

THE FIRST STEP TO FREEDOM

The Preliminary EMANCIPATION PROCLAMATION

Educator's Guide

NEW YORK STATE MUSEUM

ABOUT THIS GUIDE

The educational materials in this guide were developed around President Abraham Lincoln's Preliminary Emancipation Proclamation of 1862, a draft of which is in the collections of the New York State Library in Albany, New York.

This guide includes several activities, from which teachers can choose those that best suit their students and classroom needs. All can be done as individual, group, or full-class exercises. In each of these activities, students will be asked to consider the guiding question,

"Did the Preliminary Emancipation Proclamation pave the way for equal rights for all Americans?"

By exploring the draft document and the historical context in which it was written, students will develop a better understanding of how ideas and documents can evolve. Students will hone skills necessary to interpret historical texts and primary sources to learn how events long past continue to shape our country and world today.

**This curriculum is aligned
with the New York State
P-12 Learning Standards
for grades 7 - 8**



BACKGROUND INFORMATION FOR TEACHERS

President Abraham Lincoln issued two emancipation proclamations—a Preliminary Emancipation Proclamation on September 22, 1862, and a final Emancipation Proclamation 100 days later. In the first document, Lincoln declared that all slaves within rebel territory would be “forever” free on January 1, 1863, unless the Confederate states returned to the Union. Lincoln followed through with his promise, and on New Year’s Day 1863 he signed the final Emancipation Proclamation.

The document owned by the New York State Library is a draft of the Preliminary Emancipation Proclamation written in Lincoln’s own hand, with sections of the Congressional Confiscation Act pasted into the document. Secretary of State (and former NYS Governor and Senator) William Seward added penciled edits when Lincoln read the document to his cabinet on September 22, 1862.

WARM UP

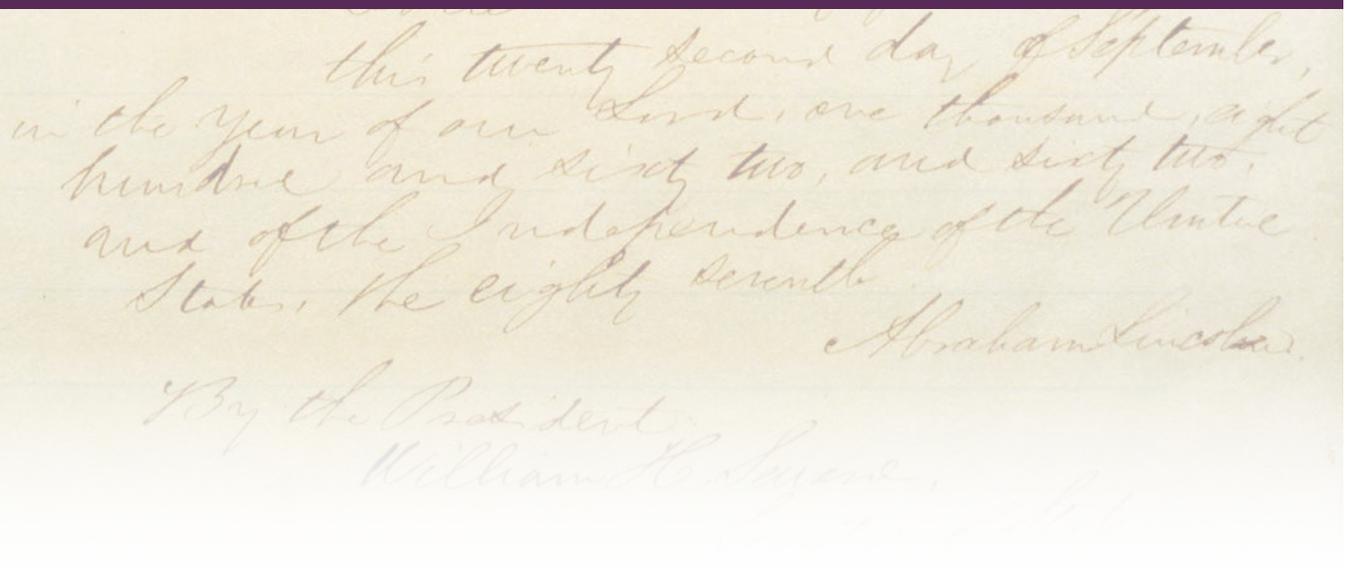
WHO DID THE AMERICAN REVOLUTION FREE?

In this warm-up exercise, consider the question,

“Who did the American Revolution free?”

Consider this question with students and lead a discussion about the conflict of slavery and freedom in the creation of America in the late 1700s.

This discussion will remind or clarify for students that by the time Abraham Lincoln made the Preliminary Emancipation Proclamation in 1862, the United States had struggled with the contradictions of slavery and freedom for a century. The Revolution, while it established American independence from the British Empire, did not extend equal rights to all people, women and men, rich and poor, black and white—this, in spite of the Declaration of Independence’s famous language: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.”



This image shows a handwritten draft of the Preliminary Emancipation Proclamation. The text is written in cursive ink on aged paper. The main body of the text reads: "this twenty second day of September, in the year of our Lord, one thousand, eight hundred and sixty two, and sixty two, and of the Independence of the United States, the eighth month." Below this, the name "Abraham Lincoln" is written in cursive. At the bottom, it says "By the President" followed by a signature that appears to be "William H. Seward".

ACTIVITY 1

ESTABLISHING CONTEXT – A TIMELINE OF THE ENSLAVEMENT OF AFRICANS IN THE UNITED STATES

To understand the context and impact of the Preliminary Emancipation Proclamation, students will review historical events related to the enslavement of Africans and place events related to slavery in the United States on a timeline. Instruct students to place acts that promote slavery below the timeline or in red and place acts that challenge slavery above the line or in blue.

Depending on time constraints and your students, there are two ways teachers can conduct this activity. If time is short, provide the dates and brief write-ups of the events below. If you have time or want to provide additional challenge for your class, students can research the events using their textbook, notes, and the internet to find the date and write their own brief descriptions.

1. First enslaved Africans arrive in New Netherland (1625)
2. The British take control of New Netherland (and rename it New York), changing slavery laws (1664)
3. Quakers begin abolitionist movement (1666)
4. American Revolutionary War begins (1775)
5. Vermont abolishes slavery (1777)
6. U.S. Constitution includes the Fugitive Slave Clause and 3/5ths Compromise (1789)
7. Naturalization forbidden for anyone who is not a free white (1790)
8. Military service by African Americans prohibited (1792)
9. Fugitive Slave Act (1793)
10. New York passes the Gradual Emancipation Act (1799)
11. Federal act prohibiting importation of slaves (1808)
12. Missouri Compromise (1820)
13. Last slaves in New York are freed (1827)
14. Underground Railroad (1830s–1860s most active)
15. Supreme Court upholds the Fugitive Slave Act of 1793 (1842)
16. Seneca Falls Convention (1848)
17. Compromise of 1850
18. Fugitive Slave Act of 1850
19. The Kansas–Nebraska Act (1854)
20. Dred Scott Decision (1857)
21. Harper’s Ferry Raid (1859)
22. American Civil War begins (1861)
23. Preliminary Emancipation Proclamation (1862)
24. Emancipation Proclamation (1863)
25. American Civil War ends (1865)
26. West Virginia abolishes slavery prior to the 13th Amendment (1865)
27. Passage of the 13th Amendment (1865)
28. Passage of the 14th Amendment (1868)
29. Passage of the 15th Amendment (1870)

ACTIVITY 2

WHAT CHALLENGES DID PRESIDENT LINCOLN FACE?

The purpose of this activity is to help students understand the challenges President Lincoln faced when he issued the Preliminary Emancipation Proclamation in September 1862. The guiding question for this activity is,

“What conditions did President Lincoln face when he issued the Preliminary Emancipation Proclamation?”

Students will be split into five groups. Each group will receive information for one theme, outlined below, and must determine the implications of each for Lincoln and the Union. The groups will then report out their analyses. Evidence resources are located at the end of this document.

1. Rebellion: The Southern States Secede from the Union

Southern states—South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, North Carolina, and Tennessee—secede from the Union and form the Confederate States of America (CSA).

- Secession was declared by pro-Confederate governments in Missouri (October 28, 1861) and Kentucky (December 10, 1861).
- New Mexico was temporarily taken by the CSA in early 1862.

2. String of Losses: Battles, Soldiers, Equipment

By the time the Preliminary Emancipation Proclamation was issued, the CSA had won 25 significant battles to the USA's 21 victories. In the fighting, the Union suffered

- Over 108,461 casualties from battle
- An unknown number of losses from disease
- Equipment destroyed in battle
- Equipment captured by the South

3. Politics at Home and Abroad

State and midterm congressional elections were held in 1862—in the middle of President Lincoln's first term and during the war—and foreign powers had their own ideas about the American Civil War.

