

Emancipation Timeline Lesson Plan



Lincoln and the Meaning of Emancipation. Digital Image. The Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. Yale University. Web. 13 July 2016.

Time Frame: This activity is meant to be a formative assessment after students have learned about the topics of abolition and emancipation. It can be completed as a review activity toward the end of a unit on the Civil War. It should take two or three 45-minute class periods.

Objective: Students will create a specific item for an Emancipation Timeline that will be put together as a class and presented. Students will discuss the legacy of emancipation.

TN State Standards (5th and 8th grade Social Studies; high school African American History):

**See the attached list for detailed state standards.*

Middle School Standards:

5.2, 5.3, 5.4, 5.5, 5.12, 5.16, 5.20, 5.23

8.66, 8.68, 8.69, 8.70, 8.71, 8.74, 8.76, 8.82, 8.85, 8.86

High School Standards:

AAH.8, AAH.13, AAH.17

- 1. Introduction:** Draw a horizontal line on the board and explain that the class will be brainstorming together to create an example timeline of life's important events. Ask students to think about important events that they believe should be included. Encourage students to come to the board and jot down ideas, trying not to repeat what their classmates have written. (For example, birth, moving to a new city or school, getting a new puppy, death of a close relative, meeting a new friend, a special trip, etc.)
 - a. Choose a couple of items off of the timeline and ask students to explain why these specific events are important. (Who was involved? How did life change after the event?)
 - b. Ask students how the timeline could be better organized. For instance, consistently labelling the events, adding dates, etc., could make the timeline more user-friendly. Reiterate that organization is important if timelines are going to be tools that are successfully used.
- 2. Transition:** Explain that students will be assigned a historical event in order to create an Emancipation Timeline with the class. Show students a template or an example so that they know what type of information should be included on their assigned item.

* See the attached list of historical events.

- a. Directions: Create a detailed item for the class timeline based on your knowledge of the Civil War. You may use a textbook or do your own research. Finished products should include the event's date, a fully colored illustration, and a thorough description of the event that explains why it is historically significant.

*See the attached list of suggestions for research.

Date-
Colored illustration
Description of the event- (Who, What, Where, Why, Significance)

3. **Conclusion:** When students are finished creating their individual items, ask them to line up in chronological order and tape their items to the wall. (It may reduce confusion to create a timeline with yarn or painter's tape and label a few years as a guide.)



4. **Culminating Activity:** Once the timeline has been constructed, have students present their item to the class. You may even want to invite guests or have the class present the timeline in the library.
 - a. **Discussion:** Consider asking broad, open-ended questions about the legacy of emancipation.
 - i. Do you think emancipation was successful? During Reconstruction? Now?
 - ii. Does that mean that all people have equal rights in the present day? What are some groups of people in the U.S. who would argue that they are still not treated equally? What sort of things are these groups doing to pursue equality?
 - iii. How can America move toward “total equality”? Is ensuring equality the government’s job? What can you personally do to ensure that people are treated equally?

*See the attached rubric for the timeline item and presentation.

This lesson plan is available in conjunction with The Gilder Lehrman Institute’s exhibition: *Emancipation and Its Legacies*. The exhibition focuses on the end of slavery in the United States and the ways emancipation has shaped the country. It will be showcased at the Heritage Center of Murfreesboro and Rutherford County from October 3rd-31st, 2016. The exhibition was developed by the Gilder Lehrman Institute of American History in partnership with the National Underground Railroad Freedom Center and is curated by David Blight, Class of 1954 Professor of American History at Yale University.

Lesson Plan Credit: Colbi Layne W. Hogan is a volunteer at the Heritage Center and teaches World History at Franklin High School in Franklin, Tennessee.



Kelly, Thomas. "The Fifteenth Amendment Celebrated, May 19th, 1870." Digital Image. The Gilder Lehrman Institute of American History. Web. 13 July 2016.

Emancipation Timeline Suggestions

**Depending on the size of the class, adding important battles to the timeline may allow students to work independently.*

1. 1836--"Slave Market of America" published
2. 1838--Frederick Douglass escapes to New York
3. 1850--Fugitive Slave Act
4. 1852--*Uncle Tom's Cabin* published
5. 1854--Kansas-Nebraska Act
6. 1857--*Dred Scott* decision
7. 1857/1858--Lincoln's "House Divided" Speech
8. 1860--Lincoln is elected
9. 1861--Jefferson Davis is elected
10. 1863—Emancipation Proclamation
** Several students could work on this item to describe how the war's purpose changed over time, to define contraband, or to discuss how life changed for those who gained their freedom in the South after the Emancipation Proclamation went into effect.*
11. March 1865--Lincoln's Second Inaugural Address
12. Dec. 1865--Thirteenth Amendment
13. 1866--Founding of Fisk Free Colored School (later Fisk University)
14. Reconstruction Acts of 1867 and 1868
15. July 1868--Fourteenth Amendment
16. Feb. 1870--Fifteenth Amendment
17. 1870s--Rise of Ku Klux Klan and similar vigilante organizations
18. 1896--*Plessy v. Ferguson* Supreme Court decision upholding the Constitutionality of separate but equal
19. 1909--NAACP founded
20. 1963--March on Washington
21. 2008—Election of President Barack Obama

