Big Idea/ Topic
Reconstruction Refresher

Connecting Theme/Enduring Understanding:
Conflict & Change: The student will understand that when there is conflict between or within societies, change is the result.
Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Essential Question:
How did Reconstruction change people’s lives? How did developments during Reconstruction echo in the years afterwards?

Standard Alignment
SS4H6 Analyze the effects of Reconstruction on American life.
   a. Describe the purpose of the 13th, 14th, and 15th Amendments.
   b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).
   c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.
   d. Describe the effects of Jim Crow laws and practices.

Connection to Literacy Standards for Social Studies and Social Studies Matrices
ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

Information Processing Skills: Compare similarities and differences; identify issues and/or problems and alternative solutions; identify main idea, detail, sequence of events, and cause and effect in a social studies context; identify and use primary and secondary sources; analyze artifacts; draw conclusions and make generalizations; interpret political cartoons

DISCLAIMER
The books used as examples for the Georgia Home Classroom’s Digital Learning Plans were selected by Georgia teachers to reinforce skills and knowledge found within the Georgia Standards of Excellence. The Georgia Department of Education (GaDOE) cannot and does not endorse or promote any commercial products, including books. Therefore, the books that were selected serve as examples and are not endorsed or recommended by the GaDOE. Please remember that when selecting books to support instruction, Georgia’s public school teachers and leaders should consult their local school district’s policy for determining age and content appropriateness for their students.

Children’s Literature: The Georgia Council for the Social Studies offers a list of book titles aligned to the Social Studies GSE on their website: https://gcss.net/site/page/view/childrens-literature

Instructional Design

Before this lesson: Students may have missed the Civil War unit or need a quick refresher before doing this lesson, which is meant to teach quickly and creatively the previous grade’s Reconstruction standard in a way that 5th graders will need to grasp before moving into their 5th grade standards. If they missed all of the Civil War standard, you will need to make sure they have the basics – causes, events, people, outcome, and effects as efficiently as you can manage.

*This lesson has a flexible timeline and will cross over several days.

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

Note to teachers on images: Some of the images used in these lesson materials have layered and complex meanings. You may want to build in time for students to analyze these images more closely and discuss what messages are being conveyed.

Part 1:

Ask your students to tell you what they know about the Civil War to gauge whether they are ready for this lesson. They will need to have grasped the basics in order to understand the coming lesson.

Show your students a copy of the Emancipation Proclamation and ask them to respond to the prompts on the National Archives document analysis sheet – online they can work in groups if you’re able to segment them like that, and then share out whole group, or they can respond independently and be ready to share or post their findings. The form is attached in this lesson or you can download from https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf

After discussing the document, have students read the information overviewing the Emancipation Proclamation found at: https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation You can read through as a group online together, or you can ask students to read and summarize the top five things they learned in their notebooks or other record of their learning. Students could also watch a video summarizing the Emancipation Proclamation in 4 minutes at https://www.battlefields.org/learn/videos/emancipation-proclamation You will want to have students share their learning from either of these two sources in group online discussion or capture their learning in notes. [The websites or informational text you have your students
explore for this segment will vary depending on district resources and may include informational texts in book form, online children’s encyclopedias, or other kid-friendly reliable websites.

*Unplugged variation – Print a copy of the Emancipation Proclamation (a copy is included in this lesson resources packet, along with a transcript) and a hard copy of the National Archives document analysis form. Access a downloadable copy at https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Students will also need an informational text piece about the Emancipation Proclamation in place of the digital resources above, such as “Emancipation Proclamation facts for Kids” provided with this lesson.

Part 2: Share the read aloud, All Different Now: Juneteenth, the First Day of Freedom, by Angela Johnson, illustrated by E. B. Lewis. Ask students to imagine a time in their lives when everything seemed to change: their own “all different now” moment. What were their first thoughts? What were the challenges? What were the joys? Tell them that this book is about a dramatic change in the lives of enslaved people in West Texas in mid-June of 1865.

After reading and discussing the book, including the author’s and illustrator’s notes and other back matter, ask students to write, draw, or act out what they think will happen next. Why do they think that will happen?

Ask students to tie this story to what we learned earlier about the Emancipation Proclamation. How are they connected? Ask students for evidence to support their claim and record these in writing.

*Unplugged variation to All Different Now read aloud live – If students can access YouTube videos via phone, ask them to view and listen to a read aloud of All Different Now. There are many other videos online about Juneteenth, including read alouds of other picture books; you may wish to screen these in order to make recommendations to your students. Note that read aloud links may change on the Internet. Review those available about Juneteenth and choose one that best fits your needs.

