



## **Abraham Lincoln – People, Places, Politics: History in a Box**

*Concordance to the Draft Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives*

Dear Educator,

Thank you for taking the time to check out this great resource for your classroom. The Lincoln History Box is full of materials that can be used in a variety of ways. In order to ease your use of this resource, the RI ALBC has developed a concordance that links to the Civics GSEs and to potential lesson topics for the various sections of the box.

The concordance contains several sections that each correspond to a certain resource. The suggested Civics GSEs listed next to each resource are meant as a springboard for developing lessons using that particular material, as is the list of potential lesson topics. When developing a lesson using the Civics GSEs, it is recommended to focus on or teach to one particular GSE.

We hope that you enjoy using this rich resource in your classroom. Please contact us if you have any questions regarding the History Box or this concordance.

Sincerely,

The Rhode Island Abraham Lincoln  
Bicentennial Commission



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*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 1*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
1	<b>Lincoln: The Formative Years</b>	-	HP 1 (5-6) 1.b; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 2 (9-12) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	Lincoln growing up; how his youth and education or experiences influenced his future; how the events and attitudes of the world around him influenced his later actions; historical context
3	<i>Lincoln: The Formative Years</i> by Douglas L. Wilson	Introduction to section	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	historical context
4	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
5	<i>Lincoln's Autobiography</i>	Subsection	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how his youth and education or experiences influenced his future
5	<i>Hon. Abraham Lincoln, Republican candidate, 1860, a print by Currier &amp; Ives</i>	Picture	-	-
6	Lincoln's Cover Letter Sent with Autobiographical Sketch to the <i>Chester County Times</i> , Tuesday, December 20, 1859	Letter	-	-
8	Lincoln's Autobiographical Sketch, December 20, 1859	Letter	-	-
10	<i>Lincoln the Lawyer</i>	Subsection introduction	HP 1 (5-6) 1.b; HP 2 (9-12) 2.b	Lincoln's legal career and how he demonstrated his character
12	Abraham Lincoln to James S. Irwin Esq., November 2, 1842	Letter	-	-
14	Abraham Lincoln to Anson L. Brewer, July 27, 1855	Letter	-	-
16	<i>Lincoln on Perseverance</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	Lincoln's perception of the US as a country (incl. the Constitution), and whether it differed from reality
16	Abraham Lincoln to John D. Johnston, December 24, 1848	Letter	-	-
18	Abraham Lincoln to George C. Latham, July 22, 1860	Letter	-	-



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 2*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
21	<b>The Emergence of Lincoln the Politician</b>	-	C&G 2 (9-12) 2.d; C&G 4 (5-6) 1.a,b; C&G 4 (7-8) 1.b,e; C&G 4 (9-12) 1.e; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 3 (5-6) 1.a,b; HP 3 (7-8) 1.a; HP 3 (9-12) 1.a	the political climate at the time of Lincoln; how campaigning, voting and elections have changed over time; how Lincoln's actions shaped his future and the future of the US; historical context; political parties in the time of Lincoln, compared to political parties today
23	<i>The Emergence of Lincoln the Politician</i> by Richard Carwardine	Introduction to section	C&G 4 (5-6) 1.a,b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	historical context; the political climate at the time of Lincoln
26	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
28	<i>Lincoln the Whig Politician</i>	Subsection introduction	C&G 4 (5-6) 1.b; C&G 4 (7-8) 1.b	political parties in the time of Lincoln, compared to political parties today
29	Abraham Lincoln, “Spot Resolutions,” December 22, 1847	Letter	-	-
31	U.S. Capitol, Washington, D.C., 1846	Photograph	-	-
32	<i>Lincoln and Sectional Conflict</i>	Subsection introduction	C&G 4 (5-6) 1.b	political parties in the time of Lincoln, compared to political parties today
33	Abraham Lincoln to Joshua Speed, August 24, 1855	Letter	-	-
35	<i>Lincoln the Republican Politician</i>	Subsection introduction	C&G 2 (9-12) 2.d; C&G 4 (5-6) 1.b	political parties in the time of Lincoln, compared to political parties today; Lincoln's perception of the US as a country
36	Abraham Lincoln, Speech Fragment on Slavery and American Government, c. 1857–1858	Speech	-	-
38	<i>The “House Divided” Speech</i>	Subsection introduction	HP 3 (5-6) 1.a,b; HP 3 (7-8) 1.a; HP 3 (9-12) 1.a	historical context



