Who Freed the Slaves?

David Heineman
New Trier High School
Illinois Council for History Education
March 4, 2016
Janziban. East Coast Africa
Nov 11 - 1874
my dear friend,

I am almost distracted with my emotion to-day, for I must sit down to write a letter so many papers my farewell.

The expedition is ready. To-morrow we will sail across for Bagamoyo after a day's rest. We shall commence our march for the Unkown Land.

Ah! it is dreadful to think of fellow in New York with many years of bright hopes for a future life in death with a prospect of death.

Yours sincerely,

[Signature]
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.

Our position is thoroughly identified with the institution of slavery.
So, who freed the slaves?
Student answers

1. Abraham Lincoln
2. Abolitionists / Underground Railroad
3. The northern army
4. The slaves themselves
“...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-SEGREGANT OF THE 1ST SOUTH CAROLINA (COLORED) VOLUNTEERS ADDRESSING THE REGIMENT, AFTER HAVING BEEN PRESENTED WITH THE STARS AND STRIPES, AT SMITH'S PLANTATION, FORT ROYAL ISLAND, JANUARY 1.—FROM A SKETCH BY OUR SPECIAL ARTIST.—SEE PAGE 275.
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.


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
Reading Like a Historian

The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features sets of primary documents designed for groups of students with diverse reading skills and abilities.

This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close reading, instead of memorizing.
Zinn Educational Project

http://zinnedproject.org/