- Support for Lincoln in Congress and at the state level was at stake.
- European powers (France and England, who had outlawed slavery in their own countries) wanted U.S. cotton, to gain more influence in Western Hemisphere, and a weaker United States.

4. Morale: The Spirit of a Nation

By the time the Preliminary Emancipation Proclamation was issued, the Civil War had been raging for almost two years with little to no progress. In the meantime,

- the U.S. issued new taxes and loans to pay for war
- war profiteering led to some subpar equipment, weapons, and uniforms
- freedom of speech was suspended as Northerners who supported the CSA or tried to hamper the U.S. war effort were sent to prison

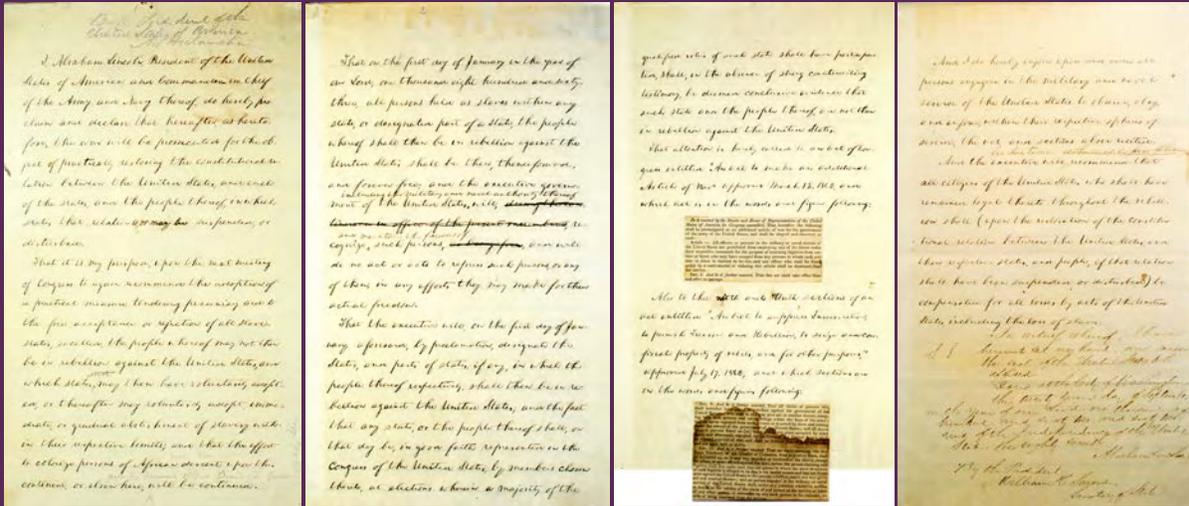
5. Limited Resources: Manpower Shortages in the Union Army

As the war pressed on, the Union's resources were strained, and the Army needed more soldiers. To make up the losses, the Union

- offered men payments to enlist in the Army
- instituted a draft in 1863
- opened enlistment to African American men in 1863
- actively recruited new immigrants

ACTIVITY 3

EXPLORING THE PRELIMINARY EMANCIPATION PROCLAMATION AS AN ARTIFACT



A draft of Abraham Lincoln's Preliminary Emancipation Proclamation. Each page is downloadable separately. NEW YORK STATE LIBRARY

In this activity, students will examine the Preliminary Emancipation Proclamation as an artifact unto itself. They do not need to focus on the message of the document for this activity; rather, they will review the image to see what else they can learn about the document's creation and evolution.

To start the conversation, initiate a Visual Thinking Strategy (VTS) discussion with the following questions:

- What is going on in this image? (This encourages students to identify and articulate their observations.)
- What do you see that makes you think that? (This stimulates analytic skills and self-awareness.)
- What more can we find? (This empowers students to probe more fully into the subject at hand.)

As students explore the document using the three standard VTS questions, begin to focus the dialogue on the features of the document:

- Who do you think the author is?
- Do you think this is the final draft? (Is this something they would turn in to be graded?)
- What do you think the author is using this document to do?
- Why is the revision process important?
- Challenge your students: What was changed and why do you think the author made that change?

Students should notice that sentences and words are crossed out, text is added, sections are pasted in from other sources, and Abraham Lincoln's signature.

This dialogue will build familiarity with the Preliminary Emancipation Proclamation. It will also show students how a document can tell us more than just what the words on the paper say and shed light on the writing and editorial process Abraham Lincoln went through to create the final Emancipation Proclamation.

ACTIVITY 4

UNDERSTANDING WHAT THE PRELIMINARY EMANCIPATION PROCLAMATION SAYS

In this exercise students will explore the question:

“What does the Preliminary Emancipation Proclamation really say?”

Students will explore this question by using the ELA skills of “chunking” the longer text into smaller pieces and then summarizing and finally paraphrasing the text.

Students will work in groups. Assign the groups sections of the Preliminary Emancipation Proclamation.

First, students will chunk their sections by sentence/line (or every couple of sentences/lines where appropriate). Once their section is broken into smaller sections, have students use simple decoding strategies to help understand the text:

- Circle words that are unfamiliar.
- Use context clues to help define these words.
- Look up the meaning of unknown words.
- Write synonyms for these new words in the text.
- Underline important places and people and identify them.
- Read aloud.
- Read multiple times.

As groups begin to analyze and discuss their individual sections, have them first summarize their section as a group but then paraphrase it in their own words individually.

When the groups come back together as a class, a representative from each group should share the summary their group created together with the rest of the class. This can lead to a larger group discussion to facilitate a deeper understanding of how the parts are related.

If students are confused or need clarification about each technique, use the graph below to help explain each step:

RETELLING	PARAPHRASING	SUMMARIZING
Repeating what the author said	Restating what the author said	Condensing what the author said
Using the author’s language	Using language different from the author’s	Using key language from the author to develop a personal summary
Including secondary information	Possibly including secondary information	Focusing on need-to-know elements and eliminating secondary information
Rehearsing (“The author said...”)	Personalizing the message (“How would I say it?”)	Summing up the message (“Basically, the author said...”)

ACTIVITY 5

UNDERSTANDING WHAT THE PRELIMINARY EMANCIPATION PROCLAMATION PROPOSED

Once students have a firm grasp on what the Preliminary Emancipation Proclamation says and what it means, create an opportunity for class discussion on what the document announced would happen and what it would not be able to do.

For this whole-class activity, create a “T” graph on the board. On one side pose the question,

“What did the Preliminary Emancipation Proclamation announce?”

On the opposite side ask,

“What did the Preliminary Emancipation Proclamation not plan for or mention?”

Invite students to give examples of what the document says or does not say, and make sure they can support their examples with evidence from the document itself and/or other research done in class. Once students generate a good list of items on both sides of the “T” graph, re-ask the initial question,

“Did the Preliminary Emancipation Proclamation pave the way toward equal rights for all Americans?”

Modified Activity

If class discussion is not possible or if students will struggle with creating a significant list of items, have students individually, or in small groups, create a poster depicting one thing the Preliminary Emancipation Proclamation promised would happen juxtaposed with one thing that it did not change. The list below can also be used to assign different items to create a more complete representation throughout the class.

WHAT DID THE PRELIMINARY EMANCIPATION PROCLAMATION ANNOUNCE?	WHAT DID THE PRELIMINARY EMANCIPATION PROCLAMATION NOT PLAN FOR OR MENTION?
It set a date for the freeing of slaves in “rebellious” states.	Other slaves were not freed in “loyal” states
It focused the freedom of enslaved people as a reason for the war.	Legalization of slavery
It promised financial aid to non-rebellious states that would free slaves.	Financial aid for rebellious states
Fugitive, or self-emancipated, enslaved people would not be returned to their former “owners” if the owner participated in any way in the rebellion against the Union.	Protection of fugitive, or self-emancipated, enslaved people from former “owners” who did not openly rebel, or help rebel, against the United States
It promised to repay citizens loyal to the Union for loss of property, including enslaved people, caused by the United States during the war	Repayment for loss of property for those considered to be rebelling against the United States

ACTIVITY 6

EXPLORING THE HOPE OF EMANCIPATION

The images used in this activity appeared in the American political magazine *Harper's Weekly, A Journal of Civilization*, which was published in New York City from 1857 until 1916. Remind students that the wood engravings featured below were made at a time long before the invention of the moving images we see today on handheld devices and television, and in the earliest stages of the invention and development of photography. Hand-drawn images like these were the only way for the public to “see” the news.



Emancipation of the Negroes – The Past and the Future, engraving, Thomas Nast (1840–1902), *Harper's Weekly*, January 24, 1863

Examine the image, *Emancipation of the Negroes – The Past and the Future*, and initiate a Visual Thinking Strategy (VTS) discussion with the following questions:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find?

