

Historical Investigation
Abraham Lincoln and Emancipation

U.S. History State Curriculum:

1.0 Content Standard: Political Science – Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens

Topic A: The Foundations and Functions of Government

2. Analyze the impact of historic documents and practices that became the foundations of the American political system during the early national period

- g. Evaluate the significance of the Civil War Amendments (13th, 14th, and 15th) and how they protected individual rights

Topic C: Protecting Rights and Maintaining Order

2. Explain how the United States government protected or failed to protect the rights of individuals and groups

- a. Describe the significance and effects of the Emancipation Proclamation

5.0 Content Standard: History – Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

Topic B: Emergence, Expansion and Changes in Nations and Empires

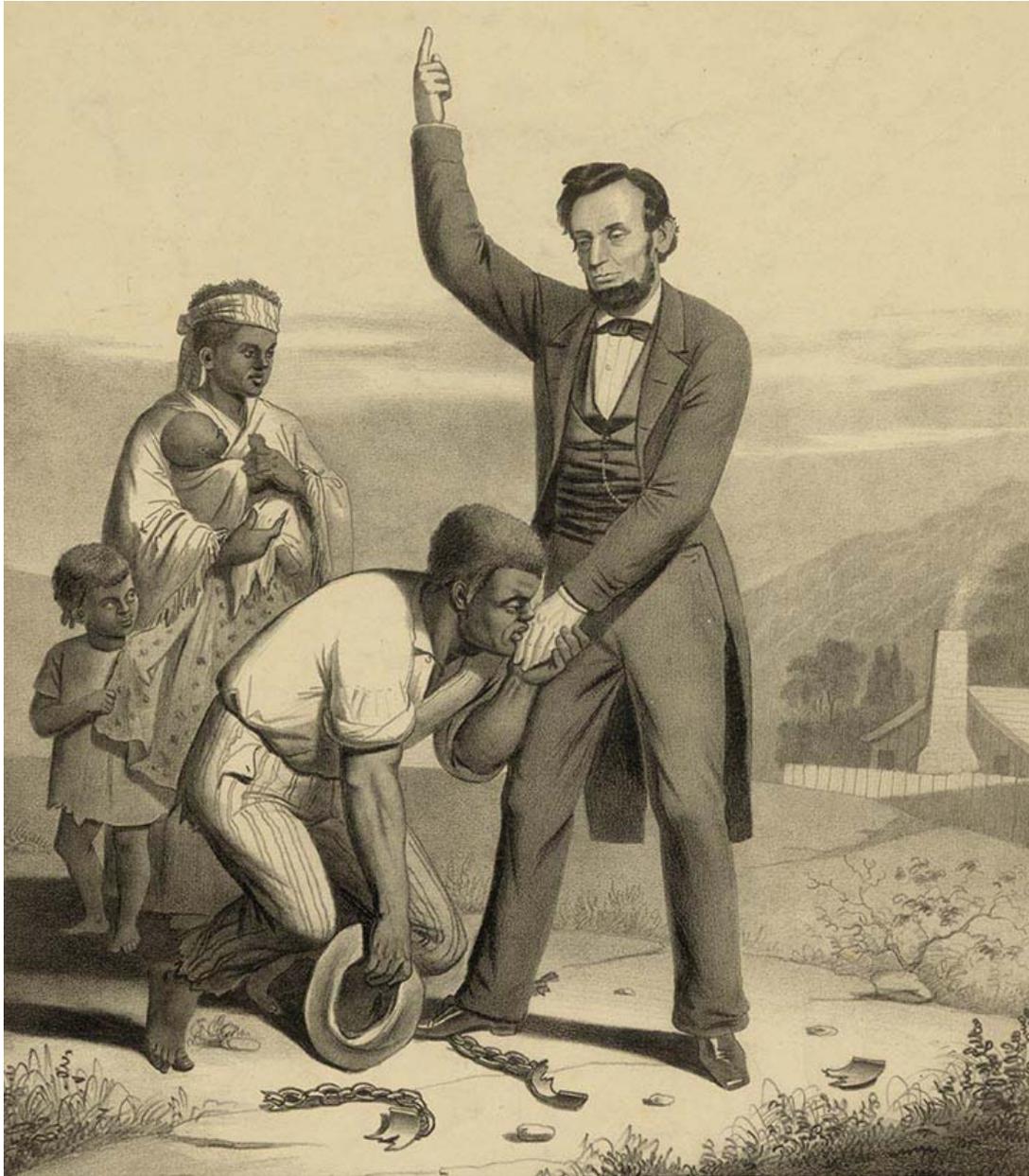
- 5. Analyze the political, economic, and social goals of Reconstruction
 - b. Explain how the 13th, 14th, and 15th Amendments addressed the issue of civil rights through abolition, the granting of citizenship, and the right to vote