If you have copies of this or other book titles to lend to students, include them in their take home kits.

After reading or hearing the book, including the author’s and illustrator’s notes and other back matter, ask students to write, draw, or create a script for what they think will happen next. Why do they think that will happen?

Ask students to tie this story to what we learned earlier about the Emancipation Proclamation. How are they connected? Ask students for evidence to support their claim and have them record their thoughts in writing.

*Unplugged variation if you cannot share the read aloud All Different Now as discussed above – Ask your students to write their own story of finding out the news about emancipation. How do we imagine those formerly enslaved people hearing about their freedom for the first time might have reacted? What would they have thought, said, done, or felt? How would they have celebrated or observed the occasion? Write your own picture book telling this story. When you have the opportunity, compare your story to that of Angela Johnson’s book.

Part 3: In an online lesson, read and discuss the Reconstruction Basics informational text together. You may want to share this document ahead of time, especially for students who may need extra support. While you read through the information, model for students with a “Think Aloud” how historians read and the questions they are asking themselves while they read. Examples of questions to model:

- If I were rebuilding a country that had been divided through war, what kinds of things would I need to be thinking about?
- Why did it take 3 amendments to provide a way for formerly enslaved people to become full citizens? Do you think these will be enough? Who is NOT included in these amendments?
• What are some of the problems you can imagine that the Freedman’s Bureau faced in meeting its mission?
• Compare and contrast enslavement with sharecropping.
• What do I imagine the effects of the KKK and Jim Crow laws are on newly freed individuals?
• What questions do I still have about this period of time?

After reading the document together once, assign students to re-read it and then use the information to complete the graphic organizer provided.

*Unplugged variation to Reconstruction Basics lesson – Assign students to read the Reconstruction Basics informational text piece included in this lesson materials. As they read, have them mark up or annotate the text to identify the most important information. Directions for annotation are included on this document. After reading and annotating, ask students to record their learning on the graphic organizer provided.

For a summative assessment: Direct students to: Use the picture cards provided to show what you know. Make 3 way matches of cards that connect in some way. Provide the evidence to support your connections. For those participating online, students can share their connections and rationales orally or within their notebooks or both.

Unplugged variation to Reconstruction assessment - Use the picture cards provided to show what you know. Make 3 way matches of cards that connect in some way. Provide the evidence to support your connections. Record these matches or paste them into your notebook, along with your evidence for these. Make at least 3 sets of matches.

An alternative assessment (plugged or unplugged) - Have students answer the essential questions for this lesson by writing a good paragraph or two responding to the questions and providing evidence to support their claims. To answer the essential question students could also: create a timeline, write a comic strip, write a newspaper article, record a “news report”, record a skit, create an infographic, etc.
Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text/dictate feature, making an audio recording of their responses, drawing pictures, circling and/or labeling on the documents or images provided, etc.
- Consider providing students a sample 3 way match with reasoning included. Consider providing students with 2 matches and have students find a 3rd match and share their thinking. Consider providing a 3 way match and have students share how the matches go together or provide students with...
- Consider reading research materials to students or copying materials into a Word document to allow students to use the “read aloud” feature.

Opportunities for Extension:

Explore additional resources on Juneteenth such as those listed here:

- [https://www.slj.com/?detailStory=spotlight-on-juneteenth-black-history](https://www.slj.com/?detailStory=spotlight-on-juneteenth-black-history)
- [http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-juneteenth-20547.html](http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-juneteenth-20547.html)
- [https://www.tolerance.org/magazine/teaching-juneteenth](https://www.tolerance.org/magazine/teaching-juneteenth)
- [https://nmaahc.si.edu/blog-post/historical-legacy-juneteenth](https://nmaahc.si.edu/blog-post/historical-legacy-juneteenth)
- [https://www.juneteenth.com/](https://www.juneteenth.com/)

Other children’s books:

*Juneteenth for Mazie* by Floyd Cooper

*Juneteenth Jamboree* by Carol Boston Weatherford

*Celebrating Holidays: Juneteenth* by Rachel Koestler-Grack

*Holidays and Heroes: Let’s Celebrate Emancipation Day and Juneteenth* by Barbara deRubertis

*Juneteenth* by Julie Murray

- Most states have declared Juneteenth a state holiday or given it special recognition, but it has not yet been declared a national holiday or day of observance. Should it be? Why or why not? Write a letter to the editor, a hip-hop song, a poem, a persuasive paragraph, or a skit script or design a poster or pamphlet to convince others of your position.
- Compare and contrast the celebration of Juneteenth with the 4th of July. What are your thoughts about these two holidays and why they are celebrated the ways that they are? Share in writing or orally.