39	Abraham Lincoln, Draft of "House Divided" Speech, December 1857	Speech	-	-
41	<i>The Lincoln-Douglas Debates</i>	Subsection introduction	C&G 4 (7-8) 1.e; C&G 4 (9-12) 1.e	campaigning and the controversial issues of the time
42	Abraham Lincoln, Speech Fragment Concerning the Abolition of Slavery, c. July 1858	Speech	-	-



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 3*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
45	<b>Lincoln and the Election of 1860</b>	-	C&G 2 (7-8) 1.b; C&G 4 (5-6) 1.a; C&G 4 (9-12) 1.c,d; C&G 5 (7-8) 2.b; C&G 5 (9-12) 2.b; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	the political climate at the time of Lincoln; how campaigning, voting and elections have changed over time; the importance of the Election of 1860 to the future of the US (esp. in terms of the future of slavery); federalism in the time of Lincoln
47	<i>Lincoln and the Election of 1860</i> by Harold Holzer	Introduction to section	C&G 4 (5-6) 1.a; C&G 4 (7-8) 1.d	the political climate at the time of Lincoln; how campaigning, voting and elections have changed over time; the importance of the Election of 1860 to the future of the US (esp. in terms of the future of slavery)
48	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
49	<i>The Cooper Institute Address</i>	Subsection introduction	C&G 2 (7-8) 1.b; C&G 5 (7-8) 2.b; C&G 5 (9-12) 2.b	federalism in the time of Lincoln; why the issue of slavery was such a key point in the election
50	Abraham Lincoln, Cooper Institute Address, February 27, 1860	Speech	-	-
53	<i>The 1860 Election</i>	Subsection introduction	C&G 4 (9-12) 1.c,d	campaigning, voting, and elections; the importance of the Election of 1860 to the future of the US (esp. in terms of the future of slavery)
53	“Popular Vote for President, 1860,” a Detail from <i>Lloyd’s New Political Chart</i>	Picture	-	-
54	Biographies of Lincoln and Military Leaders Plus National Statistics, a Detail from <i>Lloyd’s New Political Chart, 1861</i>	Picture	-	-
55	<i>Leaving Springfield</i>	Subsection introduction	-	-
56	Photograph Lincoln Family Home, Springfield, Ill., 1860	Photograph	-	-
57	<i>The Political Quadrille. Music by Dred Scott, 1860</i>	Description and picture	C&G 4 (9-12) 1.c	comparing political cartoons and advertisements then and now



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 4*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
59	<b>Lincoln's Presidency</b>	-	C&G 1 (9-12) 2.a; C&G 2 (7-8) 1.a,b; C&G 2 (9-12) 1.b,d; C&G 2 (5-6) 2.b; C&G 2 (7-8) 2.a; C&G 2 (9-12) 2.a,b,c,d; C&G 3 (7-8) 1.b; C&G 3 (7-8) 2.b; C&G 4 (9-12) 1.d; C&G 5 (7-8) 2.a; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 2 (9-12) 1.a; HP 3 (9-12) 2.a	the importance of the Elections of 1860 and 1864 to the course of US history; events leading up to the Civil War; Lincoln's presidency and what being a president entailed
61	<i>Lincoln's Presidency</i> by Gabor S. Boritt	Introduction to section	C&G 4 (9-12) 1.d; HP 3 (9-12) 2.a	the importance of the Elections of 1860 and 1864 to the course of US history
62	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
66	<i>Lincoln and Secession</i>	Subsection introduction	C&G 5 (7-8) 2.a	events leading up to the Civil War; Lincoln's presidency and what being a president entailed
66	"The Union is Dissolved!" [ <i>Charleston Mercury</i> , Extra Ed.], December 20, 1860	Article	-	-
67	<i>First Inaugural Address</i>	Subsection introduction	C&G 2 (9-12) 1.b,d; C&G 2 (5-6) 2.b; C&G 2 (7-8) 2.a; C&G 2 (9-12) 2.a,b,c,d	Lincoln's perception of the US as a country (incl. the Constitution), and whether it differed from reality
68	Abraham Lincoln, First Inaugural Address, March 4, 1861	Speech	-	-
70	Photograph of Mary Todd Lincoln, in Her Inaugural Ball Gown, 1861	Photograph	-	-
71	<i>Fort Sumter: Conflict Commences</i>	Subsection introduction	HP 1 (9-12) 2.b; HP 2 (9-12) 1.a	the attack on Fort Sumter
72	News of the Confederate Attack on Fort Sumter, South Carolina, April 13, 1861	Article	-	-
73	<i>Lincoln and Civil Liberties</i>	Subsection introduction	C&G 1 (9-12) 2.a; C&G 2 (9-12) 1.b; C&G 3 (7-8) 1.b; C&G 3 (7-8) 2.b	Lincoln's suspension of <i>habeas corpus</i> and its affect on civil rights of citizens



