

The Obstruction of Freedom

SUBJECT

American Studies
Unit: Civil War
Lesson: Emancipation

TEACHER

NMCWM

GRADE

04/08

DATE

Drafted: 3/30/2020

TIME REQUIRED

30/45 Minutes

OVERVIEW

The Battle of Antietam took place on September 17th, 1862 about a mile away from the Pry House. The Pry House hosted the commander of the Army of the Potomac, General George B. McClellan and his officers during the battle. The barn also served as a field hospital for enlisted soldiers, while two officers, Major Generals Joseph Hooker and Israel Richardson were treated in the house.

Prior to the seizure of their property, Phillip, Elizabeth and their five children lived in the house. Also living there was Georgianna Rollins. She was a free African American girl. During the battle, Phillip and Georgianna were the only ones to stay at the property. Because she lived in a state where slavery was legal, she was living in constant fear of being kidnapped and being sold to the south.

The Battle of Antietam was the Union victory that President Lincoln needed to be able to issue the Emancipation Proclamation. The proclamation declared "that all persons held as slaves" within the **rebellious** states "are, and henceforward shall be free." This meant that enslaved people in Maryland were not included.

This activity is designed to allow students to examine, identify, and reflect on the key components of the Emancipation Proclamation through the experiences of Georgianna Rollins.

PHASES

4TH GRADE

8TH GRADE

<p>CURRICULAR STANDARDS</p>	<p>SS.400.50.03.c Analyze the regional differences in the Civil War and its effects on Maryland</p> <p>SS.400.50.03.d Analyze how the institution of slavery impacted individuals and groups in Maryland</p>	<p>SS.DL.10.01 Evaluate a variety of sources by identifying and defining the type, origin and authority of a source, examining the historical context and assessing the corroborative value of a source.</p> <p>SS.DL.20.01 Communicate and critique conclusions by constructing well organized arguments containing multipart theses supported by a variety of sources, utilizing historical reasoning skills and addressing opposing points of view/counterclaims and evidentiary weaknesses.</p> <p>SS.AS1.80.01 Identify and explain the impact of key events & figures of the Civil War.</p> <p>SS.AS1.80.03 Describe the impact of Lincoln’s decisions regarding the Emancipation Proclamation and deployment of Black regiments.</p>
<p>OBJECTIVE</p>	<p>Students will be able to examine and reflect on the key components of the Emancipation Proclamation and the effects it has on Maryland through the story of Georgianna Rollins.</p>	<p>Students will be able to examine, identify, and reflect on the Emancipation Proclamation and the implications it has on society, the economy and Maryland, through the story of Georgianna Rollins.</p>
<p>INFORMATION REQUIRED</p>	<ol style="list-style-type: none"> 1. The Pry Family 2. Georgianna Rollins 3. Slavery 4. Maryland as a border state 5. Emancipation Proclamation 	<ol style="list-style-type: none"> 1. The Battle of Antietam 2. Georgianna Rollins 3. Slavery 4. Maryland as a border state 5. Emancipation Proclamation

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ACTIVITY		
	<p>Engagement:</p> <p>Assign map of the US in 1863. Have students shade states in secession in one color, border states in a second color, and union states in a third color (see Appx. C)</p> <p>Watch video on emancipation. Skip to 2:20 in the video. https://www.youtube.com/watch?v=SFcMRXvFWOQ</p> <p>Exploration:</p> <p>Distribute information on Georgianna Rollins. Have students read the documents and highlight information as they read about her, the family, and slavery. (http://www.civilwarmed.org/georgianna-rollins/)</p> <p>Distribute the modified version of the Emancipation and have students read through the document (see Appx. A)</p> <p>Explanation:</p> <p>Have students fill out the graphic organizer (see Appx. B). This can be printed and/or done digitally. The second page of the document should be used for the evaluation.</p> <p>Elaboration:</p> <p>How do you think other enslaved people in Maryland felt about the emancipation?</p>	<p>Engagement: (Worksheet: Appx. D)</p> <p>Distribute the map of the United States in 1863 and have students record the border states on the worksheet.</p> <p>Use this for reference: https://www.nationalgeographic.org/photo/union-confederacy/</p> <p>Exploration:</p> <p>Distribute information about the Pry Family and Georgianna Rollins. Have students fill in the worksheet (Appx. D)</p> <p>http://www.civilwarmed.org/georgianna-rollins/ http://www.civilwarmed.org/pry-antietam/ (only need to read to the third paragraph)</p> <p>Explanation:</p> <p>Distribute a copy of the Emancipation Proclamation (https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation)</p> <p>Students can continue to fill out the worksheet.</p> <p>Elaboration:</p> <p>Build a response: See Worksheet.</p>

