

A STEVEN SPIELBERG FILM

# LINCOLN

DREAMWORKS PICTURES TWENTIETH CENTURY FOX AND RELIANCE ENTERTAINMENT PRESENT IN ASSOCIATION WITH PARTICIPANT MEDIA  
AN AMBLIN ENTERTAINMENT / KENNEDY / MARSHALL COMPANY PRODUCTION A STEVEN SPIELBERG FILM DANIEL DAY-LEWIS "LINCOLN"  
SALLY FIELD DAVID STRATHAIRN JOSEPH GORDON-LEVITT JAMES SPADER HAL HOLBROOK AND TOMMY LEE JONES CASTING BY AVY KAUFMAN, C.S.A.  
CO-PRODUCERS ADAM SOMNER KRISTIE MACOSKO KRIEGER MUSIC BY JOHN WILLIAMS COSTUME DESIGNER JOANNA JOHNSTON EDITED BY MICHAEL KAHN, A.C.E. EXECUTIVE PRODUCER RICK CARTER  
DIRECTOR OF PHOTOGRAPHY JANUSZ KAMINSKI EXECUTIVE PRODUCERS DANIEL LUPI JEFF SKOLL JONATHAN KING PRODUCED BY STEVEN SPIELBERG KATHLEEN KENNEDY  
BASED IN PART ON THE BOOK "TEAM OF RIVALS: THE POLITICAL GENIUS OF ABRAHAM LINCOLN" BY DORIS KEARNS GOODWIN SCREENPLAY BY TONY KUSHNER DIRECTED BY STEVEN SPIELBERG



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THELINCOLNMOVIE.COM

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## EDUCATOR'S GUIDE

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## *Dear Educator,*

Whether he was standing up to his adversaries or to members of his own political party, our 16th president was not afraid to make difficult choices. His story, documented in the new movie *Lincoln* (in select cities November 9th, everywhere November 16th) is one of leadership, strength and courage in the face of opposition. Indeed, without Abraham Lincoln, the Thirteenth Amendment abolishing slavery may not have come to pass.

## **Educational Resources Just for You!**

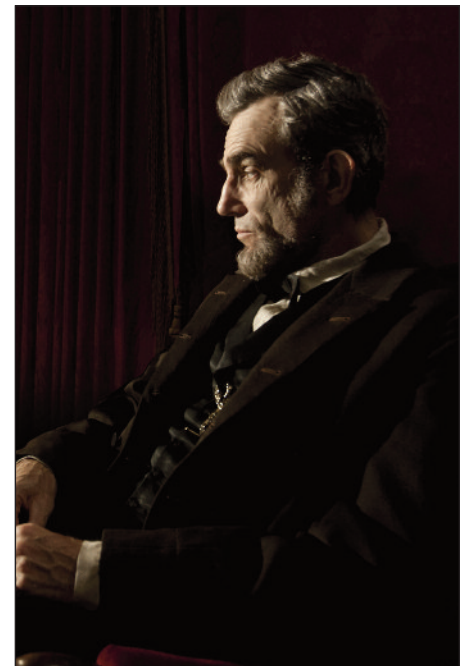
We've worked with historians and social studies curriculum experts to create original classroom materials that connect you and your students to the movie *Lincoln* and its historical relevance. Special thanks are owed to Harold Holzer, one of the country's leading authorities on Abraham Lincoln and the political culture of the Civil War era, and author of the young adult companion book to the film, *Lincoln: How Abraham Lincoln Ended Slavery in America* and contributor to *Lincoln: A President for the Ages*. In addition to a printable Educator's Guide loaded with classroom activities, assessment questions and national standards correlations, we've also developed online interactive educational features perfect for group and individual instruction in grades 8 and up.

- Browse the interactive timeline and dig deeper into the events surrounding this pivotal moment in US history.
- Meet Lincoln's "Team of Rivals" and learn how he strategically used political muscle and the power of persuasion to build a coalition out of his quarrelsome colleagues.
- Get to know the key members of Congress and analyze the significant political maneuvering and leadership required to pass the Thirteenth Amendment.
- Explore themes of leadership with "What Would Lincoln Do?"—an interactive look at how Lincoln might have grappled with some of history's greatest challenges.

## **Learning from the Past. Inspiring the Future.**

History is so much more than dates and documents—it's the dynamic story of real people. Abraham Lincoln was a part of this dynamic story, and he will always be remembered as a catalyst for change. He was a tireless champion of the Union, a captivatingly eloquent speaker, and a brilliant writer whose timeless words continue to inspire us. DreamWorks and Participant Media are thrilled to bring you and your students closer to the man, the history and the legacy of Abraham Lincoln.

