

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:
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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

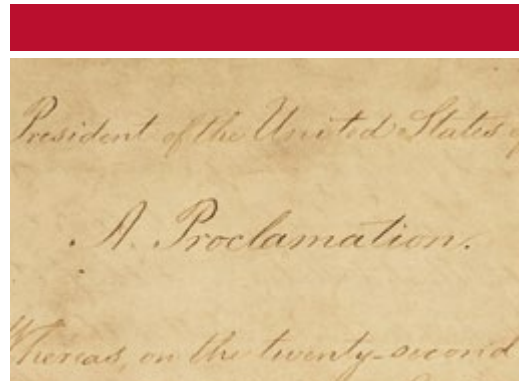
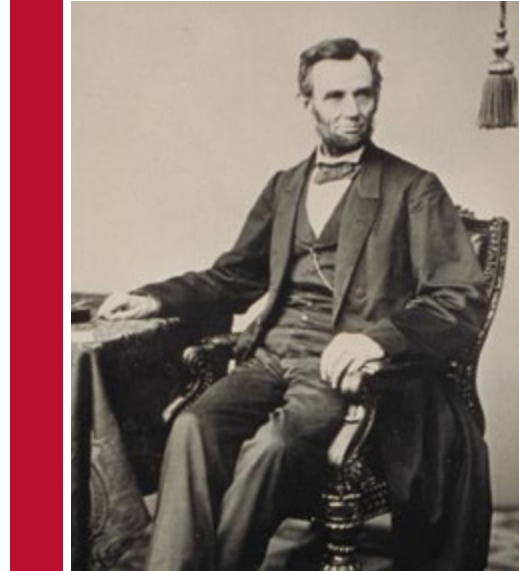
Time

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



Document 4

Excerpt from Speech on Pro-Slavery Theology, Abraham Lincoln, October 1, 1858

The sum of pro-slavery theology seems to be this: "Slavery is not universally *right*, nor yet universally *wrong*; it is better for *some* people to be slaves; and, in such cases, it is the Will of God that they be such."

Certainly there is no contending against the Will of God; but still there is some difficulty in ascertaining, and applying it, to particular cases. For instance we will suppose the Rev. Dr. Ross has a slave named Sambo, and the question is "Is it the Will of God that Sambo shall remain a slave, or be set free?" The Almighty gives no audable [sic] answer to the question, and his revelation – the Bible – gives none – or, at most, *none* but such as admits of a squabble, as to it's [sic] meaning. No one thinks of asking Sambo's opinion on it. So, at last, it comes to this, that *Dr. Ross* is to decide the question. And while he consider [sic] it, he sits in the shade, with gloves on his hands, and subsists on the bread that Sambo is earning in the burning sun. If he decides that God wills Sambo to continue a slave, he thereby retains his own comfortable position; but if he decides that God wills Sambo to be free, he thereby has to walk out of the shade, throw off his gloves, and delve for his own bread. Will Dr. Ross be actuated by that perfect impartiality, which has ever been considered most favorable to correct decisions?

But, slavery is good for some people!!! As a *good* thing, slavery is strikingly peculiar [sic], in this, that it is the only good thing, which no man ever seeks the good of, for *himself*.

Nonsense! Wolves devouring lambs, not because it is good for their own greedy maws, but because it is good for the lambs!!!

Abraham Lincoln, October 1, 1858 TeachingAmericanHistory.org
<http://teachingamericanhistory.org/library/index.asp?document=1058>

Document 5

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

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. 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,



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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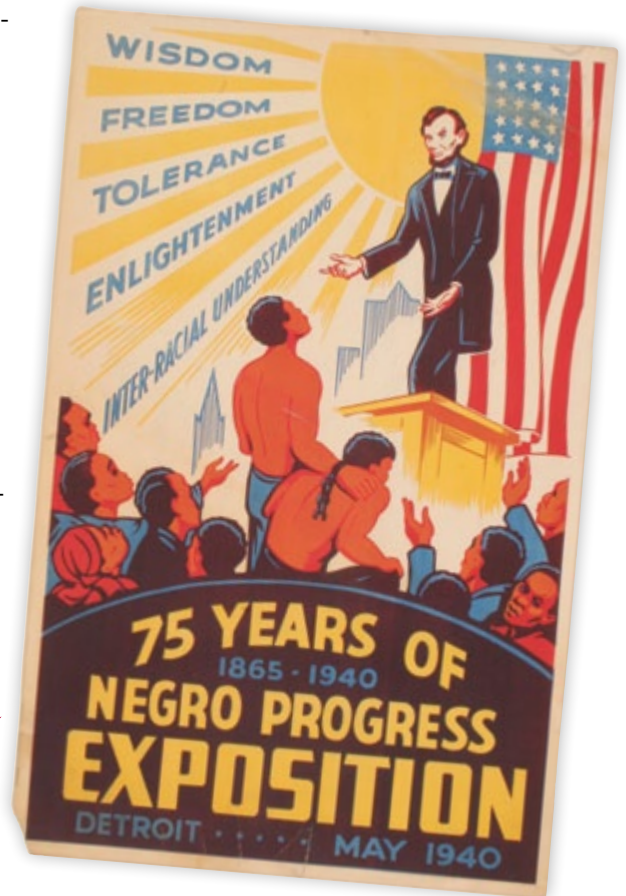
Had he put the abolition of slavery before the salvation of the Union, he would have inevitably driven from him a powerful class of the American people and rendered resistance to rebellion impossible. Viewed from the genuine abolition ground, Mr. Lincoln seemed tardy, cold, dull, and indifferent; but 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 descendants 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