Unplugged Supplies:

- Lesson checklist
- Interactive notebook or something to take notes on
- Emancipation Proclamation primary source
- Emancipation Proclamation typed transcript
- National Archives document analysis sheet
- Handout – Informational Text “The Emancipation Proclamation for Kids"
• Copy of book All Different Now to send with packet if available.
• Blank drawing paper
• Crayons
• Scissors
• Glue sticks
• Colored pencils
• Reconstruction Basics informational text
• Graphic Organizer for Reconstruction Basics
• 3 Way Match cards – text only
• 3 Way Match cards – text with pictures

## Evidence of Student Success
Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## Engaging Families

Optional materials to support learning not included: blank paper, interactive notebook or something to take notes on, blank drawing paper, crayons, scissors, glue sticks, colored pencils, etc., copy of the book All Different Now or alternative children’s book, as available.
Reconstruction Refresher Lesson Checklist

**Standard:** SS4H6 Analyze the effects of Reconstruction on American life.

a. Describe the purpose of the 13th, 14th, and 15th Amendments.

b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).

c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.

d. Describe the effects of Jim Crow laws and practices.

**Essential Questions:** How did Reconstruction change people’s lives? How did developments during Reconstruction echo in the years afterwards?

**Part 1:**

- 1. Review the standard listed above and highlight any words you are unsure of now. As you go through the activities of this lesson, check back on the standard to see if you are able to rephrase or define the words and concepts you were unsure of at first.

- 2. Jot the essential questions above into your notebook and leave that page blank for now. As you work through the activities, add bullet pointed notes that will help you be able to answer the EQ’s by the end of the lesson.

- 3. Examine the Emancipation Proclamation (you do not need to read all the words, just the ones you are able to figure out) and complete the National Archives document analysis sheet to record your responses. Skim the transcript of the Emancipation Proclamation (the typed copy of the words) to see if you can get the main ideas of it. Jot these down into your notebook. You can use both words and sketches to show what you know.

- 4. Read the informational text provided called “Emancipation Proclamation facts for Kids.” Tell 3 facts you learned and 2 questions you still have. Draw a sketch under your writing to help capture some of your learning.

**Part 2:**

- 5. View and listen to a read aloud of *All Different Now: Juneteenth, the First Day of Freedom*, by Angela Johnson, illustrated by E. B. Lewis. You may want to pause the video every couple of minutes in order to jot down notes or ideas you are learning about or thoughts and questions you may have. Note that read aloud links may change on the Internet. Review those available online about Juneteenth and choose one that best fits your needs.

- 6. After reading or hearing the book, including the author’s and illustrator’s notes and other back matter, write, draw, or create a script for what you think will happen next. Why do you think that will happen? If you do not have access to the book, Write your own picture book telling what formerly enslaved people might do when they discover they are free. Use what you have learned to make the story realistic. How do we imagine those formerly enslaved people hearing about their freedom for the first time might have reacted? What would they have thought, said, done, or felt? How would they have celebrated or observed the occasion? When you have the opportunity, compare your story to that of Angela Johnson’s book.

- 7. Tie this story to what we learned earlier about the Emancipation Proclamation. How are they connected? Provide evidence to support you claim and record your thoughts in writing in your notebook.
Reconstruction Refresher Lesson Checklist

Part 3:

☐ 8. Read the Reconstruction Basics informational text piece included in the lesson materials. As you read, mark up or annotate the text to identify the most important information. Directions for annotation are included on this document. After reading and annotating, record your learning on the graphic organizer provided.

☐ 9. Reconstruction Assessment - Use the picture cards provided to show what you know. Make 3 way matches of cards that connect in some way. Provide the evidence to support your connections. Record these matches or paste them into your notebook, along with your evidence for these. Make at least 3 sets of matches.

☐ 10. Answer the Essential Questions: Write a good paragraph or two responding to the questions (see the top of the checklist) and provide evidence to support your claims. Other options for answering the essential questions might include: create a timeline, write a comic strip, write a newspaper article, record a “news report”, record a skit, create an infographic, etc.
Next Steps:

This lesson sets students and teacher up perfectly for the first fifth grade unit and the standards on due process and the amendment process (see below). Since students would have just been spent time focusing on the Reconstruction Amendments, they can then more easily build on what they have just learned. These upcoming standards are:

SS5CG1 Explain how a citizen’s rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen. b. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen’s rights by due process.

