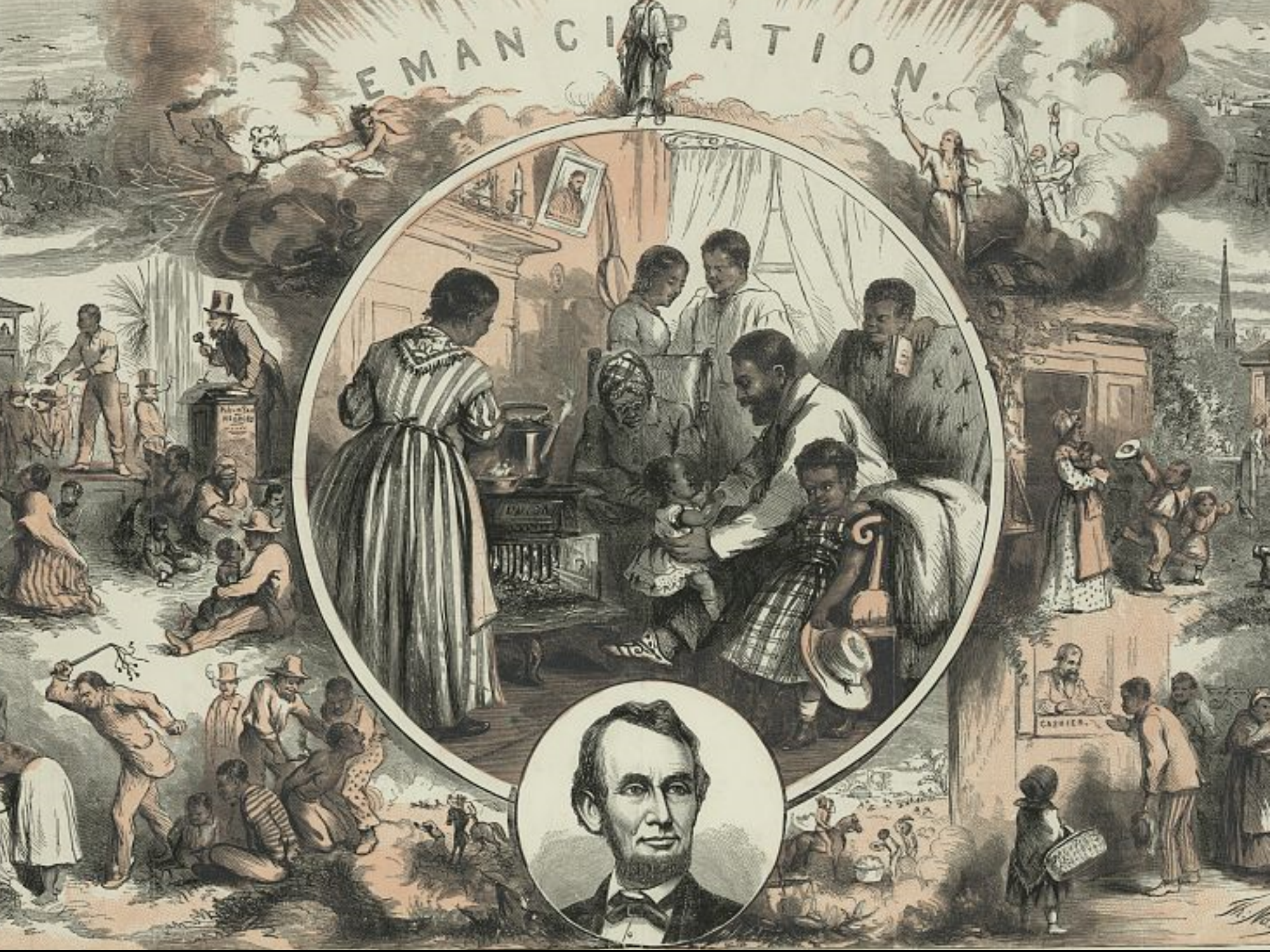


# Who Freed the Slaves?

David Heineman  
New Trier High School  
Illinois Council for History Education  
March 4, 2016

# EMANCIPATION











Zanzibar. East Coast Africa  
Nov 11<sup>th</sup> 1874

My dear scribes



I am almost choked  
with my emotions to day. for  
I must sit down & write to  
even so many people my  
farewell.

