

Newark Public Schools
United States History I Mini-Unit Overview
“Lincoln and Emancipation”

Summative Assessment

Because of the Emancipation Proclamation, Lincoln became forever known as the “Great Emancipator.” Citing evidence from the various texts read in this unit, write an argument in which you select and defend a position on whether these texts show Lincoln to be a courageous leader who gambled the nation’s future and won on the issue of slavery or whether these texts reveal his chief weakness: an unwillingness to take a firm stand on the issue of slavery. Justify your answer.

Essential Questions

What role did the Emancipation Proclamation play in the outcome of the Civil War, and the broader scope of American history?
Did President Lincoln have a political or moral obligation to end slavery?

Enduring Understandings

- Although the Emancipation Proclamation didn’t have an immediate impact on slavery, it still was a “game-changer” in that for the first time, it made the Civil War about slavery
-The Civil War did not have clearly defined moral and political lines and that, like every war, there were multiple sides to the story

Focus Questions

Was the Emancipation Proclamation a political ploy or a courageous gamble for Lincoln?

Learning Objectives

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts
- Compare and contrast treatments of the same topic in several primary and secondary sources
- Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning

Examples of Academic Vocabulary

Wit	Thenceforward	Aforesaid	Erroneous
Countervailing	Suppressing	Henceforward	Enjoin
Perceptible	Deference	Paramount	Forbear
Oft—expressed	Affixed	Whereof	Controvert
Repress	Vested	Abstain	Garrison
Invoke	Hereunto	Quashed	Compensated
Forestall	Grandeur	Omitted	Enumeration
Sphere	Prudence	Salient	Plausibility
Hypocrite	Reverence		

Examples of Content-Specific Vocabulary/Terms

Proclamation	Commander-in-Chief	Constitutional	Amendment
Executive	Rebellion	Confederacy	Emancipation
Servitude	Parish	Propaganda	Confiscation

Standards Alignment:

CCSS RH.9-10.1, RH.9-10.2, RH.9-10.6, RH.9-10.9, RH.9-10.10, W.9-10.1, W.9-10.9b
NJCCCS 6.1.12.A.4.b, 6.1.12.A.4.d, 6.1.12.C.4.a, 6.1.12.D.4.d

“Lincoln and Emancipation”

Mini-Unit Overview

Unit Rationale: In this unit, students gain an understanding for the internal and external struggles over the issue of emancipation during the Civil War. Letters, speeches, and other primary and secondary source materials may be used to answer historical questions.

Historical Thinking:

The study of history rests on knowledge of facts, dates, names, places, events, and ideas. However, true historical understanding requires students to engage in historical thinking: to raise questions and to marshal solid evidence in support of their answers; to go beyond the facts presented in their textbooks and examine the historical record for themselves; to consult documents, journals, diaries, artifacts, historic sites, works of art, quantitative data, and other evidence from the past, and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the scene at the time.

“Facts are crucial to historical understanding, but there is only way for them to take root in memory: Facts are mastered by engaging students in historical questions that spark their curiosity and make them passionate about seeking answers.” (“Reading Like A Historian”, Wineburg, Martin, and Monte-Sano, Teachers College Press, New York, 2011.)

Four main skills help to facilitate historical understanding: sourcing, contextualizing, close reading, and corroborating.

- **Sourcing**-Historians begin reading a document at the end by sourcing it. They glance at the first couple of words but then go immediately to the document’s attribution. Who wrote this source and when? Is it a diary entry? A memo obtained through the Freedom of Information Act? A leaked e-mail? Is the author in a position to know first-hand or this account based on hearsay? Sourcing transforms the act of reading from passive reception to engaged and active interrogation.
- **Contextualizing**-Contextualizing is the notion that events **MUST** be located in place and time to be properly understood.
- **Close Reading**-Primary and secondary sources provide students with an opportunity for close reading. They are the place to teach students to slow down and read closely, to think deeply about word choice and subtext.
- **Corroborating**-Corroborating is a strategy in which a reader asks questions about important details to determine points of agreement and disagreement. By comparing and contrasting multiple account, students can start to build a real understanding of what happened in the past and why.

Discipline Specific Literacy:

Research has shown that a key to literacy is exposing students to a rich diet of texts that mix genre and style “at a variety of difficulty levels and on a variety of topics.” Primary sources confront readers with varied styles and textures of language that push the boundaries of literacy.