SS5CG2 Explain the process by which amendments to the U.S. Constitution are made. a. Explain the amendment process outlined in the Constitution. b. Describe the purpose for the amendment process.

They will also have gained an essential understanding of Jim Crow and some unmet goals of Reconstruction as a background for understanding continued Jim Crow practices and laws in the late 19th and the 20th centuries. This all lays a foundation for understanding the continuity from abolitionism to suffrage to the civil rights movement and activism throughout our country’s history. Of course, many links can also be made to today’s protests and demands for social justice, providing an opportunity to reinforce that knowing our history and all of its complexities may help us make better laws and better choices going forward.
By the President of the United States of America.

 Whereas, it is the twenty-third day of September in the year of our Lord one thousand eight hundred and sixty-three, in Proclamation was issued by the President of the United States, announcing among other things the following to be done:—

 "That on the first day of January in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the said States and parts of States, so în Rebellion shall then be, and be held the property of no person, nor shall the person holding such property have any right therein; and the precision and execution of this Proclamation shall be the duty of the military authorities of the United States to execute the same."

 Done at the City of Washington this twenty-third day of September, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

 In Witness whereof I have hereunto set my hand and caused the Seal of the United States to be affixed.

 By the President,

 Abraham Lincoln

 Secretary of State.
The Emancipation Proclamation January 1, 1863

A Transcription

By the President of the United States of America: A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.
And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN WILLIAM H. SEWARD, Secretary of State.
SS4H6 Analyze the effects of Reconstruction on American life.

a. Describe the purpose of the 13th, 14th, and 15th Amendments.
b. Explain the work of the Bureau of Refugees, Freedmen, and Abandoned Lands (Freedmen’s Bureau).
c. Explain how slavery was replaced by sharecropping and how freed African Americans or Blacks were prevented from exercising their newly won rights.
d. Describe the effects of Jim Crow laws and practices.

What was like life after the Civil War? Yes, there were changes, both legal and otherwise, but great challenges and inequities remained. Three amendments were added to the Constitution to reinforce the end of slavery. Though slavery was abolished, lingering prejudices in the South led to the passage of Jim Crow laws and kept many inequities firmly in place. Former slaves often became sharecroppers and tried to make a new life for themselves. The Freedmen’s Bureau was created to help the newly freed slaves to make the transition to new ways of living.

The 13th – 15th amendments are known as the Reconstruction Amendments, because they were intended to help reconstruct or rebuild the divided country. The 13th Amendment declared that slavery would not be allowed to exist in the United States. It ended the long argument in the United States over whether slavery should be legal. The 14th Amendment, also known as the due process amendment, declared that the states could not limit the rights of citizens. States could not take away life, liberty, or property without due process of law, or deny equal protection of the law. The 15th Amendment gave all men the right to vote, no matter their skin color or if they had been enslaved.

An organization known as the Bureau of Refugees, Freedmen, and Abandoned Lands (also known as the Freedmen’s Bureau) provided help to thousands of former slaves and poor white people in the South. It provided food, clothing, and medical care, and it promoted education and provided work. It gave the freedmen land that had been abandoned. It also helped former black soldiers to receive back pay and pensions from fighting in the war. Although the Bureau had some successes, it was largely blocked from making permanent changes for many.
Reconstruction ended the plantation system in the South, leaving many people poor and out of work. Freed people wanted to farm for themselves, but they did not have enough money to buy land. Landowners set up a system called sharecropping. Sharecropping allowed poor farmers to use a landowner’s fields. In return, the farmer gave the landowner a share of the crop. The sharecroppers often borrowed the tools and seeds they needed to farm. Sharecropping gave some African Americans/Blacks independence, but it also kept them in debt.

As you might imagine, some people in the South did not like the new laws that protected African American/Black rights. Some did not want them taking part in the government so secret organizations were formed, such as the Klu Klux Klan (KKK). The KKK threatened, beat, and even killed African Americans/Blacks to keep them from voting or having other rights. This group also attacked people who helped African Americans/Blacks.

