The Emancipation Proclamation

2010

The Emancipation Proclamation Socratic Seminar

Sarah Wright
Socratic Seminar – The Emancipation Proclamation

Lesson Overview

Grade Level: This lesson is designed for an 11th grade Advanced American Studies course.

Topic: Critical examination of Abraham Lincoln’s the Emancipation Proclamation.

Length: 90 minutes

Context

Instructional Model:

This lesson uses the Socratic seminar instructional model to increase student involvement in analyzing the Emancipation Proclamation. After using the Anticipation Guide to bring students’ attention to important ideas included in the Proclamation, the students will engage in a forty-minute Socratic seminar enabling them to further dissect the famous executive order.

Overview:

The Emancipation Proclamation was issued in 1862 following the strategic victory of the Union at the Battle of Antietam. The Emancipation Proclamation was a revolutionary document signifying the shifting war aim of the Union. Following the Proclamation, abolition became the main aim of the Northern war effort. Issued by President Abraham Lincoln, on the first day of January 1863 African American slaves in rebellion states were to thereafter be recognized as free individuals. However, the Emancipation Proclamation was predominately symbolic.

Despite being remembered in history as the document which freed African American slaves, in actuality the Emancipation Proclamation did not free any slaves since they were under control of the Confederate government. Similarly, the document did not reflect the personal revolutionary or abolitionist ideals of Abraham Lincoln. The document and the abolitionist cause it embodied represented the new means for Abraham Lincoln to preserve the Union.

Rationale:

This lesson plan uses two instructional strategies to increase student understanding of the Emancipation Proclamation. First, a reading strategy is used to help guide student reading of the document. The Anticipation Guide “forecasts major ideas [activating] students’ thoughts and prior understanding” by having students respond to statements “that challenge or support their preconceived ideas about key concepts in the passage” (Buehl, 2008). After completing the Anticipation Guide, the students will further examine the document by participating in a Socratic seminar. The Socratic seminar will help students practice critical thinking, practice important discussion skills, listening skills, and improve their analysis of historical documents (VUS.1h). While the teacher prepares the questions prior to class, the class discussion is largely directed by the students as they explore the text.
Objectives:
- Students will engage in a critical examination and discussion of Abraham Lincoln’s Emancipation Proclamation.
- Students will understand the documents purpose within the historical context it was issued.
- Students will be able to demonstrate their understanding of the Emancipation Proclamation by participating at least once in the Socratic Seminar.
- Students will practice and develop discussion skills during the Socratic seminar.

Standard Alignment:

Virginia Standards of Learning:
- VUS.1h - Interpret the significance of excerpts from famous speeches and other documents.
- VUS.7b - The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.
- VUS.7c - The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address.

NCSS Standards:
- Strand III – People. Places, & Environments
- Strand VI – Power, Authority, & Governance

Assessment:

Formative: Students will receive class participation points for the Anticipation Guide and Exit Ticket. The journal response will be graded according to: depth, completion of thought, connection to topic, specificity, effort.

Summative: Students will be graded according to their participation in the Socratic seminar. Students will be aware of teacher expectations for seminar participation. Prior to the seminar they will be given a hardcopy of the discussion rubric.

Instructional Strategies

Materials:
- Anticipation Guide: Emancipation Proclamation
- Emancipation Proclamation (x 50)
• Emancipation Proclamation Annotation Guide (x50)
• Discussion Rubric and Discussion Norms (x 50)
• Emancipation Proclamation: Exit Ticket (x50)

Classroom Arrangement:
Advanced American Studies is a team taught American history and English class. There are approximately fifty students enrolled in the course. Since there are two available classrooms (the English room where class is usually held, and Ms. Bonta’s history classroom), I propose splitting the class in half after students complete their anticipation guide. The class could be split several ways – by last name, by current level of class participation (placing the typically quiet students in a group to encourage participation during the seminar), or by current academic performance in class. Once the class is split into two groups of twenty-five students, the classrooms will be rearranged in a circular or oval formation. Ms. Bonta’s team teacher, Ms. Throckmorton, would be given the seminar lesson plans and a list of proposed questions to lead the discussion with one group. I would lead the discussion in the second group. If the teachers would prefer, the lesson could become a two-day lesson with one group participating in the seminar while the other group receives English instruction. On the second day, group instruction would be switched.