Newark Public Schools United States History I “Lincoln and Emancipation”		
Formative Assessment		
Text dependent questions that follow the primary source document.		
Focus Question		
Was the Emancipation Proclamation a political ploy or a courageous gamble for Lincoln?		
Learning Objectives		
<ul style="list-style-type: none"> -Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text - Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts - Compare and contrast treatments of the same topic in several primary and secondary sources - Read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning 		
Possible Activities and Support		
<p>Hook Activity-“Emancipation” Lithograph, Thomas Nast, 1865. Print out copies of the lithograph-Place students in groups to answer the following questions:</p> <ol style="list-style-type: none"> 1. Why is Abraham Lincoln included with the scenes of African Americans? 2. How does Nast employ symbolism within the lithograph to tell a story? 3. Thomas Nast was adamantly in favor of the Union and justice for African Americans. Even so, can you pick out ways that he depicted the predominant belief of the time that white people were superior to African Americans or that African Americans were not as capable as white people? <p>Read and listen to the full text of the Emancipation Proclamation at http://m.youtube.com/#/watch?feature=fvwrel&v=pM3HS3rr-w0</p> <p>Political Cartoon Analysis-Locate political cartoons from the era and ask students to analyze the symbolism of the cartoon as it pertains to the documents being reviewed.</p> <p>Document Analysis Forms from the National Archives to assist students in reading and analyzing the documents.</p>		
Content-Specific Vocabulary/Terms		Suggested Text(s)
Proclamation	Commander-in-Chief	Lincoln’s Letter to Horace Greeley-1862
Constitutional	Amendment	The Emancipation Proclamation-1863
Executive	Rebellion	The Thirteenth Amendment-1865
Confederacy	Emancipation	Excerpt from <i>The American Political Tradition and the Men Who Made It</i> -Richard Hofstadter-1973
		Excerpt from <i>Lincoln’s Emancipation Proclamation: The End of Slavery in America</i> -Allen C. Guelzo-2004
<p>Standards Alignment:</p> <p>CCSS RH.9-10.1, RH.9-10.2, RH.9-10.6, RH.9-10.9, RH.9-10.10, W.9-10.1, W.9-10.9b</p> <p>NJCCCS 6.1.12.A.4.b, 6.1.12.A.4.d, 6.1.12.C.4.a, 6.1.12.D.4.d</p>		

“Lincoln and Emancipation”

Overview

Learning Objective: The goal of this plan is to give students the opportunity to explore the contrasting views on Lincoln’s stand on emancipation. Even though slavery split the nation in 1861, Lincoln insisted he was not fighting the Civil War to end slavery. At first, he said he preserving the Union itself was the only issue. He made it clear that while he personally didn’t condone slavery, he would not alter slavery where it already existed. However, during the Civil War, President Abraham Lincoln looked for a cause to keep the Northern states focused on winning the conflict as well as a way to keep foreign nations from providing any assistance to the South. Lincoln viewed the Emancipation Proclamation as a military necessity prompted by states engaged in rebellion. His ability to issue such an order, he reasoned, was granted to him through his constitutional powers as commander-in-chief. By reading and rereading the passage closely, combined with classroom discussion about it, students will explore the various beliefs and points of view Lincoln expresses on the issue. Students will need to consider the emotional context of words and how diction (word choice) affects an author’s message. When combined with writing about the passage and teacher feedback, students will form a deeper understanding of Lincoln’s motives.

Reading Task: Students will silently read the passage in question on a given day—first independently and then following along with the text as the teacher and/or skillful students read aloud. Depending on the difficulties of a given text and the teacher’s knowledge of the fluency abilities of students, the order of the student silent read and the teacher reading aloud with students following might be reversed. What is important is to allow all students to interact with challenging text on their own as frequently and independently as possible. Students will then reread specific passages in response to a set of concise, text-dependent questions that compel them to examine the meaning and structure of the various texts. Therefore, rereading is deliberately built into the instructional unit.

Vocabulary Task: Most of the meanings of words in the exemplar text can be discovered by students from careful reading of the context in which they appear. Teachers can use discussions to model and reinforce how to learn vocabulary from contextual clues, and students must be held accountable for engaging in this practice. Academic vocabulary that may prove difficult for students is highlighted in the text.

Sentence Syntax Task: On occasion students will encounter particularly difficult sentences to understand. Teachers should engage in a close examination of such sentences to help students discover how they are built and how they convey meaning. While many questions addressing important aspects of the text double as questions about syntax, students should receive regular supported practice in deciphering complex sentences. It is crucial that the help they receive in unpacking text complexity focuses both on the precise meaning of what the author is saying and why the author might have constructed the sentence in this particular fashion. That practice will in turn support students’ ability to unpack meaning from syntactically complex sentences they encounter in future reading.

