



Lincoln's Legacy of Leadership

High School Teacher Packet



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All images are from the collections of The Henry Ford unless otherwise noted and can be found at collections.thehenryford.org/index.aspx. Funding for the development of this teacher packet was provided in part by the Fetzer Institute.



Teacher Packet Overview

In February 2009, in remembrance of the 200th birthday of Abraham Lincoln, Henry Ford Museum hosted a national forum entitled *Lincoln's Legacy: Race, Freedom and Equality of Opportunity Town Hall Lecture*. Noted scholars Douglas Brinkley, Darlene Clark Hine, John Stauffer and Ambassador Andrew Young participated in this timely panel discussion moderated by Adam Green.

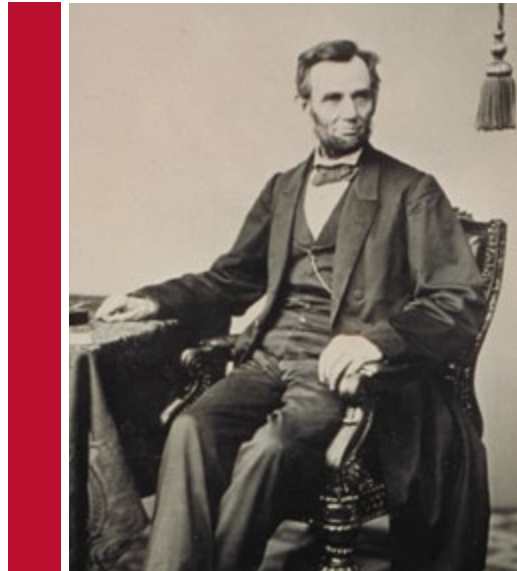
This teacher packet was developed as a supplemental educational resource using the panel discussion to continue the discussion of the legacy of Abraham Lincoln and help educators and students make connections to current social and political issues. The lessons in this packet also highlight connections to Abraham Lincoln in the “American Democracy and Civil Rights” collections of The Henry Ford.

The Henry Ford education staff, along with teacher consultants, developed the new materials with these core ideas: **the importance of leadership and the idea that a movement creates leaders as much as leaders create movements**. The goal of the lessons is to illustrate the political and social legacy of Abraham Lincoln through not only video segments of the Town Hall meeting but also Lincoln-related objects in the collections of The Henry Ford.

The three high-school-level unit plans offer the teacher unique choices for teaching about Lincoln’s legacy:

- **Abraham Lincoln: A Legacy of Leadership, Then and Now**, a project-based learning unit
- **Perspectives on Leadership, Abraham Lincoln and Frederick Douglass**, a traditional classroom unit
- **The Development of a Leader: Abraham Lincoln, a Case Study**, an Advanced Placement (AP) unit

Each unit is divided into two parts: a Teacher Guide that includes a bibliography as well as curricular connections and a unit plan that includes lesson plans along with student activity sheets to accompany each lesson. If you cannot fit the whole unit into your schedule, use the lessons or activities most relevant to your needs.



Bibliography/Online Resources

Bibliography

For Students

Anderson, Maxine. *Great Civil War Projects You Can Build Yourself*. White River Junction, VT: Nomad Press, 2005.

Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2003.

Herbert, Janis. *The Civil War for Kids*. Chicago: Review Press, 1999.

McKissack, Patricia C. and Frederick L. *Days of Jubilee: The End of Slavery in the United States*. Scholastic Press, 2003.

McPherson, James. *Fields of Fury: The American Civil War*. New York: Atheneum, 2002.

For Teachers

Blight, David W. *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge, LA: Louisiana State University Press, 1989.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, MA: Harvard University Press, 2001.

Catton, Bruce. *The Civil War*. New York: Mariner Books, 2004.

Foner, Eric. *The Story of American Freedom*. New York: W. W. Norton & Company, 1999.

Foner, Eric. *Reconstruction: America's Unfinished Revolution 1863-1877*. New York: Harper Modern Classics, 2002.

Franklin, John Hope. *The Emancipation Proclamation*. Wheeling, IL: Harlan Davidson, 1995.

Goodwin, Doris Kearns. *Team of Rivals*. New York: Simon & Schuster, 2012.

McPherson, James. *Abraham Lincoln*. New York: Oxford University Press, 2009.

McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.



Online Resources

From The Henry Ford

With Liberty and Justice for All Online Exhibition

<http://www.thehenryford.org/museum/liberty/>

With Liberty and Justice for All Lesson Plans

Comprehensive downloadable teacher guides are available with age-appropriate curriculum ties, each on the theme democracy in action in With Liberty and Justice for All. All teachers guides include an introduction with an overview, objectives and guiding questions; related michigan curriculum framework content standards and benchmarks; related core democratic values and vocabulary; materials needed; pre-visit activities; post-visit project and rubric; extension activities, bibliography; primary sources and primary source investigation worksheets.

<http://www.thehenryford.org/museum/liberty/resources/lessonplans.asp>

Hermitage Slave Quarters Online Exhibit

<http://www.thehenryford.org/exhibits/smartfun/hermitage/open.html>

The Henry Ford Online Collections

<http://collections.thehenryford.org/index.aspx>

Other Online Resources

Lincoln at 200, A collaborative project of the Newberry Library, the Chicago History Museum and the Abraham Lincoln Bicentennial Commission.

<http://lincolnat200.org/>

America's New Birth of Freedom

http://americanhistory.si.edu/documentsgallery/exhibitions/americas_new_birth_of_freedom_1.html - Smithsonian

Lincoln Papers, Library of Congress

<http://www.loc.gov/teachers/classroommaterials/connections/abraham-lincoln-papers/file.html>

Alfred Whitehall Stern Collection of Lincoln, Library of Congress

<http://memory.loc.gov/ammem/collections/stern-lincoln/objects.html>

Lincoln Transformed, Chicago History Museum

<http://www.chicagohistory.org/planavisit/upcomingevents/lincoln>

Looking for Lincoln, PBS

<http://www.pbs.org/wnet/lookingforlincoln/>



Field Trip Enhancements

A visit to The Henry Ford's Henry Ford Museum or Greenfield Village makes history even more real for your students. The Henry Ford has developed a number of resources to reinforce curriculum in a fun way during your visit. Please see the list below.

If you are unable to visit, The Henry Ford offers you the next best thing. Visit via the Internet to explore our many sites, educational resources and digitized artifacts from our collections.

Programs and Tools at The Henry Ford

20900 Oakwood Blvd.
Dearborn, MI 48124
www.thehenryford.org

Henry Ford Museum

With Liberty and Justice for All Exhibition

Exhibit in Henry Ford Museum and online exhibit. Focuses on the revolutionary era, the antislavery movement and civil war era, women's suffrage movement and civil rights movement. Online resources include lesson plans, exhibit exploration guide and timeline with related artifacts.

<http://www.thehenryford.org/museum/liberty/>

With Liberty and Justice for All Student Exploration Guides

Student Exploration Guides for Grades 4-5, 6-8 and 9-12. For use in the classroom and in the museum. Print our free Discovering Democracy in Action Student Exploration Guide. Bring copies for each student to use when you visit the exhibit in Henry Ford Museum.

<http://www.thehenryford.org/museum/liberty/resources/studentguides.asp>

With Liberty and Justice for All Symposium

Annual Martin Luther King Jr. Day Symposium in Henry Ford Museum's Anderson Theater. Features keynote speakers and student panelists addressing themes in With Liberty and Justice for All exhibit.

<http://www.thehenryford.org/events/symposium.aspx>

History Hunters Scavenger Hunt

Investigating Leadership and Social Innovation.

http://www.thehenryford.org/education/erb/LeadershipAndSocialInnovation_HFM.pdf

"Celebrate Black History! Minds on Freedom"

Dramatic presentation in Henry Ford Museum. A 30-minute musical and dramatic program that addresses the civil rights movement of the 1950s and 1960s. <http://www.thehenryford.org/events/blackhistory.aspx>



Greenfield Village

Civil War Sesquicentennial Educational Program and Research Guide

Guide to The Henry Ford's Civil War-related offerings. Incorporates resources available during entire 150th commemoration as well as Discovering the Civil War limited-engagement exhibit.

<http://www.thehenryford.org/education/erb/CivilWarEducatorResourceGuide.pdf>

Sites to Visit in Greenfield Village

- Logan County Courthouse
- Susequehanna Plantation
- Hermitage Slave Quarters
- George Washington Carver Cabin

“Tally’s Tales”

Dramatic Presentation

When a woman named Tally begins to share the stories of her former life as a slave, sometimes words just aren't enough. So she sings. And by the end of this 15-minute dramatic presentation about the ability to endure, your students will be singing, too. Compelling, inspiring, tragic and uplifting. It's a show your students won't forget.

<http://www.thehenryford.org/events/tallysTales.aspx>

Other places to visit

Lincoln Exhibit

Plymouth Historical Museum

155 South Main Street
Plymouth, MI 48170

<http://www.plymouthhistory.org/exhibits/lincoln-exhibit.html>

And Still We Rise

Charles H. Wright Museum of African American History

315 East Warren Avenue
Detroit, MI 48201

<http://thewright.org/explore/exhibitions/37-and-still-we-rise>

Abraham Lincoln: An Extraordinary Life

Smithsonian National Museum of American History

14th Street and Constitution Avenue, NW
Washington, D.C., 20001

<http://americanhistory.si.edu/exhibitions/abraham-lincoln-extraordinary-life>

National Constitution Center

Independence Mall, 252 Arch Street
Philadelphia, PA 19106

<http://constitutioncenter.org/>

Lincoln: War and Remembrance

The National Civil War Museum

1 Lincoln Circle at Reservoir Park
Harrisburg, PA 17103

<http://www.nationalcivilwarmuseum.org/Home.aspx>



Abraham Lincoln: A Legacy of Leadership, Then and Now

HOPE



CREDIT SALE
OF
VALUABLE SLAVES!
By **JULIAN NEVILLE, Auctioneer**
OFFICE NO. 21 COMMERCIAL PLACE.

Will be sold at the **ST. CHARLES EXCHANGE**, on **FRIDAY, July 23d**, at 12 o'clock, M., the following list of Valuable Slaves, viz:

1. HENRY, aged 25 years, copper color, A No. 1 Field Hand.
2. WALLACE, aged 21 years, black, " "
3. WASH, aged 21 years, dark mulatto, " "
4. HARRISON, aged 17, black, " "
5. GEORGE, aged 22 griff, " "
6. ALICK, aged 20, black, " "
7. JIM, aged 24, black, " "
8. HENRY, aged 22, mulatto, A No. 1 Blacksmith.
9. AARON, aged 22, black, A No. 1 Field Hand.
10. JOE, aged 14, black, " "
11. NED, aged 42, black, A No. 1 Blacksmith.
12. MARIA, aged 33, black, A No. 1 Washer, &c.
13. Her child GREEN, 5 years, and CHARITY, 4 years.
14. JANE, aged 25, black, Washer and Ironer.
15. KATTY, aged 14, black, " "
16. CHARLOTTE, aged 12, black, " "
17. SALLY, aged 10, black, " "
18. JULIA, aged 10, griff, " "
19. BETTY, aged 15, griff, A No. 1.
20. LIZZY, aged 10, black, " "
21. MARIA, aged 10, black, " "
22. ANNA, aged 15, very handsome mulatto

2857

Abraham Lincoln: A Legacy of Leadership Then and Now

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25 Student Activity Sheet 3B: List of Suggested 20th-/21st-Century Leaders

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28 Persuasive Essay Rubric



**Abraham Lincoln: A Legacy of Leadership,
Then and Now**

Teacher Guide

Connections to Michigan, Common Core, and Other National Standards and Expectations

Michigan High School Content Expectations

Social Studies

8 – U5.1 Analyze and evaluate early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

8 – U5.2 Evaluate the multiple causes, key events, and complex consequences of the Civil War.

8 – U5.2.3 Examine Abraham Lincoln’s presidency with respect to his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationships to the Declaration of Independence. (C2)

8 – U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Jackson, Republicans, and African Americans.

8 – U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

8 – U6.2.1 United States History Investigation Topic and Issue Analysis, Past Present – Use historical perspectives to investigate a significant historical topic from United States History Eras 3 to 6 that also has significance as an issue or topic in the United States today.

9-12 – F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals.

- the Gettysburg Address
- 13th, 14th and 15th Amendments

Common Core State Standards

Literacy in History/Social Science

Grades 6-8

WHST.8.1 Write arguments focused on discipline-specific content.

WHST.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8.9 Draw evidence from informational texts to support analysis reflection, and research.

WHST.8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 9-10

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 11-12

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English/Language Arts

Grade 8

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.8.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.



L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9-10

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National United States History Content Standards Grades 5-12

Era 4

Standard 3: The extension, restriction, and reorganization of political democracy after 1800.

Standard 3B: The student understands how the debates over slavery influenced politics and sectionalism.

Era 5

Standard 2: The course and character of the Civil War and its effects on the American people.

Standard 2B: The student understands the social experience of the war on the battlefield and homefront.

National Historical Thinking Standards Grades 5-12

Standard 1.A: Distinguish between past, present, and future time.

Standard 3.C: Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas.

Standard 4.B: Obtain historical data from a variety of sources.



Bibliography/Online Resources

Refer to PDF of this document for live links.

Available at

<http://www.thehenryford.org/education/erb/LincolnsLegacyOfLeadership.pdf>

Abraham Lincoln

- [Abraham Lincoln Historical Digitization Project](#)
- [The Lincoln Institute](#)
- [Teaching with Lincoln](#)
- [With Malice Toward None; Lincoln Bicentennial Exhibition](#) – Library of Congress
- [Abraham Lincoln resources](#) – The History Channel
- [Abraham Lincoln's 200th Birthday](#) – Utah Education Network

Susan B. Anthony

- [Anthony biography and photo gallery](#) – Susan B. Anthony House
- [Stanton and Anthony Papers Project](#) – Rutgers University
- [Not For Ourselves Alone](#) – PBS film
- [Suffrage History](#) – University of Rochester
- [National Women's Hall of Fame](#)
- [Women's Rights National Historic Park biography](#) – National Park Service

Benazir Bhutto

- [Examining Bhutto's Significance in Pakistan](#) – NPR Podcast
- [Women in Power](#) – BBC World Service
- [The Death of Benazir Bhutto](#) – BBC News

Cesar Chavez

- [About Cesar](#) – Cesar Chavez Foundation
- [The Fight in the Fields](#) – PBS film
- [America's Story](#) – The Library of Congress

Winston Churchill

- [The Churchill Centre](#)
- [Churchill and the Great Republic](#) – Library of Congress Exhibit
- [Churchill biography and resources](#) – The History Channel

Indira Gandhi

- [Indira Gandhi's Darshan](#) – Women, Power and Politics Online Exhibition at International Museum of Women
- [Indira Gandhi obituary](#) – The New York Times

Mahatma Gandhi

- [Gandhi's autobiography](#) – Columbia University
- [Gandhi biography](#) – The Martin Luther King, Jr. Research and Education Institute

Helen Keller

- [Life of Helen Keller](#) – Helen Keller Kids Museum
- [Helen Keller biography](#) – Helen Keller Birthplace
- [Helen Keller photographs](#) – American Foundation for the Blind

John F. Kennedy

- [Kennedy Biography](#) – Whitehouse.gov
- [American Presidents: Life Portraits](#) – C-SPAN
- [American Presidents](#) – The Miller Center
- [Kennedy - Character Above All essay](#) – PBS
- [John F. Kennedy Biography](#) – John F. Kennedy Presidential Library and Museum



Online Resources continued

Refer to PDF of this document for live links.

Available at

<http://www.thehenryford.org/education/erb/LincolnsLegacyOfLeadership.pdf>

Martin Luther King Jr.

