



# Debating Emancipation

Grades 6 - 12

**PRESIDENT  
LINCOLN'S  
COTTAGE**

Dear Teacher,

Thank you for reserving *Lincoln's Toughest Decisions: Debating Emancipation* at President Lincoln's Cottage. I am confident that your students will have a great experience, and I hope you will find the attached pre- and post-visit documents helpful.

At President Lincoln's Cottage, our mission is to engage the public in an exploration of Abraham Lincoln's leadership and ideas and nurture reflection and discourse on liberty, justice, and equality, the very issues Lincoln thought through while living at this place. By participating in *Lincoln's Toughest Decisions: Debating Emancipation*, an award-winning program that puts students in the role of President Lincoln's closest advisors, your students will explore this pivotal time in Lincoln's presidency. Lincoln solved the difficult problems of his time by consulting the ideas of those around him, thus informing his own thought process. This pragmatic approach will serve as a model for your students to develop their own decision making skills as they strive to understand the power of their ideas in modern society.

The goals of this program are:

- To engage students in an interactive experience that uses primary sources;
- To participate in a personal experience with history through role play;
- To explore multiple perspectives on key issues Lincoln dealt with and to understand his decision-making process.

Enclosed are educator materials specifically designed to help you:

- **Prepare** your students for their experience through thought-provoking activities;
- Arrange your visit to ensure the best possible on-site **experience**;
- Plan meaningful time for classroom **reflection** after your on-site program.

Other teacher materials are available on our website at [www.lincolncottage.org](http://www.lincolncottage.org). If you have additional questions, please contact the Education Department at 202-829-0436 or [LincolnEd@savingplaces.org](mailto:LincolnEd@savingplaces.org).

See you soon!

Sincerely,

*Callie Hawkins*

Callie Hawkins  
Associate Director for Programs  
President Lincoln's Cottage

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## *Activity One:* Comparing President Lincoln's Cottage & The White House

### ***Goal***

Introduce students to President Lincoln's Cottage and how it is similar to and different from the White House. This activity includes a reading, a comparison chart, and some photos.

### ***Directions***

There are many different ways to share this information with students. Select one of the following that works best with your class.

- ~ Copy the story and divide it up by paragraphs. Split your class into groups. Give one paragraph to each group. The groups may summarize the information in their paragraph for the rest of the class.
- ~ Summarize the facts and pass them along in story form to your students.
- ~ Have your students illustrate a drawing or create a model of Lincoln Cottage based on the written text.
- ~ Have students read through the entire story. Have students identify words that they are not familiar with. Use a game such as Pictionary or Bingo to help students learn these new terms and more about President Lincoln's Cottage.

### ***Post –Reading Discussion***

After reading about President Lincoln's Cottage, students can compare/contrast the site with the White House.

Students can answer discussion questions as a class to begin to compare the two places with leading questions.

- Why did Lincoln seek out a retreat from the White House?
- How are the descriptions of the Soldiers' Home and White House property similar?
- How is the Soldiers' Home different from the White House both the building and the surrounding area?
- What is the main difference between these two sites in terms of visitors? What other important differences are there?
- How were/are both sites used by Presidents?

Students could also fill out the chart comparing and contrasting the two places. See sample on next page.



	White House	President Lincoln's Cottage
Use		
Description		
Method of Travel		
Visitors		
Location		
Size		

## President Lincoln's Cottage - the First Presidential Retreat

As a way to escape the heat of the downtown Washington and the pressures of the White House as well as mourn the recent death of their son, Willie; President Abraham Lincoln and his family moved to a cottage on a high elevation three miles from the city center. This Cottage sat on the tree-lined grounds of the Soldiers' Home and provided a sanctuary for the Lincoln family from June to November in 1862, 1863, and 1864. It was a different kind of retreat than today's Camp David because Abraham Lincoln lived at the site and commuted daily to the White House.

Lincoln visited the Soldiers' Home a few days after his inauguration, having learned of the place from his predecessor, James Buchanan. Several other presidents after Lincoln, including Rutherford B. Hayes and Chester A. Arthur, also used the Soldiers' Home retreat. The Soldiers' Home, established in 1851 as a retirement home for wounded or disabled soldiers, consisted of over 200 acres and multiple buildings. During Lincoln's time at the Soldiers' Home, there were approximately 100 - 200 veterans in residence. To curry favor with government leaders when the Home suffered financial difficulties in its early years, the Home invited the President and his Secretary of War to summer on the property.

Downtown Washington in the summer during the 1860's was a dusty, dirty, and congested place that was transitioning from a small town to the center of the Union war effort. Standing 300 feet above the city on the property today, you can feel the cool breezes that President Lincoln and his family enjoyed. Lincoln was able to escape from the office seekers that pursued him at the White House; however, the president at this time was much more accessible than he is today. We know of over 100 visitors, friends, staffers, and unexpected guests who met with the President at the Soldiers' Home. While at this retreat, Lincoln was consumed by his presidential duties and many of his visitors were people with whom he discussed strategies for winning the war. Most notably, Lincoln formulated his thoughts on emancipation and issued the Preliminary Emancipation Proclamation while he lived at this seasonal retreat. The president was actually closer to the war effort while residing at the Soldiers' Home surrounded by war veterans, soldiers, and graves in the nearby national cemetery. (The Soldiers' Home National Cemetery was the first national cemetery before Arlington Cemetery was created in 1864.)

The President commuted from the Soldiers' Home to the White House each day and passed contraband camps, hospitals and cemeteries. Those sites on his commute route reminded Lincoln of the Civil War, and offered opportunities for interactions with a variety of people.

Lincoln's commute took approximately 30 minutes by horse or carriage. On most trips between the two places, he was accompanied by his presidential guard. Ironically, it takes approximately 30 minutes today to travel from the Soldiers' Home to the White House via car or public transportation because of traffic and congestion. This "summer White House" was undeniably important and valued by President Abraham Lincoln.



Photo of the Cottage ca. 1863, from the Todd Family album  
Courtesy of the Lincoln Museum, Fort Wayne, Indiana.

*Photo Description:*

This photograph is of President Lincoln's Cottage at the Soldiers' Home taken in the 1860s and found in a photo album belonging to one of Mary Todd Lincoln's relatives. The view is of the south side, which is the back of the cottage. The entrance doors are on the north side. The cottage was built for a wealthy banker between 1842 and 1848. In 1851 the United States government purchased the residence and surrounding property to build a home for retired and disabled soldiers. In its early years, the Home invited the President and Secretary of War to summer on the property to build political support.



Photograph of the south side of the White House, 1861  
Courtesy of the National Archives, Washington, D.C.

*Photo Description:*

This photograph is of the White House during the Civil War era, 1861-1865. Building began on the White House in 1792 and, although President and Mrs. John Adams moved into the residence in 1800, construction continued until 1809. When President Lincoln moved into the White House in early 1861, the building had already been rebuilt and enlarged following the War of 1812. This image shows the south side of the building, as seen from Constitution Avenue, not the view seen from Pennsylvania Avenue.



## Photo Discussion Questions

1. Examine both buildings in the photographs, paying close attention to the size of each building, the design, and other features, such as the number of windows or chimneys. How are these residences similar or different? Which is the more formal home? Which looks more comfortable? How can you tell?
2. Which features suggest how each building is used? How do you think President Lincoln used each one?
3. How do you behave in different places, such as a friend's house, your grandparents' house, at school or at a job?
4. Based upon these photographs, in which house do you think you would prefer to live and why?

