



# Lincoln Lesson Plans

Grade Level:  
8

## Materials

- Viewer and Research Guide: Robert Berks: Sculptor
- Viewer and Research Guide: Robert Berks: Sculptor Teacher Key
- Handout: Lincoln Quotes
- Handout: Documents of the United States

## Vocabulary

13th Amendment  
Emancipation Proclamation  
purpose of art: narrative  
primary source  
secondary source

## Art Tells History's Stories

### Length

5 class sessions

### Concepts/Objectives

- Students will experience art created for a narrative purpose and see video of the artists.
- Students will examine the historical events portrayed in the art.
- Students will analyze the influence of President Abraham Lincoln, the Emancipation Proclamation and the 13th Amendment.
- Students will be able to describe the narrative function of art.
- Students will use primary and secondary sources to interpret the historical significance of President Abraham Lincoln, the Emancipation Proclamation, and the 13th Amendment.

### Activities

- Students will examine the work of notable art portraying Lincoln and aspects of the Civil War.
- Students will research the life of Lincoln and key events in the Civil War to interpret the art and historical information.
- Students will reflect upon statements in the U.S. Constitution, Declaration of Independence, Emancipation Proclamation, and the 13th Amendment.
- Students will prepare short speeches connecting historical information to artistic observation.

### Lincoln Resources

From *Lincoln: I, too, am a Kentuckian*

- Segment 16: Lincoln and the Civil War

Other online segments:

- Sculptor Ed Hamilton
- Sculptor Robert Berks

Optional:  
**Kentucky Life** segment on Ed Hamilton's Spirit of Freedom (found on the Bonus Disc of *Lincoln: I, too, am a Kentuckian* or can watch online through [www.ket.org/cgi-bin/tvschedules/episodepl?nola=KKYLI+000721](http://www.ket.org/cgi-bin/tvschedules/episodepl?nola=KKYLI+000721))

## Instructional Strategies and Activities

### Preparation

The purpose of the lesson is to examine Lincoln, the Emancipation Proclamation, and the 13th Amendment through art. Through looking at artistic interpretations and examining art's narrative purpose, students should gain fresh perspective on the reality of historical events and the impact on human lives. The lessons could be used to introduce or review the historical impact of Abraham Lincoln and the Civil War.

Also, the performance assessment may be researched over a longer period of time with the performances occurring as a one day culminating event. Teachers may chose to describe the Performance assessment at the beginning of the five days to help students prepare for the performance.

## Day One

Show the **Kentucky Life** video segment on Robert Berks, sculptor. Have students use the handout Viewer and Research Guide. Depending on the ability of the class, you may choose to pause and reinforce key concepts in response to the video.

After viewing the video, students will use the dictionary and other resources to complete the research guide. Allow students to work in pairs to complete the blanks and research.

Replay the video to double-check responses and then discuss the answers.

Possible in-class or homework assignment: Have students use the completed viewer and research guide to write a magazine feature article as described in Writing for the Lesson.

## Day Two

Define primary and secondary sources. As a class make a list of what kinds of primary and secondary sources exist regarding Abraham Lincoln.

As a class, explore what you already know about President Abraham Lincoln in the following categories: Lincoln's beliefs, Lincoln's accomplishments, and Lincoln's legacy.

Give out the handout Lincoln's Quotes. Have students begin organizing the quotes into a collage. Then have them use their drafts to take notes while watching the video segment Lincoln and the Civil War.

After viewing the video segment have students add more detail to their collages to enrich the meaning and effect. Allow students to complete their collages as homework adding primary and secondary source information and images.

## Day Three

Introduce Ed Hamilton. He is a Kentucky artist who has created numerous works of public art, several portraying prominent African Americans. If time allows and you have access to the full DVD *Lincoln: I, too, am a Kentuckian* show the segment Sculptor Ed Hamilton located on the Bonus Disc. You can also find the **Kentucky Life** program (#721) for viewing online at [www.ket.org/cgi-bin/tvschedules/episode.pl?nola=KKYLI+000721](http://www.ket.org/cgi-bin/tvschedules/episode.pl?nola=KKYLI+000721). (The Hamilton segment begins about halfway through the program.)