We hope you enjoy the film and spend some quality time in your classroom with these activities and resources. But don't let the learning stop there—"Stand Tall" and tell us how the film inspired you and your students by participating in our "One Brave Thing" Pinterest contest. One lucky class will receive an unforgettable trip to Washington, D.C.! [Visit WeAreTeachers.com](http://WeAreTeachers.com) for details.



**Important Note:** *Lincoln* is rated PG-13 and includes strong language and war violence within the context of a tumultuous time in history. It is appropriate for students 13 and older.



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## SYNOPSIS

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Steven Spielberg directs two-time Academy Award® winner Daniel Day-Lewis in *Lincoln*, a revealing drama that focuses on the 16th President's tumultuous final months in office. In a nation divided by war and the strong winds of change, Lincoln pursues a course of action designed to end the war, to unite the country and to abolish slavery. With the moral courage and fierce determination to succeed, his choices during this critical moment will change the fate of generations to come.

Starring Daniel Day-Lewis, Sally Field, David Strathairn, Joseph Gordon-Levitt, James Spader, Hal Holbrook and Tommy Lee Jones, *Lincoln* is produced by Steven Spielberg and Kathleen Kennedy, with a screenplay by Tony Kushner, based in part on the book *Team of Rivals: The Political Genius of Abraham Lincoln* by Doris Kearns Goodwin. The DreamWorks Pictures/Twentieth Century Fox film, in association with Participant Media, releases in U.S. theaters exclusive on November 9, 2012, with expansion on November 16, 2012.

**Learn More!** Visit [DisneyEducation.com/Lincoln](http://DisneyEducation.com/Lincoln) for a downloadable movie guide and to see the official trailer.

## OBJECTIVES

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The movie addresses the following objectives:

- Introduces students to the biography of Abraham Lincoln
- Introduces students to two of Lincoln's most enduring speeches: the Gettysburg Address and his second inaugural address
- Explores Lincoln's leadership style
- Provides an overview of the process by which a constitutional amendment becomes law
- Explains the limitations of the Emancipation Proclamation, and shows why a constitutional amendment was needed to permanently end slavery everywhere in the country

## BACKGROUND

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### BIOGRAPHY: TIMELINE

The "Timeline" activity on the [Lincoln Learning Hub](#) offers an overview of the period leading up to the passage of the Thirteenth Amendment and the end of slavery in the U.S. Though the movie focuses primarily on a short period before the vote in the House of Representatives, the timeline begins with Lincoln's initial election to the presidency. This time span reveals the evolving attitudes about slavery. With your class, click through the timeline's events to gain context for the movie, and background for the study of the Civil War and Abraham Lincoln.



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## CAUSES OF THE CIVIL WAR

### Social and Ethical Causes: Slavery

While historical events rarely have single causes, there's usually a central one—and the central cause of the Civil War was slavery. Long before the Civil War, the argument over slavery, on moral, political, scientific, religious and economic grounds, had repeatedly threatened to tear apart the United States. Slave labor divided the South economically as well. The practice benefited less than five percent of Southern society and only compounded the economic challenges of poor Southern whites. During the Civil War, people were willing to fight ferociously for a dreadful cause—even against their own best interests and for the very things that most oppressed them.

Along with the Abolitionist left, the Northern population of the United States mostly opposed slavery. Small farms and businesses that couldn't afford slaves or the unpaid labor of slave plantations simply couldn't compete. Certainly, there was moral outrage over the idea of slavery. But there was also fear and hatred of the men and women who were enslaved—feelings based on anticipation of economic competition when freed slaves entered the labor marketplace. Grounded in racism, this point of view had many champions. In fact, the vast majority of the U.S. (North and South) considered racism to be legitimate and rational. Race hatred, it was claimed, was grounded in scientific “proof,” justified by interpretation of Holy Scripture, and promoted by artists, philosophers, and political leaders.

### Economic: Free Labor Movement vs. Slave Labor

Before the Civil War erupted, America coexisted with two diverse economies and labor systems. Vast plantations in the South relied on slaves to raise the cash crops of cotton, tobacco, rice, sugar cane and indigo. By the 1850s, the South produced more than four million bales of cotton a year, making it more prosperous than most European countries. In contrast, the North was home to the nation's factories. Though most people still farmed their own land, Northern cities grew as a result of the Industrial Revolution of the late 1700s. European immigrants flooded Northern factories to work for low wages. By the eve of the Civil War in 1860, there was ten times more manufacturing in the North than the South.

