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Remembering Abraham Lincoln

This lesson promotes higher order thinking skills and historical habits of mind. Students will employ their research skills and gather biographical information on Abraham Lincoln. Students will analyze primary source documents, including the Emancipation Proclamation, Gettysburg Address, and Lincoln's second inaugural address. They will read a lament pertaining to the assassination of Abraham Lincoln and create a poem from the point of view of a citizen from the Civil War era. The unit can be broken up and interwoven throughout the unit on the Civil War.

Massachusetts Curriculum Frameworks Standards

USI.38 Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered. (H, C)

Seminal Primary Documents to Read: Lincoln's Gettysburg Address (1863) and Lincoln's second inaugural address (1865)

Objectives

1. To collect information and create a trading card for Abraham Lincoln, including his experiences growing up, his entrance into politics, and his views, particularly those on slavery.
2. To examine various primary sources (Emancipation Proclamation, Gettysburg Address, and Lincoln's second inaugural address) and analyze the importance and effect of each.
3. To create a poem to remember Abraham Lincoln from the point of view of various people affected by his actions.

Time Frame

Five 53-minute class periods

Background

Through the analysis of primary sources, students will be able to analyze the effects Abraham Lincoln had on the nation during the Civil War era. The primary sources used will be concentrated during Lincoln's presidency. The nation was entering a state of unrest during the 1850s over the issue of slavery. Lincoln addressed this in his prophetic "House Divided" speech. With the election of Abraham Lincoln as president in 1860, the southern states began to secede. Eventually, to the South's dismay, the Emancipation Proclamation freed slaves in the rebellious states.

As the war raged on, Lincoln, in his two-minute speech, the Gettysburg Address, reminded listeners of the North's reasons for fighting the Civil War. They needed to preserve the young nation, which was unmatched by any other country in history in its commitment to the principles of freedom, equality, and self-government. In 1863, most Americans did not pay much attention to Lincoln's speech thinking it was too short and simple, but Americans today realize the value of Lincoln's message. In his second inaugural address, Lincoln noted how slavery had divided the nation but also laid groundwork for the effort to "bind up the nation's wounds." Unfortunately on April 14, 1865, Lincoln was assassinated but his contributions to the nation would continue to be remembered.

Procedures

Part 1: Biography of Abraham Lincoln

- A. Students will be familiar with this activity, since they have been making trading cards for other major figures of the Civil War era.
- B. Students will conduct research and include a short biography and picture of Lincoln on a trading card. They will include his place and date of birth, his life growing up, his educational background, how he entered politics, and any important events that characterized his politics and beliefs. Students will be assessed on this.
- C. Students have studied the Lincoln-Douglass debates so they have read the "House Divided" Speech. They understand the main points of debates, which should be included on the trading card, including:
 - a. did not believe that a majority should have the power to deny a minority their rights to life, liberty, and pursuit of happiness
 - b. shared many of Douglas's views on African Americans; should not be equal
 - c. would not propose ending slavery, confine to states already existed in and it would eventually die out
 - d. knew slavery was wrong, quoted Bible and Declaration of Independence

Part 2: Emancipation Proclamation

- A. See attached

Part 3: Gettysburg Address

- A. See attached

Part 4: Lincoln's second inaugural address

- A. Students will take interactive notes as they read, a skill being emphasized in class throughout the year.

Part 5: The Assassination of Lincoln

- A. Students will discuss the following quote: "Our country owed all her troubles to him, and God simply made me the instrument of his punishment." –John Wilkes Booth, wrote these words in his diary several days after he shot President Lincoln

- B. The teacher will ask: Who else in history believed they were doing God's will? (Nat Turner; John Brown; slave owners; divine rule of kings)
- C. Students will watch the video "The Civil War: Better Angels of Our Nature" (time: 7:00-26:00)
Students will answer the following questions:
 - a. How do Southerners feel?
 - b. What was Booth's plan?
 - c. What does he yell?
 - d. What happened to Secretary of State Seward?
- D. Students will be presented with the following quote: Confederate General George Pickett, who had lost many men at the battle of Gettysburg, said of Lincoln's death, "The South has lost her best friend and protector in this her direst hour of need."
- E. Ask: Do you agree or disagree with Pickett's statement? Why would a Confederate general say this? Do you think people in the South agreed with Pickett? (Lincoln wanted to restore the South with as little hostility and punishment as possible (Gettysburg Address); Southerners hated Lincoln. They did not hear or did not believe Lincoln's words of charity and peace)
- F. Students will read "O Captain! My Captain," a lament mourning the death of Lincoln. The class will go over what an extended metaphor is and examples of metaphors in the poem.

Assessment: Students will compose two poems, one reflecting the South's attitudes toward Lincoln and the other from the point of view of a Northerner. Students may choose any point of view: Pickett's, a freed African American's, a defeated Southerner's. (Rubric/checklist attached). Students will share poems and the teacher will pose the question: How should we remember Lincoln?

Bibliography

Abraham Lincoln Biography. <http://www.biography.com/articles/Abraham-Lincoln-9382540>

Lincoln's Biography. <http://lincoln.lib.niu.edu/abio.html>

Name: _____

Directions: Read the document and then answer the questions.

The Emancipation Proclamation
January 1, 1863

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight

counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.



First reading of the Emancipation Proclamation

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Questions

1. Are all slaves being freed? Explain.
2. What could slaves do after being freed?
3. How would Northerners and Southerners react to the Emancipation Proclamation?
4. How did this document end any chance of England and France supporting the Confederacy?

Name: _____

Gettysburg Address

Abraham Lincoln, November 19, 1863

Directions: After reading the document complete the questions.

"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead who struggled here have consecrated it far above our poor power to add or detract. 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 rather to be dedicated here to the unfinished work which they 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--that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion--that we here highly resolve that these dead shall not have died in vain, 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 from the earth."

1. Define the word "consecrate".
2. Define the word "hallow".
3. Paraphrase/summarize Lincoln's speech
4. What was the North's purpose in fighting the war?
5. In 1863, most Americans did not pay much attention to Lincoln's speech thinking it was too short and simple. How would you argue against this based on the ideas Lincoln was presenting in his speech?

Name: _____

**Abraham Lincoln:
Second Inaugural Address, 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 [sic] 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 so 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 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 dissolve 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 others 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 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 will 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 offenses! for it must needs be that offenses come; but woe to that man by whom the offense cometh! If we shall suppose that American Slavery is one of those offenses 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 offense came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope--fervently do we pray--that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the

wealth piled by the bond-man s two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said the judgments of the Lord, are true and righteous altogether.

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

O CAPTAIN! MY CAPTAIN!

by Walt Whitman

November 1865

I.

O CAPTAIN! my captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
 But O heart! heart! heart!
 O the bleeding drops of red!
 Where on the deck my captain lies,
 Fallen cold and dead.

II.

O captain! my captain! rise up and hear the bells;
Rise up for you the flag is flung for you the bugle trills
For you bouquets and wreaths for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.
 O Captain! dear father!
 This arm beneath your head;
 It is some dream that on the deck
 You've fallen cold and dead.

III.

My captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will.
The ship is safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
 Exult, O shores! and ring, O bells!
 But I, with silent tread,
 Walk the spot my captain lies
 Fallen cold and dead.

Rubric/Checklist for Remembering Lincoln Poetry

-2 poems with clear points of view (each poem worth 50 points to equal 100)

-Each poem is at least 10 lines (-5 points for every line less than 10)

-At least 2 historical references for each poem (for example, any of the primary sources documents or actions/beliefs of Lincoln) (-10 points for each missing one)

-Be creative!

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