

# Who Was the Real Lincoln?

Investigating the myths of Abraham Lincoln  
using primary and secondary documents

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## Lesson Plan: **Who Was The Real Lincoln?**

### Essential Questions:

- How civilized is a nation that promotes slavery?
- Was Abraham Lincoln the "Great Emancipator" or the "Great Compromiser"?

### Objectives:

#### State Content Standards:

- SS UH 1H a.i. Interpret political, economic, and social causes and consequences of the Civil War.
- SS RI 1E a.i. Assess how personal and group experiences influence peoples' perceptions and judgments of events.

#### Students will be able to:

- Examine primary documents to analyze Lincoln's position on Slavery
- Evaluate how Lincoln used or abused his executive powers in his role as the emancipator or compromiser.
- Assess how the historical context of the Civil War period influenced Lincoln's views of slavery.

Students will review the causes and events leading to the Civil War:

Missouri Compromise	States Rights
Compromise of 1850	Fugitive Slave Law
Dred Scott Decision	Kansas Nebraska Act
Emancipation Proclamation	John Brown's Raid

Students will use the investigative tools of a historian to answer the question, "Who was the Real Abraham Lincoln-The Emancipator or The Compromiser?" The classroom will be organized in research and expert groups which will analyze documents of the Civil War Period:

#### Research Groups

Articles/Documents I	Biography
Songs	Political Cartoons
Articles/Documents II	Historical Images

#### Procedure

Research Groups: Place students in groups of 6 to create Research Groups.

1. Students will analyze a collection of primary sources during a group discussion.
2. Each student will prepare a document analysis worksheet for presentations.

Expert Groups: Instructor will organize individual Resource Groups and divide members according to letters to create heterogeneous Expert Groups. Each Expert Group consists of one student from each of the six Resource Groups (Example: Student A from Research Group 1 meets with the A's from Research Groups 2-6.)

1. Each Student will make a short presentation of their analysis worksheet to their Expert Group.
2. She/he will report a summary of her/his document analysis worksheet to the resource group.

### Performance Tasks

**Formative Assessment:** Each Student will construct an Explanation Chart listing three reasons: Why Lincoln was an Emancipator or Why Lincoln was a compromiser?

**Summative Assessment:** Students will complete a written summary response. Students will reference their documents analysis sheet to demonstrate specific evidence that Lincoln was either "The Great Emancipator' or 'The Great Compromiser."

Scoring Guides attached.

Document Analysis Worksheets used in Resource Groups attached.

### References:

Articles/Documents I (Great Emancipator):

Transcript copy of the Emancipation Proclamation (Gilder Lehrman Institute)

Transcript of Lincoln's Initial Thoughts on Emancipation (Gilder Lehrman Institute)

Letter from Lincoln to Horace Greenley (Gilder Lehrman Institute)

Draft of "House Divided Speech" ( Gilder Lehrman Institute)

A Proposed Thirteenth Amendment to Protect Slavery (Gilder Lehrman Institute)

Lincoln's Letter on Nathaniel Gordon's Request for Clemency (Gilder Lehrman Institute)

Document Analysis sheets for each document to be analyzed

Articles/Documents II (Great Compromiser):

Address on Colonization to a Deputation of Free Blacks (Gilder Lehrman Institute)

Debate with Stephen Douglas at Ottawa, Illinois (Gilder Lehrman Institute)

Transcript copy of the Emancipation Proclamation (Gilder Lehrman Institute)

Document Analysis sheets for each document to be analyzed

Songs:

Campaign Song for Abraham Lincoln - "We'll Sing to Abe Our Song!" Alfred Whital Stern Collection of Lincolniana

Vote for Abraham: campaign song of '64 - "We'll Sing to Abe Our Song!" Alfred Whital Stern Collection of Lincolniana

Abraham the great and Genl. Grant his mate - "We'll Sing to Abe Our Song!" Alfred Whital Stern Collection of Lincolniana

Document Analysis sheets for each document to be analyzed

Biography:

Lincoln's Autobiographical Sketch (Gilder Lehrman Institute)

Timeline 1809-1863 (Gilder Lehrman Institute)

Biography of Lincoln ([www.whitehouse.gov](http://www.whitehouse.gov))

Lincoln Biographical Web \*adapted from the Museum Activity Sheet at [www.alplm.org](http://www.alplm.org)

Political Cartoons:

"The President's Inaugural" *New York Illustrated News*, March 23, 1861

"The Theory of Coercion," *Frank Leslie's Budget of Fun*, March 15, 1861, 13.

Political Cartoon Analysis Worksheet ([www.alplm.org](http://www.alplm.org))

Historical Images:

Lincoln & Hamilton Election Poster - H.C. Howard 1860, Library of Congress, Prints & Photographs Division

Abraham Lincoln 1860 & 1863 Comparison Photographs - (Gilder Lehrman Institute)

Image copy of the Emancipation Proclamation (Gilder Lehrman Institute)

Storming of Fort Wagner July 1863 Image (Gilder Lehrman Institute)

Secession News Broadside, 1860 (Gilder Lehrman Institute)

Analyzing a Photograph ([www.alplm.org](http://www.alplm.org))

\*\*\*Note: Several other document choices may be found at the Gilder Lehrman Institute's website (<http://www.gilderlehrman.org/institute/index.html>).