If showing this segment, guide students to consider how Hamilton's work tells history's stories as they view the segment. Students should be attuned to looking for answers to the questions while viewing the video.

1. What are some of the public works of art that Ed Hamilton has created?
2. How does Hamilton's work fulfill the narrative purpose of art?
3. As an African American, why is this important to Ed Hamilton?
4. What is Hamilton's work *The Spirit of Freedom* about?

### Kentucky Academic Content

#### Academic Expectations

1.12  
1.13  
2.20  
2.24  
2.25  
2.26

#### Program of Studies

SS-8-HP-U-3  
SS-8-HP-S-2  
SS-8-CS-U-3  
SS-8-CS-S-4  
AH-8-PCA-U-1  
AH-8-PCA-U-3  
AH-8-PCAS-VA1  
AH-8-HA-U-1

#### Core Content

SS-08-5.1.1  
SS-08-2.3.1  
AH-08-3.4.1  
AH-08-2.4.1

## Writing for the Lesson

Have students use the viewing handout about sculptor Robert Berks to write stories in the style of a magazine feature article. A review of the video may be useful in gathering more quotes or details for the story. The article should include observations about the artist's style, experience, and unique perspective and dedication to creating images of President Abraham Lincoln. The article may be enriched by additional research regarding the artist or the subject.

As a class, discuss the video.

- What are some of the public works of art that Ed Hamilton has created? *Public statues of Boxer Joe Lewis, Whitney Young, Jr., Booker T. Washington, etc.*
- How does Hamilton's work fulfill the narrative purpose of art? *His work tells many stories from history. For example, seeing a statue of Booker T. Washington helps us focus on who he was and what he did.*
- As an African American, why is this important to Ed Hamilton? *He said that some of the stories and people are not prominently featured. His work brings their stories and contribution to the public mind.*
- What is the *Spirit of Freedom* about? *It is an African-American Civil War memorial.*

Other ways to introduce this topic: Have students do a web search as homework the night before to answer the questions. Or, do your own introduction about Hamilton that provides this information as you project an image of the *Spirit of Freedom*.

Possible narrative:

*This work is called the Spirit of Freedom. Someone who creates work like this is called a sculptor. Ed Hamilton is a Kentuckian and a sculptor. He created this work, called the Spirit of Freedom. It is called the Spirit of Freedom because it is about the hope and strength of African Americans during the Civil War. Many African-American men fought in the Civil War. This was a hard time in our country. Slavery was legal. The states were divided over the issue. Ed Hamilton shows one man in the Navy and others carrying guns. The shape of the monument is like the flag. But there's more than one side to the monument. On the other side of the monument, there are women and children. They are also part of the Spirit of Freedom. The angel here represents the Spirit of Freedom guiding the people through war and difficulty.*

Distribute the handout Documents of the United States. Read excerpts from the Emancipation Proclamation and the 13th Amendment. Discuss: How were these documents part of the spirit of freedom?

Tell students that Ed Hamilton is unveiling a new statue of Abraham Lincoln in 2009. The statue will be located in Louisville's Waterfront Park. Tell students to consider these questions as they watch a video segment about Hamilton's Lincoln statue:

How does Hamilton's work fulfill the narrative purpose of art?  
Why is this important to Ed Hamilton as an African American?

Show the **Louisville Life** Segment Sculptor Ed Hamilton.

Discuss the questions. If time allows, students could write their responses.

## Day Four

Have students complete the Open Response Assessment.

## Day Five

Have students complete the Performance Assessment.