Instruction:
1. Student Preparation – Anticipation Guide: (25 minutes)
   a. Students will pick up a copy of the Emancipation Proclamation Anticipation Guide when they arrive in class.
   b. Students will complete the anticipation guide by responding to the statements before reading the Emancipation Proclamation document.
   c. After students have made their initial responses the teacher will distribute copies of the Emancipation Proclamation and Emancipation Proclamation Annotation Guide.
   d. Students will take ten minutes to read the Emancipation Proclamation and reference the annotation guide as necessary.
      i. Students will be encouraged to underline or highlight items of the text they believe to be important.
   e. After reading the Proclamation, the students will refer back to the anticipation guide either confirming or correcting their initial responses to the guide.
   f. There will be a short class review of the Anticipation Guide.
   g. Student groups will be formed and students will be go to their respective classroom.
2. Socratic Seminar Introduction – Student Briefing: (5 minutes)
   a. Students will move their desks to form a circle or oval shape.
   b. The teacher will introduce students to the discussion norms and expectations for the Socratic seminar.
   c. The discussion norms will be found on the top half of the discussion rubric which students will receive at the beginning of the seminar.
d. The teacher will explain her role in the seminar.
   i. During the seminar the teacher will jot down key notes and ideas brought up during the discussion. These ideas and themes will be revisited at the end of the lesson.

e. Students may use their Anticipation Guide as they deem appropriate.

3. Questions: (30 minutes)
   a. Opening Questions
      i. Who is Abraham Lincoln’s audience?
      ii. What is the purpose of the Proclamation?
      iii. What does it mean to emancipate within the context of the document?
   
   b. Core Questions
      i. The Proclamation only targets states in rebellion. Why is this effective? Why is this not effective?
      ii. What is Abraham Lincoln hoping the Confederate states will do within one hundred days of the Proclamation being issued? [Line 21]
      iii. Abraham Lincoln issued the Proclamation as leader of the Union (the United States of America). How does the Emancipation Proclamation reflect the changing purpose of the war for the North?
      iv. Why would Lincoln allow (or want) freed African American slaves to enlist in the Union army? [Lines 40-42]
      v. Why issue the proclamation in 1862? Why not before?
         1. Does this reflect Lincoln’s personal opinion about slavery, its role or purpose in the war?
   
   c. Closing Question
      i. The Civil War ended in 1865. With three years left in the war, how do you feel this would effect morale for the rest of the war? In the North? In the South?

4. Oral Debriefing: (10 minutes)
   a. At the conclusion of the seminar, the teacher will summarize the day’s discussion referencing the key points, ideas, or themes discussed during the Socratic seminar.
   b. After summarizing the seminar, the teacher will ask the students for their feedback about the seminar: How do you feel the discussion went? How did it work for you? How we improve the seminar format? How can you improve your participation?

5. Exit Ticket: (5-6 minutes)
   a. Ask students to move their desks and chairs to their original positions.
   b. Distribute the Emancipation Proclamation Exit Ticket.
   c. Ask students to complete the ticket prior to the end of the class period.

6. Journal Response (replaces homework) for completion the next class period
a. Yesterday we discussed Abraham Lincoln’s Emancipation Proclamation. Imagine you are a freed African American living in the Union. Write a journal entry talking about what the Emancipation Proclamation meant to you.

