**Worksheet C: Analysis of “The Shackle Broken – By The Genius of Freedom”**

You will be assigned one of the following segments of the lithograph to analyze.

1. Abraham Lincoln Statue with text beneath statue stating “I shall not attempt to retract or modify the Emancipation Proclamation, nor shall I return to slavery any person who is free by the terms of that Proclamation or by any act of Congress. Abraham Lincoln, From the Annual Message, December 8, 1863.”
2. Bottom left picture of a black American on horseback with text “Of those who were slaves at the beginning of the rebellion full one hundred thousand are now in the U.S. services” *and* the image that spans the top of the picture of the black Americans on horseback. Note word “Army” near top right of bottom left picture.
3. Bottom right picture of black Americans on naval vessel with text “So far as tested, it is difficult to say they are not as good soldiers as any. A. Lincoln, Dec 1863” *and* the image that spans the top of the picture of black Americans charging in battle. Note word “Navy” near top left of bottom right picture.
4. Charles Sumner statue holding document entitled “Bill of Civil Rights” with text stating, “Equality of Rights is the First of Rights, Charles Sumner.”
5. Focus on text in the lithograph. Note words on document including “Liberty, Jury, Equality, and Ballot.” Note text arching across the top of lithograph stating “In that dire extremity the members of the race which I have the honor in part to represent – the race which pleads for justice at your hands today, forgetful of their inhuman and brutalized servitude in the South – their degradation and ostracism at the North – flew willingly and gallantly to the support of the national government. Their sufferings, assistant privations and trials in the swamps and in the rice-fields, their valor on the land and on the sea is a part of the ever glorious record which makes up the history of a nation persevered. Hon. R. B. Elliott’s speech, page 7.”

Each group:

1. Narrative: Identify the key visual elements/clues that help the viewer focus on the main message of the assigned portion of the lithograph. Group Five – identify the key words (bold them) on which to focus.
2. Analysis: Connecting to background knowledge, what is the key take-away message for your assigned portion of the lithograph?
3. Making Connections: Thinking about your definition of genius, do you see any elements of that trait highlighted by the artist or author in your assigned image/text? How could the image/text be used to illustrate genius? Explain.
4. What other comments or observations can you share?
5. What questions do you have about your assigned portion of the lithograph?