library of Congress, <http://www.loc.gov/pictures/item/cwp2003000946/PP/>

**Description:** A group of free black men living in the North sent this petition, or request, to President Lincoln. In 1861, the Union army would not accept black volunteers. Most white Northerners did not believe that black men would be good soldiers.

Source: Petition of Northern Blacks to Lincoln, October, 1861, in *The Negro's Civil War: How American Negroes Felt and Acted During the War for the Union*, by James M. McPherson (New York: Pantheon Books, 1965), p. 33.

## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #4: Contraband, Fortress Monroe, 1861

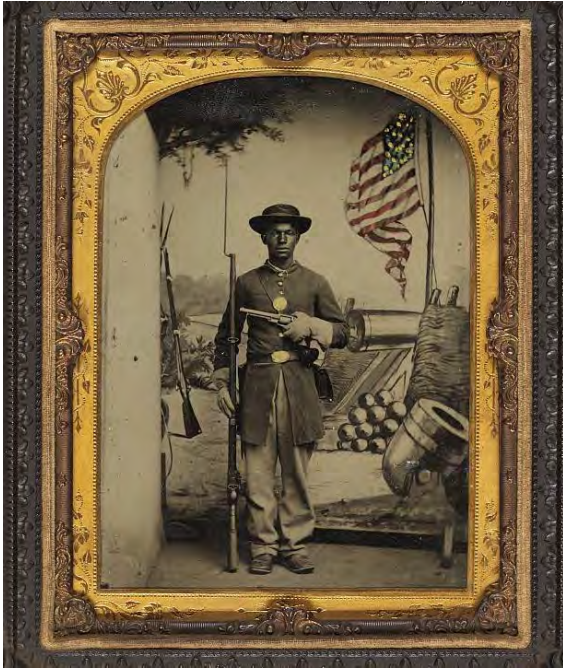


**Description:** Print shows a slave at the Union fort taunting his plantation master. The planter (left) waves his whip and cries, "Come back you black rascal." The slave replies, "Can't come back nohow, massa; Dis chile's contraban." Other slaves are seen leaving the fields and heading toward the fort. On May 27, 1861, Benjamin Butler, commander of the Union army in Virginia and North Carolina, decreed that slaves who fled to Union lines were "contraband of war," and would not be returned to their Confederate owners. The declaration caused 10,000 slaves to escape to Union lines around Fort Monroe, Butler's headquarters in Virginia, over the next three years.

Source: Library of Congress, <http://www.loc.gov/pictures/item/2010652111/>

## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #5: Charlotte Forten Grimke's Journal



Unidentified African American soldier in Union uniform with a rifle and revolver in front of painted backdrop showing weapons and American flag at Benton Barracks, Saint Louis, Source: Library of Congress, <http://www.loc.gov/pictures/item/2010647218/Missouri>

*Another day, one of the black soldiers came in and gave us his account of the Expedition [up the St. Mary's River]. No words of mine, dear...can give you any account of the state of exultation and enthusiasm that he was in. He was eager for another chance at "de Secesh." I asked him what he w[ou]ld do if his master and others should come back and try to reenslave him. "I'd fight um Miss, I'd fight um till I turned to dust!" He was especially delighted at the ire [anger] which the sight of the black troops excited in the minds of certain Secesh women whom they saw. These vented their spleen [anger] by calling the men "baboons dressed in soldiers' clothes," and telling them that they ought to be at work in their masters' rice swamps, and that they ought to be lashed to death. "And what did you say to them?" I asked. "Oh miss, we only tell um 'Hole your tongue, and dry up.' You see we wusn't feared of dem, dey couldn't hurt us now. Whew! didn't we laugh . . . to see dem so mad!" The spirit of resistance to the Secesh is strong in these men.*

*Secesh – nickname and sometimes insult for the Confederate soldiers (urban dictionary)*