# Support/Connections/Resources

## Life Masks

<http://showcase.netins.net/web/creative/lincoln/resource/masks.htm>

Abraham Lincoln's life masks

[www.npg.si.edu/exh/travpres/lincs.htm](http://www.npg.si.edu/exh/travpres/lincs.htm)

Smithsonian art and life masks of Abraham Lincoln

## Art

[www.louisvillewaterfront.com/projects/lincoln/](http://www.louisvillewaterfront.com/projects/lincoln/)

Lincoln sculpture at Louisville's Waterfront Park

[http://edhamiltonworks.com/spirit\\_of\\_freedom.htm](http://edhamiltonworks.com/spirit_of_freedom.htm)

Ed Hamilton's page featuring Spirit of Freedom sculpture

<http://edhamiltonworks.com/lincoln.htm>

Ed Hamilton's information about the Louisville waterfront sculpture of Lincoln

<http://robertberksstudios.com/b5.html>

The story of Robert Berks work

Photography of Matthew Brady

<http://lcweb2.loc.gov/ammem/cwphtml/cwbrady.html>

Library of Congress information about Matthew Brady

## Documents

[www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/)

National Archives text of the Emancipation Proclamation

[www.ourdocuments.gov/doc.php?doc=40&page=transcript](http://www.ourdocuments.gov/doc.php?doc=40&page=transcript)

Text of the 13th Amendment

[www.archives.gov/exhibits/charters/declaration\\_transcript.html](http://www.archives.gov/exhibits/charters/declaration_transcript.html)

Transcript of the Declaration of Independence

## Applications Across the Curriculum

### Language Arts

Analyze Lincoln's use of transactive writing skills in the Gettysburg Address. You can have students listen to Sam Waterston's delivery in the audio clip at the KET Lincoln web site. You will find the text online at [http://avalon.law.yale.edu/19th\\_century/gettyb.asp](http://avalon.law.yale.edu/19th_century/gettyb.asp).

### Science

It is believed that Mount Rushmore will only erode one inch in 10,000 years. Conduct an investigation into the types of material best suited for permanent public art.

### Mathematics

An important component of understanding the significance of Abraham Lincoln is understanding the impact of the Civil War to America. Compare and examine the percentage of people who fought and the fatalities of the Civil War with other major wars fought by the United States. Create a data display. The web address [www1.va.gov/opa/fact/amwars.asp](http://www1.va.gov/opa/fact/amwars.asp) has a fact sheet from the U.S. Department of Veteran Affairs and a summary page of soldiers and fatalities in all major U.S. wars.

# Open Response Assessment

## Vocational Studies

Using Ed Hamilton's biography found at <http://edhamiltonworks.com/biography.htm>, examine his experience and the opportunities that led to him becoming a renowned public artist. Brainstorm other types of artistic skills used in interpreting history.

Note: The KET Visual Arts Toolkit shows the process of Ed Hamilton creating a piece of public art. This would be a great companion study to this lesson.

**Prompt:** Lincoln is one of four U.S. presidents included on one of America's most famous monuments, Mount Rushmore.

**Directions:** Why should Lincoln be included in this memorial? Support your answer with at least three historical facts. How are the Emancipation Proclamation and the 13th Amendment part of the legacy of Lincoln? What influences do public artworks depicting Lincoln have on you?

## Open Response Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none"><li>• The response shows an excellent understanding of Abraham Lincoln's historical contribution including the 13th Amendment and Emancipation Proclamation.</li><li>• The student supports his answer with at least three historical facts.</li><li>• The writer reflects on the use of narrative public art to inform and remind.</li></ul>	<ul style="list-style-type: none"><li>• The response shows good understanding of Abraham Lincoln's historical contribution including the 13th Amendment or the Emancipation Proclamation.</li><li>• The student supports his answer with at least two historical facts.</li><li>• The writer reflects some understanding of the influence of public narrative art.</li></ul>	<ul style="list-style-type: none"><li>• The response shows basic understanding of Abraham Lincoln's historical contribution.</li><li>• The student supports his answer with at least one historical fact or may include some erroneous information.</li><li>• The student attempts to reflect on the personal impact of public art.</li></ul>	<ul style="list-style-type: none"><li>• The response shows minimal understanding of Abraham Lincoln's historical contribution.</li><li>• The writing includes information that is incorrect or incomplete.</li><li>• Student does not reflect on the personal impact of public art.</li></ul>	<ul style="list-style-type: none"><li>• No answer or irrelevant response</li></ul>

# Performance Assessment

**Performance Event:** Select a piece of art and explain how the art shares important historical information.

Choose from Robert Berks' Lincoln sculpture at the Kentucky History Center, the Lincoln Statue at Waterfront Park in Louisville, and the *Spirit of Freedom* in Washington DC.