Southern states began passing Jim Crow laws that kept African Americans separate from other Americans. These laws made segregation legal. Jim Crow laws segregated schools, hospitals, public water fountains, transportation, and later theaters. The states did not spend as much money on the African American/Black hospitals or schools, so they did not receive the same education or medical attention as white people received. Jim Crow laws were in effect until the 1960s.

http://hd.housedivided.dickinson.edu/node/36408
Emancipation Proclamation facts for kids

Kids Encyclopedia Facts

The **Emancipation Proclamation** was an order by U.S. President Abraham Lincoln to free **slaves** in 10 states. It applied to slaves in the **states still in rebellion** in 1863 during the **American Civil War**. It did not actually immediately free all slaves in those states, because those areas were still controlled by the **Confederacy**. It did, however, free at least 20,000 slaves immediately, and nearly all 4 million slaves (according to the 1860 United States census) as the **Union army** advanced into Confederate states. Until the **Thirteenth Amendment to the United States Constitution** in 1865, only the states had power to end slavery within their own borders. Thus, Lincoln issued the Proclamation as a war measure in his role as **commander-in-chief**.

The Proclamation made emancipation a goal of the Civil War. It also weakened efforts within **England** and **France** to officially recognize the Confederacy. As Union troops advanced into Rebel (Confederate) territory, they freed thousands of slaves per day. Many did not wait, but fled their owners to claim their freedom.

Five slave states (the **Border States**) had remained loyal to the Union and were not at war with the **federal government**. Thus, Lincoln did not have authority to free slaves in those states, and so this Proclamation was not applied in those states. The Proclamation also did not apply to **Tennessee**, nor to areas within **Virginia** and **Louisiana** which Union forces already controlled.

The Proclamation

The Proclamation was issued in two parts. On September 22, 1862, Lincoln said that in 100 days, he would free all slaves in areas not then under Union control. On January 1, 1863, he named the ten states in which the proclamation would then apply: **Texas**, **South Carolina**, **North Carolina**, **Georgia**, **Alabama**, **Mississippi**, **Arkansas**, Virginia, **Kentucky**, and **Louisiana**. The five border states where slavery was still legal were exempt, and so not named, because they had remained loyal to the Union and were not in rebellion. Tennessee also was not named because Union forces had already regained control there. Several counties of Virginia that were in the process of separating from that state to form the new state of **West Virginia** were specifically named as exemptions, as were several parishes around **New Orleans** in Louisiana.
“[…], all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do not act to repress such persons […].”

“Arkansas, Texas, Louisiana [except some named parishes], Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia [and some other counties in VA])”

Only a small number of slaves already behind Union lines were immediately freed. As Union forces advanced, nearly all four million slaves were effectively freed. Some former slaves joined the Union army.

Before the war was over, some of the exempted border states ended slavery within their own borders. While the Proclamation had freed slaves, it had not made slavery illegal. Thus, Lincoln sponsored a constitutional amendment to ban slavery. The Thirteenth Amendment, making slavery illegal everywhere in the United States, was passed late in 1865, eight months after Lincoln was assassinated.

This information was accessed from https://kids.kiddle.co/Emancipation Proclamation and used with permission: CC BY-SA 3.0
## Analyze a Written Document

### Meet the document.

Type (check all that apply):
- [ ] Letter
- [ ] Speech
- [ ] Chart
- [ ] Newspaper
- [ ] Report
- [ ] Email
- [ ] Congressional document
- [ ] Patent
- [ ] Telegram
- [ ] Court document
- [ ] Advertisement
- [ ] Press Release
- [ ] Identification document
- [ ] Memorandum
- [ ] Other
- [ ] Presidential document

Describe it as if you were explaining to someone who can’t see it.
Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

### Observe its parts.

Who wrote it?
Who read/received it?
When is it from?
Where is it from?

### Try to make sense of it.

What is it talking about?
Write one sentence summarizing this document.
Why did the author write it?
Quote evidence from the document that tells you this.
What was happening at the time in history this document was created?

### Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?
What other documents or historical evidence are you going to use to help you understand this event or topic?
Read the informational text on Reconstruction Basics and use this organizer to record your notes. Add notes, key words, and graphics to each box below to identify and distinguish the purpose of each of the 3 Reconstruction Amendments.

The important thing to know about the Freedman’s Bureau is:

Define sharecropping in words and pictures.

What were Jim Crow laws and how did they reinforce segregation?
<table>
<thead>
<tr>
<th>Emancipation Proclamation</th>
<th>Reconstruction</th>
<th>All Different Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th Amendment</td>
<td>14th Amendment</td>
<td>15th Amendment</td>
</tr>
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