As students explore the engraving using the VTS questions, begin to focus the dialogue on what this image depicts. Can we guess the goals of the artist? Is there a message the artist is trying to convey? What do you think the artist's thoughts on emancipation were? Do you think the artist was accurate in his views of what emancipation provided to black Americans?

Students should then compare *Emancipation of the Negroes* to the illustrations *Pardon and Franchise*, and *Visit of the Ku-Klux*, which were produced shortly after the Civil War, during the Reconstruction Era.

Exploring this imagery and considering information about the Reconstruction and the 13th, 14th, and 15th Amendments, students can revisit the question “Did the Preliminary Emancipation Proclamation pave the way toward equal rights for all Americans?”



Pardon and Franchise, *Harper's Weekly*, August 5, 1865
Thomas Nast (1840–1902)

The two engravings contrast Confederate politicians and generals applying for pardons, which, it was being debated, could give them the right to vote and hold office, with a black Union soldier who has lost his leg and does not have the right to vote.



Visit of the Ku-Klux, *Harper's Weekly*, February 24, 1872
Frank Bellew (1828–1888)

An African American family pulls up to the fireplace in their home and prepares a meal, while a white man, in this case described as a member of the white supremacist group, the Ku Klux Klan, points a rifle at them through the door.

ACTIVITY 7

BEYOND EMANCIPATION: DOES AMERICA PROVIDE FULL RIGHTS FOR ALL CITIZENS?

In this activity, pose the engaging question,

“Does America provide full rights for all citizens?”

Using this question as a basis, students will identify and research a topic in the past or present history of New York State or the United States in which citizens were unable to access the rights provided them as United States citizens. This research can be expressed as a report, graphic novel, poster, or other creative approach approved by the teacher.

In presenting their research, students must:

- Identify the group who experienced or is experiencing inequality in their rights as American citizens.
- Identify the rights that were or are being denied or not protected.
- Identify the movement that formed to fight for the rights in question.
- Identify if they think their group now has those rights, when and how did they win the rights in question.

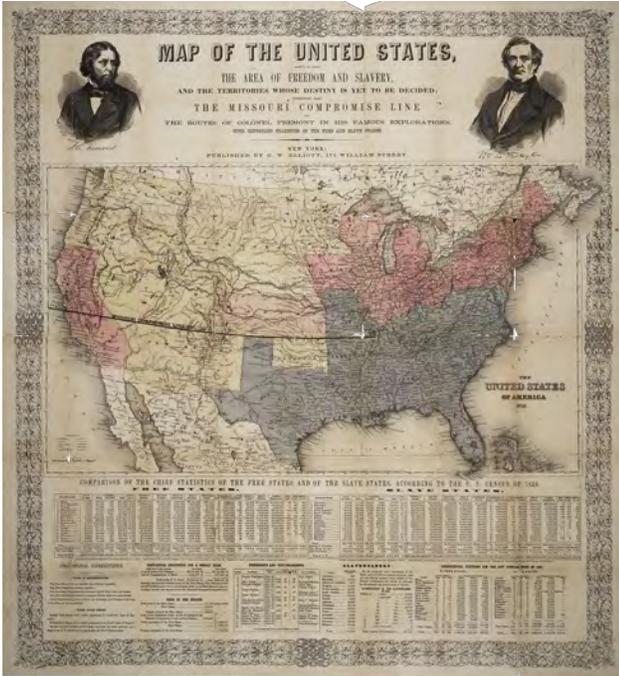
Suggested topics include, but are not limited to:

- Women’s Suffrage
- Native Americans
- Civil Rights
- Equal Rights
- LGBTQ+ Rights
- Formerly incarcerated individuals
- Newly naturalized citizens

STUDENT RESOURCES

Activity 2: What Challenges Did President Lincoln Face?

1. Rebellion: The Southern States Secede from the Union



Map of U.S. Showing Area of Freedom and Slavery, 1856

As new states formed in the western territories, there was conflict over whether states would be slave or free, as each would bring influence and power in Washington, D.C., on conflicting sides of the issue.

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Strong's dime caricatures No. 2, Little Bo-Peep and her foolish sheep, 1861

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www.loc.gov/pictures/item/2008661617



Colton's rail-road and military map of the United States, Mexico, the West Indies, &c., 1862

LIBRARY OF CONGRESS
www.loc.gov/resource/g3700.t1000450/?f=0.051,0.064,0.637,0.376,0



Poor deluded Miss-Sori takes a Secession bath, c. 1861–1865

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www.loc.gov/pictures/item/2005697074/

2. String of Losses: Battles, Soldiers, Equipment



View of ditch, which had been used as a rifle-pit at the Battle of Antietam

Fought near Antietam Creek, Maryland, this was the first major battle to take place on Union soil and was the bloodiest day of battle in the entire Civil War. There was no clear-cut victory for either the U.S. or the Confederacy.

New Yorkers—who comprised approximately 20 percent of the Army of the Potomac—were in the thick of the fight, which resulted in 23,000 total casualties for both sides.

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www.loc.gov/resource/ds.05186/



Charge of the Black Horse Cavalry, Harper's Weekly, August 10, 1861

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www.loc.gov/pictures/item/2008661617

List of Civil War Battles:

American Civil War Story

www.americancivilwarstory.com/list-of-civil-war-battles.html

3. Politics at Home and Abroad



Up a Tree, Punch, 1862

This engraving, which appeared in the British publication *Punch*, depicts a caricature of President Lincoln as a raccoon scared up into a tree by a gun-toting figure named "Colonel Bull," probably meant to represent the Prime Minister John Bull.

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www.loc.gov/item/2006685725/



John Bull Makes a Discovery
Currier and Ives, 1862

In this satirical scene, John Bull, the prime minister of Great Britain, contemplates supporting the Confederate States of America during the cotton shortage in the English textile industry.

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www.loc.gov/pictures/item/2003674569/



Horatio Seymour (1810–1886), Governor of New York State, 1853 to 1854, and 1863 to 1864

Gov. Horatio Seymour refused to authorize the creation of African American regiments in New York State.

Seymour remained committed to the preservation of the Union, but he was vocal in his opposition to emancipation, the draft, and actions—such as Lincoln's suspension of habeas corpus—which Seymour considered attacks on personal liberties.

NEW YORK STATE LIBRARY, MANUSCRIPTS AND SPECIAL COLLECTIONS

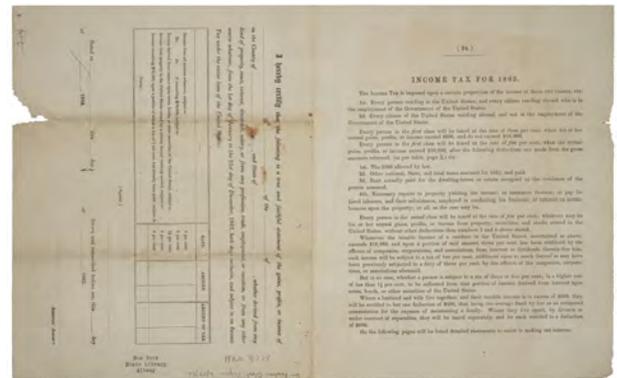
4. Morale: The Spirit of a Nation



"Masterly Inactivity," or Six Months on the Potomac, Frank Leslie's Illustrated Newspaper, Feb 1, 1862

This political cartoon highlighted the Union Army's inability to capture the Confederate capital of Richmond.

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www.loc.gov/item/99614403/



"Income Tax for 1862," U.S. Treasury Department

To finance the war, the Revenue Act established a 3 percent tax on incomes over \$800 per year. The tax was not repealed until 1872.

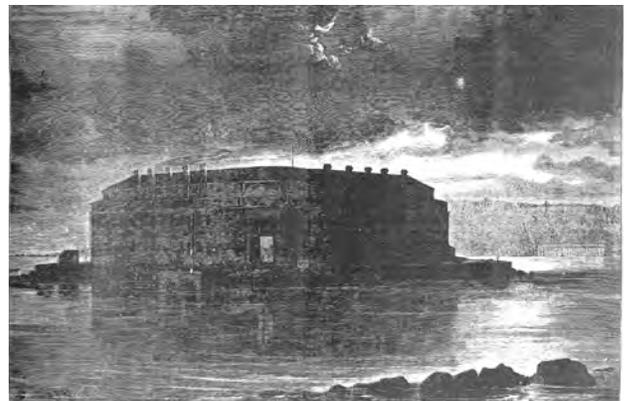
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www.loc.gov/resource/rbpe.23402200?st=gallery



The Albany Contractors, Harper's Weekly, August 10, 1861

As New York industry mobilized for the war effort, some businessmen could not resist the temptation to profit from the conflict.

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Fort Lafayette, Harper's Bazaar, Sept., 7, 1861

The Union used the fort, built in the 1810s at the southern tip of Manhattan in New York Harbor, to hold Confederate and political prisoners during the Civil War.