## Activity Two: Now Debate This!

*\*This lesson was adapted from a lesson plan submitted to Education World by Gary Hopkins - [http://www.educationworld.com/a\\_lesson/03/lp304-02.shtml](http://www.educationworld.com/a_lesson/03/lp304-02.shtml)*

### Goal

To familiarize students with the debate process by having them determine relevant debate topics, recognize the parties affected by such issues, and research and debate their points of view.

### ★ Materials

Index cards  
Topics for debate

### Background

Debates are an effective way to present multiple perspectives on one topic or issue, and there are many types or styles for debating. In one well-known debate format, modeled after the 1858 debates between Abraham Lincoln and Stephen Douglas, participants debate the roles of Lead Debater, Questioner, and Responder. Many topics, however, lend themselves to another form of debate, the role play debate, in which students examine different perspectives related to an issue and assume the role of a stakeholder in that issue. The following is a lesson utilizing the role play format to help students identify critical issues within their school community, determine the stakeholders in the issue, and debate opposing views of a resolution to the issue.

### Directions

- ~ Review the “principles” of debating with students (see Rules of Debate). Have the entire class brainstorm topics around their school that they feel strongly about and that impact their lives (students should avoid political topics at this time).
  - Should students be required to wear uniforms to school?
  - Should students be required to say the Pledge of Allegiance?
  - School attendance should be voluntary.
  - Select a topic for classroom debate
  
- ~ Have students identify all of the stakeholders, or parties involved and affected by this decision making process. If your class is debating whether or not students should be required to wear uniforms, the following people might be affected:
  - Students
  - Parents
  - Teachers
  - Principals
  - Local clothing store owners

Note: In many cases, it will be apparent which of these stakeholder groups is for the issue and which is against the issue. However, sometimes this may not be as clear cut. For example, in the above scenario, some parents may support requiring their children to wear school uniforms, while others may be opposed to it. Encourage students within a given stakeholder group to consider different perspectives among their own group, or direct students within a given group to be for or against the issue.

~ Gather enough index cards for each student in the class. Record each of these parties involved on an index card, making sure that you have at least 3 index cards for each of the stakeholder roles. This will ensure that you have at least 3 students to research and debate their points.

~ Have students research and prepare their arguments. Encourage students to consider their opponents' response when preparing their argument.

~ When it is time to debate, the teacher will act as the moderator/facilitator and each group of stakeholders will have the opportunity to debate their position. At the conclusion of the debate, students should determine which side presented the strongest case, the side supporting the issue, or the side opposing the issue.

## Discussion Questions

1. Which stakeholder group presented the best argument for resolution to this issue? Why?
2. What was the benefit of hearing multiple perspectives on your topic of debate?
3. What do you think makes a debate different from an argument?

## Activity Three: Preparation for the Cabinet Role-Play

### Goal

Before visiting President Lincoln's Cottage, familiarize your students with Lincoln's Cabinet members and prepare them to debate with an in-depth discussion of each Cabinet member's views.

- ~ Begin by discussing emancipation. What is emancipation? Who would be involved? What are the main issues? See Activity Four Vocabulary List for more information.
- ~ Who selects the members of the Cabinet? What is their role?
- ~ What is each Cabinet member's perspective on emancipation? What additional policies, if any, do they support along with emancipation? What does each Cabinet member see as the positive or negative effects of emancipation?
- ~ Are there Cabinet members who share the same views? Have students compare and contrast the views of each Cabinet member.

### Cabinet Members Emancipation Views & Background Information

#### Bates – Attorney General

- Bates thinks a military order of emancipation could help end the war soon.
- Strongly supporting colonization, Bates thinks slaves freed through the Emancipation
- Proclamation should be immediately sent to Africa or Central America.

Edward Bates was born to a prominent slave-holding family in Virginia when George Washington was president. At 21, he decided to “go West and grow up with the country,” and traveled to the frontier town of St. Louis. There, he became a highly-respected lawyer and judge. After losing the Republican nomination to Lincoln in 1860, Bates joined Lincoln's Cabinet as Attorney General. Lincoln admiringly called Bates the “Law-Officer of the government, a believer in the virtue of adhering to the law.” Journalist Noah Brooks considered him “one of those close, quiet observers of people who see through a man at first glance.” Bates was devoted to his wife and eight children and suffered deeply as the war divided his family: One son fought for the Confederacy, and another for the Union.

#### Blair – Postmaster General

- Blair supports compensated emancipation.
- Blair endorses colonization or sending freed blacks to Africa or Central America.

Montgomery Blair grew up in one of Washington's most powerful political families; his father was a founder of the Republican party. Before the war, he was best known as the lawyer of Dred Scott, the slave who unsuccessfully sued for his freedom. Blair was an efficient postmaster general, an important position in an era when his office controlled many government jobs. Journalist Noah Brooks described him as “the best scholar in the Cabinet,” but also “a restless mischief-maker...never so happy as when he was in hot water or making water hot for others.” Blair admitted he loved political conflict, saying, “When the Blairs go for a fight, they go for a funeral.”



*Chase – Secretary of the Treasury*

- Chase, a long standing abolitionist, criticizes the government's inaction on slavery.
- Chase is not only in favor of emancipation, he is in favor of allowing all loyal men, black or white, the right to bear arms and enlist in the Army.

Salmon Chase was a famous antislavery lawyer who served as both senator and governor in Ohio. In 1847, he joined with William Seward, his future fellow Cabinet member, to argue the Supreme Court case of John Van Zandt, an old farmer who had helped slaves run away. Though Chase desperately wanted to be president, he lost the 1860 Republican nomination to the lesser-known Abraham Lincoln. As Lincoln's Secretary of Treasury, Chase showed enormous ability. He helped to finance the war effort through new reforms that included public war bonds, the federal government's first income tax, a nationwide banking system, and paper money or the "greenback." Described by Charles Dana as "an able, noble, spotless statesman," Chase was also considered humorless, self-important, and driven by presidential ambition.

*Seward – Secretary of State*

- If Southern cotton production is disrupted, either by emancipation or continued war, England and France might interfere to keep Southern cotton coming to their mills.
- Some countries may see emancipation as a sign of Union desperation.
- Seward recommends waiting for a Union victory to issue the proclamation.
- One of the most famous anti-slavery lawyers in the country.

William Seward was a founder of the Republican Party and a long-time Senator and Governor of New York. He and his wife, Frances, were active in the Underground Railroad, using their home in Auburn, New York to shelter runaway slaves. Harriet Tubman, the legendary escaped slave, built a home on his property where she lived for over fifty years. Considered the front-runner for the 1860 Republican presidential nomination, Seward lost to Lincoln, although "we may be sure that Seward once thought himself the greater man of the two," wrote journalist Noah Brooks. As Lincoln's Secretary of State, Seward successfully managed several important conflicts with Europe. Seward eventually became a target of angry Radical Republicans, who tried to remove him from the Cabinet in late 1862.

*Stanton – Secretary of War*

- Stanton believes freeing slaves in rebel states is a military necessity that could help win the War and save the Union.
- Stanton thinks freeing slaves deprives the Confederacy of a labor force and allowing blacks to enlist in the Union Army aides the Union war effort.