**Resources**
Discussion Norms: [http://www.nwabr.org/education/pdfs/Socratic_Seminars_NSTA_09.pdf](http://www.nwabr.org/education/pdfs/Socratic_Seminars_NSTA_09.pdf)

**Differentiation**
For a regular American Studies course I would forgo the Anticipation Guide. Instead of using the Anticipation Guide, I would ask for volunteers to read aloud the document. While the student is reading the Emancipation Proclamation out loud I would display the document using the document camera. When we come across key phrases or ideas I would have the students annotate their copy of the Proclamation. I would summarize the text (or ask students to do so) at the end of each paragraph (or as appropriate). Therefore differentiating the Advanced American Studies course and the regular American Studies course is the amount of individual work or emphasis placed on the initial reading of the document.

**Adaptations**
For the three English language learners in Advanced American Studies, I have prepared the annotation guide (which will be distributed to every student). There is one student with an IEP who may require additional assistance. If this is required, I would be sure to seat him near a strong reader or in close proximity to the teacher so he can get the assistance as needed.

**Reflections**
My primary concern is student responsiveness to the Socratic seminar format. Since this is the first time most of the students will be participating in a seminar, I would be anxious about participation. To try to offset this concern, students will be provided with a Socratic seminar discussion rubric and discussion norms handout. If students know what is expected of them prior to the start of the seminar, I feel more comfortable in assuming their willingness to participate. Initially I had considered using an entrance ticket as opposed to the Anticipation Guide. However, I do not feel enough students would complete their entrance ticket if it were assigned to them for homework. As has become evident, many of the students do not study for their unit examinations. If students are not inclined to study for their unit exams which count for a large proportion of their quarterly grade, I do not think they will complete an entrance ticket. By using class time for students to read and reflect on the document, I feel that students will be more confident and more inclined to participate in the seminar discussion.
The Emancipation Proclamation: Anticipation Guide

1. Read the following statements about the Emancipation Proclamation.
2. In the appropriate column mark whether you agree or disagree with the statement.
3. Read the Emancipation Proclamation and note whether your initial predictions were correct in the “Were you right?” column.
4. After reading go back and find textual evidence to support or refute the original statements.
   a. If the statement was incorrect, correct the statement using direct quotes
   b. If the statement was correct, cite the line where you found textual support.

<table>
<thead>
<tr>
<th>The Emancipation Proclamation was written before the start of the Civil War (1861-1865).</th>
<th>Agree/Disagree</th>
<th>Were you right?</th>
<th>If statement is correct, cite textual support. If statement is incorrect, correct it using text from the EP.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Emancipation Proclamation freed all slaves.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Abraham Lincoln encourages former African American slaves to enlist in Northern armies.</td>
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<tr>
<td>The document states that the Executive Government of the United States will recognize and maintain the freedoms of former African American slaves.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Abraham Lincoln gives the south 100 days to rejoin the Union. If they do not rejoin then he will launch a full naval and military assault.</td>
<td></td>
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</tbody>
</table>
Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the 1st day of January, A.D. 1863, all persons held as slaves within any State or designated part of a State the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the executive will on the 1st day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State or the people thereof shall on that day be in good faith represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States."

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-In-Chief of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day above mentioned, order and designate as the States and parts of States wherein the people thereof, respectively, are this day in rebellion against the United States the following, to wit:
Arkansas, Texas, Louisiana (except the parishes of St. Bernard, Palquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Anne, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts are for the present left precisely as if this proclamation were not issued.

And by virtue of the power and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States and parts of States are, and henceforward shall be, free; and that the Executive Government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all case when allowed, they labor faithfully for reasonable wages.

And I further declare and make known that such persons of suitable condition will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God.
Emancipation Proclamation: Annotation Guide

**Proclamation** - an official formal public announcement

**Wit** – to come to know

**Whereof** – with or by which

**Thenceforward** – onward from that place or time

**Aforesaid** - said or named before or above

**Countervailing** – to exert force against

**Conclusive** – a conclusion

**Vested** - fully and unconditionally guaranteed as a legal right, benefit, or privilege

**Suppressing** – to put down by authority or force

**Henceforward** – from this point on

**Enjoin** - to direct or impose by authoritative order

**Abstain** - to refrain deliberately and often with an effort of self-denial from an action or practice

**Garrison** – a military post

**Vessels** - a watercraft bigger than a rowboat

**Warranted** – to guarantee; to give proof of the authenticity or truth of

**Invoke** - to appeal to or cite as authority

http://www.merriam-webster.com/
## The Emancipation Proclamation: Discussion Rubric