The Expedition is  
ready. to morrow we will  
sail across for Bagamoyo.  
after a days rest we  
shall commence our march  
for the Unknown Land.

Ah! it is doleful & sad  
to see you fellows in New York  
with many years of bright hopes  
& joyous life in store, & I  
with a prospect of death

fever. I blame nobody - I blame  
nothing but my own temper  
& the wealth of the Indies  
not purchase my to resign  
therefore. I have but to meet  
my hardihood & stare fate  
boldly in the face. which I  
am trying to do.

It is a surprise  
& trying hour with me & you  
will therefore excuse my  
brevity. I accept this brief  
farewell from me, as though  
it were a letter of fifteen  
pages all ending with the  
same sad word. Remember  
me to Armstrong Seymour  
& King & believe me. Dear  
Scribes -  
Yours sincerely

## **A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union.**

In the momentous step which our State has taken of dissolving its connection with the government of which we so long formed a part, it is but just that we should declare the prominent reasons which have induced our course.

Our position is thoroughly identified with the institution of slavery-- the greatest material interest of the world. Its labor supplies the product which constitutes by far the largest and most important portions of commerce of the earth. These products are peculiar to the climate verging on the tropical regions, and by an imperious law of nature, none but the black race can bear exposure to the tropical sun. These products have become necessities of the world, and a blow at slavery is a blow at commerce and civilization. That blow has been long aimed at the institution, and was at the point of reaching its consummation. There was no choice left us but submission to the mandates of abolition, or a dissolution of the Union, whose principles had been subverted to work out our ruin.



## **A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union.**

In the resolutions which were taken here before of dissolving the connection with the government of which we are being demanded a part, it is not said that we should declare the grounds on which we have severed our union.

Our position is thoroughly identified with the institution of slavery-

the great interest of the world. It is the great interest of the world, the greatest interest of the world, the largest and most important portion of the world. These products are provided by the climate existing in the tropical regions, and by an important class of nations, who had the black race was long superior to the tropical race. These products have become necessities of the world, and a slave of slavery is a slave of commerce and civilization. That there has been long abuse of the institution, and even at the point of reaching its consummation, there was no doubt but as to its continuance in the condition of slavery, as a foundation of the Union, whose principles had been admitted to work out our race.

So, who freed the slaves?