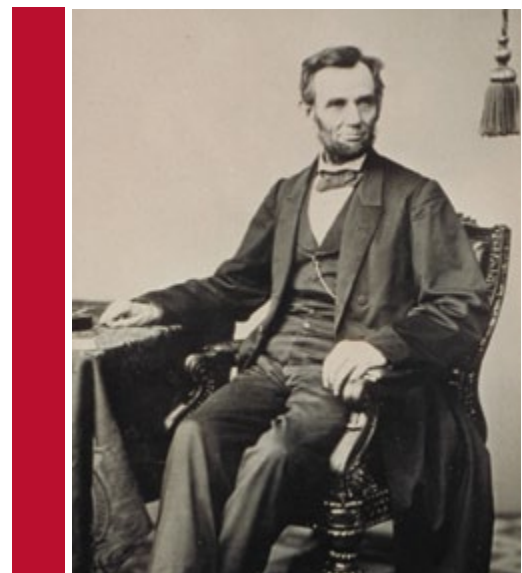
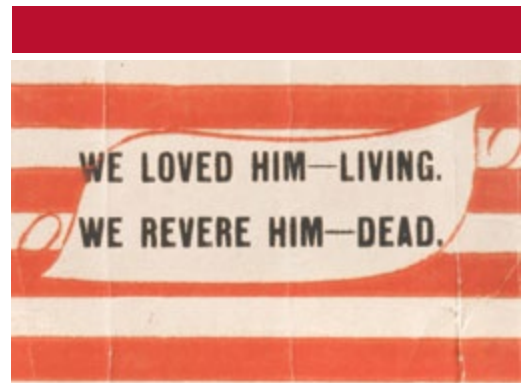
- Student Activity Sheet 3A Reading Passage – Lincoln-Douglas Debate Excerpts
- Student Activity Sheet 3B Lincoln-Douglas Debate Location Activity
- Video Clip [Lincoln Bicentennial Town Hall Meeting Part 3 \(4:25-6:45\)](http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu) <http://www.youtube.com/watch?v=jKtFLmnuz6E&feature=relmfu>

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.



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

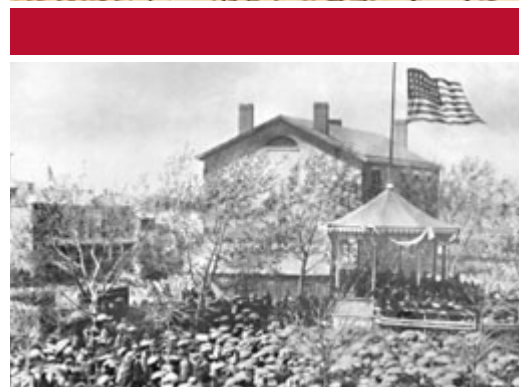
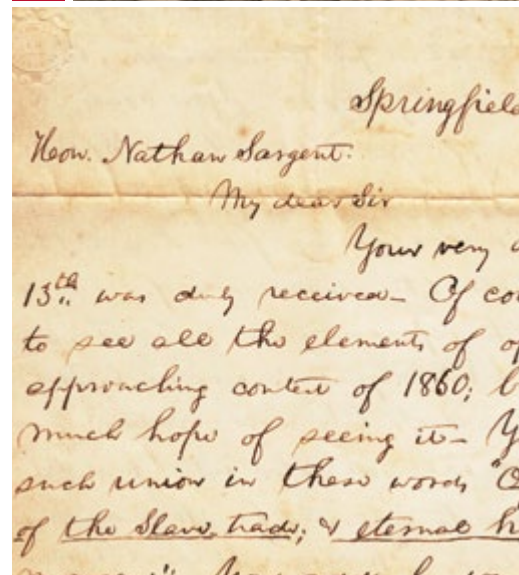
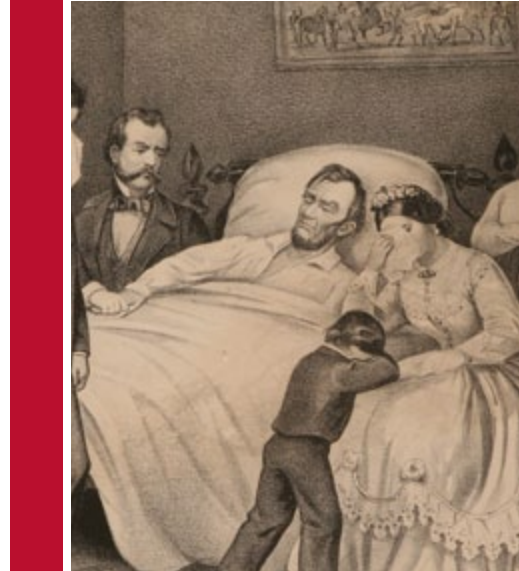
Time