Topic C: Conflict between Ideas and Institutions

- 3. Analyze the institution of slavery and its influence on societies in the United States
 - a. Describe pro-slavery and anti-slavery positions and explain how debates over slavery influenced politics and sectionalism

I. Engage the Students

Display and/or distribute the following lithograph:



(*Emancipation of the Slaves, proclaimed [sic] on the 22nd September 1862, by Abraham Lincoln, President of the United States of North America.* Philadelphia: J. Waeshle, ca. 1862. Lithograph. Prints and Photographs Division, Library of Congress (156) Digital ID # ppsca-1939). Image retrieved from <http://myloc.gov/Exhibitions/lincoln/presidency/CommanderInChief/EmancipationProclamation/ExhibitObjects/EmancipationoftheSlaves.aspx?Enlarge=true&ImageId=eec7879b-2574-466c-9328-0df886477676%3a%202481d-b7e1-4b7d-bb95-413b9a5aea1a%3a21&PersistentId=1%3a%20ec7879b-2574-466c-9328-0df886477676%3a8&ReturnUrl=%2fExhibitions%2flincoln%2fpresidency%2fCommanderInChief%2fEmancipationProclamation%2fExhibitObjects%2fEmancipationoftheSlaves.aspx>

As needed, provide students with basic background information to establish the context of the primary source:

- The image is called a *lithograph*. In the 1800's, activists used a process known as lithography to mass produce cartoons and other drawings that expressed opinions and commentary on the events of the day.
- This lithograph is thought to have been published in the fall of 1862. (Additional context will be provided by the sources included in the investigation)

As the students examine the lithograph, ask these questions:

- Who and what do you see in the lithograph? What is the artist's opinion of Abraham Lincoln? How can you tell?
- What event or events might have prompted the artist to draw this image?

Be sure the discussion about the lithograph firmly establishes that the artist intended to portray Abraham Lincoln as a great emancipator. Tell the students that the lithograph is thought to have been published in the fall of 1862, after President Lincoln issued the Preliminary Emancipation Proclamation.

Announce to the students that today, they will conduct an investigation to determine whether or not the lithograph's portrayal of Abraham Lincoln is accurate. Present to the students the focus questions:

Does Abraham Lincoln deserve to be called “The Great Emancipator?” How much credit does he deserve for ending slavery in the United States?

II. Conduct the Investigation

In order to address the focus questions, the students will examine several documents independently. As they analyze each document, they will record answers to the following questions on a Historical Investigation Resource Sheet:

1. How do I know this information is reliable?
2. When was this document written/produced? Who wrote/created it? What was its purpose?
3. Explain the point of view of the person who created the source.
4. How can this document/source help me answer the focus question?

III. Discussion

After the documents have been analyzed, facilitate group discussions of the students' initial responses to the focus questions. Be sure to remind the students to cite evidence to support their opinions. During these discussions, it is likely that multiple interpretations will emerge and may or may not be accepted by all. Finally, have each group record responses in the appropriate section of the graphic organizer.

IV. Report the Findings

Once historians complete their research, they formulate a thesis that answers the focus questions. In the final step of this historical investigation, the students will do the same. Remind the students that their summaries should answer the focus question and be supported with details from the documents.

Focus Questions:

Does Abraham Lincoln deserve to be called “The Great Emancipator?” How much credit does he deserve for ending slavery in the United States?

Historical Investigation Resource Sheet

DIRECTIONS: As you analyze the primary source documents in your packet, complete the organizer below.

