



Mini-Thinking Pages Lesson Strategies

Learning Objectives: The student will understand the principles of the Constitution. Students will analyze primary sources documents, while using thinking strategies.

TEKS: 8.15D

Materials Needed: Copies of Mini-Thinking Pages for each student and access to the LRE website <https://texaslre.org/liam-learns/> to show the videos.

Teacher Background: The following lesson plan is designed to accompany the Liam Learns: 7 *Principles of the Constitution* video series.

Teaching Strategy: For each video in this series, we have provided a resource called a Mini-Thinking Page. Each page has some suggested processing strategies to enhance the learning of each of the 7 Principles of the Constitution. The page is also divided into two parts. The first part is guided learning, such as teacher directed or partner work with teacher guidance. The second part is for individual student practice or partner work practice. Teachers should give feedback when appropriate.

Limited Government

Part 1 - Teacher Guided: Ask students to complete a thinking process called Cognitive Thinking Markers. Students will individually read the excerpt and use the provided thinking markers to mark up the excerpt.

- Circle - What type of document is this? Who is the author?
- Underline - What is the purpose of the document?
- Star - What is the main idea of the document?
- Box - Why is this document important?
- Question Mark - What parts of the document do you have questions about?
- P, E,S. - What category do you think the document belongs? Write out the following letters in the margin.
 - "P" for Political
 - "E" for Economic
 - "S" for Social

Teacher leads class discussion and gives feedback to students.

Part 2 - Student Practice: Students will work individually or with a partner to complete the multipart questions. These questions have Part A and B. Students should select their answer in both parts by circling or highlighting the correct answer. Teacher leads class discussion and gives feedback to students. Students can individually practice with the short answer response by giving a brief explanation in their own words that demonstrates their understanding of the content.

Suggested Answers:

- Part A: B
- Part B: D

Short Answer Response:

Answers may include:

- Lincoln declared enslaved people free in the states that were in rebellion.
- Enslaved people in the border states remained enslaved.
- Enslaved people could join the Union “armed services”
- The status of freedom was based on the outcome of the war.



Thinking Strategy: Limited Government

Read the excerpt below and use the *Thinking Markers* to help you analyze the document. Add each symbol in the document.

- Circle - What type of document is this? Who is the author?
- Underline - What is the purpose of the document?
- Star - What is the main idea of the document?
- Box - Why is this document important?
- Question Mark - What parts of the document do you have questions about?
- P, E, S. - What category do you think the document belongs? Write out the following letters in the margin. ("P" for Political, "E" for Economic, and "S" for Social)

A Proclamation.

Whereas, on the twenty second day of September, in the year of our Lord one thousand eight hundred and sixty two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"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.....

...Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. Johns, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South-Carolina, North-Carolina, and Virginia, (except the forty eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth-City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons....

...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.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State.

Student Practice

This question has two parts.

Part A

Based on the excerpt, what was the result of Lincoln's Emancipation Proclamation?

- A. It freed all the enslaved people immediately and rewarded the states that had agreed to not secede from the Union.
- B. It changed the goal of the war to freeing the slaves instead of stopping the spread of slavery.
- C. It led to the conclusion of the war as the South surrendered.
- D. It supported the Constitution and helped to lead to the passage of the 15th Amendment.

Part B

Which statement does NOT provide evidence to support how the Emancipation Proclamation shows the principle of Limited Government?

- A. "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;"
- B. "therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion"
- C. "sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, "
- D. "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."

Short Answer Response:

Directions: Answer the question below and give a brief explanation in your own words that demonstrates your understanding of the content.

Did Lincoln free the enslaved people in the Emancipation Proclamation?