In the unstable era before the Civil War, tension between slave and free labor grew to a fevered pitch. Lincoln, and other proponents of free labor ideology, viewed the Northern economy as a place where Americans could grow to their full potential. In Northern societies, even the poorest immigrants could work hard and pull themselves out of poverty. Slavery, on the other hand,



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squashed the human spirit and made upward mobility impossible. Abolitionists saw slavery as an affront to human dignity and a wicked stain on the nation's character. In contrast, pro-slavery writers called poor immigrants "wage slaves" and argued that they were far more oppressed than slaves. The economic system in the North kept poor immigrants in poverty with low wages and uncertain employment. Slaves, they argued, never had to know hunger and were always cared for by their masters.

As Lincoln maintained, "A house divided against itself cannot stand." The bitter dispute over slavery fueled a fierce abolitionist movement. Figures like John Brown and Frederick Douglass kept the issue at the forefront of American politics. In reaction, pro-slavery forces grew more protective of their "peculiar institution" as the nation wrestled over whether to allow slavery into the newly acquired Western territories. With the election of Lincoln to the presidency in 1860, Southerners began to embrace seceding from the U.S. as the only option for self-preservation.

## Political: Party Positions

At the time of the Civil War, the alignment of the political parties was completely opposite of what it is today. The Republican Party was a center-left coalition dedicated to Union preservation. Republicans favored a strong Federal government and limits to the spread of slavery. Republicans focused on growth and development, and regarded slavery as a moral and economic blight. They also mirrored Lincoln's argument that slavery was in direct opposition to the values of justice, democracy and freedom on which the country had been founded.

The Democratic Party occupied the right wing and embraced the principles of Jeffersonian democracy (local government and agrarian economies of small farms owned by citizen-farmers). Democrats opposed any expansion of Federal power and championed the independent authority of the states.

With its pre-war power base located in the South, the Democratic Party of the North found itself, after secession, in the political minority. Most Northern Democrats were loyal to the Union, despite their fierce opposition to any move to emancipate slaves. The party's extreme right—"Copperhead" Democrats—opposed the war with a few openly supporting Southern secession. They frequently strayed across the line from loyal opposition to sedition and even treason.

## Political: Westward Expansion

The new nation expanded rapidly following the American Revolution and few would have guessed that it could play a part in the outbreak of civil war. Early in 1783, Great Britain signed the Treaty of Paris which put an end to the American Revolution and gave great swaths of land to the fledgling United States. This vast new territory spanned from Canada to Florida and from the Atlantic Coast westward to the Mississippi River. As American settlers flooded the fertile lands of the Ohio River Valley, farmers became dependent on the Mississippi River to transport their crops to ships bound for Europe or cities on the East Coast. The Louisiana Purchase in 1803 secured the port of New Orleans for American use, and nearly doubled the size of the United States!





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With the purchase of Florida from the Spanish in 1819 and the annexation of Texas in 1845, the United States became a formidable adversary to its southern neighbor, Mexico. Disgruntled by the proposal of the Rio Grande river as the border between the two countries, Mexico viewed the annexation of Texas as an outright act of war. In 1846, Congress declared war on Mexico. President James Polk saw the war as an opportunity to pursue America's "Manifest Destiny." Known as America's "Expansionist President," Polk wanted to see U.S. territory span across the continent in his presidency.

Mexico was politically and militarily unprepared for the war. The Mexican-American War officially ended when Mexico surrendered to U.S. forces in Mexico City in 1848. The resulting Mexico Cession ceded the area of present-day California, Nevada, Utah, Arizona and New Mexico to the United States. This victory, combined with the acquisition of present day Oregon in the Oregon Treaty of 1846, fulfilled America's dreams of Manifest Destiny.

From 1783 to 1861, the United States grew from 13 to 33 states. As the new territories organized into states, Congress had to decide whether these new states would be free or slave states. Abolitionists wanted to keep slavery from extending into the new territories. Capitalist businessmen and subsistence farmers believed that a plantation-style economy in the west would leave no room for enterprise. Southern planters, on the other hand, saw the extension of slavery into the west as essential to preserving slavery. Lands in the South were overworked and becoming infertile; the new territories, especially in Texas, promised high crop yields and big profits. Planters in the upper slave-holding states hoped to sell their surplus of slaves at a profit as their lands became infertile from overuse. Congress members from the North and the South had an unspoken agreement to keep the balance of slave and free states equal. This became difficult as states clamored to join the Union and Congress was forced to address the issue of slavery's extension into the new territories.