FOCUS QUESTIONS: Does Abraham Lincoln deserve to be called “The Great Emancipator?” How much credit does he deserve for ending slavery in the United States?

Basic Information About the Source <i>-What is it?</i> <i>-When was it written or produced?</i> <i>-Who created it?</i> <i>-What was its purpose?</i>	Explain the point of view of the person who created the source.	Does this source provide reliable information? How do I know?	How can this source help me answer the focus question?

Historical Investigation Resource Sheet (cont'd)

Basic Information About the Source <i>-What is it?</i> <i>-When was it written or produced?</i> <i>-Who created it?</i> <i>-What was its purpose?</i>	Explain the point of view of the person who created the source.	Does this source provide reliable information? How do I know?	How can this source help me answer the focus question?

Historical Investigation Resource Sheet (cont'd)

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Historical Investigation Resource Sheet (cont'd)

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Historical Investigation Resource Sheet (cont'd)

Basic Information About the Source <i>-What is it?</i> <i>-When was it written or produced?</i> <i>-Who created it?</i> <i>-What was its purpose?</i>	Explain the point of view of the person who created the source.	Does this source provide reliable information? How do I know?	How can this source help me answer the focus question?

“I will say then that I am not, nor ever have been in favor of bringing about in anyway the social and political equality of the white and black races – that I am not nor ever have been in favor of making voters or jurors of negroes, nor of qualifying them to hold office, nor to intermarry with white people; and I will say in addition to this that there is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race. I say upon this occasion I do not perceive that because the white man is to have the superior position the negro should be denied everything.” *The Collected Works of Abraham Lincoln* edited by Roy P. Basler, Volume III, “Fourth Debate with Stephen A. Douglas at Charleston, Illinois” (September 18, 1858)



Date: 1860

Republican banner for the presidential election of 1860

<http://elections.harpweek.com/1860/cartoon-1860-Medium.asp?UniqueID=1&Year=1860>

Letter to Horace Greeley

Abraham Lincoln

August 22, 1862

Executive Mansion, Washington

Hon. Horace Greeley:

Dear Sir.

I have just read yours of the 19th. addressed to myself through the New York Tribune. If there be in it any statements, or assumptions of fact, which I may know to be erroneous, I do not, now and here, controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not now and here, argue against them. If there be perceptible [sic] in it an impatient and dictatorial tone, I waive it in deference to an old friend, whose heart I have always supposed to be right.

As to the policy I "seem to be pursuing" as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be "the Union as it was." If there be those who would not save the Union, unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do *not* believe it would help to save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views.

I have here stated my purpose according to my view of *official* duty; and I intend no modification of my oft expressed *personal* wish that all men everywhere could be free.