74	Abraham Lincoln to Edwin M. Stanton, June 4, 1863	Letter	-	-
75	Abraham Lincoln to Erastus Corning and Others, June 12, 1863	Letter	-	-
76	<i>Lincoln as Commander in Chief</i>	Subsection introduction	C&G 2 (7-8) 1.a; C&G 2 (9-12) 1.d	the role of the president and its change over time
76	Abraham Lincoln to Charles H. Russell, May 16, 1861	Letter	-	-
78	Abraham Lincoln to Edwin M. Stanton, May 20, 1862	Letter	-	-
79	Abraham Lincoln to Daniel Butterfield, May 3, 1863	Letter	-	-
80	<i>Lincoln Confronts Insubordination within the Military</i>	Subsection introduction	C&G 2 (7-8) 1.a; C&G 2 (9-12) 1.d	the role of the president as commander in chief
81	Abraham Lincoln to Major John J. Key, September 26, 1862	Letter	-	-
84	<i>The Gettysburg Address</i>	Subsection introduction	C&G 2 (7-8) 2.a	the Gettysburg Address
85	Abraham Lincoln, The Gettysburg Address, November 19, 1863	Speech	-	-





*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 5*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
89	<b>Lincoln and Race</b>	-	C&G 5 (7-8) 2.a,b; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	perspective of slavery during that time - abolitionist v. slaveholder - and where Lincoln fits on that scale at various points in his life based on his letters, actions, and speeches; Lincoln's perspective of slavery/race and the source(s) of that perspective; the Civil War and slavery
91	<i>Lincoln and Race</i> by David W. Blight	Introduction to section	C&G 5 (7-8) 2.a,b	perspective of slavery during that time - abolitionist v. slaveholder - and where Lincoln fits on that based on his letters, actions, and speeches
92	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
93	<i>Debate with Stephen Douglas at Ottawa</i>	Subsection introduction	HP 2 (5-6) 2.b	Lincoln's perspective of slavery/race and the source(s) of that perspective
94	Debate with Stephen Douglas at Ottawa, Ill., August 21, 1858	Speech	-	-
96	<i>A Proposed Thirteenth Amendment to Protect Slavery</i>	Subsection introduction	HP 2 (7-8) 2.b	The first proposed Thirteenth Amendment and Lincoln's rationale for supporting it
97	Abraham Lincoln to the Governor of California, March 16, 1861	Letter	-	-
98	<i>Nathaniel Gordon Case</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b	perspective of slavery during that time - abolitionist v. slaveholder - and where Lincoln fits on that based on his letters, actions, and speeches
99	Abraham Lincoln on Nathaniel Gordon's Request for Clemency, February 4, 1862	Letter	-	-
102	<i>Separation of Races</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b	perspective of slavery during that time - abolitionist v. slaveholder - and where Lincoln fits on that based on his letters, actions, and speeches
103	Address on Colonization to a Deputation of Free Blacks, August 14, 1862	Speech	-	-
104	Photograph of the White House, 1862	Photograph	-	-



105	<i>The Lasting Peace of Emancipation</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b	Lincoln's perspective of slavery/race and the source(s) of that perspective
105	Abraham Lincoln to James C. Conkling, August 26, 1863	Letter	-	-



