



Battle for Emancipation and Full Citizenship: A Journey from Dred Scott to the 15th Amendment

A Lesson by Kathy Hagee for the Juneteenth Film

Grade level: 9-12

Number of class periods: Two - 60 Minute Classes

INTRODUCTION - [Video](#)

This lesson will encourage students to understand on a deeper level what stories history chooses to tell and what stories history chooses not to tell. Introducing the narrative of Juneteenth offers a vital narrative in American history and enlarges the sphere to investigate the battle for full emancipation and citizenship experienced by enslaved people in the United States on the eve of the Civil War. Starting with the Dred Scott Supreme Court case, students will evaluate the decision handed down by the Taney's court and the impact it had on the social, economic and political standing of enslaved peoples battling for equality under the law. It will ultimately take presidential proclamations, a costly civil war, and three constitutional amendments to protect the natural rights of newly freed enslaved men that were freely given to white men at birth. Although the road to equality will stretch out far past these amendments it is important to stop and celebrate Juneteenth, the celebration of emancipation and freedom for all enslaved people after the Civil War.

DOCUMENTS

1. Excerpts from Dred Scott case (1857)
2. Excerpts from Final [Emancipation Proclamation](#)
3. [Recruiting ads for black soldiers during the Civil War](#)
4. [General Order #3](#)
5. Reconstruction Amendments

ESSENTIAL QUESTIONS

1. What are the connections between historical events before, during and after the Civil War that charted the course to citizenship for enslaved people in the United States?
2. How did specific events, war strategies, and influential people impact the change in Lincoln's views on the emancipation of enslaved people?
3. What were the societal reactions to the emancipation of enslaved people at the end of the Civil War and how did resulting conflicts necessitate the need for the three Reconstruction Amendments?

OBJECTIVES

- Students will be able to analyze primary sources to identify the point of view, purpose, and audience of a source. They will also use primary sources to analyze historical arguments.
- Students will be able to use historical thinking to analyze patterns and connections between historical events and developments, specifically connecting significant events before, during and after the Civil War that charted the course to citizenship for enslaved people in the United States.
- Students will be able to understand and articulate the distinctions between gradual emancipation and birthright citizenship.
- Students will be able to evaluate the conditions under which Lincoln shifts his definition of emancipation for enslaved people over the course of the Civil War and the impact Frederick Douglass had on these changes.
- Students will be able to critically analyze the conflicts necessitating the need of the Reconstruction Amendments to ensure the citizenship rights for black people were protected during the rise of white supremacy in the United States during the Reconstruction Era.

COMMON CORE STANDARDS

9th - 10th Grade

- CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- CCSS.ELA-LITERACY.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim.
- CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

