

Lesson Plan Two

Lincoln's Kentucky Connections and Views on Slavery

"I am naturally anti-slavery. If slavery is not wrong, nothing is wrong. I can not remember when I did not so think, and feel." April 4, 1864 - Letter to Albert Hodges

Students will look at the early years of Lincoln's life in Kentucky and how his exposure to slavery during these formative years shaped his decisions regarding slavery throughout the rest of his life. Abraham Lincoln never forgot his Kentucky roots. Many of his closest friends and trusted advisors were from Kentucky. Students will be introduced to several of Lincoln's Kentucky associates and recognize that each of these Kentuckians had differing views on slavery, thus providing a microcosm of the issues troubling the nation at large.

Content: Social Studies

Grade Level: 6 – 8

Length: 3 - 5 days

Essential Questions:

1. How did Abraham Lincoln's boyhood in Kentucky influence his adult views regarding slavery?
2. What Kentucky people were important in Lincoln's adult life and how did they influence his decisions regarding slavery?
3. Why is learning about Abraham Lincoln and slavery important to my life?

Key Concepts/Skills:

Use primary and secondary sources to analyze and interpret information; organize information; communicate ideas.

Curriculum Standards:

Academic Expectation --Social Studies: -2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Program of Studies: SS-8-CS-U-3 Students will understand that interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

Core Content – Social Studies: -SS-08-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the U.S. prior to Reconstruction. DOK 2

Academic Expectation –Social Studies: -2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Program of Studies: SS-8-HP-U-2 Students will understand that U.S. History can be analyzed by examining significant eras (...Civil War) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.

Core Content--Social Studies: -SS-08-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War. DOK 3

Procedures:

Begin by sharing information about Lincoln's early life and his exposure to slavery. You can do this by lecture format or by making copies of the materials and have students read them silently, discussing as a class or in small groups as they finish.

Make copies of the biographical information furnished. Divide the students into six groups. Give each group a copy of the time line, Lincoln's quotes on slavery, the Emancipation Proclamation, and the history of one of the people from Kentucky. Each student will need one blank chart. Have each group read the biographical material and complete their section of the chart and prepare to share their information with the class. As each group shares their information with the whole class, all students should be completing the 'views on slavery' chart. When groups are done sharing, place on the board all the definitions of the views on slavery. Discuss the different views on slavery with the students and make sure they understand the differences and how Kentuckians connected to Lincoln had a wide variety of beliefs on the subject. As a final discussion question, ask the students to describe how Lincoln's early life in Kentucky and his exposure to slavery determined his views regarding slavery as an adult. Discuss how these early experiences influenced his decisions regarding slavery when was President of the United States.

Writing assignment: Imagine that you are a newspaper or magazine writer from Kentucky living during the Civil War. Write an article on Abraham Lincoln and the issue of slavery. If you use direct quotes, make sure to put them in quotation marks. You will need to cite sources for your quotes. Photography was a new technology during the Civil War. You may use images from the Library of Congress which has a large collection of Civil War era photos.

Debates: Students should familiarize themselves with one or more of the debates by viewing the transcripts online. They can compose their own speeches using the resource material as a guideline. The entire class can have a debate tournament with prizes awarded to the top three finishers.

Enrichment/Extension:

- A. Have students review other sources of information on Kentucky's influence on Abraham Lincoln's view on slavery. Possible sources include the article "That All Men Should Be Free" and the article "Lincoln, Kentucky & Kentuckians". A Cultural Resource Inventory of Sites in Kentucky Associated with President Abraham Lincoln" as found at the website:
<http://heritage.ky.gov/NR/rdonlyres/FD4D09FA-1F91-428D-870A-430B146FF768/0/Contextstudy.pdf>

