



## Centuries of Struggle: Lincoln, the Emancipation Proclamation, and What It Means to Be Free

<b>Grade Level:</b>	Middle and High School
<b>Standards:</b>	<p>CCSS.RI.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.RI.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>Sources Used:</b>	<p><b>Library of Congress and Other Sources</b></p> <p>President Lincoln Entering Richmond, April 4, 1865 - <a href="https://digitalcollections.nypl.org/items/510d47e0-ff20-a3d9-e040-e00a18064a99">https://digitalcollections.nypl.org/items/510d47e0-ff20-a3d9-e040-e00a18064a99</a></p> <p>Emancipation by Thomas Nast - <a href="https://www.loc.gov/resource/pga.03898/">https://www.loc.gov/resource/pga.03898/</a></p> <p>Illinois State Constitution - <a href="https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1818-il-con-more.html">https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1818-il-con-more.html</a></p> <p>Illinois Black Laws - <a href="https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1818-il-con-more.html">https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1818-il-con-more.html</a></p> <p>Emancipation Proclamation - <a href="https://www.loc.gov/item/2021667576/">https://www.loc.gov/item/2021667576/</a></p> <p>The 15<sup>th</sup> Amendment - <a href="https://www.archives.gov/milestone-documents/15th-amendment#:~:text=Passed%20by%20Congress%20February%2026,men%20the%20right%20to%20vote.">https://www.archives.gov/milestone-documents/15th-amendment#:~:text=Passed%20by%20Congress%20February%2026,men%20the%20right%20to%20vote.</a></p> <p>An Act to Protect Colored Children in their Rights to Attend School - <a href="https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1874-children-rights-school.html">https://www.ilsos.gov/departments/archives/online_exhibits/100_documents/1874-children-rights-school.html</a></p>

### Introduction:

It took over 200 years for slavery to become illegal in North America, but how did that freedom happen? Abraham Lincoln is sometimes considered the “Great Emancipator” who ended slavery; however, African Americans were not necessarily free from harm or free to work where they wanted to or get the kind of education they desired. These freedoms would require at least another 100 years of struggle.

### Source Information:

Even though it took over 200 years for slavery to end in North America, it would take another 100 years for African Americans to experience the freedoms listed in the first activity. The sources provided help students determine if freedoms these laws supported or limited for African Americans.

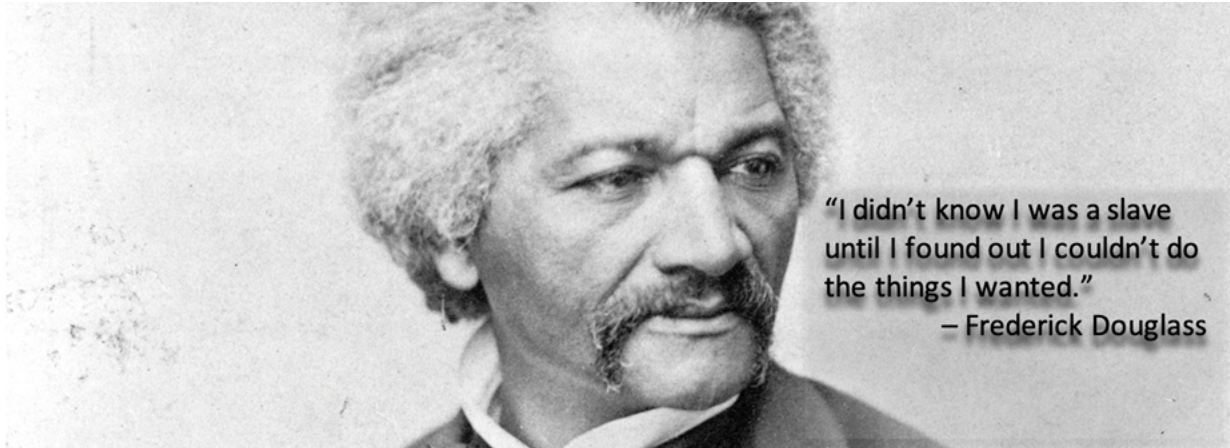
### Warm-up Activity: How Do We Become Free?