- [Martin Luther King Jr.](#) – CBS News
- [Martin Luther King Jr. and the Civil Rights Movement](#) – The Seattle Times
- [King biography](#) – The King Center
- [The Nobel Peace Prize 1964](#) – Nobelprize.org

Nelson Mandela

- [The Long Walk of Nelson Mandela](#) – PBS
- [Mandela biography](#) – Nelson Mandela Centre of Memory, The Nelson Mandela Foundation
- [Nelson Mandela at 90](#) – Time Magazine video
- [Nelson Mandela: An Audio History](#) – Radiodiaris.org

Barak Obama

- [The Obama Story](#) – Guardian.co.uk
- [Barack Obama: Overview](#) – The New York Times
- [Obama biography](#) – Whitehouse.gov
- [American Presidents: Life Portrait](#) – C-SPAN
- [American President](#) – Miller Center

Rosa Parks

- [The Life of Rosa Parks](#) – Rosa Parks Museum
- [The Rosa Parks Bus](#) – The Henry Ford
- [Civil Rights Icon Rosa Parks Dies](#) – NPR
- [Rosa Parks ignites bus boycott](#) – The History Channel

Alice Paul

- [Alice Paul: Feminist, Suffragist and Political Strategist](#) – The Alice Paul Institute
- [This Day in History January 11: Alice Paul](#) – Library of Congress

Franklin Delano Roosevelt

- [Roosevelt biography](#) – Whitehouse.gov
- [Life Portrait](#) – C-SPAN
- [American Presidents](#) – Miller Center
- [Roosevelt biography](#) – Franklin D. Roosevelt Presidential Museum and Library

Elizabeth Cady Stanton

- [Stanton and Anthony Papers Project](#) – Rutgers University
- [Not For Ourselves Alone](#) – PBS film
- [National Women's Hall of Fame](#)
- [Women's Rights National Historic Park biography](#) – National Park Service

Margaret Thatcher

- [Thatcher biography](#) – Margaret Thatcher Foundation
- [Women in Power](#) – BBC World Service
- [The official site of the Prime Minister's Office](#) – Number10.gov.uk

PBWorks

Weebly



**Abraham Lincoln: A Legacy of Leadership,
Then and Now**

Unit Plan

Unit Plan Overview

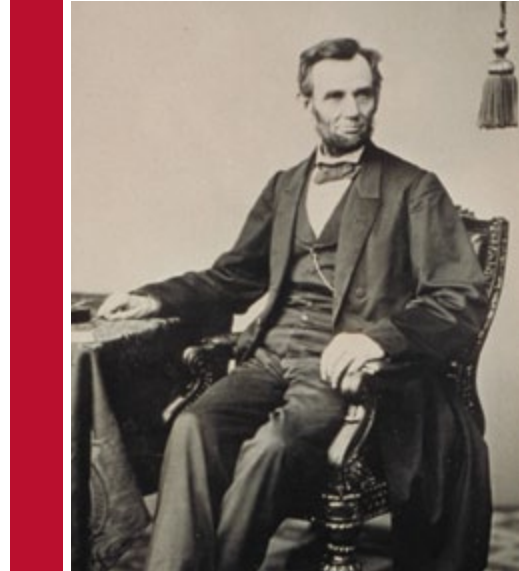
Students will research the social, technological, economic and political circumstances during Abraham Lincoln's presidency through classroom discussion and individual and group research of primary sources such as articles and writings. Students will identify major leadership attributes possessed by Lincoln and evidence to support their claim. In groups, students will compare and contrast the major leadership attributes of Lincoln with those of one major 20th- or 21st-century leader.

This unit plan can be used in several ways. The first lesson focuses solely on Abraham Lincoln and his leadership attributes. In the first half of the unit, students will use the Town Hall Meeting video and research links to gain a better understanding of how Lincoln's leadership style was a product of the social, technological, economic and political context of the time. The educator with time restrictions should feel free to use only the example of Lincoln.

In the second half of the first unit, students will identify how 20th- and 21st-century leaders share Lincoln's foundational leadership attributes. Students can also research the social, technological, economic and political context of the time period in which their assigned or chosen leader developed his or her leadership attributes.

A classroom discussion focusing on which current leaders (political, entrepreneurial, scientific, etc.) exhibit the leadership attributes of President Lincoln and 20th- and 21st-century leaders should be completed that will give students the opportunity to look at current leaders in our society and to examine their successes and failures in living up to the Lincoln legacy.

Lastly, students can present their information using various reporting formats, from wiki pages to poster boards, or students may choose to complete a persuasive essay answering the question, "How can we use the historical context of Lincoln's presidency and leadership as a lens to evaluate the leadership of other historical figures?" Students should be able to communicate their leaders' ability to live up to the leadership attributes established by Lincoln.



Overall Unit Rubric

Name

Students will research the social, technological, economic and political circumstances in the United States during Abraham Lincoln’s presidency, through classroom discussion and individual and group research of primary sources, such as articles and writings. Students will identify Lincoln’s major leadership attributes and will provide evidence to support their claim. In groups, students will compare and contrast Lincoln’s major leadership attributes with those of a major 20th- or 21st-century leader, of their group’s choice.

Category	10	8	6	4
Oral Presentation	Interesting, well-rehearsed, with smooth delivery that holds audience attention.	Relatively interesting, rehearsed, with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
Sources	Source information collected for all graphics, facts and quotes, all documented in desired format.	Source information collected for all graphics, facts and quotes, most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information collected.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement not completely met.	More than one requirement not completely met.
Content	Covers topic in depth, with details and examples. Subject knowledge is excellent.	Includes essential knowledge about topic. Subject knowledge appears to be good.	Includes essential information about the topic, but there are one to two factual errors.	Content is minimal OR there are several factual errors.
Workload	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload is divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload is not divided OR several people in the group are viewed as not doing their fair share of the work.



Lesson 1 | Lincoln Bicentennial Town Hall Meeting Viewing Guide

Materials

- Lincoln Bicentennial Town Hall Meeting Video
- Student Activity Sheet 1A Viewing Guide
- Student Activity Sheet 1B Leadership Attributes

Time

1 class period

Procedures

1. Using Student Activity Sheet 1A, students will view the Lincoln Bicentennial Town Hall video and identify leadership attributes listed on Student Activity Sheet 1B (courage, intelligence, vision, etc.) described by the panelists in the video. Students will also cite the evidence (writings, articles, biographical information, etc.) panelists use to support their claims of Lincoln's leadership.
2. Students will note the various impactful decisions (such as signing the Emancipation Proclamation) Lincoln made during his presidency that are mentioned by the panelists.
3. In a class discussion, have students compare the list of leadership attributes to the list on Student Activity Sheet 1B. Ask students: *Are the attributes you recorded similar to those on Activity Sheet 1B? Are Lincoln's leadership attributes still relevant today?*

If the class is unable to view the entire video, show instead the suggested clips below.

Part 1

http://www.youtube.com/watch?v=Ws8f311XW_o&feature=plcp

Total time: 9:26

- 8:38-9:15 Lincoln translating the meaning of the constitution
- 9:16-9:26 Lincoln holding the nation together

Part 2

<http://www.youtube.com/watch?v=i1zhiSRcodl&feature=relmfu>

Total time: 7:40

- 0:00-2:37 Lincoln holding the nation together
- 2:50-4:57 Nelson Mandela and Rosa Parks – apartheid vs. freedom
- 4:57-5:30 “Lincoln’s part of the freedom struggle?”
- 5:35-7:16 Lincoln and Frederick Douglass as examples of self-made men and social reformers
- 7:17-7:59 Lincoln’s imperfections as a leader

Part 3

<http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Total time: 8:35

- 0:00-1:54 Lincoln’s imperfections as a leader
- 1:55-2:37 Barack Obama as a Lincolnesque leader
- 2:38-4:25 Obligation of leadership as it relates to a time period (Lincoln, Barack Obama and Richard Nixon)
- 4:26-6:45 Lincoln’s lack of leadership training but strong moral core
- 6:45-8:38 Understanding the limitations of leadership power

Part 4

<http://www.youtube.com/watch?v=kwVREUOD3D4&feature=relmfu>

Total time: 9:51

- 0:00-4:50 Martin Luther King Jr.’s frustrations in leadership
- 4:50-7:06 Leadership – respect and dignity
- 7:20-8:15 Roosevelt and the New Deal legacy of leadership
- 8:15-8:45 Lyndon Johnson ending poverty
- 8:45-10:05 Economic responsibilities of leadership – Obama and Lincoln



Viewing Guide

Name

Leadership Attribute of Lincoln	Leadership Attribute Definition	Panelists' Evidence

Lincoln's Decisions
1.
2.
3.



Leadership Attributes

Name

Directions: Watch the Lincoln Bicentennial Town Hall Meeting, and listen closely to the panelists talk about Abraham Lincoln's leadership. Record which leadership attributes Lincoln displays and how his decisions support your claims.

Honest – Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.

Competent – Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

Forward-looking – Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.

Inspiring – Display confidence in all that you do. By showing endurance in mental, physical and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.

Intelligent – Read, study and seek challenging assignments.

Fair-minded – Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests and well-being of others.

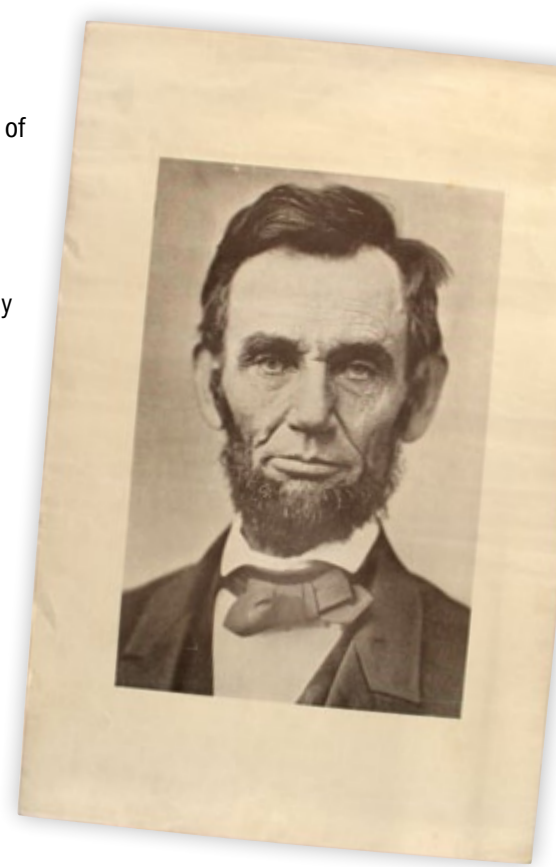
Broad-minded – Seek out diversity.

Courageous – Have the perseverance to accomplish a goal, regardless of seemingly insurmountable obstacles. Display a confident calmness when under stress.

Straightforward – Use sound judgment to make good decisions at the right time.

Imaginative – Make timely and appropriate changes in your thinking, plans and methods. Show creativity by thinking of new and better goals, ideas and solutions to problems. Be innovative!

Adapted from
Attributes of a Good Leader
Compiled by Santa Clara University and the Tom Peters Group



(Right) **Print, Abraham Lincoln** ID# THF57172. From the collections of The Henry Ford.



Questions

1. Do you think Lincoln's leadership attributes were a product of the era in which he lived?

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2. Do today's political and social leaders display these attributes?

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3. Do you or does anyone you know display these leadership attributes? Do your actions support your leadership abilities?

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(Right) **The Lincoln Chair** ID# THF51753. From the collections of The Henry Ford.



Lesson 2 | President Abraham Lincoln S.T.E.P.

Materials

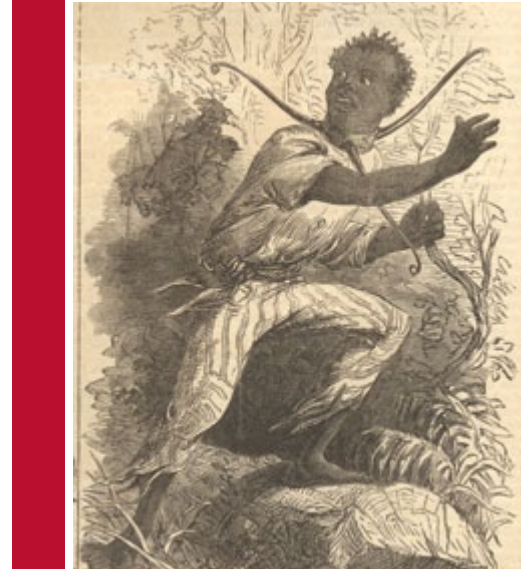
- Student Activity Sheet 2 S.T.E.P. Framework
- Class Discussion Rubric

Time

1-2 class periods

Procedures

1. In cooperative learning groups, students will research and discuss one aspect of the S.T.E.P. framework for Abraham Lincoln. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political. For the “S” aspect, for example, students will research and discuss the question, “What social conditions existed during Lincoln’s presidency?”
2. Use the Class Discussion Rubric to gauge and record student participation in group discussions and research.
3. In their cooperative learning groups, students will present their findings to the class.



S.T.E.P. Framework

Name

Directions: In small groups, research one aspect of the S.T.E.P. framework with regard to Abraham Lincoln, and present your findings to the class. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political.

Social	Technology	Economy	Political



Class Discussion Rubric

Student Name

	Quality of Comments	Resource/Document Reference	Active Listening
5	Makes timely and appropriate comments, is thoughtful and reflective, responds respectfully to other students' remarks, provokes questions and comments from the group.	Makes clear references to text being discussed and connects it to other text or reference points from previous readings and discussion.	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others.
4	Volunteers comments, most of which appropriate, reflects some thoughtfulness and leads to other questions or remarks from students and/or others.	Has done the reading with some thoroughness but may lack some detail or critical insight.	Listens to others most of the time but does not stay focused on others' comments (too busy formulating own) or lacks continuity in discussion. Shows consistency in responding to the comments of others.
3	Volunteers comments that lack depth, which may or may not lead to other questions from students.	Has done the reading, but no thorough understanding or insight.	Listens to others some of the time, does not stay focused on others' comments (too busy formulating own) or lacks continuity in discussion. Shows consistency in responding to the comments of others.
2	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no response or questions.	Has not read the entire text and cannot sustain any reference to it in the course of discussion.	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.
1	Does not participate and/or makes only negative or disruptive remarks: comments are inappropriate or off topic.	Unable to refer to text for evidence or support of remarks.	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion.



Lesson 3 | Cooperative Learning Activity: Focus on a 20th-/21st-Century Leader

Materials

- Student Activity Sheet 3A S.T.E.P. Framework
- Student Activity Sheet 3B List of Suggested 20th-/21st-Century Leaders

Time

1-2 class periods

Procedures

1. In cooperative learning groups, each group of students will use Activity Sheet 3B to choose and research one 20th- or 21st-century leader.
2. The group will complete Activity Sheet 3A, filling their research results into the S.T.E.P. framework for the leader they have chosen. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political. For the “S” aspect, for example, students will research and discuss the question, “What were the social conditions that existed during the chosen leader’s time?”
3. In their cooperative learning groups, students will present their findings to the class.



S.T.E.P. Framework

Name

Group members

20th-/21st-Century Leader

Social	Technology	Economy	Political



List of Suggested 20th-/21st-Century Leaders Name

Choose an individual from this list of 20th- and 21st-century leaders with whom you identify or whom you find interesting. Research his or her life and actions and the social and political results of his or her work. Does he or she display leadership traits? How does he or she display leadership toward others?

John F. Kennedy Barack Obama
Franklin Delano Roosevelt
Rosa Parks Margaret Thatcher Benazir Bhutto
Alice Paul Indira Gandhi Helen Keller
Elizabeth Cady Stanton Cesar Chavez Winston Churchill
Mahatma Gandhi Nelson Mandela
Susan B. Anthony
Martin Luther King Jr.



Lesson 4 | Leadership Attributes

Materials

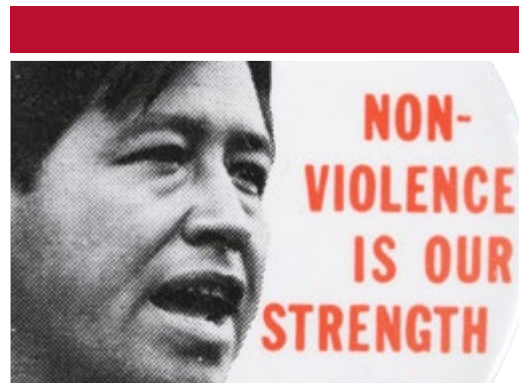
- Student Activity Sheet 4 Leadership Attributes of a 20th-/21st-Century Leader
- Online Resources
- Teacher should have an account for a student wiki site ([PBWorks](#), [Weebly](#))
- Persuasive Essay Rubric

Time

From 1 class period to 1 week

Procedures

1. Using Activity Sheet 4, students will individually research their chosen leader to identify his/her leadership attributes (courage, intelligence, vision, etc.). They will also cite evidence (from video clips, writings, articles, biographical information, etc) that supports their research. They will note on the activity sheet the various impactful decisions (for example, signing the Emancipation Proclamation) that their leader has made.
2. Each student will write a persuasive essay about his/her chosen leader based on the research completed to answer the question, “How can we use the historical context of Lincoln’s presidency and leadership as a lens to evaluate the leadership of (the leader the student has chosen to research)?” The essay can be in one of three forms: Students can write a traditional essay, students can post their essays on an educational wiki site with the understanding that they must read and respond to other students’ essays or students can create a poster presentation to be displayed in the classroom to accompany their essay.
3. Use the Persuasive Essay Rubric to assess student work.



Leadership Attributes of a 20th-/21st-Century Leader

Name

Leader

Leadership Attribute	Evidence

Decisions
1.
2.
3.