11th - 12th Grade

- CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LESSON PLAN

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|---------------------------------------|--|---|
| <p>Day 1</p> <p>60 minutes</p> | <p>Warm-up (7-10 minutes): Handout 1: Warm-up Timeline Activity</p> <ul style="list-style-type: none"> Without any explanation of content, have the students complete Handout 1. Give them 3-5 minutes to complete the Warm-up with a partner. Copying Handout 1 and Handout 2 front to back will allow for the students to come back to the Warm-up after viewing the video and check their answers. Teacher: This Warm-up can be used to explore prior knowledge and introduce the lesson and it can be used again as an exit ticket after the viewing of the video. <p>Activity (30-35 minutes): Video and Student Viewing Guide Teacher: Two versions of Handout 2 are provided. One is provided with scaffolding in the form of student guided notes.</p> <ul style="list-style-type: none"> → Step 1: Have students independently complete the Pre-viewing questions on Handout 2 (2-3 minutes) → Step 2: Have the partners share their answers. (2-3 minutes) → Step 3: Video viewing as a class (25 minutes) → Step 4: Have students pair up and compare their notes. (5 minutes) <p>Teacher: Students can either hand in their Student Viewing Guides or keep them to support the Extension/Homework option if assigned.</p> <p>Exit Ticket (10 minutes): Handout 2 (C) - Video Viewing Student Exit Ticket</p> <ul style="list-style-type: none"> Students will consider each of these questions thoughtfully. Students will write reflections in a 3 - 5 sentence short response in the space provided on the handout. | <p>Materials Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Handout 1 <input type="checkbox"/> Handout 2 (A), (B), (C) <input type="checkbox"/> Device for video viewing <p>Extension/Homework:</p> <p><i>Complete a written response to the following questions:</i></p> <p>How has watching this video altered your understanding regarding the extreme challenges enslaved people faced as they fought for freedom, both physically and politically? Did watching this video confirm any knowledge you already had regarding this topic? If so, explain how.</p> |
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| <p>Day 2</p> <p>60 minutes</p> | <p>Warm-up (7 minutes): Question: Turn and Talk (Partners)</p> <ul style="list-style-type: none"> What are the connections between historical events before, during and after the Civil War that charted the course to citizenship for enslaved people in the United States? Have students create a timeline to help support their ideas. <p>Activity (30-35 minutes): Handouts 3 - Task Cards Handout 4 - Student Answer Sheet Teacher: This activity can be delivered in multiple ways. Here are two additional options to the option explained in this lesson plan.</p> <ul style="list-style-type: none"> → Each group can get all the Task Cards and work together. → Each group can get all the Task Cards and each student takes one Task Card and then shares. <ul style="list-style-type: none"> → Step 1: Divide students into Five (5) groups of three or four → Step 2: Hang the Task Cards around the classroom and create a space large enough for each group to complete their To Do Task without distractions from other groups. <ul style="list-style-type: none"> At each Task Card the group should work together to complete their To Do Task. Each student should complete their own Student Answer Sheet. No outside devices or resources should be used. → Step 3: Teacher will give students 5-7 minutes at each Task Card. → Step 4: Upon completion Students should partner up with a student that was not in their group for their Exit Ticket. <p>Exit Ticket (10 minutes): Share Pair <u>Question:</u> What Task Card did you find the most interesting? Explain your answer.</p> | <p>Materials Required:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Handout 3 (Multiple) <input type="checkbox"/> Handout 4 <p><u>Extension/Homework:</u></p> <p><i>Add a Step 5: Individual written component or a formative assessment for the two day lesson plan.</i></p> <p><i>Prompts:</i></p> <ol style="list-style-type: none"> How did specific events, war strategies, and influential people impact the change in Lincoln's views on the emancipation of enslaved people? What were the societal reactions to the emancipation of enslaved people at the end of the Civil War and how did resulting conflicts necessitate the need for the three Reconstruction Amendments? |
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HANDOUT 1 - ACTIVITY WARM-UP - TEACHER ANSWER SHEET

Directions: With a partner put the following historical events in the correct chronological order.
Place the chronological number on the lines provided.

- _____ Election of 1860 (2)
- _____ 13th Amendment Ratified (4)
- _____ 11 Southern States Seceded from the Union (3)
- _____ Dred Scott Supreme Court Decision (1)
- _____ Lincoln's Assassination (5)
- _____ 14th and 15th Amendments Ratified (8)
- _____ General Order #3 (Juneteenth) (7)
- _____ End of the Civil War (6)
- _____ Black Codes (after 1870) (9)

HANDOUT 1 - ACTIVITY WARM-UP

Directions: With a partner put the following historical events in the correct chronological order.
Place the chronological number on the lines provided.

- _____ Election of 1860
- _____ 13th Amendment Ratified
- _____ 11 Southern States Seceded from the Union
- _____ Dred Scott Supreme Court Decision
- _____ Black Codes
- _____ Lincoln's Assassination
- _____ 14th and 15th Amendments Ratified
- _____ General Order #3 (Juneteenth)
- _____ End of the Civil War
- _____ Black Codes (after 1870)

HANDOUT 2 (A) - VIDEO VIEWING STUDENT GUIDE NOTES (SCAFFOLDED)

TEACHER ANSWER SHEET

Directions: Watch the assigned video and complete this Video Viewing Student Guide.