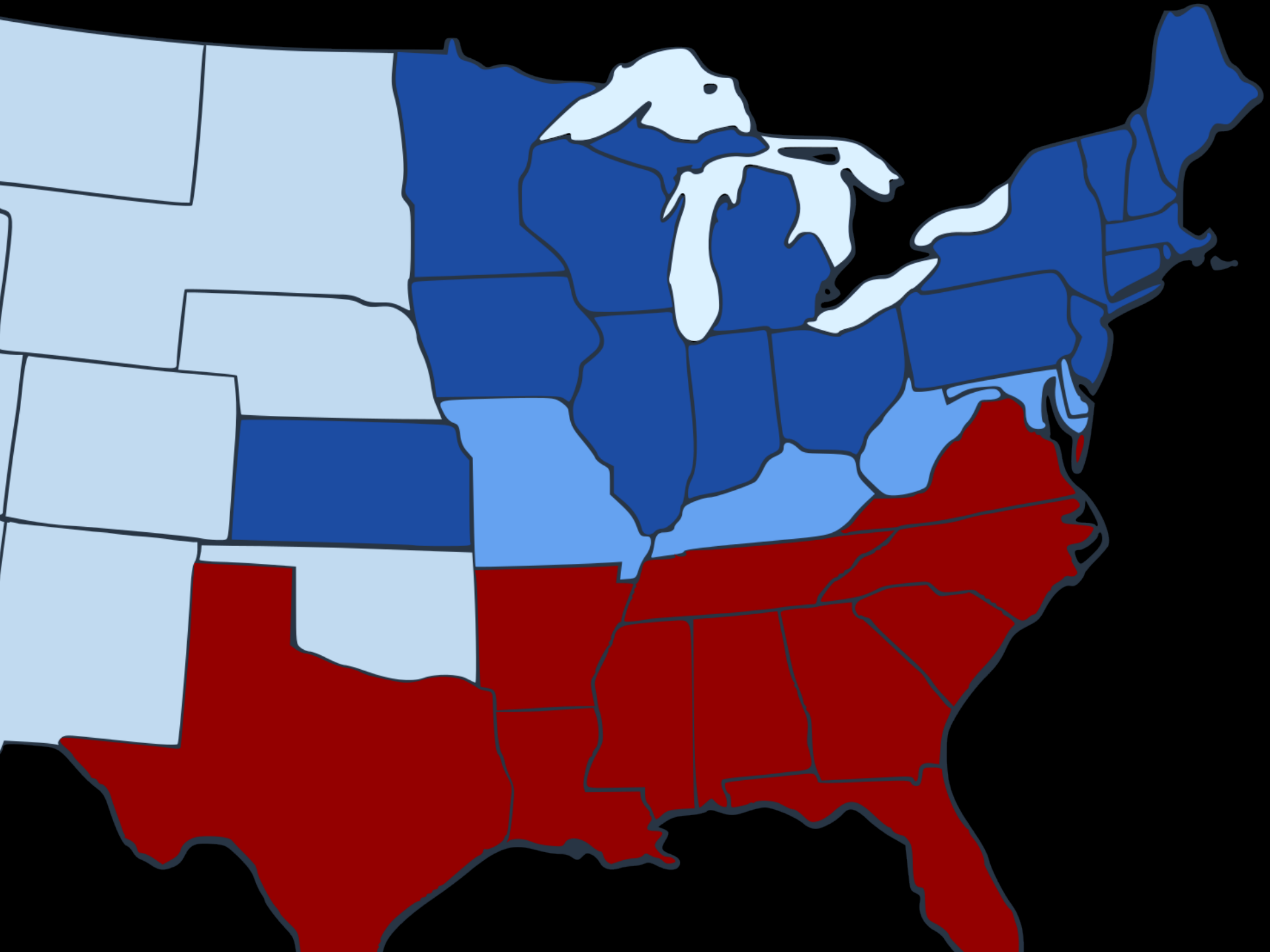


# Student answers

1. Abraham Lincoln
2. Abolitionists / Underground Railroad
3. The northern army
4. The slaves themselves







2013

**HENCEFORWARD**

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**SHALL BE**

**FREE**

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**EMANCIPATION  
PROCLAMATION**

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**ABRAHAM LINCOLN**

◆◆◆◆ 1863 ◆◆◆◆

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**FOREVER ★★ ★ USA**

“...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...”

“...as a fit and necessary war measure for  
suppressing said rebellion...”



“sincerely believed to be an act of justice”

vs.

“warranted by the Constitution upon  
military necessity”

“...Louisiana (except the parishes of...)”

“...Virginia (except the forty-eight counties designated as West Virginia and also the counties of...”

“...Louisiana (except the parishes of...)”

“...Virginia (except the forty-eight counties designated as West Virginia and also the counties of...”

“for the present left precisely as if this proclamation were not issued”