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 6*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
107	<b>Lincoln and Emancipation</b>	-	C&G 2 (5-6) 1.a,b; C&G 2 (7-8) 1.a,b; C&G 4 (9-12) 1.c; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 2 (9-12) 2.a; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how Lincoln brought about emancipation, and why; the Emancipation Proclamation; the varied responses to the Emancipation Proclamation
109	<i>Lincoln and Emancipation</i> by Allen Guelzo	Introduction to section	C&G 2 (5-6) 1.a,b; C&G 2 (7-8) 1.a,b	how Lincoln brought about emancipation, and why
110	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
111	<i>Lincoln's Initial Thoughts on Emancipation</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how Lincoln brought about emancipation, and why
112	Abraham Lincoln to Horace Greeley, March 24, 1862	Letter	-	-
114	<i>Union Soldier Writes about the Emancipation Proclamation, 1862</i>	Subsection introduction	HP 2 (9-12) 2.a; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the response to the Emancipation Proclamation; how others viewed it
114	John Jones to his Wife, October 3, 1862	Letter	-	-
116	<i>The Emancipation Proclamation</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the Emancipation Proclamation
116	Abraham Lincoln, The Emancipation Proclamation, January 1, 1863	Speech	-	-
118	<i>Opposing Views of Lincoln's Emancipation Proclamation in the Press</i>	Subsection introduction	C&G 4 (9-12) 1.c; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	comparing political cartoons and commentary then and now
118	<i>Writing the Emancipation Proclamation, Political Cartoon</i> by Adalbert Volck, c. 1864	Picture	-	-
119	<i>President Lincoln, Writing the Proclamation of Freedom</i> , Lithograph based on a painting by David Gilmour Blythe, 1863	Picture	-	-



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 7*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
121	<b>The Union Preserved: Toward Reconstruction</b>	-	C&G 2 (9-12) 1.b,d; C&G 3 (9-12) 2.c,d; C&G 4 (7-8) 1.d; C&G 4 (9-12) 1.d; HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 3 (5-6) 1.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the end of the Civil War and the Reconstruction period; Lincoln's re-election; the Thirteenth Amendment; Lincoln's assassination
123	<i>The Union Preserved: Toward Reconstruction</i> by Thavolia Glymph	Introduction to section	C&G 2 (9-12) 1.d; C&G 4 (9-12) 1.d	the end of the Civil War and the Reconstruction period; Lincoln's re-election; the Thirteenth Amendment; Lincoln's assassination
125	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
126	<i>Lincoln Develops a Plan for Rebuilding the Union</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the end of the Civil War and the Reconstruction period
127	Abraham Lincoln to E. E. Malhiot and Others, June 19, 1863	Letter	-	-
129	<i>The Union Victory Predicted</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the end of the Civil War and the Reconstruction period
129	Abraham Lincoln to Ulysses S. Grant, June 15, 1864	Letter	-	-
130	<i>The 1864 Presidential Election</i>	Subsection introduction	C&G 4 (7-8) 1.d; C&G 4 (9-12) 1.d	Lincoln's re-election
130	Abraham Lincoln to Edwin M. Stanton, October 22, 1864	Letter	-	-
131	<i>Lincoln's Annual Message to Congress</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the end of the Civil War and the Reconstruction period; Lincoln's plan for restoring the nation
132	Notes for Abraham Lincoln's Annual Message to Congress, December 6, 1864	Speech	-	-



134	<i>The Passage of the Thirteenth Amendment</i>	Subsection introduction	C&G 2 (9-12) 1.b; C&G 3 (9-12) 2.c,d; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	the Thirteenth Amendment
135	Notes for Abraham Lincoln's Annual Message to Congress, December 6, 1864	Speech	-	-
136	Thirteenth Amendment Resolution, February 1, 1865	Speech	-	-
138	<i>The Second Inaugural Address</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how the Civil War was viewed near its end; Lincoln's
139	Abraham Lincoln, "Second Inaugural Address," March 4, 1865	Speech	-	-
142	<i>The War Concludes</i>	Subsection introduction	HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the end of the Civil War and the Reconstruction period
142	A detail from <i>The Room in McLean House at Appomattox C.H., in which Gen. Lee surrendered to Gen. Grant, c.1867</i>	Picture	-	-
143	Robert E. Lee, General Order No. 9, April 10, 1865	Letter	-	-
145	Abraham Lincoln's, Last Speech, April 11, 1865	Speech	-	-
147	<i>The Assassination</i>	Subsection introduction	HP 3 (5-6) 1.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	Lincoln's assassination
147	<i>The President is Dead, April 15, 1865</i>	Picture	-	-



