



# Lincoln Lesson Plans

Grade Level:  
9-12

### Materials

- Handout: Quotes from Abraham Lincoln
- Handout: Abraham Lincoln's Resume
- Handout: President Lincoln and Work Habits/Ethics
- Handout: Excerpts from *Lincoln: I, too, am a Kentuckian* Summary of Content: Day One
- Handout: Excerpts from *Lincoln: I, too, am a Kentuckian* Summary of Content: Day Two

### Technology

- A web presenter will be necessary to view the video clips. A DVD player may be used if the school library has the KET documentary *Lincoln: I, too, am a Kentuckian* on DVD.

### Vocabulary

abolitionist  
eulogy  
primary source  
resume  
secession  
secondary source  
vocational skills  
Whig Party

## Lincoln's Resume

**Length**  
3 days

### Concepts/Objectives

- Students will research Abraham Lincoln's education, skills, and jobs.
- Students will analyze Lincoln's influence as President and impact on historical events.

### Activities

- Students will research Abraham Lincoln through primary and secondary sources including significant quotes and speeches.
- Students will design resumes for Abraham Lincoln and ultimately for themselves reflecting upon the personal skills that contribute to the work environment.
- Students will analyze how Lincoln's work experience contributed to his Presidency.
- Students will deliver eulogies describing Abraham Lincoln's greatest achievements.

### Lincoln Resources

From *Lincoln: I, too, am a Kentuckian*  
[www.ket.org/lincoln/resources.htm](http://www.ket.org/lincoln/resources.htm)  
• Segments 1, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

Audio File, Gettysburg Address

## Instructional Strategies and Activities

Note to the teacher: This lesson integrates goals in social studies and practical living as students will analyze the unique skills and education of Abraham Lincoln. A history teacher could easily divide or team-teach this lesson with a guidance counselor, vocational teacher, or English teacher, as students focus on creating their own resumes.

One of the main resources for this lesson is the KET production *Lincoln: I, too, am a Kentuckian*. The entire program is 120 minutes long. This lesson uses excerpts from the program available online at [www.ket.org/lincoln/resources.htm](http://www.ket.org/lincoln/resources.htm).

Most video clips are about two minutes in length. A summary of these clips is provided for teacher reference.

### Day 1

Write the following quote on the board or overhead. (You may want to indicate Lincoln as the author and the source, but initially cover this portion with a piece of paper.)



“Every man is said to have his peculiar ambition...I have no other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem.”

—Abraham Lincoln, open letter to the people of Sangamon County

Ask the class: “Who said this? What do we know about the person who said this?”

After students guess who the speaker was, reveal that Abraham Lincoln said this.

Show segment 1: Lincoln’s Ties to Kentucky, from the KET documentary *Lincoln: I, too, am a Kentuckian*. Establish Lincoln’s relevance and accomplishments.

Tell students they’ll be analyzing the experiences, education, and skills that helped Abraham Lincoln in his role as President.

Distribute the handout *Quotes from Abraham Lincoln* for students to analyze Lincoln’s perspectives on leadership, slavery, and preserving the Union.

After students complete their reflections individually, put them in pairs to share and discuss their reflections.

Tell students that they will use primary and secondary sources to compile resumes for Abraham Lincoln. Discuss the difference between these types of sources.

Tell students that today, the class will focus on Lincoln’s life before becoming President to compile a resume of his skills, experiences, and education.

Show excerpts from *Lincoln: I, too, am a Kentuckian* as described in the teacher’s DVD summaries for day one. Students will view segments 5 and 7-15. Pause between videos as needed for reflection and discussion.

Possible questions for class discussion:

- What difficult events happened in Abraham Lincoln’s boyhood?
- How did Abraham Lincoln begin to develop his skills as a young person?
- What people influenced Abraham Lincoln?
- How did typical or expected educational achievement (years of formal schooling) differ in Lincoln’s time from today?

Using biographies and other information, students should complete the resume of Abraham Lincoln’s life before he became president. Teachers may use the DVD notes for personal reference or distribute them to the class.

Then have students begin working on their own resumes, under one of the following options:

Option 1: Students complete a resume they would use in attaining a summer job, volunteer position, or after-school job.