Research historical information concerning the work. Prepare a short speech that would be appropriate to deliver to a tour group communicating the historical relevance of the subject and key historical events that connect to the art.

**Directions:** Prepare a 1-2 minute speech communicating the historic relevance and artistic contribution of a piece of art. You may choose from the Robert Berks' Lincoln sculpture at the Kentucky History Center, the Lincoln statue at Waterfront Park in Louisville, and the *Spirit of Freedom* in Washington DC. You will deliver this speech as if talking to a tour group of middle school students studying Lincoln and the Civil War.

Give your speech a clear introduction, body, and conclusion designed to capture and keep the attention of your audience. Include at least 5 facts in your speech.

## Adaptations for Diverse Learners/ Lesson Extensions

In making adaptations for students with special needs, the performance assessment could be altered to provide a structure for students describing the art. To assist the telling, the video could be played or paused on a particular segment without sound. The teacher could model the structure through numerous stories. Students would then do their own storytelling of the pieces. This would combine the goals of the open response and performance assessment. Students would use the template to make their own interpretations and connect historical facts to the art. Students could re-tell their stories many different ways (spoken and written) in preparation for the performance for the class.

### Performance Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none"> <li>• The speaker provides detailed historical information as well as information about the creation of the art.</li> <li>• The speech indicates thorough research and observation of the history and the art.</li> <li>• The historical information is correct and factual relating the artwork to the time of Abraham Lincoln.</li> <li>• The speech is 1-2 minutes long and includes at least 5 facts.</li> <li>• The speech has a clear introduction, body and conclusion that capture the interest of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker provides historical information as well as information about the creation of the art.</li> <li>• The speech indicates research and observation of the history and the art.</li> <li>• The speech is 1-2 minutes in length and includes at least 4 historical facts.</li> <li>• The speech has an introduction, body, and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker includes at least 3 facts in the speech.</li> <li>• The speech indicates some research and observation of the history and the art.</li> <li>• The speaker makes a general effort to communicate with the audience, although the organization may be somewhat unclear.</li> <li>• The speech may be over 2 minutes or under 1 minute in length.</li> </ul>	<ul style="list-style-type: none"> <li>• The speaker has 2 or less facts in the speech.</li> <li>• The speech indicates minimal research and observation of the history and the art.</li> <li>• Minimal effort is made to communicate clearly to the audience and the speech may be significantly over 2 minutes or under 1 minute.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonparticipation</li> </ul>

# Multiple Choice Questions

1. Robert Berks is best known as a
  - A. painter.
  - B. sculptor.
  - C. historian.
  - D. politician.
2. To create a bust of Abraham Lincoln for Kentucky in 1958, Robert Berks based his art mostly upon
  - A. Matthew Brady's original photographs and a life mask.
  - B. an oil portrait from Lincoln's time.
  - C. pen and ink drawings and diary descriptions.
  - D. newspaper accounts describing Lincoln's features.
3. Matthew Brady is best known for
  - A. his photographs of the 1960s Civil Rights movement.
  - B. sculpting international leaders in the 1920s.
  - C. documenting the Civil War through photographs.
  - D. painting portraits of famous leaders.
4. The *Spirit of Freedom* is a public work of art in Washington, DC, featuring
  - A. Confederate soldiers and their families.
  - B. African-American soldiers and their families in the Civil War.
  - C. African Americans working during the Civil Rights movement.
  - D. present day African Americans serving their country.
5. The Emancipation Proclamation
  - A. freed all the slaves in the Union.
  - B. freed all the slaves in Kentucky.
  - C. freed all the slaves in the Confederacy.
  - D. freed only the slaves in Maryland.
6. The 13th Amendment
  - A. gave women the right to vote.
  - B. gave black men the right to vote.
  - C. reinstated the Confederacy in the Union.
  - D. abolished slavery.
7. The document that states "All men are created equal" is the
  - A. Emancipation Proclamation.
  - B. Bill of Rights.
  - C. U.S. Constitution.
  - D. Declaration of Independence.
8. The document that begins "We the People of the United States, in Order to form a more perfect Union..." is the
  - A. Emancipation Proclamation.
  - B. Bill of Rights.
  - C. U.S. Constitution.
  - D. Declaration of Independence.

