



Lincoln Lesson Plans

Grade Level:
8-12

Materials

- Handout: Lincoln Seen and Heard Notes
- Lincoln Seen and Heard Notes Key for Teacher Use
- Handout: Questions for Reflection

Technology

- computer lab with Internet access, or television web presenter

Vocabulary

Declaration of Independence
Emancipation Proclamation
Gettysburg Address
primary source

Lincoln: In His Own Words

Length

3-4 class sessions

Concepts/Objectives

- Students will learn about Abraham Lincoln's significant speeches and work including the Gettysburg Address, Emancipation Proclamation, and Second Inaugural Address.

Activities

- Students will write articles using primary and secondary sources regarding the influence of Lincoln.
- Students will hear and examine excerpts from Lincoln's speeches.
- Students will take notes during a video presentation by Lincoln scholar Harold Holzer and actor Sam Waterston.
- Students will complete an open response analyzing the influence of Lincoln in the past and present.

Lincoln Resource

Lincoln Bicentennial Gala: Lincoln Seen and Heard

Optional:
The following video segments can be used to explore topics more deeply.

Lincoln: I, too, am a Kentuckian

- 11. The Issue of Slavery
- 14. The Cooper Union Speech
- 15. Lincoln Wins the Presidency
- 18. The Emancipation Proclamation
- 20. Lincoln's Gettysburg Address

All are available at www.ket.org/lincoln/resources.htm.

Instructional Strategies and Activities

Session One

Tell students that news reporters attend political speeches, take notes, and write articles or report stories. They select and edit primary source information. Discuss different types of primary sources. Ask students to consider what type of primary source information would still be available from Abraham Lincoln's day.

Tell students that today, they will be working as reporters as they view a presentation about Lincoln's speeches. Students will use the information to write an article in the style of a historical journal.

Note: You may want to pause the video segment Lincoln Seen and Heard at key points. The video is approximately 45 minutes long. The notes include seven main ideas of the presentation. It is logical to pause the video after certain points to refocus student attention, emphasize answers to the notes, or discuss additional reflections. The questions for reflection included could be used while viewing to focus on critical information from each main idea. The questions could also be used as a

writing assignment.

Here are the questions:

1. How would you describe Abraham Lincoln based on these quotes?
2. Based on the primary source information, what conclusions can you make about Lincoln's views on slavery before becoming President?
3. How does Lincoln explain the importance of the Declaration of Independence to his core political beliefs?
4. What are reasons that Abraham Lincoln concluded that the United States could not divide?
5. What do the Emancipation Proclamation and the firing of General McClellan indicate about Abraham Lincoln's leadership style?
6. What principles were central to Abraham Lincoln's perspective of the Civil War?
7. What does the Second Inaugural Address indicate about Abraham Lincoln's plans for reconstruction?

Because of the length of the presentation, you may choose to show it over two days. Have students use the handout Lincoln Seen and Heard Notes. As they view the presentation, students should complete the notes and may add quotes or observations they will use in writing a story about two ideas that guided Abraham Lincoln as a leader. Students should use quotes from speeches and historical information to support your article

Sessions Two-Three

Have students write or complete their articles using the Lincoln Seen and Heard Notes and additional research.

Sessions Three-Four

Have students work in pairs to discuss, edit, and revise their history journal articles. As time allows, have students share excerpts from their history journal articles.

Have students complete one of the Open Responses.

Support/Connections/Resources

Web sites:

www.alplm.org/timeline/timeline.html

Abraham Lincoln Presidential Library Timeline

www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx

Lincoln Bicentennial text of words and speeches

www.kylincoln.org

Kentucky Abraham Lincoln Bicentennial Site

Kentucky Academic Content

Academic Expectations

2.20

Program of Studies

SS-8-HP-U-1

SS-8-HP-U-3

SS-8-HP-S-1

SS-H-HP-S-1

Core Content

SS-08-5.1.1

SS-HS-5.1.1

Applications Across the Curriculum

Writing for the Lesson

Students will write an article for a historical journal describing two of Lincoln's ideas that guided him as a leader. They will use quotes from speeches and historical research.

Use the core content as a guide for students writing the articles. Look at examples from historical journals to study style, tone, and format.

Visual Art

Robert Berks used the photography of Matthew Brady and Leonard Volk's life masks to create a sculpture of Lincoln. Consider how those photographs continue to influence art today.

Vocational Studies

This lesson provides several examples of how individuals use communication skills in their work. Historian Harold Holzer reads, interprets, analyzes, and writes. Actor Sam Waterston dramatically interprets what is written.