Option 2: Students could consider what job or accomplishment they would like to achieve and compile a resume including factual events from their current lives and future education and experiences that would prepare them for that work. (The purpose in this would be to help students research, plan, and imagine how everyday choices can help prepare one for a career.)

## Kentucky Academic Content

### Academic Expectations

2.20  
2.36  
2.37  
2.38

### Program of Studies

#### *Social Studies*

SS-HHP-U-1  
SS-HHP-U-2  
SS-HHP-S-1

#### *Practical Living/ Vocational Studies*

VS-H-CAEP-U-4  
VS-H-CAEP-S-3  
VS-H-ES-U-1  
VS-H-ES-S-1  
VS-H-ES-U-2  
VS-H-ES-S-2

### Core Content

#### *Social Studies*

SS-HS-5.1.1  
SS-HS-5.1.2

#### *Practical Living/ Vocational Skills*

PL-HS-4.1.3  
PL-HS-4.2.1

## Writing for the Lesson

Have students choose one event in the life of Abraham Lincoln and describe the other events that created a cause and effect chain reaction leading to the event. Use historical details.

## Day 2

Tell students that today they'll examine how Lincoln's values and personal ethics influenced his political career.

Have students complete the handout Abraham Lincoln's Work Habits/Ethics while viewing video segments 16-22. Pause between segments to allow students to complete notes or ask questions.

Possible questions for class discussion include:

- How did Lincoln's values influence his professional life?
- How might your own values guide you in your career choice?
- What can we ascertain about the difficulty of living in the time of the Civil War?
- What events caused other events to happen?

Have students complete the Open Response.

Their homework assignment will be to write and practice a eulogy in preparation for the performance assessment.

## Day 3

Play the audio file of the Gettysburg Address from the *Lincoln Bicentennial Gala* found at [www.ket.org/lincoln/resources.htm](http://www.ket.org/lincoln/resources.htm).

Allow students to make final revisions to the eulogies, and, if time allows, to review and practice their eulogies with partners.

Have students deliver their eulogies to the class.

Have students complete the Multiple Choice questions.

## Support/Connections/Resources

Web sites:

[www.whitehouse.gov/history/presidents/all16.html](http://www.whitehouse.gov/history/presidents/all16.html)

White House summary biography of Abraham Lincoln

[www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx?ekmense=c580fa7b\\_18\\_178\\_btnlink](http://www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx?ekmense=c580fa7b_18_178_btnlink)

Text of Abraham Lincoln's speeches

[www.abrahamlincoln200.org/lincolns-life/did-you-know/default.aspx](http://www.abrahamlincoln200.org/lincolns-life/did-you-know/default.aspx)

Interesting facts about Abraham Lincoln

[www.archive.org/details/autobiographyofa00linc](http://www.archive.org/details/autobiographyofa00linc)

Text of various Abraham Lincoln's autobiographies and speeches about himself

[www.historyplace.com/lincoln/autobi-1.htm](http://www.historyplace.com/lincoln/autobi-1.htm)

Short autobiography of Abraham Lincoln

# Open Response Assessment

**Prompt:** Abraham Lincoln had diverse job experiences before becoming President of the United States.

**Directions:** Choose one of the jobs Abraham Lincoln had before becoming President of the United States. Describe how this job could have helped Lincoln in at least one significant event in his presidency.

## Applications Across the Curriculum

### Drama or Speech

The performance assessment of delivering a eulogy could be part of a dramatic exercise delivering a eulogy from different historical perspectives.

## Open Response Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none"> <li>• Student describes how one of Lincoln's jobs before his presidency could have helped him in one significant event during his presidency.</li> <li>• Writing shows an excellent understanding of historical events and the importance of Abraham Lincoln.</li> <li>• The historical information is accurate and relevant.</li> <li>• The analysis indicates thorough reflection and understanding of Abraham Lincoln's experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student describes how one of Lincoln's jobs before his presidency could have helped him in one significant event during his presidency.</li> <li>• Writing shows broad understanding of historical events and the importance of Abraham Lincoln.</li> <li>• The historical information is accurate.</li> <li>• The analysis indicates reflection and understanding of Abraham Lincoln's experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student attempts to describe how one of Lincoln's jobs before his presidency could have helped him in one significant event during his presidency.</li> <li>• Writing shows some understanding of historical events and the importance of Abraham Lincoln.</li> <li>• The historical information may include some inaccuracy.</li> <li>• The analysis indicates some reflection and understanding of Abraham Lincoln's experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Student minimally describes how one of Lincoln's jobs before his presidency could have helped him in one significant event during his presidency.</li> <li>• Writing shows minimal understanding of historical events and the importance of Abraham Lincoln.</li> <li>• The historical information includes inaccuracies or irrelevant information.</li> <li>• The analysis indicates minimal reflection and understanding of Abraham Lincoln's experience.</li> </ul>	<ul style="list-style-type: none"> <li>• No answer or irrelevant response</li> </ul>

