

11th Grade Emancipation Inquiry

Does It Matter Who Freed the Slaves?	
Staging the Question: Read and discuss excerpts from the <i>Washington Post</i> article “On Emancipation Day in D.C., Two Memorials Tell Very Different Stories” and view images of the Emancipation Memorial and the African American Civil War Memorial.	
Social Studies Practices	● Gathering, Using, and Interpreting Evidence ● Chronological Reasoning and Causation ● Comparison and Contextualization

Supporting Question 1	Supporting Question 2	Supporting Question 3
What legal steps were taken to end slavery?	What arguments do historians make about who ended slavery?	What are the implications of the debate over who ended slavery?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create an annotated timeline that describes legal steps taken from 1861 to 1865 to end slavery.	Construct a T-chart that contrasts arguments that Lincoln freed the slaves with arguments that the slaves freed themselves.	Develop an evidence-based claim that explains the implications of the debate over who ended slavery.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3
Connect: Reads background information to discover the complexities of the the question and brainstorms ideas for further inquiry by reading excerpts from <i>The Washington Post</i> article “On Emancipation Day in D.C., Two Memorials Tell Very Different Stories” and discussing emancipation.	Connect:	Connect: Develops and refines the question independently to arrive at a worthy and manageable topic for inquiry about the implications of the debate over who ended slavery. Graphic Organizer: Connect#22 , Connect#23 and Connect#24
Wonder: Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important.	Wonder: Focuses the purpose of the research by formulating specific questions to be answered about the arguments historians make about who ended slavery.	Wonder: Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research. Graphic Organizer: Wonder#19 and Wonder#20
Investigate: Takes notes using one or more of a variety of notetaking strategies about the legal steps taken to end slavery while reading the Confiscation Acts, the Emancipation Proclamation, and the 13 th Amendment.	Investigate: Recognizes the effect of different perspectives and points of view on information while reading an essay by noted Civil War historian James McPherson and Ira Berlin’s reponse to James McPherson. Graphic Organizer: Investigate#76	Investigate: Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability while ascertaining the implications of the debate over who ended slavery. Graphic Organizer: Investigate#104 C3 Resources
Construct: Creates an annotated timeline that describes legal steps taken from 1861 to 1865 to end slavery.	Construct: Constructs a T-chart that contrasts arguments that Lincoln freed the slaves with arguments that the slaves freed themselves.	Construct: Draws clear and appropriate conclusions supported by evidence and examples. Graphic Organizer: Construct#40 and Construct#41
Express:	Express:	Express: Develops an evidence-based claim that explains the implications of the debate over who ended slavery.
Reflect:	Reflect:	Reflect: Identifies own strengths and sets goals for improvement. Graphic Organizer: Reflect#20 and Reflect#21

Summative Performance Task: *Argument:* Does it matter who freed the slaves? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. ***Extension:*** Examine the story of emancipation told by a history textbook and propose revisions.