- B. Inform students that a new Lincoln penny is being designed for release in 2009 by the U. S. Mint.
- C. Make students aware that the nation started celebrating the bicentennial of Lincoln's Birth on February 12, 2009. Ask them to review events in connection with Abraham Lincoln Bicentennial Celebration.
- D. Encourage students to do further research and independent studies on Abraham Lincoln using references listed in lesson plan. Many other resources are available.
- E. Invite a Frederick Douglas historical interpreter to speak to the class.
- F. Reserve a traveling trunk that includes reproduction artifacts, photographs, curriculum guides, and other resources. Reservations can be made by calling (270) 358-3137) or writing to the following address:

Abraham Lincoln Birthplace National Historic Site,
C/O Stephen A. Brown
2295 Lincoln Farm Road
Hodgenville, KY 42748

- G. **Video Clips**--Play for class or encourage students to view short video clips:
 - Abraham Lincoln
 - "Lincoln on Slavery"
 - Fredrick Douglass
 - "I Was Born a Slave"
 - "I Paid Ransom"
 - "An Honest Man"

Preparation of Materials and Resources:

Each student needs:

- Time line of slavery in North America resource document
- Lincoln's quotes on slavery resource document
- A copy of the Emancipation Proclamation resource document
- Six biographical handouts with information about the following Kentuckians: Abraham Lincoln, Mary Todd Lincoln, Cassius Marcellus Clay, Joshua F. Speed, Henry Clay, and John G. Fee.
- Blank handout for students to complete during and after readings.
- Definitions of the various views on slavery.
- Internet access for viewing transcripts of the Lincoln-Douglas debates

Teacher needs:

- Time line of slavery in North America resource document
- Lincoln's quotes on slavery resource document
- A copy of the Emancipation Proclamation resource document
- Six biographical handouts with information about the following Kentuckians: Abraham Lincoln, Mary Todd Lincoln, Cassius Marcellus Clay, Joshua F. Speed, Henry Clay, and John G. Fee.
- Copies of a blank handout for each group of 6 students
- Copies of definitions of view on slavery for each student
- Writing assignment (optional)
- Internet access for viewing transcripts of the Lincoln-Douglas debates

Bloom's Taxonomy:

- Knowledge
- Application
- Synthesis
- Comprehension
- Analysis
- Evaluation

Multiple Intelligences:

- Verbal-linguistic
- Bodily-kinesthetic
- Interpersonal
- Naturalist
- Spatial
- Musical
- Intrapersonal

Background Information for Teacher:

This lesson presents the opportunity for students to explore Abraham Lincoln's early years in Kentucky and assess how his time in Kentucky and his Kentucky ties influenced his views on slavery. During the Civil War the survival of the United States as one nation was at risk with the ideals of liberty, equality, justice, and human dignity dependent on the outcome of the war. Primary and secondary sources will be analyzed by students as they investigate Abraham Lincoln's various Kentucky experiences and influences and their role in molding his views on slavery.

Product/Assessment:

Completion of "Views on Slavery" Chart

Writing assignment

Reenactment of the Lincoln – Douglas debates or classroom debate tournament

Students Section:

This lesson plan has accompanying resources for students that contain activities and games for student interaction. These activities are the interactive components from this lesson plan plus additional games and fun facts for the student. Overviews of the various components are listed below:

Information on Abraham Lincoln:

- Biographical handout information on:
 - Abraham Lincoln
 - Mary Todd Lincoln
 - Cassius Marcellus Clay
 - Joshua F. Speed
 - Henry Clay
 - John G. Fee

- Time line of slavery in North America resource document
- Lincoln's quotes on slavery resource document
- A copy of the Emancipation Proclamation resource document
- Internet access for viewing transcripts of the Lincoln-Douglas debates
- "That All Men Should Be Free" article
- Definitions of slavery
- Video Clips
 - "Lincoln on Slavery"
 - Fredrick Douglass
 - "I Was Born a Slave"
 - "I Paid Ransom"
 - "An Honest Man"

Games:

- Crossword puzzles
- Word Searches