*Abraham Lincoln: People, Places, Politics – History in a Box ... Section 8*

PAGE	Title ( <i>Subsections in italics</i> )	Description	Suggested GSE(s)	Potential lesson themes
149	<b>Abraham Lincoln's Enduring Legacy</b>	-	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	why Lincoln is so important to United States; how he played a role in shaping the future; the outcomes of the Civil War and Lincoln's assassination; the outcomes of the Emancipation Proclamation; how Lincoln was viewed by Americans and the world, and why
151	<i>Abraham Lincoln's Living Legacy</i> by David W. Blight	Introduction to section	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	why Lincoln is so important to United States; how he played a role in shaping the future; the outcomes of the Civil War and Lincoln's assassination; the outcomes of the Emancipation Proclamation; how Lincoln was viewed by Americans and the world, and why
152	<i>Timeline</i>	Timeline	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (5-6) 2.a,b; HP 2 (7-8) 2.a,b	-
154	<i>Lincoln and African Americans, Post-Emancipation</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how Lincoln was viewed by Americans and the world, and why
155	Appeal from the Western Sanitary Commission to President Abraham Lincoln Regarding the Condition of Freed Slaves, November 6, 1863	Article	-	-
156	Frederick Douglass to Mary Todd Lincoln, August 17, 1865	Letter	-	-
158	<i>Constitutional Recognition of Emancipation's Promise of Freedom</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	the outcomes of the Emancipation Proclamation
158	<i>Fifteenth Amendment Celebrated, May 19, 1870</i>	Article	-	-
159	<i>A Monument for Abraham Lincoln</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how Lincoln was viewed by Americans and the world, and why
159	Freedmen's Monument in Memory of Abraham Lincoln, Lincoln Park, Washington, D.C.	Picture	-	-



160	<i>An Oration by Frederick Douglass Delivered on the Occasion of the Unveiling of the Freedmen's Monument, Washington, D.C., April 14, 1876</i>	Speech	-	-
161	Photograph of Frederick Douglass	Photograph	-	-
162	<i>A Birthday Tribute to Abraham Lincoln</i>	Subsection introduction	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c	how Lincoln was viewed by Americans and the world, and why
162	Booker T. Washington, Speech Draft on the Centennial of Lincoln's Birth, Given at the New York Republican Club, February 12, 1909	Speech	-	-



***Abraham Lincoln: People, Places, Politics – History in a Box ... Discussion Questions***

Section	Question		Suggested GSE(s)
1	<b><i>Lincoln: The Formative Years</i></b>		-
	1	Based upon his early life, would you have expected Abraham Lincoln to rise to a position of prominence and eventually be elected president? Explain.	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c
	2	How do the documents in this section illustrate Lincoln’s values and character? Give specific examples.	HP 1 (5-6) 1.a,b,c; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	How do the letters to Johnston and Latham demonstrate Lincoln’s belief in self-improvement and the American dream?	HP 2 (9-12) 2.b
2	<b><i>The Emergence of Lincoln the Politician</i></b>		-
	1	Choose a document that illustrates the influence of Lincoln’s principles on his actions as a politician.	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	2	How did Lincoln respond to key events of the 1850s? Review the documents in this section to identify events that influenced the formation of the Republican Party.	HP 1 (7-8) 2.a,b; HP 1 (9-12) 2.a,b; HP 2 (9-12) 2.b
	3	Did Lincoln have a clear and consistent policy toward slavery? Support your answer with specific examples from the documents.	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
3	<b><i>Lincoln and the Election of 1860</i></b>		-
	1	Read the Cooper Institute Address. How did Lincoln express his support for the Constitution and his opposition to slavery?	HP 1 (7-8) 1.a; HP 2 (9-12) 2.b
	2a	Create a political map showing states won and lost by Lincoln.	HP 1 (9-12) 2.b
	2b	How does this map help illustrate the impact of sectionalism in 1860?	HP 1 (9-12) 1.a; HP 1 (9-12) 2.b
	3	Analyzing the data in <i>Lloyd’s New Political Chart</i> , explain why Lincoln was called “the minority president.”	HP 1 (7-8) 1.a; HP 1 (9-12) 1.a,c; HP 2 (9-12) 2.b
	4	Would you characterize Lincoln’s Springfield speech as optimistic? Explain.	HP 1 (5-6) 1.b; HP 1 (7-8) 1.a; HP 2 (9-12) 2.b
4	<b><i>Lincoln’s Presidency</i></b>		-
	1	Read the First Inaugural Address. Was war inevitable? Support your view with specific examples.	HP 2 (9-12) 2.b
	2	How did Lincoln deal with the crisis of secession?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	Read the documents about Lincoln as commander of the armed forces. How involved was he in the daily management of the war?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	4	Why is the Gettysburg Address considered one of the best and most important speeches in American history?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b