Link to Video:

BEFORE YOU VIEW THE VIDEO reflect and answer the following questions.

| | |
|--|--------------------|
| Explain why Juneteenth is celebrated in the United States. | Answers will vary. |
| What makes a person part of 'We the People' as explained by the US Constitution? | Answers will vary. |

WHILE YOU ARE WATCHING THE VIDEO complete the following timeline. Be aware that some of the events are explained out of order.

BUILDING A TIMELINE: Student Guided Notes

| Event | Year | Student Guided Notes: |
|--|------|--|
| Dred Scott (This is out of order. Video will address this topic at 11:59) | 1857 | <ul style="list-style-type: none">• Dred Scott sued for his freedom (wife and two daughters, too)• Taney's Court Ruling (Roger B. Taney was the Chief Justice of the Supreme Court)<ul style="list-style-type: none">◦ Scott was not a citizen◦ Scott did not have access to the courts◦ Justified the decision in part based on the idea that non-citizens could not serve in the military - this connects directly to Lincoln's Emancipation Proclamation |
| Election of 1860 | 1860 | <ul style="list-style-type: none">• Lincoln won the Election of 1860.• Lincoln supported containment of slavery; not abolishing slavery - the goal is to prevent the spread of slavery to the new territories and states. This election causes the beginning to the Civil War . (11 states from the deep south succeeded from the |

| | | |
|--|----------------------------|---|
| | | <p>Union and claimed a new nation, the Confederate States of America)</p> <p>Fredrick Douglas and Lincoln:</p> <ul style="list-style-type: none"> • Born into slavery/escaped/educated • Influenced Lincoln to end slavery • Lincoln supported gradual emancipation |
| <p>Civil War</p> <p>(This is out of order. Will come back to this after Emancipation Proclamation)</p> | <p>1860 - 1865</p> | <p>Black Union Soldiers:</p> <ul style="list-style-type: none"> • Reasons why Lincoln (other whites) didn't support black soldiers: <ul style="list-style-type: none"> 1. Not Brave Enough 2. Not Smart Enough • Who was Robert Smalls and why was he significant? Answers will vary. Smart enough to take a Confederate ship and escape <p>Black Contributions to the Civil War:</p> <ul style="list-style-type: none"> • Over 200,000 black men served • Fought in over 400 battles • Suffered under horrible conditions <p>Examples:</p> <ul style="list-style-type: none"> • THIS CHANGED Lincoln's opinion |
| <p>Preliminary Proclamation of Emancipation (Lincoln)</p> | <p>1862</p> | <p>Threat to the South: If the Union wins slavery will end in all states</p> <p>Offer to the South: if you lay down your arms you can keep slavery in slave states</p> <p>The South did not take the deal.</p> |
| <p>Emancipation Proclamation (Lincoln)</p> | <p>1863</p> | <ul style="list-style-type: none"> • This proclamation freed enslaved people in the states that were in rebellion. • Opened military service to black (enslaved) men • This was a military action with the goal to win the Civil War. |

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|---------------------------|---------------|--|
| Juneteenth | 1865 | <p>What happened in Texas?</p> <ul style="list-style-type: none"> • Texas was the least touched by the US Army. • Many southern farmers moved into Texas and took their enslaved people with them. • Two and a half years after the Emancipation Proclamation and two months after the end of the Civil War the Union forces arrived in Texas. • General Order #3 • June 19, 1865 - freedmen could claim freedom and the rights they were denied. |
| Black Codes | Various dates | <p>White power responds:</p> <ul style="list-style-type: none"> • Black Codes <ul style="list-style-type: none"> ◦ Denied blacks access to Land ◦ Denied blacks access to Education • Newly freed blacks quickly realized that freedom meant nothing without citizenship rights. |
| Reconstruction Amendments | | <p>Amendments to the Constitution:</p> <ul style="list-style-type: none"> • New birth of American Freedom • Multiracial Democracy <p>13th = freedom from servitude</p> <p>14th = equal protection under the law - citizenship</p> <p>15th = The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.</p> |

HANDOUT 2 (A) - VIDEO VIEWING STUDENT GUIDE NOTES (SCAFFOLDED)

Directions: Watch the assigned video and complete this Video Viewing Student Guide.