After the American Revolution, The Northwest Ordinance of 1787 divided the formerly British territory into slave and free states using the Ohio River and the Mason-Dixon line as a boundary. As the United States acquired more territory, it became clear that Congress would need to delineate a Western boundary between slave and free states if it wanted to keep a balanced representation in Congress. When Missouri applied for statehood in 1819, it applied to the Union as a slave state. Northerners fumed at this and argued that most of Missouri lay above the point where the Ohio River flows into the Mississippi River. Crisis was averted with the passage of the Missouri Compromise of 1820, which admitted Missouri as a slave state and Maine as a free state, keeping the balance in Congress. It also set an imaginary boundary at 36°30' latitude which continued the physical division between the free North and the slave South.

The Missouri Compromise unraveled as California applied for statehood as a free state. The Compromise of 1850 admitted California as a free state but opened the territories of New Mexico

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and Utah to slavery by “popular sovereignty.” This compromise upset the North, because it essentially voided the 36°30’ line as the demarcation between slave and free states. The North was also infuriated by the inclusion of the Fugitive Slave Act within the Compromise of 1850. Northerners did not want to enforce the law or be held liable for not aiding slave-catchers or helping slaves escape. Four years later, in 1854, the Kansas-Nebraska Act heightened regional tensions by opening up the Kansas and Nebraska territories to slavery by introducing a new policy called popular sovereignty. The policy gave white voters in Western territories the right to vote on whether or not to limit slavery. Pro-slavery and abolitionist forces flooded Kansas in an attempt to sway the slavery vote in their favor. As violence erupted between the two factions, Bloody Kansas set the stage for the Civil War.

## EFFECTS OF THE CIVIL WAR

### Casualties of War

The Civil War, which ended a month after Lincoln’s second inauguration, settled the question of slavery, once and for all. More than three million men—ten percent of the U.S. population at the time—were summoned into military service. Casualty figures reached as high as 750,000 on both sides. The number of civilian deaths—from violence, exposure, starvation and despair—remain immeasurable.

## GOVERNANCE ISSUES

### The Process of Amending the Constitution

Though there are other paths spelled out in the Constitution, only one is typically used:

- Propose an amendment in Congress, typically through the committee process.
- Pass it by a two-thirds majority in either the Senate or the House.
- Pass it by a two-thirds majority in the other house of Congress.
- Ratify it in three-quarters of the state legislatures.

### Executive War Powers and the Emancipation Proclamation

The Constitution of the United States declares the President of the United States shall act as Commander in Chief of the armed forces. The Constitution also gives the President “executive power.” That term gives him the power to execute the laws. But how far this power extends is not thoroughly defined in the Constitution. The framers of that document had just survived a war with England, and knew how important a strong and powerful leader is to a nation



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at war. Because of its loose Constitutional definition, executive war powers have varied greatly, depending on each president's interpretation.

Throughout U.S. history, various presidents have cited their executive power and acted without seeking Congressional approval. President Washington squashed a violent rebellion in Pennsylvania in 1794 and then ordered the arrested rebels tried in military court. In 1817, President Madison authorized a military invasion of Spanish Florida without Congressional approval. In 1846, President Polk ordered the military actions that would become the start of the Mexican-American War, a war authorized by Congress...only after it had already begun.

But, no president stretched the limits of his war powers more than Lincoln during the Civil War. He suspended the *writ of habeas corpus*, called up the militia and ordered a blockade of Southern ports without Congressional approval, prosecuted civilians in military courts, and issued the Emancipation Proclamation freeing the slaves, justifying the document as a "military necessity." As Commander in Chief, Lincoln had the power to confiscate enemy property. By considering slaves as enemy property of the Confederacy, he used his war powers to issue a proclamation that would otherwise have been outside the scope of his powers.

Two years after the end of the Civil War, the Supreme Court declared Lincoln's prosecution of civilians during the war was unconstitutional. Other revered presidents faced similar accusations. At the outset of World War II, President Roosevelt ordered military operations before Congress had issued a declaration of war. So many presidents acted without Congressional approval, that, in 1973, Congress enacted the War Powers Resolution into federal law. The War Powers Resolution restricts the president's war powers. The law requires the president to notify Congress within 48 hours of committing armed forces to a military action, and forbids those armed forces from remaining for more than 60 days without approval from Congress or a declaration of war.

The War Powers Resolution remains controversial. Various noted legal scholars and presidents themselves believe the law is unconstitutional. In fact, three presidents have disregarded it entirely. Even today, the scope of executive war powers remains uncertain. The Constitution's creators wanted the United States to have a powerful leader in times of crisis. Members of Congress fight to maintain the system of checks and balances that keeps the executive branch from becoming too powerful.