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	<b><i>Lincoln and Race</i></b>		-
<b>5</b>	1	Based on a reading of the documents in this section, do you think Lincoln’s views on race and slavery evolved over time?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	2	Read the document “Abraham Lincoln on Nathaniel Gordon’s Request for Clemency,” and explain why Lincoln refused to commute the slave trader’s death sentence.	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	Twentieth-century civil rights leaders looked to Lincoln for inspiration. What specific documents in this section might have influenced them?	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b; HP 3 (5-6) 1.a; HP 3 (7-8) 1.a
	<b><i>Lincoln and Emancipation</i></b>		-
<b>6</b>	1	Explain how the two images in this section reflect opposing views of Lincoln’s Emancipation Proclamation.	HP 1 (5-6) 1.d; HP 1 (7-8) 1.a,c; HP 1 (9-12) 1.c; HP 2 (9-12) 2.b
	2	Who was the intended audience for the Emancipation Proclamation? Examine the document and explain.	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	Why was the Emancipation Proclamation written in a much more legalistic fashion than the Gettysburg Address?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	4	Does Lincoln’s correspondence prior to the Emancipation Proclamation give us a clue to his feelings regarding slavery? Explain.	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	<b><i>The Union Preserved: Toward Reconstruction</i></b>		-
<b>7</b>	1	How do the documents in this section provide insight into Lincoln’s views about the conduct of war, reconstruction, and the re-integration of the South into the Union?	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	2	Supporters of the Confederacy claimed that if the Union triumphed, Lincoln and his Republican supporters would seek revenge upon the South. Based on the documents in this section, were the Confederate supporters correct? Explain and support your answer.	HP 1 (5-6) 1.a,b; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	Using the documents in this section, trace the increased concern shown by Lincoln for the condition and treatment of African Americans.	HP 1 (5-6) 1.a,b; HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	<b><i>Abraham Lincoln’s Enduring Legacy</i></b>		-
<b>8</b>	1	Using the lithographic image <i>The Fifteenth Amendment Celebrated</i> , identify five basic rights gained by African Americans as a result of the Fifteenth Amendment to the Constitution.	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	2	Based on the comments by James Yeatman, why could the Freedmen’s Monument be called “the people’s monument”?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b
	3	Many former slaves referred to President Lincoln as “Father Abraham.” To what extent does the Frederick Douglass oration support or refute this view?	HP 1 (7-8) 1.a,c; HP 2 (9-12) 2.b