Link to Video: [\[insert video link here\]](#)

BEFORE YOU VIEW THE VIDEO reflect and answer the following questions.

| | |
|--|--|
| Explain why Juneteenth is celebrated in the United States. | |
| What makes a person part of 'We the People' as explained by the US Constitution? | |

WHILE YOU ARE WATCHING THE VIDEO complete the following timeline. Be aware that some of the events are explained out of order.

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| Election of 1860 | 1860 | <ul style="list-style-type: none">• Lincoln _____ the Election of 1860.• Lincoln supported containment of slavery; not abolishing slavery - the goal is to prevent the spread of slavery to the new _____ and _____ |

| | | |
|--|----------------------------|---|
| | | <p>_____.</p> <ul style="list-style-type: none"> This election causes the beginning to the _____ (11 states from the deep south succeeded from the Union and claimed a new nation, the Confederate States of America) <p>Fredrick Douglas and Lincoln:</p> <ul style="list-style-type: none"> Born into slavery/escaped/educated Influenced Lincoln to _____ slavery Lincoln supported _____ emancipation |
| <p>Civil War</p> <p>(This is out of order. Will come back to this after Emancipation Proclamation)</p> | <p>1860 - 1865</p> | <p>Black Union Soldiers:</p> <ul style="list-style-type: none"> Reasons why Lincoln (other whites) didn't support black soldiers: <ol style="list-style-type: none"> _____ _____ Who was Robert Smalls and why was he significant? _____ _____ _____ <p>Black Contributions to the Civil War:</p> <ul style="list-style-type: none"> _____ black men served Fought in over _____ battles Suffered under horrible conditions <p>Examples:</p> <ul style="list-style-type: none"> THIS CHANGED Lincoln's opinion |
| <p>Preliminary Proclamation of Emancipation (Lincoln)</p> | <p>1862</p> | <p>Threat to the South: _____ _____</p> <p>Offer to the South: _____ _____</p> <p>The South did not take the deal.</p> |

| | | |
|-------------------------------------|---------------|---|
| Emancipation Proclamation (Lincoln) | 1863 | <ul style="list-style-type: none"> • This proclamation freed enslaved people in the states that were in _____. • Opened military service to _____ • This was a military action with the goal to win the _____. |
| Juneteenth | 1865 | <p>What happened in Texas?</p> <ul style="list-style-type: none"> • Texas was the least touched by the US Army. • Many southern farmers moved into Texas and took their _____ people with them. • Two and a half years after the Emancipation Proclamation and two months after the end of the _____ the Union forces arrived in Texas. • General Order #3 • June 19, 1865 - freedmen could claim freedom and the rights they were denied. |
| Black Codes | Various dates | <p>White power responds:</p> <ul style="list-style-type: none"> • Black Codes <ul style="list-style-type: none"> ◦ Denied blacks access to _____ ◦ Denied blacks access to _____ • Newly freed blacks quickly realized that freedom meant nothing without _____ rights. |
| Reconstruction Amendments | | <p>Amendments to the Constitution:</p> <ul style="list-style-type: none"> • New birth of American Freedom • Multiracial Democracy <p>13th =</p> <p>14th =</p> <p>15th =</p> |

HANDOUT 2 (B) - VIDEO VIEWING STUDENT GUIDE NOTES

Directions: Watch the assigned video and complete this Video Viewing Student Guide.

Link to Video: [\[insert video link here\]](#)

BEFORE YOU VIEW THE VIDEO reflect and answer the following questions.

| | |
|--|--|
| Explain why Juneteenth is celebrated in the United States. | |
| What makes a person part of 'We the People' as explained by the US Constitution? | |

WHILE YOU ARE WATCHING THE VIDEO complete the following timeline. Be aware that some of the events are explained out of order.