A prominent anti-slavery attorney from Ohio, Edwin Stanton served as Lincoln's second Secretary of War. In 1862, Stanton replaced Simon Cameron, an unorganized and inefficient Pennsylvania politician who was overwhelmed by the job of organizing for war. Though Stanton had publicly mocked Lincoln as "the original gorilla," the president offered him the most important cabinet post. Under Stanton's direction, the War Department's operations greatly improved. Despite Stanton's rough personality, he developed the closest partnership with Lincoln of any cabinet member. The two men often spent time together at the Soldiers' Home, where both had houses.

### Welles – Secretary of the Navy

- Welles believes that war powers gives the President the right to issue the emancipation proclamation based on military necessity.
- At the same time, Welles is concerned that the courts might overrule Lincoln's emancipation policy on the grounds that it is unconstitutional.

As a journalist and politician from Connecticut, Gideon Welles was a leading voice of the Democratic Party. But his passionate opposition to slavery drove him to join the newly-formed Republican Party in 1855. Appointed Secretary of the Navy, Welles faced the huge task of getting his department ready for war. Welles was mockingly called “Father Neptune” and “Noah,” because of his flowing white beard and immense curly wig. But government official Maunsell Field wrote he “was one of the ablest, and in every respect one of the best of Mr. Lincoln’s immediate advisors.”



## *Activity Four: Civil War Wordsmiths*

### ***Goal***

The vocabulary list will help students understand important terms and events associated with the Civil War.

### ***Game Idea- Flyswatter Activity (for younger students)***

- ~ Write select vocabulary words on an overhead transparency in random order.
- ~ Divide the class into two teams.
- ~ Project overhead transparency on screen.
- ~ Have one member from each team stand on either side of the screen. Give each a fly swatter (or something to swat with).
- ~ Read a definition of a vocabulary word.
- ~ The first person to swat the matching vocabulary word on the screen wins a point for his team.
- ~ Repeat until all vocabulary words have been used.

### ***Vocabulary Bingo (for older students)***

- ~ Students study the list of vocabulary.
- ~ Each student receives a 5 x 5 Bingo square and marks one word in each box except the center square which is free.
- ~ The teacher randomly selects definitions of word.
- ~ As the teacher reads the definition aloud, students put an X through the word if it appears on their Bingo card.
- ~ A student wins when they get 5 in a row and can provide correct definitions for the words.

## Civil War Wordsmiths Word Bank

**Abolitionist:** a person fighting to end slavery.

**abolition:** the legal prohibition and ending of slavery.

**act:** a law made by a governing body.

**Amendment:** an addition or change to a law.

**Bill of Rights:** the first 10 amendments to the Constitution. Ratified by the states in 1791, it protects the rights of citizens (ex. the freedom of speech and religion, the right to a speedy and public trial, etc.).

**border states:** slave-owning states that did not secede from the Union during the Civil War- Delaware, Kentucky, Maryland, and Missouri.

**citizen:** a person who owes allegiance to a government and is protected by it.

**civil liberties:** rights of citizens that are protected by the laws of a country. In the United States, civil liberties are protected by the Constitution and the Bill of Rights.

**civil war:** a war between political factions or regions within the same country.

**Civil War of the United States:** the war between the Union and Confederacy that took place from 1861 to 1865. As a result of the Union victory, the country is reunited and all enslaved individuals across the country are freed (see Thirteenth amendment). Abraham Lincoln was President of the United States during the war.

**compensation:** the act of giving people some kind of payment, usually money, in return for a good or service.

**compensated emancipation:** payment from the government to slave owners on the act of freeing their slaves.

**Compromise of 1850:** a series of laws that attempted to strike a compromise between the North and South over the issue of slavery. In favor of Northern interests, it admitted California to the Union as a free state and banned the slave trade in Washington, DC. In favor of Southern interests, it strengthened the rights of all slave owners through the Second Fugitive Slave Act. It also allowed slavery in the territory of New Mexico, a decision made through popular sovereignty.

**Confederacy or the Confederate States of America:** the 11 southern states that seceded from the Union between 1860 and 1861. They named Jefferson Davis as president of their new government, and fought against the Union during the Civil War to preserve states' rights and slavery-

Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia.



**Constitution:** the basic beliefs and laws of a nation, state, or social group that establish the powers and duties of the government and guarantee certain rights to its people.

**Constitution of the United States:** the supreme law of the United States. Framed in 1787 and ratified by the states in 1789, it was designed to balance the power of a strong central government with the rights of individual states. Originally it only defined and protected the rights of the federal and state governments. However, amendments were soon passed that defined and protected the rights of individual citizens as well (see Bill of Rights).

**contraband:** property seized from the enemy. During the Civil War, enslaved individuals who fled to or were brought within Union lines.

**D. C. Emancipation Act:** This freed slaves in the District of Columbia by have the government pay slave owners to free their slaves and provided money for the voluntary relocation of former slaves to Africa.

**Dred Scott Decision:** an 1857 Supreme Court ruling to return Dred Scott to slavery in Missouri, after he had lived in a free state with his master. It asserted that blacks-enslaved as well as free- were never and could never become citizens of the United States. It permitted slavery in the territories, despite the Missouri Compromise of 1820, which prohibited slavery in territories north of the 36° 30' latitude line.

The Supreme Court disagreed with Congress, declaring the Missouri Compromise unconstitutional and stating that Congress had no right to prohibit slavery in the territories.

**emancipation:** the formal release of enslaved individuals from bondage.

**Emancipation Proclamation:** a declaration issued by President Abraham Lincoln on January 1, 1863, freeing slaves in rebel-controlled Confederate territories and allowing black men to join Union armies. The Emancipation Proclamation was a presidential order, not an act of Congress. It did not free slaves in the border states or Union-controlled Confederate territories.

Lincoln called the Emancipation Proclamation a “military necessity absolutely essential to the salvation of the Union.”

**enslaved individual:** a person forced against his will to work for someone else without pay; a slave.

**Fifth Amendment:** Protects citizens’ property from being taken away by the government without due process of law. Many believe this Amendment protected slavery and made the Emancipation Proclamation unconstitutional.

**First Confiscation Act:** a law passed by Congress that allowed the union army to take confederate property, which included slaves.

**Inauguration:** a ceremony in which an elected or appointed official accepts office.

**Kansas-Nebraska Act of 1854:** a law that repealed the Missouri Compromise line of 1820 separating free from slave territory in the western lands that extended to the eastern range of the Rocky Mountains. This act gave slavery an opportunity to expand, particularly into Kansas which lay adjacent to the slave state of Missouri. All new territories, including those north of the 36° 30' latitude line such as Kansas and Nebraska, may now decide through popular sovereignty whether to allow slavery.

**martial law:** a system in which normal administration of justice is controlled by the military, instead of civil authority.

**Missouri Compromise of 1820:** a series of laws that attempted to strike a compromise between the North and South over the spread of slavery. In favor of Southern interests, it admitted Missouri into the Union as a slave state. In favor of Northern interests, it admitted Maine into the Union as a free state and prohibited slavery north of the 36° 30' latitude line. The compromise marked the beginning of the antebellum period.

**ordinance:** a law made by the local government (such as of a city or town).

**Presidential Cabinet:** the name given to the heads of government departments as a group who are among the president's closest advisors.

**popular sovereignty:** the right of settlers to make their own laws, especially in determining whether to permit slavery within their territory.