Discussion Task: Students will discuss the exemplar text in depth with their teacher and their classmates, performing activities that result in a close reading of Wallace’s letter. The goal is to foster student confidence when encountering complex text and to reinforce the skills they have acquired regarding how to build and extend their understanding of a text. A general principle is to always reread the passage that provides evidence for the question under discussion. This gives students another encounter with the text, helping them develop fluency and reinforcing their use of text evidence.

Writing Task: Students will write an argumentative essay using their understanding of the word choice and emotions expressed in the selections to present their opinions about Lincoln’s intentions. Teachers might afford students the opportunity to revise their paragraphs after participating in classroom discussion or receiving teacher feedback, allowing them to refashion both their understanding of the text and their expression of that understanding.

Outline of Lesson Plan: This lesson can be delivered in a week of instruction and reflection on the part of students and their teacher.

Summary of Close Reading Activities

Day One:

Teacher introduces the day's passage with minimal commentary and students read it independently.

Teacher or a skillful reader then reads Lincoln's Letter to Horace Greeley out loud to the class as students follow along in the text.

Returning to the text, the teacher asks students a small set of text dependent questions about the text.

Day Two:

Teacher introduces the day's passage with minimal commentary and students read it independently.

Teacher or a skillful reader then reads Emancipation Proclamation out loud to the class as students follow along in the text.

Returning to the text, the teacher asks students a small set of text dependent questions about the text.

Day Three:

Teacher introduces the day's passage with minimal commentary and students read it independently.

Teacher or a skillful reader then reads the 13th Amendment out loud to the class as students follow along in the text.

Returning to the text, the teacher asks students a small set of text dependent questions about the text.

Day Four:

Teacher introduces the day's passage with minimal commentary and students read it independently.

Teacher or a skillful reader then reads secondary sources on Lincoln out loud to the class as students follow along in the text.

Returning to the text, the teacher asks students a small set of text dependent questions about the text.

Day Five:

Using the Structured Academic Controversy Model, developed by David W. Johnson and Roger T. Johnson, students will achieve three goals: (1) to gain a deeper understanding of an issue, (2) to find common ground, and (3) to make a decision based on evidence and logic. A Structured Academic Controversy (SAC) is a type of cooperative learning strategy in which small teams of students learn about a controversial issue from multiple perspectives.

1. Students are organized into groups of four, and each group is split into two pairs. One pair in a foursome studies one side of the controversy, while the second pair studies an opposing view. Partners read the background material and identify facts and arguments that support their assigned position. They prepare to advocate the position.
2. Pairs take turns advocating their positions. Students on the other side make notes and ask questions about information they don't understand.
3. Next, pairs reverse positions. Each pair uses their notes and what they learned from the other side to make a short presentation demonstrating their understanding of the opposing view.
4. Students leave their assigned positions and discuss the issue in their foursomes, trying to find points of agreement and disagreement among group members. Teams try to reach consensus on something; if they cannot reach consensus on any substantive aspect of the issue, they should try to reach consensus on a process they could use to resolve disagreements.
5. The class debriefs the activity as a large group, focusing on how the group worked as a team and how use of the process contributed to their understanding of the issue.

Day Six:

Teacher then assigns a culminating summative assessment writing assignment that asks students to synthesize the readings in the unit.

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** 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.

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

Text Dependent Questions:

1. What can you infer from Lincoln's letter about Horace Greeley's original letter to Lincoln on August 19th, 1862?
2. What is Lincoln saying about Horace Greeley when he writes, "...I waive it in deference to an old friend, whose heart I have always supposed to be right"?
3. Why does Lincoln refer to his policies in terms of the Constitution in the third sentence of the third paragraph?
4. In your own words, what message is Lincoln trying to send in paragraph 3 of his letter?
5. Why does Lincoln say, "I shall adopt new views so fast as they shall appear to be true views"?
6. What does Lincoln say about his personal view of slavery in paragraph 4?

Extension Questions:

7. What does this contradiction between Lincoln's personal views and his presidential policies say about him?

The Emancipation Proclamation

January 1, 1863

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"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."

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 first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first 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, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, 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 Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, 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 cases 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.