BUILDING A TIMELINE: Student Guided Notes

| Event | Year | Student Guided Notes: |
|--|------|-------------------------------|
| Dred Scott (This is out of order. Video will address this topic at 11:59) | 1857 | |
| Election of 1860 | 1860 | Fredrick Douglas and Lincoln: |

| | | |
|--|-------------------|---------------------------------|
| Civil War | 1860 - 1865 | |
| Preliminary Proclamation of Emancipation | 1862 | |
| Emancipation Proclamation | 1863 | |
| Juneteenth | 1865 | |
| Black Codes | Various dates | |
| Reconstruction Amendments | | 13th: 14th: 15th: |

HANDOUT 2 (C) - VIDEO VIEWING STUDENT EXIT TICKET - **TEACHER ANSWER SHEET**

AFTER VIEWING THE VIDEO: Consider each of these questions thoughtfully. Write your reflections in a 3 - 5 sentence short response in the space provided.

1. The video opened and ended with powerful quotes by Opal Lee. Read her quotes and discuss how celebrating Juneteenth is reflected in what she says.
“Freedom is the goal for everyone. Not just black people. Not just Texans. Freedom is for everyone...Freedom belongs to all of us. Not just a few. And that is why we celebrate Juneteenth.” **Answers will Vary**

2. How has watching this video altered your understanding of the importance of Juneteenth? Did watching this video confirm any knowledge you already had regarding this topic? If so, how. **Answers will Vary**


HANDOUT 2 (C) - VIDEO VIEWING STUDENT EXIT TICKET

AFTER VIEWING THE VIDEO: Consider each of these questions thoughtfully. Write your reflections in a 3 - 5 sentence short response in the space provided.

3. The video opened and ended with powerful quotes by Opal Lee. Read her quotes and discuss how celebrating Juneteenth is reflected in what she says.
“Freedom is the goal for everyone. Not just black people. Not just Texans. Freedom is for everyone...Freedom belongs to all of us. Not just a few. And that is why we celebrate Juneteenth.”

4. How has watching this video altered your understanding of the importance of Juneteenth? Did watching this video confirm any knowledge you already had regarding this topic? If so, how.

Excerpts from Dred Scott case


| Exhibit A | Exhibit B |
|---|---|
|  <p>This portrait of Dred Scott, painted by Louis Schultze, was commissioned by "a group of Negro citizens" and presented to the Missouri Historical Society in 1882</p> | <p><i>I/1 But if the plea in abatement is not brought up by this writ of error, the objection to the citizenship of the plaintiff is still apparent on the record, as he himself, in making out his case, states that he is of African descent, was born a slave, and claims that he and his family became entitled to freed in by being taken by their owner to reside in a territory where slavery is prohibited by act of Congress--and that, in addition to this claim, he himself became entitled to freedom being taken to Rock Island, in the State of Illinois--and being free when he was brought back to Missouri, he was by the laws of that State a citizen.</i></p> <p><i>I/2 If, therefore, the facts he states do not give him or his family a right to freedom, the plaintiff is still a slave, and not entitled in sue as a "citizen," ...</i></p> <p><i>IV/3 Every citizen has a right to take with him into the Territory any article of property which the Constitution of the United States recognises as property.</i></p> <p>Dred Scott v Sanford 1857 - National Archives</p> |

TO DO TASK: Exploration and Discussion

As a group, discuss each question. Each student should write down notes for each question on their Student Answer Sheet.

1. What were Dred Scott's reasons for why he could legally apply for citizenship?
2. What was the Supreme Court's decision regarding Scott's status?
3. Discuss how the southern slave states could use this Supreme Court case as a justification to secede from the Union three years later?