9. Abraham Lincoln wrote the
- A. Emancipation Proclamation.
  - B. Bill of Rights.
  - C. U.S. Constitution.
  - D. Declaration of Independence.
10. A letter written by Abraham Lincoln to his friend Joshua Speed is an example of a
- A. secondary source.
  - B. founding document.
  - C. primary source.
  - D. personal reference.

**Answer Key for  
Multiple Choice  
Questions**

- 1. B
- 2. A
- 3. C
- 4. B
- 5. C
- 6. B
- 7. D
- 8. C
- 9. A
- 10. C

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# Viewer and Research Guide

## Robert Berks: Sculptor

### Place a check by the sculptures you see in the video.

President John F. Kennedy \_\_\_\_\_  
Civil Rights leader Martin Luther King, Jr. \_\_\_\_\_  
Scientist Albert Einstein \_\_\_\_\_  
President Harry Truman \_\_\_\_\_  
President Lyndon B. Johnson \_\_\_\_\_

### What does the sculptor say?

“When I start a head, I feel like I’m a man from another planet. And each head is a completely \_\_\_\_\_ thing. One of the things I feel is where do I start? What am I? So, most of the time I feel like a fly landing on a mountain.”

After the video:

Why do you think an artist would have this perspective?

“I think I’ve reached in this head a profundity that I’ve never reached in a sculpture before.”

After the video: Look up the definition for profundity.

What does profundity mean?

How could it relate to the creation of the Lincoln sculpture by Robert Berks?

### What sources did the sculptor use?

Lincoln’s family hated every photograph of him. He had to sit without moving for \_\_\_\_\_ minutes to have a photograph taken. This made people look stiff.

Berks had access to the photography of Matthew Brady, a renowned photographer in the period of the Civil War. How did the technology of photography at the time both help and hurt our view of historical figures?

Berks borrowed the life mask of Abraham Lincoln that sculptor Leonard Volk made between the election and the inauguration. Berks said, “I really learned that face.”

### After the video: Robert Berks used two types of primary sources in creating his sculpture.

1. Photographs by \_\_\_\_\_ (You can check at the web site of Robert Berks.)
2. The \_\_\_\_\_ by Leonard Volk

### **How did the sculptor convey Lincoln?**

“Something happens when you’re an artist that you have all the rules you learned and you start out that way. But, there’s a magic moment when that “aha” comes and you got to go with it. You got to forget all the rules and let it go.”

Berks believed that Lincoln’s inner warmth neutralized the harshness of his features. Berks said that Lincoln probably had the ability to evaluate people quickly. Berks compared this quality to that of President \_\_\_\_\_ who would “size people up” quickly when he met them.

“The iris of the eye is a hollow, it’s a cavern. They say you look into the soul. Somehow the whole sadness, the horror of the Civil War, I think I’ve got in those eyes the whole Civil War.”

**Your ideas: What can we learn by looking at a sculpture of Abraham Lincoln?**

# Viewer and Research Guide

## Robert Berks: Sculptor

### Teacher Key

**Place a check by the sculptures you see in the video.**

All are viewed in the video.

President John F. Kennedy

Civil Rights leader Martin Luther King, Jr.

Scientist Albert Einstein

President Harry Truman

President Lyndon B. Johnson

“When I start a head, I feel like I’m a man from another planet. And each head is a completely **startling** thing. One of the things I feel is where do I start? What am I? So, most of the time I feel like a fly landing on a mountain.”

After the video: Consider why Robert Berks said “each head is a completely startling thing.” Why do you think an artist would have this perspective? **Many answers are correct. Students should reflect upon how the artist begins with a fresh perspective as an observer, keenly aware of the magnitude of portraying history through art.**

“I think I’ve reached in this head a **profundity** that I’ve never reached in a sculpture before.”

After the video: Look up the definition for profundity.