<table>
<thead>
<tr>
<th>Analysis and Reasoning</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly references text to support reasoning.</td>
<td>Occasionally references text to support reasoning.</td>
<td>Rarely references text, may reference text incorrectly.</td>
<td>Does not reference text.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates thoughtful consideration of the topic.</td>
<td>Demonstrates consideration of the topic.</td>
<td>Demonstrates awareness of the topic but little reflection on it.</td>
<td>Demonstrates little or no consideration of the topic.</td>
<td></td>
</tr>
<tr>
<td>Provides relevant and insightful comments, makes new connections.</td>
<td>Provides relevant comments.</td>
<td>Comments are mostly relevant.</td>
<td>Comments are off-topic.</td>
<td></td>
</tr>
<tr>
<td>Demonstrates exceptionally logical and organized thinking.</td>
<td>Thinking is clear and organized.</td>
<td>Thinking is mostly clear and organized.</td>
<td>Thinking is disorganized.</td>
<td></td>
</tr>
<tr>
<td>Moves the discussion to a deeper level.</td>
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<table>
<thead>
<tr>
<th>Discussion Skills</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaks loudly and clearly.</td>
<td>Speaks at an appropriate level to be heard.</td>
<td>Mostly speaks at an appropriate level but may need to be coached.</td>
<td>Cannot be heard, or may dominate the conversation.</td>
<td></td>
</tr>
<tr>
<td>Stays on topic and brings discussion back on topic if necessary.</td>
<td>Stays on topic and focused on the discussion.</td>
<td>Sometimes strays from topic.</td>
<td>Demonstrates inappropriate discussion skills.</td>
<td></td>
</tr>
<tr>
<td>Talks directly to other students (rather than the teacher).</td>
<td>Aware of sharing ‘air time’ with others and may invite them into the conversation.</td>
<td>Occasionally dominates the conversation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stays focused on the discussion.</td>
<td>May occasionally direct comments to teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invites other people into the discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares ‘air time’ equally with others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References the remarks of others.</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Civility</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens to others respectfully by making eye contact with the speaker and waiting their turn to speak.</td>
<td>Listens to others respectfully.</td>
<td>Listens to others respectfully, but may not always look at the speaker or may sometimes interrupt.</td>
<td>May be distracted or not focused on the conversation.</td>
<td></td>
</tr>
<tr>
<td>Remarks are polite and demonstrate a high level of concern for the feelings of others.</td>
<td>Uses appropriate language and tone.</td>
<td>Remarks demonstrate little awareness or sensitivity to the feelings of others.</td>
<td>Interrupts frequently.</td>
<td></td>
</tr>
<tr>
<td>Addresses others in a civil manner, using a collegial and friendly tone.</td>
<td>Remarks demonstrate a concern for the feelings of others.</td>
<td>Uses an aggressive, threatening, or otherwise inappropriate tone.</td>
<td>Remarks demonstrate little awareness or sensitivity to the feelings of others.</td>
<td></td>
</tr>
</tbody>
</table>

Discussion Norms

- Do not raise hands.
- Listen carefully.
- Address one another respectfully.
- Base any opinions on the text. Cite particular sections of the text.
- Address comments to the group (no side conversations).
- Use sensitivity to take turns and not interrupt others.
- Monitor “air time.”
- Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence.

http://www.nwabr.org/education/pdfs/Socratic_Seminars_NSTA_09.pdf
The Emancipation Proclamation: Exit Ticket

1) What was the most important part of the seminar discussion for you?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2) Which ideas did you agree with? Which ideas did you disagree with?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3) How did the seminar format work for you?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4) Evaluate your participation in the seminar.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5) How can you improve your participation in future discussions?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________