## Political Patronage in Lincoln's Time

In 1883, the Civil Service Act was passed, requiring government jobs to be awarded on the basis of merit. Before this Act, much of the federal government was run on the patronage system. When Abraham Lincoln was elected President in 1860, he earned the right to appoint whomever he saw fit to thousands of federal positions. As the first Republican elected in eight years, his political party expected him to replace almost every single Democrat-appointed federal employee with a new, Republican-endorsed employee. Even though Lincoln personally opposed this "to the victor go the spoils" policy, that's how the federal government operated.

Lincoln was asked to reward loyal Republicans from his home state of Illinois with positions such as local





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postmaster, tax collector, or perhaps a position in the army or the pension office. Ever the practical politician, he quickly embraced this power of patronage as a political tool. By the end of his first presidential term, Lincoln was actively using it to manage his increasingly fractured political party. Today, political patronage would be considered unethical, but during Lincoln's time it was both acceptable and necessary for any president who wished to retain the support of his political party.

## PRE-VIEWING ACTIVITIES

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### LINCOLN'S LEADERSHIP

The "Team of Rivals" activity on the [Lincoln Learning Hub](#) introduces students to the idea that Lincoln chose both rivals and supporters for his Cabinet. It also provides an overview of:

- The Cabinet positions available during Lincoln's time;
- The roles and responsibilities of the Cabinet positions; and
- The political considerations that went into forming the Cabinet.

You may wish to have students read the background material found under "Party Positions," "Westward Expansion" and "Political Patronage in Lincoln's Time," above.

With your class, look at the feature's home page and each "open" cabinet position. Ask students whether they can name any present-day cabinet positions. Were those positions available in Lincoln's day? Discuss why the list of cabinet positions changes over time (*because of evolving focuses of government; e.g., the Postmaster General is no longer a cabinet-level position*).

Next, look at the biographies of men Lincoln might have chosen. As you look at each biography, discuss what related experience made each person a good fit for his potential position. Most of these men figure in the movie, but keep in mind there are four distractors who were not in Lincoln's Cabinet.

Now, it's time for an election! Use the website feature as a class to choose the men for each position. If you have classroom-voting devices, have students vote on which person to select for each position (a show of hands works, too). Continue until your class has filled every position. Note the men Lincoln did not choose for his Cabinet (Francis Blair, Lyman Trumbull, Thaddeus Stevens and George McClellan). Ask students what conclusions they can draw about Lincoln's leadership style from the Cabinet he ultimately chooses. (*e.g., he invited opposing points of view; or he felt the importance of geographic balance*).

Extend the activity by asking students to create questions for a quiz named, "Which Cabinet Member Are You?" Encourage them to pick four members and use the biographical information to create multiple-choice questions, such as:

Where are you from? What is your political party affiliation? etc.

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## LEARNING THE GETTYSBURG ADDRESS

Abraham Lincoln's words were so powerful that his speeches and sayings remain some of the most revered in U.S. history. A scene in the movie features the Gettysburg Address spoken, very movingly, by people who have memorized it. How did people in Lincoln's time memorize important things? How do we do it now? This activity not only encourages students to learn some of Lincoln's most important words, it also offers them an opportunity to reflect on how they memorize things—and perhaps even try a new technique.

Give students their own copy of the Gettysburg Address (*found in Appendix D*). Ask the class how they memorize things (like multiplication tables; or the parts of a cell). Elicit a list of memorization techniques and, if students don't bring them up, include techniques, such as:

- Creating a song
- Making a series of associative images
- Devising a mnemonic device
- Telling a story
- Drawing a color-coded poster
- Diagramming the information
- Performing a skit

Then, have each student memorize the Gettysburg Address using a memorization technique. Emphasize the process of memorizing, rather than the end product.

## CAUSES OF THE CIVIL WAR

Perspective is everything. This activity gives students an opportunity to think about the causes of the Civil War, and to develop an understanding of different points of view. While the movie focuses on Lincoln's point of view, opposing views are also expressed. For background, you may want to have students read the Background sections "Causes of the Civil War" and "Effects of the Civil War," found on pages 4 and 7 of this guide.

Randomly assign students a character from the list below. Have them research primary sources that illustrate attitudes of people similar to their characters (*see Appendix B for some suggested resources*). Each student should then write a letter or newspaper article, or create a political cartoon, detailing the character's position on slavery and/or the war. Urge them to include economic and political factors that influence their stance. Share results with the class.