In the classroom assignment, students work as reporters who listen, observe, record, synthesize, write, and edit information. To personalize some individual career exploration, encourage students to brainstorm careers of interest to them and list the ways in which communication skills are used. Resources for this include: www.haroldholzer.com/hh_2_bio.html (biography of Lincoln Historian Harold Holzer); www.fordham.edu/campus_resources/enewsroom/inside_fordham/december_22_2008/news/sam_waterston_reveal_32679.asp (Sam Waterston discusses acting); and www.bls.gov/k12/index.htm (U.S. Bureau of Labor Statistics site for student career exploration).

Adaptations for Diverse Learners/Lesson Extensions

Create a presentation using Lincoln Seen and Heard as a model. Students could sketch Lincoln as they listen to the speeches and look at the photographs of Lincoln Seen and Heard. If you can scan the drawings, you might be able to create several images of the same sketch by manipulating the drawings in a paint program. The teacher and/or students could edit Lincoln Seen and Heard Notes for shorter, critical passages in the speeches. Use one or more of the seven key ideas in the Lincoln Seen and Heard Notes to write a script describing significant speeches and events in the life of Abraham Lincoln.

Read the speech excerpts while showing sketches of Abraham Lincoln. This could be enhanced by creating a Power Point presentation or creating a video using music.

Abraham Lincoln was strongly influenced by the Declaration of Independence. Break down the following excerpt in discussion. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." Discuss how these beliefs influenced Abraham Lincoln's views on slavery.

Use the Lincoln Seen and Heard Notes to research and complete a timeline of Abraham Lincoln's significant speeches. The teacher and/or students could select short quotes from the speeches to go in the timeline. The following information should be included.

Year:

Name of Speech (if applicable):

Location:

Quote from speech:

Meaning:

Open Response Assessment

Prompt: Historians examine the photographs and speeches of Abraham Lincoln today to analyze his influence.

Directions: Describe one of Abraham Lincoln's significant speeches. What does the speech indicate about Lincoln's personal values and leadership style? Use historical facts and context to describe the significance of Lincoln's leadership.

Open Response Scoring Guide				
4	3	2	1	0
<ul style="list-style-type: none">• The writing describes one of Abraham Lincoln's speeches with excellent detail and historical understanding.• The historical facts are accurate and meaningful in describing the significance of Abraham Lincoln.• The description, details, and overall purpose of the writing are written clearly with outstanding results.	<ul style="list-style-type: none">• The writing describes one of Abraham Lincoln's speeches with detail and historical understanding.• The historical facts and explanation have few errors.• The description, details and overall purpose of the writing indicate good overall effort.	<ul style="list-style-type: none">• The writing describes one of Abraham Lincoln's speeches with few details and general historical understanding.• The description, details and overall purpose of the writing indicate basic overall effort.• Historical errors may indicate gaps in understanding.	<ul style="list-style-type: none">• The writing describes one of Abraham Lincoln's speeches with minimal historical understanding.• The description, details and overall purpose of the writing indicate limited overall effort.	<ul style="list-style-type: none">• No answer or irrelevant response

Open Response Assessment

Prompt: Abraham Lincoln was the first President to be photographed extensively.

Directions: Describe how photography has shaped public opinion of Lincoln in the past and present. How did photography help Lincoln gain national fame? How has photography influenced the image held of Lincoln today?

Special Scoring Title				
4	3	2	1	0
<ul style="list-style-type: none">• The writing clearly explains the role of photography in shaping public opinion of Lincoln in the past and present.• Accurate historical information supports the main ideas.• The writing describes the critical role of photography in Lincoln's day with excellent understanding of the historical influence of photography.• The writing explains how photography continues to influence opinion of Lincoln through imagery based on the photography.	<ul style="list-style-type: none">• The writing explains the role of photography in shaping public opinion of Lincoln in the past and present.• Historical information supports the main ideas with few errors.• The writing describes the critical role of photography in Lincoln's day with good understanding of the historical influence of photography.	<ul style="list-style-type: none">• The writing generally explains the role of photography in shaping public opinion of Lincoln in the past and present.• The writing lacks detail, accuracy or focus.• The writing describes the role of photography in Lincoln's day with basic understanding of the historical influence of photography.	<ul style="list-style-type: none">• The writing explains the role of photography in shaping public opinion of Lincoln in the past or present with minimal detail and historical support.• The writing indicates limited effort or understanding.	<ul style="list-style-type: none">• No answer or irrelevant response