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*The Gilder Lehrman  
Institute of  
American History  
Document Analysis  
Worksheet*

1. Type of document (check one)

- |   |   |
|---|---|
| <input type="checkbox"/> Image                    | <input type="checkbox"/> Report to Congress |
| <input type="checkbox"/> Private letter           | <input type="checkbox"/> Map                |
| <input type="checkbox"/> Political cartoon        | <input type="checkbox"/> Newspaper          |
| <input type="checkbox"/> Speech or public address | <input type="checkbox"/> Telegram           |
| <input type="checkbox"/> Other (describe) _____   |   |

2. Date(s) of document \_\_\_\_\_

3. Author(s) \_\_\_\_\_

4. Document Information

A. List important pieces of information in the document.

B. Why was the document written?

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c. What evidence in the document helps you to determine why it was written? (Use quotations if appropriate.)

d. What historical event(s) does this document refer or pertain to?

e. On a scale of 1-10 how would you rate the importance of this document? Explain why.

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*Abraham Lincoln,  
"The Emancipation  
Proclamation"*

*January 1, 1863*

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 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.

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*Lincoln's Initial  
Thoughts on  
Emancipation*

President Lincoln's "paramount" duty, he wrote to *New York Tribune* editor Horace Greeley on August 22, 1862, was to restore the Union. "If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it, and if I could save it by freeing some and leaving others alone I would also do that." Significantly, however, Lincoln wrote these words after writing a draft of an emancipation proclamation — a draft he was not yet ready to announce publicly. Nevertheless, even during the first year of the Civil War, President Lincoln hoped to put slavery on the course toward extinction.

In March 1862 Lincoln had considered ending slavery in the District of Columbia through a policy of gradual, compensated emancipation. This letter to Horace Greeley, marked "Private," was written six months before his final decision to issue the emancipation proclamation.

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*Abraham Lincoln  
to Horace Greeley*

*March 24, 1862*

Private

Executive Mansion,  
Washington, March 24, 1862

Hon. Horace Greeley.

My dear Sir:

Your very kind letter of the 16th to Mr. Colfax, has been shown me by him. I am grateful for the generous sentiments and purposes expressed towards the administration. Of course I am anxious to see the policy proposed in the late special message, go forward; but you have advocated it from the first, so that I need to say little to you on the subject. If I were to suggest anything it would be that as the North are already for the measure, we should urge it persuasively, and not menacingly, upon the South. I am a little uneasy about the abolishment of slavery in the District, not but I would be glad to see it abolished, but as to the time and manner of doing it. If some one or more of the border-states would move first, I should greatly prefer it; but if this can not be in a reasonable time, I would like the bill to have the three main features—gradual—compensation—and vote of the people. I do not talk to members of Congress on the subject, except when they ask me. I am not prepared to make any suggestion about confiscations. I may drop you a line hereafter.

Yours truly

A. Lincoln

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*A Proposed  
Thirteenth  
Amendment to  
Protect Slavery*

Two weeks after taking the oath of office, President Lincoln sent copies of a proposed Thirteenth Amendment to the U.S. Constitution to each state governor. President James Buchanan had called on Congress to draft an “explanatory” amendment to reassure the South that a Republican president would not threaten slavery. In a last ditch effort to save the Union, a Republican member of Congress, Thomas Corwin of Ohio, drafted an amendment that would permanently bar the federal government from interfering with slavery in the states where it existed. The amendment passed the House on February 28, 1861, and the Senate on March 2, two days before Lincoln’s inauguration. The amendment read:

No amendment shall be made to the Constitution which will authorize or give to Congress the power to abolish or interfere, within any State, with the domestic institutions thereof, including that of persons held to labor or service by the laws of said State.

In his First Inaugural Address, Lincoln had expressed his support for an amendment which would make “express and irrevocable” the principle that “the federal government, shall never interfere with the domestic institutions of the States, including that of persons held to service.” In the end, the only states to ratify the proposed amendment were Maryland and Ohio.

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*Abraham Lincoln on  
Nathaniel Gordon's  
Request for Clemency*

*February 4, 1862*

Abraham Lincoln  
President of the United States of America.

To all to whom these Presents shall come Greeting:

Whereas, it appears that at a Term of the Circuit Court of the United States of America for the Southern District of New York held in the month of November A.D. 1861, Nathaniel Gordon was indicted and convicted for being engaged in the Slave Trade, and was by the said Court sentenced to be put to death by hanging by the neck, on Friday the 7th day of February, A.D. 1862;

And whereas, a large number of respectable citizens have earnestly besought me to commute the said sentence of the said Nathaniel Gordon to a term of imprisonment for life, which application I have felt it to be my duty to refuse;

And whereas, it has seemed to me probable that the unsuccessful application made for the commutation of his sentence may have prevented the said Nathaniel Gordon from making the necessary preparation for the awful change which awaits him;

Now, therefore, be it known, that I, Abraham Lincoln, President of the United States of America have granted and do hereby grant unto him, the said Nathaniel Gordon, a respite of the above recited sentence, until Friday the twenty first day of February, A.D. 1862, between the hours of twelve o'clock at noon and three o'clock in the afternoon of the said day when the said sentence shall be executed.