**preserve:** to keep alive or in existence, ex. to preserve the Union.

**proclamation:** when the president gives an order, that must be obeyed, to the executive branch of the government.

**ratify:** to give legal or official approval to.

**rebel or confederate, butternut, grayback, Johnny Reb or reb:** a slang term for a soldier fighting for the South.

**repeal:** to withdraw or cancel especially by legislative action.

**sanctuary:** a place of refuge; a safe place.

**secede:** to formally withdraw from an organization (as a nation, church, or political party).

**Second Confiscation Act:** a law passed by Congress that classified Confederates as traders and freed slaves taken as contraband.

**Second Fugitive Slave Act:** one of the laws of the "Compromise of 1850." It favored Southern interests, requiring all U.S. citizens to assist in the return of runaway slaves and denying runaway slaves the right to a jury trial. As a result, the rights of slave owners are strengthened and the rights of free blacks are threatened. Many states pass personal liberty laws in response.

**slavery:** the state of an enslaved individual.

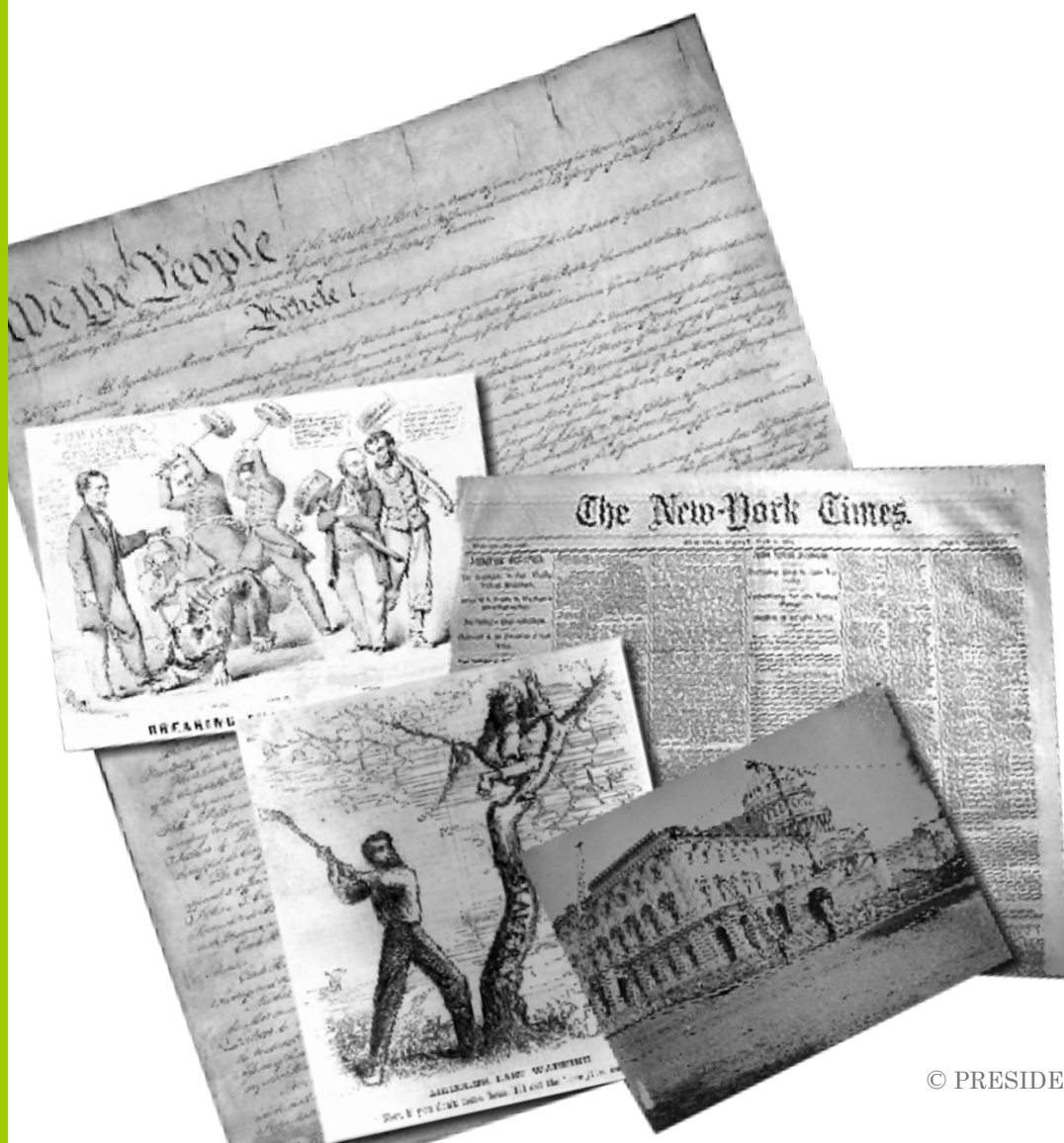
**sovereign:** independent and autonomous.

**Thirteenth Amendment:** an addition to the Constitution that abolishes slavery everywhere in the United States.

**Union or the United States of America:** The 23 Northern states that fought against the Confederacy during the Civil War. Led by President Abraham Lincoln, they fought to preserve the union and, some, for the abolishment of slavery as well.

**Yank or the Blue, Federals, or Billy Yank:** a slang term for a soldier fighting for the North.

**writ of habeas corpus:** a provision in the Constitution that protects citizens against arbitrary arrest by allowing a judge to determine whether the arrest is lawful. It was suspended at the start of the Civil War, in 1861, by President Abraham Lincoln.



## Activity Five: Emancipation Timeline

### Goal

The Emancipation Timeline activity will allow students to visualize the nation's gradual and complicated journey towards black freedom and equality.

### Objectives

- ~ Students will understand the length and complexity of the emancipation process.
- ~ Students will understand how the Civil War fits into the emancipation process.

### ★ Materials

- ~ List of timeline events for teachers
  - Younger Student Version
  - Older Student version
- ~ Wrap-up reading for students
- ~ Overhead markers (3 colors)
- ~ Timeline event cards

### Directions

Teachers may approach this activity in various ways:

**Method # 1: Class Activity - Grades 6-8, Approximately two 30-45-minute blocks**  
*Day 1 – Introduction to Timeline. First 30-45 minute block.*

~ Warm-Up Questions – Approximately 15 minutes.

1. What is “emancipation”? The formal release of enslaved individuals from bondage.
2. What is a “free” state? A “slave” state?
  - a. How do you think the North justified its anti-slavery sentiment? The Declaration of Independence’s “all men are created equal.”
  - b. How do you think the South used the law to justify its pro-slavery sentiment? The Constitution’s guarantee of the right to property (i.e. enslaved individuals).
3. What is “popular sovereignty”? The right of settlers to make their own laws, especially in determining whether to permit slavery within their territory.

~ The Expansion of Slavery in the United States – 15-20 minutes.

1. How did slavery expand in the United States? Set up the overhead transparency of the blank map. Explain that the purpose of the map is to show the expansion of slavery to new states and territories, and that it will be used during the timeline activity. As a class, create a key for “free state or territory,” “slave state,” and “decision by popular sovereignty.” What was the United States like before 1820? Together shade in free states and territories, and slave states, accordingly.
2. When was slavery abolished across the United States? You might ask them to write down any guesses/answers (events and date of events) for extra credit. Tell



the to be on the look-out for two events as the class goes through the timeline together (i.e. the Emancipation Proclamation of 1863 and the 13th Amendment of 1865), and to raise their hands when the class comes upon each event.