Yours,

A. Lincoln.

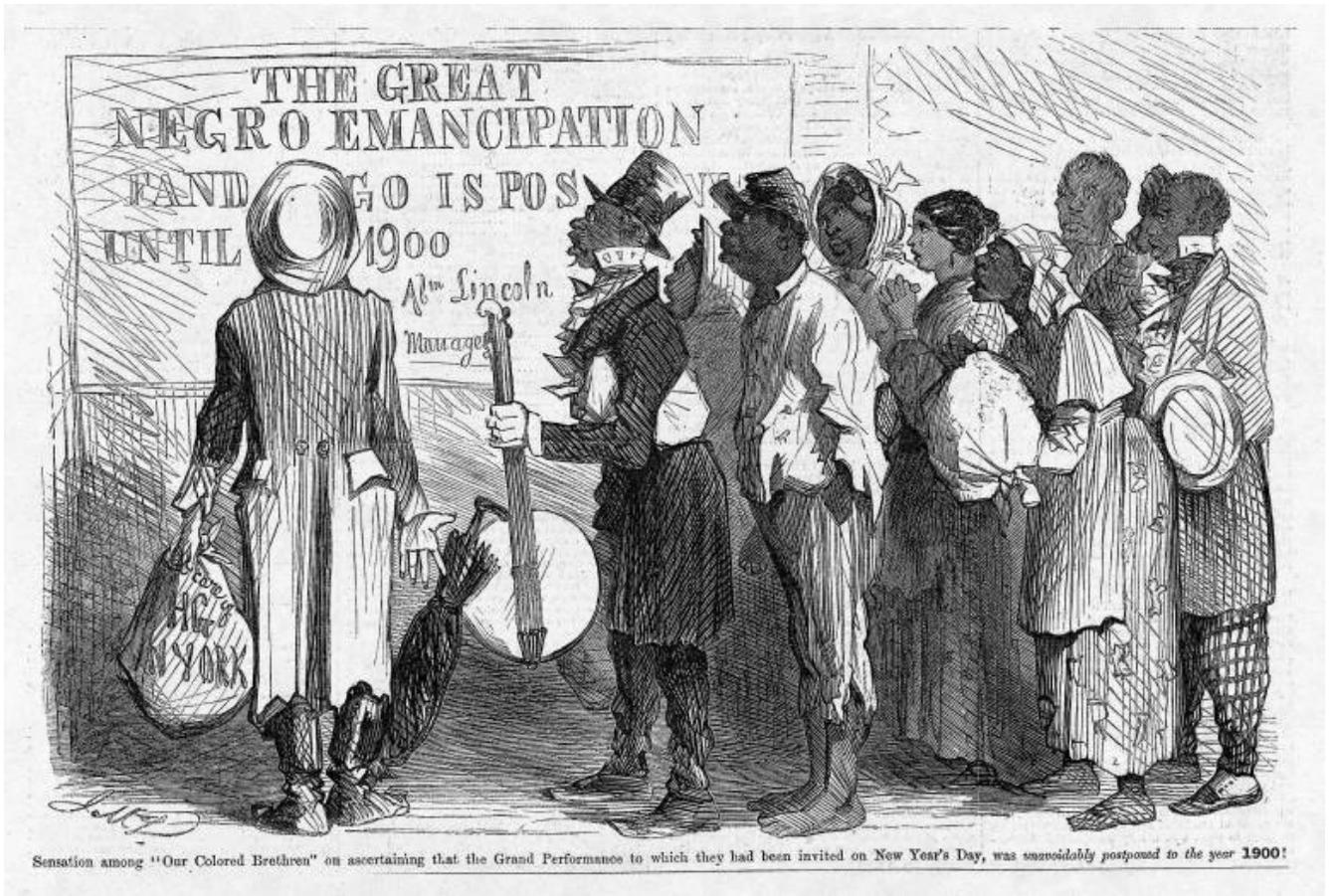
<http://teachingamericanhistory.org/library/index.asp?document=1057>

Excerpt from the Preliminary Emancipation Proclamation, September 22, 1862

By the President of the United States of America

“...on the first day of January in the year of our Lord, one thousand eight hundred and sixty-three, 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.”

http://www.archives.gov/exhibits/american_originals_iv/sections/transcript_preliminary_emancipation.html



Expanded image retrieved from
<http://blackhistory.harpweek.com/3CivilWar/CivilWarLevelOne.htm>

Discussion of context can be found at
<http://blackhistory.harpweek.com/3CivilWar/CivilWarLevelOne.htm>

Excerpt from Emancipation Proclamation : January 1, 1863

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, 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 first 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 State 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."

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Testimony by the Superintendent of Contrabands at Fortress Monroe, Virginia, before the American Freedmen's Inquiry Commission

[Fortress Monroe, Va.] May 9, 1863.

....

Question How many of the people called contrabands, have come under your observation?

Answer Some 10,000 have come under our control, to be fed in part, and clothed in part, but I cannot speak accurately in regard to the number. This is the rendezvous. They come here from all about, from Richmond and 200 miles off in North Carolina There was one gang that started from Richmond 23 strong and only 3 got through.

....

Q In your opinion, is there any communication between the refugees and the black men still in slavery?

A. Yes Sir, we have had men here who have gone back 200 miles.

Q In your opinion would a change in our policy which would cause them to be treated with fairness, their wages punctually paid and employment furnished them in the army, become known and would it have any effect upon others in slavery?