In granting this respite, it becomes my painful duty to admonish the prisoner that, relinquishing all expectation of pardon by Human Authority, he refer himself alone to the mercy of the Common God and Father of all men.

In testimony whereof, I have hereunto signed my name and caused the Seal of the United States to be affixed. Done at the City of Washington this Fourth day of February A.D. 1862, and of the Independence of the United States the Eighty sixth.

By the President

Abraham Lincoln

William H. Seward  
Secretary of State

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*Address on  
Colonization to a  
Deputation of Free  
Blacks*

*August 14, 1862*

Having all been seated, the President . . . informed them that a sum of money had been appropriated by Congress, and placed at his disposition for the purpose of aiding the colonization in some country of the people, or a portion of them, of African descent . . . Why, he asked, should the people of your race be colonized, and where? Why should they leave this country? . . . You and we are different races. We have between us a broader difference than exists between almost any other two races. Whether it is right or wrong I need not discuss, but this physical difference is a great disadvantage to us both, as I think your race suffer very greatly, many of them by living among us, while ours suffer from your presence. In a word we suffer on each side. If this is admitted, it affords a reason at least why we should be separated.

Your race are suffering, in my judgment, the greatest wrong inflicted on any people. But even when you cease to be slaves, you are yet far removed from being placed on an equality with the white race. You are cut off from many of the advantages which the other race enjoy. The aspiration of men is to enjoy equality with the best when free, but on this broad continent, not a single man of your race is made the equal of a single man of ours. Go where you are treated the best, and the ban is still upon you.

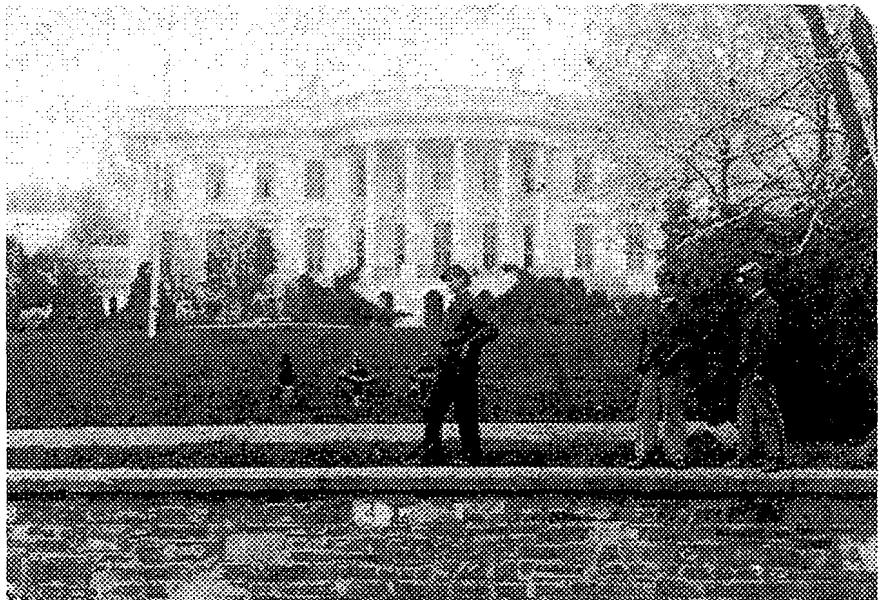
I do not propose to discuss this, but to present it as a fact with which we have to deal. . . . I need not recount to you the effects upon white men, growing out of the institution of Slavery. I believe in its general evil effects on the white race. See our present condition—the country engaged in war!—our white men cutting one another's throats, none knowing how far it will extend. . . . But for your race among us there could not be war, although many men engaged on either side do not care for you one way or the other. Nevertheless, I repeat, without the institution of Slavery and the colored race as a basis, the war could not have an existence.

It is better for us both, therefore, to be separated. I know that there are free men among you, who even if they could better their condition are not as much inclined to go out of the country. . . . I suppose one of the principal difficulties in the way of colonization is that the free colored man cannot see that his comfort would be advanced by it. You may believe you can live in Washington or elsewhere in the United States the remainder of your life [as easily], perhaps more so than you can in any foreign country, and hence you may come to the conclusion that you have nothing to do with the idea of going to a foreign country. This is (I speak in no unkind sense) an extremely selfish view of the case.

But you ought to do something to help those who are not so fortunate as yourselves. There is an unwillingness on the part of our people, harsh as it may be, for you free colored people to remain with us. . . . If intelligent colored

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men, such as are before me, would move in this matter, much might be accomplished. It is exceedingly important that we have men at the beginning capable of thinking as white men, and not those who have been systematically oppressed.



Photograph of the White House with soldiers in the foreground, Washington, D.C., 1862.  
(The Gilder Lehrman Collection, GLC 5111.02.0039)

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*Debate with  
Stephen Douglas at  
Ottawa, Illinois*

Lincoln was not a radical abolitionist. Unlike William Lloyd Garrison or Frederick Douglass, he favored a gradualist approach to emancipation that would provide compensation to slave owners. As late as 1863, he still envisioned various schemes to colonize blacks abroad.