## Adaptations for Diverse Learners/ Lesson Extensions

Allow students the option of delivering the eulogies in diverse ways—spoken, written, online, multimedia presentation, etc.

Extension idea: Divide the sections of the DVD summaries (*Lincoln: I, too, am a Kentuckian Excerpt Summaries*) to create a Civil War quiz game. Students could write questions in the form of Trivial Pursuit or Jeopardy.

# Performance Assessment

**Performance Event:** Students write eulogies for Abraham Lincoln honoring his accomplishments.

**Directions:** In the Gettysburg Address, Abraham Lincoln gave a short but powerful eulogy that is still remembered today. He honored the contribution of the soldiers and their sacrifice. After examining the Gettysburg Address, write a eulogy for Abraham Lincoln of 225 to 275 words. Include historical facts about Lincoln and describe his accomplishments in detail. Deliver the eulogy to the class.

## Performance Assessment Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none"> <li>• The student delivers a eulogy of 225 to 275 words.</li> <li>• The text of the speech is historically accurate with thorough attention to detail.</li> <li>• The eulogy reflects extensive understanding and thoughtful analysis of Abraham Lincoln's historical contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• The student delivers a eulogy of 225 to 275 words.</li> <li>• The text of the speech is historically accurate with some attention to detail.</li> <li>• The eulogy reflects broad understanding and some analysis of Abraham Lincoln's historical contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• The student delivers a eulogy.</li> <li>• The text of the speech is generally accurate.</li> <li>• The eulogy reflects basic understanding and analysis of Abraham Lincoln's historical contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• The student attempts to deliver a eulogy but the work is incomplete.</li> <li>• Or it contains numerous inaccuracies.</li> <li>• Or it reflects minimal understanding and analysis of Abraham Lincoln's historical contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonparticipation</li> </ul>

## Multiple Choice Questions

- Abraham Lincoln developed his considerable skills in language
  - attending one of the most expensive and esteemed schools in the country at the time.
  - teaching at a “blab” school as a young man.
  - listening, reading, speaking, and writing through independent study and experience.
  - working as a tutor of wealthy children in Illinois.
- Sarah Bush was Abraham Lincoln's
  - sister.
  - aunt.
  - mother.
  - stepmother.

3. Nancy Hanks was Abraham Lincoln's
  - A. sister.
  - B. mother.
  - C. aunt.
  - D. stepmother.
  
4. Lincoln became a lawyer after passing the bar exam in the state of
  - A. Illinois.
  - B. Indiana.
  - C. Kentucky.
  - D. Missouri.
  
5. One of Abraham Lincoln's heroes was Henry Clay, a member of the
  - A. Democratic party.
  - B. Whig Party.
  - C. Republican Party.
  - D. Federalist Party.
  
6. Abraham Lincoln served in the state legislature of
  - A. Kentucky for four years.
  - B. Illinois for four years.
  - C. Missouri for four years.
  - D. Indiana for four years.
  
7. Abraham Lincoln was born near Hodgenville, Kentucky. He had many ties to Kentucky, including
  - A. his first law office in Lexington, Kentucky.
  - B. representing Kentucky in the state legislature.
  - C. marrying Mary Todd, a Kentuckian.
  - D. living in Louisville in his early career.
  
8. The Whig Party disintegrated over the issue of
  - A. import taxes.
  - B. export taxes.
  - C. education.
  - D. slavery.
  
9. The Cooper Union Address and the Douglas debates
  - A. featured Lincoln as a pro-slavery candidate.
  - B. made Abraham Lincoln a household name.
  - C. were irrelevant campaign events.
  - D. were held in border states.
  