**Background:** In the image below, the illustrator presents President Lincoln as the “Great Emancipator” as he enters the Confederate capital city of Richmond, Virginia. The image symbolizes the Confederacy’s defeat and the ending of the Civil War. It also represents the president emancipating (or freeing) African Americans.



**Your Task:** Use the space below to circle and explain 2 examples from this illustration that present President Lincoln as the “Great Emancipator” (or giver of freedom).  
*Additional clues from this image can be found at <https://bit.ly/3kzAB3L>.*

President Lincoln Entering Richmond, April 4, 1865, by Thomas Nast. *Harper's Weekly*, February 24, 1866.



### What Does Freedom Mean?

**Background:** When he was an enslaved person, Frederic Douglass says he did not understand that he “was a slave” until he realized all the things he could not do. What might an enslaved person not be allowed to do? This activity explores some of these freedoms.

**Your Task:** Below are some of the freedoms Frederic Douglass did not have (e.g. Freedom to Work). First, think about how you would define these five (5) freedoms.

What is your definition of:

Freedom to Work \_\_\_\_\_

Freedom of Movement \_\_\_\_\_

Freedom to Vote \_\_\_\_\_

Freedom to an Education \_\_\_\_\_

Freedom from Harm \_\_\_\_\_

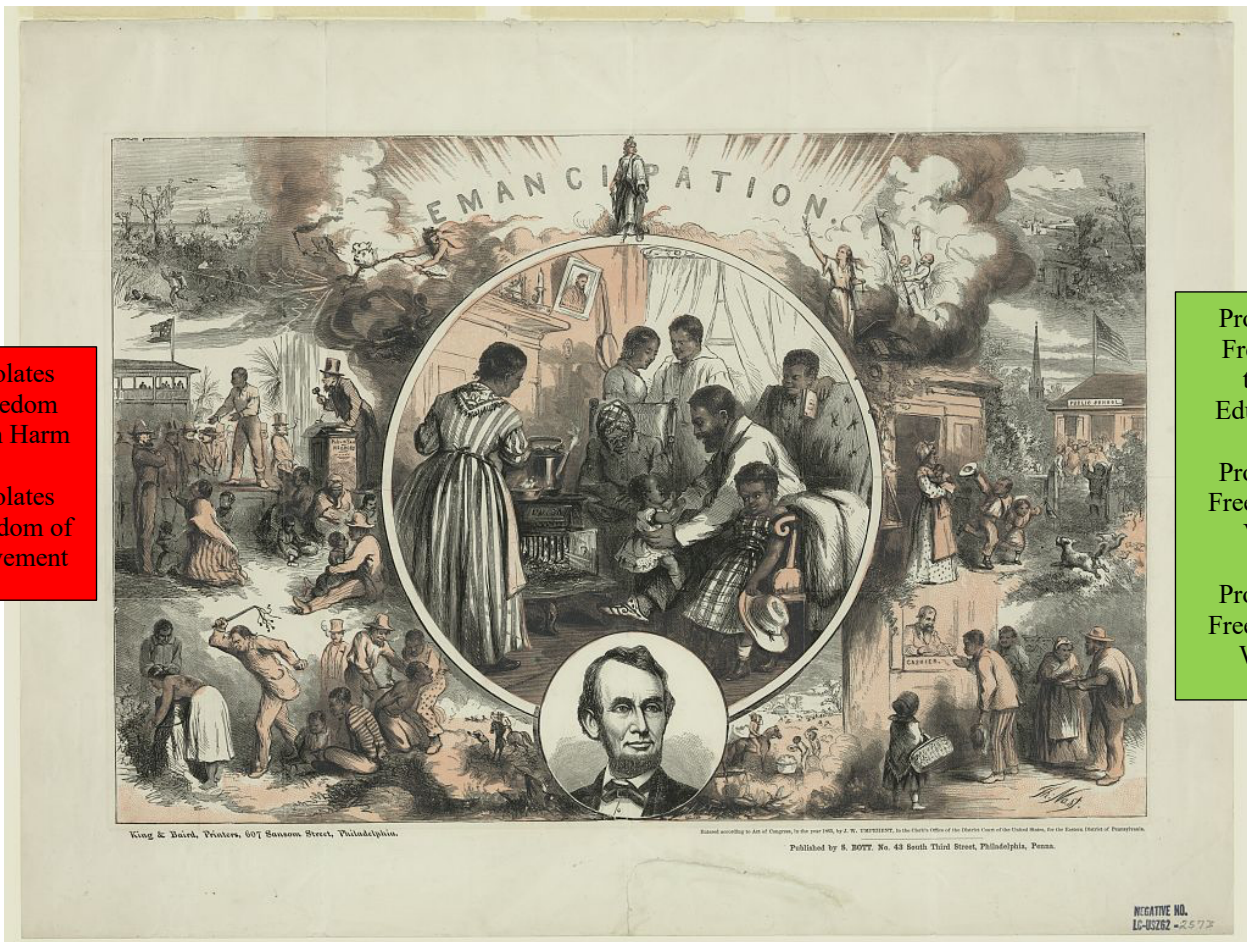
Next, explore the digital flip cards on the website (<https://bit.ly/3mjldca>). Reflect on how these definitions compare to yours.