Nor was he a racial egalitarian. As a member of the Illinois state legislature, he failed to oppose state laws which required any black entering the state to post a \$1,000 bond and prohibited African Americans from voting, serving on juries, holding office, and intermarrying with whites. During his debate with Stephen Douglas in Ottawa, a pro-slavery part of the state, Lincoln insisted that he opposed introducing "political and social equality between the white and black races."

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*Debate with  
Stephen Douglas  
at Ottawa, Illinois*

*August 21, 1858*

I have no purpose to introduce political and social equality between the white and the black races. There is a physical difference between the two, which in my judgment will probably forever forbid their living together upon the footing of perfect equality, and inasmuch as it becomes a necessity that there must be a difference, I, as well as Judge Douglas, am in favor of the race to which I belong, having the superior position. I have never said anything to the contrary, but I hold that notwithstanding all this, there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty and the pursuit of happiness. [Loud cheers.] I hold that he is as much entitled to these as the white man. I agree with Judge Douglas he is not my equal in many respects — certainly not in color, perhaps not in moral or intellectual endowment. But in the right to eat the bread, without leave of anybody else, which his own hand earns, *he is my equal and the equal of Judge Douglas, and the equal of every living man.*

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*Abraham Lincoln,  
"The Emancipation  
Proclamation"*

*January 1, 1863*

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 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.

**Abraham the great and Genl. Grant his mate / composed and sung by T. Brigham  
Bishop and troupe.**

Bishop, T. Brigham (Thomas Brigham), 1835-1905.

**LYRICS**

Abraham the Great and Genl. Grant His Mate.

Oh the Politician crew,  
They don't know what to do:  
Since freedom in the South is plainly dawning,  
They fear that this short night,  
Of a little blood and fight,  
Will bring us all out right in the morning.

Chorus:

Then let us work away,  
And care not what they say, for freedom in the South is plainly dawning:  
With Abraham the Great, and Gen'ral Grant his mate,  
They'll bring us all out right in the morning.

I think Uncle Abes the man who an other term can stand,  
The Rebs and Copper-heads with their scorning,  
And in eighteen sixty five we'll elect him if alive,  
For he'll bring us all out right in the morning.

The Rebs call Uncle Abe an abolition Babe,  
But I think they had better heed his warning,  
For he has got more land than any other man,  
And he'll have all their niggers in the morning.

What a pity people can't let alone our General Grant,  
While he gathers all the Rebels 'neath his awning,  
He'll give old Jeff the chance to have a "swinging dance,"  
And we'll all "see him home" in the morning.

**COLLECTION**

Sheet Music from the Alfred Whital Stern Collection of Lincolniana

**REPOSITORY**

Rare Book and Special Collections Division, Library of Congress

**Campaign song for Abraham Lincoln.**

Chicago : H.M. Higgins, c1864.

**LYRICS**

Campaign Song for Abraham Lincoln.

The ball is now open'd, the conflict at hand,  
We'll gird on our armor to save our fair land,  
Press hard the proud foe and stand firm for the right,  
And vict'ry will favor your band in the fight;  
Their chieftain must die let us strike, he will fall,  
He'll die from the blows of the rail splitters maul,  
To arms, boys! to arms and to battle we'll rush!  
Now charge thro' their ranks and the traitors we'll crush.

Chorus:

Come all ye true hearted, let this be your cry:  
Our chieftain must conquer, the traitor shall die!  
'Neath freedom's proud banner we'll march to the field,  
Now press them with vigor, the traitors shall yield.

Our banner's unfurled, let us heed the loud call,  
We'll march to the battle the foeman must fall,  
We'll join in the struggle, with hearts firm and true,  
We'll stand by our chief, and the red, white and blue;  
Then hasten brave boys, from the east and the west,  
We'll fight for our chief and the land we love best,  
We'll take up the sword for our nations bright star,  
Come fight 'neath our banner from near from far.

We've taken the field and their chief must be slain,  
We'll rally our forces our rights to maintain,  
Come up to the work then, the strife will be long,  
Our cohorts shall crush the vile traitors tho' strong;  
The clarion is sounding the shrill note of war,  
Come on, noble heroes, we'll fight for our star  
We never will falter, our watchword shall be  
The Union, the hope of the brave and the free.

**COLLECTION**

Sheet Music from the Alfred Whital Stern Collection of Lincolniana

**REPOSITORY**

Rare Book and Special Collections Division, Library of Congress

# LINCOLN CAMPAIGN SONG

Air: "Yankee Doodle"

How are you, Mister Little "Mac?"  
You are a pretty dandy,  
But you have got upon a plank  
That will throw you very handy.

CHORUS--O clear the track for Honest Abe,

McClellan is behind him,  
He can never win the race,  
He can't keep up with Lincoln.

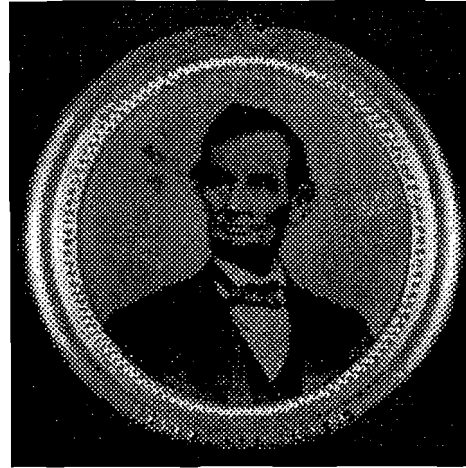
You once pursued a noble path,  
In fighting for the nation,  
But now you've joined the Copperheads,  
You've lowered much your station.

