



Freedom to the Slave, 1863 (The Gilder Lehrman Institute, GLC04198)



"The City of Montgomery," by W. H. Russell, *Harper's Weekly*, June 1, 1861 (The Gilder Lehrman Institute, GLC01733.03)

Primary Source



The Gallant Charge of the Fifty-Fourth Massachusetts (Colored) Regiment, 1863 (The Gilder Lehrman Institute, GLC02881.23)

Image Analysis

PEOPLE

Describe the people in the image.

OBJECTS

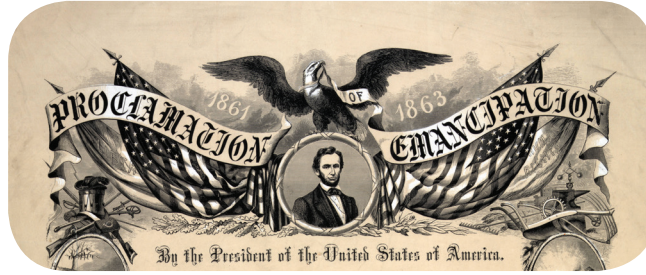
Describe the objects in the image.

ACTIONS/ACTIVITIES

Describe what is occurring in this image.

OVERALL ASSESSMENT

I have learned the following from this image:



About the Emancipation Proclamation

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

Despite the expansive wording, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the Union, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy that had already come under Northern control. Most important, the freedom it promised depended upon Union military victory.

Although the Emancipation Proclamation did not end slavery in the nation, it captured the hearts and imaginations of millions of Americans and fundamentally transformed the character of the war. After January 1, 1863, every advance of federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.

Source: Excerpt from "The Emancipation Proclamation," Online Exhibits, National Archives, www.archives.gov

The Emancipation Proclamation

Critical Thinking Questions

Answer the questions based on the "About the Emancipation Proclamation" reading above.

1. When was the Emancipation Proclamation written? What does it declare?

2. In what ways was the Emancipation Proclamation limited?

3. Explain why the Emancipation Proclamation gave hope to African Americans.

The Fourteenth Amendment to the Constitution (July 1868)

Section 1. All persons born or naturalized in the United States . . . are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. . . .

Section 5. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

What guarantees were made in these sections of the Fourteenth Amendment?
Why were they important?

Document #1

A Letter from a Former Slaveholder

An excerpt from a letter from A.C. Ramsey to his brother-in-law
Dr. J. J. Wardlaw, January 3, 1867

. . . The war ruined me. Before it the children and I were worth \$45,000 in negroes and lands. We had on the place about 65 negroes. . . . The children had 35 and I had 30 of my own, besides eight or ten which my wife had. . . . I was however owing some money which I could easily have paid had the war not come on. But alas! the war came, I bent all my energies to its support. . . . All went to support the soldiers and their families, had no cotton on hand at the surrender, debts accumulating all the time, negroes gone, and here I was left with land and nothing else . . . and in fact could not sell it at all. So I saw nothing ahead but ruin. . . . Hundreds of men who were in good circumstances before the war are completely ruined. . . . And what the Radicals will do, can only be judged of by their former acts, and propositions now in their Congress. I believe they intend to give us a Territorial government, and place the negroes over us in point of privilege. I hope however the good Lord may intervene, and thwart their designs.

A Letter from a Former Slaveholder

Critical Thinking Questions

1. What is the author's major claim? _____

What evidence from the text supports your answer? Be specific.

2. Does the claim appear to be based on facts? _____

Explain your answer: _____

3. What is the tone of this piece? _____

What specific words, terms, or phrases set the tone? _____

To what extent do these words, terms, or phrases make this document effective? _____

4. What is the author's opinion of the "Radicals"?

5. What did the author "hope" would happen? _____

6. How does this document illustrate significant unresolved conflicts that remained after the Civil War?

Document #2

**Excerpts from Frederick Douglass's speech
at the Republican National Convention,
June 14, 1876**

. . . You say you have emancipated us. You have; and I thank you for it. You say you have enfranchised us. You have; and I thank you for it. But what is your emancipation?—what is your enfranchisement? What does it all amount to, if the black man, after having been made free by the letter of your law, is unable to exercise that freedom, and, after having been freed from the slaveholder's lash, he is to be subject to the slaveholder's shot-gun? Oh! you freed us! You emancipated us! I thank you for it. But under what circumstances did you emancipate us? Under what circumstances have we obtained our freedom? Sir, ours is the most extraordinary case of any people ever emancipated on the globe. . . . you turned us loose to the sky, to the storm, to the whirlwind, and, worst of all, you turned us loose to the wrath of our infuriated masters.

Document #3

**Excerpt from a letter from Frederick Douglass to an unknown person,
November 23, 1887**

. . . I have not yet learned what are the inequalities between the races as to school privileges at the South. In some of the states the time allotted to colored schools is less than that allowed to whites. And I have heard and believe that in none of the states are the teachers of colored schools as well paid as the teachers of white schools. My own observation has been that white teachers of colored schools in the southern states, show but little interest in their pupils.

Document #4

**Excerpts from a letter from Frederick Douglass to Robert Adams,
December 4, 1888**

. . . I am a good deal disturbed just now by the clamor raised for the disfranchisement of the colored voters of the South. The cry about negro supremacy is like the old cry you and I so often heard in the old time about the negroes going to cut their masters throats. Its all humbug – There is nothing in it.

Press Conference with Frederick Douglass

Write your question here:

Answer:	Evidence from the text:
_____	_____
_____	_____
_____	_____
_____	_____

Write your question here:

Answer:	Evidence from the text:
_____	_____
_____	_____
_____	_____
_____	_____

Write your question here:

Answer:	Evidence from the text:
_____	_____
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