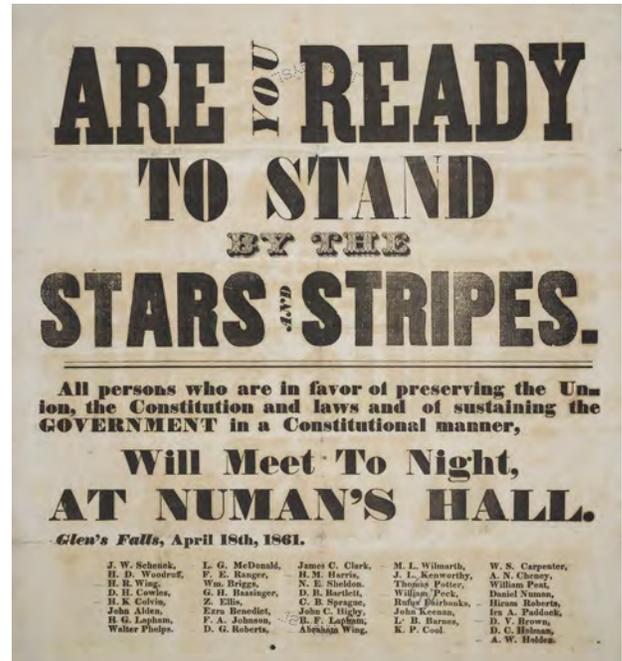
https://en.wikipedia.org/wiki/Fort_Lafayette#/media/File:Fort-lafayette.jpg

5. Limited Resources: Manpower shortages in the Union Army



Local and county governments frequently offered bounty payments to entice soldiers to volunteer for service. A \$100 bounty would be worth over \$2,000 today.

LIBRARY OF CONGRESS
www.loc.gov/item/99614103/



"Are you ready to stand by the stars and stripes?," n.d.

This April 18, 1861, broadside from Glens Falls, New York, called for patriotic citizens to defend the Union.

NEW YORK STATE LIBRARY
<http://exhibitions.nysm.nysed.gov/civilwar/war/1861/>



"A great rush. Cost what it may, the nation must be saved! To join the 36th Regiment New York Volunteers; commanded by Colonel W.H. Brown," poster, Baker & Godwin, printers, New York, n.d.

NEW-YORK HISTORICAL SOCIETY
<http://digitalcollections.nyhistory.org/islandora/object/islandora%3A159459>



Enlisting Irish and German Emigrants on the Battery at New York, *The Illustrated London News*, Sept., 17, 1864

Castle Garden was an entry point into New York City for newly arrived immigrants.

More information about this image is available at:

<http://iln.digitalscholarship.emory.edu/browse/iln45.1278.004/?keyword=castle%20garden>

COURTESY OF "THE CIVIL WAR IN AMERICA FROM THE ILLUSTRATED LONDON NEWS," A JOINT PROJECT BY SANDRA J. STILL, EMILY E. KATT, COLLECTION MANAGEMENT, AND THE BECK CENTER OF EMORY UNIVERSITY.

ADDITIONAL RESOURCES

New York State Library, "Transcript: Preliminary Emancipation Proclamation"

www.nysl.nysed.gov/ep/transcript.htm#page4

New-York Historical Society, "New York Divided: Slavery and the Civil War"

www.nydivided.org/VirtualExhibit/

New-York Historical Society, "Lincoln and New York"

www.nydivided.org/VirtualExhibit/

National Archives and Records Administration, "Preliminary Emancipation Proclamation: A Transcript"

www.archives.gov/exhibits/american_originals_iv/sections/transcript_preliminary_emancipation.html

"The Prayers of Twenty Millions," by Horace Greeley, *New-York Daily Tribune*, August 20, 1862

<https://chroniclingamerica.loc.gov/lccn/sn83030213/1862-08-20/ed-1/seq-4/>

Abraham Lincoln's response to Horace Greeley, *Daily National Intelligencer*, August 23, 1862

<https://www.loc.gov/resource/mal.4233400/?r=-0.606,1.276,2.212,1.359,0>

"The War and How to End It," by Frederick Douglass, speech delivered at Corinthian Hall, Rochester, N.Y., April 1862

<https://rbscp.lib.rochester.edu/4394>

Editorials opposed to the Emancipation Proclamation:

www.sethkaller.com/item/780-22448.01A-Copperhead-Newspaper-Prints,-Then-Criticizes,-the-Emancipation-Proclamation&from=6

www.rarenewspapers.com/view/611877

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By the President of the
United States of America
A. Proclamation

I, Abraham Lincoln, President of the United States of America, and Commander in Chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States, and each of the states, and the people thereof, in which states that relation ~~is~~ ^{or may be} suspended, or disturbed.

That it is my purpose, upon the next meeting of Congress to again recommend the adoption of a practical measure tendering pecuniary aid to the free acceptance or rejection of all slave states, so called, the people whereof may not then be in rebellion against the United States, and which states ^{and} may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate, or gradual abolition of slavery within their respective limits; and that the effort to colonize persons of African descent upon this continent, or elsewhere, will be continued.

Draft Page 1

Abraham Lincoln's Preliminary Emancipation Proclamation.
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Click on image above to return to main Activity.

Download: http://exhibitions.nysm.nysed.gov/First_Step_to_Freedom/PEP-page01.jpg

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, during the continuance in office of the present incumbent,~~ recognize, such persons, ~~as being free,~~ 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.

That the executive will, on the first day of January aforesaid, by proclamation, designate the states, and parts of states, if any, in which the people thereof respectively, shall then be in rebellion against the United States; and the fact that any state, or the people thereof shall, on that day be, in good faith represented in the Congress of the United States, by members chosen thereto, at elections wherein a majority of the

Draft Page 2

Abraham Lincoln's Preliminary Emancipation Proclamation.
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qualified voters of such state shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such state and the people thereof, are not then in rebellion against the United States.

That attention is hereby called to an Act of Congress entitled "An Act to make an additional Article of War" approved March 13, 1862, and which Act is in the words and figures following:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That hereafter the following shall be promulgated as an additional article of war for the government of the army of the United States, and shall be obeyed and observed as such:

Article — All officers or persons in the military or naval service of the United States are prohibited from employing any of the forces under their respective commands for the purpose of returning fugitives from service or labor, who may have escaped from any persons to whom such service or labor is claimed to be due, and any officer who shall be found guilty by a court-martial of violating this article shall be dismissed from the service.

SEC. 2. And be it further enacted, That this act shall take effect from and after its passage.

Also to the ninth and tenth sections of an Act entitled "An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate property of rebels, and for other purposes," approved July 17, 1862, and which sections are in the words and figures following:

SEC. 9. And be it further enacted, That all slaves of persons who shall hereafter be engaged in rebellion against the government of the United States, or who shall in any way give aid or comfort thereto, escaping from such persons and taking refuge within the lines of the army; and all slaves captured from such persons or deserted by them and coming under the control of the government of the United States; and all slaves of such persons found on [or] being within any place occupied by rebel forces and afterwards occupied by the forces of the United States shall be deemed captives of war, and shall be forever free of their bondage, and not again held as slaves.

SEC. 10. And be it further enacted, That no slave, escaping into any State, Territory, or the District of Columbia, from any other State, shall be delivered up, or in any way impeded or hindered of his liberty, except for crime, or some offence against the laws, unless the person claiming said fugitive shall first make oath that the person to whom the labor or service of such fugitive is alleged to be due is his lawful owner, and has not borne arms against the United States in the present rebellion, nor in any way given aid and comfort thereto; and no person engaged in the military or naval service of the United States shall, under any pretence whatever, assume to decide on the validity of the claim of any person to the service or labor of any other person, or surrender up any such person to the claimant, or pain of being dismissed from the service.

Draft Page 3

Abraham Lincoln's Preliminary Emancipation Proclamation.
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And I do hereby enjoin upon and order all persons engaged in the military and naval service of the United States to observe, obey, and enforce, within their respective spheres of service, the act and sections above recited.

And the executive will, ^{in due time} ~~with the next session of Congress~~ recommend that all citizens of the United States, who shall have remained loyal thereto throughout the rebellion, shall (upon the restoration of the constitutional relation between the United States, and their respective states, and people, if that relation shall have been suspended or disturbed) be compensated for all losses by acts of the United States, including the loss of slaves.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington, this twenty second day of September, in the year of our Lord, one thousand eight hundred and sixty two, and sixty two, and of the Independence of the United States, the eighty seventh.

Abraham Lincoln.

By the President:
William H. Seward,
Secretary of State.

