



# THE Civil War Curriculum

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GOAL 3 | LESSON PLAN | MIDDLE SCHOOL

## 1862: Antietam and Emancipation

**GRADES:** Middle School

**APPROXIMATE LENGTH OF TIME:** 50 minutes

**GOAL:** Students will be able to state the meaning and impact of the Emancipation Proclamation.

**OBJECTIVES:**

1. Students will be able to discuss the events leading to the issuance of the Emancipation Proclamation and General Order 143.
2. After reading the documents, students will be able to discuss the meaning and significance of the Emancipation Proclamation and General Order 143.

**MATERIALS:**

1. Sticky Notes
2. Antietam and Emancipation PowerPoint
3. Battle of Antietam Summary
4. Emancipation Proclamation Excerpt
5. General Order 143 Excerpt
6. Emancipation Proclamation Activity
7. Emancipation Proclamation Activity Teacher Version
8. Antietam and Emancipation Essay

**VOCABULARY:**

Emancipation-the act of freeing

Proclamation-a public announcement

Contraband-a slave from the Confederate states who left their owner to escape to Union lines or a Union state.

**ANTICIPATORY SET/HOOK:**

1. Write on the board or use slide three: What does “emancipation” mean?
2. As students enter the room, they will take a sticky note and write their answer on it.
3. Have students place the sticky note on the top corner of their desk or work space. This will be revisited at the end of the class.

**PROCEDURE:**

Print out the PowerPoint with notes prior to class. There are notes included with the slides that can be on the printed slides, but won't be seen by your students during the presentation.

## Activity 1

1. Use the *Antietam and Emancipation PowerPoint* to guide the lesson.
  - a. Hand out the *Battle of Antietam Summary, Emancipation Proclamation Excerpt, General Order 143 Excerpt, and Emancipation Proclamation Activity Sheet*.
  - b. These worksheets will be referred to in the PowerPoint presentation; when they are, read and discuss at that time.

## Activity 2

2. Hand out the *Antietam and Emancipation Essay* for students to complete.

**CLOSURE:**

1. Have students look back at the answers on their sticky notes.
  - a. Ask them if they were correct in their answers made at the beginning of class. Even if students were correct, do they know more now? What exactly did the Emancipation Proclamation do?

**ASSESSMENT IN THIS LESSON:**

1. Informal assessment through discussion questions within PowerPoint.
2. The statements from the Emancipation Proclamation placed in the correct order by students during the *Antietam and Emancipation Activity*.
3. Students have written a paragraph describing the importance of the Emancipation Proclamation and General Order 143 during the war and today on the *Emancipation Essay*.



## Battle of Antietam Summary

**LOCATION:** Washington County, Maryland

**DATE(S):** September 17, 1862

**COMMANDERS:** Maj. Gen. George B. McClellan [United States] versus Gen. Robert E. Lee [Confederate States]

**ESTIMATED CASUALTIES (DIED, INJURED, OR CAPTURED):** 22,700 total

**SUMMARY:** In September 1862, Confederate general Robert E. Lee left the South and moved his army into Maryland. No one could be sure exactly what he planned to do, but in an incredible stroke of luck, a copy of Lee's plans (which had been wrapped around three cigars) was discovered by Union soldiers and given to Union general George B. McClellan. Knowing Lee's plan, on September 17, 1862, McClellan's army attacked Lee's army at Antietam Creek in Maryland.

The Battle of Antietam (also called the Battle of Sharpsburg) was the bloodiest single day in American history. Lee lost 10,300 men to death, injury, or capture while McClellan lost 12,400. However, having limited reinforcements and supplies, Lee was forced to retreat, and the North declared the battle a Union victory. Even though the Union won, it did not continue to chase and fight Lee's army. Since Lee and his army got away, the war did not end here; more battles were to come.



# Emancipation Proclamation

SEPTEMBER 22, 1862 | ABRAHAM LINCOLN

## VOCABULARY:

1. **Year of our Lord**  
*counting years from the birth of Christ another way of saying A.D. or C.E.*
2. **Designated**  
*a specific part*
3. **Thenceforward**  
*from that time on*
4. **Authority**  
*power*
5. **Repress**  
*to keep under control*
6. **Suitable**  
*appropriate or fitting*
7. **Condition**  
*a life situation or state of being*
8. **Contraband**  
*slave who escaped to the Union lines*
9. **Garrison**  
*to man a fort*
10. **Vessel**  
*floating naval transport such as a boat, or ship.*
11. **Virtue**  
*because of*
12. **Aforesaid**  
*already stated*

## EXCERPT:

### Paragraph Two:

"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.

### Paragraph Six:

"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."

### Paragraph Eight:

...And I further declare and make known, that such persons of **suitable condition** [freed **contraband**], 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.





## Emancipation Proclamation Activity

1. Summarize each of the following excerpts from the Emancipation Proclamation.
2. Then, cut out the following. Put in the correct order and paste on a sheet of paper.

“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.”

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“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;”

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“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.”

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## Emancipation Proclamation Activity (Teacher Version)

Cut out the following. Put in the correct order and paste on a sheet of paper.

“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.”

*The executive government will enforce the freeing of enslaved individuals.*

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“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;”

*On the first day of January, 1863, all slaves in states in rebellion are free.*

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“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.”

*Freed slaves will be allowed into the military.*