*Day 2 – Timeline. 45 minute block*

1. Give each student one event card.
2. Have students work together to put the events in chronological order on the wall or bulletin board.
3. Optional: This activity could also be done as a human timeline. Students organize themselves in chronological order. Have students with events that occurred during the Civil War (April 12, 1861- April 9, 1865) take 3 steps forward. Students will be able to see the Civil War as the final series of events in a long and complicated emancipation process.
4. Have students, in chronological order, read aloud their own event card and then add them to the wall or bulletin board timeline.

a. Use the overhead transparency map, from the previous day, to clarify the events regarding the expansion of slavery to new states and territories. Shade accordingly. Be prepared to draw the Missouri Compromise's 36° 30' latitude line.

b. If the event is an emancipation-related law, have the class decide whether it favored moving forward, moving backward, or something in between the two. Give the student the appropriate cue card to hold up ("Forward Arrow", "Backward Arrow", or "Forward/Backward Arrow"). The forward arrow would recommend progress toward emancipation, the backward arrow would protect or expand slavery and both arrows would mean a compromise that neither represent an advance for emancipation or slavery.

Cue cards will help students visualize the length and complexity of the emancipation process. Students will see that laws addressing the issue of emancipation were passed long before and even after the war. They will see that the laws were a mixed bag- sometimes favoring one side over the other, sometimes attempting to balance conflicting interests.

*Ex. Backward Arrow: 1850 - The First Fugitive Slave Law is passed, allowing slave owners to cross state lines in the pursuit of fugitives and making it a punishable offense to assist runaway slaves.*

*Ex. Forward Arrow: 1808 - Congress bans the importation of slaves ending involvement in the international slave trade.*

*Ex. Forward/Backward Arrow: The Compromise of 1850 admits California to the Union as a free state, allows the slave states of New Mexico and Utah to be decided by popular sovereignty, and bans the slave trade in Washington D.C.*

- c. After students have identified the two events that abolished slavery across the country, emphasize that emancipation did not happen cleanly and all at once. Ask them to compare when the Emancipation Proclamation was issued and when the 13th Amendment was passed, using the timeline (in the middle and after the war, respectively).
5. When the last event is read, have students examine the complete timeline on the wall or bulletin board. The end product is a timeline of the emancipation process, consisting of early emancipation acts in the North, emancipation-related laws that favored the interests of one side or attempted to balance the interests of both, Civil War events, and consequent constitutional amendments regarding black freedom and equality.
  - a. Ask students to share any observations made about the emancipation process using the timeline. What surprises you about this timeline? How would you describe the emancipation process in the United States? Write their observations on the board.
  - b. Finally, share the Wrap-up Emancipation Summary with your students.

***Method # 2: Individual activity – Grade 8 and up***

Give each student all of the timeline event cards. Ask him to cut them out and arrange them in order to form a constructivist timeline. Older students might be assigned the additional task of researching and presenting one or two of the events. Their research might include finding a primary source to accompany the date and writing up an additional caption or description.

## Emancipation Timeline of Events *for younger students*

**July 4, 1776** - Declaration of Independence declares, “We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.”

**July 1777** - Vermont becomes the first U.S. territory to abolish slavery.

**March 1780** - Pennsylvania becomes the first U.S. state to gradually abolish slavery. Slave children born after November 1, 1780 will be free on their 28th birthday.

**July 1787** - Northwest Ordinance prohibits slavery except as criminal punishment, in the Northwest Territory. (The territory later becomes Ohio, Indiana, Illinois, Michigan, and Wisconsin.)

**March 1789** - As part of the ratified United States Constitution, three-fifths of all slaves will be counted as people for representation and taxation purposes.

**February 1793** - The First Fugitive Slave Law is passed, allowing slave owners to cross state lines in the pursuit of fugitives and making it a punishable offense to assist runaway slaves.

**February 1804** - New Jersey passes gradual emancipation law. It becomes the final Northern state to pass a law that either forbids slavery or requires its gradual elimination.

**January 1808** - An act of Congress bans the importation of slaves ending involvement in the international slave trade.

**March 1820** - The Missouri Compromise forbids slavery in the Louisiana territory north of Missouri’s Southern border. Under its terms, Maine is admitted to the Union as a free state and Missouri as a slave state.

**August 1831** - Nat Turner, an enslaved Baptist preacher believing himself divinely inspired, leads a violent rebellion in Southampton, Virginia. At least 57 whites are killed.

**July - August 1839** - Africans aboard the Spanish slave ship Amistad commit mutiny. When the ship is captured off the coast of Long Island, the slaves plea for freedom in court the following year.

**September 1850** - The Compromise of 1850 admits California to the Union as a free state, allows the slave states of New Mexico and Utah to be decided by popular sovereignty, and bans the slave trade in Washington D.C. The Compromise of 1850 includes The Second Fugitive Slave Act which requires citizens to assist in the recovery of fugitive slaves and denies fugitive slave’s right to a jury trial. As a result, the rights of slave owners are strengthened and the rights of free blacks are threatened. Many states pass personal liberty laws in response.

**May 1854** - The Kansas-Nebraska Act creates the territories of Kansas and Nebraska and allows popular sovereignty to decide the slave status of each. It also repeals the anti-slavery clause of the Missouri Compromise.

**March 1857** - The U.S. Supreme Court ruling in *Dred Scott v. Sanford* denies citizenship to all slaves, ex-slaves, and descendants of slaves and denies Congress the right to prohibit slavery in the territories.

**October 1859** - A group of whites and blacks, led by John Brown, conducts an unsuccessful raid on Harper's Ferry, Virginia, in an attempt to undermine slavery in the South.

**January 1861** - Kansas enters the Union as a free state.

***April 12, 1861 – Civil War begins.***

**April 16, 1862** - Congress abolishes slavery in Washington with the District of Columbia Emancipation Act. Slave owners who pledge loyalty to the Union receive compensation for freeing their slaves.

**July 22, 1862** - President Lincoln reads a draft of the Emancipation Proclamation to the Cabinet.

**September 22, 1862** - President Lincoln issues the Preliminary Emancipation Proclamation, freeing all enslaved individuals in rebel-controlled areas of the Confederacy on January 1, 1863.

**January 1, 1863** - President Lincoln issues the final version of the Emancipation Proclamation. He calls emancipation “an act of justice” and a “military necessity.”

**June 20, 1863** - West Virginia is admitted as a free state. As part of its state constitution, slaves receive freedom at the age of twenty-one.

**July 3, 1863** - The Union decisively wins the Battle of Gettysburg, ending Confederate general Robert E. Lee's invasion of the North.

**November 19, 1863** - After the Battle of Gettysburg, Lincoln delivers the Gettysburg Address, often called his most famous speech. He urges the North to continue to fight for freedom and equality, important principles of the Declaration of Independence. Lincoln states that “[the] government of the people, by the people, for the people, shall not perish from the earth.”

***April 9, 1865 – Civil War ends.***

**December 18, 1865** - The 13th Amendment to the Constitution abolishes slavery throughout the United States, freeing almost 4 million enslaved individuals.

**July 1868** - The 14th Amendment to the Constitution defines a citizen as anyone born in the United States (except Native Americans) or naturalized, thereby extending all rights of citizenship to African Americans.