CHORUS---O clear the track, &c.

We're sorry for you "Little Mac,"  
You've joined a fated party,  
So make your mind up to defeat,  
How are you now, "my hearty?"  
CHORUS--O clear the track, &c.

Abraham Lincoln is our man,  
You may depend on it;  
We are going to elect him like a book,  
So all join in our sonnet.

CHORUS--O clear the track, &c.



# Root Hog, or Die

Melody - "Root Hog, or Die", Anonymous, 1856; Seq. by Benjamin R. Tubb

Old Abe Lincoln keeps  
Kicking up a fuss,  
I think he'd better stop it,  
He'll only make it worse,  
We'll have our Independence  
I'll tell you the reason why,  
Jeff Davis he will make them sing  
"Root Hog or Die!"

2. When Lincoln went to reinforce  
Sumter for the fight,  
He told his men to pass through  
The harbor in the night.  
He said to them, be careful,  
I'll tell you the reason why,  
The Southern boys are mighty bad  
On "Root Hog or Die!"

3. Then Beauregard he called a halt  
According to the style,  
The Lincolnites they faced about  
And looked mighty wild;  
They couldn't give the password,  
I'll tell you the reason why  
Beauregard's countersign was  
"Root Hog or Die!"

7. The "Kentucky Braves" at Trenton  
Are eager for the fight-  
They want to help the Southern boys  
To set old Abra'm right  
They had to leave their native State,  
I'll tell you the reason why  
Old Kentucky wouldn't sing,  
"Root Hog or Die!"

4. They anchored out a battery  
Upon the waters free,  
It was the queerest looking thing  
That ever you did see-  
It was the fall of Sumter,  
I'll tell you the reason why,  
It was the Southern alphabet of  
"Root Hog or Die!"

5. They telegraphed to Abraham  
They took her like a flirt;  
They underscored another line  
"There was nobody hurt."  
We are bound to have the Capitol,  
I'll tell you the reason why  
We want to teach Old Abe to sing  
"Root Hog or Die!"

6. When Abra'm read the dispatch,  
The tear came in his eye,  
He walled his eyes to Bobby,  
And Bob began to cry.  
They prayed for Jeff to spare them,  
I'll tell you the reason why  
They didn't want to mark time  
To "Root Hog or Die!"

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*Lincoln's  
Autobiographical  
Sketch*

I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families — second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon Counties, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 2, where, a year or two later, he was killed by indians, not in battle, but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New-England family of the same name ended in nothing more definite, than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

My father, at the death of his father, was but six years of age; and he grew up, literally without education. He removed from Kentucky to what is now Spencer county, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a wild region, with many bears and other wild animals still in the woods. There I grew up. There were some schools, so called; but no qualification was ever required of a teacher, beyond “readin, writin, and cipherin” to the Rule of Three. If a straggler supposed to understand latin, happened to sojourn in the neighborhood, he was looked upon as a wizzard. There was absolutely nothing to excite ambition for education. Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of education, I have picked up from time to time under the pressure of necessity.

I was raised to farm work, which I continued till I was twenty-two. At twenty one I came to Illinois, and passed the first year in Macon County. Then I got to New-Salem (at that time in Sangamon, now in Menard County, where I remained a year as a sort of Clerk in a store — then came the Black-Hawk war; and I was elected a Captain of Volunteers — a success which gave me more pleasure than any I have had since. I went the campaign, was elated, ran for the Legislature the same year (1832) and was beaten — the only time I ever have been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to practice it. In 1846 I was once elected to the lower House of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a whig in politics, and generally on the whig electoral tickets, making active canvasses — I was losing interest in poli-

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tics, when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing, on an average, one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes — no other marks or brands recollected.

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*Timeline*

1809 *February 12* Born in a one-room log cabin near Hodgenville, Kentucky, to Thomas Lincoln and Nancy Hanks Lincoln

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1816 *December* Lincoln's family moves to Spencer County, Indiana

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1818 *October 5* Lincoln's mother, Nancy Hanks Lincoln, dies

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1819 *December 2* Lincoln's father marries Sarah Bush Johnston, a widow with three children

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1828 *April* Takes a flatboat of farm produce to New Orleans where he is reported to have observed a slave auction

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1830 Lincoln's family moves near Decatur, Illinois

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Gives his first political speech, calling for navigation improvements on the Sangamon River

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1831 *April-July* Makes a second flatboat trip to New Orleans

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1831 *July* Moves to New Salem, Illinois, where he works as a store clerk

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1832 Elected captain of his rifle company during the Black Hawk War

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In his first election campaign, runs for Illinois General Assembly and loses

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1833 Appointed postmaster of New Salem, and then deputy county surveyor