Persuasive Essay Rubric

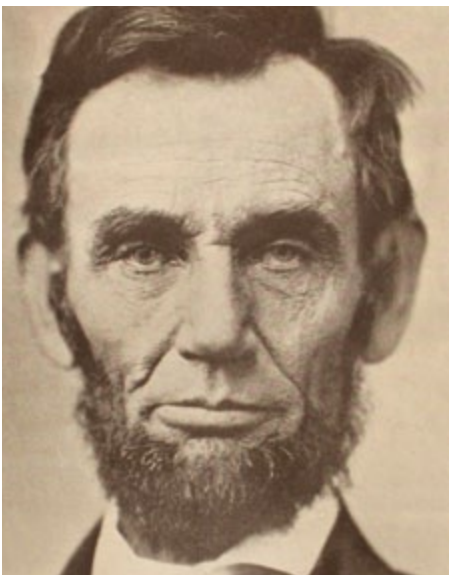
Student Name

Students will complete an essay answering the question, “How can we use the historical context of Lincoln’s presidency and his leadership as a lens to evaluate the leadership of the leader the student has chosen to research?”

Category	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
Attention Grabber	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, relevant quotation, statistic or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph, but its connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
Position Statement	The position statement provides a clear, strong statement of the author’s position on the topic.	The position statement provides a clear statement of the author’s position on the topic.	A position statement is present but does not make the author’s position clear.	There is no position statement.
Evidence and Examples	All of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.	Most of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.	At least one piece of evidence or one example is relevant and has an explanation that shows how that piece of evidence or that example supports the author’s position.	Evidence and examples are NOT relevant AND/OR are not explained.
Closing Paragraph	The conclusion is strong and leaves the reader solidly understanding the writer’s position. An effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author’s position is restated within the first two sentences of the closing paragraph.	The author’s position is restated within the closing paragraph, but not near the beginning.	There is no conclusion – the paper just ends.



Perspectives on Leadership: Abraham Lincoln and Frederick Douglass



Perspectives on Leadership: Abraham Lincoln and Frederick Douglass

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**Perspectives on Leadership:
Abraham Lincoln and Frederick Douglass**

Teacher Guide

Glossary

Abolition – The legal prohibition and ending of slavery, especially of slavery of blacks in the United States.

Apartheid – In the Republic of South Africa, a rigid policy of segregation of the nonwhite population.

Circular – A letter, advertisement, notice or statement for circulation among the general public.

Credibility – Worthy of belief or confidence; trustworthy: a credible witness.

Eloquent – Having or exercising the power of fluent, forceful and appropriate speech: an eloquent orator.

Emancipate – To free (a slave) from bondage.

Inaugural address – An address delivered at an inaugural ceremony (especially by a United States president).

Internment – The state of being interned; confinement.

Irreconcilable – Incapable of being brought into harmony or adjustment; incompatible: for example, irreconcilable differences.

Jim Crow – A practice or policy of segregating or discriminating against blacks, as in public places, public vehicles or employment.

Liberator – One who sets others free, as from imprisonment or bondage.

Malice – Evil intent on the part of a person who commits a wrongful act injurious to others.

Orator – A person who delivers an oration; a public speaker, especially one of great eloquence.

Political expediency – What political interests will do or implement based on what is useful or convenient or productive politically.

Recolonization – To reestablish a colony.

Reconciliation – The act of causing two people or groups to become friendly again after an argument or disagreement.

Reconstruction – The period from 1867 to 1877, when the Southern states joined the Northern states again after the Civil War.

Secession – The act of states separating from the United States.



Connections to Michigan, Common Core, and Other National Standards and Expectations

Michigan High School Content Expectations

U.S. History & Geography

8.3.2 Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

9.2.1 U.S. in the Post-Cold War World – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)

World History & Geography

7.1.3 Twentieth-Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese.

Civics

1.1.1 Identify roles citizens play in civic and private life, with emphasis on leadership.

1.1.4 Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society).

2.1.4 Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

2.2.2 Explain and evaluate how Americans, either through individual or collective actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged.

2.2.3 Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good).

3.5.8 Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.

6.1.2 Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).

6.1.4 Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.

6.1.5 Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.



Connections to Michigan, Common Core, and Other National Standards and Expectations

6.2.3 Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.

6.2.5 Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy.

6.2.8 Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.

English Language Arts

1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

Literacy in Language Arts/Social Studies Grades 9-10

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

WHST.9-10.1 Write arguments focused on discipline-specific content.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.



WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grades 11-12

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English/Language Arts Grades 9-10

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.



W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 11-12

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

National United States History Content Standards Grades 5-12

Era 5: Civil War and Reconstruction
Era 9: America in a New Global Age



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Online Resources

[Letter to Horace Greeley, Abraham Lincoln](#) – Teaching AmericanHistory.org

[Letter to Andrew Johnson, Abraham Lincoln](#) – Teaching AmericanHistory.org

[Call to Arms Speech, Frederick Douglass](#) - Teaching AmericanHistory.org

[Second Inaugural Address, Abraham Lincoln](#) - Teaching AmericanHistory.org

[A Word Fitly Spoken: An Interactive Timeline](#) – Teaching AmericanHistory.org

[Lesson 4: The Second Inaugural Address \(1865\)- Restoring the American Union ... A We The People Resource](#), Edsitement.neh.gov

[Leadership Lessons from Lincoln PowerPoint](#) – Dale Rutter

[Promotion of National Unity and Reconciliation Act 34 of 1995](#) – Department of Justice and Constitutional Development, Republic of South Africa
[Truth and Reconciliation Commission](#)

[Facing the Truth with Bill Moyers](#) – PBS Special

[Global Policy Forum](#) – International Justice

[International Court of Justice](#)

[United States Holocaust Memorial Museum](#) – Holocaust History

[The Nuremberg Legacy: Pinochet and Beyond](#) – A Lecture at the United States Holocaust Memorial Museum



**Perspectives on Leadership:
Abraham Lincoln and Frederick Douglass**

Unit Plan

Unit Plan Overview

Abraham Lincoln is one of the most significant figures in United States history, but it is important to understand his motivations and ideas when studying his achievements. The following lesson plans offer students the opportunity to engage more deeply with the ideas explored by the panelists during the *Lincoln's Legacy: Race, Freedom and Equality of Opportunity Town Hall Meeting*.

The lessons in this plan are intended to help students learn more about Abraham Lincoln and his relationship with the noted abolitionist Frederick Douglass. The lessons also offer an opportunity to explore not only Lincoln's efforts to save the Union and reconcile seemingly irreconcilable philosophies but also how modern-day citizens can learn from Lincoln's legacy.

The lesson plans are flexible. They were written to provide all the necessary references a teacher might need. They may be used as stand-alone lessons or in combination. Connecting students with ideas explored by the renowned panelists at the 2009 *Lincoln's Legacy: Race, Freedom and Equality of Opportunity Town Hall Meeting* is part of each lesson design.

Lesson Outline

Lesson 1: Lincoln and Douglass: Parallel Paths

Lesson 2: Lincoln and Douglass: Divergent Views

Lesson 3: Lincoln and Douglass: Changing Views

Lesson 4: With Malice Toward None: Lincoln's Second Inaugural Address

Lesson 5: Reconciliation and Justice: Modern Lessons

Format

In each lesson plan, students will view video clips from the Lincoln's Legacy Bicentennial Town Hall meeting at The Henry Ford in 2009. Images from the collections at The Henry Ford are included in each lesson plan. Students will also read selections from Lincoln's and Douglass' speeches and writings, and will complete activities for each lesson. The final two lessons will focus on the power of eloquent speech to reconcile opposing views, as demonstrated by Lincoln's Second Inaugural Address, and how opposition groups can achieve resolution in the aftermath of conflict.



Lesson 1 | Lincoln and Douglass: Parallel Paths

Overview

Students will learn about Abraham Lincoln and Frederick Douglass and the difference between being opposed to slavery and being an abolitionist.

Students will compare and contrast the two leaders by developing an interpretation or conclusion based on their similarities and differences.

Students will write an essay about their conclusions and consider whether modern-day leaders have developed or would develop relationships with opinion leaders like the relationship Lincoln had with Douglass.

Objectives

- Students will read passages about Lincoln and Douglass and connect background knowledge about them to new ideas from the video clips.

Materials

- Student Activity Sheet 1 Reading Passage - Lincoln and Douglass
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 2](http://www.youtube.com/watch?v=i1zhiSRcodI&feature=relmfu) (5:30 to 7:59) from <http://www.youtube.com/watch?v=i1zhiSRcodI&feature=relmfu>

Procedures

1. Show video clip from [Lincoln Bicentennial Town Hall Meeting Part 2](http://www.youtube.com/watch?v=i1zhiSRcodI&feature=relmfu) (5:30 to 7:59).
2. Students will read Student Activity Sheet 1, with the passages about Abraham Lincoln and Frederick Douglass. As they read the information about Frederick Douglass, they will be alert to ways that he and Lincoln are alike or different.
3. **How are Abraham Lincoln and Frederick Douglass alike?** After students have finished reading the passages, they will report on similarities that they have found. Draw out the students' thoughts by asking for clarification or extension of the responses — the cause, effect, significance, implications, etc.

4. **How are Abraham Lincoln and Frederick Douglass different?** Record differences, asking what each difference signifies. Continue to ask extending questions about the cause, effect, significance or implications of each difference between the two men.

POSSIBLE ANSWERS: Lincoln was Caucasian, while Douglass was African American. Lincoln was born a free man, while Douglass was born a slave. Lincoln was a lawyer and a politician, while Douglass was a writer and newspaper publisher. Lincoln used politics and his position as commander in chief to abolish slavery, while Douglass published his newspaper and gave speeches to influence public opinion regarding slavery and women's rights. Lincoln was assassinated, but Douglass died of natural causes. Both opposed slavery, but Douglass was an abolitionist and Lincoln was not.

(To clarify the distinction between being an abolitionist and simply opposing slavery, discuss the following: Abolitionists believed that no person could own another and that slavery should be abolished by whatever means necessary. Lincoln, on the other hand, believed that slavery was undesirable, should not be extended to new territories and should be abandoned if legal means could be found to do so. Yet he believed slavery was nevertheless sanctioned by the right to property in the Constitution. Lincoln believed the war powers of the president, which he invoked during the Civil War to issue the Emancipation Proclamation, allowed him to confiscate the property of slaveholders and free the slaves by legal means.)

5. **Are there any common ideas that students find in the important similarities and differences?** For example, many of the similarities and differences mentioned describe the backgrounds of the two men. What other patterns of similarities and differences do students find? After they have an opportunity to reflect and write, ask for three or four responses.



POSSIBLE ANSWERS: The two men’s childhoods, the value they placed on education, their rise from poverty to become self-made men in distinguished professions and their work to abolish slavery.

6. Students will consider what they have learned about the two men by comparing and contrasting them.

What do the similarities and differences tell them about Abraham Lincoln and Frederick Douglass?

In writing, students should express a conclusion or interpretation that is suggested by important similarities and differences in the lives of the two men. Ask students to also identify the kind of statement they are reading (comparison, contrast, cause/effect, generalization, etc.).

Extension

1. Use notes and ideas from the class-discussion comparison of Lincoln and Douglass as the basis for a main idea or conclusion of a one or two-page essay; have students pay particular attention to Lincoln’s and Douglass’ stances on slavery and abolition.
2. Ask students to consider contemporary leaders and conduct a class discussion about whether a Lincoln/Douglass relationship could exist in present times. Would a current leader be as open to outside viewpoints as Lincoln was? Are there any “Frederick Douglasses” in the current political arena?



Reading Passages

Name

1. Abraham Lincoln

Abraham Lincoln was born in Hardin County, Kentucky, in 1809. His family moved to Spencer County, Indiana, when he was 8 years old. Two years later, his mother died. His father soon married Sarah Bush Johnston Lincoln, who would become a strong supporter of Lincoln. Since his family was very poor, it was necessary for Lincoln to begin working at an early age. All of the money Lincoln earned up to the age of 21 was immediately allocated to his father, in accordance with the law at the time. Although there were some schools in the Indiana Territory, Lincoln received little formal training and mostly taught himself to read and write. Lincoln helped his father with carpentry jobs and worked on a farm until he was 22 years old, when he moved to Menard County, Illinois, where he performed many different jobs, including store clerk. He also served as a captain in the Black Hawk War.



Lincoln moved to Springfield, Illinois, to practice law in 1837. He was elected to the Illinois state legislature four times between 1834 and 1840. He served one term in the U.S. House of Representatives, from 1847 to 1849, then returned to his Springfield law practice. In 1860,

Abraham Lincoln was elected president of the United States, partly on the promise that his party would not allow slavery to expand into western states. He spent the rest of his presidency, and his life, unifying the states and commanding the Civil War.

Although he disapproved of slavery, Lincoln was not an abolitionist (he did not initially believe slavery should be illegal). As a lawyer, he understood that, according to the law, slaves were property that slave owners had paid for and it would be unjust to take them away. However, in the context of winning the military conflict, Lincoln eventually decided that freeing slaves in the Confederate states would be advantageous. It is true that Lincoln had little faith in equality and that this was very much a military measure, but there is substantial evidence that he was not a cynic nor had he unduly delayed emancipation. Rather, he timed it just right to gain public approval and have the desired impact. On January 1, 1863, Lincoln signed the Emancipation Proclamation, declaring all enslaved people in any part of the United States controlled by the Confederacy were thenceforward and forever free. Abraham Lincoln was re-elected president in 1864 but was assassinated in 1865.

2. Frederick Douglass

Frederick Douglass was born a slave in Tuckahoe, Maryland, about 1818. He spent most of his early years with his grandparents, because his mother, Harriet Bailey, was hired out to a distant farmer shortly after his birth. She died sometime before Douglass was 8 years old. Douglass never met his father, but he knew he was a white man. Frederick Douglass was sent to live and work in Baltimore, where he was taught the alphabet by his master's wife. It was unlawful to teach a slave to read. He realized that reading was a powerful tool and was an important difference between a slave and a free man. Douglass was sent back to the country to work on a farm for a brutal slave owner. This prompted him to begin planning his escape to freedom.

(Above) **Print, Abraham Lincoln** ID# THF57172. From the collections of The Henry Ford.



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In September 1838, Douglass covertly traveled by train and steamboat to New York City. He moved to Massachusetts and changed his name from Bailey to Douglass. He hadn't intended to speak out about his experience as a slave, but when he stood up and spoke at an abolitionist meeting in 1841, the emotion came bursting forth. His gut-wrenching stories about life on the plantation turned thousands of skeptical Americans into active abolitionists. In 1845, Douglass wrote and published his autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*. Soon after, he founded the *North Star* newspaper in Rochester, New York, advocating abolition and supporting women's suffrage.



During the Civil War, Douglass consulted with President Lincoln on issues of slavery,

including the promise of equal wages, protection and awards for black soldiers as for white soldiers. Douglass also supported the Union by serving as a recruiter for the 54th Massachusetts Regiment. In 1877, President Hayes appointed Douglass a U.S. Marshal. He also served as the U.S. consul to Haiti and was the only African American to attend the first women's convention, in Seneca Falls, New York, held by Elizabeth Cady Stanton and others. Frederick Douglass died in 1895.

(Above) **Carte de Visite- Frederick Douglass** ID# THF8996. From the collections of The Henry Ford.

(Right) Logan County Courthouse, where Lincoln tried cases as a traveling lawyer, now at Greenfield Village, The Henry Ford. ID# THF85655. From the collections of The Henry Ford.

3. Lincoln and Douglass Comparisons

Douglass was born a slave, but he escaped and changed his name to distinguish his new life as a free man. Lincoln was forced to give his father all of his earnings until he was 21, when he moved away to start a new life on his own.

Both men were born into poverty and worked very hard to secure a future for themselves. Each of them admired and embodied the idea of the self-made man.

Both Lincoln and Douglass always spoke in a way to appeal to the common man, though they were very intelligent and somewhat separated from the rest of society.

Lincoln and Douglass were talented writers and speakers.

Both Lincoln and Douglass admired the Declaration of Independence and the Founding Fathers.

Lincoln and Douglass both helped abolish slavery, however each had a different strategy to accomplish the goal.



Lesson 2 | Lincoln and Douglass: Divergent Views

Overview

The North and South realized the coming war was more than just a fight over the Union or secession. Slowly, Lincoln came to realize what many people had known all along: the War Between the States was ultimately a conflict over slavery.

In 1858, Lincoln proclaimed,
“A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. . . . I do not expect the government to fall, but I expect it will cease to be divided. It will become all one thing, or all the other.”

House Divided Speech, Abraham Lincoln TeachingAmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?document=103>

Douglass had long urged the emancipation of the slaves in speeches and writings. Lincoln had to be more cautious. As president, he had to write more moderately in order to not alienate the border states and many Northerners who opposed abolition. Lincoln’s first priority was to save the Union; he would end slavery if that was required in order to save the Union. The difference between Douglass’ moral arguments and Lincoln’s political position are the focus of this lesson.