**February 1870** - The 15th Amendment to the Constitution protects African Americans from racial discrimination in voting.

## Emancipation Timeline of Events *for younger students*

**July 4, 1776** - Declaration of Independence declares, “We hold these truths to be self-evident: that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty and the pursuit of happiness.”

**July 1777** - The Constitution of the State of Vermont prohibits slavery.

**March 1780** - The Constitution of Massachusetts declares all men to be free and equal; a judicial decision in 1783 interprets this as meaning that slavery should be abolished.

Pennsylvania adopts a policy of gradual emancipation, freeing the children of all slaves born after 1 November 1780 on their 28th birthday.

**1784** - Rhode Island and Connecticut pass gradual emancipation laws similar to Pennsylvania.

**July 1787** - Northwest Ordinance prohibits slavery except as criminal punishment, in the Northwest Territory (later Ohio, Indiana, Illinois, Michigan, and Wisconsin).

**March 1789** - As part of the ratified United States Constitution, three-fifths of all slaves will be counted as people for representation and taxation purposes.

**February 1793** - The First Fugitive Slave Law is passed, allowing slave owners to cross state lines in the pursuit of fugitives and making it a punishable offense to assist runaway slaves.

**March 1799** - New York State passes a gradual emancipation law.

**1800** - Congress prohibits U.S. citizens from exporting slaves.

**February 1804** - New Jersey adopts a gradual emancipation law.

**January 1808** - Congress bans the importation of slaves ending involvement in the international slave trade.

**March 1820** - The Missouri Compromise forbids slavery in the Louisiana territory north of Missouri’s Southern border. Under its terms, Maine is admitted to the Union as a free state and Missouri as a slave state.

**May 1820** - Congress passes a law equating slave trading with piracy, punishable by death.

**1830** - The slave population in the U.S. numbers more than two million, making the ratio of free to enslaved Americans approximately 5.5:1.

**August 1831** - Nat Turner, an enslaved Baptist preacher believing himself divinely inspired, leads a violent rebellion in Southampton, Virginia. At least 57 whites are killed.



**May 1836** - Faced with many abolitionist petitions, the U.S. House of Representatives adopts a “gag rule” by which abolitionist materials are automatically tabled or set aside and not reviewed. The rule is renewed numerous times.

**July \_ August 1839** - Africans aboard the Spanish slave ship Amistad commit mutiny. When the ship lands off the coast of Long Island, the slaves plea for freedom in court.

**1844** - Oregon prohibits slavery.

**1848** - Connecticut law prohibits slavery entirely.

**September 1850** - The Compromise of 1850 admits California to the Union as a free state, allows the slave states of New Mexico and Utah to be decided by popular sovereignty, and bans the slave trade in Washington D.C.

**September 1850** - The Compromise of 1850 includes The Second Fugitive Slave Act which requires citizens to assist in the recovery of fugitive slaves and denies fugitive slave’s right to a jury trial. As a result, the rights of slave owners are strengthened and the rights of free blacks are threatened. Many states pass personal liberty laws in response.

**May 1854** - The Kansas-Nebraska Act creates the territories of Kansas and Nebraska and allows popular sovereignty to decide the slave status of each. It also repeals the anti-slavery clause of the Missouri Compromise.

**March 1857** - The U.S. Supreme Court ruling in Dred Scott v. Sanford denies citizenship to all slaves, ex-slaves, and descendants of slaves and denies Congress the right to prohibit slavery in the territories.

**October 1859** - A group of whites and blacks, led by John Brown, conducts an unsuccessful raid on Harper’s Ferry, Virginia, in an attempt to undermine slavery in the South.

**February 1860** - Lincoln states in his Cooper Union address on February 27th that the signers of the Constitution believed that the federal government has the power to restrict the spread of slavery into new territories.

**January 1861** - Kansas enters the Union as a free state.

**August 1861** - Congress passes the First Confiscation Act authorizing the seizing of slaves who were employed on behalf of the Confederate cause.

**August 1861** - General John C. Fremont declares free all slaves that belonged to Confederates in Missouri; Lincoln canceled his order.

**April 16, 1862** - Congress abolishes slavery in Washington with the District of Columbia Emancipation Act. Slave owners who pledge loyalty to the Union receive compensation for freeing their slaves.

**May 1862** - General David Hunter declares free all slaves in South Carolina, Georgia, and Florida; President Lincoln issues a proclamation nullifying that order.

**June 1863** - West Virginia is admitted as a free state. As part of its state constitution, slaves receive freedom at the age of twenty-one.

**July 1862** - The Second Confiscation Act passed by Congress defined the rebels as traitors and orders the confiscation of their property including the freeing of their slaves.

**September 22, 1862** - The preliminary Emancipation Proclamation is issued by President Lincoln announcing that slaves in states in rebellion as of January 1, 1863 will be declared free.

**January 1, 1863** - Emancipation Proclamation issued by President Lincoln frees the enslaved in the rebel-controlled areas of the Confederacy.

**July 1864** - Lincoln writes a general letter in July stating that his conditions for beginning any negotiations on ending the war includes “the abandonment of slavery”.

**November 1864** - New Maryland state constitution, which abolishes slavery, takes effect.

**December 1865** - The 13th Amendment to the Constitution is ratified abolishing slavery throughout the United States.

**July 1868** - The 14th Amendment to the Constitution defines a citizen as anyone born in the United States (except Native Americans) or naturalized, thereby extending all rights of citizenship to African Americans.

**February 1870** - 15th Amendment to the Constitution gives African Americans the right to vote regardless of their race, color, or previous condition of servitude.

## *Wrap-Up: Emancipation in the United States*

Emancipation in the United States occurred gradually. Between 1777 and 1804, Northern states and territories passed emancipation acts that either abolished slavery or required its gradual elimination. Over the next several decades, federal laws were passed to regulate the expansion of slavery to new states and territories. They deepened the divisions that had already begun appearing in the nation. Some laws favored the anti-slavery North. They admitted “free” states into the Union and prohibited slavery in certain territories. Other laws favored the pro-slavery South. They admitted “slave” states into the Union and allowed slavery in certain territories. Still other laws sought compromise. Popular sovereignty, for example, was seen as a fair solution. It allowed settlers to decide for themselves whether to permit slavery in their territory. Ultimately the divided nation could not settle its disagreements through the law. Growing tension and hostility finally led to civil war in 1861.

During the summer of 1862, President Lincoln worked on an emancipation policy while living at the Soldiers’ Home. He wanted to issue a presidential order that would free enslaved individuals in the Confederacy. This, he hoped, would weaken the South and bring an end to the war. Lincoln thought carefully and wrote many drafts of this new policy. Finally, on January 1, 1863, he issued the Emancipation Proclamation. Calling emancipation an “act of justice” and a “military necessity,” it freed enslaved individuals in rebel-controlled areas of the Confederacy. It also allowed black men to join the Union army. The proclamation did not, however, free enslaved individuals in border states or Union-controlled areas of the Confederacy.

In December 1865, just a few months after the end of war, the 13th Amendment was ratified by the states. It abolished slavery throughout the nation. Nearly a hundred years had passed since the Northern territory of Vermont issued the nation’s first emancipation act.