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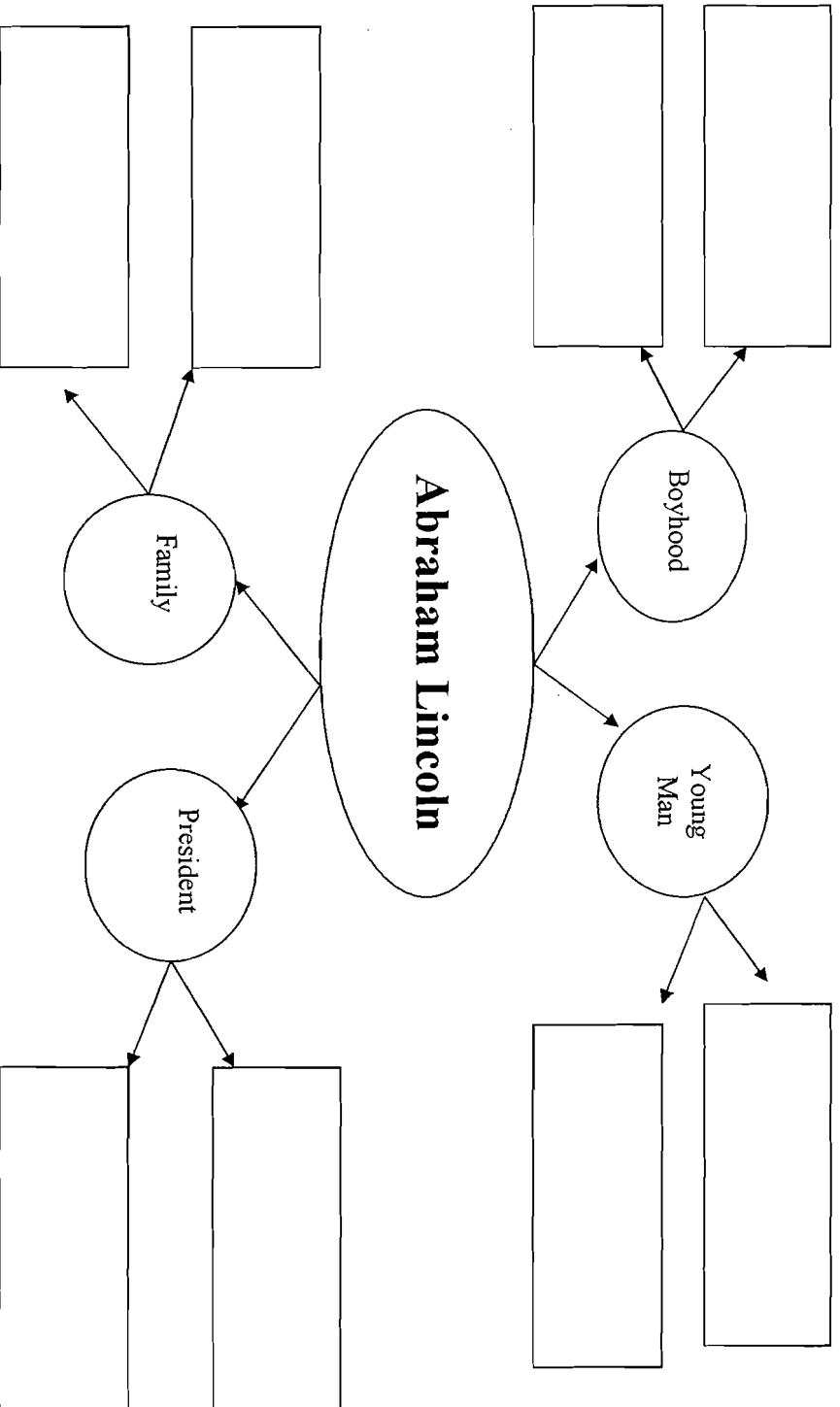
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*Timeline*