Objectives

- Students will examine primary source writings and speeches to view both sides of the emancipation argument.
- Students will also identify contemporary issues that have many different facets and can be considered from multiple perspectives, such as human rights, economic, political or other viewpoints.

Materials

- Student Activity Sheet 2 Reading Passages - Douglass and Lincoln
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&list=PL3C4E65741C27978C) (1:10 to 1:55) <http://www.youtube.com/watch?v=jKtFLmnuz6E&list=PL3C4E65741C27978C>

Procedures

1. Students will watch the video clip from [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&list=PL3C4E65741C27978C) (1:10 to 1:55)
2. Students will read the documents on Student Activity Sheet 2 and answer the questions that follow the documents.



Reading Passages

Name

Document A

The first reading contains selected quotes from Frederick Douglass in an 1853 circular promoting subscriptions to his abolitionist newspaper. Douglass used his newspaper to spread abolitionist ideas and organize those opposed to slavery. The circular demonstrates Douglass' total devotion to ending slavery regardless of political concerns.

NOTES

Circular, Frederick Douglass. Rochester, January, 1853.

Dear Reader:

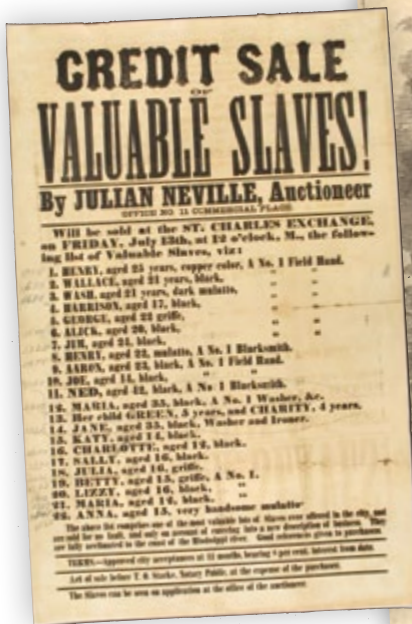
... [My paper] will continue to advocate, as it has ever done, the immediate and unconditional emancipation of every slave in the country and throughout the world. To this end it will bring before its readers all the facts and arguments, which expose the legitimate abominations of slavery, and that serve to show the slave system to be a crime and a curse, incapable of excuse or palliation. ... It will maintain the doctrines of the utter unconstitutionality of slavery, and show that the enactments in support of it, are no more to be respected as Laws, than are the adopted rules of pirates and other robbers, who band themselves together to plunder and murder mankind. ...

It will esteem the laws of God above the enactments of men; and when the latter conflicts with the former, it shall go for adhering to the "higher law"... In a word, my columns shall be devoted to a defene [sic] of all the just rights of the human family, male and female, black and white, and without respect to country, nation or tongue. ...

I ask you to give me your co-operation in my enterprize [sic].

Yours, truly,
Frederick Douglass

Original document housed at Clements Library, The University of Michigan, Ann Arbor. Reprinted in full in Frederick Voss and Waldo Martin, *Majestic in His Wrath: A Pictorial Life of Frederick Douglass*.



Document B

The second reading is Lincoln’s letter to Horace Greeley (editor of the New York Herald) dated August 22, 1862. This letter was in response to Greeley’s call for immediate emancipation. In the Civil War’s second year, Lincoln responded, “My paramount objective in this struggle is to save the Union, and is not either to save or destroy slavery. ...” The letter shows a President who has not yet realized the need for emancipation or who felt that politically the time was not yet ripe for it. The Emancipation Proclamation in 1863 would change all of this.

Letter to Horace Greeley, Abraham Lincoln August 22, 1862

Hon. Horace Greeley:

Dear Sir.

I have just read yours of the 19th. addressed to myself through the New York Tribune. If there be in it any statements, or assumptions of fact, which I may know to be erroneous, I do not, now and here, controvert them. If there be in it any inferences which I may believe to be falsely drawn, I do not now and here, argue against them. If there be perceptible [sic] in it an impatient and dictatorial tone, I waive it in deference to an old friend, whose heart I have always supposed to be right.

As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time save slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time destroy slavery, I do not agree with them. My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the

(Previous page, far left) **Broadside advertising slaves for sale at auction, New Orleans, ca. 1850** ID# THF11636. From the collections of The Henry Ford.

(Previous page, far left) **Instrument of Torture Used by Slave Owners, illustration from Harper’s Weekly, February 1862** ID# THF7382. From the collections of The Henry Ford.



Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do *not* believe it would help to save the Union. I shall do *less* whenever I shall believe what I am doing hurts the cause, and I shall do *more* whenever I shall believe doing more will help the cause. I shall try to correct errors when shown to be errors; and I shall adopt new views so fast as they shall appear to be true views.

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I have here stated my purpose according to my view of *official* duty; and I intend no modification of my oft-expressed *personal* wish that all men everywhere could be free.

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Yours,
A. Lincoln.

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Letter to Horace Greeley by Abraham Lincoln
From TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=1057>

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QUESTIONS

On a separate sheet of paper, write a response to the following questions and discuss your answers in class.

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1. Why do you think Lincoln was more interested in saving the Union than freeing the slaves? Why might he think he had to first save the Union before emancipation could take place?

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2. Why was Douglass more interested in freeing the slaves than saving the Union? Why might he have thought the slaves had to be freed before the Union could be saved?

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3. One can see the problem is either to save the Union or free the slaves. Eventually, Lincoln did free the slaves and save the Union. How were these two issues indivisible? Could one be accomplished without the other?

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4. What are current issues that have many possible facets to them? For instance, the current debates about health care reform, tax cuts and climate change have many social, economic, moral and political considerations. Identify a contemporary issue and outline the various interests impacted by this issue, the positions that they might be expected to take and their reasons

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Lesson 3 | Lincoln and Douglass: Changing Views

Overview

Lincoln, influenced by the writings of Douglass, Greeley, and others, issued the Emancipation Proclamation, which became law on Jan. 1, 1863. Although it only freed slaves in the states in rebellion against the Union, it paved the legal path for blacks to become soldiers. Lincoln realized blacks would first have to be declared citizens before they could be soldiers. The war now openly became a struggle not only to save the Union but also to free Southern slaves. Northern blacks were invited to become liberators of their own race. Lincoln, though still cautious, declared by his Emancipation Proclamation that the causes of Union and abolition were basically one and the same.

Douglass had a more practical and personal reason for wanting blacks to be soldiers. He knew that it was the only path open that would allow blacks to prove they had a right to full citizenship. Douglass wrote, “Let the Black man get upon his chest the letters ‘U.S.’ and no one can deny his right to full citizenship.” So, the two sides finally came together, although for very different reasons.

Objectives

- Students will read the Lincoln and Douglass writings and identify how and why factions who previously seemed far apart on the issue of emancipation of slaves ended up with the same goal.
- Students will then discuss other examples of seemingly irreconcilable groups ending up on the same side, either for idealistic reasons or for political expediency.

Materials

- Student Activity Sheet 3 Reading Passage – Lincoln and Douglass
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) (5:00 to 6:45 and 7:14 to 8:38)
<http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Procedures

1. Have students view the video clip from [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) (5:00 to 6:45 and 7:14 to 8:38).
2. Students will prepare a graphic organizer, such as a Venn diagram, T-chart or similar organizer, to identify the differences and similarities or cause-and-effect relationships between the Lincoln and Douglass arguments for emancipation of slaves and the complete abolition of slavery.
3. Students will then prepare a second organizer on a contemporary issue, identifying two opposing points of view that require some form of bilateral agreement between different parties. Examples might include a local issue, such as new development or preservation, regional issues like environmental concerns, national issues like universal health care, or world issues like climate change or unstable regimes.



Reading Passages

Name

These passages show how Lincoln and Douglass influenced each other. Douglass realized that, by saving the Union, slavery could not survive in Confederate states that returned to an emancipated Union. Douglass urged men to join the regiment in Massachusetts, a state that had led the fight in the American Revolution and in the abolition of slavery.

Document A

The first reading is from Abraham Lincoln and is a letter he sent to Andrew Johnson of Tennessee, who would become Lincoln’s vice president during his second presidential term. It reveals one of Lincoln’s motives for freeing the slaves. The letter states, “The colored population is the great *available* and yet *unavailed of*, force for restoring the Union.” Lincoln goes on to urge Johnson to raise black troops in the state of Tennessee.

Letter to Governor Andrew Johnson, Abraham Lincoln, March 26, 1863

My dear Sir:

I am told you have at least *thought* of raising a negro military force. In my opinion the country now needs no specific thing so much as some man of your ability, and position, to go to this work. When I speak of your position, I mean that of an eminent citizen of a slave-state, and himself a slave-holder. The colored population is the great *available* and yet *unavailed of*, force for restoring the Union. The bare sight of fifty thousand armed, and drilled black soldiers on the banks of the Mississippi, would end the rebellion at once. And who doubts that we can present that sight, if we but take hold in earnest? If you *have* been thinking of it please do not dismiss the thought.

Yours truly

A. Lincoln

From Letter to Governor Andrew Johnson, Abraham Lincoln
TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=1071>

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Document B

The second reading is Douglass' call for blacks to military service, entitled "Men of Color, To Arms!" In this call, Douglass made a stirring plea.

Speech, Frederick Douglass, March 21, 1863

Men of Color, To Arms!

When first the rebel cannon shattered the walls of Sumter and drove away its starving garrison, I predicted that the war then and there inaugurated would not be fought out entirely by white men. Every month's experience during these dreary years has confirmed that opinion. A war undertaken and brazenly carried on for the perpetual enslavement of colored men, calls logically and loudly for colored men to help suppress it. Only a moderate share of sagacity was needed to see that the arm of the slave was the best defense against the arm of the slaveholder. Hence with every reverse to the national arms, with every exulting shout of victory raised by the slaveholding rebels, I have implored the imperiled nation to unchain against her foes, her powerful black hand. Slowly and reluctantly that appeal is beginning to be heeded. Stop not now to complain that it was not heeded sooner. It may or it may not have been best that it should not. This is not the time to discuss that question. Leave it to the future. When the war is over, the country is saved, peace is established, and the black man's rights are secured, as they will be, history with an impartial hand will dispose of that and sundry other questions. Action! Action! not criticism, is the plain duty of this hour. Words are now useful only as they stimulate to blows. The office of speech now is only to point out when, where, and how to strike to the best advantage. There is no time to delay. The tide is at its flood that leads on to fortune. From East to West, from North to South, the sky is written all over, "Now or never." Liberty won by white men would lose half its luster. "Who would be free themselves must strike the blow." "Better even die free, than to live slaves." This is the sentiment of every brave colored man amongst us. There are weak and cowardly men in all nations. We have them amongst us. They tell you this is the "white man's war"; and you will be "no better off after than before the war"; that the getting of you into the army is to "sacrifice you on the first opportunity." Believe them not; cowards themselves, they do not

Dotted lines for student writing.



Right) President Abraham Lincoln and General George McClellan with officers at Antietam, Maryland, October 1862 ID# THF57175. From the collections of The Henry Ford.



wish to have their cowardice shamed by your brave example. Leave them to their timidity, or to whatever motive may hold them back. I have not thought lightly of the words I am now addressing you. The counsel I give comes of close observation of the great struggle now in progress, and of the deep conviction that this is your hour and mine. In good earnest then, and after the best deliberation, I now for the first time during this war feel at liberty to call and counsel you to arms. By every consideration which binds you to your enslaved fellow – countrymen, and the peace and welfare of your country; by every aspiration which you cherish for the freedom and equality of yourselves and your children; by all the ties of blood and identity which make us one with the brave black men now fighting our battles in Louisiana and in South Carolina, I urge you to fly to arms, and smite with death the power that would bury the government and your liberty in the same hopeless grave. I wish I could tell you that the State of New York calls you to this high honor. For the moment her constituted authorities are silent on the subject. They will speak by and by, and doubtless on the right side; but we are not compelled to wait for her. We can get at the throat of treason and slavery through the State of Massachusetts. She was the first in the War of Independence; first to break the chains of her slaves; first to make the black man equal before the law; first to admit colored children to her common schools, and she was first to answer with her blood the alarm cry of the nation, when its capital was menaced by rebels. You know her patriotic governor, and you know Charles Sumner. I need not add more.

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Massachusetts now welcomes you to arms as soldiers. She has but a small colored population from which to recruit. She has full leave of the general government to send one regiment to the war, and she has undertaken to do it. Go quickly and help fill up the first colored regiment from the North. I am authorized to assure you that you will receive the same wages, the same rations, and the same equipments, the same protection, the same treatment, and the same bounty, secured to the white soldiers. You will be led by able and skillful officers, men who will take especial pride in your efficiency and success. They will be quick to accord to you all the honor you shall merit by your valor, and see that your rights and feelings are respected by other soldiers. I have assured myself on these points, and can speak with authority. More than twenty years of unswerving devotion to our common cause may give me some humble claim to be trusted at this momentous crisis. I will not argue.



(Right) **Photomontage showing President Lincoln with Congressional Supporters of the Proposed Anit-Slavery Constitutional Amendment, with Identifying Key, 1865** ID# THF61508. From the collections of The Henry Ford.



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To do so implies hesitation and doubt, and you do not hesitate. You do not doubt. The day dawns; the morning star is bright upon the horizon! The iron gate of our prison stands half open. One gallant rush from the North will fling it wide open, while four millions of our brothers and sisters shall march out into liberty. The chance is now given you to end in a day the bondage of centuries, and to rise in one bound from social degradation to the place of common equality with all other varieties of men. Remember Denmark Vesey of Charleston; remember Nathaniel Turner of Southampton; remember Shields Green and Copeland, who followed noble John Brown, and fell as glorious martyrs for the cause of the slave. Remember that in a contest with oppression, the Almighty has no attribute which can take sides with oppressors. The case is before you. This is our golden opportunity. Let us accept it, and forever wipe out the dark reproaches unsparingly hurled against us by our enemies. Let us win for ourselves the gratitude of our country, and the best blessings of our posterity through all time. The nucleus of this first regiment is now in camp at Readville, a short distance from Boston. I will under take to forward to Boston all persons adjudged fit to be mustered into the regiment, who shall apply to me at any time within the next two weeks.

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Speech by Frederick Douglass TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/document/men-of-color-to-arms/>

POST-READING ACTIVITY

Create a graphic organizer, such as a Venn diagram, T-chart or similar organizer, to identify the differences and similarities or cause-and-effect relationships between the Lincoln and Douglass arguments for emancipation of slaves and the complete abolition of slavery.

Create a second organizer on a contemporary issue, identifying two opposing points of view that require some form of bilateral agreement between different parties. Examples might include a local issue such as new development or preservation, regional issues like environmental concerns, national issues like universal health care, or world issues like climate change or unstable regimes.



Lesson 4 | With Malice Toward None: Lincoln’s Second Inaugural Address

Overview

The previous lessons have given students a flavor of the writings of Lincoln and the issues involved in the Civil War. Many scholars have written about President Lincoln’s Second Inaugural Address, as it is considered one of the best speeches in the history of our country. This speech differed greatly from any other speech he gave during his presidency. He did not refer to himself or his accomplishments. He did not claim victory over the South; he held all Americans responsible for slavery and the war.

Objectives

- Students will understand the qualities and characteristics of a great leader and orator.
- Students will analyze Lincoln’s Second Inaugural Address and identify strengths, weaknesses and themes in the speech.

Materials

- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 4](http://www.youtube.com/watch?v=kwVREUOD3D4&list=PL3C4E65741C27978C) (6:00 to 6:30) <http://www.youtube.com/watch?v=kwVREUOD3D4&list=PL3C4E65741C27978C>
- [Leadership PowerPoint](#) by Dale Rutter
- [A Word Fitly Spoken](#) Interactive Timeline – click on the Second Inaugural Address to hear the interactive speech; students can follow the speech by reading the text silently.
- White, Ronald C. *The Eloquent President: A Portrait of Lincoln Through His Words*. New York: Random House, 2005.
- Foner, Eric. *The Fiery Trial*. New York: W.W. Norton and Company, 2010.
- Student Activity Sheet 4A Reading Passage – Second Inaugural Address
- Student Activity Sheet 4B Student Eloquence

Procedures

A. Leadership Attributes

1. Show the video clip from [Lincoln Bicentennial Town Hall Meeting Part 4](#) (6:00 to 6:30).
2. Discussion: Begin the class by asking students **“What makes a great leader?”** A brief conversation to discuss the characteristics of outstanding leadership could take place in small groups or as whole class discussion. Continue by stating that many historians consider Lincoln a great leader.
3. Show the PowerPoint created by Dale Rutter. Then have a brief discussion about the leadership qualities he describes. Do the students agree that these are important qualities? What other leaders do students know of who have some of these qualities? Have leadership qualities changed today because of technology?