- Southern slaveholder
- Enslaved person





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- Northern abolitionist
- Western farmer
- Young man in the Mid-Atlantic states who is likely to be conscripted
- West Point cadet from the South
- Free African-American in New England

## EFFECTS OF THE EMANCIPATION PROCLAMATION

Many of his contemporaries called Lincoln “The Great Emancipator,” recognizing his courage in issuing the first order in U.S. history aimed at ending slavery. While the proclamation affected only limited areas, it was immediately recognized as a thunderbolt for freedom. Nonetheless, Lincoln understood from the beginning that it was only a first step toward abolishing slavery nationwide—a giant step to be sure, but a first step. This activity gives students an opportunity to tackle the questions of what the Emancipation Proclamation did, as well as its limitations. These questions are taken up in the movie, in a conversation between President Lincoln and Secretary of State Seward.

For background, you may have students read “Executive War Powers and the Emancipation Proclamation,” found on page 7 of this guide. Then, have students read the final Emancipation Proclamation (*found in Appendix C*). Discuss any passages students find difficult to comprehend, and make a list of vocabulary words to look up.

As a class, create a T-chart showing what the Proclamation did and didn’t do (*e.g., it did free slaves in certain states, but not in others; it had no effect in Northern states that had already abolished slavery; it did not apply in Border States such as Delaware, Maryland, Missouri and Kentucky; there were specific exemptions for New Orleans and the counties that became West Virginia, and it was only enforceable in Confederate territory that was under Union control, such as the coastal islands of South Carolina.*)

For example:

	Did	Didn't do
<i>Who was freed?</i>		
<i>In what places did it free enslaved people?</i>		
<i>How did it affect the Union Army? The Confederate Army?</i>		
<i>How did states respond or not respond to it?</i>		

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For older students: Compare the preliminary and final versions of the proclamation. The preliminary version is available online at such sites as: [http://www.archives.gov/exhibits/american\\_originals\\_iv/sections/preliminary\\_emancipation\\_proclamation.html](http://www.archives.gov/exhibits/american_originals_iv/sections/preliminary_emancipation_proclamation.html). List the pros and cons of using an executive order to emancipate the slaves, and discuss the legal basis of the Proclamation as “confiscation of enemy property” (e.g., *Lincoln felt this was within his executive war powers, but what would happen when the war ended; also the principle of “confiscation of enemy property” was narrowly defined from a legal perspective*).

## CONGRESS AND THE THIRTEENTH AMENDMENT

The “Who’s Who in Congress” activity on the [Lincoln Learning Hub](#) sets up the climax of the movie: the exciting vote on the Thirteenth Amendment. Students learn the background of many of the main players in the vote, and are asked to guess how each of them voted on the amendment. Understanding the perspectives of the historical figures helps students understand the political maneuvers that went into securing the votes. Further background is provided in the “Process of Amending the Constitution” section of this guide on page 7 and below.

**Background:** In April, 1864, the Thirteenth Amendment that abolished slavery was approved in the Senate. But in the House, where Republican supporters lacked the two-thirds majority, the amendment failed.

Republican political fortunes soared again in early August 1864, just as Democrats held their national convention. In September Sherman’s Union army captured Atlanta and began its march through the South. As the end of the War and the South’s defeat became apparent, Lincoln and the Republican Party reached new heights of popularity. In the November 1864 elections, Lincoln was re-elected. In the spring of ’65, the incoming 39th Congress would find Republicans commanding a two-thirds majority in the House of Representatives, as well as the Senate. Lincoln might have waited until he had a larger majority, but feared that the end of the war might discourage moderates from pursuing abolition. He wanted Congress to act quickly.

During the long period between the elections and the seating of the new Congress, 64 members of the House were “lame ducks,” congressmen who had been voted out of office but still had three months to serve. In January 1865, Lincoln chose to press the Republicans in the House of Representatives, during its lame-duck session, to try to pass the Thirteenth Amendment once more.

**Activity:** With your class, visit the Who’s Who of Congress feature on the Lincoln Learning Hub. View the biographies of the Congress members presented there. As you view each biography, discuss what aspects of each person’s background might sway him to vote in a certain way. Share with students that most of these men figure in the movie. You may wish to have the class guess how each Congress member would vote and then click through to the answer. Alternatively, you may want to save the voting until after your class has seen the film.

**Voting after your class has seen the movie?** Use the biography cards available for each Congress member (*in Appendix A*) and distribute them to the students after viewing the biographies. They may want to take their biography cards to the movie, and watch for “their” Congress members to appear. After the movie, return to the website feature and, as the class moves through the votes of each member, ask each student to explain why his or her Congressman voted as he did.



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## VIEWING ACTIVITIES

This graphic organizer provides a framework for understanding, analyzing, and reflecting on the movie. Review it with students before seeing the movie and have them complete it while viewing the film, or directly after.