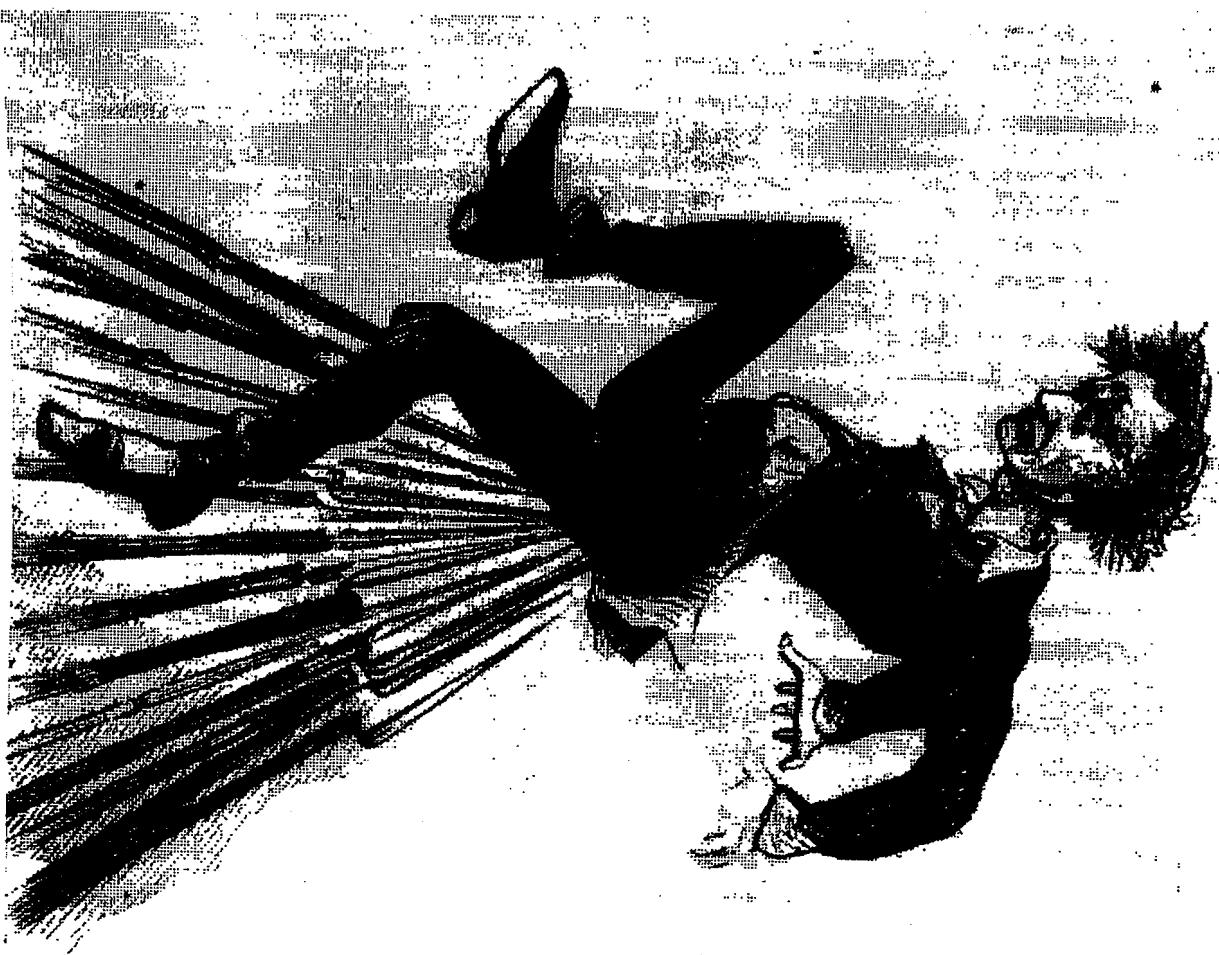
1861	<i>September 11</i>	Orders General John C. Fremont to modify his emancipation decree
1862	<i>April 16</i>	Signs act abolishing slavery in the District of Columbia with compensation to loyal owners
	<i>May 19</i>	Nullifies General Hunter's martial law emancipation edict and urges the border states of Delaware, Kentucky, Maryland, and Missouri to accept gradual, compensated emancipation
	<i>June 19</i>	Signs law barring slavery from the federal territories
	<i>July 12</i>	Warns border state members of Congress that slavery "will be extinguished by mere friction and abrasion—by the mere incidents of the war"
	<i>August 14</i>	Lincoln's Address on Colonization to a Deputation of Free Blacks
	<i>September 22</i>	Issues Preliminary Emancipation Proclamation
1863	<i>January 1</i>	Issues Emancipation Proclamation

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**Directions:** Use this organizer to help organize insights about “The Real Lincoln” as you read through the documents in the Biography station.



"The Theory of  
Coercion," *Frank  
Leslie's Budget of Fun*,  
March 15, 1861, 13.  
Courtesy of the  
General Research  
Division, New York  
Public Library Astor,  
Lenox, and Tilden  
Foundations.



OLD ABE — "OH, IT'S ALL WELL ENOUGH TO SAY THAT I MUST SUPPORT BY  
FORCE THE DIGNITY OF THE HIGH OFFICE YOU HAVE ELEVATED ME TO — BUT  
IT'S DARNED UNCOMFORTABLE SITTING, I CAN TELL YER!"

“THE PRESIDENT’S INAUGURAL,”  
*New York Illustrated News*, March 23, 1861  
Northern papers understood Lincoln’s first Inaugural as a peace offering.  
Southern papers perceived it as a declaration of war.



Name: \_\_\_\_\_

### Political Cartoon Analysis Worksheet

#### Visuals

List the objects or people you see in the cartoon	Put a mark next to the objects that are symbols	List what you think each symbol means
<i>Example: Bald Eagle</i>	X	<i>United States; freedom</i>

1. Did the cartoonist exaggerate any of the objects or the physical features of a person or people in the cartoon? If yes, describe how.
2. What effect was the cartoonist trying to achieve by exaggerating these items?
3. Are the lines of the cartoon bold, fussy, light, hard or soft? Are shapes curvy (organic) or angular (geometric)? What feelings do the lines convey? What effect does this create?

#### Words

1. Identify the cartoon's caption and/or title.
2. Record any important dates or numbers that appear in the cartoon.
3. List the words or phrases used by the cartoonist to label objects or people within the cartoon.
4. How do the words in the cartoon clarify the symbols?
5. Which words or phrases appear to be the most significant? Why?

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*A Monument for  
Abraham Lincoln*

Eleven years after Lincoln's death, Douglass gave his most considered comments on the late president's racial attitudes. Speaking at the unveiling of a statue of Lincoln and a kneeling former slave in Washington, D.C., paid for largely by former slaves, he offered a highly nuanced view of Lincoln's relationship with blacks. For Douglass, Lincoln's cautious approach to emancipation represented the only way that four million slaves might have been liberated.