10. The Civil War began at
  - A. Fort Sumter.
  - B. Fort Moultrie.
  - C. Fort Lexington.
  - D. Fort Anderson.
  
11. When Abraham Lincoln was elected President in 1860,
  - A. he carried Kentucky with a landslide.
  - B. he won Kentucky by a narrow margin.
  - C. he had very few votes in Kentucky.
  - D. his name did not appear on the Kentucky ballot.

**Answer Key for  
Multiple Choice  
Questions**

1. C
2. D
3. B
4. A
5. B
6. B
7. C
8. D
9. B
10. A
11. C
12. B
13. C
14. B
15. D
16. B
17. A
18. C
19. B
20. C

12. Joshua Speed declined a role in Abraham Lincoln's administration because
  - A. he disagreed with Lincoln.
  - B. he didn't want to take a pay cut.
  - C. he was politically ambitious himself.
  - D. he was a prominent slaveholder.
13. The President of the Confederate States of America was
  - A. Joshua Speed.
  - B. Abraham Lincoln.
  - C. Jefferson Davis.
  - D. Robert E. Lee.
14. Kentucky was important strategically in the Civil War because
  - A. of its strong stand as an abolitionist state.
  - B. of its geographic location and access to the Ohio River.
  - C. the state joined the Confederacy.
  - D. there were very few slaves in Kentucky.
15. The Emancipation Proclamation freed slaves
  - A. only in the border states.
  - B. only in the North.
  - C. only in the western territory.
  - D. only in states that seceded in 1862.
16. The single most deadly battle in Kentucky history was
  - A. the Battle of Mill Springs.
  - B. the Battle of Perryville.
  - C. the Battle of Munfordville.
  - D. the Battle of Richmond.
17. The Gettysburg Address was
  - A. a short speech eulogizing nearly 8,000 deaths in the Civil War.
  - B. a long speech marking the beginning of the war.
  - C. a speech delivered after the surrender of the South.
  - D. the second inaugural address of Abraham Lincoln.
18. Camp Nelson was a
  - A. Confederate recruiting and training center.
  - B. neutral hospital zone.
  - C. Union recruiting and training center.
  - D. Presidential retreat in the Civil War.
19. When Abraham Lincoln was assassinated he was
  - A. 38 years old.
  - B. 56 years old.
  - C. 65 years old.
  - D. 72 years old.
20. When Abraham Lincoln took office after the 1860 election, his main goal was to
  - A. abolish slavery.
  - B. begin a road project.
  - C. preserve the Union.
  - D. stop the spread of slavery.

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# Quotes from Abraham Lincoln

“Gentlemen, I too, am a Kentuckian.”

—Abraham Lincoln, handwritten draft of a speech in 1861

## 1. Based on the following quotes, what words and phrases would you use to describe Abraham Lincoln’s leadership style?

“Every man is said to have his peculiar ambition...I have no other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem.”

— Abraham Lincoln, open letter to the people of Sangamon County

“Determine that the thing can and shall be done, and then we shall find a way.”

— Abraham Lincoln, Speech before the U.S. House of Representatives

## 2. Based on the following quotes, write two summary statements of Abraham Lincoln’s views regarding slavery.

“As a nation we begin by declaring that all men are created equal. We now practically read it ‘all men are created equal except negroes.’

—Abraham Lincoln, Letter to Joshua Speed, August 24, 1855

“Let us have faith that right makes might and in that faith, let us, to the end, dare to do our duty as we understand it.”

—Abraham Lincoln, Cooper Union Address, February 27, 1860

“I do order and declare that all persons held as slaves within said designated states are and henceforth shall be free...”

—Abraham Lincoln, Emancipation Proclamation, January 1, 1863

“I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I can not remember when I did not think so, and feel.”

—Abraham Lincoln, Letter to Albert G. Hodges, Editor, Frankfort, Commonwealth, April 4, 1864

## 3. How do the following quotes indicate Abraham Lincoln’s personal views on preserving the Union?

“A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.”

—Abraham Lincoln, Speech in Springfield, Illinois, June 16, 1858

“To lose Kentucky is nearly the same as to lose the whole game....”

—Abraham Lincoln, letter to Orville Browning, September 22, 1861

“If the end brings me out all right what is said against me won’t amount to anything. If the end brings me out wrong, ten angels swearing I was right would make no difference.”

