Students have read about the early fighting and heavy casualties in the Civil War. They will now read how President Lincoln’s Emancipation Proclamation expanded the goals of the war to include the ending of slavery.

**Section Focus Question**

What were the causes and effects of the Emancipation Proclamation?

Before you begin the lesson for the day, write the Section Focus Question on the board. (Lesson focus: Causes: Lincoln understood that slavery was important to the South’s success in the war; abolitionists were calling for emancipation. Effects: It changed the war into a war for freedom, kept Britain from supporting the South’s independence, united African Americans in support of the war.)

**Prepare to Read**

**Build Background Knowledge**

Ask students to recall what they learned about slavery in Chapter 14. Draw a concept web on the board and write “Slavery” in the center circle. Use the Give One, Get One (TE, p. T25) participation strategy to expand the web. Suggest that students include the names of important politicians and their views, and the views of the North and the South in the web. Then have students preview the headings in the section and predict whether slavery would end under Lincoln.

**Set a Purpose**

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.
- **Give One, Get One** Teaching Resources, Unit 5, Reading Readiness Guide, p. 49
- Have students discuss the statements in pairs or groups of four, then mark their worksheets again. Use the Numbered Heads strategy (TE, p. T24) to call on students to share their group’s perspectives. The students will return to these worksheets later.

**The Emancipation Proclamation**

**Objectives**

- Explain why Lincoln issued the Emancipation Proclamation.
- Identify the effects of the proclamation.
- Describe the contributions of African Americans to the Union.

**Reading Skill**

Explain How Events Are Related in Time

President Lincoln and others made many choices in fighting the war. They made these choices in the context of the events at the time. When reading about history, it is important to see how events in a period are related in time. Do events influence the attitudes and decisions of people going forward in time? Do they change people’s actions and freedoms?

**Why It Matters**

President Lincoln had been reluctant to abolish slavery. But he changed his mind. His Emancipation Proclamation would dramatically alter the nature of the war, the lives of African Americans, and the future of the United States.

**Emancipating the Enslaved**

Many abolitionists rejoiced when the war began. They urged Lincoln to end slavery and thus punish the South for starting the war.

**Lincoln Changes His Mind**

At first, the President resisted. He knew most northerners did not want to end slavery. “You . . . overestimate the number in the country who hold such views,” he told one abolitionist. He feared that any action to emancipate, or free, enslaved African Americans might make the border states secede.

Lincoln said his goal was to restore the Union, even if that meant letting slavery continue. He stated this very clearly in a letter to abolitionist newspaper publisher Horace Greeley.

“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 . . . What I do about slavery . . . I do because I believe it helps to save the Union.”

—Horace Greeley, letter to the Federal Government, 1865

**Key Terms and People**

emancipate

Horace Greeley

**Differentiated Instruction**

**Advanced Readers**

Predicting Have students work in pairs. Have each select a major event from this chapter and assume either that it had not occurred or that it had a different outcome. (For example, what if Lincoln had not issued the Emancipation Proclamation?) Have each pair give a brief newscast in which they speculate how subsequent events in American history might have been different.
Gradually, Lincoln began to change his mind. He realized how important slavery was to the South’s war effort. He told his Cabinet that he intended to issue an Emancipation Proclamation. But Cabinet members advised him to wait until after a success on the battlefield.

**A Famous Proclamation** On September 22, 1862, a few days after Lee’s retreat from Antietam, Lincoln met again with his Cabinet and issued a preliminary proclamation.

On January 1, 1863, Lincoln issued the final Emancipation Proclamation. This document had little immediate effect, however, because it freed enslaved people only in areas that were fighting the Union. Those were places where the Union had no power. The proclamation did not apply to parts of the South already under Union control. Nor did it free anyone in the border states.

The proclamation was both criticized and praised. Some abolitionists said it should be applied throughout the country. White southerners accused Lincoln of trying to cause a slave revolt. But many Union soldiers were enthusiastic. They welcomed anything that weakened the South. “This army will sustain the Emancipation Proclamation and enforce it with the bayonet,” an Indiana soldier said.

**Effects of the Proclamation** Even though the proclamation freed few slaves at first, it had other important effects. Above all, it changed the Civil War into a struggle for freedom. This was no longer just a fight to save the nation. It was now also a fight to end slavery.

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**The Emancipation Proclamation**

> "That on the first day of January, in the year of our Lord [1863], all persons held as slaves within any State or designated part of a State, the people thereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free. . . ."

—Emancipation Proclamation, January 1, 1863

A Union general posted the announcement at right, declaring the freedom of enslaved African Americans in the part of Virginia occupied by his troops.

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**Emancipating the Enslaved**

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**Teach**

**Emancipating the Enslaved**

p. 524

**Instruction**

- **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words *preliminary* and *sustain*, using the strategy on TE p. T21.

- **Key Terms** Have students continue to fill in the See It–Remember It chart for the Key Terms in this chapter.

- Have students read Emancipating the Enslaved using the Paragraph Shrinking technique (TE, p. T23).

- To help students better understand the concept of emancipation, use the Concept Lesson *Emancipation*.

**Teaching Resources, Unit 5,**

Concept Lesson, p. 59; Concept Organizer, p. 6

- Point out how Lincoln’s point of view about slavery changed. Ask: How did Lincoln think ending slavery would weaken the South? (Slaves were a vital labor source in the South’s war effort; ending slavery would lessen the South’s fighting capabilities.)