What does profundity mean? **Intellectual depth**

How could it relate to the creation of the Lincoln sculpture by Robert Berks? **Berks’ sculpture captures the essence of Lincoln, the personality and the complexity that make him one of the greatest leaders in the history of our country.**

Lincoln’s family hated every photograph of him. He had to sit without moving for **two and half minutes** to have a photograph taken. This made people look stiff. Berks had access to the photograph of Matthew Brady, a renowned photographer in the period of the Civil War.

How did the technology of photography at the time both help and hurt our view of historical figures? **Sitting for several minutes to be photographed would influence any subject. Students can reflect on how early photography gives us a stiff view lacking vitality and spontaneity.**

Berks borrowed the life mask of Abraham Lincoln that sculptor Leonard Volk made between the election and the inauguration. Berks said, “I really learned that face.”

Robert Berks used two types of primary sources in creating his sculpture.

1. Photographs by **Matthew Brady**
2. The **life mask** by Leonard Volk

“Something happens when you’re an artist that you have all the rules you learned and you start out that way. But, there’s a magic moment when that “a ha” comes and you got to go with it. You got to forget all the rules and let it go.”

Berks believed that Lincoln's inner warmth neutralized the harshness of his features. Berks said that Lincoln probably had the ability to evaluate people quickly. Berks compared this quality to that of President **Lyndon Johnson**, who would "size people up" quickly when he met them.

"The iris of the eye is a hollow, a cavern. Some say it's a window into the soul." Lincoln's eyes must have conveyed the horror of the Civil War.

Thinking about what Robert Berks said, what could we learn by looking at a sculpture of Abraham Lincoln? **Everyone answers this differently. Mostly, students should answer this question with an understanding of how monuments and narrative art contribute to our cultural heritage.**

# Lincoln Quotes

“Every man is said to have his peculiar ambition...I have no other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem.” —Open letter to the people of Sangamon County

“Determine that the thing can and shall be done, and then we shall find a way.”—Speech before the U.S. House of Representatives

“As a nation we begin by declaring that all men are created equal. We now practically read it ‘all men are created equal except negroes.’—Letter to Joshua Speed, August 24, 1855

“Let us have faith that right makes might and in that faith, let us, to the end, dare to do our duty as we understand it.”—Cooper Union Address, February 27, 1860

“Gentlemen, I, too, am a Kentuckian.”—Handwritten draft of a speech in 1861

“A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.”—Speech in Springfield, Illinois, June 16, 1858

“To lose Kentucky is nearly the same as to lose the whole game.....”—Letter to Orville Browning, September 22, 1861

“I do order and declare that all persons held as slaves within said designated states are and henceforth shall be free...” —Emancipation Proclamation, January 1, 1863

“I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I can not remember when I did not think so, and feel.” —Letter to Albert G. Hodges, Editor, Frankfort, Commonwealth, April 4, 1864

“If the end brings me out all right what is said against me won’t amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference.”—Quoted in 6th month at the White House

## Create a Quote Collage

1. Cut and paste or print each quote on a separate sheet of paper. Use the following headings: Lincoln and Slavery, Preserving the Union, and Lincoln’s Legacy.
2. Organize the quotes in appropriate categories.
3. Create a collage on poster board using these quotes. Be prepared to discuss why you think the quotes are grouped as they are.
4. Use your draft as your organizer for note-taking as you view the video segment Lincoln and the Civil War.
5. You may also add additional quotes, images, or information to enhance your work.

# Student Handout:

## Documents of the United States

### **The Declaration of Independence, July 4, 1776**

“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.”

How did slavery conflict with the Declaration of Independence?

### **The U.S. Constitution**

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

How did slavery contradict these goals in establishing the constitution?

### **The Emancipation Proclamation**

“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.”

Did the Emancipation Proclamation free all the slaves?

What did this document do?

**Transcript of 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)**  
**AMENDMENT XIII**

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

Passed by Congress January 31, 1865. Ratified December 6, 1865.

Note: A portion of Article IV, section 2, of the Constitution was superseded by the 13th amendment.

1. Did the 13th Amendment end slavery?

2. How?

**How are all these documents important to making the hope of the *Spirit of Freedom* a reality?**