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?

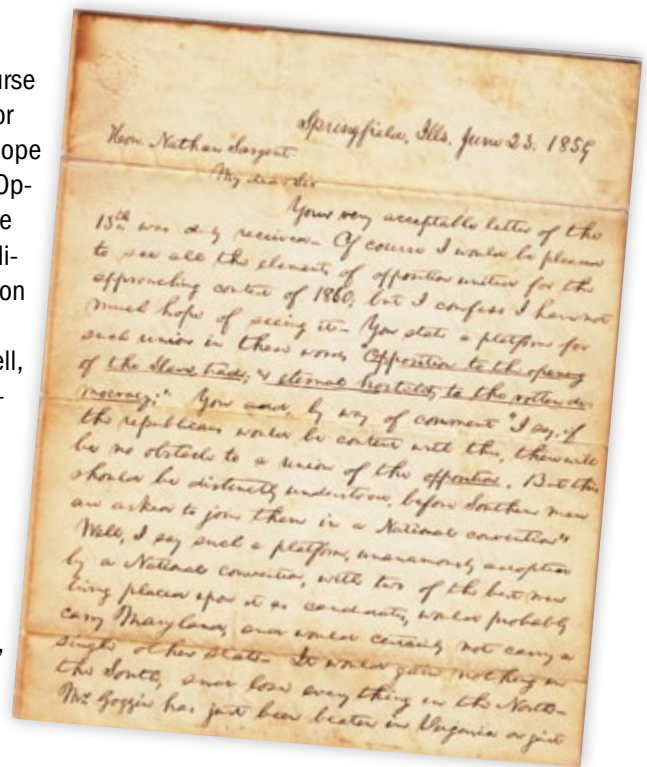
Once you have finished your blog entry, read some of the other entries. Create one additional entry explaining whether or not the entries of your classmates have changed your mind and why or why not. Make sure that you are appropriate in any criticism that you make.

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

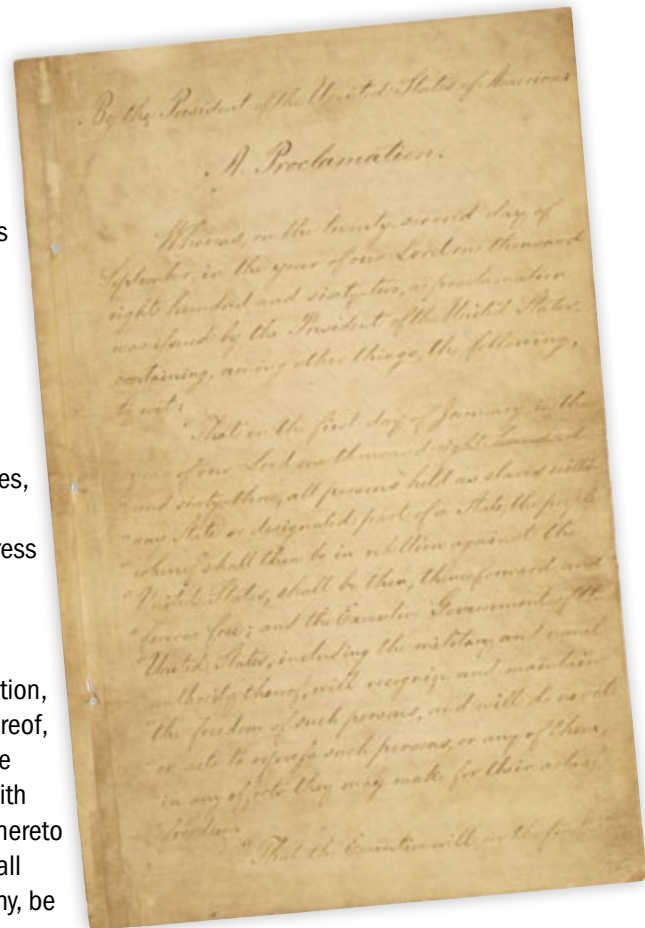
By the President of the United States of America:

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>

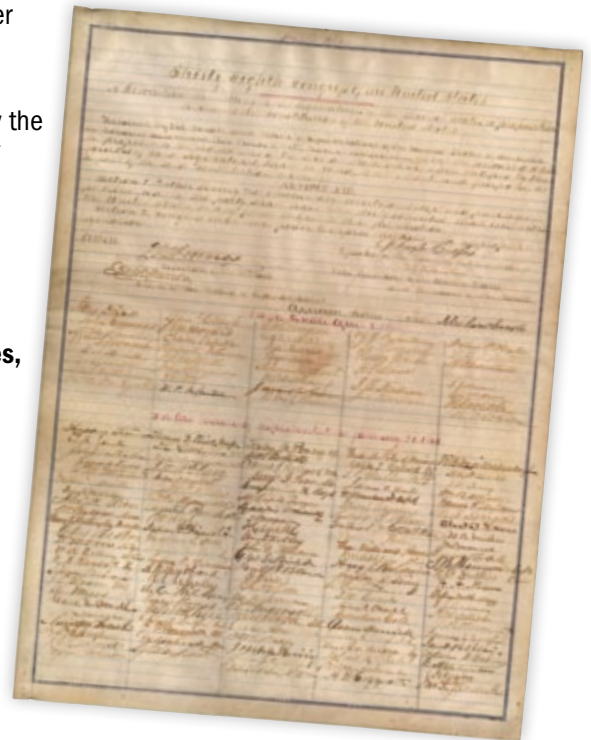
Excerpt from Resolution Submitting the 13th Amendment to the States, February 1, 1865

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.

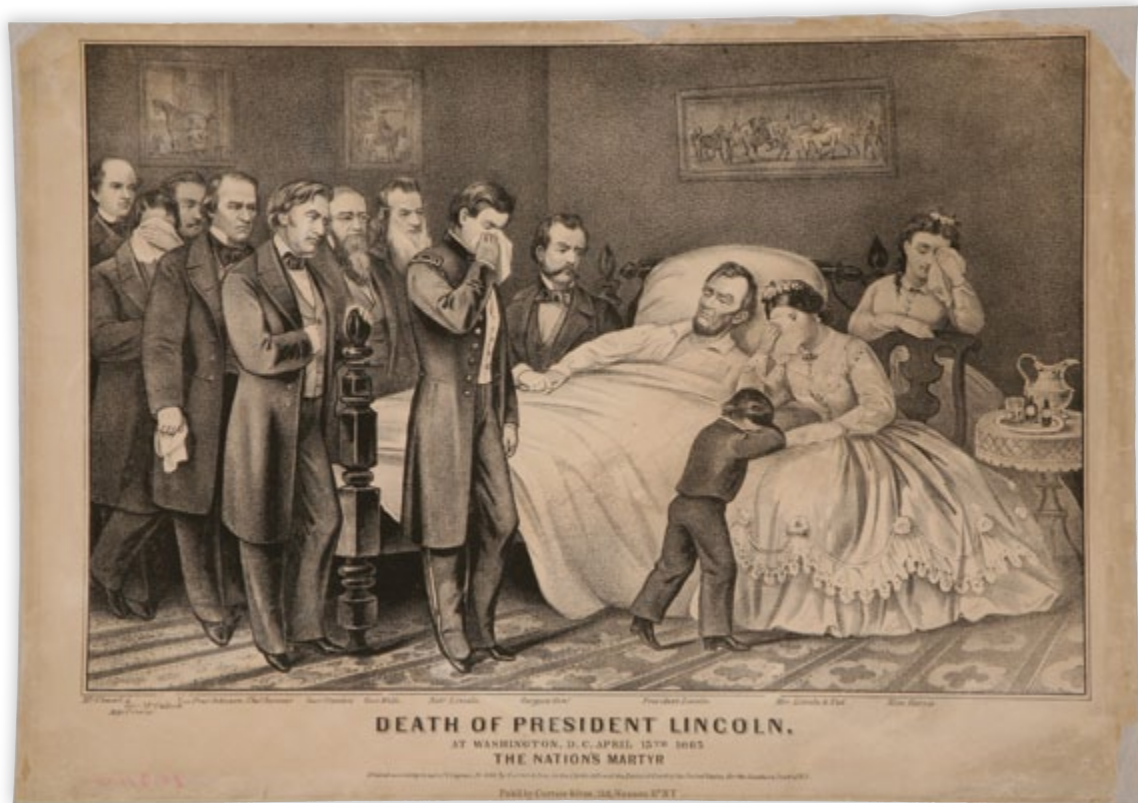
Remember, for both blog entries, you are expected to use complete sentences and standard spelling – no text-speak allowed.



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.

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



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>

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