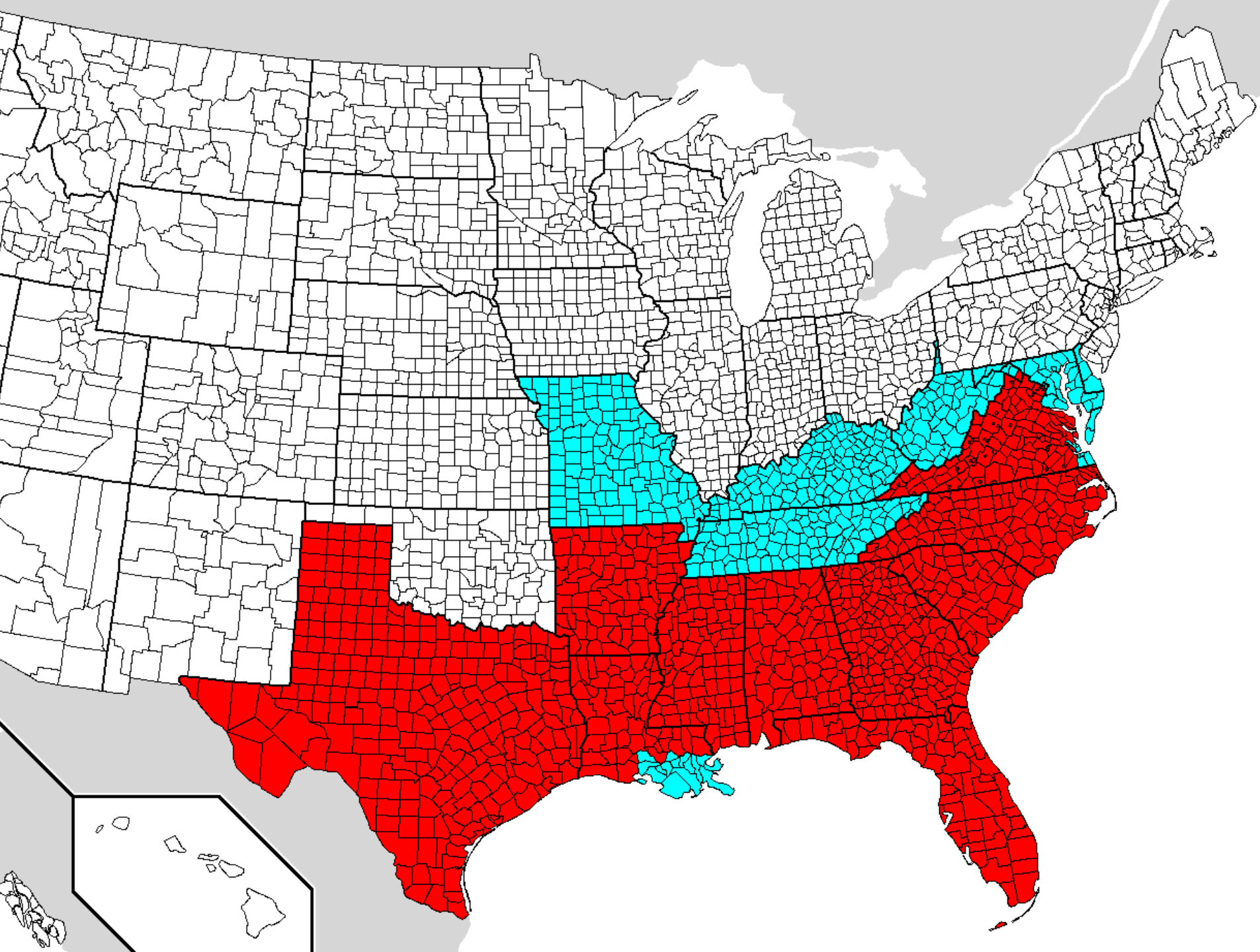


Does it have *ANY* effect?



EMANCIPATION DAY IN SOUTH CAROLINA"—THE COLOR-SERGEANT OF THE 1ST SOUTH CAROLINA (COLORED) VOLUNTEERS ADDRESSING THE REGIMENT, AFTER HAVING BEEN PRESENTED WITH THE STARS AND STRIPES, AT SMITH'S PLANTATION, PORT ROYAL ISLAND, JANUARY 1.—FROM A SKETCH BY OUR SPECIAL ARTIST.—SEE PAGE 275.