B. Lincoln: The Eloquent Speaker

1. Present a portion of the book *The Eloquent President*, where the author talks about Aristotle’s *Treatise on Rhetoric* as continuing to “define the elements of excellent speaking.” It is interesting to note that Aristotle believed that credibility was the most powerful means of persuasion. According to Aristotle, three modes of persuasion can be achieved by the spoken word when:
 - The speaker is worthy of confidence due to his or her character,
 - Listeners are moved by the emotion of a speech as the speaker understands their thoughts and feelings, and
 - A truth has been proven by persuasive arguments.
2. Students should discuss current figures who are positive or negative examples of these criteria. (Is the president eloquent? Is your state governor eloquent? Is Bill Gates?) Are these modes of persuasion still relevant to any speaker, even today?



C. Second Inaugural Address

1. Have students read and/or listen to the Second Inaugural Address. Inform students that this four-paragraph address was the second-shortest Second Inaugural Address given. Its 703 words were handwritten by Lincoln in two columns.
2. Discussion: What were the strengths of Lincoln's speech? What were the weaknesses? Could a president today make so many references to God and religion? What do you think Lincoln was trying to accomplish by not referring to "winners" or "losers" of the war?

Extension

1. Have students select and research a current issue that interests them. Like Lincoln, they must understand both positions of the issue in order to speak eloquently.

Some examples of current issues:

- Immigration laws
- Gun control
- Gay marriage
- Racial profiling
- Stem cell research
- Death penalty
- Abortion
- War abroad

Have students write an essay on their thoughts about both sides of the issue and the way to resolve it.

If time, have willing students give their speech orally to the class.

2. Another idea is to read pages about the Second Inaugural Address from the book *The Fiery Trial*. The following is a quote from the author, Eric Foner. This would stimulate wonderful classroom discussion or very thoughtful writing.

"What is interesting is to juxtapose the ending, malice toward none, etc., with the previous sentences directing attention to the injustices done to the slaves — 250 years of unrequited labor, every drop of blood drawn by the lash, etc.

"What is the moral equation here, Lincoln is asking? I believe he felt reconciliation and justice must come together. What would reconciliation among whites mean for the future of the former slaves? He did not answer these questions, but placed them on the national agenda." Foner, Eric. *The Fiery Trial*. New York: W.W. Norton and Company, 2010.

Reading Passages

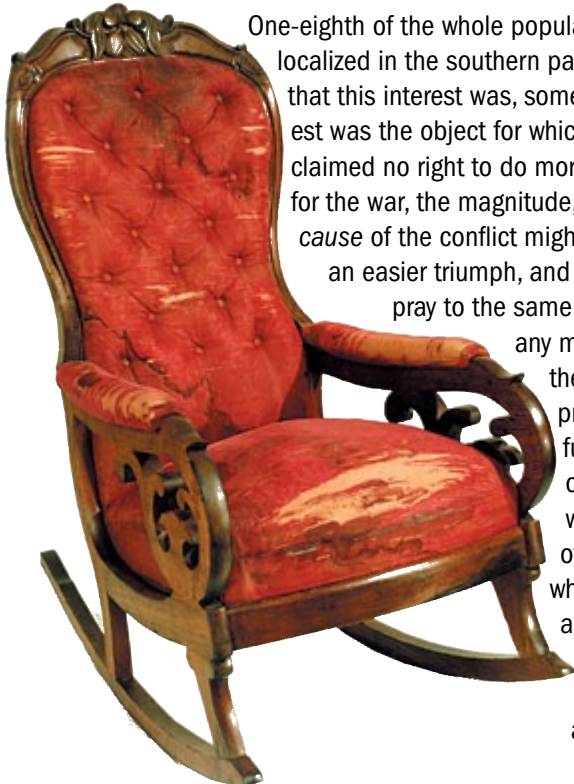
Name

Second Inaugural Address, Abraham Lincoln, March 4, 1865

Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural[sic] address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war – seeking to dissole [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.



One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the *cause* of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered, that of neither has been answered fully. The Almighty has His own purposes. Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh. If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty

(Left) **The Lincoln Chair** ID# THF51753. From the collections of The Henry Ford.



scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan – to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.

Second Inaugural Address by Abraham Lincoln
TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=35>



Student Eloquence

Name

Historians note that Lincoln lived the life his words describe: with malice toward none and charity for all. By refusing to pit the North against the South in his famous Second Inaugural Address, Lincoln demonstrated his belief that unity of our country was of ultimate importance.

There are many issues that divide our country today: immigration laws, gun control, gay marriage, racial profiling, stem cell research, death penalty, abortion, war abroad.

1. Select a current issue that interests you and research the topic. Like Lincoln, you must understand both positions of the issue in order to speak eloquently.

Write an essay on your thoughts about both sides of the issue and the way to resolve it.

2. Read about the Second Inaugural Address in the book *The Fiery Trial*. The following is a quote from the author, Eric Foner. Write an essay on your thoughts about why Lincoln presented this “moral equation” without a solution. Do you agree with the author? Do you think Lincoln was successful with the choice of words?

“What is interesting is to juxtapose the ending, malice toward none, etc., with the previous sentences directing attention to the injustices done to the slaves – 250 years of unrequited labor, every drop of blood drawn by the lash, etc. What is the moral equation here, Lincoln is asking? I believe he felt reconciliation and justice must come together. What would reconciliation among whites mean for the future of the former slaves? He did not answer these questions, but placed them on the national agenda.”

Foner, Eric. *The Fiery Trial*. New York: W.W. Norton and Company, 2010.



Lesson 5 | Reconciliation and Justice: Modern Lessons

Overview

Conflict occurs when human differences cannot be resolved through peaceful means. People have been at war since humankind first began living in groups. But when the conflict is resolved, the winners and the losers must find a way to continue living together, although perhaps in a very different context. It is impossible to sustain a permanent relationship of conqueror and conquered without perpetuating a cycle of conflict.

So how do opposing groups reconcile their differences fairly, with justice for all? Lincoln set the stage for reconciliation of North and South, free and enslaved, with his Second Inaugural Address. He did not live long enough to see the horrors of Reconstruction and of Jim Crow. Frederick Douglass continued on, well after Lincoln's death, trying to effect justice for African Americans.

This lesson will examine the concept of reconciliation, justice and forgiveness, using the example of post-apartheid South Africa's Truth and Reconciliation Commission.

Objectives

- Students will examine and understand that, after any conflict, truth must be established, reconciliation must begin and justice must be served, or peace will be difficult to maintain.
- Students will understand social and political circumstances from post-Civil War to the present in the United States, and will make connections to the Nuremberg trials after World War II, to the Truth and Reconciliation Commission following the fall of Apartheid in South Africa and in the aftermath of the Rwandan Genocide to name a few.
- Students will debate and write about issues such as whether the United States has ever really reconciled the issues of discrimination against African Americans that have continued since the time of slavery.

Materials

- Video Clips [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) (3:30 to 4:10) [http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu](http://www.youtube.com/watch?v=MVDW_2gSkwY&list=PL3C4E65741C27978C&index=6) and [Part 6](http://www.youtube.com/watch?v=MVDW_2gSkwY&list=PL3C4E65741C27978C&index=6) (1:19 to 1:50 and 3:15 to 3:36) http://www.youtube.com/watch?v=MVDW_2gSkwY&list=PL3C4E65741C27978C&index=6
- Student Activity Sheet 5 Reading Passage – Promotion of National Unity and Reconciliation Act

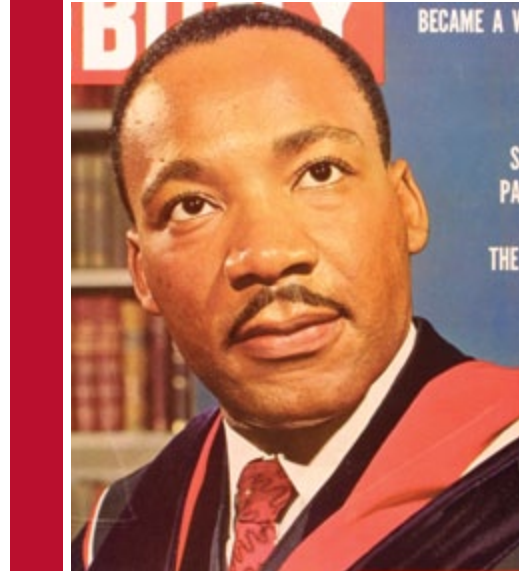
Procedures

1. Show the following video clips from the [Lincoln Bicentennial Town Hall Meeting Part 3](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) (3:30 to 4:10) and [Part 6](http://www.youtube.com/watch?v=MVDW_2gSkwY&list=PL3C4E65741C27978C&index=6) (1:19 to 1:50 and 3:15 to 3:36)
2. Give students Activity Sheet 5 with text from the [Promotion of National Unity and Reconciliation Act](#). Inform students that this is the legal document that outlines the goals of the Truth and Reconciliation Commission in South Africa. Based on this document, ask the students to explain the purpose of the commission and ask them, “What were the benefits and drawbacks of the procedure it went through?”
3. Ask students if they know of any similar tribunals to the Truth and Reconciliation Commission. Use some of the links below to inform them of the Nuremberg Trials, the legal proceedings against German Nazis at the end of World War II, which created a model for future generations. More recently, the UN-created International Court of Justice has undertaken war-crime tribunals relating to events in Yugoslavia and Bosnia-Herzegovina and Rwanda. It has been suggested that Guantanamo detainees could be tried there. Have students research one or some of the issues at stake in these cases.
 - [Truth and Reconciliation Commission](#)
 - [Facing the Truth with Bill Moyers](#) PBS Special
 - [Global Policy Forum](#) International Justice
 - [International Court of Justice](#)
 - [The United States Holocaust Memorial Museum](#) Holocaust History
 - [The Nuremberg Legacy: Pinochet and Beyond](#) A Lecture at the United States Holocaust Memorial



Museum

4. Share with students that these events were all wars, whereas apartheid was ongoing abuse by the people in power against others, based mainly on race and ethnicity. It has been suggested by some African-American leaders that similar hearings should occur in our country in order to openly discuss the roots of American racism.
5. Working in groups, have students formulate a case for and against having such a proceeding regarding slavery in the United States. Encourage them to refer again to South Africa's Promotion of National Unity and Reconciliation Act and to consider the benefits and drawbacks of such a proceeding. They might consider similarities and differences between the situation in the United States and South Africa. After providing students with a class period or more to prepare, hold a debate between the groups.
6. After the debate, the students will complete the Reconciliation and Slavery Reflection Essay about what they learned via the debate. Perhaps they were assigned to a side of the debate that didn't reflect their true views; if so, did they come to have empathy for both sides of the argument? Their responses should reflect a deeper understanding of the complexities that face a nation after a period of violence and great injustice.



AND SINCE the Constitution states that the pursuit of national unity, the well-being of all South African citizens and peace require reconciliation between the people of South Africa and the reconstruction of society;

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AND SINCE the Constitution states that there is a need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for ubuntu but not for victimization;

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AND SINCE the Constitution states that in order to advance such reconciliation and reconstruction amnesty shall be granted in respect of acts, omissions and offences associated with political objectives committed in the course of the conflicts of the past;

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AND SINCE the Constitution provides that Parliament shall under the Constitution adopt a law which determines a firm cut-off date, which shall be a date after 8 October 1990 and before the cut-off date envisaged in the Constitution, and providing for the mechanisms, criteria and procedures, including tribunals, if any, through which such amnesty shall be dealt with;

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BE IT THEREFORE ENACTED by the Parliament of the Republic of South Africa...

.....
.....

Promotion of National Unity and Reconciliation Act 34 of 1995
Department of Justice and Constitutional Development, REPUBLIC OF SOUTH AFRICA
<http://www.justice.gov.za/legislation/acts/1995-034.pdf>

Reconciliation and Slavery Reflection Essay

Reflect in writing about what you learned during the in-class debate about reconciliation and slavery in the United States. Perhaps you were assigned to a side of the debate that didn't reflect your true views; if so, did you come to have empathy for both sides of the argument?

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(Above) Rosa Parks Quilt ID 2008.118.1. From the collections of The Henry Ford.



The Development of a Leader: Abraham Lincoln, a Case Study

A Proclamation.

WE LOVED HIM—LIVING.
WE REVERE HIM—DEAD.



The Development of a Leader: Abraham Lincoln, a Case Study

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**The Development of a Leader:
Abraham Lincoln, a Case Study**

Teacher Guide

Connections to Michigan, Common Core, and Other National Standards and Expectations

Michigan High School Content Expectations

General Social Studies Knowledge, Processes, and Skills

K1.4 Understand historical and geographical perspectives.

K1.5 Understand the diversity of human beings and human cultures.

K1.6 Analyze events and circumstances from the vantage point of others.

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

P1.1 Use close and critical reading strategies to read and analyze complex texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

P1.3 Understand that diversity of interpretation arises from frame of reference.

P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied.

P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied.

United States History and Geography

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals.

- the Gettysburg Address
- 13th, 14th and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing.

F2.1 Describe the major trends and transformations in American life prior to 1877.

Common Core State Standards

Literacy in History/Social Studies Grades 11-12

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English/Language Arts Grades 11-12

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.9b Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

National United States History Content Standards Grades 5-12

ERA 4: Expansion and Reform (1801-1861)

ERA 5: Civil War and Reconstruction (1850-1877)



Bibliography/Online Resources

Refer to PDF of this document for live links.

Available at <http://www.thehenryford.org/education/erb/LincolnsLegacyOfLeadership.pdf>

Books

Oates, Stephen and Charles J. Errico. *A Portrait of America: Volume 1 to 1877*. Boston: Houghton Mifflin, 1994.

Online Resources

[Document Library](#) - TeachingAmericanHistory.org

[Fragments on Slavery, Abraham Lincoln](#) - TeachingAmericanHistory.org

[Speech on the Repeal of the Missouri Compromise, Abraham Lincoln](#) - TeachingAmericanHistory.org

[House Divided Speech, Abraham Lincoln](#) - TeachingAmericanHistory.org

[Fragment: On Slavery, Abraham Lincoln](#) - TeachingAmericanHistory.org

[Final Emancipation Proclamation, Abraham Lincoln](#) - TeachingAmericanHistory.org

[13th Amendment](#) - TeachingAmericanHistory.org

[Oration in Memory of Abraham Lincoln, Frederick Douglass](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 1st Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 2nd Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 3rd Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 4th Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 5th Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 6th Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[The Lincoln-Douglas Debates, 7th Debate, Abraham Lincoln](#) - TeachingAmericanHistory.org

[Things for Abolitionists to Do](#) - TeachUSHistory.org

[Second Inaugural Address, Abraham Lincoln](#) - TeachingAmericanHistory.org

[Presidential Campaign Commercials](#) - LivingRoomCandidate.org

[Education Blog Hosting Site](#) - Edmodo

[Education Blog Hosting Site](#) - Edublogs



**The Development of a Leader:
Abraham Lincoln, a Case Study**

Unit Plan

Unit Plan Overview

This “menu” of lessons on the political life of Abraham Lincoln has been developed for the Advanced Placement U.S. history teacher. Each lesson may be used individually or in conjunction with each other. We purposely did not create a sequential unit because of the nature of an Advanced Placement class. The lessons are designed to stand alone and can be used at any point in the class.

Many of the lessons focus on the political versus moral view of slavery held by Lincoln at different times in his political career. The lessons are intended to engage students in critical thinking exercises and the reading and interpretation of primary-source documents.

The lessons also include 10 blog questions that could be used on an online blogging site like edmodo.com or edublogs.com. Teachers should feel free to use one of the blog questions or all of them. Teachers who are not comfortable with blogging or who do not have the capability to use this strategy in the classroom can adapt these questions into in class discussion starters.

These lessons work in conjunction with resources from Henry Ford Museum and Greenfield Village. Teachers are encouraged to extend these lessons by taking the students, when possible, to see in person the artifacts included in the lessons.