Draft Page 4

Abraham Lincoln's Preliminary Emancipation Proclamation.
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Pardon and Franchise, Harper's Weekly, August 5, 1865
Thomas Nast (1840–1902)

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Visit of the Ku-Klux, Harper's Weekly, February 24, 1872
Frank Bellew (1828–1888)

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MAP OF THE UNITED STATES,

THE AREA OF FREEDOM AND SLAVERY,
AND THE TERRITORIES WHOSE DESTINY IS YET TO BE DECIDED;
EXHIBITING ALSO
THE MISSOURI COMPROMISE LINE
AND
THE ROUTES OF COLONEL FREMONT IN HIS FAMOUS EXPLORATIONS,
WITH IMPROVED CHANGES OF THE FREE AND SLAVE STATES.



NEW YORK:
PUBLISHED BY G. W. ELLIOTT, 173 WILLIAM STREET.



COMPARISON OF THE CHIEF STATISTICS OF THE FREE STATES AND OF THE SLAVE STATES, ACCORDING TO THE U. S. CENSUS OF 1850.

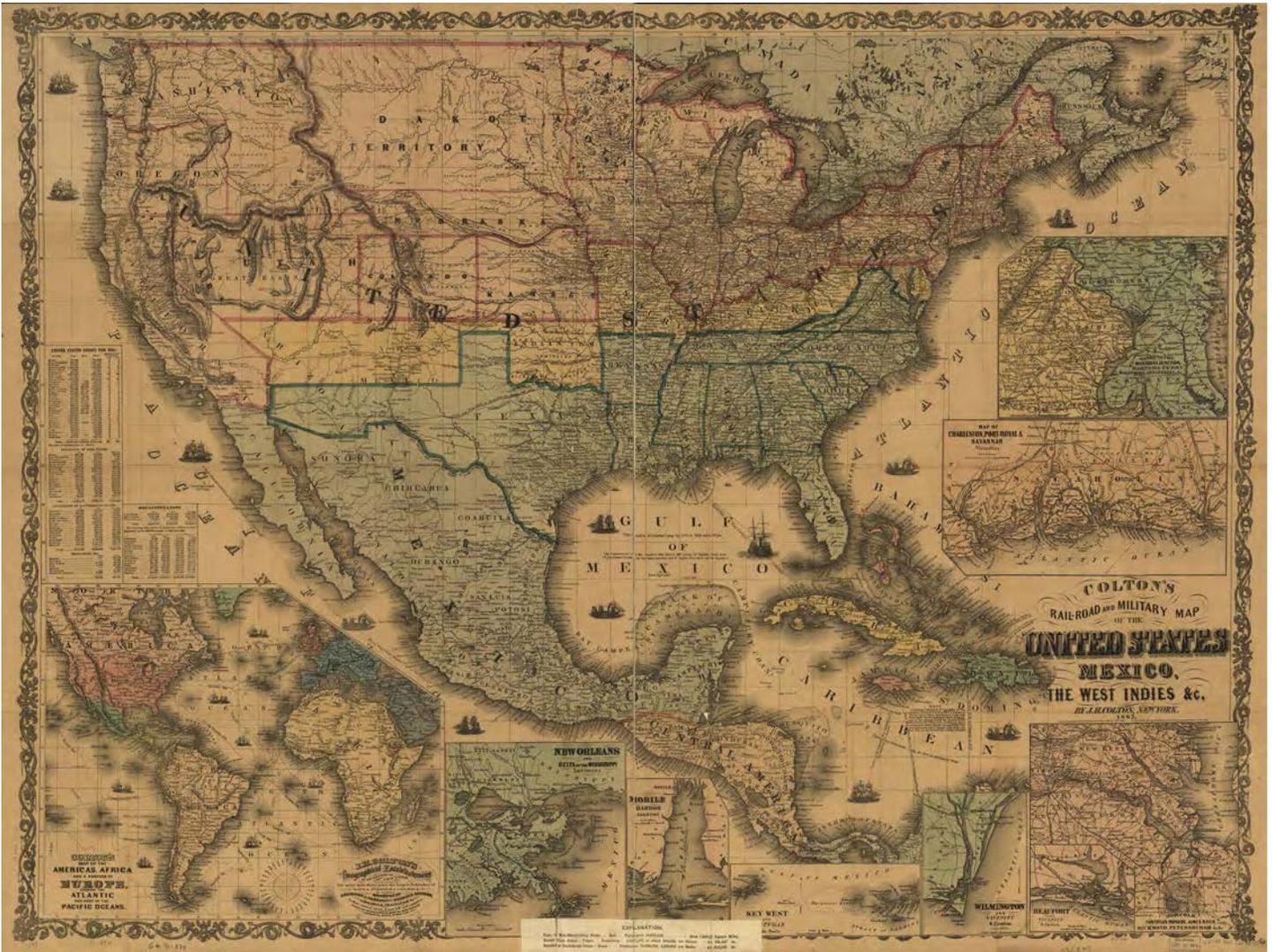
Free States	Slave States	Total
Population	Population	Population
Area	Area	Area
Free Persons	Free Persons	Free Persons
Slaves	Slaves	Slaves
Free Persons per Square Mile	Free Persons per Square Mile	Free Persons per Square Mile
Slaves per Square Mile	Slaves per Square Mile	Slaves per Square Mile
Total Free Persons	Total Slaves	Total Free Persons and Slaves

State	Population	Area	Free Persons	Slaves
Alabama
Arkansas
California
Delaware
Florida
Georgia
Illinois
Indiana
Iowa
Kentucky
Louisiana
Maine
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montgomery
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
Ohio
Oregon
Pennsylvania
Rhode Island
South Carolina
Texas
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Map of U.S. Showing Area of Freedom and Slavery, 1856

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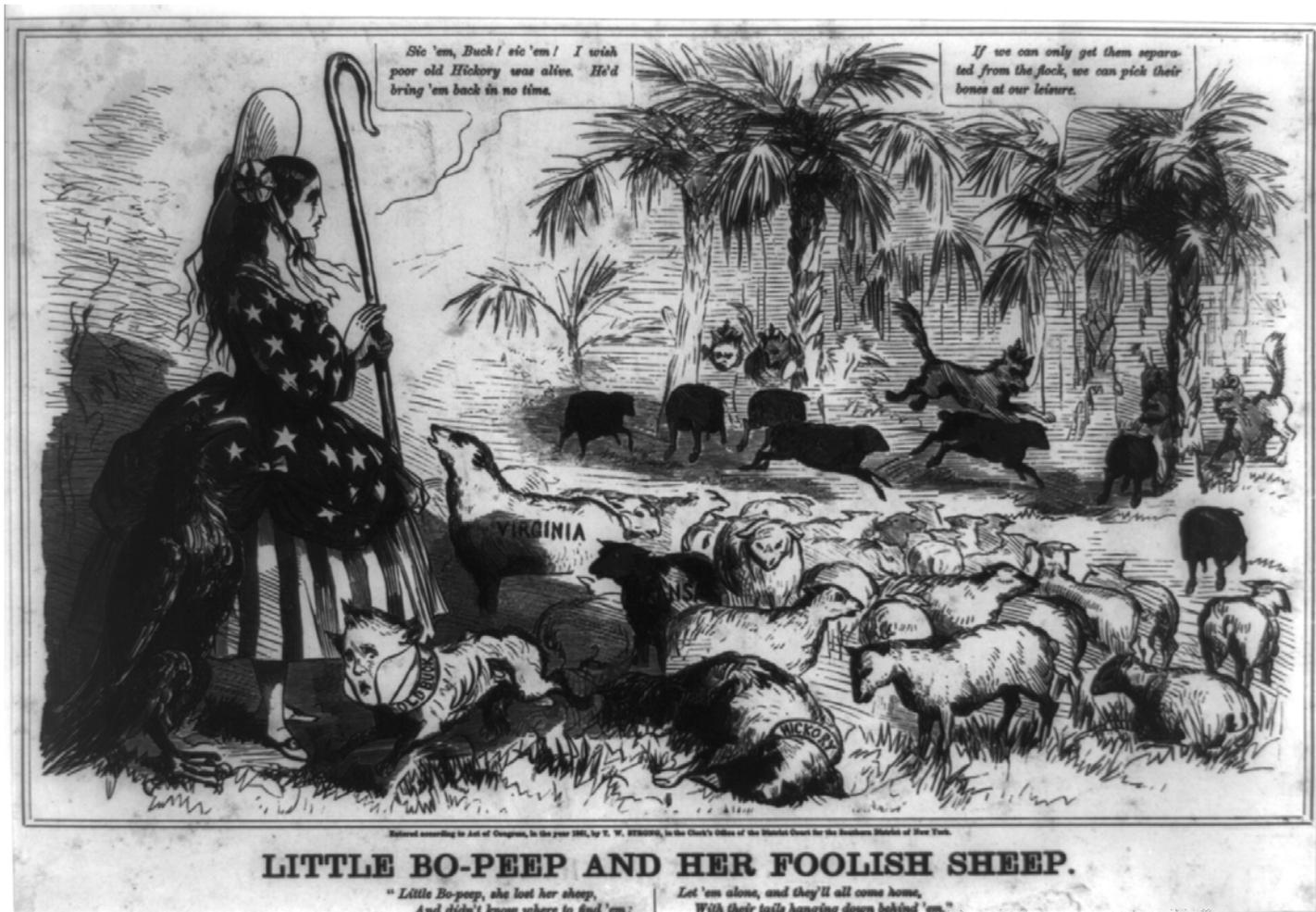
Download: http://exhibitions.nysm.nysed.gov/First_Step_to_Freedom/map-of-us-showing-freedom-and-slavery.jpg



Colton's rail-road and military map of the United States, Mexico, the West Indies, &c., 1862

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Download: http://exhibitions.nysm.nysed.gov/First_Step_to_Freedom/Coltons-1862-map.jpg



Strong's dime caricatures No. 2, Little Bo-Peep and her foolish sheep, 1861

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www.loc.gov/pictures/item/2008661617

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D. Murphy's Son, Print. 65 Fulton & 372 Pearl Street. N. Y.