—Abraham Lincoln, quoted in 6th month at the White House

# Abraham Lincoln's Resume

People use resumes today to present their accomplishments, skills, and experience to prospective employers in an organized fashion. Using various primary and secondary sources, we'll analyze Abraham Lincoln's objectives, education, skills, and experience that prepared him for the Presidency. As you analyze these aspects of Abraham Lincoln's life, you will gain historical perspective and understanding of Abraham Lincoln's leadership and success.

**Objectives:**

**Educational Experiences:**

**Skills:**

**Work Experience:**

**Reflection:** How did Abraham Lincoln's personal convictions about slavery influence his political career?

**Sources:**

[www.ket.org/lincoln/resources.htm](http://www.ket.org/lincoln/resources.htm)

Excerpts from KET documentary *Lincoln, I, too am a Kentuckian*

[www.whitehouse.gov/history/presidents/al16.html](http://www.whitehouse.gov/history/presidents/al16.html)

White House summary biography of Abraham Lincoln

[www.archive.org/details/autobiographyofa00linc](http://www.archive.org/details/autobiographyofa00linc)

Text of various Abraham Lincoln's autobiographies and speeches about himself

[www.historyplace.com/lincoln/autobi-1.htm](http://www.historyplace.com/lincoln/autobi-1.htm)

Short autobiography of Abraham Lincoln

# President Lincoln and Work Habits/Ethics

Kentucky's Core Content for Assessment identifies the following as important understanding. Look for evidence of leadership skills, personal work habits, and ethics through viewing video segments and exploring other primary sources. Record examples of events or outcomes that required Abraham Lincoln's job skills in the Civil War.

## **PL-HS-4.2.1**

Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

DOK 2

**individual/team responsibilities**

**integrity**

**respect**

**problem-solving**

**communication skills**

### **Sources:**

[www.ket.org/lincoln/resources.htm](http://www.ket.org/lincoln/resources.htm)

*Lincoln: I too am a Kentuckian*, video excerpts

[www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx?ekmense=c580fa7b\\_18\\_178\\_btnlink](http://www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx?ekmense=c580fa7b_18_178_btnlink)

Text of Abraham Lincoln speeches

[www.archive.org/details/autobiographyofa00linc](http://www.archive.org/details/autobiographyofa00linc)

Text of various Abraham Lincoln's autobiographies and speeches about himself

# Excerpts from *Lincoln: I, too, am a Kentuckian*

## Summary of Content: Day One

### 1. Lincoln's Early Education

*"Before leaving Kentucky, he and his sister were sent for sort periods to ABC schools, the first kept by Zechariah Riney and the second by Caleb Hazel."*—Abraham Lincoln, 1860 autobiography

Lincoln had less than two years of formal schooling. He went to a "blab school" for one year. At "blab" schools, the children recited lessons aloud. There were many boys like Lincoln, living on the frontier, but his mind and character set him apart as special. Ambition, talent and intellect set Lincoln apart. He enjoyed making letters even as a young child. He learned to read quickly. He was a born writer. He was also a born storyteller. His father was probably a better storyteller. He would retell his father's stories to his friends. Lincoln used stories to influence people in their thinking. The heritage of storytelling was important to the frontier life. Abraham Lincoln always had a love of words and storytelling.

### 7. Lincoln's Mother

*"All that I am or hope ever to be, I owe to her."*—Abraham Lincoln

Not much is known of Abe Lincoln's mother except that she must have been an intelligent hard working woman on the frontier. Her looks may have contributed to Lincoln's swarthy appearance. In 1818, an outbreak of milk fever from tainted cow's milk caused her death. She lived all her life except 4 years in Kentucky. Her death was devastating to Lincoln. He later said "all that I am, I owe to her." On her deathbed, she told him she would not return. Lincoln became obsessed with death and the Biblical idea of "dust to dust".