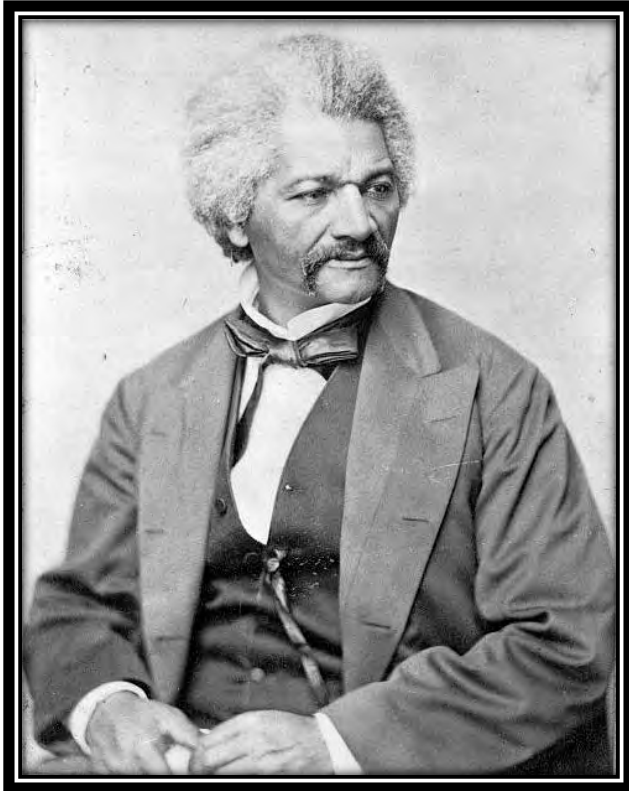
Source: Charlotte Forten Grimke, *The Journal of Charlotte Forten: A Free Negro in the Slave Era* (New York: Collier Books, 1961), p. 164.



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## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #6: "Should the Negro Enlist in the Union Army?"



*"Once let the black man get upon his person the brass letters US, let him get an eagle on his button, and a musket on his shoulder, and bullets in his pocket, and there is no power on earth or under the earth which can deny that he has earned the right of citizenship in the United States."*

-- Frederick Douglass

Source: Frederick Douglass, "Should the Negro Enlist in the Union Army?", Speech at National Hall, Philadelphia on July 6, 1863, published in *Douglass' Monthly*, August 1863.

*Frederick Douglass, head-and-shoulders portrait, facing right, ca. 1850?  
1860? Source: Library of Congress,  
<http://www.loc.gov/pictures/item/2004671911/>*

## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #7: African American Refugees Coming into the Union Lines, Culpeper Court House, Va., Nov. 8, 1863



**Description:** Sketch drawn by Edwin Forbes, on Nov. 8, 1863, of slaves escaping and coming into the Union army lines.

Source: "African American Refugees Coming into the Union Lines," Culpeper Court House, Va., by Edwin Forbes. The Library of Congress, <http://www.loc.gov/pictures/item/2004661825/>

CW6.4 -Emancipation Fact-Finding Mission Sources

Primary Source #8: *Sic Semper Tyrannis*: 22th Regiment U.S. Colored Troops, 1864