Poor deluded Miss-Souri takes a Secession bath, and finds it much hotter than she expected!

Poor deluded Miss-Sori takes a Secession bath, c. 1861–1865

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Entered according to Act of Congress, in the year 1862, by ALEXANDER GARDNER, in the Clerk's Office of the District Court of the District of Columbia.

View of ditch, which had been used as a rifle-pit at the Battle of Antietam

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CHARGE OF THE BLACK HORSE CAVALRY UPON THE FIRE ZOUAVES AT THE BATTLE OF BULL RUN.—[See Page 335.]

Charge of the Black Horse Cavalry, Harper's Weekly, August 10, 1861

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“UP A TREE.”

Colonel Bull and the Yankee 'Coon.

'COON. “AIR YOU IN ARNEST, COLONEL?”

COLONEL BULL. “I AM.”

'COON. “DON'T FIRE—I'LL COME DOWN.”

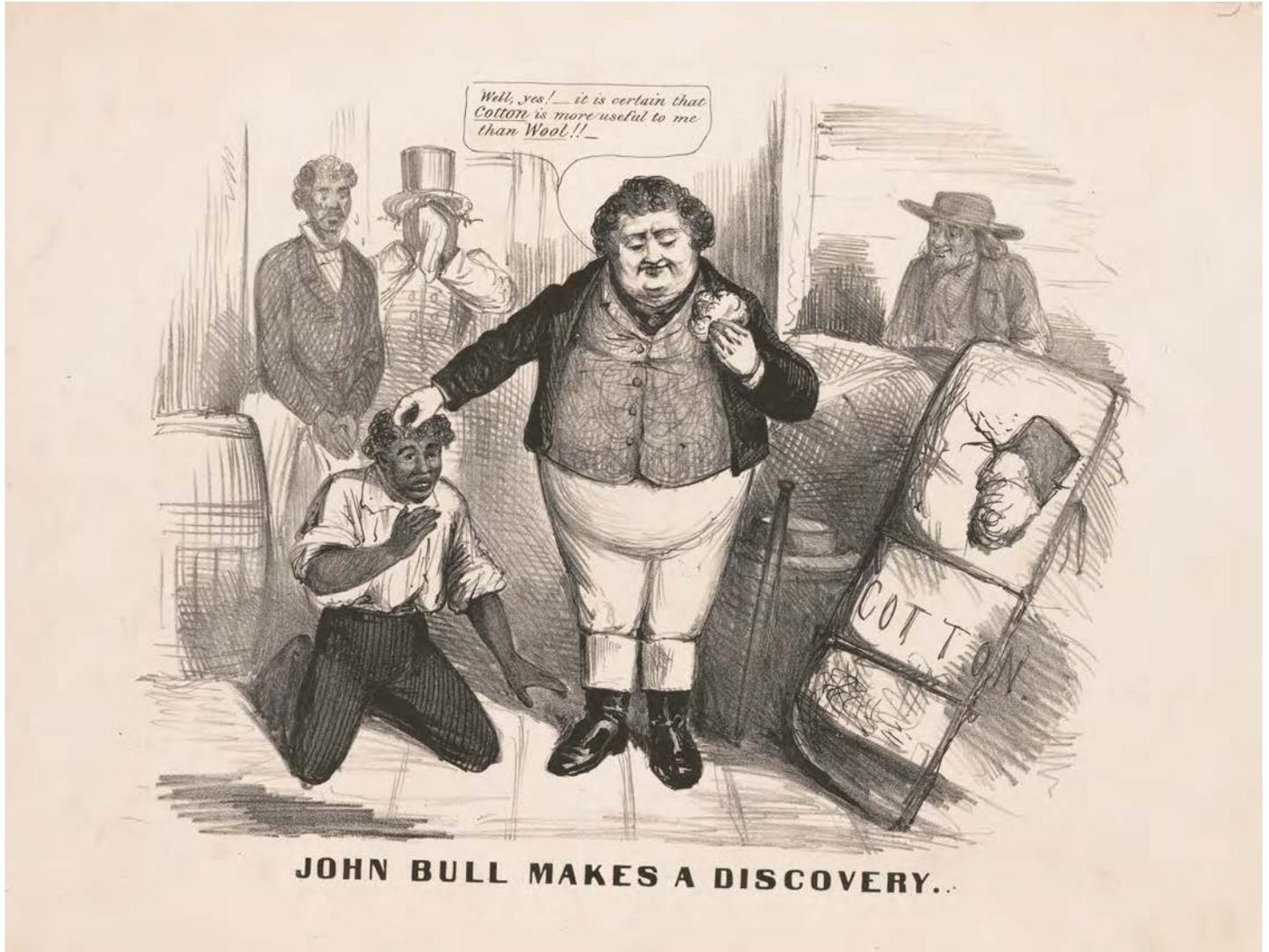
Up a Tree, Punch, 1862

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Download: http://exhibitions.nysm.nysed.gov/First_Step_to_Freedom/up-a-tree-LOC.jpg



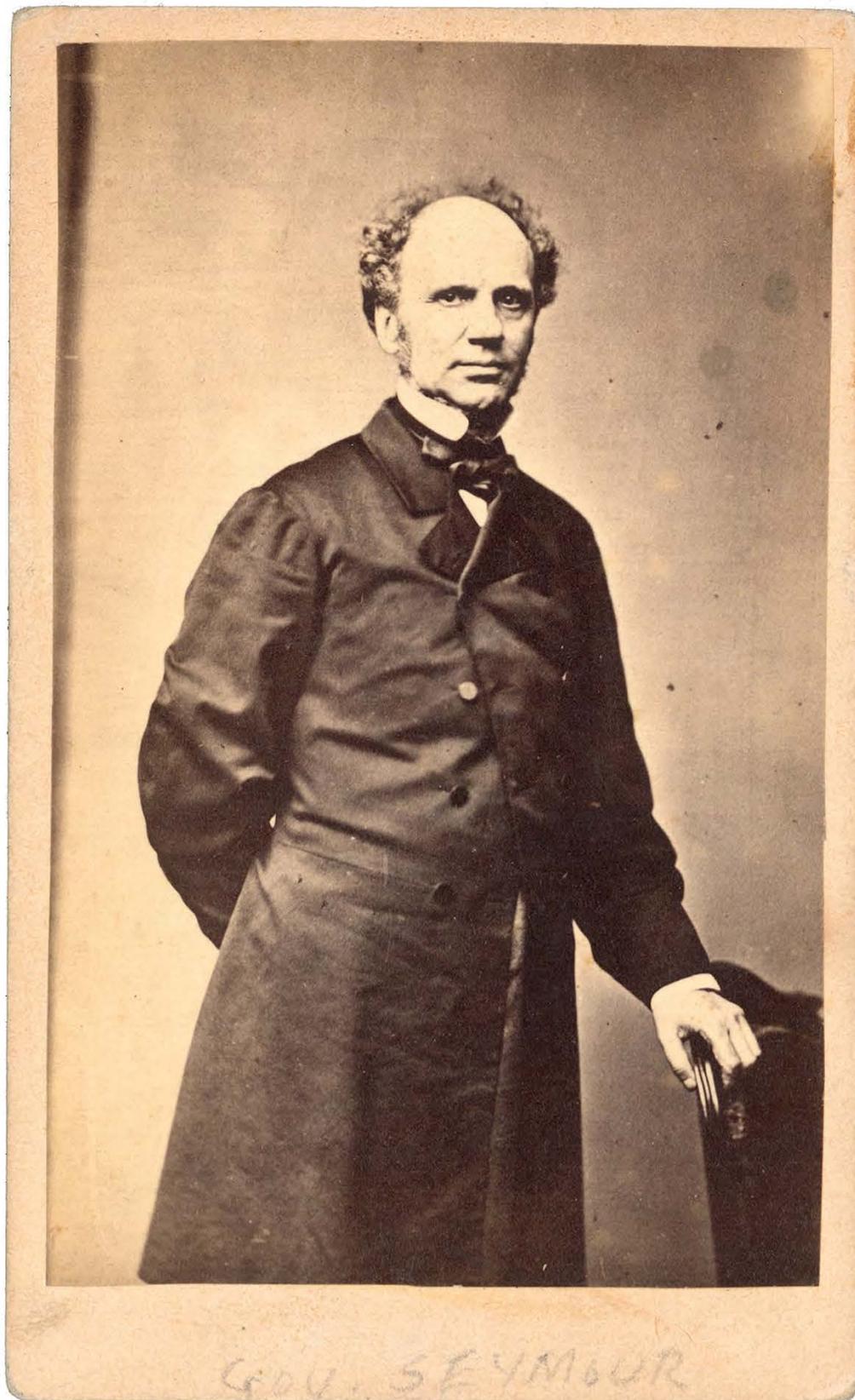
John Bull Makes a Discovery Currier and Ives, 1862