Statue of Emancipation Monument by sculptor Thomas Ball, in Lincoln Park, Washington, D.C., photographed by J. F. Jarvis, November 13, 1876. (Library of Congress Prints and Photographs Division)

Directions: Using the above document, write a summary response to the following prompt.

Based on your experience as a historian, support or disprove the historical accuracy of the statue depicting Lincoln. Was he the "Great Emancipator" or the "Great Compromiser"? Be sure to include references to specific documents your groups used in your historical analysis of Lincoln.

**PERSUASIVE ESSAY RUBRIC - Teacher**

Criteria	Quality			
	4	3	2	1
<b>Make a claim</b>	Makes a claim and explains why it is controversial.	Makes a claim but does not explain why it is controversial.	Makes a claim but it is buried, confused, or unclear.	Does not make a claim.
<b>Give reasons in support of the claim</b>	Gives clear and accurate reasons in support of the claim.	Gives reasons in support of the claim, but overlooks important reasons.	Gives 1 or 2 reasons which do not support the claim well, and/or irrelevant or confusing reasons.	Does not give convincing reasons in support of the claim.
<b>Consider reasons against the claim</b>	Thoroughly discusses reasons against the claim and explain why the claim is valid anyway.	Discusses reasons against claim, but leaves out important reasons and/or does not explain why the claim still stands.	Acknowledges that there are reasons against the claim but does not explain them.	Does not give reasons against the claim.
<b>Relate the claim to democracy</b>	Discusses how democratic principles and democracy can be used both in support of and against the claim.	Discusses how democratic principles and democracy can be used to support the claim.	Says that democracy and democratic principles are relevant but does not explain how or why clearly.	Does not mention democratic principles or democracy.
<b>Organization</b>	Writing is well organized, has a compelling opening, strong informative body and satisfying conclusion. Has appropriate paragraph format.	Writing has a clear beginning, middle and end. I generally use appropriate paragraph format.	Writing is usually organized but sometimes gets off topic. Has several errors in paragraph format.	Writing is aimless and disorganized.
<b>Word choice</b>	Words used are striking but natural, varied and vivid.	Uses mostly routine words.	Words are dull, uninspired or they sound as if the student is trying too hard to impress.	Uses the same words over and over and over.... Some words may be confusing.
<b>Sentence Fluency</b>	Sentences are clear, complete and of different lengths.	Constructed well, but used routine sentences.	Sentences are often flat or awkward. Some run-ons and fragments.	Many run-ons, fragments and awkward phrasings make the essay hard to read.
<b>Conventions</b>	Uses first-person form, and uses correct sentence structure, grammar, punctuation and spelling.	Spelling is correct on common words. Some errors in grammar and punctuation. Needs to revise again.	Frequent errors are distracting to the reader but do not interfere with the meaning of the paper.	Many errors in grammar, capitalization, spelling and punctuation make the paper hard to read.

**PERSUASIVE ESSAY RUBRIC**

Criteria	Quality			
	4	3	2	1
<b>Make a claim</b>	I make a claim and explain why it is controversial.	I make a claim but don't explain why it is controversial.	I make a claim but it is buried, confused, or unclear.	I do not make a claim.
<b>Give reasons in support of the claim</b>	I give clear and accurate reasons in support of the claim.	I give reasons in support of the claim, but overlook important reasons.	I give 1 or 2 reasons which do not support the claim well, and/or irrelevant or confusing reasons.	I do not give convincing reasons in support of the claim.
<b>Consider reasons against the claim</b>	I thoroughly discuss reasons against the claim and explain why the claim is valid anyway.	I discuss reasons against claim, but leave out important reasons and/or don't explain why the claim still stands.	I acknowledge that there are reasons against the claim but don't explain them.	I do not give reasons against the claim.
<b>Relate the claim to democracy</b>	I discuss how democratic principles and democracy can be used both in support of and against the claim.	I discuss how democratic principles and democracy can be used to support the claim.	I say that democracy and democratic principles are relevant but do not explain how or why clearly.	I do not mention democratic principles or democracy.
<b>Organization</b>	My writing is well organized, has a compelling opening, strong informative body and satisfying conclusion. Has appropriate paragraph format.	My writing has a clear beginning, middle and end. I generally use appropriate paragraph format.	My writing is usually organized but sometimes gets off topic. Has several errors in paragraph format.	My writing is aimless and disorganized.
<b>Word choice</b>	The words I use are striking but natural, varied and vivid.	I use mostly routine words.	My words are dull, uninspired or they sound like I am trying too hard to impress.	I use the same words over and over and over.... Some words may be confusing.
<b>Sentence Fluency</b>	My sentences are clear, complete and of different lengths.	I wrote well-constructed but routine sentences.	My sentences are often flat or awkward. Some run-ons and fragments.	Many run-ons, fragments and awkward phrasings make my essay hard to read.
<b>Conventions</b>	I use first-person form, and I use correct sentence structure, grammar, punctuation and spelling.	My spelling is correct on common words. Some errors in grammar and punctuation. I need to revise it again.	Frequent errors are distracting to the reader but do not interfere with the meaning of my paper.	Many errors in grammar, capitalization, spelling and punctuation make my paper hard to read.