### 8. Stepmother Sarah Bush's Impact on Lincoln

After his wife died, Thomas Lincoln went back to Elizabethtown to find a wife. Thomas Lincoln remarried. His new wife was widow Sarah Bush Johnston. First thing she did was scrub the children and put clean clothes on them and establish order in the house. She brought a stack of books that fueled young Abe's desire to learn. Abe's interest in books caused conflict in the house. Interest in reading was viewed as lazy when there was so much physical work that needed to be done. Thomas Lincoln was a self-made man who worked with his hands. He had courage, honesty and generosity. These values he passed on to his son. But, there was a division between the two that lasted through Lincoln's life. Thomas Lincoln never met Abraham Lincoln's children. Abraham Lincoln didn't go to his father's funeral. Some speculate that Lincoln's "house divided" analogy came from his own experience.

### 9. Making a Career

*"Every man is said to have his peculiar ambition...I have not other so great as that of being truly esteemed of my fellow men, by rendering myself worthy of their esteem."*

—Abraham Lincoln, open letter to the people of Sangamon County

Abraham Lincoln served four years in the Illinois state legislature. He passed the state bar as a self-taught lawyer. The capital of Illinois was moved to Springfield. Lincoln was ambitious and moved to Springfield. Joshua Speed quickly befriended Lincoln and they remained dear friends through life. They were roommates and held similar interests, fears and values.

## 10. Lincoln's Admiration for Henry Clay

*"Henry Clay my beau ideal of a statesman, the man for whom I fought all my humble life."*—Abraham Lincoln in Douglas Debate, August 21, 1858

A successful attorney and local politician, Lincoln joined the rising upper class in Springfield. Lincoln was influenced by Whig party leader Henry Clay. Clay was probably the most significant Whig politician of the 19th century. The Whig party wanted a strong government with good support for roads. Lincoln saw this work as critical for the frontier.

## 11. The Issue of Slavery

*"Determine that the thing can and shall be done, and then we shall find a way."*—Abraham Lincoln, Speech before the U.S. House of Representatives

1849, Lincoln returned home to Springfield. The Whig party was disintegrating over the issue of slavery. Cassius Clay and others joined the Liberty Party wanting the abolition of slavery. Cassius Clay wanted to be President. Lincoln opposed the spread of slavery.

## 12. Abolition and Slavery as Political Issues

Cassius Clay promoted emancipation. Abolition was too radical for Kentucky. Anti-slavery politicians didn't win. Lincoln helped settle his father-in-law's estate. He would have had exposure to pro-slavery ideas in Lexington. Stephen Douglas introduced the Kansas-Nebraska Act which would have opened the west to slavery. The Republican Party was formed. Lincoln joined this party, believing that slavery could be abolished slowly over time.

## 13. Slavery and Formation of Republican Party

*"As a nation we begin by declaring that all men are created equal. We now practically read it 'all men are created equal except negroes.'"—Abraham Lincoln, Letter to Joshua Speed, August 24, 1855*

It's hard to imagine that people once viewed slavery as an economic issue not a moral issue. Those who benefited from free labor felt it was essential. Whether you mean dollars or labor, slave owners felt it was vital. Less than 10 percent of Americans held slaves. Lincoln decided he would lead the Republican Party and run against Stephen Douglas. Debates against Douglas gave Abraham Lincoln national prominence.

## 14. The Cooper Union Address

*"Let us have faith that right makes might and in that faith, let us, to the end, dare to do our duty as we understand it."*—Abraham Lincoln, Cooper Union Address, February 27, 1860

Lincoln recognized that Republicans could win the Presidency. The speech at Cooper Union was thoughtful, humorous, and respectful of the opposition. Lincoln's appearance and voice (including his Kentucky accent) were shocking in New York. He won the crowd with his ideas and skill as an orator.

## 15. Lincoln Wins the Presidency

*"Gentlemen, I too, am a Kentuckian."*—Abraham Lincoln, handwritten draft of a speech in 1861

The Cooper Union address and the Douglas debates made Lincoln a household name in the summer of 1860. He won the Republican nomination for President. Meanwhile, the Democrats split into North and South parties. Lincoln got almost no votes in Kentucky. His wife's family didn't even vote for him. But, he won the race. Joshua Speed declined to accept a role in his cabinet. Seven states seceded from the union. Lincoln believed he was elected on principle and should stick to his own values not appease the opposition.

# Excerpts from *Lincoln: I, too, am a Kentuckian*

## Summary of Content: Day Two

### 16. Lincoln and the Civil War

*“A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free.”*—Abraham Lincoln, Speech in Springfield, Illinois, June 16, 1858

When Abraham Lincoln arrived in Washington in 1861 most of South had left the Union. One third of the U.S. was gone by the time Lincoln took the oath. The Confederate States of America were formed from the Southern states with native Kentuckian Jefferson Davis as president.