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Download: http://exhibitions.nysm.nysed.gov/First_Step_to_Freedom/John-Bull.jpg

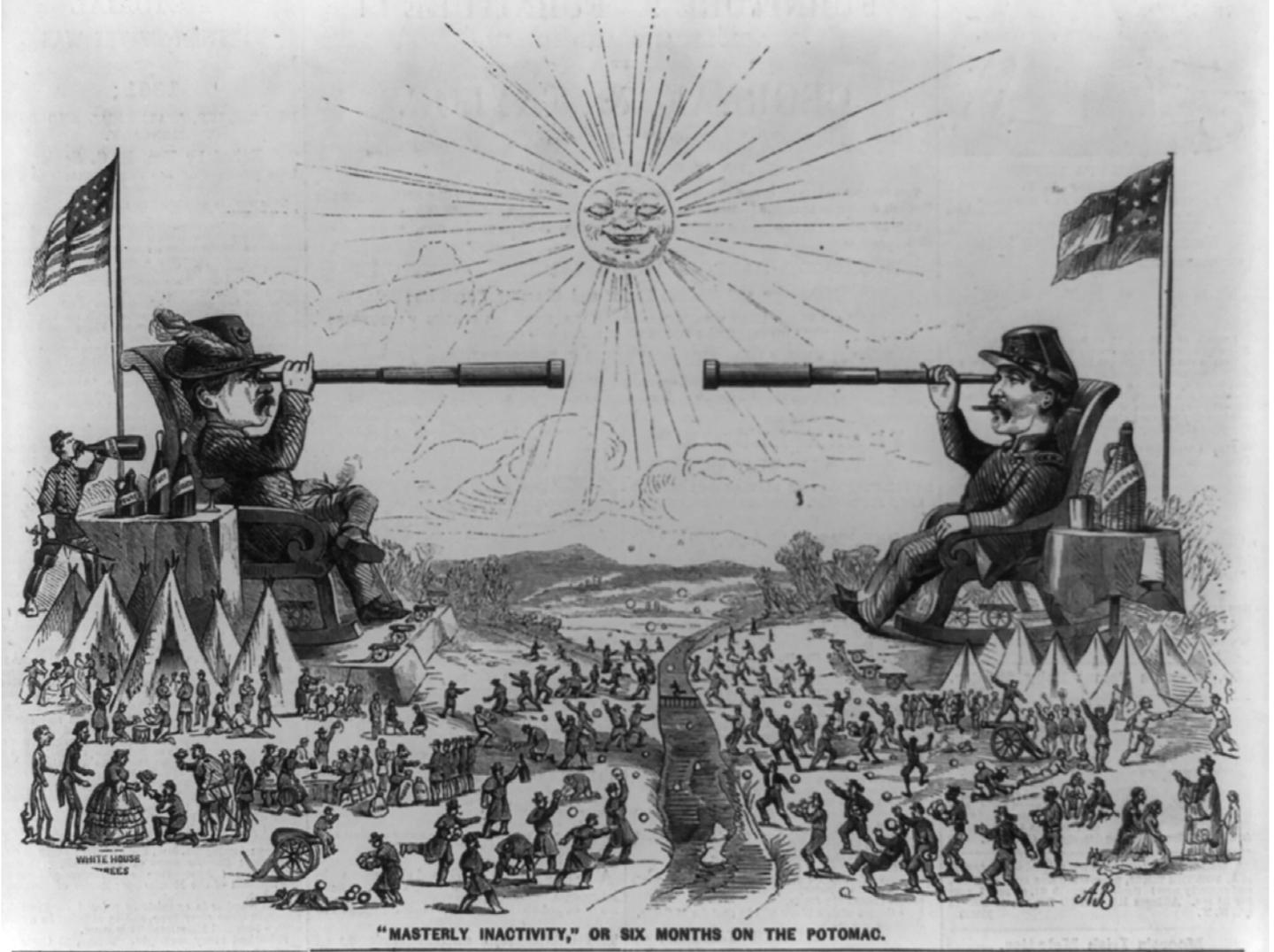


Horatio Seymour (1810–1886), Governor of New York State, 1853 to 1854, and 1863 to 1864

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"Masterly Inactivity," or Six Months on the Potomac, Frank Leslie's Illustrated Newspaper, Feb 1, 1862

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LOUIS NARLEON. "Ah! Ah! mon cher JONATAN, you got vipped at de Bull Run, eh?"
 JOHN BULL. "Yes, 'pon my soul, you're used up now. Better give up."
 JONATHAN. "Why, you Foreign Jackasses, I haven't BEGUN TO FIGHT yet!"



DICTATOR GREELEY dismisses the Cabinet, and Warns Lincoln that he will stand no more Nonsense.
 "A decimated and indignant people demand the immediate retirement of the present Cabinet from the high places of power, which, for one reason or another, they have shown themselves incompetent to fill. The people insist upon new heads of Executive Departments."—New York Tribune, July 23.



The Albany Contractors who have "influence" at Washington, and
 "The blankets served from the State of New York were small in size, bad in texture, and almost rotten, so that you could poke your finger through them. They were not one third the width and size of the army blanket. The same sort of swindling was apparent in tents, blankets, clothes, shoes, &c. * * * * * They had seen men mount guard without pantaloons, walking about on duty in that condition."—EXTRACTS FROM SURGICAL REPORT ON THE CONDITION OF THE ARMY.



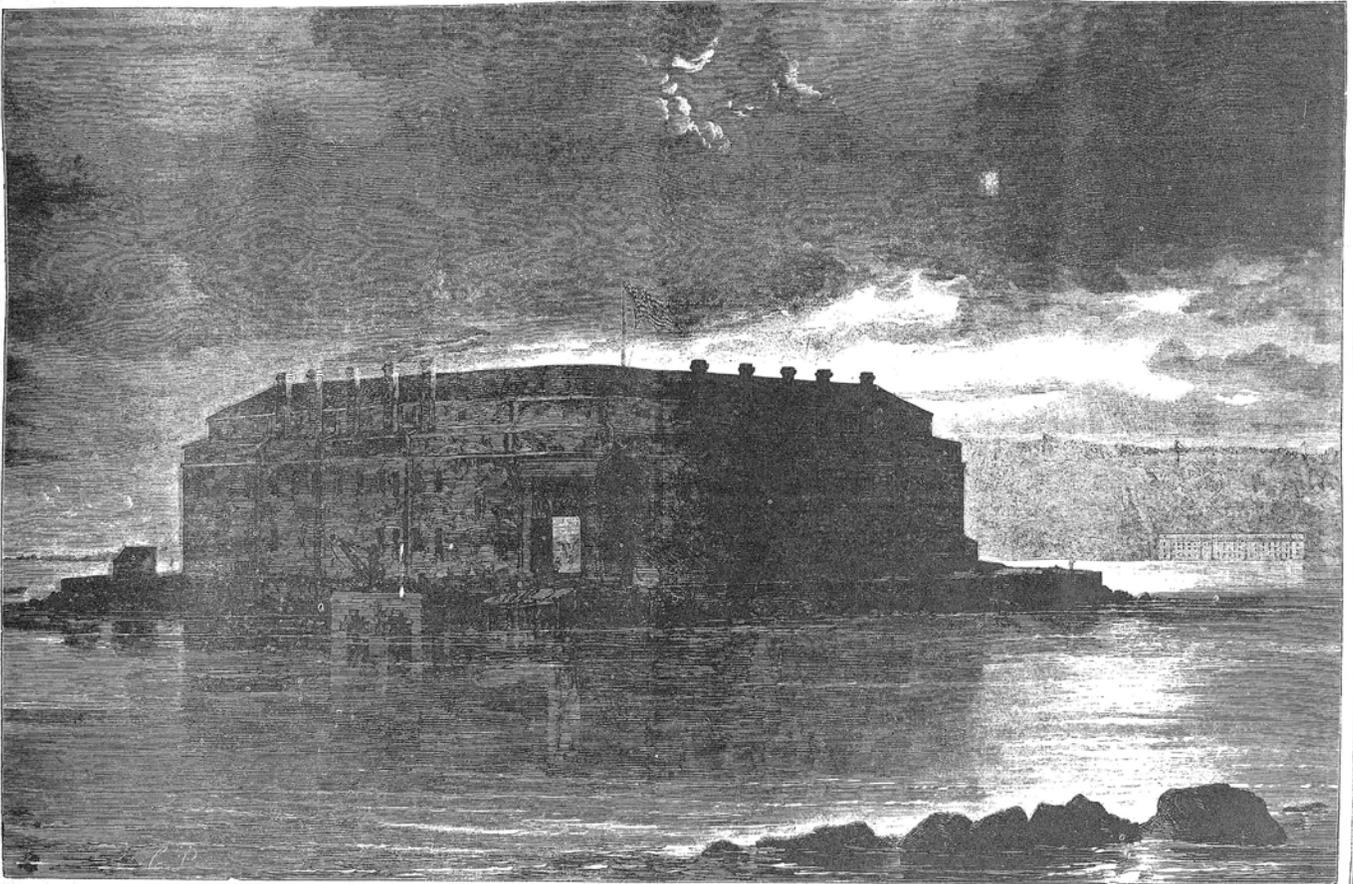
Their Victim.

