

Unit 8: Civil War

7th Grade Lesson Plan: Emancipation Proclamation

Extension

(45 – 60 minutes)

Objective	<p>In this one day, optional extension lesson, students will analyze excerpts of the Emancipation Proclamation to identify its purpose, limitations, and significance.</p> <ol style="list-style-type: none"> 1. <u>We will</u> analyze excerpts of the Emancipation Proclamation to determine its significance. 2. <u>I will</u> read short excerpts of the Proclamation to identify and summarize its primary goals, limitations, and significance during the Civil War.
Key Concepts	<ul style="list-style-type: none"> • President Abraham Lincoln issued the Emancipation Proclamation to free enslaved people in the rebelling states. • The Emancipation Proclamation did not free enslaved people in the slave states who remained in the Union. • The Emancipation Proclamation encouraged the newly freed people to continue working for a fair wage, and stated they would be welcome to join the Union army.
Skills	<ul style="list-style-type: none"> • Reading for main ideas and supporting evidence. • Summarizing and paraphrasing a primary source text. • Making conclusions and inferences about a period of time in history based on primary source materials. • Making an argument about a primary source text and supporting the argument with evidence from the text.
Essential Question	What was the purpose and significance of the Emancipation Proclamation, and what limitations did it include?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students will view a map of the political boundaries of the United States during the Civil War and making observations about slavery in the U.S. during the war based on the map.

	<p>Lesson</p> <ul style="list-style-type: none"> Students will analyze three excerpts from the Emancipation Proclamation to determine the main purpose of the document, the limitations included in the document, and the suggestions or offers made to the newly freed people in the document. Students will hypothesize about the reason for the limitations placed on emancipation in slave states. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students will read an excerpt from a Texas newspaper article discussing the Emancipation Proclamation and determine the author's meaning from the text.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Sentence Stems and response options for short constructed response questions. Reduction in answer choices
TEKS	<ul style="list-style-type: none"> 7.05(A) Explain the central role the expansion of slavery played in the involvement of Texas in the Civil War. 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.

Teacher Guide: The Emancipation Proclamation Extension

Warm-up	<ul style="list-style-type: none"> • Students view a political map of the United States during the Civil War, depicting the free states of the Union, slave states of the Confederacy, and the border slave states that remained in the Union. • For this lesson, be sure to point out the border states and have students understand that the border states were slave states that remained in the Union. • A Question for student consideration: Why do you think the border states remained part of the Union? (Answers could include: a combination of pro and anti-slavery views, geographical proximity to both sections, a desire to avoid problems between both sections) • Slide 2 provides a larger view of the map on the warm-ups • Slide 3 provides sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.
Lesson	<ul style="list-style-type: none"> • Students analyze three excerpts from the Emancipation Proclamation to determine significant information from the document. • Information to focus on: <ul style="list-style-type: none"> - The document freed enslaved people only in rebelling states (not the border states that remained with the Union) - The document encouraged formerly enslaved people to work for pay - The document offered formerly enslaved people the opportunity to join the Union army. • To Consider or highlight: <ul style="list-style-type: none"> - The document did not free the slaves in the border states – likely because Lincoln did not want to anger his slave-holding allies there, or drive them to the Confederacy. Lincoln was hoping the document would persuade Confederate states to return to the Union in the hopes of maintaining slavery within the U.S. • Slide 6 provides an image of the first page of the Emancipation Proclamation and artwork depicting Lincoln

	<p>sitting with members of his cabinet writing the Proclamation.</p> <ul style="list-style-type: none"> • <u>Advanced</u>: Students answer short constructed response questions about the three primary source excerpts. • <u>Grade Level</u>: Students answer multiple-choice, multi-select, and a short constructed response question about the three primary source excerpts. • <u>Foundations</u>: Students answer multiple-choice and multi-select questions with one answer option eliminated, and a short constructed response question with sentence stems and response options provided about the three primary source excerpts.
Exit Ticket	<ul style="list-style-type: none"> • Students read a primary source excerpt telling a story about Lincoln discussing his hesitation to pass and enforce the Emancipation Proclamation. Students are asked to consider what the story in the excerpt means. (Answers may include Lincoln's acknowledgement that simply saying slaves were free did not automatically make them free) • Slides 7 and 8 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- Cushing, E. H. The Weekly Telegraph (Houston, Tex.), Vol. 28, No. 35, Ed. 1 Wednesday, November 12, 1862, newspaper, November 12, 1862; Houston, Texas. (<https://texashistory.unt.edu/ark:/67531/metaph236207/>; accessed August 25, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting The Dolph Briscoe Center for American History.
- Abraham Lincoln's Emancipation Proclamation, January 1, 1863. Accessed Aug. 25, 2025. The National Archives. <https://www.archives.gov/milestone-documents/emancipation-proclamation>
- Lincoln, Abraham, Author. *Emancipation Proclamation*. [Place of Publication Not Identified: Publisher Not Identified, -09-22, 1862] Pdf. Accessed August 25, 2025. <https://www.loc.gov/item/2021667576/>
- *The Proclamation of Emancipation*. , 1895. [New York: publisher not transcribed] Photograph. Accessed August 25, 2025. <https://www.loc.gov/item/2018697406/>