<i>What is the movie about?</i>	
<i>When do the events in the movie take place?</i>	
<i>Where do the events in the movie take place?</i>	
<i>What is the main idea or event?</i>	

**Vocabulary words and definitions:**

<b>Themes and Details: <i>What facts or details did you notice about each of these themes?</i></b>	
<b>Leadership</b>	
<b>Lincoln's Words</b>	
<b>Family</b>	
<b>Emancipation Proclamation</b>	
<b>Thirteenth Amendment</b>	
<b>Congress</b>	

**Reflect:** *What did you learn? What surprised you? What would you like to learn more about?*

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## EXTENDING THE LEARNING

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### LEADERSHIP: WHAT WOULD LINCOLN DO?

The website feature, “What Would Lincoln Do?” found on the [Lincoln Learning Hub](#) asks students to apply their knowledge of Abraham Lincoln’s thoughts and actions to critical events in history that took place after his death.

Respectful political discourse is a necessary part of the democratic process. Lincoln’s dialogue with Stephen A. Douglas during the movie is a wonderful example of this, and offers students a window into differing viewpoints of the time.

Use the website feature to set up a classroom debate. The process of debate focuses participants on understanding why and how opinions differ. It requires analytical and critical thinking, as well as good oral and written expression. “What Would Lincoln Do” gives students two lines of reasoning about how Lincoln would have reacted to historical events that took place in times other than his own. Students must analyze an event and blend it with their knowledge of Lincoln’s thinking to “give a voice” for how he would have responded.

Remember to provide a classroom structure that emphasizes fairness and respectful communication. First, a clear topic and question is crucial to a classroom debate. The activity provides four topics:

- **Lincoln in the 1870s: Reconstruction and Race Relations**  
Would Lincoln give all male former slaves the right to vote?
- **Lincoln in 1869: Women’s Suffrage**  
Would Lincoln urge Congress to include women in the Fifteenth Amendment?
- **Lincoln in 1945: The Hiroshima Decision**  
Would Lincoln issue the order to drop the bomb on Hiroshima?
- **Lincoln in 2001: The War on Terror**  
Would Lincoln assume broad executive powers and suspend the *writ of habeas corpus* in the aftermath of 9/11?

Each topic includes background information. There is a summary of pro and con points, plus quotations from Lincoln that support each position. If necessary, have older students read the original essays and do further background research.

A traditional order of debate is:

- Team 1 introduces their argument
- Team 2 introduces their argument
- Team 1 rebuts Team 2’s argument
- Team 2 rebuts Team 1’s argument
- Team 1 summarizes their argument and their best arguments against the other team’s position
- Team 2 summarizes their argument and their best arguments against the other team’s position



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Logistically, it might be best to break students into small teams of two or three. Each team prepares their introduction and rebuttal in advance. They create their summaries on the fly, but should be given a few minutes to prepare. Be sure to time each round (5 minutes per speech is recommended). Like a presiding courtroom judge, help keep things civil by calling out disrespectful speech or behavior. Poll the class after the debate if you feel it's important to designate a winner.

For perspectives from historians and scholars on how Lincoln might have responded in these and other times of crisis, please read *Lincoln: A President for the Ages*.

## LINCOLN'S SECOND INAUGURAL ADDRESS

Lincoln's second inaugural address contains some of his most memorable passages. Toward the end of the movie, viewers are treated to the stirring conclusion of the speech. Take students deeper into the speech and its context with this activity.

The full text of the speech and a facsimile can be found online at <http://www.ourdocuments.gov/doc.php?doc=38>. After students read the speech, offer choices about how to respond analytically and creatively:

### Analyze

### Create

#### History:

*What was the context of the speech?*

Research the setting and attendees at the speech. Show a different perspective on the speech, either in a drawing or a 3-D model.

#### History:

*How did people react to the speech?*

Research reactions to the speech. Write a review of the speech from the point of view of an African-American freedman attending the speech; a Congressman from the North; Mary Todd Lincoln; a member of the Confederate government; or a Union soldier.

#### Language:

*What topics or ideas did Lincoln emphasize in the speech?*

Create a word cloud of the speech, using [www.wordle.com](http://www.wordle.com) or similar.

#### Communication:

*How did Lincoln communicate his ideas memorably?*

Isolate examples of poetic language; explain the meter used; create similar sentences in the same meter.

Locate key passages from the speech and set them to music.

List and illustrate the metaphors used in the speech.

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## Leadership:

*What personal qualities of Lincoln's are on display in the speech?*

List the personal qualities you notice in the speech. Research and present why those qualities contribute to leadership.