### Illustrating Freedom

**Background:** In 1865, Thomas Nast published an updated illustration he called “Emancipation.” The lefthand side depicts images before the end of slavery and includes slave hunters stalking freedom seekers, enslaved persons being sold at an auction and being beaten. The middle of the illustration shows a family at home enjoying the benefits of emancipation, and these benefits are further depicted on the righthand side with children going to a “public school” and men being paid for their work at a window labeled “cashier.”

**Your Task:** Draw a line from each freedom that is promoted or violated in this illustration. Note that one (1) of these freedoms is not represented here.



Violates  
Freedom  
from Harm

Violates  
Freedom of  
Movement

Promotes  
Freedom  
to an  
Education

Promotes  
Freedom to  
Vote

Promotes  
Freedom to  
Work

**Pause and Reflect:** In 1865, “Emancipation” did not necessarily mean African Americans would have access to all of these freedoms. Which one did you notice is missing in the image? Why is that freedom just as important (if not more important) than the other freedoms? In the next activity of this module, you will learn more about African Americans’ 100-year struggle after “Emancipation” to gain these freedoms.

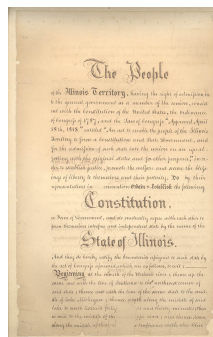
**Powerful Pieces of Paper**

**Background:** Even though it took over 200 years for slavery to end in North America, it would take another 100 years for African Americans to experience the freedoms listed in the first activity (e.g. Freedom to Vote).

**Your Task:** Examine the additional information provided about the documents listed at <https://bit.ly/3JdNxWu> to determine if they supported or violated these freedoms for African Americans.

**Illinois State Constitution (1818)**

The original state constitution of Illinois, Article VI states that anyone who is considered enslaved in another state is still enslaved while in Illinois. It also makes it illegal to hire anyone who is “bound to labor in any other state.”

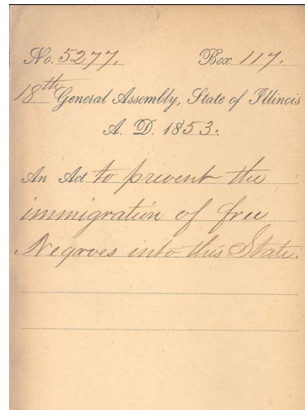


The document violates (choose one):

- Freedom to an Education
- Freedom from Harm
- Freedom of Movement
- Freedom to Vote
- Freedom to Work

**The Illinois Black Laws (1853)**

These laws made it illegal for free African Americans to settle in Illinois. They had 10 days to leave before receiving heavy fines. If they could not pay the fines, they would be auctioned into slavery. Anyone who reported African Americans who were eligible for this fine would be entitled to half of it, essentially creating a bounty for free African Americans within the state.