Lesson 1 | Lincoln Document-Based Questions (DBQ)

Materials

- Student Activity Sheet 1 Reading Passage – Lincoln Speech Excerpts

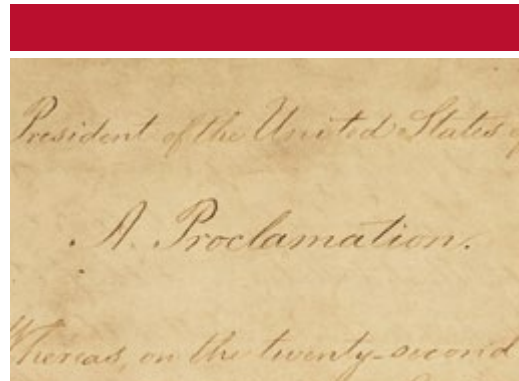
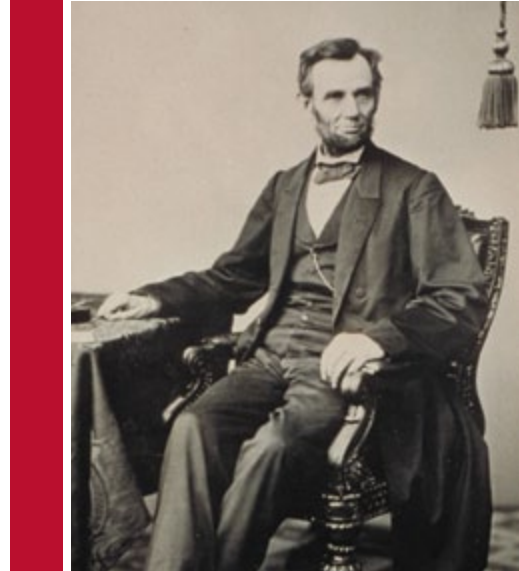
Time

1 class period

Procedures

1. Hand out Student Activity Sheet 1 with excerpts.
2. Allow students 15 minutes to read and analyze the documents. Students may also use this time to pre-write.
3. Give students 45 minutes to write the essay on the following:

The issue of slavery divided the United States, from its earliest foundation through its culmination in the Civil War. Perhaps no person in history is more closely tied to the issue of slavery than President Abraham Lincoln, sometimes called Great Emancipator. To what extent did Lincoln's views on slaves and slavery change during the period 1854-1865? Was the issue of slavery more of a moral issue or more of a political issue to Lincoln? Evaluate whether President Lincoln was deserving of the title Great Emancipator.



Reading Passages

Name

You will have 15 minutes to read and analyze the following documents. You may also use this time to pre-write. You will then have 45 minutes to write your essay using the documents below and your prior knowledge to answer the following question:

The issue of slavery divided the United States, from its earliest foundation through its culmination in the Civil War. Perhaps no person in history is more closely tied to the issue of slavery than President Abraham Lincoln, sometimes called Great Emancipator. To what extent did Lincoln’s views on slaves and slavery change during the period 1854-1865? Was the issue of slavery more of a moral issue or more of a political issue to Lincoln? Evaluate whether President Lincoln was deserving of the title Great Emancipator.

Document 1

Excerpt from a speech by Abraham Lincoln, April 1, 1854

If A. can prove, however conclusively, that he may, of right, enslave B.— why may not B. snatch the same argument, and prove equally, that he may enslave A?—

You say A. is white, and B. is black. It is *color*, then; the lighter, having the right to enslave the darker? Take care. By this rule, you are to be slave to the first man you meet, with a fairer skin than your own.

You do not mean *color* exactly? You mean the whites are *intellectually* the superiors of the blacks, and, therefore have the right to enslave them? Take care again. By this rule, you are to be slave to the first man you meet, with an intellect superior to your own.

But, say you, it is a question of *interest*; and, if you can make it your interest; you have the right to enslave another. Very well. And if he can make it his interest, he has the right to enslave you.

Abraham Lincoln, April 1, 1854 TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=50>

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(Right) **Print, Abraham Lincoln** ID# THF57172. From the collections of The Henry Ford.



Document 2

Excerpt from Speech on the Repeal of the Missouri Compromise, Abraham Lincoln, October 16, 1854

This declared indifference [popular sovereignty], but as I must think, covert real zeal for the spread of slavery, I cannot but hate. I hate it because of the monstrous injustice of slavery itself. I hate it because it deprives our republican example of its just influence in the world – enables the enemies of free institutions, with plausibility, to taunt us as hypocrites – causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental principles of civil liberty – criticizing the Declaration of Independence, and insisting that there is no right principle of action but self-interest.

Speech on the Repeal of the Missouri Compromise by Abraham Lincoln

TeachingAmericanHistory.org

http://teachingamericanhistory.org/library/index.asp?document=51

Document 3

Excerpt from Speech before the Republican State Convention, Abraham Lincoln, June 16, 1858

We are now far into the fifth year, since a policy was initiated with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached and passed. "A house divided against itself cannot stand." I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved. I do not expect the house to fall, but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new, North as well as South.

House Divided Speech, Abraham Lincoln TeachingAmericanHistory.org

http://teachingamericanhistory.org/library/index.asp?document=103



nor to intermarry with white people; and I will say in addition to this that there is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race. I say upon this occasion I do not perceive that because the white man is to have the superior position the negro should be denied every thing. I do not understand that because I do not want a negro woman for a slave I must necessarily want her for a wife. [Cheers and laughter.] My understanding is that I can just let her alone. I am now in my fiftieth year, and I certainly never have had a black woman for either a slave or a wife. So it seems to me quite possible for us to get along without making either slaves or wives of negroes.

The Lincoln- Douglas Debate, 4th Debate, Abraham Lincoln

TeachingAmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?document=1048>

Document 6

Excerpts from the Final Emancipation Proclamation, Abraham Lincoln, January 1, 1863

Whereas, on the twentysecond 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 ...

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.

Final Emancipation Proclamation, Abraham Lincoln TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=33>



Document 7

Resolution Submitting the Thirteenth Amendment to the States, Abraham Lincoln, February 1, 1865

Thirty-Eighth Congress of the United States of America; At the second Session, Begun and held at the City of Washington, on Monday, the fifth day of December, one thousand eight hundred and sixty-four.

A RESOLUTION

Submitting to the legislatures of the several States a proposition to amend the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, (two-thirds of both houses concurring), That the following article be proposed to the legislatures of the several States as an amendment to the constitution of the United States, which, when ratified by three-fourths of said Legislatures, shall be valid, to all intents and purposes, as a part of the said Constitution, namely: Article 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.

SCHUYLER COLFAX
Speaker of the House of Representatives.

H. HAMLIN
Vice President of the United States, and President of the Senate.

Approved, February 1. 1865.

ABRAHAM LINCOLN

Resolution Submitting the Thirteenth Amendment to the States, Abraham Lincoln, February 1, 1865 TeachingAmericanHistory.org http://teachingamericanhistory.org/library/index.asp?document=1096

Document 8

Excerpt from the Oration in Memory of Abraham Lincoln, Delivered by Frederick Douglass at the Unveiling of the Freedmen's Monument in Memory of Abraham Lincoln, April 14, 1876

He came into the Presidential chair upon one principle alone, namely,

Dotted lines for student writing.



opposition to the extension of slavery. His arguments in furtherance of this policy had their motive and mainspring in his patriotic devotion to the interests of his own race. To protect, defend, and perpetuate slavery in the states where it existed Abraham Lincoln was not less ready than any other President to draw the sword of the nation. He was ready to execute all the supposed guarantees of the United States Constitution in favor of the slave system anywhere inside the slave states. He was willing to pursue, recapture, and send back the fugitive slave to his master, and to suppress a slave rising for liberty, though his guilty master were already in arms against the Government. The race to which we belong were not the special objects of his consideration. Knowing this, I concede to you, my white fellow-citizens, a pre-eminence in this worship at once full and supreme. First, midst, and last, you and yours were the objects of his deepest affection and his most earnest solicitude. You are the children of Abraham Lincoln. We are at best only his step-children; children by adoption, children by forces of circumstances and necessity.

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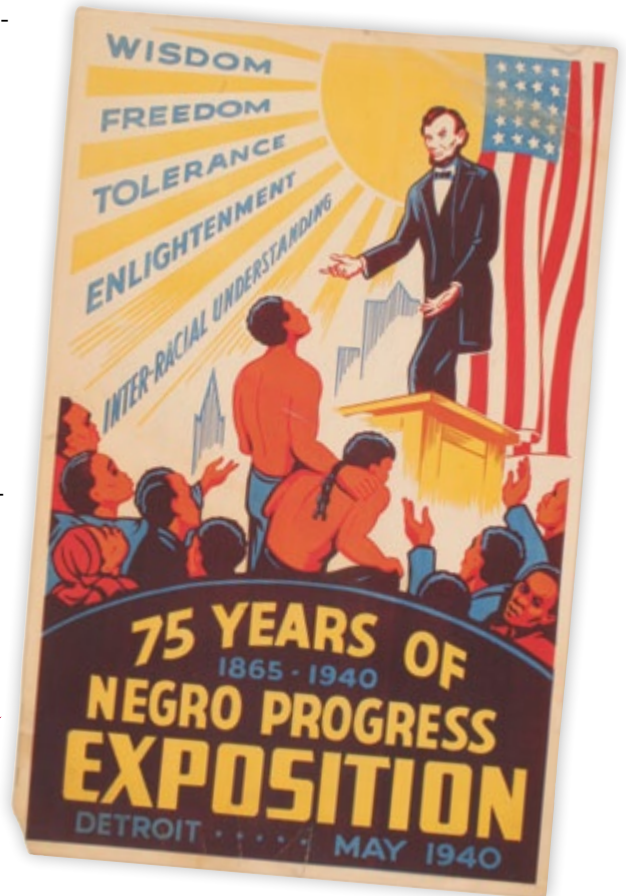
Had he put the abolition of slavery before the salvation of the Union, he would have inevitably driven from him a powerful class of the American people and rendered resistance to rebellion impossible. Viewed from the genuine abolition ground, Mr. Lincoln seemed tardy, cold, dull, and indifferent; but measuring him by the sentiment of his country, a sentiment he was bound as a statesman to consult, he was swift, zealous, radical, and determined.

Oration in Memory of Abraham Lincoln by Frederick Douglass
TeachingAmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?document=39>

Document 9

Poster for the 75 Years of Negro Progress Exposition, Held in Detroit, Michigan, May 1940

This poster promotes the 75 Years of Negro Progress Exposition, sponsored by the National Urban League and held in Detroit in May 1940. This exposition celebrated the achievements of African Americans, focusing on the themes of wisdom, freedom, tolerance, enlightenment and interracial understanding. The imagery of this poster says it all: **African Americans viewed Abraham Lincoln as a patron saint of their political, social and economic progress.**



(Right) **Poster for the 75 Years of Negro Progress Exposition, Held in Detroit, Michigan** ID# THF61510. From the collections of The Henry Ford.



Lesson 2 | Lincoln and the Slave Power Conspiracy

Materials

- Lincoln-Douglas Debate, 1st Debate – Teaching AmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?document=53>
- Student Activity Sheet 2 Reflection Essay

Preparation

Students should have background in the historical events between 1850-58 that are related to slavery and the extension of slavery into the territories.

Time

1-2 class periods

Procedures

1. As homework or in class, students should read Lincoln in the first debate in Ottawa, Illinois.
2. Students should discuss the following question in pairs:

What elements of “slave power” does Lincoln discuss at Ottawa?
3. After several minutes, expand this into a class discussion, making sure the students pick up on the following elements:
 - Kansas Nebraska Act
 - i. Impact: Increased the slavery agitation
 - ii. Opened up territory for slavery that had been prohibited by the Missouri Compromise
 - Bleeding Kansas
 - i. Squatter Sovereignty
 - a. No promise of the exclusion of slavery, but the institution is protected until a vote takes place
 - Dred Scott Case
 - i. Have students investigate the implied conspiracy of this case.
 - a. Decision deferred until after the election of 1856
 - b. Trumbull and Douglas confer, and Douglas

states that it is up to the court if a territory can exclude slavery from their limits (later changed in the Freeport Doctrine).

- c. BEFORE the decision is rendered, President Buchanan tells the people they must abide by the decision.
- ii Decision is endorsed by Buchanan and Douglas
 - iii. Problems with the decision according to Lincoln:
 - a. No descendents of the slaves were citizens. This is incorrect: Citizenship in the states was up to the states themselves.
 - b. Congress cannot exclude slavery from a territory, thus making it a permanent institution.
 - c. Residence in a free state does not make a slave free; thus slavery is legal in all states.
4. Have students brainstorm other events that would make Northerners believe in a Slave Power Conspiracy (Fugitive Slave Act of 1850, Mexican War, etc.).
 5. Finally, have students write a paragraph regarding Lincoln’s view of slavery: Does Lincoln have a clear view of slavery in his first debate with Stephen Douglas on August 21, 1858? Is his opposition based on moral grounds, on political grounds or both moral and political grounds? Make sure students include evidence from the debate to prove their point.



Lesson 3 | Lincoln-Douglas Debates: Politics vs. Morality

Materials

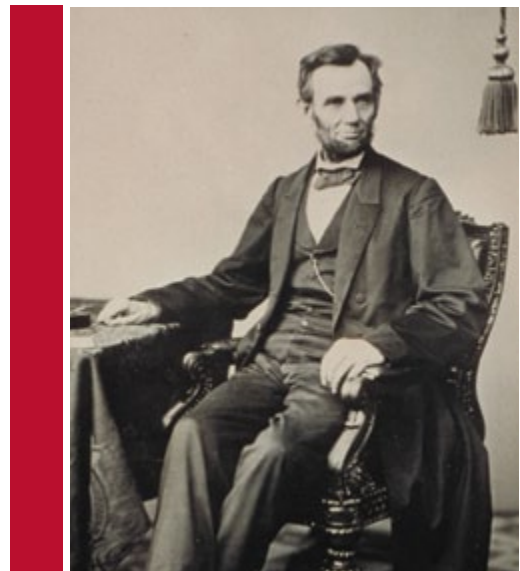
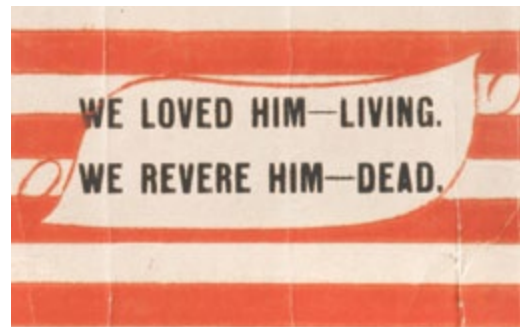
- Student Activity Sheet 3A Reading Passage – Lincoln-Douglas Debate Excerpts
- Student Activity Sheet 3B Lincoln-Douglas Debate Location Activity
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 3 \(4:25-6:45\)](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) <http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Time

1-2 class periods

Procedures

1. Play video clip for students
 - a. Discuss.
 - b. Are the students surprised that Lincoln made racist comments? Why or why not?
2. Hand out Activity Sheets 3A and 3B; review the directions with students.
3. Have the students answer the follow-up questions, in paragraph form, on the back of the map worksheet. Students may complete this as homework if necessary.



purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which in my judgment will probably forever forbid their living together upon the footing of perfect equality, and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong, having the superior position. I have never said anything to the contrary, but I hold that notwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty and the pursuit of happiness. [Loud cheers.] I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects — certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without leave of anybody else, which his own hand earns, he is my equal and the equal of Judge Douglas, and the equal of every living man.

The Lincoln-Douglas Debate, 1st Debate, Abraham Lincoln

TeachingAmericanHistory.org <http://teachingamericanhistory.org/library/index.asp?document=53>

Excerpts from the Lincoln-Douglas Debates, 2nd Debate, Abraham Lincoln, August 27, 1858

...[I]f I should vote for the admission of a slave State I would be voting for a dissolution of the Union, because I hold that the Union cannot permanently exist half slave and half free. I repeat that I do not believe this Government can endure permanently half slave and half free, yet I do not admit, nor does it at all follow, that the admission of a single slave State will permanently fix the character and establish this as a universal slave nation. ...

...[I]n regard to the Fugitive Slave law, I have never hesitated to say, and I do not now hesitate to say, that I think, under the Constitution of the United States, the people of the Southern States are entitled to a Congressional Fugitive Slave law. Having said that, I have had nothing to say in regard to the existing Fugitive Slave law, further than that I think it should have been framed so as to be free from some of the objections that pertain to it, without lessening its efficiency. And inasmuch as we are not now in an agitation in regard to an alteration or modification of that law, I would not be the man to introduce it as a new subject of agitation upon the general question of slavery.



In regard to the other question, of whether I am pledged to the admission of any more slave States into the Union, I state to you very frankly that I would be exceedingly sorry ever to be put in a position of having to pass upon that question. I should be exceedingly glad to know that there would never be another slave State admitted into the Union; but I must add, that if slavery shall be kept out of the Territories during the territorial existence of any one given Territory, and then the people shall, having a fair chance and a clear field, when they come to adopt the Constitution, do such an extraordinary thing as to adopt a slave Constitution, uninfluenced by the actual presence of the institution among them, I see no alternative, if we own the country, but to admit them into the Union.