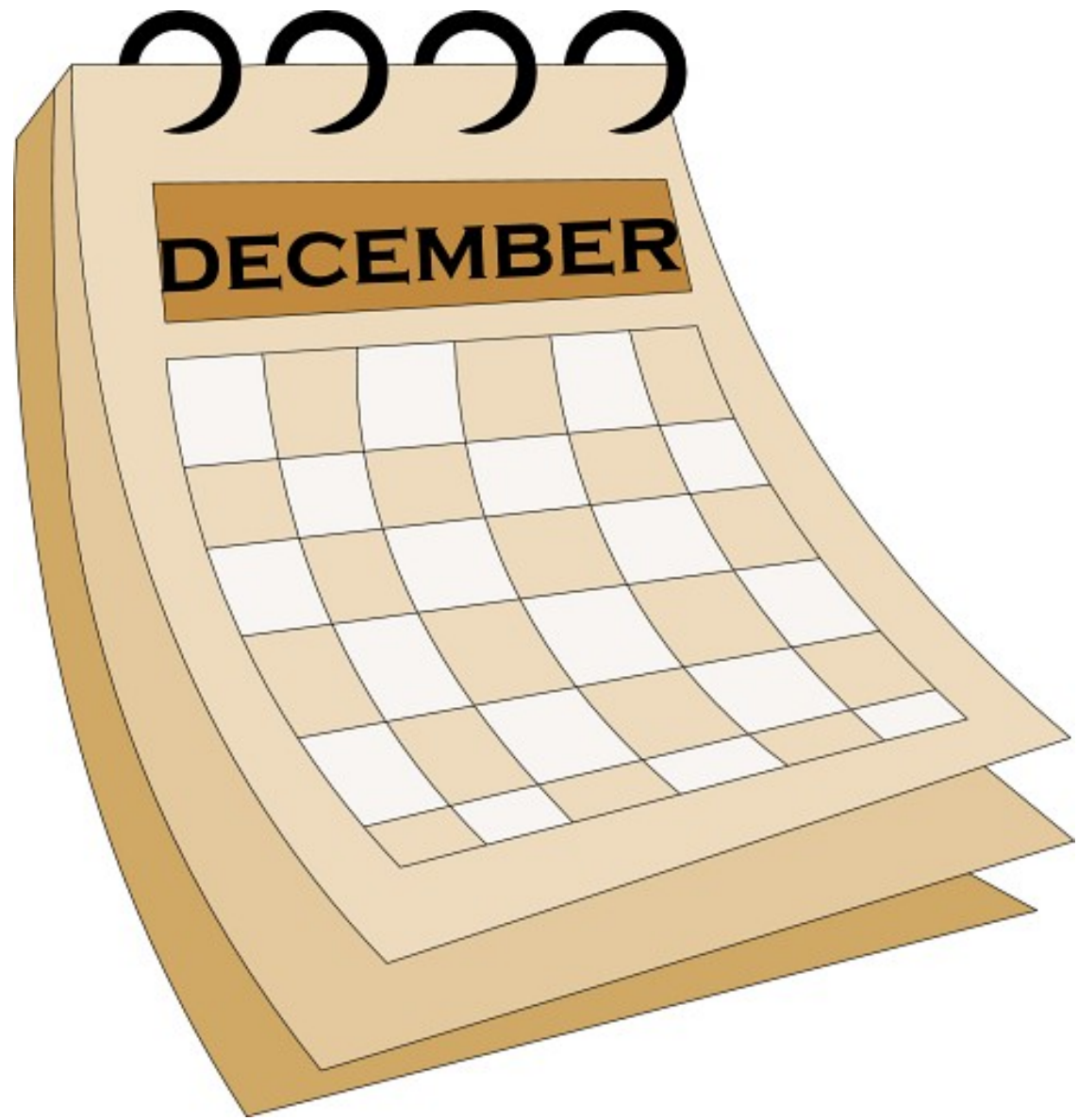
**SEPTEMBER**





**OCTOBER**





OR DIE



Does motive matter?

How does social change occur?

Why do we remember the past the way  
we do?