Multiple Choice Questions

1. During Abraham Lincoln's term in the U.S. House of Representatives, he opposed
 - A. the Civil War.
 - B. the Mexican-American War.
 - C. the Blackhawk War.
 - D. the Spanish-American War.
2. The year after Lincoln's term as a U.S. Representative was complete, he
 - A. served in the U.S. Senate.
 - B. was elected as President.
 - C. worked as a lawyer in Illinois.
 - D. fought in the Mexican-American War.
3. Lincoln was not in favor of the Kansas-Nebraska Act because
 - A. it allowed the spread of slavery.
 - B. it limited the spread of slavery.
 - C. it limited westward expansion.
 - D. it taxed western states.
4. Abraham Lincoln primarily debated Stephen Douglas over the issue of
 - A. taxes.
 - B. westward expansion.
 - C. government spending.
 - D. slavery.
5. Before becoming President, Lincoln gained national prominence through the debates with Stephen Douglas and
 - A. a speech at Cooper Union, New York.
 - B. his record in the U.S. Senate.
 - C. his reputation as a military hero.
 - D. his delivery of the Gettysburg Address.
6. The founding document that strongly influenced Abraham's Lincoln's views that "all men are created equal" was the
 - A. Constitution.
 - B. Bill of Rights.
 - C. Declaration of Independence.
 - D. Federalists Papers.
7. Abraham Lincoln knew that the Emancipation Proclamation was significant because it
 - A. ended the Civil War.
 - B. freed slaves in the states that had seceded.
 - C. began the Civil War.
 - D. limited Presidential power.

Multiple Choice Key

1. B
2. C
3. A
4. D
5. A
6. C
7. B
8. C
9. B
10. A

8. Abraham Lincoln said, "...this nation under God shall have a new birth of freedom and that government of the people, by the people, for the people shall not perish on the earth." The speech in which he said this was the
 - A. Cooper Union speech.
 - B. First Inaugural Address.
 - C. Gettysburg Address.
 - D. Second Inaugural Address.
9. Lincoln outlined his hopes for reconstruction after the Civil War in his Second Inaugural Address. His speech stated that
 - A. he wanted to severely punish the Southern states.
 - B. he wanted to restore peace and unity quickly.
 - C. he was willing to divide the country over slavery.
 - D. he was ready to surrender to the South.
10. An example of a primary source quote by Abraham Lincoln is
 - A. the text of the Second Inaugural Address.
 - B. a newspaper account of the Lincoln-Douglas debates.
 - C. a history text book summary of the Cooper Union speech.
 - D. a timeline of the life of Abraham Lincoln.

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Lincoln Seen and Heard Notes

Your task is to collect information about Abraham Lincoln by viewing the presentation Lincoln Seen and Heard. This presentation features actor Sam Waterston, Lincoln scholar Harold Holzer, and Lincoln's own words and images. As you watch, complete and add to the notes. After viewing, write an article for a historical journal describing **two** of Lincoln's ideas that guided him as a leader. Use quotes from speeches and historical information to support your article.

1. The presentation shows that what people know and think about Abraham Lincoln today has been influenced by the extensive use of photography to create images in Lincoln's lifetime.

In the presentation, Harold Holzer, Lincoln scholar, says "Before photographs could even be reproduced in _____, Lincoln sat before primitive still cameras more often than nearly all of his contemporaries, fully aware that these pictures could be copied and sold to supporters throughout the country, admirers who cherished...copies in their family albums."

"He started out as an unknown. He ended up not only seen and heard, but an _____."

January 12, 1848

"Now sir, for the purpose of obtaining the very best evidence, as to whether Texas had actually carried her revolution, to the place where the hostilities of the present war commenced, let the President answer the interrogatories, I proposed...Let him answer, fully, fairly, and candidly. Let him answer with facts, and not with arguments. Let him remember he sits where _____ sat, and so remembering, let him answer, as _____ would answer. As a nation should not, and the Almighty will not, be evaded, so let him attempt no evasion, no equivocation. And if, so answering, he can show that the soil was ours, where the first blood of the war was shed...then I am with him for his justification...But if he can not, or will not do this, if on any pretence, or no pretence, he shall refuse or omit it, then I shall be fully convinced, of what I more than suspect already, that he is deeply conscious of being in the wrong that he feels the blood of this war, like the blood of Abel, is crying to Heaven against him. That originally having some strong motive what,...(he is) trusting to escape scrutiny, by fixing the public gaze upon the exceeding brightness of military glory that attractive rainbow, that rises in showers of blood, that serpent's eye, that charms to destroy."

Other notes:

2. Abraham Lincoln debated Stephen Douglas over the issue of _____.

October 1854 Lincoln has been out of Congress for 6 years. Congress passes the _____ making slavery legal in western states. This arouses Lincoln and calls him back into political life.

