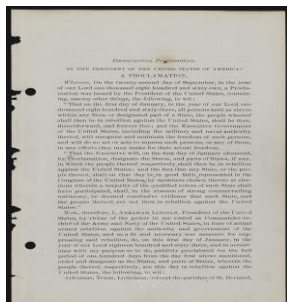


The *Emancipation Proclamation*: Lesson on Genre, Rhetoric, and Diction



<https://www.loc.gov/resource/lprbscsm.scsm1016/?sp=1>

Overview/Prior Knowledge

The *Emancipation Proclamation* is a celebrated document of freedom in U.S. history. While the document only freed slaves in states in rebellion, its symbolic power was not lost on those involved in the great struggle of civil war. The *Emancipation Proclamation* was a major step toward liberty and equality for enslaved African Americans and the larger society. The purpose of this lesson is to examine this document as an introduction to a unit on Equality in the Survey of African American Writing course.

Objectives

- The students will complete the “K” and “W” portions of the Know, Want to Know, and Learned (KWL) Chart demonstrating their knowledge of *Emancipation Proclamation*.
- The students will participate in a Read Aloud/Think Aloud reading of a primary source.
- The students will evaluate the significance of this document (emphasizing rhetoric, diction, and genre) and its implications for African-Americans of the time period.
- The students will create a poem focusing on the theme of “Equality.”
- The students will complete the “L” portion of KWL Chart demonstrating their knowledge of *Emancipation Proclamation*.

Time Required

90 minutes

Recommended Grade Range

9-12

Subject/Sub-Subject

US History, English Language Arts

Standards

Social Studies

Mississippi:

Civil Rights/Human Rights

8.9 Identify and evaluate the key events and people involved in the American Civil War.

2. Analyze key documents and actions (North and South) during the Civil War (e.g. Emancipation Proclamation, Gettysburg Address, draft laws, income tax).

English Language Arts

CCSS ELA WRITING STANDARDS:

W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9 Draw evidence from literary or informational text to support analysis, reflection, and research.

CCSS ELA READING STANDARDS:

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the texts.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. text.

RI.11-12.9 Analyze seventeenth-, eighteenth-, nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

Library of Congress - Teaching with Primary Sources Skills:

- Support inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Use primary sources that connect to the subject/topic under study
- Presents primary sources in a historically accurate context
- Provide for students of varying abilities, learning styles and interests to learn with primary sources

Highlighted Strategies:

- KWL Chart
- Chunking
- Read Aloud/Think Aloud
- Blackout Poem

Credits

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Materials

- Primary Sources – See Resource Guide at the end of this document.
- KWL Chart (separate attachment)
- Black Markers
- Checklist (separate attachment)

Procedures

Introduction

- The teacher will have the Essential Question: “What is Equality?” projected on the Smartboard.
- The teacher will provide students with a copy of KWL Chart (assessment).
- The student will complete the “K” and “W” portions of the KWL Chart to illustrate what they know about the *Emancipation Proclamation*.
- The class will discuss answers from “K” and “W” portions of the KWL Chart.
- The teacher will then open a discussion on how primary sources can provide us with more authoritative details about historical events, and therefore, assist us in understanding various other genres such as poems, short stories, interviews, and essays of various time periods.
- The students will also illustrate their previous understanding of the terms “rhetoric,” “diction,” and “genre.”

During

- The students will view and discuss a drawing of a reading of Emancipation Proclamation (focus on time period, setting, people, etc.). TTW ask, “What information can you gather from this picture?”

- The teacher will distribute a copy of the *Emancipation Proclamation* and provide a Word Bank (*emancipation, proclamation*).
- The teacher will project a copy of the *Emancipation Proclamation* projected on the Smartboard.
- The class will read the document together.
- The teacher will introduce the chunking activity and divide the class into 7 groups (for 9 paragraphs in the document). Some paragraphs are shorter than others and will be combined.
- The students will work in small groups and read their assigned portion.
- Each group will then lead a Read Aloud/Think Aloud for their assigned portion. The other students will annotate as small groups present.
- The students will then work in their small groups and use their annotations to complete a short reading guide.
- The teacher will instruct the students to move back to their individual seats.
- The teacher will next use a Prezi to introduce the concept of Blackout Poetry. The teacher will distribute and discuss the checklist for the Blackout Poetry assignment. The students will be allowed to ask questions at this point if they do not understand the assignment. Showing that they understand the theme of equality and the concept of Blackout Poetry, the students will use the text from the *Emancipation Proclamation* to create a Blackout Poem.

Assessment

Summative:

- The students will use the exact words from the Library of Congress document.
- The students will blackout some of the words throughout the document using a black marker. The words leftover will be used to create the poem.

Differentiation

- The students will participate in a read aloud of *Emancipation Proclamation* for auditory learners.
- Chunking.
- The teacher will provide visuals through handouts and images projected on the SmartBoard.

Supplementary Materials

- Guided Reading Questions: *Emancipation Proclamation* Text Set from commonlit.org <file:///C:/Users/nikki%20asus/Google%20Drive/African%20American%20Lit/Emancipation%20Proclamation.pdf> (**Please note:** The commonlit.org website requires a login, but it's free)
- Blackout Poetry Prezi https://prezi.com/0kcwb7gk_la0/blackout-poetry/
- Review Video: https://www.youtube.com/watch?v=fYXqj_UPsXg or <https://www.youtube.com/watch?v=xh3-9R7Q0OE>

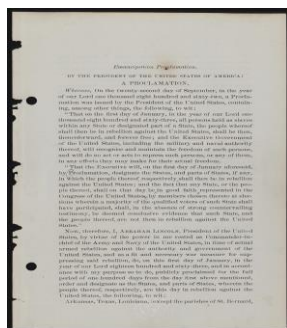
Teaching with Primary Sources Resource Guide

Title: *The Emancipation Proclamation: Lesson on Genre, Rhetoric, and Diction*

Historical Background:

The *Emancipation Proclamation* is a celebrated document of freedom in U.S. history. While the document only freed slaves in states in rebellion, its symbolic power was not lost on those involved in the great struggle of civil war. The *Emancipation Proclamation* was a major step toward liberty and equality for enslaved African Americans and the larger society. The purpose of this lesson is to examine this document as an introduction to the unit on Equality in the Survey of African American Writing course.

Primary Source 1:



Title: The first edition of Abraham Lincoln's final *Emancipation Proclamation*.

Link: <https://www.loc.gov/resource/lprbscm.scm1016/?sp=1>

Purpose: To show students an original copy of this document.

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