In witness whereof, I have **hereunto** set my hand and caused the seal of the United States to be **affixed**.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State.

Source: http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html

Text Dependent Questions:

1. What was the purpose for which Lincoln issued the Emancipation Proclamation?
2. Paraphrase the statement the following statement from paragraph 2: “all persons held as slaves within any State or designated part of a Sate, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free,...”? What is the significance of the statement?
3. In paragraph 4, Lincoln refers to the proclamation as a war measure. What does this mean? Why is this distinction an important one?
4. Why are specific geographic locations listed in paragraph 5 of the document?
5. Lincoln states in paragraph 6 that “all persons held as slaves within said designated States, and parts of States, are and henceforward shall be free...” What is the conundrum with this decree?
6. In paragraph 7, Lincoln writes, “I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence...” Why does Lincoln include this statement?
7. According to the document, what should emancipated slaves do?
8. What is the benefit to the Union of paragraph 10? How will this weaken the Confederacy?

Extension Questions:

9. Why didn't Lincoln free all slaves?
10. Was this proclamation constitutional? Why or why not?
11. What purpose or advantage did Lincoln gain by announcing the Proclamation in September of 1862, but not actually signing it until January of 1863?

Amendment XIII

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 power to enforce this article by appropriate legislation.

Source: <http://www.law.cornell.edu/constitution/amendmentxiii>

Text Dependent Questions:

1. What else besides “slavery” was abolished by the 13th Amendment?
2. What exception was made in the 13th Amendment where slavery might be allowed?
3. According to the text, how will the amendment be enforced?

Extension Questions:

4. In your view, is there a “loophole” in the amendment that might have allowed Southerners to “get around” the primary goal of the amendment? Explain.

Secondary Source Readings

SECONDARY SOURCE 1

When Lincoln at last determined in July 1862, to move toward emancipation, it was only after all his other policies had failed. The Crittenden Resolution had been rejected, the border states had **quashed** his plan to **compensated** emancipation, his generals were still floundering, and he had already lost the support of great numbers of conservatives. The Proclamation became necessary to hold his remaining supporters and to **forestall**—so he believed—English recognition of the Confederacy. “I would save the Union,” he wrote in answer to Horace Greeley’s cry for emancipation. “If I could save the Union without freeing any slave, I would do it; and if I could do it by freeing any slave, I would do it; and if I could do it by freeing all the slaves, I would do it”...

The Emancipation Proclamation of January 1, 1863, had all the moral **grandeur** of bill of lading. It contained no indictment of slavery, but simply based emancipation on “military necessity.” It expressly **omitted** the loyal slave states from its terms. Finally, it did not in fact free any slaves. For it excluded by detailed **enumeration** from the **sphere** covered in the Proclamation all the counties in Virginia and parishes in Louisiana that were occupied by Union troops and into which the government actually had the power to bring freedom. It simply declared free all slaves in “the states and parts of States” where the people were in rebellion—that is to say, precisely where its effect could not reach. Beyond its propaganda value the Proclamation added nothing to what Congress had already done in the Confiscation Act.

Source: *The American Political Tradition and the Men Who Made It*, Richard Hofstadter (New York: Alfred A. Knopf, 1973), pp. 103-131.

SECONDARY SOURCE 2

It is this politics of **prudence** which opens up for us a way to understand Lincoln’s strategy in the “the mighty experiment” of emancipation. The most **salient** feature to emerge for the sixteen months between his inauguration and the first presentation of the Proclamation to his cabinet on July 22, 1862, is the consistency with which Lincoln’s face was set toward the goal of emancipation from the day he first took the presidential oath. Lincoln was not exaggerating when he claimed in 1858 that he “hated slavery:

“I hate it because of the monstrous injustice of slavery itself. I hate it because it deprives our republican example of its just influence in the world—enables the enemies of free institutions with **plausibility**, to taunt us as **hypocrites**—causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty—criticizing the Declaration of Independence and insisting that there is no right principle of action but self-interest.”

But in Lincoln’s case, prudence demanded that he balance the integrity of ends (the elimination of slavery) with the integrity of the means (his oath to uphold the Constitution and his near religious **reverence** for the rule of law.) Lincoln understood emancipation not as the satisfaction of a “spirit” overriding the law....but as a goal to be achieved through prudential means, so that worthwhile consequences might result.

Source: *Lincoln’s Emancipation Proclamation: The End of Slavery in America*, Allen C. Guelzo (New York: Simon and Schuster Paperbacks, 2004), pp. 4-5.