The document violates (choose one):

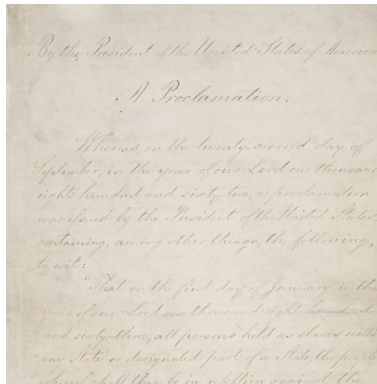
- Freedom to an Education
- Freedom from Harm
- Freedom of Movement
- Freedom to Vote
- Freedom to Work

(continue on next page)



**The Emancipation Proclamation (1863)**

This document declared all enslaved persons in the confederacy, with many exceptions, to be free. At this time, Abraham Lincoln did not have authority over these areas, legally speaking the Emancipation Proclamation did not free anybody. However, many slaves became inspired by this document and freed themselves.

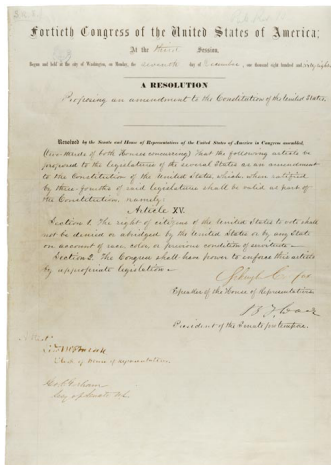


The document supports (choose two):

- Freedom to an Education
- Freedom from Harm
- Freedom of Movement
- Freedom to Vote
- Freedom to Work

**The 15<sup>th</sup> Amendment (1870)**

This document makes it illegal to deny an American citizen the right to vote based on race, color, or if they were a former slave. It also gives congress the right to make any laws they need to enforce this amendment.

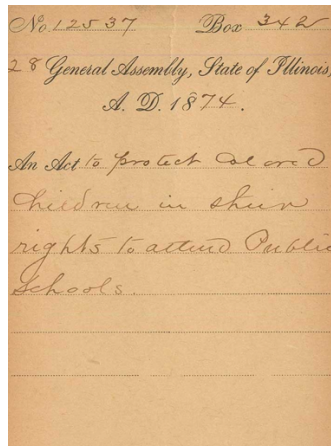


The document supports (choose two):

- Freedom to an Education
- Freedom from Harm
- Freedom of Movement
- Freedom to Vote
- Freedom to Work

**An Act to Protect Colored Children in their Rights to Attend School (1874)**

"Any person who shall by threats, menace, or intimidation prevent any colored child entitled to attend a public school in this state, from attending such school shall upon conviction be fined any sum not exceeding 25 dollars."



The document supports (choose one):