Excerpts from Lincoln's Emancipation Proclamation


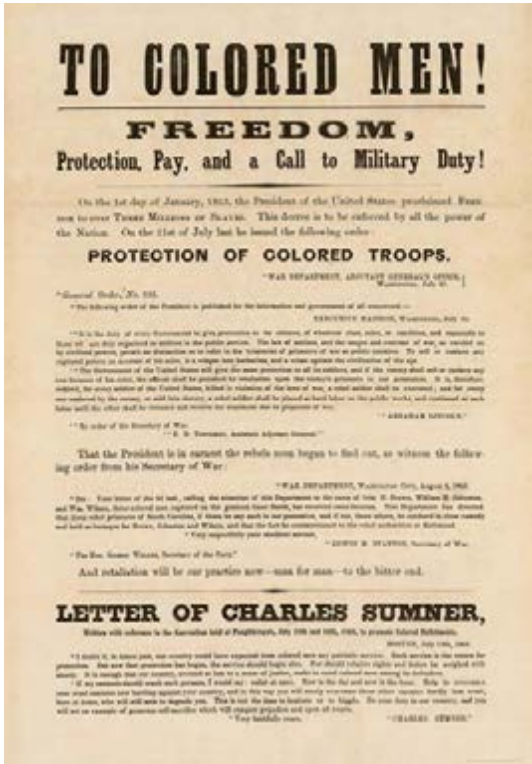
| Exhibit A | Exhibit B |
|--|--|
|  <p data-bbox="233 1003 936 1032">George Peter Alexander Healy, 15 July 1813 - 24 June 1894</p> | <p data-bbox="989 443 1885 764"><i>That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within 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.</i></p> <p data-bbox="989 803 1885 946"><i>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.</i></p> <p data-bbox="989 982 1556 1011">Emancipation Proclamation - National Archives</p> |

TO DO TASK: Connections and Causation

Use the four squares provided on your Student Answer Sheet to record your group's answers to the following questions.

1. What were the two major orders laid out by Lincoln in the Emancipation Proclamation?
2. How could these orders affect the war efforts for the states in rebellion against the Union?
3. How could these orders affect the war efforts for the Union states?
4. How could these orders affect the enslaved me in both areas?

Recruiting Ads for Black Soldiers (Civil War)

| Exhibit A | Exhibit B |
|---|--|
|  <p>Digital Image © 2006 Indiana Historical Society. All Rights Reserved.</p> <p>Link to Resource</p> |  <p>Link to National Archives</p> |


TO DO TASK: Image Analysis

As a group investigate both images and answer the following questions on your Student Answer Sheet.

| Exhibit A | Exhibit B |
|---|---|
| Describe what you see in the image. | Summarize the important information shared in this source. |
| Create a thought bubble of one of the characters in the source. | Who is the intended audience and is it an effective recruitment strategy? |
| What are your views pertaining to the content of the source? | What are your views pertaining to the content of the source? |

Big Question: How does allowing blacks to fight in the Civil War change the Dred Scott ruling?

General Order #3 and Juneteenth

| Exhibit A | Exhibit B |
|--|--|
| <p>General Order No. 3 states:</p> <p><i>“The people of Texas are informed that, in accordance with a proclamation from the Executive of the United States, all slaves are free. This involves an absolute equality of personal rights and rights of property between former masters and slaves, and the connection heretofore existing between them becomes that between employer and hired labor. The freedmen are advised to remain quietly at their present homes and work for wages. They are informed that they will not be allowed to collect at military posts and that they will not be supported in idleness either there or elsewhere.”</i></p> |  <p>Martha Yates Jones (left) and Pinkie Yates (right), daughters of Rev. Jack Yates, in a decorated carriage parked in front of the Antioch Baptist Church located in Houston's Fourth Ward, 1908 — Source</p> |

TO DO TASK: Compare and Contrast

Compare and contrast the two exhibits. What are the similarities and differences? Use your Student Answer Sheet to record your observations.

