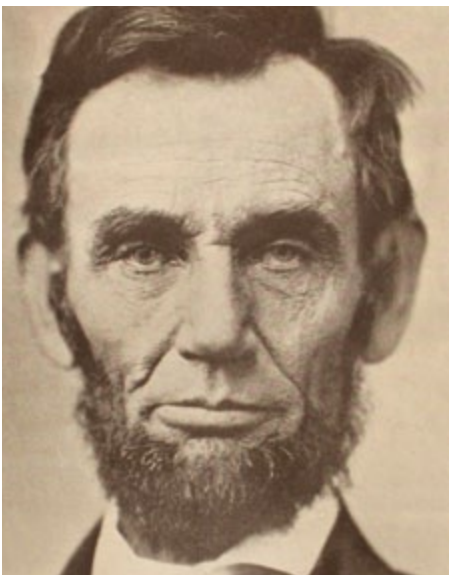


Perspectives on Leadership: Abraham Lincoln and Frederick Douglass



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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[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

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[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:

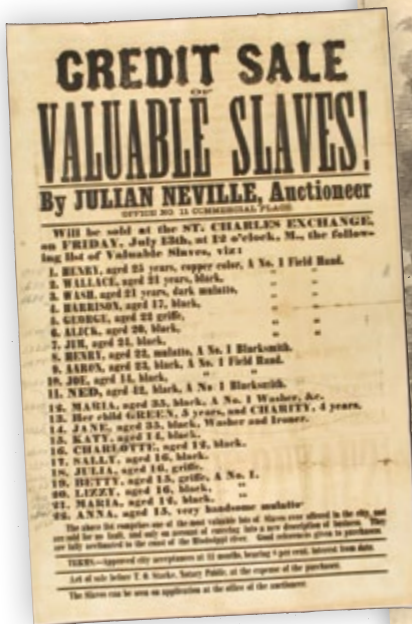
... [My paper] will continue to advocate, as it has ever done, the immediate and unconditional emancipation of every slave in the country and throughout the world. To this end it will bring before its readers all the facts and arguments, which expose the legitimate abominations of slavery, and that serve 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 defense [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.

Dotted lines for student writing.



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.



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.



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

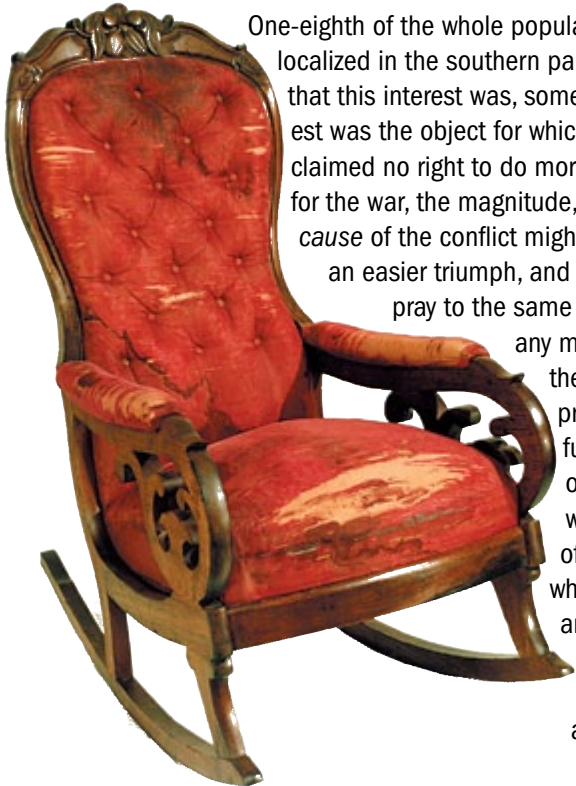
Name

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

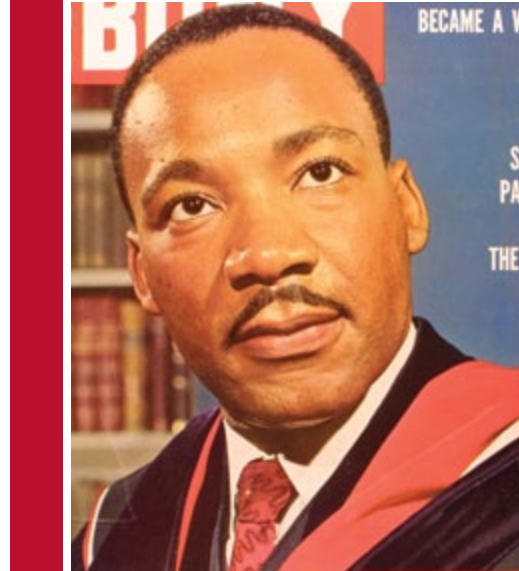
Procedures

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...

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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.