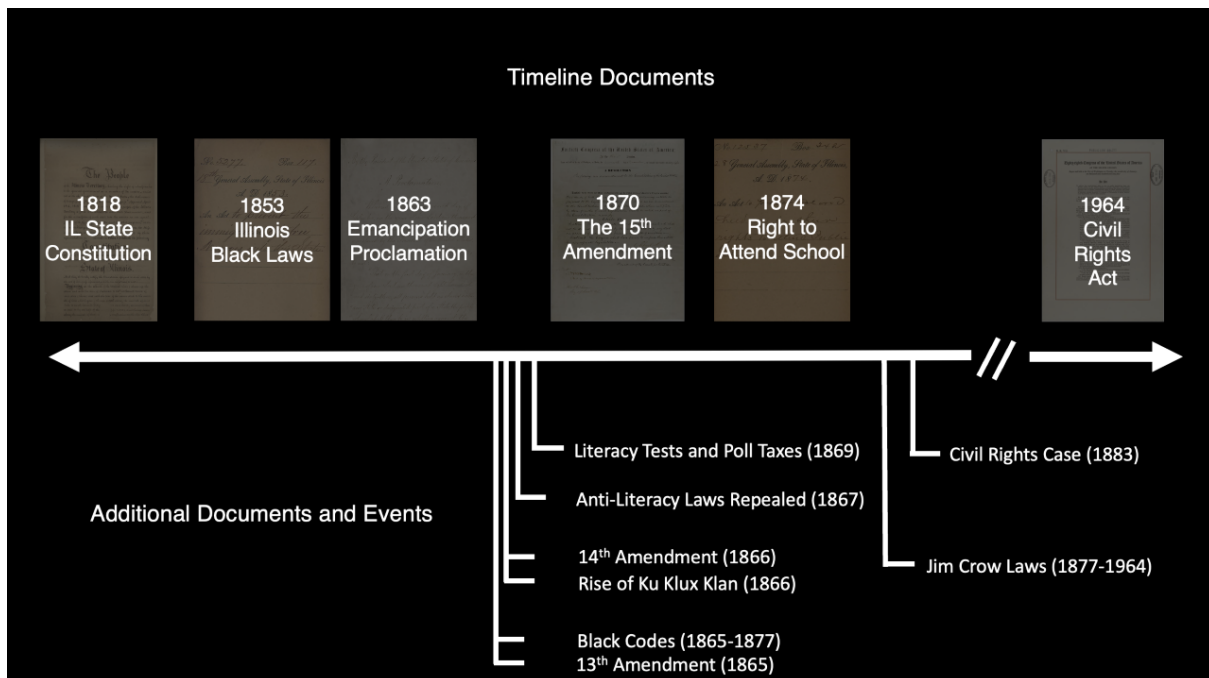
- Freedom to an Education
- Freedom from Harm
- Freedom of Movement
- Freedom to Vote
- Freedom to Work



### It Looked Good on Paper but...

**Background:** Now it is time to put these documents into their context. The website has an interactive version of the timeline below and gives more details about these 5 key documents and the events and sources that surround them.

**Your Task:** Use the online timeline (<https://bit.ly/3JdNxWu>) to find evidence about whether or not African Americans actually experienced the freedoms listed in the 5 key documents. For example, maybe a document promoted freedom, but do the events that occurred later show that African Americans experienced these freedoms? Use the final page of this module to help you document your findings.



**It Looked Good on Paper but...(continued)**

**Your Task:** Based on your investigation, identify in the table below which documents restricted freedom for African Americans, included freedoms for African Americans they did not experience, or granted freedoms African Americans actually experienced. Use evidence from the timelines (e.g. Literacy Tests and Poll Taxes) to justify and support your answer.

Key Documents:	Select One:	Cite and Justify with Evidence:
Illinois State Constitution (1818)		<ul style="list-style-type: none"> <li>a) Restricted freedom</li> <li>b) Included freedoms not experienced</li> <li>c) Granted actually experienced</li> </ul>
The Illinois Black Laws (1853)		<ul style="list-style-type: none"> <li>a) Restricted freedom</li> <li>b) Included freedoms not experienced</li> <li>c) Granted actually experienced</li> </ul>
The Emancipation Proclamation (1863)		<ul style="list-style-type: none"> <li>a) Restricted freedom</li> <li>b) Included freedoms not experienced</li> <li>c) Granted actually experienced</li> </ul>
The 15 <sup>th</sup> Amendment (1870)		<ul style="list-style-type: none"> <li>a) Restricted freedom</li> <li>b) Included freedoms not experienced</li> <li>c) Granted actually experienced</li> </ul>
An Act to Protect Colored Children in their Rights to Attend School (1874)		<ul style="list-style-type: none"> <li>a) Restricted freedom</li> <li>b) Included freedoms not experienced</li> <li>c) Granted actually experienced</li> </ul>

**Congratulations!** Now that you have completed this module, there are several opportunities to further explore this 100-year-old fight for freedom that continues today. One source is Brown University's Interactive Timeline: Black Activism and the Fight for Racial Justice (<https://bit.ly/3SQVDHM>).