# Assessment?

Class debate

Written response

Historical marker

# C3 Framework

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

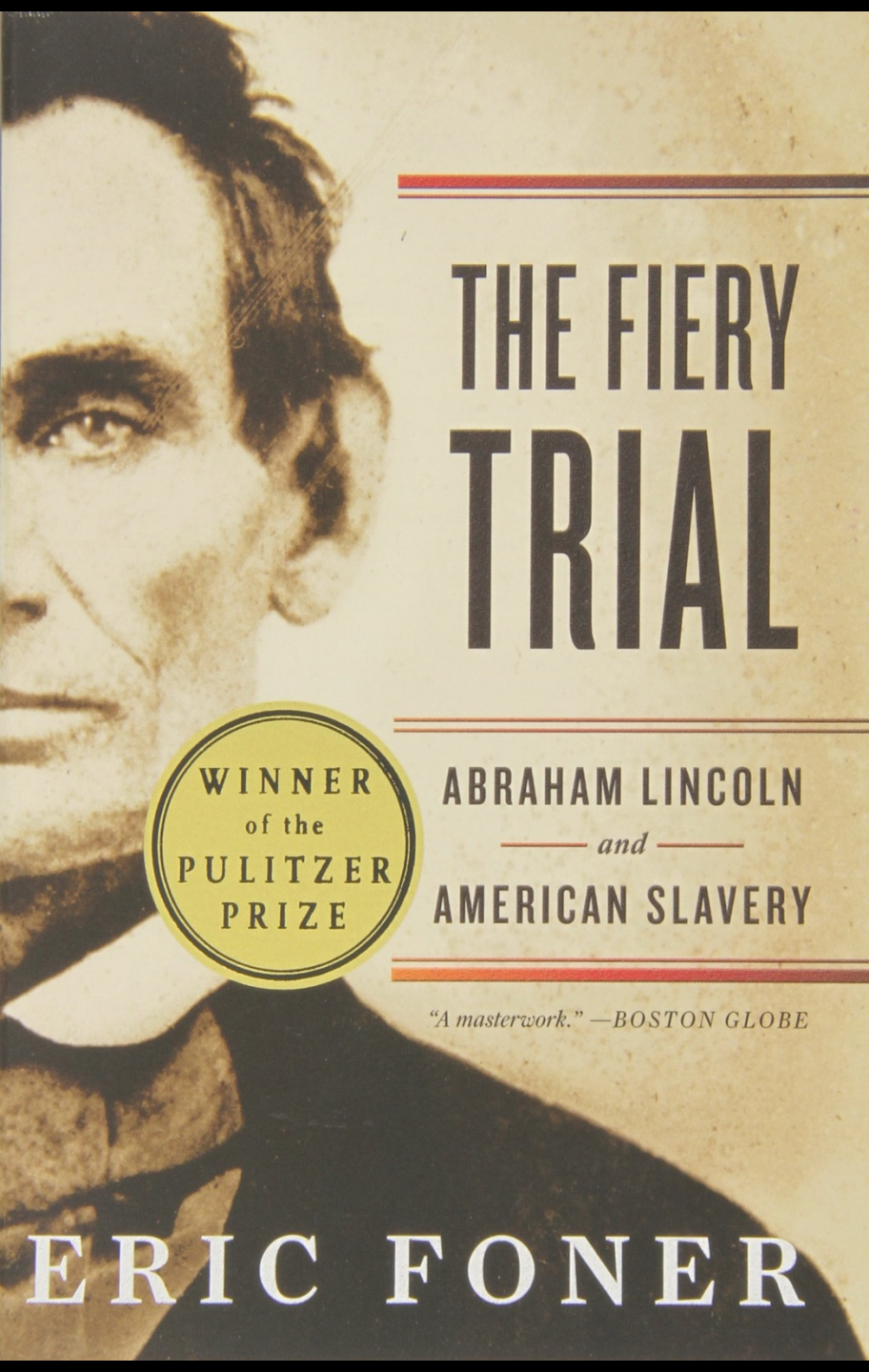
**D2.His.10.9-12.** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.

**D3.3.9-12.** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**D3.4.9-12.** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses



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# THE FIERY TRIAL

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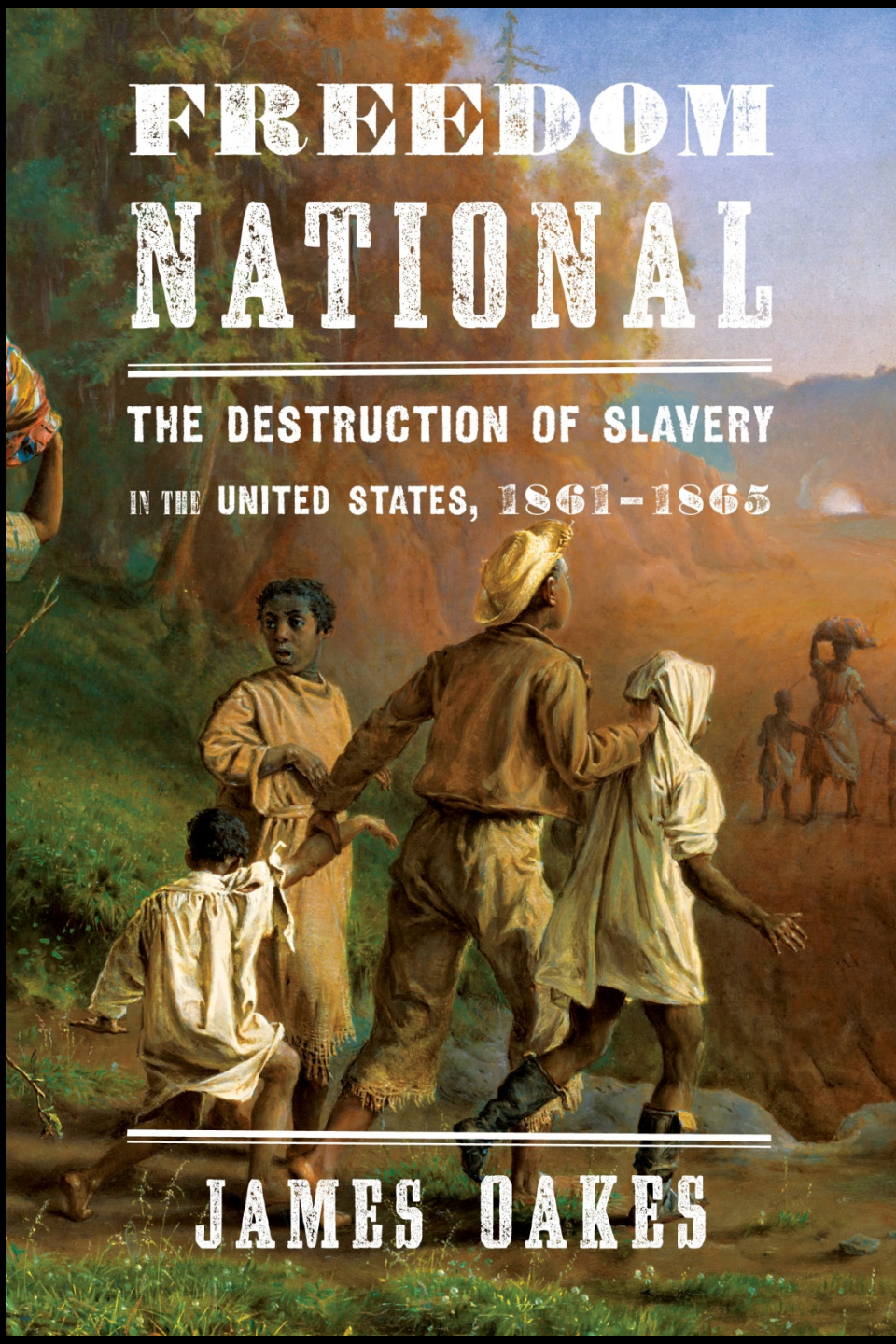
WINNER  
of the  
PULITZER  
PRIZE

ABRAHAM LINCOLN  
— and —  
AMERICAN SLAVERY

---

*"A masterwork."* —BOSTON GLOBE

# ERIC FONER



# FREEDOM NATIONAL

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THE DESTRUCTION OF SLAVERY  
IN THE UNITED STATES, 1861–1865

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# JAMES OAKES



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Henry Kissinger Is No Friend of Humanity  
Did you see the Democratic debate last night? Former Secretary of State Henry Kissinger became a point of contention. We can take this opportunity to introduce students to Kissinger. It was Kissinger who famously called anti-Vietnam War

about  
Howard Zinn



I can UNDERSTAND pessimism, but I don't BELIEVE in it. It's not simply a matter of faith, but of historical EVIDENCE. Not overv/helming evidence, just enough to give HOPE, because for hope we don't need certainty, only POSSIBILITY.

<http://zinnedproject.org/>





THE EMANCIPATION OF THE NEGROES, JANUARY, 1863—THE PAST AND THE FUTURE.—DRAWN BY MR. THOMAS NATHAN.—[SEE PREVIOUS PAGE.]