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The Lincoln-Douglas Debate, 2nd Debate, Abraham Lincoln
TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=104>

Excerpt from the Lincoln-Douglas Debates, 3rd Debate, Abraham Lincoln, September 15, 1858

The mere declaration, "No person held to service or labor in one State under the laws thereof, escaping into another, shall in consequence of any law or regulation therein be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due," is powerless without specific legislation to enforce it. Now, on what ground would a member of Congress who is opposed to slavery in the abstract, vote for a Fugitive law, as I would deem it my duty to do? Because there is a Constitutional right which needs legislation to enforce it. And although it is distasteful to me, I have sworn to support the Constitution, and having so sworn, I cannot conceive that I do support it if I withhold from that right any necessary legislation to make it practical. And if that is true in regard to a Fugitive Slave law, is the right to have fugitive slaves reclaimed any better fixed in the Constitution than the right to hold slaves in the Territories? For this decision is a just exposition of the Constitution, as Judge Douglas thinks. Is the one right any better than the other? Is there any man who, while a member of Congress, would give support to the one any more than the other? If I wished to refuse to give legislative support to slave property in the Territories, if a member of Congress, I could not do it, holding the view that the Constitution establishes that right. If I did it at all, it would be



(Right) **President Abraham Lincoln and General George McClellan with Officers at Antietam, Maryland, October 1862** ID# THF57175. From the collections of The Henry Ford.



because I deny that this decision properly construes the Constitution. But if I acknowledge, with Judge Douglas, that this decision properly construes the Constitution, I cannot conceive that I would be less than a perjured man if I should refuse in Congress to give such protection to that property as in its nature it needed.

The Lincoln-Douglas Debate, 3rd Debate, Abraham Lincoln

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=1047>

Excerpt from the Lincoln-Douglas Debates, 4th Debate, Abraham Lincoln, September 18, 1858

While I was at the hotel to-day, an elderly gentleman called upon me to know whether I was really in favor of producing a perfect equality between the negroes and white people. [Great laughter.] While I had not proposed to myself on this occasion to say much on that subject, yet as the question was asked me I thought I would occupy perhaps five minutes in saying something in regard to it. I will say then that I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races, [Applause] — that I am not nor ever have been in favor of making voters or jurors of negroes, nor of qualifying them to hold office, nor to intermarry with white people; and I will say in addition to this that there is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race.

The Lincoln-Douglas Debate, 4th Debate, Abraham Lincoln

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=1048>



Excerpts from the Lincoln-Douglas Debates, 5th Debate, Abraham Lincoln, October 7, 1858

I have all the while maintained, that in so far as it should be insisted that there was an equality between the white and

(Above) Souvenir Paper Flag Commemorating Abraham Lincoln's Death, 1865 ID# THF8596. From the collections of The Henry Ford.



black races that should produce a perfect social and political equality, it was an impossibility. This you have seen in my printed speeches, and with it I have said, that in their right to “life, liberty and the pursuit of happiness,” as proclaimed in that old Declaration, the inferior races are our equals. And these declarations I have constantly made in reference to the abstract moral question, to contemplate and consider when we are legislating about any new country which is not already cursed with the actual presence of the evil – slavery. I have never manifested any impatience with the necessities that spring from the actual presence of black people amongst us, and the actual existence of slavery amongst us where it does already exist; but I have insisted that, in legislating for new countries, where it does not exist, there is no just rule other than that of moral and abstract right! With reference to those new countries, those maxims as to the right of a people to “life, liberty and the pursuit of happiness,” were the just rules to be constantly referred to. ...

Now, I confess myself as belonging to that class in the country who contemplate slavery as a moral, social and political evil, having due regard for its actual existence amongst us and the difficulties of getting rid of it in any satisfactory way, and to all the Constitutional obligations which have been thrown about it; but, nevertheless, desire a policy that looks to the prevention of it as a wrong, and looks hopefully to the time when as a wrong it may come to an end. ...

And now it only remains for me to say that I think it is a very grave question for the people of this Union to consider whether, in view of the fact that this slavery question has been the only one that has ever endangered our Republican institutions – the only one that has ever threatened or menaced a dissolution of the Union – that has ever disturbed us in such a way as to make us fear for the perpetuity of our liberty – in view of these facts, I think it is an exceedingly interesting and important question for this people to consider, whether we shall engage in the policy of acquiring additional territory, discarding altogether from our consideration, while obtaining new territory, the question how it may affect us in regard to this the only endangering element to our liberties and national greatness.

The Lincoln-Douglas Debate, 5th Debate, Abraham Lincoln

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=102>



cerned? And let me ask you, didn't Judge Douglas find a way to reverse the decision of our Supreme Court, when it decided that Carlin's father — old Governor Carlin — had not the Constitutional power to remove a Secretary of State? Did he not appeal to the "MOBS," as he calls them? Did he not make speeches in the lobby to show how villainous that decision was, and how it ought to be overthrown? Did he not succeed, too, in getting an act passed by the Legislature to have it overthrown? And didn't he himself sit down on that bench as one of the five added judges, who were to overlaugh the four old ones — getting his name of "Judge" in that way and no other? If there is a villainy in using disrespect or making opposition to Supreme Court decisions, I commend it to Judge Douglas's earnest consideration. I know of no man in the State of Illinois who ought to know so well about *how much villainy* it takes to oppose a decision of the Supreme Court as our honorable friend, Stephen A. Douglas.

The Lincoln-Douglas Debate, 6th Debate, Abraham Lincoln

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=1051>

<http://teachingamericanhistory.org/library/index.asp?document=1052>

Excerpts from the Lincoln-Douglas Debates, 7th Debate, Abraham Lincoln, October 15, 1858

Judge Douglas builds up his beautiful fabrication — of my purpose to introduce a perfect, social, and political equality between the white and black races. His assertion that I made an "especial objection" (that is his exact language) to the decision on this account, is untrue in point of fact. ...

Here, Lincoln begins to quote from an earlier speech: "I think the authors of that notable instrument intended to include *all* men, but they did not mean to declare all men equal *in all respects*. They did not mean to say all men were equal in color, size, intellect, moral development or social capacity. They defined with tolerable distinctness in what they did consider all men created equal — equal in certain inalienable rights, among which are life, liberty, and the pursuit of happiness. This they said, and this they meant. They did not mean to assert the obvious untruth, that all were then actually enjoying that equality, or yet, that they were about to confer it immediately upon them. In fact they had no power to confer such a boon. They meant simply to declare the right, so that the enforcement of it might follow as fast as circumstances should permit. ..."



And when I say that I desire to see the further spread of it [slavery] arrested, I only say I desire to see that done which the fathers have first done. When I say I desire to see it placed where the public mind will rest in the belief that it is in the course of ultimate extinction, I only say I desire to see it placed where they placed it. It is not true that our fathers, as Judge Douglas assumes, made this Government part slave and part free. Understand the sense in which he puts it. He assumes that slavery is a rightful thing within itself – was introduced by the framers of the Constitution. The exact truth is, that they found the institution existing among us, and they left it as they found it. ...

But there is a point that I wish, before leaving this part of the discussion, to ask attention to. I have read and I repeat the words of Henry Clay: "I desire no concealment of my opinions in regard to the institution of slavery. I look upon it as a great evil, and deeply lament that we have derived it from the parental Government, and from our ancestors. I wish every slave in the United States was in the country of his ancestors. But here they are; the question is how they can best be dealt with? If a state of nature existed, and we were about to lay the foundations of society, no man would be more strongly opposed than I should be, to incorporate the institution of slavery among its elements. ...

Now irrespective of the moral aspect of this question as to whether there is a right or wrong in enslaving a negro, I am still in favor of our new Territories being in such a condition that white men may find a home – may find some spot where they can better their condition – where they can settle upon new soil and better their condition in life. [Great and continued cheering.] I am in favor of this not merely, (I must say it here as I have elsewhere,) for our own people who are born amongst us, but as an outlet for *free white people every where*, the world over – in which Hans and Baptiste and Patrick, and all other men from all the world, may find new homes and better their conditions in life. ...

That is the real issue. That is the issue that will continue in this country when these poor tongues of Judge Douglas and myself shall be silent. It is the eternal struggle between these two principles – right and wrong – throughout the world. They are the two principles that have stood face to face from the beginning of time; and will ever continue to struggle. The one is the common right of humanity and the

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(Right) **Poster, National Republican Chart, 1860 (from the 1860 presidential campaign)** ID# THF57171. From the collections of The Henry Ford.



Lincoln-Douglas Debates Location Activity Name

Directions: Read the excerpts from the Lincoln-Douglas debates on Student Activity Sheet 3A. For each town in which a debate was held, summarize the view Lincoln expressed there, about the issue of slavery (or slaves).

Follow-Up Questions: To what extent were Lincoln's views politically calculated? Or were they morally based?

Freeport (Debate #2)

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Ottawa (Debate #1)

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Galesburg (Debate #5)

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Quincy (Debate #6)

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Charleston (Debate #4)

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Alton (Debate #7)

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Jonesboro (Debate #3)

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Lesson 4 | Lincoln’s Journey to Emancipation — Silent Class Discussion

Materials

- Article: “Lincoln’s Journey to Emancipation,” in Oates, Stephen and Charles J. Errico, *A Portrait of America: Volume 1 to 1877*. (Boston: Houghton Mifflin, 1994).
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 2](http://www.youtube.com/watch?v=i1zhiSRcodl&feature=relmfu) (5:31-7:58) <http://www.youtube.com/watch?v=i1zhiSRcodl&feature=relmfu>
- Butcher paper (cut into large poster-board-size pieces)
- Markers (one for each student)
- Presidential campaign commercial from [The Living Room Candidate](http://www.livingroomcandidate.org/commercials/2004/windsurfing) <http://www.livingroomcandidate.org/commercials/2004/windsurfing>
- Student Activity Sheet 4 Reflection Essay

Time

1-2 class periods

Procedures

1. Students should read the Oates and Errico article prior to this activity (either for homework or in the previous class period).
2. Before class begins, write each of the following questions in the middle of the butcher paper (one question on each piece of butcher paper).
 - a. Describe the “Mythical Lincoln.” In other words, how is Lincoln normally portrayed in books, stories, movies, etc.?
 - b. Is “Honest Abe” a good title for Lincoln? Why or why not?
 - c. How did Lincoln deal with the question of slavery? Did he do enough?
 - d. What forces led Lincoln to the Emancipation Proclamation?
 - e. Did the Emancipation Proclamation indicate a change in Lincoln’s beliefs about slavery? Why or why not?
3. Show video clip from the [Lincoln Bicentennial Town Hall Meeting](#) (2½ minutes).
4. Put students into groups of 3 or 4. Students should sit in a group facing each other, with a piece of butcher paper in the middle. Each student needs a marker.
5. Instruct the students that there is to be no talking. They will respond on the paper only. They may write their responses to the question on the paper and comment on the responses of those in their group by drawing a line and making a comment in writing.
6. After 5-10 minutes, have the students move to a different question paper. Continue this until all groups have responded to each question.
7. At the end of the lesson, ask the students if their perceptions of Lincoln have changed. Ask if they have changed for the better or worse and why.

Extension

Students may do this as a “bell ringer” on the day following this lesson or as a homework assignment.

1. Show the John Kerry presidential campaign commercial from 2004, available at [The Living Room Candidate](#).
2. Have students discuss, in small groups, or write a short essay on the following:
In today’s political climate, a politician who changes his/her mind is often seen in a negative light (as a flip-flopper). Do you think this is fair? Is it always negative to adapt or change one’s mind? How would the modern-day media view Lincoln?



Lesson 5 | Lincoln Blogs

Materials

- Internet access
- Teacher should have an account for student blogging ([Edmodo](#), [Edublogs](#))
- Lincoln Bicentennial Town Hall Meeting video clips (needed for individual Blogs 5, 8, 9 and 10; the clip needed and time needed are listed on the activity sheet for each blog that uses them)
- Student Activity Sheets 5A-J Blogs 1-10

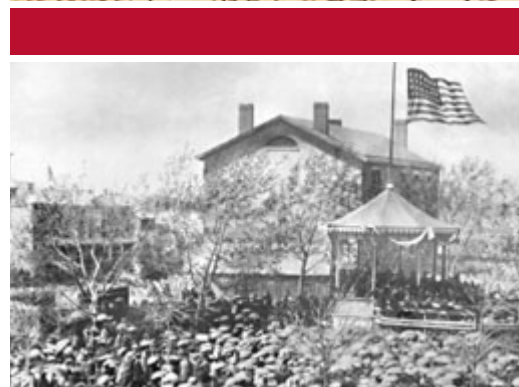
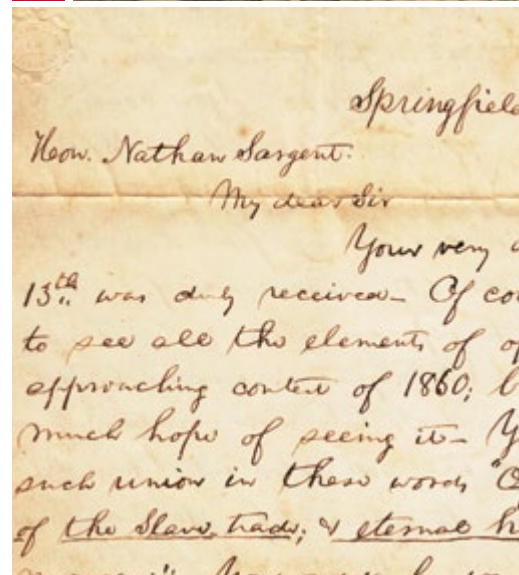
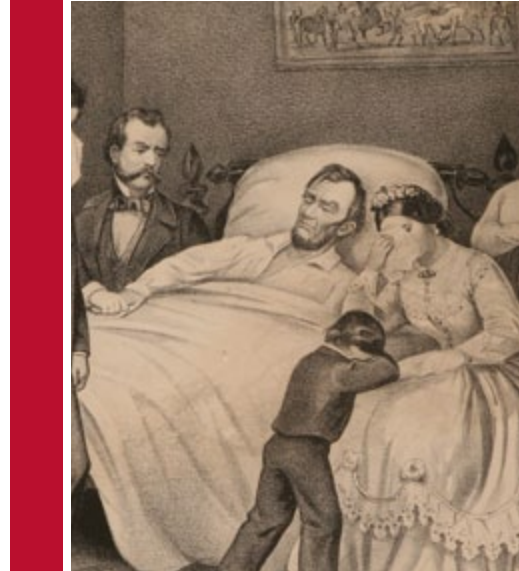
Time

Flexible – 1 class period to 2 weeks

Procedures

This lesson is flexible, to allow for different levels of participation and time restrictions, and can be used as a final project or as part of class discussion. Students can be assigned to write one blog post or all 10 blog posts.

1. Set up a class account using one of the suggested student blogging sites.
2. Give students the blogging assignment with specification on how to write and tag their blog appropriately so the teacher can find and evaluate it. Remind students that blog entries should use complete sentences and standard spelling – no text-speak allowed.
3. As students finish their blog entries, encourage all the students to read and respond to each other's entries.



Blog #1

Name

Evaluate the events on the list below, and choose the two events that you feel **MOST** contributed to the start of the Civil War. Explain why you chose those two events and the reasons why you believe they were the most important in leading to the Civil War.

- a. Missouri Compromise
- b. Wilmot Proviso
- c. Compromise of 1850
- d. Kansas Nebraska Act
- e. Dred Scott Decision
- f. John Brown's Raid
- g. Election of Abraham Lincoln

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries you are expected to use complete sentences and standard spelling – no text-speak allowed.



Blog #2

Name

(To be completed after the Lincoln-Douglas debates activities in Lesson 3.)

How did Lincoln’s attitude toward slavery change in the different areas of Illinois during the Lincoln-Douglas debates?

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries you are expected to use complete sentences and standard spelling – no text-speak allowed.



Blog #3

Name

Read the letter below. What are Lincoln's major issues with the proposed Republican platform? Are his concerns more moral or more political? Why do you think so?

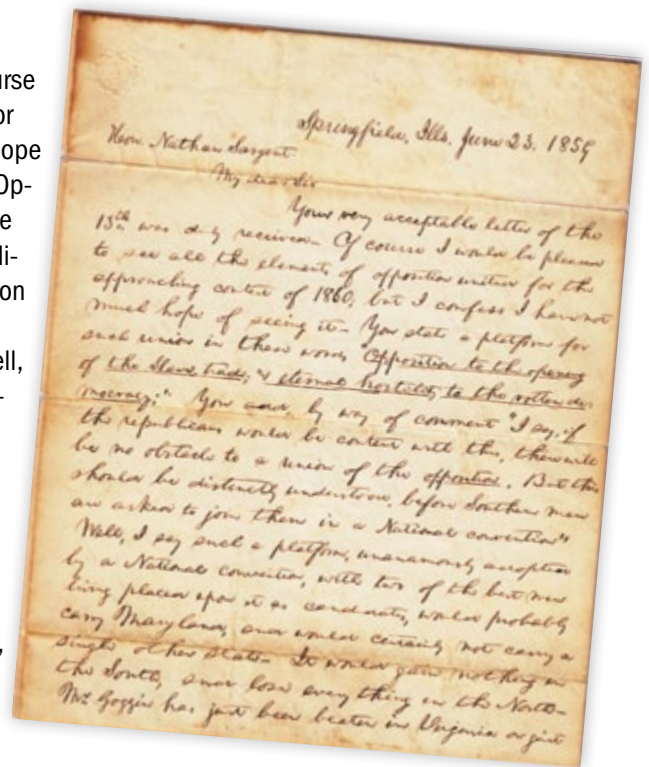
Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.