THE SECONDARY SOURCES: ACTIVITY

1. How clearly does this account focus on a problem or question? What do you think that problem or question is? Sum it up in own words here.

<i>American Political Tradition</i> , by Hofstadter	<i>Lincoln's Emancipation Proclamation</i> , by Guelzo

2. Does the secondary source take a position or express a point of view about the Emancipation Proclamation? If so, briefly state that point of view or quote an example of it.

<i>American Political Tradition</i> , by Hofstadter	<i>Lincoln's Emancipation Proclamation</i> , by Guelzo

3. How well does the secondary source seem to base its case on primary source evidence? Take notes about any specific examples, if you can identify them.

<i>American Political Tradition</i> , by Hofstadter	<i>Lincoln's Emancipation Proclamation</i> , by Guelzo

4. Does the secondary source seem aware of alternative explanations or point of view about this topic? Underline points in the passage where you see this.

<i>American Political Tradition</i> , by Hofstadter	<i>Lincoln's Emancipation Proclamation</i> , by Guelzo

EVALUATING SECONDARY SOURCES: ACTIVITY ANSWERS

1. How clearly does this account focus on a problem or question? What do you think that problem or question is? Sum it up in your own words here.

Hofstadter does not explicitly ask a question or pose a problem here. He does imply one, however. He seems to address the question of why the Emancipation Proclamation is praised so often when in his view it did so little.

Guelzo in a way also deals with the issue of the limited nature of the Emancipation Proclamation. He seeks to explain why Lincoln needed to take such a cautious approach in crafting it.

2. Does the secondary source take a position or express a point of view about the Emancipation Proclamation? If so, briefly state that point of view or quote an example of it.

Hofstadter challenges the view that the Emancipation Proclamation was a noble act of idealism. He harshly criticizes it for failing to condemn slavery on moral grounds and for being a dry legalistic document with little philosophical worth and little actual effect.

Guelzo sees the Emancipation Proclamation as a step that doomed slavery in the long run. He also sees it as the only wise step Lincoln could take at that point that would survive constitutional challenge.

3. How well does the secondary source seem to base its case on primary source evidence? Take notes about any specific examples, if you can identify them.

Hofstadter makes his case by referring to a number of events for which he supplies documentation elsewhere in his book. He does cite the letter to Greeley in this passage.

Guelzo does quote a statement by Lincoln himself to back up the idea that Lincoln was from the start a strong foe of slavery. The rest of the passage is a summary of his conclusions.

4. Does the secondary source seem aware of alternative explanations or point of view about this topic? Underline points in the passage where you see this.

Hofstadter does not refer directly to alternative views of the Emancipation Proclamation. However, his entire argument is, by implication, directed at those who historians who praise the Emancipation Proclamation as a noble act motivated by moral opposition to slavery.

Guelzo also does not refer explicitly to other views at odds with his either. However, his defense of the importance and idealism of the proclamation can be seen as directed at those (such as Hofstadter) who see it differently.

Summative Assessment

Some historians argue that the Emancipation Proclamation proves that Lincoln was a courageous leader. Other historians contend that it reveals his chief weakness: an unwillingness to take a firm stand on the issue of slavery. To understand what the disagreements are about, you need to keep in mind not only what the decrees did, but the context and timing. Timing is crucial to judging Lincoln's intentions. Consider your evaluation of these two positions? What evidence do you have to support your claim? Which of the documents in this unit do you believe is most trustworthy? Why? What other evidence would you need to strengthen your claim?

Writing Task:

Because of the Emancipation Proclamation, Lincoln became forever known as the "Great Emancipator." Citing evidence from the various texts read in this unit, write an argument in which you select and defend a position on whether these texts show Lincoln to be a courageous leader who gambled the nation's future and won on the issue of slavery or whether these texts reveal his chief weakness: an unwillingness to take a firm stand on the issue of slavery. Justify your answer.

Your essay will be scored on how well you:

- demonstrate an understanding of the impact of the emancipation argument on the outcome of the Civil War and the broader scope of American History
- state and support your thesis with information from the readings
- provide at least four examples from the readings to support your thesis statement
- present your essay in a logical and well organized manner
- use textual evidence from each reading to support your ideas
- use proper punctuation, spelling, and grammar

See attached rubric for further guidance.

SAMPLE TEACHING TASK RUBRIC (ARGUMENTATION)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Source: <http://www.literacydesigncollaborative.org/resources/module-development-tools/>