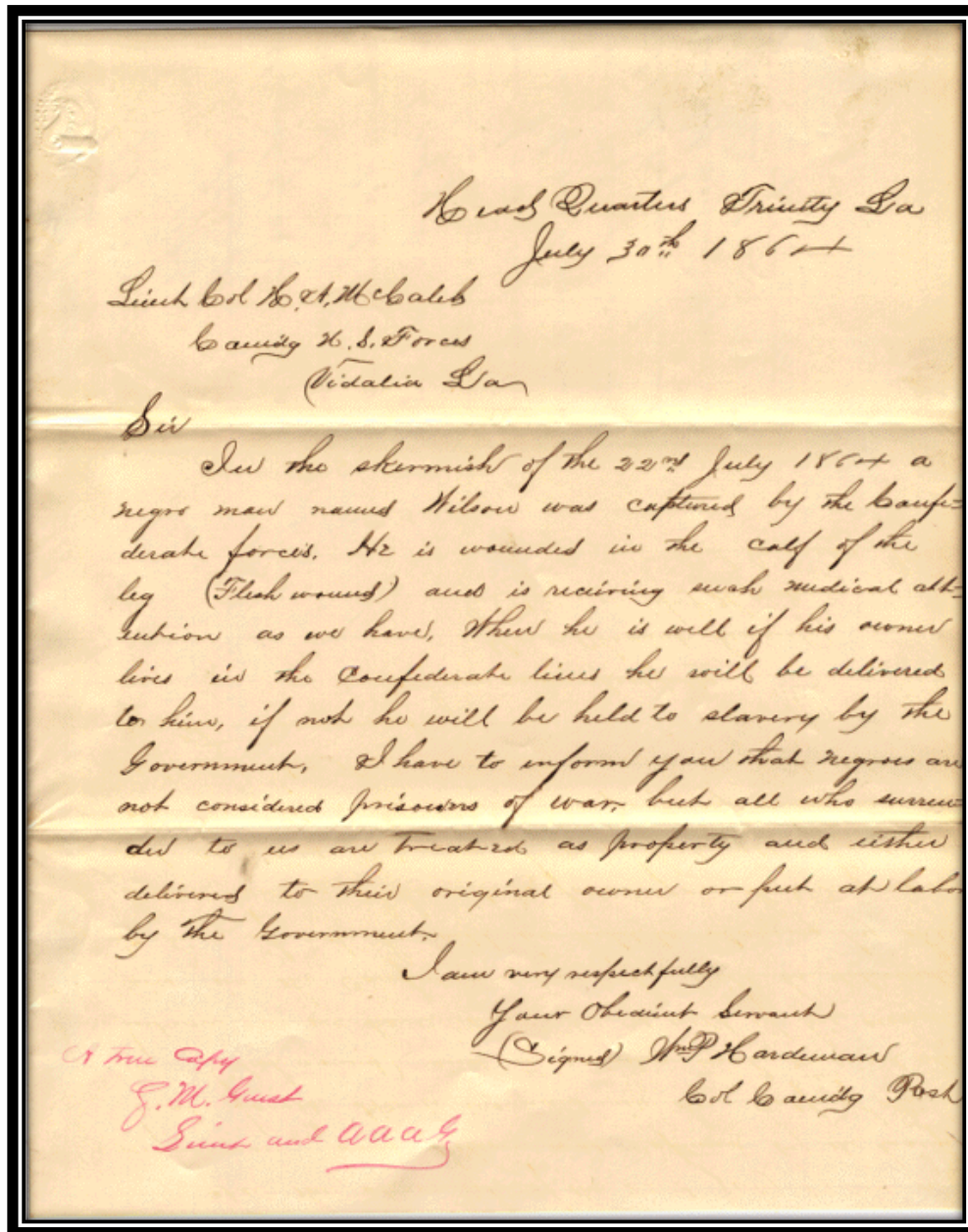


**Description:** Banner for the 22th Regt. U.S. Colored Troops, by David Bustill Bowser. Organized at Philadelphia in January 1864, the 22nd U. S. Colored Troops Infantry Regiment lost 217 men during the last year of the Civil War. Its motto, *Sic semper tyrannis*, means "death to tyrants".

Source: Library of Congress, <http://www.loc.gov/pictures/item/98506803/>

CW6.4 -Emancipation Fact-Finding Mission Sources

Primary Source #9: Letter about Capture of Private Wilson Wood, 1864



Description: On July 22, 1864, Private Wilson Wood of the 6th U.S. Colored Heavy Artillery was captured by Confederate forces and held in a prison camp. This is a letter from Col. William P. Hardeman, a Confederate officer, to tell the Union about Wood's capture. Source: National Archives, <http://www.archives.gov/education/lessons/blacks-civil-war/images/wood-capture-letter.gif>

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## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #9 Transcribed: Letter about Capture of Private Wilson Wood, 1864

*Head Quarters Trinity La  
July 30<sup>th</sup> 1864*

*Lieut. Col. A. Mc Caleb  
U.S. Forces  
Vidalia La*

*Sir*

*In the skirmish of the 22<sup>nd</sup> July 1864 a negro man named Wilson was captured by the Confederate forces. He is wounded in the calf of the leg (flesh wound) and is receiving such medical attention as we have. When he is well if his owner lives in the Confederate lines he will be delivered to him, if not he will be held to slavery by the Government. I have to inform you that negroes are not considered prisoners of war, but all who surrender to us are treated as property and either delivered to their original owner or put at labor by the Government.*

*I am very respectfully  
Your obedient servant*

*(Signed ) Wm P. Hardeman*

Description: On July 22, 1864, Private Wilson Wood of the 6th U.S. Colored Heavy Artillery was captured by Confederate forces and held in a prison camp. This is a letter from Col. William P. Hardeman, a Confederate officer, to tell the Union about Wood's capture.

Source: National Archives, <http://www.archives.gov/education/lessons/blacks-civil-war/images/wood-capture-letter.gif>

## CW6.4 -Emancipation Fact-Finding Mission Sources

### Primary Source #10: Hymn of the Freedman, 1864



**Description:** This picture is the cover of a piece of sheet music (with words and musical notes for instruments and voices.)

Chorus:

*Then rally, rally, rally round the flag of liberty;  
We are men at last and soldiers,  
We are free, are free, are free.*