A Yes—Thousands upon Thousands. I went to Suffolk a short time ago to enquire into the state of things there—for I found I could not get any foot hold to make things work there, through the Commanding General, and I went to the Provost Marshall and all hands—and the colored people actually sent a deputation to me one morning before I was up to know if we put black men in irons and sent them off to Cuba to be sold or set them at work and put balls on their legs and whipped them, just as in slavery; because that was the story up there, and they were frightened and didn't know what to do. When I got at the feelings of these people I found they were not afraid of the slaveholders. They said there was nobody on the plantations but women and they were not afraid of them One woman came through 200 miles in Men's clothes. The most valuable information we recieved in regard to the Merrimack and the operations of the rebels came from the colored people and they got no credit for it. I found hundreds who had left their wives and families behind. I asked them “Why did you come away and leave them there?” and I found they had heard these stories, and wanted to come and see how it was. “I am going back again after my wife” some of them have said “When I have earned a little money” What as far as that?” “Yes” and I have had them come to me to borrow money, or to get their pay, if they had earned a months wages, and to get passes. “I am going for my family” they say. “Are you not afraid to risk it?” “No I know the

Way” Colored men will help colored men and they will work along the by paths and get through. In that way I have known quite a number who have gone up from time to time in the neighborhood of Richmond and several have brought back their families; some I have never heard from. As I was saying they do not feel afraid now. The white people have nearly all gone, the blood hounds are not there now to hunt them and they are not afraid, before they were afraid to stir. There are hundreds of negroes at Williamsburgh with their families working for nothing. They would not get pay here and they had rather stay where they are. “We are not afraid of being carried back” a great many have told us and “if we are, we can get away again” Now that they are getting their eyes open they are coming in. Fifty came this morning from Yorktown who followed Stoneman's Cavalry when they returned from their raid. The officers reported to their Quartermaster that they had so many horses and fifty or sixty negroes. “What did you bring them for” “Why they followed us and we could not stop them.” I asked one of the men about it and he said they would leave their work in the field as soon as they found the Soldiers were Union men and follow them sometimes without hat or coat. They would take best horse they could get and every where they rode they would take fresh horses, leave the old ones and follow on and so they came in. I have questioned a great many of them and they do not feel much afraid; and there are a great many courageous fellows who have come from long distances in rebeldom. Some men who came here from North Carolina, knew all about the [*Emancipation*] Proclamation and they started on the belief in it; but they had heard these stories and they wanted to know how it was. Well, I gave them the evidence and I have no doubt their friends will hear of it. Within the last two or three months the rebel guards have been doubled on the line and the officers and privates of the 99th New York between Norfolk and Suffolk have caught hundreds of fugitives and got pay for them.

Q Do I understand you to say that a great many who have escaped have been sent back?