- Ask: How did the focus of the war change? (It became a struggle for freedom.) How did the proclamation affect Britain’s view? (Although Britain might have favored an independent South, it would not support a government fighting to keep people enslaved.)

**Independent Practice**

Have students begin filling in the study guide for this section.

**Monitor Progress**

As students fill in the Notetaking Study Guide, circulate to make sure they understand the effect of the Emancipation Proclamation. Provide assistance as needed.

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**Answers**

**Reading Primary Sources** (a) Emancipation Proclamation, then the general’s announcement; (b) The President’s declaration applies in areas still fighting the Union. The general’s applies in the City of Winchester in the county of Frederick.
African Americans Help the Union
p. 526

Instruction
- Have students read African Americans Help the Union. Remind students to look for how events are related in time.
- Ask: Why was a war about freedom more appealing to African Americans than a war to hold the country together? (African Americans wanted freedom; without it, the state of the nation probably made little difference to them.)
- Display the African Americans Join the War transparency and have students answer the questions on it.

Color Transparencies, African Americans Join the War
- Ask: In what other ways did African Americans help weaken the South’s war effort? (They provided information useful to Union armies, many refused to work on plantations while their owners were away.)

Independent Practice
Have students complete the study guide for this section.

Monitor Progress
- As students fill in the Notetaking Study Guide, circulate to make sure individuals understand how African Americans contributed to the Union war effort.
- Tell students to complete the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.

Answers
Apply Information Possible answer: African American soldiers received less pay, faced extra risks if captured, and served in segregated units under white officers.

Checkpoint It changed the Civil War into a struggle for freedom, dashed any hopes that Britain would recognize the South’s independence, and united African Americans in the North in support of the war.

Reading Skill Many African Americans were not allowed to serve in the army until after the Emancipation Proclamation was issued.

African American Soldiers These are guards of the 107th Colored Infantry at Fort Corcoran in Washington, D.C.

Critical Thinking: Apply Information How did conditions for African American soldiers differ from those for white soldiers?

Also, the Emancipation Proclamation dashed any hopes that Britain would recognize the South’s independence. Britain would not help a government that was fighting to keep people enslaved.

In both the North and the South, Lincoln’s proclamation united African Americans in support of the war. “We shout for joy that we live to record this righteous decree,” wrote Frederick Douglass.

Checkpoint How did the proclamation affect the war?

African Americans Help the Union
When the Civil War began, African American volunteers were not permitted to join the Union army. Northern African Americans appealed for the chance to help fight for the nation. However, not until after the Emancipation Proclamation were many allowed to serve.

Volunteering for Service The Emancipation Proclamation encouraged African Americans to enlist. Ultimately, 189,000 African Americans served in the Union army or navy. More than half were former slaves who had escaped or been freed by the fighting. All faced extra risks. If captured, they were not treated as prisoners of war. Most were returned to slavery and some were killed.

Black and white sailors served together on warships. In the army, however, African American soldiers served in all-black regiments under white officers. They earned less pay than white soldiers.

Despite these disadvantages, African American regiments fought with pride and courage. “They make better soldiers in every respect than any troops I have ever had under my command,” a Union general said of an African American regiment from Kansas.

African American Soldiers

Critical Thinking: Apply Information How did conditions for African American soldiers differ from those for white soldiers?

Checkpoint How did the proclamation affect the war?

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Checkpoint How did the proclamation affect the war?
African American troops took part in about 40 major battles and hundreds of minor ones. The most famous was the attack on Fort Wagner in South Carolina by the 54th Massachusetts Infantry on July 18, 1863. The unit volunteered to lead the assault. As the soldiers charged, Confederate cannon fire rained down. Yet the 54th reached the top of the fort’s walls before being turned back in fierce hand-to-hand fighting. The regiment suffered terrible losses. Nearly half of its soldiers were casualties.

Thousands of African Americans supported the Union in noncombat roles. Free northern and emancipated southern African Americans often worked for Union armies as cooks, wagon drivers, and hospital aides.

Resisting Slavery In the South, many enslaved African Americans did what they could to hurt the Confederate war effort. Some provided military and other kinds of information to Union armies. Enslaved people had always quietly resisted slavery by deliberately working slowly or damaging equipment. But with many slaveholders off fighting the war, large numbers of slaves refused to work.

Looking Back and Ahead The Emancipation Proclamation made the Civil War a fight to end slavery. After the war, the Thirteenth Amendment banned slavery throughout the nation. The nation made the Civil War a fight to end slavery. After the war, the

### Section 3 Check Your Progress

1. **Identify** Why did Lincoln at first resist identifying slavery as an issue of the Civil War?
   - (a) He feared losing the border states.
   - (b) It had little immediate effect.

2. **Analyze Cause and Effect** What effect did the Emancipation Proclamation have on slavery?
   - (a) African Americans participate in the Civil War.
   - (b) Enslaved African Americans did what they could to hurt the Confederate war effort.

3. **Explain How Events Are Related in Time** Identify events that happened after the Emancipation Proclamation. Explain how these events are connected.

4. **Write** Write two definitions for *emancipate*.
   - First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

5. **Use library or Internet resources to find information about the African American 54th Massachusetts Infantry. Then, list the subtopics to be included in a research paper about the regiment. Write a paragraph about one of those subtopics. Identify some photographs and other nontext items that you would include in a research report on the 54th.**