Reconstructions Amendments and Black Codes

| Exhibit A | Exhibit B |
|--|--|
| <p><u>13th Amendment</u> prohibited slavery and servitude in all circumstances “except as a punishment for crime.”</p> <p><u>14th Amendment</u> granted citizenship and “equal protection of the laws” to Black people</p> <p><u>15th Amendment</u> banned states from depriving citizens the right to vote based on race.</p> | <p>1. Sec3that it shall not be lawful for any freedman, free negro, or mulatto to intermarry with any white person; nor for any white person to intermarry with any freedman, free negro, or mulatto; and any person who shall so intermarry, shall be deemed guilty of felony, and on conviction thereof shall be confined in the State penitentiary for life;</p> <p>1. Sec. 7....Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause</p> <p>4. Sec. 1. <i>Be it enacted</i>,...That no freedman, free negro or mulatto, not in the military service of the United States government, and not licensed so to do by the board of police of his or her county, shall keep or carry fire-arms of any kind, or any ammunition, dirk or bowie knife, and on conviction thereof in the county court shall be punished by fine, not exceeding ten dollars, and pay the costs of such proceedings, and all such arms or ammunition shall be forfeited to the informer;</p> <p>4. Sec. 5....If any freedman, free negro, or mulatto, convicted of any of the misdemeanors provided against in this act, shall fail or refuse for the space of five days, after conviction, to pay the fine and costs imposed, such person shall be hired out by the sheriff or other officer, at public outcry, to any white person who will pay said fine and all costs, and take said convict for the shortest time.</p> <p><u>Mississippi Black Codes - 1866</u></p> |

TO DO TASK: Critical Thinking

After reading through the excerpts from the Mississippi Black Codes from 1866 determine which Reconstruction Amendment the state codes are attempting to circumvent. Use the space provided on your Student Answer Sheet to record your answers.

Excerpts from Dred Scott case

TO DO TASK: Exploration and Discussion

Each student should write down notes for each question on the lines provided below.

1. What were Dred Scott's reasons for why he could legally apply for citizenship? **He traveled to a free territory with his owner.**
2. What was the Supreme Court's decision regarding Scott's status? **Not a citizen and thus can not access the courts/regarded as property**
3. Discuss how the southern slave states could use this Supreme Court case as a justification to secede from the Union three years later? **Answers will vary.**

Excerpts from Lincoln's Emancipation Proclamation

TO DO TASK: Connections and Causation

Use the four squares provided to record your group's answers.

| | |
|--|--|
| <p>What were the two major orders laid out by Lincoln in the Emancipation Proclamation?</p> <ul style="list-style-type: none"> • Enslaved people are freed in rebellion states • Enslaved men can enlist in the Union Army | <p>How could these orders affect the war efforts for the states in rebellion against the Union?</p> <p>Answers will vary.</p> |
| <p>How could these orders affect the war efforts for the Union states?</p> <p>Answers will vary.</p> | <p>How could these orders affect the enslaved men in both areas?</p> <p>Hope for freedom.</p> |

Recruiting Ads for Black Soldiers (Civil War)

TO DO TASK: Image Analysis

As a group investigate both images and answer the following questions in the boxes below..

| Exhibit A | Exhibit B |
|--|--|
| Describe what you see in the image. <i>Answers will vary.</i> | Summarize the important information shared in this source. <i>Answers will vary.</i> |
| Create a thought bubble of one of the characters in the source. <i>Answers will vary.</i> | Who is the intended audience and is it an effective recruitment strategy? <ul style="list-style-type: none">• Enslaved Men• Union Army (soldiers and officers)• General Public |
| What are your views pertaining to the content of the source? <i>Answers will vary.</i> | What are your views pertaining to the content of the source? <i>Answers will vary.</i> |

Big Question: How does allowing blacks to fight in the Civil War change the Dred Scott ruling?

Citizenship can be defined by access to service in the army. If freed blacks could serve in the military then it would mean they achieved citizenship and it would reverse the ruling of Dred Scott.

General Order #3 and Juneteenth

TO DO TASK: Compare and Contrast

Compare and contrast the two exhibits. What are the similarities and differences?