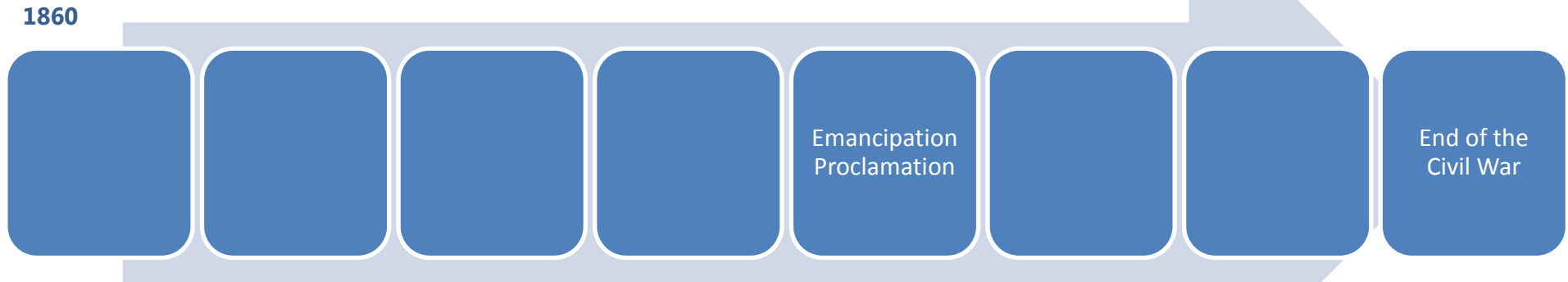
Source: George H. Boker, Hymn of the Freedman, Johns Hopkins University, Levy Sheet Music Collection, Box 088, Item 083; <https://jscholarship.library.jhu.edu/handle/1774.2/5689>. Image courtesy of The Sheridan Libraries of The Johns Hopkins University.

## CW6.5 - Emancipation Fact-Finding Mission Field Notes

**Lesson focus question: How did slaves gain their freedom?**

Doc #	What type of document (text, photo, map)? Who created it? Title?	When and where is the document from?
<b>DESCRIPTION of SOURCE</b> <i>What is the document about? (Use a bullet-pointed list.)</i>		<b>PURPOSE and AUDIENCE</b> <i>Who is the intended audience? Why was this document created?</i>
<b>MESSAGE and ARGUMENT</b> <i>What is the main idea or thesis of this document?</i>		
<b>MAKING CONNECTIONS FOR EVIDENCE</b> <i>How does this document relate to the focus question? What evidence does it provide about how slaves gained their freedom?</i>		
<b>QUESTIONS I STILL HAVE...</b>		

## CW6.6 - Emancipation Review



1. Organize the following list of events in chronological order using 1860, the Emancipation Proclamation, and the end of the Civil War as points of reference. Multiple answers are possible.

- \* Former slaves enlist in the Union army
- \* Slaves escape masters
- \* Election of Lincoln
- \* Fort Monroe accepts "contraband"
- \* South Carolina secedes
- \* The Union fights to end slavery

2. Write two cause-and-effect statements based upon this timeline.

3. List three actions that slaves took to gain their freedom.



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## CW6.7 Modification - Freedom Timeline

*Overview:* Long before Lincoln wrote the Emancipation Proclamation, slaves and their supporters fought against the institution of slavery. At the same time, slave owners fought to maintain what they believed to be their right to hold slaves as property. In order to better understand the ongoing fight over two very different definitions of freedom, your task is to **organize the following events into a timeline that clearly explains:**

1. how both individual slaves fought for their own freedom and the federal government helped put an end to the institution of slavery, and
2. how individual slave-owners and the Confederacy defended what they believed to be their freedom to own property.

*Directions:*

- With your partner(s), **create an 1860-1865 timeline** that organizes the following events in their proper chronological order.
- In addition to listing the events in order, your timeline will need to include specific content, images, or text to **clearly explain both #1 and #2 above.**
- Finally, be prepared to share your timeline with the class and explain your answers to questions #1 and #2 above.
- Be sure to **review the grading guidelines** for this timeline as you work to make sure you have both included all required components in a well-organized, historically accurate, and creative fashion.

*Specific Events (use your textbook or other source to find dates):*

Fort Monroe accepts contraband

The Emancipation Proclamation is issued by President Lincoln

54<sup>th</sup> Massachusetts Regiment is formed

54<sup>th</sup> Regiment fights at Fort Wagner

Election of Lincoln

Sherman's March to the Sea causes major destruction to Confederate property and land

South Carolina secedes

African American soldiers receive equal pay in the Union army

Passage of the 13<sup>th</sup> Amendment

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## CW6.7 Modification – Freedom Timeline (continued)

*Ongoing Actions (these are not one-time events, but occur throughout the 1855 – 1865 period. Organize your timeline so that it is clear these are listed as ongoing):*

- Slaves protest their condition by escaping north
- The Union Army does not return escaped slaves to slave owners, claiming captured war property (contraband)

*Grading Guidelines (to receive full credit, you must be able to answer yes to each of the following questions)*

- Does the timeline include all required events and ongoing actions?
- Are all events and actions organized in the correct chronological order?
- Does the timeline and the presentation explain how both individual slaves fought for their own freedom and the federal government helped put an end to the institution of slavery? (#1)
- Does the timeline and the presentation explain how individual slave-owners and the Confederacy defended what they believed to be their freedom to own property? (#2)
- Is the timeline clear and easy to read?