The Albany Contractors, Harper's Weekly, August 10, 1861

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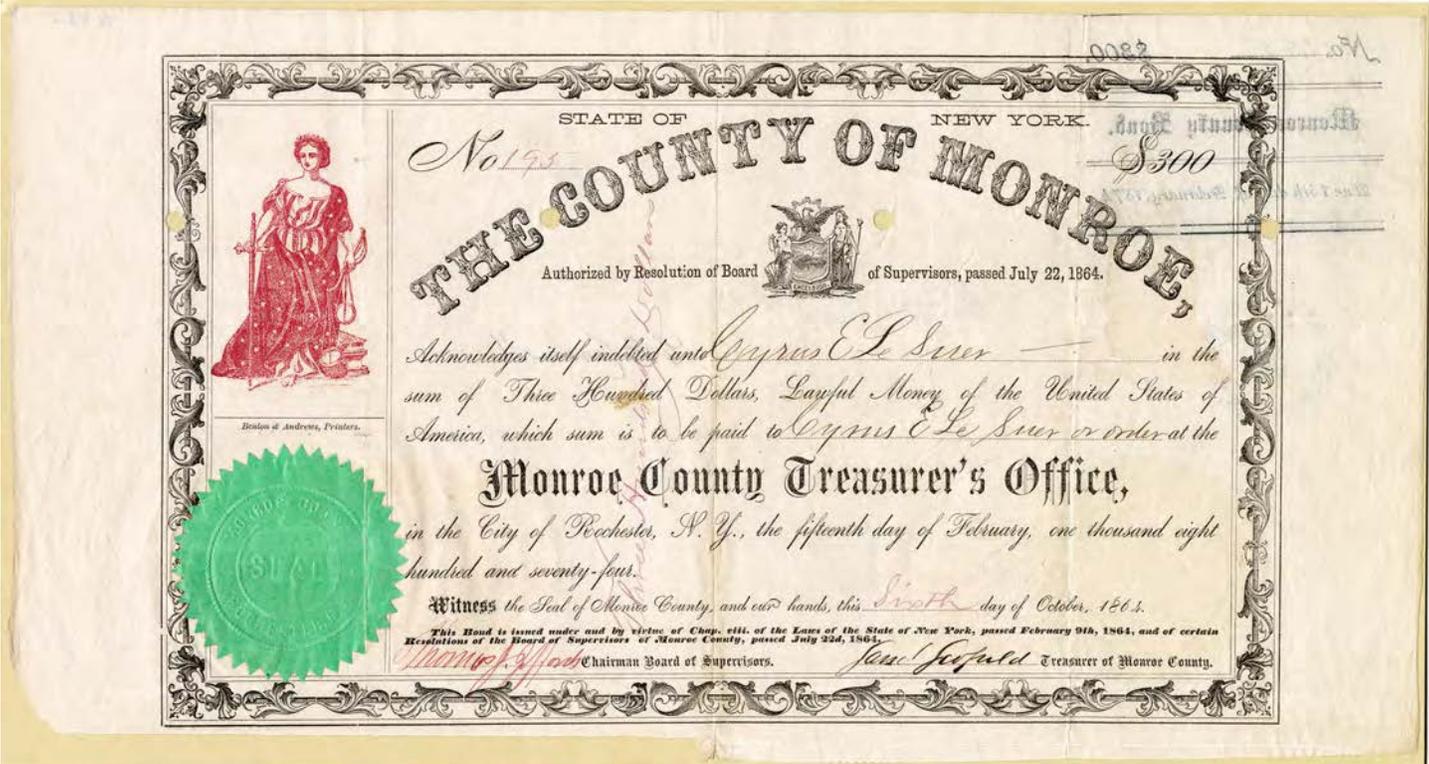
FORT LAFAYETTE, IN NEW YORK HARBOR, WHERE POLITICAL PRISONERS ARE CONFINED.—VIEW TAKEN FROM FORT HAMILTON.—[SEE PAGE 571.]

Fort Lafayette, Harper's Bazaar, Sept., 7, 1861

https://en.wikipedia.org/wiki/Fort_Lafayette#/media/File:Fort-lafayette.jpg

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County of Monroe Bounty Payment, October 6, 1864

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A GREAT RUSH

Cost what it may,



The Nation must be Saved!

36TH REGIMENT

NEW YORK VOLUNTEERS,

Commanded by COLONEL W. H. BROWN.

This fine Regiment, one of the best in the Army of the Potomac, has been an active participant in the engagements on the Peninsula, and particularly distinguished itself during the "SEVEN DAYS' FIGHTING," having captured the Colors of the 14th North Carolina Regiment at the Battle of Malvern Hill. The term of enlistment of this Regiment will be out in

NINE MONTHS.

DON'T WAIT TO BE DRAFTED!

THE USUAL BOUNTY GIVEN.

Recruiting Office, No. 17 CENTRE STREET,

BETWEEN CHAMBERS AND READE STREETS.

Lieut. G. H. MOORE, Recruiting Officer.

BAKER & GODWIN, Printers, Printing-House Square, Opposite City Hall, New York.

"A great rush. Cost what it may, the nation must be saved! To join the 36th Regiment New York Volunteers; commanded by Colonel W.H. Brown," poster, Baker & Godwin, printers, New York, n.d.

NEW-YORK HISTORICAL SOCIETY

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ARE YOU READY TO STAND BY THE STARS AND STRIPES.

All persons who are in favor of preserving the Union, the Constitution and laws and of sustaining the GOVERNMENT in a Constitutional manner,

Will Meet To Night,
AT NUMAN'S HALL.

Glen's Falls, April 18th, 1861.

J. W. Schenck,
H. D. Woodruff,
H. R. Wing,
D. H. Cowles,
H. K. Colvin,
John Alden,
H. G. Lapham,
Walter Phelps.

L. G. McDonald,
F. E. Ranger,
Wm. Briggs,
G. H. Bassinger,
Z. Ellis,
Ezra Benedict,
F. A. Johnson,
D. G. Roberts,

James C. Clark,
H. M. Harris,
N. E. Sheldon,
D. B. Bartlett,
C. B. Sprague,
John C. Higby,
R. F. Lapham,
Abraham Wing,

M. L. Wilmarth,
J. L. Kenworthy,
Thomas Potter,
William Peck,
Rufus Fairbanks,
John Keenan,
L. B. Barnes,
K. P. Cool.

W. S. Carpenter,
A. N. Cheney,
William Peat,
Daniel Numan,
Hiram Roberts,
Ira A. Paddock,
D. V. Brown,
D. C. Holman,
A. W. Holden.

3279

"Are you ready to stand by the stars and stripes?", n.d.

April 18, 1861, broadside, Glens Falls, New York

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<http://exhibitions.nysm.nysed.gov/civilwar/war/1861/>

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Enlisting Irish and German Emigrants on the Battery at New York, *The Illustrated London News*, Sept., 17, 1864

More information about this image is available at:
<http://iln.digitalscholarship.emory.edu/browse/iln45.1278.004/?keyword=castle%20garden>

**COURTESY OF "THE CIVIL WAR IN AMERICA FROM THE ILLUSTRATED LONDON NEWS,"
 A JOINT PROJECT BY SANDRA J. STILL, EMILY E. KATT, COLLECTION MANAGEMENT, AND
 THE BECK CENTER OF EMORY UNIVERSITY.**

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