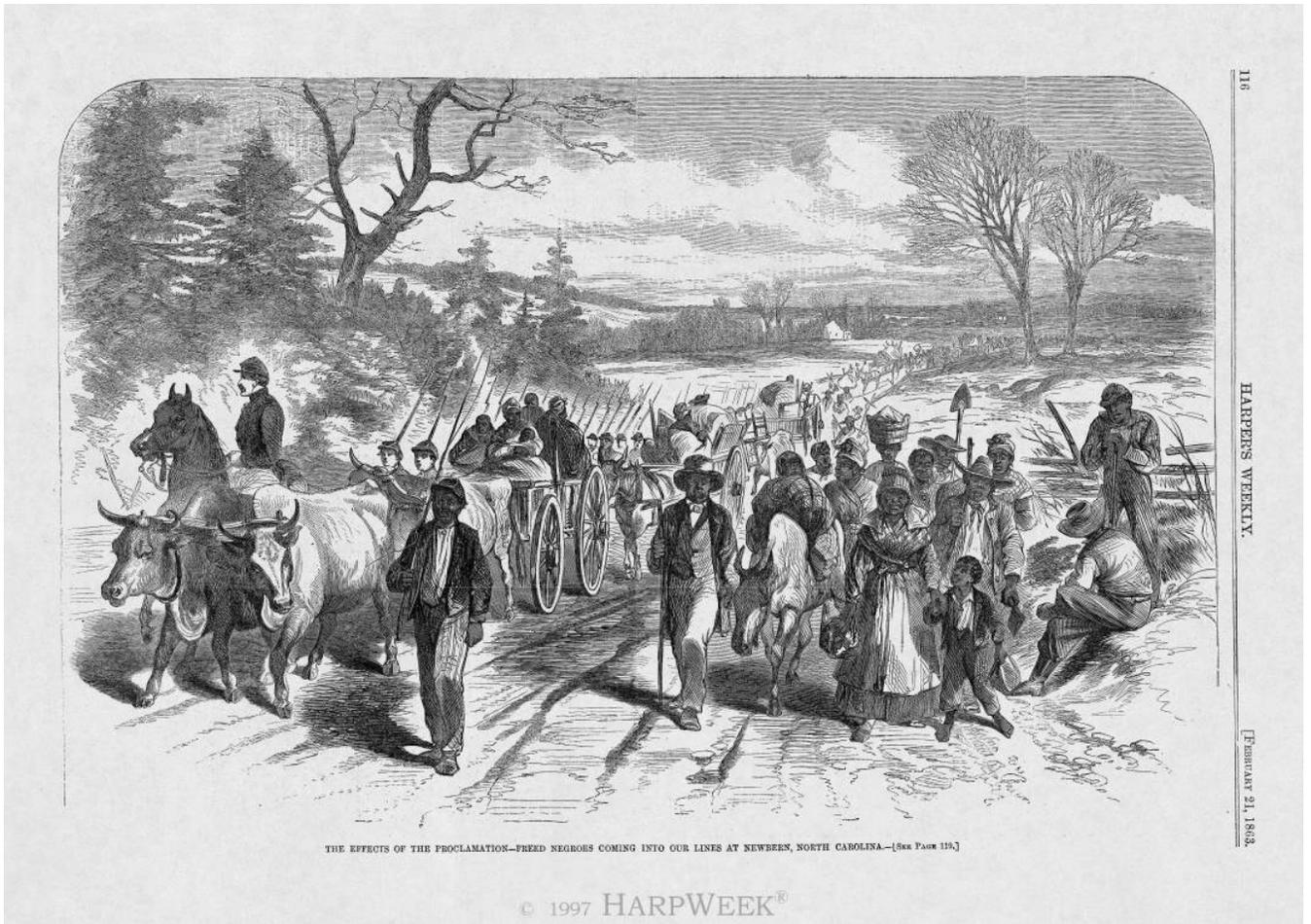
A Yes Sir, The masters will come in to Suffolk in the day time and with the help of some of the 99th carry off their fugitives and by and by smuggle them across the lines and the soldier will get his \$20. or \$50.

....

Excerpts from testimony of Capt. C. B. Wilder before the American Freedmen's Inquiry Commission, 9 May 1863, filed with O-328 1863, Letters Received, ser. 12, Record Group 94, Adjutant General's Office, National Archives. Topical labels in the margin are omitted.

Published in *The Destruction of Slavery*, pp. 88–90, in *Free at Last*, pp. 107–10, and in *Families and Freedom*, pp. 31–33.

Retrieved from <http://www.history.umd.edu/Freedmen/wilder.htm>



Retrieved from

<http://13thamendment.harpreweek.com/asp/ViewEntryImage.asp?page=0&imageSize=m>

Emancipation Proclamation.

Agents wanted in every county to sell the Sheet Picture of the Proclamation, the finest Public document ever issued in the U. S. Inclose \$1 00 and three stamps for sample copy. Address

