

## INSTRUCTIONAL TASK 2 MODEL

**STEP 1:** Using Document 1 from “The Slaves Freed” Collection #05005  
Students will be engaged with this article that presents the turbulent circumstances and conflicting emotions leading up to the secession of the South from the Union.

### THE SLAVES FREED

SAVED AS: [HE.bundle.TheSlavesFreed.wasowski.building.doc](http://www.americanheritage.com/content/slaves-freed)  
<http://www.americanheritage.com/content/slaves-freed>

The excerpts from this book demonstrate the belief that some genes need to be kept pure and stable and that some races are superior to others. Superior races are the ones who should govern the “lower” or “weaker” races. The author supports this belief along with other philosophers such as Charles Darwin, Francis Galton, Robert Dugdale, and President Theodore Roosevelt.

**STEPS 2–3:** Students read, highlight and annotate, focus on who does what to whom, when, where, how and why?

For his part, Jefferson Davis regretted that Mississippi had been **obliged to secede**, and he had spent a sleepless night, **distressed** about the breakup of the Union and fearful of the future. To be sure, he loved the idea of a Southern confederacy; and he had warned Republicans that if the South could not depart in peace, a war would begin, the likes of which man had never seen before. But today, as he gave his **valedictory** in the Senate, Davis was sad and forlorn, his voice quavering. He bore his Republican adversaries no hostility, he said, and wished them and their people well. He apologized if in the heat of debate he had offended anybody—and he forgave those who had insulted him. “Mr. President and Senators,” he said with great difficulty, “having made the announcement which the occasion seemed to me to require, it only remains for me to bid you a **final adieu.**”

Several senators were visibly moved, and there were audible sobs in the galleries. As Davis made his exit, with Southern ladies waving handkerchiefs and crying out in favor of secession, Republicans stared grimly after him, realizing perhaps for the first time that the South was in earnest, the Union was disintegrating.

**STEP 4:** Students individually compose a one-sentence summary of the passage:

*Jefferson Davis addresses the Senate, regretfully announcing secession; Union politicians finally internalize the gravity of the situation.*



*Why “obliged” ... why did they feel there was no other option?*

*He was more upset than anything else*

*???speech? like valedictorian?*

*Connotation of finality*

*Robert*



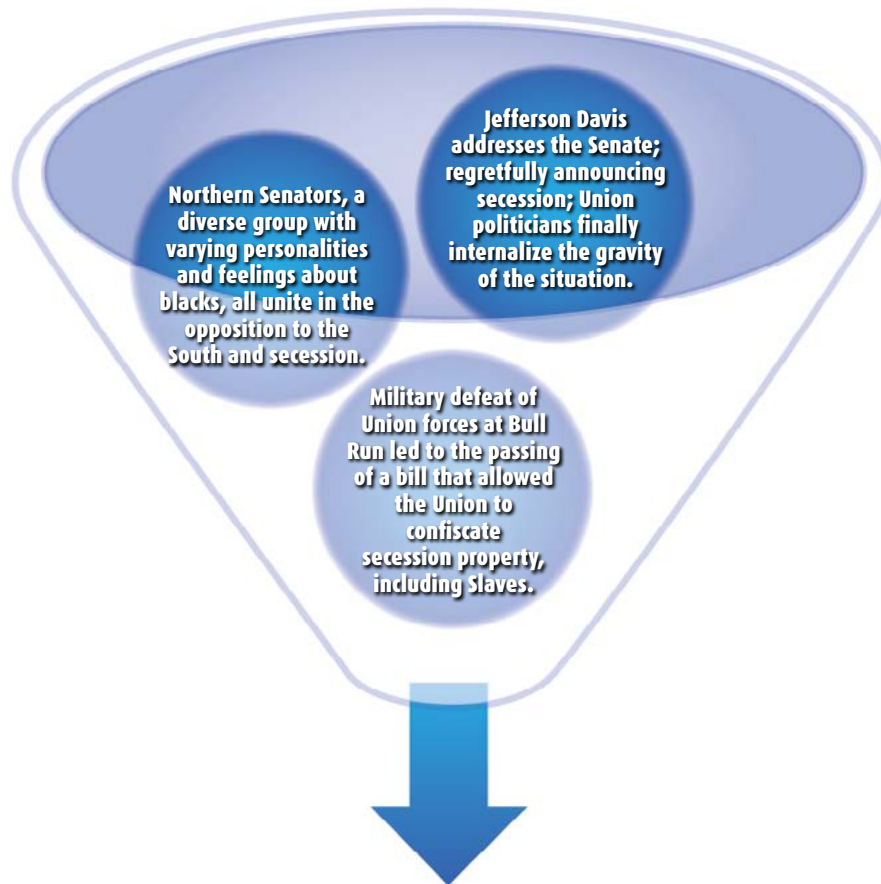
## INSTRUCTIONAL TASK 2 MODEL (continued)

### FUNNEL GRAPHIC ORGANIZER

#### DIRECTIONS

Write each one-sentence summary in one of the balls in the funnel. Then write a sentence below the funnel that combines the central ideas of each sentence in to one new sentence.

*(Note: in this example, students jigsaw the text, each reading a different section)*



**Events leading to the Emancipation Proclamation were a complex set of circumstances, motivations, and personalities; Lincoln was in the almost untenable position of trying to appease complex forces.**