



PRIMARY SOURCE ANALYSIS

Lincoln's Proclamation Revoking Gen. Hunter's General Order No. 11 and its impact...

TARGET LEVEL:

This lesson is designed for high school social studies.

STANDARD INDICATORS:

United States History and Constitution

USCH 2:

Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803-1877.

USHC.2.E:

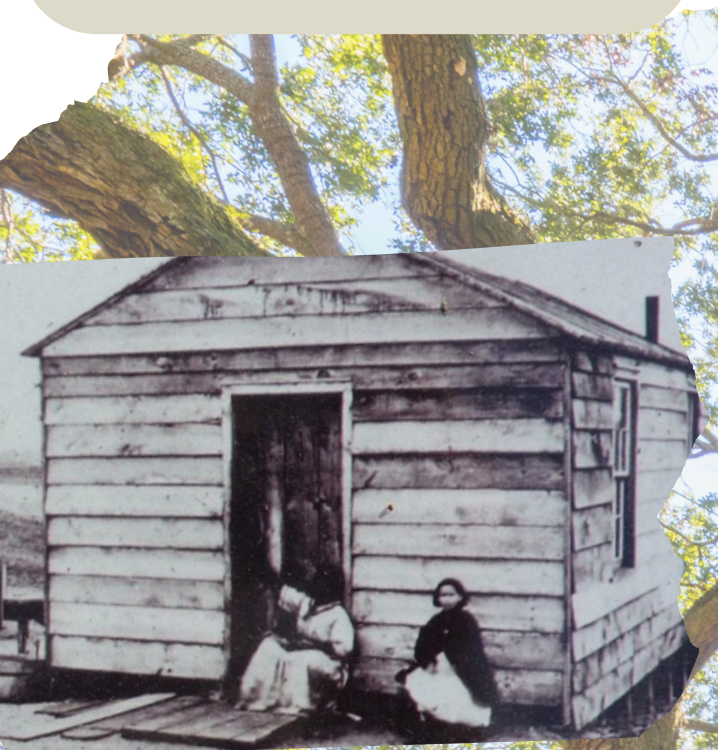
Utilize primary and secondary sources to judge the impact of economic and continental expansion on the evolving disagreements over natural rights and federalism.

ESSENTIAL QUESTIONS:

1. What was the impact of Abraham Lincoln's decree on General Hunter's proclamation?
2. How did Abraham Lincoln's decree on General Hunter's proclamation affect the people of Hilton Head Island?

SOURCES NEEDED:

- Transcript of "**Proclamation Revoking General David Hunter's General Order No. 11 on Military Emancipation of Slaves, May 19, 1862.**"
- Transcript of "General David Hunter's General Order No. 11." (see included document)
- HMFP Documents
 - **General David Hunter and General Rufus Saxton**
 - **General Order No. 3-Mitchellville Town Parameters-1865**
 - **Backwater Frontier Ch. 8.**





HISTORIC
MITCHELVILLE
FREEDOM PARK | EST. 1862

M I T C H E L V I L L E

in the Classroom

SITE BOUNDARY

PRIMARY SOURCE ANALYSIS

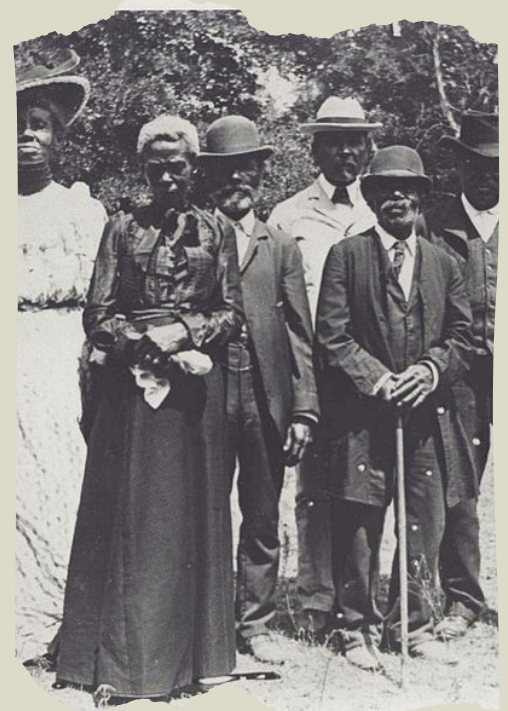
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HISTORICAL CONTENT:

The following link contains both primary source documents for this assignment. "Lincoln's Proclamation Revoking General David Hunter's General Order No. 11 on Military Emancipation of Slaves," there is a copy of "General David Hunter's General Order No. 11."