Letter from Abraham Lincoln to Nathan Sargent, Springfield, Ills, June 23, 1859

Hon. Nathan Sargent.
My dear Sir

Your very acceptable letter of the 13th was duly received – Of course I would be pleased to see all the elements of opposition limited for the approaching contest of 1860, but I confess I have not much hope of seeing it – You state a platform for such union in these words 'Opposition to the opening of the Slave trade; & eternal hostility to the rotten democracy;' You add, by way of comment 'I say, if the republicans would be content with this, there will be no obstacle to a union of the opposition. But this should be distinctly understood, before Southern men are asked to join them in a National convention' Well, I say such a platform, unanimously adopted by a National convention, with two of the best men living placed upon it as candidates, would probably carry Maryland, and would certainly not carry a single other state – It would gain nothing in the South, and lose every thing in the north – Mr. Goggin has just been beaten in Virginia on quite such a platform – Last year the Republicans of Illinois cast 125,000 votes; on such a platform as yours they can not cast as many by 50,000 – You could not help perceiving this, if you would but reflect that the republican party is utterly powerless everywhere, if it will, by any means, drive from it all those who came to it from the democracy for the sole object of preventing the spread, and nationalization of slavery – Whenever this object is waived by the organization, they will drop the organization; and the organization itself will dissolve into thin air – Your platform proposes



(Above) Letter from Abraham Lincoln to Nathan Sargent Regarding 1860 Republican Party Platform, 1859 ID# THF59958. From the collections of The Henry Ford.



to allow the spread, and nationalization of slavery to proceed without let or hindrance, save only that it should not receive surplus directly from Africa – Surely you do not seriously believe the Republicans can come to any such terms – From the passage of the Nebraska bill up to date, the Southern opposition have consistently sought to gain an advantage over the rotten democracy, by running ahead of them in extreme opposition to, and vilification and misrepresentation of black republicans – It will be a good deal if we fail to remember this in malice, (as I hope we shall fail to remember it;) but it is altogether too much to ask us to try to stand with them on the platform which has proven altogether insufficient to sustain them alone – If the rotten democracy shall be beaten in 1860, it has to be done by the North; no human invention can deprive them of the South – I do not deny that there are so good men in the South as the North; and I guess we will elect one of them if he will allow us to do so on Republican ground – I think there can be no other ground of Union – For my single self I would be willing to risk some Southern men without a platform, but I am satisfied that is not the case with the Republican party generally.

Yours very truly

A. Lincoln



Blog # 4

Name

Read both the Emancipation Proclamation and the 13th Amendment of the United States Constitution. What was the intention of each document? Which document had the greatest impact on slavery? Why do you think the Emancipation Proclamation is so revered and loved in history, while the 13th Amendment is often forgotten by Americans?

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.

Excerpts from the Emancipation Proclamation, Abraham Lincoln, January 1, 1863

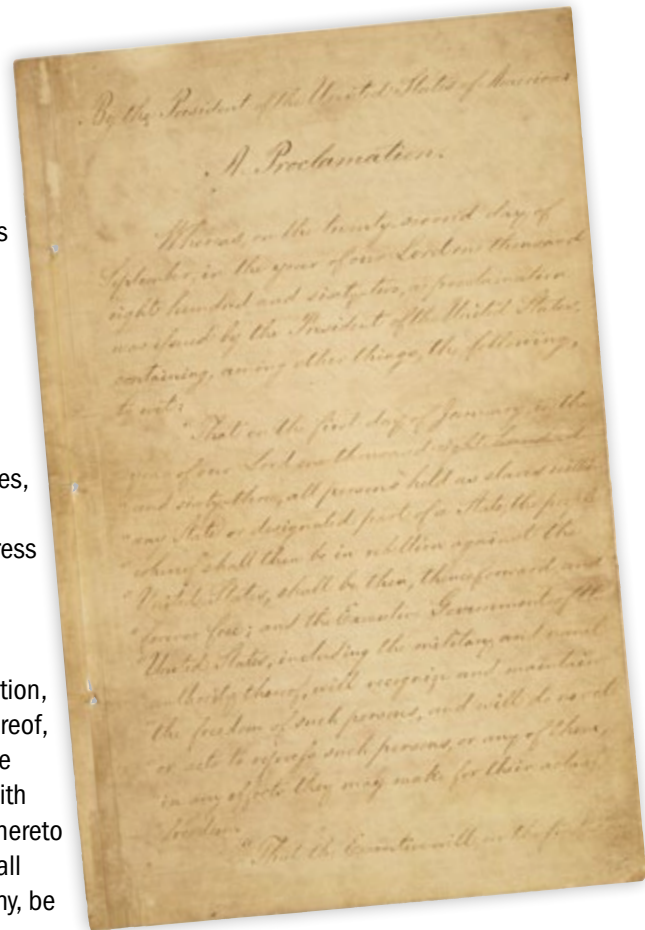
By the President of the United States of America:

A Proclamation

Whereas on the 22nd day of September, A.D. 1862, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the 1st day of January, A.D. 1863, 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. ...

That the executive will on the 1st 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 qualified voters of such States shall have participated shall, in the absence of strong countervailing testimony, be



(Above) **Emancipation Proclamation, Abraham Lincoln** National Archives
http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/



deemed conclusive evidence that such State and the people thereof are not then in rebellion against the United States.”

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 1st day of January, A.D. 1863, and in accordance with my purpose so to do, publicly proclaimed for the full period of one hundred days from the first day 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, Palquemines, Jefferson, St. John, St. Charles, St. James, Ascension, Assumption, Terrebone, 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 Berkeley, Accomac, Northhampton, Elizabeth City, York, Princess Anne, 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 hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all case when allowed, they labor faithfully for reasonable wages. 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.

Final Emancipation Proclamation, Abraham Lincoln TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=33>

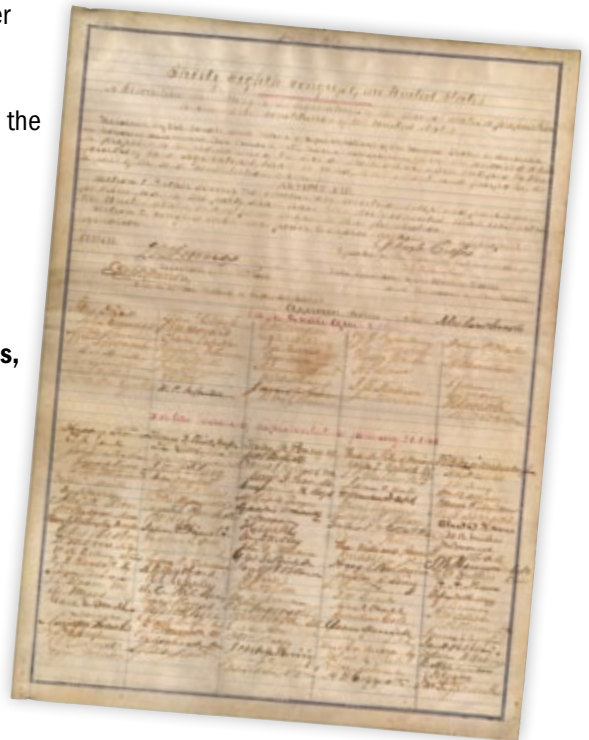
Excerpt from Resolution Submitting the 13th Amendment to the States, February 1, 1865

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

Excerpt from Resolution Submitting the Thirteenth Amendment to the States, Abraham Lincoln TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=1096>

(Right) **Joint Resolution of the United States Congress, Proposing the 13th Amendment to Abolish Slavery, 1865** ID# 11681. From the collections of The Henry Ford.



Blog #5

Name

Using the video and your prior knowledge, answer the following question:

Did Abraham Lincoln alter his view of slavery over time? Why or how? Explain.

Lincoln Bicentennial Town Hall Meeting Part 3 5:35 to 6:45
<http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.



Blog #6

Name

Using the images and your prior knowledge, answer the following question:

What do the images below say about the nation's feelings about Lincoln immediately after his assassination? How do you think Lincoln's assassination impacted his place in history?

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

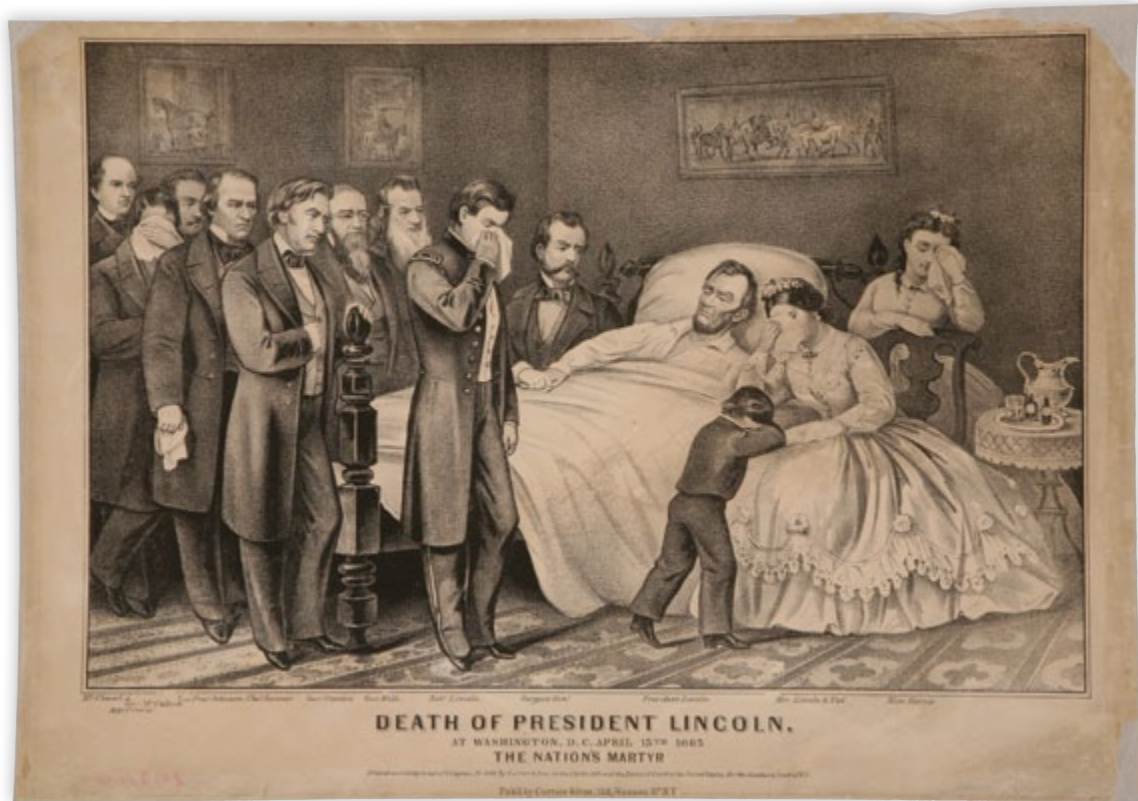
Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.



The image shows a crowd of people gathered in Campus Martius, Detroit, Michigan, to mourn the death of President Abraham Lincoln. This gathering took place on April 25, 1865. The crowd surrounds a speaker's platform on which men are seated in chairs placed in rows. Some women and men are also standing on the platform. Some of the women pictured are crying openly. There are many umbrellas, opened, perhaps, against the sun. Flags on the platform and on the surrounding buildings are at half staff.

(Above) **Photographic Print Showing a Crowd Mourning Abraham Lincoln's Death, Detroit, Michigan, 1865** ID# THF61509. From the collections of The Henry Ford.





This lithograph print shows the scene at the death of President Abraham Lincoln on April 15, 1865, in a room of the Petersen House, a boardinghouse across the street from Ford's Theatre, where the president had been shot. The group of people gathered at the president's deathbed include Mrs. Lincoln, the two Lincoln sons, the vice president, cabinet members, the Supreme Court chief justice, a senator and the surgeon general.

(Above) **Lithograph, "Death of President Lincoln at Washington, D.C. April 15, 1865, The Nation's Martyr"** ID# THF63239. From the collections of The Henry Ford.



Blog #7

Name

Read the list of “Things for Abolitionists to Do.” Using this list as a guide, answer the following questions:

Was Abraham Lincoln an abolitionist? Why or why not?

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.

THINGS FOR ABOLITIONISTS TO DO

1. *Speak for the slave.* ...
2. *Write for the slave.* ...
3. *Petition for the slave.* Begin at once to circulate petitions for the immediate abolition of slavery in the District of Columbia, and in Florida, against the admission of Florida into the Union as a slave state, for the prohibition of the internal slave trade. ...Let every abolitionist bestir himself also in circulating petitions to the legislature of the state in which he lives, praying the repeal of all laws graduating rights by the skin.
4. *Work for the slave.* Distribute anti-slavery publications, circulate them in your neighborhood, take them with you on journeys, take them as you go to meetings, to the polls, to the stores, to mill, to school, and every where; establish an anti-slavery library; get subscribers for anti-slavery newspapers, and collect money for anti-slavery societies; gather facts illustrating the condition of slaves; search out all who have lived in slave states, get them to write out their testimony as to the food, clothing, lodging, shelter, labor, and punishments of slaves, their moral condition, the licentiousness of slave-holders, and forward them to some anti-slavery paper for publication. ...
5. *Work for the free people of color.* ...

Things for Abolitionists to Do, from The New England Anti-Slavery Almanac for 1841.
TeachUSHistory.org

<http://www.teachushistory.org/second-great-awakening-age-reform/resources/how-agitate-public-mind>



Blog #8

Name

Watch the clip and use the information from the video and your prior knowledge to answer the following question:

Should Abraham Lincoln continue to be held in such high esteem in the lexicon of American history? Explain.

Lincoln Bicentennial Town Hall Meeting Part 3 2:51 to 4:04
<http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

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Blog #9

Name

Watch the video clip, read Lincoln's Second Inaugural Address below, look at the cartoon on the next page and answer the question below:

Was Abraham Lincoln's vision of emancipation and a postwar America fulfilled? Would he be happy with the progress that has been made, or would he feel there was still a long way to go?

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.

Lincoln Bicentennial Town Hall Meeting Part 6 4:35 to 5:05
http://www.youtube.com/watch?v=MVDW_2gSkwY&list=PL3C4E65741C27978C&index=6

Excerpts from the Second Inaugural Address, Abraham Lincoln, March 4, 1865

Fellow Countrymen:

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural [sic] address was being delivered from this place, devoted altogether to *saving* the Union without war, insurgent agents were in the city seeking to *destroy* it without war – seeking to dissole [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would *make* war rather than let the nation survive; and the other would *accept* war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained.



Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has His own purposes. Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh! If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether.

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan — to do all which may achieve and cherish a just and a lasting peace, among ourselves, and with all nations.

Second Inaugural Address by Abraham Lincoln

TeachingAmericanHistory.org

<http://teachingamericanhistory.org/library/index.asp?document=35>



Jeff Darcy, The Plain Dealer. Nov 5, 2008.

Blog #10

Name

Watch the video clip and using the information from the clip and your prior knowledge answer the following question:

What do you think was Lincoln's greatest legacy? Explain.

Lincoln Bicentennial Town Hall Meeting Part 3 6:45 to 8:38
<http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

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Credits

The Henry Ford sincerely thanks the following individuals who guided the development of the *Lincoln's Legacy: Race, Freedom and Equality of Opportunity Town Hall Meeting* educational materials.

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Chief Learning Officer, The Henry Ford



In remembrance of the 200th birthday of Abraham Lincoln, Henry Ford Museum hosted a national Town Hall Lecture. The three lessons in this teacher packet were developed to illustrate the political and social legacy of Abraham Lincoln through video segments from the panel discussion and Lincoln-related objects in the collections of The Henry Ford and to help educators and students make connections to current social and political issues.

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American Democracy and Civil Rights

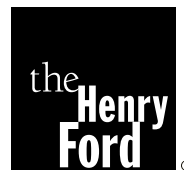
www.thehenryford.org/education/AmericanDemo.aspx

- Lincoln's Legacy of Leadership (Social Studies, Grades 9-12)

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