### *Historical Image Cards and their Questions for Discussion*

Card Title	#	Discussion Question	Suggested GSE(s)
Scenes from <i>Uncle Tom's Cabin</i>	1	Harriet Beecher Stowe considered Uncle Tom the central figure in her novel. How is Uncle Tom present in the scenes printed on the scarf?	HP 1 (5-6) 1.a; HP 2 (9-12) 2.b
	2	<i>Uncle Tom's Cabin</i> was a best seller. Abraham Lincoln called Harriet Beecher Stowe "the little lady who started the big war." Explain Lincoln's comment.	HP 1 (5-6) 2.a; HP 1 (7-8) 2.b; HP 1 (9-12) 2.b
	3	This commemorative scarf depicting scenes from <i>Uncle Tom's Cabin</i> was sold at rallies in the United States and England. To whom would it have appealed?	HP 1 (5-6) 1.a; HP 2 (9-12) 2.b
Portrait of a Black Private, 54th Mass. Infantry, 1863	1	Approximately 200,000 African Americans fought on the Union side during the Civil War. What incentive would the soldiers have had for enlisting?	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	2	Soldiers of the Massachusetts 54th were not as well equipped as their white counterparts and for much of the war received less pay. How would you react to these inequalities had you been an African American soldier at that time?	HP 2 (9-12) 2.a,b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c
	3	Frederick Douglass believed that white Americans would recognize the bravery of blacks when an African American had "an eagle on his button, a musket on his shoulder, and the star-spangled banner over his head." How did photographs of African American soldiers change public opinion?	HP 1 (5-6) 1.a; HP 1 (7-8) 1.a,c; HP 1 (9-12) 1.a; HP 2 (9-12) 2.b
	4	Imagine you are this African American soldier. Write a letter to accompany the photo, which you are sending home to your family.	HP 2 (9-12) 2.a,b; HP 3 (5-6) 2.c; HP 3 (7-8) 2.c
General Robert E. Lee and his staff	1	What important event took place at Appomattox before this photo was taken?	HP 2 (5-6) 2.b; HP 2 (7-8) 2.a
	2	Although a West Point graduate and a highly regarded officer in the United States Army, Robert E. Lee decided to serve the Confederacy. Why do you think Lee came to this decision?	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	3	Looking at this photograph, would you agree that General Lee was a highly respected leader? Explain.	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	4	Imagine you are one of the officers standing alongside General Lee. How would you describe his leadership during the war?	HP 2 (9-12) 2.a,b
Union General Ulysses S. Grant	1	List the objects in this picture and explain why they were included.	HP 1 (5-6) 1.c; HP 2 (9-12) 2.b
	2	What does the drawing reveal about the artist's opinion of General Grant?	HP 1 (9-12) 1.c; HP 2 (9-12) 2.b
	3	Based on this image and your knowledge of the siege of Vicksburg, to what extent would you agree that General Grant exercised effective leadership? Explain.	HP 2 (9-12) 2.b

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President Lincoln and son Tad	1	What does this photograph tell us about Lincoln as a father?	HP 2 (9-12) 2.b
	2	Compare this 1864 photograph to the 1860 Lincoln portrait (see posters).	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	3	By the end of the Civil War, two of Lincoln's four children were deceased. How might his personal tragedy have prepared him to deal with the massive loss of life during the Civil War?	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
"A Harvest of Death," Gettysburg, PA, July 1863	1	Many battlefield photographs were published during the Civil War. Describe this image in your own words.	HP 2 (9-12) 2.b
	2	Imagine that you are Timothy Sullivan, the photographer. Write a three-sentence description of this photo <i>in his words</i> .	HP 1 (9-12) 1.c; HP 2 (9-12) 2.a,b
	3	Based upon your knowledge of the Civil War and the battle of Gettysburg, what events led up to this scene?	HP 2 (9-12) 2.b
	4	If you could expand the borders of this photograph, what would you see?	HP 2 (9-12) 2.b
Frederick Douglass	1	Based on his appearance in this photograph, what characteristics would you attribute to Frederick Douglass?	HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	2	This photograph was taken five years after the Civil War ended. Would Frederick Douglass have been pleased or disappointed with the amendments passed during that time period? Explain.	HP 2 (5-6) 2.b; HP 2 (7-8) 2.b; HP 2 (9-12) 2.b; HP 3 (5-6) 2.c
	3	Many people consider Frederick Douglass to be a role model for young Americans. Which of his experiences would be most likely to inspire teenagers today?	HP 2 (9-12) 2.b; HP 3 (5-6) 2.a,b,c; HP 3 (7-8) 2.a,b,c; HP 3 (9-12) 2.a
"National Picture. Behold Oh! America, Your Sons. The greatest among men," 1865	1	Why did the artist place both Washington and Abraham Lincoln in the same picture?	HP 2 (9-12) 2.b
	2	After Washington's death, he was memorialized as "First in War, First in Peace and First in the Hearts of His Countrymen." If you were writing an epitaph for President Lincoln, what words would you use?	HP 2 (9-12) 2.b
	3	There are several symbols in this document - the National Shield, the Constitution, the Emancipation Proclamation, the sword, cannon and artillery shells, and the map of the United States. Choose one of these images and explain why it was included in the drawing.	HP 1 (9-12) 1.a; HP 2 (9-12) 2.b
	4	To what extent would you agree with the statement that both presidents were "larger than life" figures in the development of the United States.	HP 2 (9-12) 2.b



*List of Contents in the Abraham Lincoln: People, Places, Politics – History in a Box*

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- Historical Images Cards (8):
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  - Portrait of a Black Private, 54<sup>th</sup> Mass. Infantry, 1863
  - General Robert E. Lee and his staff
  - Union General Ulysses S. Grant
  - President Lincoln and son Tad
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