A. KIDDER, 483 Broadway, New York.

Advertisement from *Harper's Weekly*, June 25, 1864

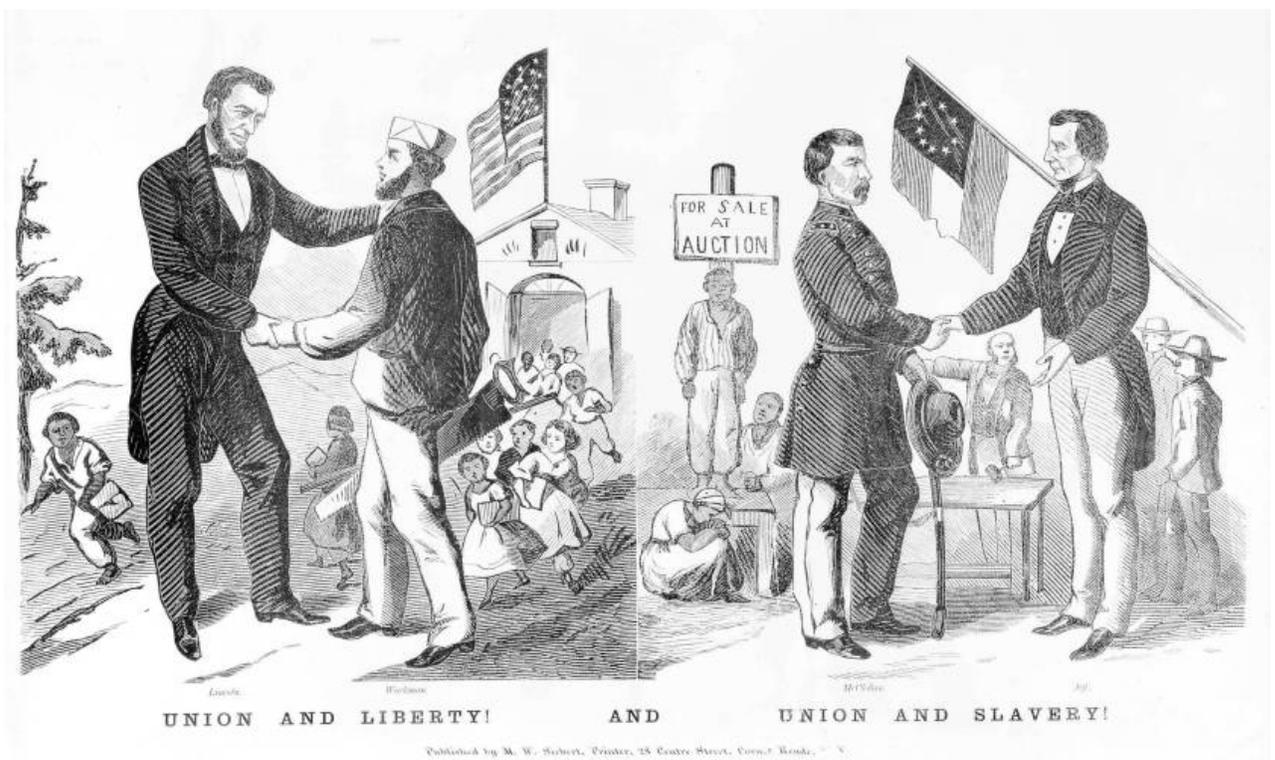
Retrieved from

<http://13thamendment.harpweek.com/asp/ViewEntryImage.asp?page=0&imageSize=m>

Gettysburg Address
November 19, 1863

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth."

http://avalon.law.yale.edu/19th_century/gettyb.asp



DATE: 1864

Cartoon contrasts Republican presidential nominee and incumbent Abraham Lincoln with his opponent, Democratic nominee Gen. George McClellan

<http://elections.harpreweek.com/1864/cartoon-1864-Medium.asp?UniqueID=33&Year=1864>

Executive Mansion
Washington, Nov.21, 1864

To Mrs. Bixby, Boston, Mass.
Dear Madam,

I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts, that you are the mother of five sons who have died gloriously on the field of battle.

I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save.

I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours, to have laid so costly a sacrifice upon the altar of Freedom.

Yours very sincerely and respectfully
A. Lincoln

<http://www.fordham.edu/halsall/mod/1864lincoln-bixby.asp>

Excerpt from Abraham Lincoln's Second Inaugural Address, March 4, 1865

"...The Almighty has His own purposes. 'Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense cometh.' If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

Retrieved from http://avalon.law.yale.edu/19th_century/lincoln2.asp

Article 5, US Constitution (Amending the Constitution):

The Congress, whenever two-thirds of both houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress. . .

Amendment 13, US Constitution, Ratified December 6, 1865:

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have the power to enforce this article by appropriate legislation.