Research Suggestions

1. Library of Congress: <https://www.loc.gov/>
2. The Gilder-Lehrman Institute: <https://www.gilderlehrman.org/history-by-era>
3. MTSU: Teaching with Primary Sources: <http://library.mtsu.edu/tps/civilwar.php>
4. Civil War Trust: Saving America's Civil War Battlefields:
<http://www.civilwar.org/education/students/>
5. Tennessee Civil War National Heritage Area:
http://www.tncivilwar.org/research_resources/heritage_ed
6. The Valley of the Shadow: Two Communities in the American Civil War:
<http://valley.lib.virginia.edu/>
7. The Valley of the Shadow Teaching Resources:
<http://www2.vcdh.virginia.edu/teaching/vclassroom/vclasscontents.html>
8. PBS: Teaching the Civil War: <http://www.pbs.org/kenburns/civil-war/classroom/teaching-civil-war/>
9. HarpWeek in the Classroom: <http://education.harpweek.com/>
10. National Park Service: The Civil War: <https://www.nps.gov/civilwar/index.htm>
11. CivilWar@Smithsonian: <http://www.civilwar.si.edu/home.html>

Name(s): _____

Grade: _____

EMANCIPATION TIMELINE RUBRIC		Possible Points	Points Earned
Final Product			
Historical Knowledge	Item accurately describes the event and answers questions such as who was involved, where and when the event occurred, and why it is significant. Details prove student's historical knowledge of the topic.	45	
Format	The event's date is plainly labelled at the top, left-hand corner of the paper.	5	
Creativity/Visual Aspect	A colorful illustration fills the paper and visually depicts aspects of the event. Text is neatly written or typed.	15	
Presentation			
Voice, Eye Contact, Posture	Speakers are easily heard and understood. Good posture and eye contact is used throughout the presentation.	10	
Discussion	Students participate in the post-presentation discussion by defending their opinions and connecting their thoughts to historical events presented on the timeline.	15	
Audience	Speakers listen attentively and do not distract from other students' presentations.	10	

TN State Standards (5th and 8th grade Social Studies; African American History):

Middle School Standards:

- 5.2 Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)
- 5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery (C, P)
- 5.4 Draw on information from multiple print or digital resources explaining the events that made slavery a national issue during the mid-19th century (C, E, G, P)
- 5.5 Evaluate each candidate in the campaign of 1860 and analyze how that campaign reflected the sectional turmoil of the country. (H, P, TN)
- 5.12 Draw on informational text to explain the roles of the military and civil leaders during the Civil War (C, H, P)
- 5.16 Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)
- 5.20 Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)
- 5.23 Analyze why the Radical Republicans turned to military Reconstruction and the backlash resulting in the rise of the Ku Klux Klan, black codes, and vigilante justice. (H, P, TN)

- 8.66 Analyze the impact of the various leaders of the abolitionist movement, including John Brown and armed resistance; Harriet Tubman and the Underground Railroad; William Lloyd Garrison and The Liberator; Frederick Douglass and the Slave Narratives; and Harriet Beecher Stowe's Uncle Tom's Cabin, Virginia Hill and Free Hill, Tennessee; Francis Wright and Nashoba Commune; and Elihu Embree's The Emancipator. (C, E, H, P, TN)
- 8.68 Explain the motivations behind passage of the Kansas-Nebraska Act of 1854, including the rise of the Republican Party, "Bleeding Kansas," the Sumner Brooks incident, and the John Brown raid on Harper's Ferry. (H, P)
- 8.69 Analyze the reasons for and applied by the Supreme Court in the Dred Scott v. Sandford case and the resulting divisiveness between the North and South. (C, H, P)
- 8.70 Examine the arguments presented by Stephen Douglas and Abraham Lincoln in the Illinois Senate race debate of 1858. (H, P)
- 8.71 Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives. (C, H)
- 8.74 Evaluate each candidate and the election of 1860 and analyze how that campaign reflected the sectional turmoil in the country. (G, P, TN)
- 8.76 Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)
- 8.82 Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)
- 8.85 Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)
- 8.86 Trace the rise of the Ku Klux Klan and vigilante justice, including its role in Tennessee. (C, P, TN)

High School Standards:

- AAH.8 Assess the development of the abolitionist movement and its impact on slavery and the nation. (C, H, P)
- AAH.13 Evaluate President Lincoln's views on slavery and the status of freed slaves in the United States. (P)

AAH.17 Assess the economic and social impact of Jim Crow laws on African Americans. (C, H, E)