PHASES

4TH GRADE

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<p>EVALUATION/ CLOSING</p>	<p>How do you think Georgianna Rollins felt hearing about the Proclamation?</p>	<p>How does the Emancipation Proclamation effect society in Maryland and Georgianna Rollins? Which statement(s) had the biggest impact on her life and others who are enslaved in Maryland and why?</p> <p>This can be done in the form of an exit ticket, short response, or recorded verbally.</p>
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REQUIREMENTS

- This can be adapted to student needs as necessary

MATERIALS

- A copy of the Emancipation Proclamation (<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation>)
- Access to Word or Google Docs (if necessary)
- Worksheets attached

NOTES

This lesson can be done digitally in Microsoft Word or Google Docs. Students can use this same lesson to answer manually. This can be modified so that students can use creative writing techniques or answer and meet certain requirements.

Appendix A:

The Emancipation Proclamation (Modified)

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 in rebellion against the United States, shall be forever free. . .

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. . .do order and designate [appoint] the following States as being in rebellion:

Arkansas, Texas, Louisiana, Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia.

And I hereby call upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; 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 will be received into the armed service of the United States.

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.

By the President: ABRAHAM LINCOLN

Source:

<http://www.losbanosusd.k12.ca.us/view/12322.pdf>

The Emancipation Proclamation

Appendix B:

Directions: Fill out the graphic organizer using the Emancipation Proclamation.

WHO was effected:

WHAT was effected:

WHERE did this take
place:

WHEN did this take
place:

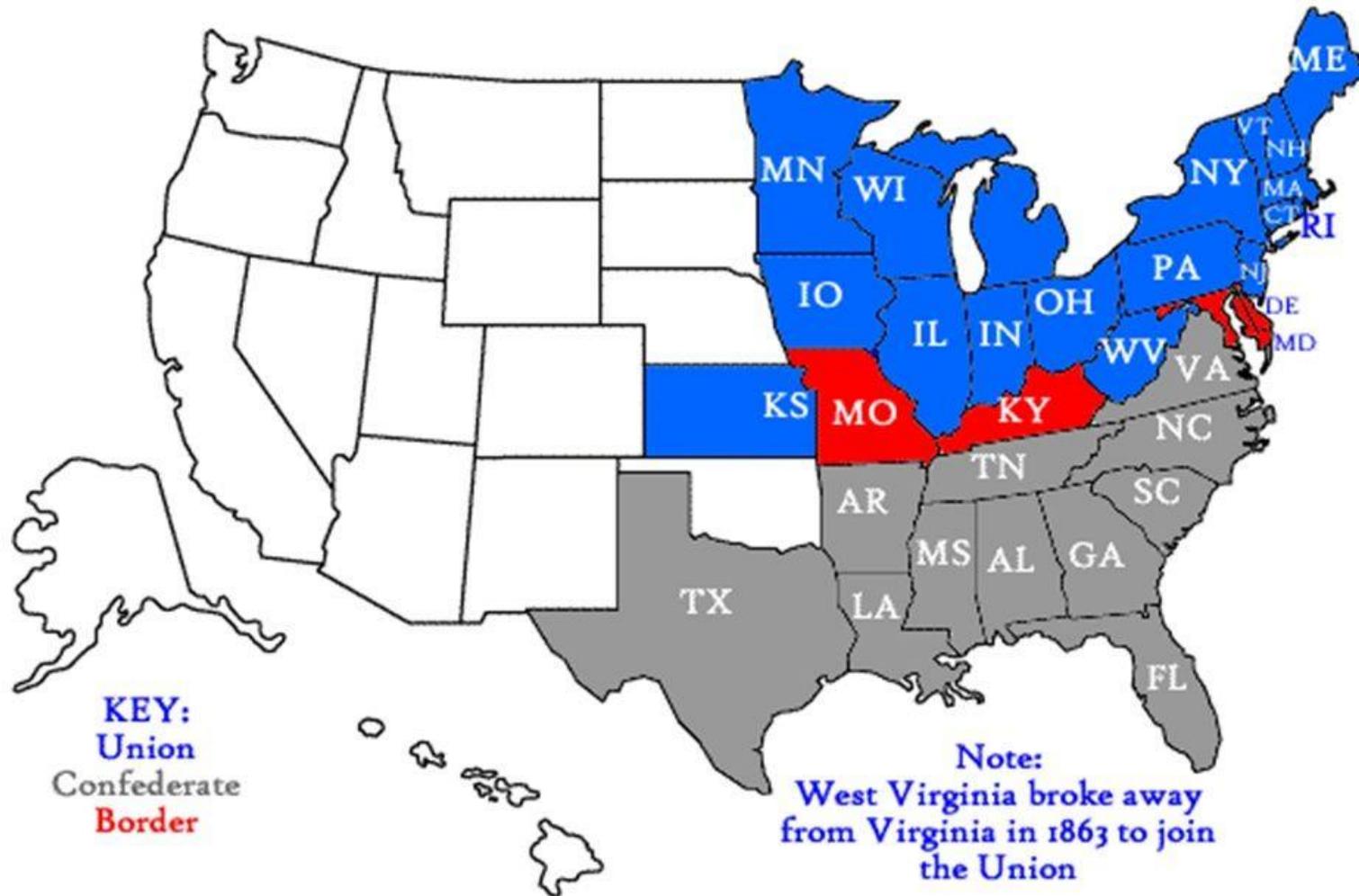
WHY was this
important?

HOW did this change
things for the Pry Family
and Georgianna?

Evaluation:

How do you think Georgianna Rollins felt hearing about the Proclamation?

Appendix C:
(Example)



Source: <https://www.pinterest.com/pin/542191242611741766/>

Appendix D:

Identify the Border States:

Georgianna Rollins:

Georgianna is a free woman living on the Pry's property as a servant. Why was it so significant that she lived close to the border between Virginia and Pennsylvania?

Pry Family:

How do you think the Pry Family felt when they had their property seized by the Union Army? Do you agree or disagree with the Union Army and the usage of their property? Why or why not?

Emancipation:

Identify which states freedom applied to:

What impact does this have on the enslaved people living in Maryland, and Georgianna Rollins? In your opinion, was this document enough?

Build a Response:

Use the following to construct a response:

1. State the ideas that you agree with from the Emancipation Proclamation.
2. Challenge an idea from the document.
3. Add to the ideas that Abraham Lincoln stated in the document.
4. Cite evidence from the document as you answer the above statements.

Additional Resources from the National Museum of Civil War Medicine:

- [The Power of Place](#) – Blog post which explores the complicated experience of emancipation in Frederick, MD after Antietam
- [African Americans and Medical Evacuation](#) – Blog post highlighting the ways newly emancipated African Americans participated in the Union Army
- [Digital Map of DC Refugee Camps](#) – Blog post explaining the pre and post emancipation history of Washington DC

Visit www.CivilWarMed.org or www.Facebook.com/CivilWarMed for more information