On May 9, 1862, Major General David Hunter issued a proclamation that placed Florida, Georgia and South Carolina under martial law and emancipated all slaves in these states. Ten days later, President Abraham Lincoln announced this proclamation, which publicly voided Hunter's proclamation. In it, Lincoln distanced himself from Hunter's decision, claiming that he had no prior knowledge of it, had given no such authority to Hunter or anybody else, and such decisions would be made only by him and none of his commanders in the field. Lincoln then took the opportunity to urge slave-holding states to take advantage of his plan for gradual, compensated emancipation which Congress approved in a joint resolution March 6, 1862.

LINK: Lincoln's Proclamation Revoking General David Hunter's General Order No. 11 on Military Emancipation of Slaves, May 19, 1862





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LESSON PROCEDURES

1. Share all three of the documents that were provided by HMFP with the students to familiarize them with the context of the lesson. The documents and the stories of Mitchelville are invaluable to the students, they are necessary for placing the information into context.

- Conduct a read-aloud and/or explain the context of each one of the documents to build the story of Mitchelville.
 - **GENERAL DAVID HUNTER AND GENERAL RUFUS SAXTON.**
 - **General Order No. 3-Mitchellville Town Parameters-1865**
 - **Backwater Frontier Ch. 8.**

2. Have students give their definition of the following academic vocabulary list using **Padlet**, or any other virtual collaborative space.

- **Proclamation:** an official statement or announcement made by a person in power or by a government.
- **Edict:** is a decree or announcement of a law, often associated with monarchism, but it can be under any official authority.
- **Contraband:** illegal or prohibited traffic in goods; goods or merchandise whose importation, exportation, or possession is forbidden.
- **Slavery:** a person who is the legal or illegal property of another and is forced to obey them.
- **Refugee:** a person who leaves his or her country to move to another to find safety.
- **Emancipate (Emancipation):** the fact or process of being set free from legal, social, or political restrictions; liberation.
- **Martial Law:** a temporary rule by military authorities over a civilian population, usually imposed in times of war or civil unrest.
- **Declaration:** a formal or explicit statement or announcement

3. Read or have a student(s) read the primary sources aloud to the class. Allow time for students to process and ask questions.

- Sometimes students have an easier time understanding the content when it is read to them. They will also have to go back and read over the sources on their own.



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LESSON PROCEDURES

4. Give the document-based questions listed below to the students.

(Use a digital collaborative space)

DOCUMENT BASED QUESTIONS

1. On May 9, 1862, Major General David Hunter issued a proclamation placing which three states under martial law and emancipating all enslaved-people in these states? Why does he issue this proclamation?
2. How did President Abraham Lincoln respond to General David Hunter's proclamation?
3. What were the ramifications for the people of Hilton Head Island?
4. When did Lincoln consider declaring enslaved-people free according to the portion of Lincoln's proclamation beginning with, "I further make known...?"
5. What was Lincoln's purpose in the second half of his proclamation, beginning with the words "On the sixth day of March last...?" Use evidence from the document to support your conclusion.

5. Once the students finish reading the sources on their own, ask for volunteers to answer number one. In addition, you can also use **Padlet** or any other collaborative digital space for this activity.
- Model one or two of the questions with the students in order for them to gain an understanding of the idea that they are looking for the answers to the questions in the actual documents.
 - Have the students complete the remaining questions on their own or in groups.
 - Have students share their answers.

6. Next, have students complete the critical thinking questions.

CRITICAL THINKING QUESTIONS

1. What was the impact of Abraham Lincoln's decree on General Hunter's proclamation?
2. In your opinion, does President Lincoln's main concern seem to be the rights, liberties, and freedom of the enslaved and formerly enslaved people? If not, then what seems to be his main concern? Explain your answer.

7. Have students compare and share answers.



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CLOSURE

Analyzing and understanding the primary sources in this lesson, and understanding the effects of Lincoln's revocation of Gen. Hunter's General Order No. 11 allows students to demonstrate an understanding of the evolving disagreements over natural rights and federalism from 1803-1877. The disagreement between Lincoln's revocation of the Hunter's order demonstrates the federal approach to a localized situation, and the natural rights of life, liberty, and the pursuit of happiness of the formerly enslaved people of Mitchelville being recognized.

EXIT TICKET & CLOSING ACTIVITY

Define **Natural Rights** as it connects to Mitchelville.

LESSON EXTENSION & MINI ACTIVITIES

- Have students do further research on Mitchelville to see if any other federal actions influenced the lives and freedoms of the formerly enslaved people of Mitchelville.
- Have students research John C. Fremont's declaration of martial law and emancipation in Missouri to see how it compares to General Hunter's General Order No. 11.