## *Links To Debating Emancipation Online Documents And Images*

**Camp Brightwood Contrabands:** As a result of the DC Emancipation Act, Washington became a beacon for freedom. One year after the Act was passed, 10,000 formerly enslaved people lived in Washington, DC. (**LCUSZC46158**)

<http://lcn.loc.gov/98500959>

**Pinkerton, Lincoln, and McClernand at Antietam:** Antietam was the military “victory” Lincoln needed to issue the Emancipation Proclamation. (**LCDIGcwpb04326**)

**President Lincoln’s Cabinet:** On July 22, 1862, President Lincoln called together his Cabinet to discuss his ideas on emancipation. (**LCDIGpga02502**)

**United States Colored Troops:** The final Emancipation Proclamation included government recruiting and organizing of the United States Colored Troops. Army units consisted of free and formerly enslaved blacks who could potentially earn money as soldiers. (**LCUSZ6298514**)

**Soldiers’ Home, Washington, D.C.:** In July 1862, during Lincoln’s first summer at the Soldiers’ Home, he discussed his ideas regarding the war and slavery with Cabinet members and close friends. (**LCUSZC43269**)

**President Lincoln Writing the Proclamation of Freedom:** A caricature of Lincoln drawn by his detractors as he prepared the Emancipation Proclamation. Among the most potent symbols are the scales of justice askew on the wall and Lincoln’s foot resting on the Bill of Rights.

<http://www.loc.gov/teachers/newsevents/events/lincoln/pdf/writing.pdf>

## .....During Your Visit.....

Please share this packet with each participating teacher, and prepare your students for their visit to President Lincoln's Cottage by using the activities in this packet!

President Lincoln's Cottage (PLC) requires one adult chaperone for every 10 students, with the exception of I See the President, which requires a minimum of 4 adults per class of 25 students.

Please contact the Education Department at 202-829-0436 if the number of students changes.

Please consult with the bus company in advance of the trip to ensure ample time is allowed for prompt arrival. It is suggested that you plan to arrive at least 15 minutes before your scheduled start time. Modifications may be made to programs if a group is late, and President Lincoln's Cottage reserves the right to cancel programs if a group is more than 30 minutes late.

### *Arrival*

As you enter the Eagle Gate, please advise guard that you are on-site for a program at President Lincoln's Cottage. Buses must load and unload in the visitor parking lot and can remain there for your visit. A PLC staff member will meet you in the parking lot to escort you into the Robert H. Smith Visitor Education Center to begin your program.

Please have all student and teacher/chaperone numbers ready to provide to President Lincoln's Cottage staff before the program begins.

Depending on the size of your group, it may be necessary to split them evenly into smaller groups. Each smaller group will participate in the same activities but will do so according to rotations determined by President Lincoln's Cottage education staff. Upon receipt of your Reservation Application, PLC staff will notify you if this is necessary. If so, please take care of this before arriving on site.

### *Lunches*

Picnic tables are available on a first come, first served basis just behind the Robert H. Smith Visitor Education Center. Please remember to dispose of all trash in the trash cans provided on the grounds.

If you plan to have box lunches delivered by an outside vendor, please provide President Lincoln's Cottage education staff with the name of the vendor, estimated time of arrival, number of lunches, and on-site group contact name before your arrival to the Cottage. If PLC staff does not have this information, they will NOT accept the delivery.



## *Museum Store*

All student groups are invited to visit our museum store located in the Robert H. Smith Visitor Education Center. We do ask that students be accompanied by an adult chaperone on a ration of 1 adult/10 students. We also have goody bags available for advance purchase. If you would like to arrange for student goody bags, please indicate this on your Reservation Application.

## *Directions*

**Location:** President Lincoln's Cottage is located on the Armed Forces Retirement Home (AFRH) campus in northwest Washington, D.C.

**Entrance:** Eagle Gate is at the intersection of Rock Creek Church Road NW and Upshur Street NW, 20011. This is the only open gate. There is no official street address.

**NOTE:** 3700 North Capitol Street is *not* an entrance.

**Parking:** Free on-site parking is available.

### **Metro:**

- Use the WMATA Trip Planner for all bus or rail travel itineraries.
- Enter "SOLDIERS HOME" as your final destination.
- Print or transcribe your itinerary and make sure you bring it with you.

**RAIL:** Georgia Avenue/Petworth (Green & Yellow Lines) is 1 mile from Eagle Gate and is the closest metro station to President Lincoln's Cottage.

**BUS:** The H8 Metro Bus stops at "Rock Creek Church Rd NW and Upshur Street NW" within feet of the Eagle Gate entrance.



### **Driving from Downtown DC:**

Drive north on 16th Street NW or Georgia Avenue NW. Turn right on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

### **Driving from Maryland:**

Take I-495 to Georgia Avenue southbound exit. Travel approximately 5 miles south on Georgia Avenue NW (you're getting close when you pass Buchanan, Allison, and Webster Streets). Turn left on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

### **Driving from Virginia:**

Take I-66 eastbound to Constitution Avenue NW. Turn left on 18th Street NW. Turn right on H Street NW. Turn left on 16th Street NW. Turn right on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

## *Standards of Learning Covered in Debating Emancipation*

### ***Language Arts***

#### *6th Grade*

- 6.LD-D.1. Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member, defining individuals' roles and responsibilities, and coming to consensus.
- 6.LD-Q.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages/"body language" (e.g., posture, gestures).
- 6.LD-Q.3. Identify the tone, mood, and emotion conveyed in oral communication.
- 6.LD-O.6. Give oral presentations with focus, organization, and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.
- 6.LD-V.7. Determine the meaning of unfamiliar words, using knowledge of English language structure, Greek and Latin roots (e.g., annus, aqua), suffixes (e.g., -itis, -osis), and prefixes (e.g., multi-, dis-, anti-, hyper-, syn-).
- 6.LD-V.8. Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.
- 6.IT-A.5. Identify the effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' thinking or behavior.
- 6.IT-A.6. Recognize arguments for and against an issue.
- 6.LT-C.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.
- 6.LT-LNF.6. Describe the structural differences among essays, speeches, autobiographies, and biographies. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.
- 6.W-E.4. Write persuasive essays that support a position with organized and relevant evidence.

#### *7th Grade*

- 7.LD-D.1. Know and apply rules for formal and informal discussions, including planning agendas, setting time limits for speakers, and taking votes on key issues.
- 7.LD-Q.2. Ask probing questions to elicit information, including questions about the evidence that supports the speaker's claims and conclusions.
- 7.LD-Q.3. Determine the speaker's attitude or point of view toward the subject.
- 7.LD-Q.4. Distinguish between a summary of and an advocacy of a position in an oral presentation.
- 7.LD-V.8. Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.
- 7.IT-A.6. Describe the facts and evidence used to support an argument.
- 7.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.

#### *Eighth Grade*

- 8.LD-Q.3. Paraphrase the speaker's purpose and point of view and ask relevant questions concerning a speaker's content, delivery, and purpose.
- 8.LD-Q.4. Respond to persuasive messages with questions, challenges, or affirmations.
- 8.LD-O.6. Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.
- 8.LD-O.7. Distinguish and produce formal and informal language appropriate to the audience and purpose, including knowing how to use language for dramatic effect.
- 8.LD-V.9. Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.
- 8.IT-A.5. Recognize organizational structures and arguments for and against an issue.
- 8.IT-E.1. Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.
- 8.IT-A.7. Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with the author's stated position.
- 8.LT-F.4. Determine how central characters' qualities influence the resolution of the conflict.
- 8.LT-F.5. Interpret a character's traits, emotions, or motivations, and provide supporting evidence from a text.