“This declared _____, but as I must think covert zeal for the spread of slavery, I cannot but hate. I hate it because of the monstrous injustice of slavery itself.”

“When the white man governs himself, that is self-government. But when he governs himself and also governs another man, that is more than self-government. That is despotism. If the Negro is a man, why then my ancient faith teaches me that all men are created _____ and that there can be no moral right in connection with one man making a slave of another.”

“A house divided against itself cannot stand. I believe this government cannot endure permanently half _____ and half _____. I do not expect the Union to be dissolved. It will become all one thing or all the other.”

Other notes:

3. The Cooper Union speech gave Lincoln national prominence and launched his political bid for _____.

“Let us have faith that _____ makes might and in that faith let us to them do our _____ as we understand it.”

Lincoln won a majority of the Electoral College votes with 39 percent of the popular vote, despite little campaigning. At his send-off he delivers a speech to friends at train station. “My friends, no one not in my situation, can appreciate my sadness at this parting. To this place and the kindness of these people, I owe everything. Here I have lived a quarter of a century and have passed from a young to an old man. Here my children have been born and one is buried. I now leave not knowing when or whether ever I may return with a task before me greater than that which rested upon _____. Without the being of that Divine Being, who ever attended him, I cannot succeed. With that assistance, I cannot fail.”

Other notes:

4. In a speech given in Philadelphia, Abraham Lincoln discussed the influence of the _____
_____ on his own ideas.

At a ceremony in Philadelphia, he speaks on February 22, 1861 and discusses the founding fathers' ideas and the way in which they developed our country. "I have never had a feeling politically that did not spring from the sentiments embodied in the _____."

"It was not the mere matter of the separation of the colonies from the motherland; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. It was that which gave promise that in due time, the weights should be lifted from the shoulders of all men, and that all should have an equal chance. Now my friends, can this country be saved upon that basis. If it can, I will consider myself one of the happiest men of all men if I can help to save it. If it can not, I was about to say I would rather be assassinated on this spot than to _____."

Other notes:

5. In his first Inaugural Address, Lincoln expressed his belief that the _____ could not be divided.

“Physically speaking we cannot separate. We cannot remove our respective sections from each other... A husband and wife might be divorced...but the different parts of our _____ cannot do this. They cannot but remain face to face...”

“In your hands my fellow countrymen and not in mine is the momentous issue of Civil War. The government will not assail you. You can have no conflict without being yourselves the _____...We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection.”

Other notes:

6. The Emancipation Proclamation expressed Lincoln's beliefs.

"If my name ever goes into _____, it will be for this act."

"We cannot escape history. We will be remembered in spite of ourselves... We shall _____
_____ or meanly lose the last best hope of earth."

Other notes:

7. Lincoln memorialized the tragedy and necessity of war in the _____ Address.

“Four score and seven years ago, our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that _____ men are created equal.”

“The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living to be dedicated here to the unfinished work which they themselves who fought here have thus far so nobly advanced. It is rather, for us to be here, dedicated to the great task remaining before us...the last full measure of devotion that we here highly resolve that these dead shall not have died in _____. That this nation under God shall have a new birth of freedom and that government of the people, by the people, for the people shall not perish on the earth.”

Other notes:

8. Lincoln's Second Inaugural Address described a course for _____ after the Civil War.

Lincoln is elected to a second term. By the spring of 1865, the end of the war was near. The last photos of Lincoln show the fatigued Lincoln. The words of his second inaugural address were his last great words. Lincoln calls it his _____ speech. "I expect it will wear as well, perhaps better, than anything I have ever produced."

"...with _____ toward none, with charity toward 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 born the battle and his widow and his orphan...to establish a just and lasting _____ among ourselves and with all nations."

Other notes:

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At a ceremony in Philadelphia, he speaks on February 22, 1861 and discusses founding fathers ideas and the way in which they developed our country. “I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence.” (pondered danger of founding fathers, wondered about ideas that kept the country together, what great principle kept this confederacy so long together, not merely separation from England but the power of the declaration about liberty)

“It was not the mere matter of the separation of the colonies from the motherland; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. It was that which gave promise that in due time, the weights should be lifted from the shoulders of all men, and that all should have an equal chance. Now my friends, can this country be saved upon that basis. If it can, I will consider myself one of the happiest men of all men if I can help to save it. If it can not, I was about to say I would rather be assassinated on this spot than to surrender.”

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Emancipation Proclamation

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Questions for Reflection

1. How would you describe Abraham Lincoln based on the quotes from his speeches?
2. Based on the primary source information, what conclusions can you make about Lincoln's views on slavery before becoming President?
3. How does Lincoln explain the importance of founding documents to his core political beliefs?
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