Six weeks into the Presidency, the war began at Fort Sumpter. The fort surrendered to Confederate forces. As the newly elected President, Lincoln had to decide what to do. Many people wanted to let the South go. Lincoln was determined to save the Union. Lincoln was thought to be a radical abolitionist by the South. Lincoln’s immediate goal in the Civil War was not to abolish slavery, but to preserve the Union.

### 17. Kentucky’s Strategic Location in the Civil War

*“To lose Kentucky is nearly the same as to lose the whole game....”*—Abraham Lincoln, letter to Orville Browning, September 22, 1861

America was at war with itself. In May 1861, the Kentucky Legislature debated over the issue of slavery. Neutrality was no more constitutional than secession. But, Lincoln valued Kentucky so much, he accepted that. Lincoln valued Kentucky strategically for its location between the North and the South and its access to the Ohio River.

Lincoln felt that to lose Kentucky was to lose a point of strategic defense, the use of the Ohio River, a loss that could lead to the loss of other border states such as Missouri, Maryland, and Delaware. General Polk seized Columbus, Kentucky overlooking the Mississippi River. Grant captured Paducah. Confederates take Bowling Green. The Union gained control of the Kentucky State legislature.

### 18. The Emancipation Proclamation

*“I do order and declare that all persons held as slaves within said designated states are and henceforth shall be free...”*—Abraham Lincoln, Emancipation Proclamation, January 1, 1863

The Emancipation Proclamation was a brief document, just over three handwritten pages. Lincoln waited until he could sign it with a steady hand after a busy social morning. He wanted people to say he had no hesitation to sign it. “If ever my soul was in an act, it’s in this act.” This act did not solve the problem of slavery. The Emancipation Proclamation freed slaves only in states that seceded in 1862.

### 19. Major Kentucky Civil War Battles

*“They are having a stampede in Kentucky. Please look to it.”*—Abraham Lincoln, telegram to Major-General Henry Halleck, July 13, 1862

By 1863, the war had spread. The Battle of Mill Springs has been called the first significant victory of the Union. On July 4, John Hunt Morgan launched his first raid into Kentucky. Two prolonged Confederate invasions (Munfordsville and Richmond) swept through the state.

On July 4, John Hunt Morgan led the raid in Kentucky. In October 1862, just outside the town of Perryville in Boyle County, the single most deadly event in Kentucky history occurred. Fourteen hundred Union and Confederate men were killed, and 6,000 men were captured, wounded, or missing at the battle of Perryville.

### **20. Lincoln's Gettysburg Address**

Nearly 8,000 men died on the battlefield where the Gettysburg national cemetery is today. After the battle, the area was transformed into hospitals and graveyards. The local residents quickly began forming a plan for a permanent resting place for fallen Union soldiers. Lincoln came to give a short speech of just 269 words, the Gettysburg Address. "These dead shall not have died in vain."

### **21. Enlisting Black Kentuckians to Fight**

*"I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I can not remember when I did not think so, and feel."* —Abraham Lincoln, Letter to Albert G. Hodges, Editor, Frankfort Commonwealth, April 4, 1864

Camp Nelson was a Union army recruiting and training center. By 1864, the Union army was desperate for soldiers. Twenty-four thousand black men were recruited to serve for the Union from Kentucky. This was one of the largest totals of any state. There were recruiting stations all over the state. Camp Nelson trained more than 10,000 troops. This was a way for the black Kentuckians to gain freedom. Lincoln authorized recruiting in Kentucky and arranged for housing of those Kentuckians.

### **22. Lincoln's Assassination**

*"If the President does not upon my demand stop the Negro enrollment I will. I am waiting for his answer."* —Kentucky Governor Thomas Bramlette to William Goodloe, March 1, 1864

Many Kentuckians turned against the war when Lincoln enlisted blacks. There was anger toward Lincoln because of the political and economic conditions. Lincoln was re-elected in April, 1865. There was grief nationwide at his assassination. Lincoln died at the age of 56. Giving a eulogy to Lincoln, Bramlette, once a vocal critic of the President, admitted Lincoln was right.