8.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.

## *9th Grade*

9.LD-Q.2. Summarize in a coherent and organized way the information and ideas learned from a focused discussion.

9.LD-Q.4. Assess how word choice and delivery establish the tone and emotion of the speech and affect the audience.

9.LD-O.6. Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.

9.IT-E.2. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.

## *10th Grade*

10.LD-D.1. Participate productively in self-directed teams for a particular purpose, including posing relevant questions; extracting essential information from others' input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.

10.LD-Q.2. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

## *11th Grade*

11.LD-D.1. Participate productively in self-directed teams for a particular purpose, including ensuring a hearing for a range of positions, tolerating ambiguity and a lack of consensus when necessary, consulting texts as sources of ideas, acknowledging the ideas and contributions of individuals in the group, and completing the task in a timely fashion.

11.LD-Q.2. Analyze differences in responses to focused group discussion in an organized and systematic way.

11.LD-Q.4. Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

## *12th Grade*

12.LD-D.1. Evaluate how well participants engage in discussions, and participate in a formal and an informal meeting or on a television news discussion program.

12.LD-Q.4. Analyze the four basic types of persuasive speeches (propositions of fact, value, problem, or policy) and their use of patterns of organization, persuasive language, reasoning, and proofs.

12.LD-O.7. Formulate and deliver sound, rational arguments that are well supported with evidence appropriate to the audience and context, and use clear enunciation and appropriate organization, gestures, tone, and vocabulary.

## ***Social Studies***

### *6th Grade*

6.1. Broad Concept: Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.

10. Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.

### *8th Grade*

8.2. Broad Concept: Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

3. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g. key phrases such as "all men are created equal, that they are endowed by their creator with certain unalienable rights"). (P)

8.3. Broad Concept: Students analyze the political principles underlying the U.S. Constitution, and they compare the enumerated and implied powers of the federal government.

3. Explain the Constitution and its success in implementing the ideals of the Declaration of Independence. (P)

- 4. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations. (P)
- 6. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (P)
- 10. Explain the need and reasons for amendments to the Constitution. (P)
- 8.8. Broad Concept: Students analyze the paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
  - 4. Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g. through the writings of David Walker, Henry Highland Garnet, Martin Delany, and Frederick Douglass and the historical documents on Nat Turner, Denmark Vesey). (P, S)
- 8.10. Broad Concept: Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
- 8.11. Broad Concept: Students analyze the multiple causes, key events, and complex consequences of the Civil War.

## *11th Grade*

- 11.1. Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
  - 9. Explain the effects of the Civil War

## *12th Grade*

- 12.1. Students explain the fundamental principles and moral values of the American Republic as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.DC.6. Students describe and explain the effect of mid-19th-century efforts to abolish slavery.
  - 1. Analyze the abolition movement in Washington, DC.
- 12.DC.7. Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.
  - 1. Describe how the Union Army transformed the city into an armed camp.
  - 2. Describe the conflicting loyalties of people living in the city.
  - 3. On a map, trace the creation of a ring of forts to defend the city.
  - 4. Explain the participation of white and black residents in the Union and Confederate armies.
  - 5. Explain how the city responded to the problems that accompanied the sudden surge of population (e.g. soldiers and escaping slaves).
  - 6. Describe the emancipation by compensation of slaves owned by residents of Washington, DC, and the emancipation of slaves in the Confederacy.

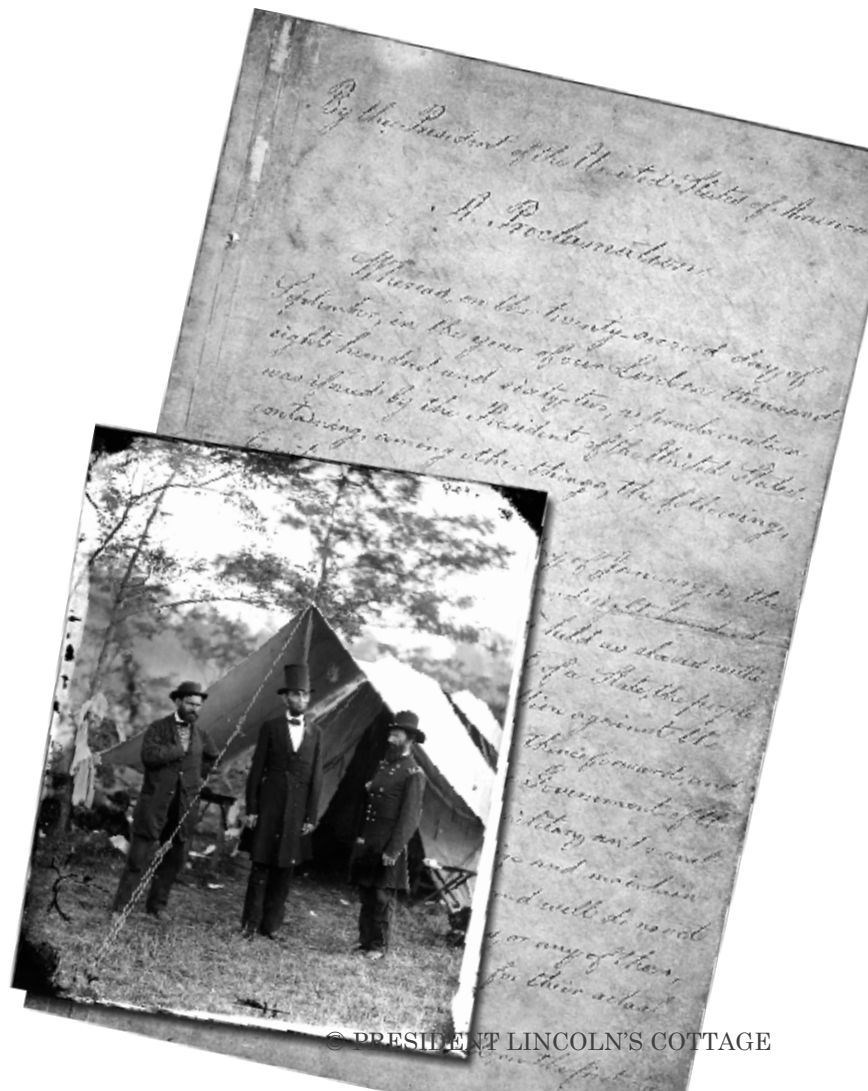
## *Suggestions For Post-Program Activities*

### Debating Emancipation Online Post-Program Activity

- ~ Repeat the debate portion of Debating Emancipation Online and film your class debating this historic event.
  - ~ Submit your class video to President Lincoln's Cottage to be featured on our website.
- For questions, contact the Education Department at [LincolnEd@savingplaces.org](mailto:LincolnEd@savingplaces.org)

### Now Debate This! Post-Program Activity

- ~ Review debate methodology as learned in Now Debate This! pre-program activity.
- ~ Brainstorm current political events to determine a topic for debate
- ~ Assign students a role as one of President Obama's cabinet members
- ~ Have students research their cabinet member to discover where they are from, why President Obama chose him or her to be one of his advisors, their political affiliation, their views on this specific issue
- ~ Model a role play debate similar to Debating Emancipation Online
- ~ Film this debate and submit it to the Education Department at [lincoln\\_ed@nthp.org](mailto:lincoln_ed@nthp.org) to be featured on the President Lincoln's Cottage website!





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