Answers will vary.

| Similarities | Differences |
|--------------|-------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Reconstructions Amendments and Black Codes

| Excerpt: | Amendment: |
|--|--|
| <p>1. Sec3that it shall not be lawful for any freedman, free negro, or mulatto to intermarry with any white person; nor for any white person to intermarry with any freedman, free negro, or mulatto; and any person who shall so intermarry, shall be deemed guilty of felony, and on conviction thereof shall be confined in the State penitentiary for life;</p> | <p>Circle all that apply:</p> <p>13th 14th 15th</p> |
| <p>1. Sec. 7....Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause</p> | <p>13th 14th 15th</p> |
| <p>4. Sec. 1. <i>Be it enacted</i>,...That no freedman, free negro or mulatto, not in the military service of the United States government, and not licensed so to do by the board of police of his or her county, shall keep or carry fire-arms of any kind, or any ammunition, dirk or bowie knife, and on conviction thereof in the county court shall be punished by fine, not exceeding ten dollars, and pay the costs of such proceedings, and all such arms or ammunition shall be forfeited to the informer;</p> | <p>13th 14th 15th</p> |
| <p>4. Sec. 5....If any freedman, free negro, or mulatto, convicted of any of the misdemeanors provided against in this act, shall fail or refuse for the space of five days, after conviction, to pay the fine and costs imposed, such person shall be hired out by the sheriff or other officer, at public outcry, to any white person who will pay said fine and all costs, and take said convict for the shortest time.</p> <p>Mississippi Black Codes - 1866</p> | <p>13th 14th 15th</p> |

Excerpts from Dred Scott case

TO DO TASK: Exploration and Discussion

Each student should write down notes for each question on the lines provided below.

4. What were Dred Scott's reasons for why he could legally apply for citizenship?

5. What was the Supreme Court's decision regarding Scott's status?

6. Could the southern slave states use this Supreme Court case as a justification to secede from the Union three years later?

Excerpts from Lincoln's Emancipation Proclamation

TO DO TASK: Connections and Causation

Use the four squares provided to record your group's answers.

| | |
|--|--|
| What were the two major orders laid out by Lincoln in the Emancipation Proclamation? | How could these orders affect the war efforts for the states in rebellion against the Union? |
| How could these orders affect the war efforts for the Union states? | How could these orders affect the enslaved me in both areas? |

Recruiting Ads for Black Soldiers (Civil War)

TO DO TASK: Image Analysis

As a group investigate both images and answer the following questions in the boxes below..

| Exhibit A | Exhibit B |
|---|---|
| Describe what you see in the image. | Summarize the important information shared in this source. |
| Create a thought bubble of one of the characters in the source. | Who is the intended audience and is it an effective recruitment strategy? |
| What are your views pertaining to the content of the source? | What are your views pertaining to the content of the source? |

Big Question: How does allowing blacks to fight in the Civil War change the Dred Scott ruling?

General Order #3 and Juneteenth

TO DO TASK: Compare and Contrast

Compare and contrast the two exhibits. What are the similarities and differences?

| Similarities | Differences |
|--------------|-------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

Reconstructions Amendments and Black Codes

| Excerpt: | Amendment: |
|--|---|
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| 1. Sec. 7....Every civil officer shall, and every person may, arrest and carry back to his or her legal employer any freedman, free negro, or mulatto who shall have quit the service of his or her employer before the expiration of his or her term of service without good cause | 13th 14th 15th |
| 4. Sec. 1. <i>Be it enacted</i> ,...That no freedman, free negro or mulatto, not in the military service of the United States government, and not licensed so to do by the board of police of his or her county, shall keep or carry fire-arms of any kind, or any ammunition, dirk or bowie knife, and on conviction thereof in the county court shall be punished by fine, not exceeding ten dollars, and pay the costs of such proceedings, and all such arms or ammunition shall be forfeited to the informer; | 13th 14th 15th |
| 4. Sec. 5....If any freedman, free negro, or mulatto, convicted of any of the misdemeanors provided against in this act, shall fail or refuse for the space of five days, after conviction, to pay the fine and costs imposed, such person shall be hired out by the sheriff or other officer, at public outcry, to any white person who will pay said fine and all costs, and take said convict for the shortest time. | 13th 14th 15th |
| Mississippi Black Codes - 1866 | |