## Politics:

*What message was Lincoln sending to the North and the South about the end of the war?*

Create a Venn diagram, T-chart, interactive map or other infographic showing the message or messages that Lincoln was sending to both sides in the conflict.

## A HOUSE DIVIDED

In 1858, Lincoln delivered his "House Divided" speech. Highlighted by a Bible verse, it became one of his most famous speeches. The most widely quoted passage is, "A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free." This notion of a house divided against itself played out in personal, professional and political settings in the 1850s and 1860s.

The movie showcases examples of divisions that tore at families and friends. Lincoln himself tries and fails to persuade a Congress member, whose brother has died fighting for the Union, to support the Thirteenth Amendment. On the opposite side of the coin, there are also instances of families of enslaved people who were reunited during and after the Civil War. This activity lets students explore the rifts and reunions among families and friends that were intrinsic to the Civil War.

Have students research and present on the divisions, alliances and reunifications within:

- Families: The Todds (Mary Lincoln's family), the Speeds of Kentucky (Lincoln's Attorney General and the brother of one of his best friends), and the family of General "Stonewall" Jackson all experienced grave internal divisions.
- Schoolmates: Many Civil War military leaders attended the U.S. Military Academy in West Point, New York (most commonly called West Point). At the dawn of the Civil War, West Point graduates, and even good friends and former roommates, could be found on opposing sides of the conflict. Research Civil War leaders who attended West Point, and quantify how many were on each side of the argument. Or, research other colleges with graduates on both sides of the war, asking the same questions.
- Enslaved people: Emancipation Proclamation and the chaos of the war encouraged African Americans in the South to flee slavery and head toward settlements known as contraband camps. These camps offered the enslaved a chance to reunite with family members. This is a fascinating and little-known chapter of Civil War history, which brings into focus the active role enslaved people took in freeing themselves.





# LINCOLN



- In all cases, remember to ask students, “So what?” Why does this information matter? What does it say about the nature of war, and civil wars in general? What can we conclude about the U.S. before, during and after the Civil War?

## WOMEN OF LINCOLN’S WORLD

The movie spotlights four interesting women in Lincoln’s world:

- Lincoln’s wife, Mary Todd Lincoln
- Mary Lincoln’s seamstress and confidant, Elizabeth Keckley
- Francis Preston Blair’s daughter, Elizabeth Blair Lee
- Thaddeus Stevens’ housekeeper, Lydia Hamilton Smith

Have students research, write and present a short biography on one of these women. Encourage students to compare and contrast what we see of the women in the movie with what is known historically. Call their attention to the gaps in the historical records about women—particularly women of color.

## TECHNOLOGY AND COMMUNICATION

Imagine a time when everyday things we take for granted simply don’t exist. The Civil War era fostered many advances in technology, from iron-sided warships to repeating rifles. Several movie scenes highlight the importance of communications technology:

- The War Department telegraph office is the setting for progress reports to Lincoln and his Cabinet about the assault on the fort protecting the last Confederate seaport.
- Before the vote on the amendment can proceed, the Republicans need Lincoln to deny that Confederate Peace Commissioners are coming to end the war. Somewhat comically, we see the political operatives running from the Capitol to the White House to obtain Lincoln’s handwritten denial.
- During the vote on the Thirteenth Amendment, we see the roll call vote being relayed to troops throughout the country by telegraph, in real time.

Ask students to research and consider how these moments would differ today. What technologies would be used? How would those technologies change the outcome of events? What future technologies do you think will be used in political and military situations, and how do you think they will affect the outcomes of future events?



# LINCOLN



## AMENDING THE CONSTITUTION

The movie focuses on one step in the process of amending the U.S. Constitution, namely the vote in the House of Representatives. For background, see “The Process of Amending the Constitution” on page 7 of this guide. Reinforce students’ understanding of the process by having them create a response that explains the process to others. Encourage them to choose their own medium for response, such as:

- Infographic
- Song
- Dance
- Video
- Cartoon
- Illustrated children’s book
- Board game
- Interactive website

## WRITE AN AMENDMENT

What issues do students feel passionately about—as passionately as Lincoln felt about ending slavery? In this activity, students explore the Thirteenth Amendment more closely, and demonstrate analytical and creative thinking skills by developing a new amendment.

Review the steps for adding a new amendment to the Constitution. Read and discuss the Thirteenth Amendment (*found in Appendix E*). Brainstorm ideas for a new amendment with the whole class. Divide them into small groups and have each group choose an idea from the brainstormed list. Working together, have students write a proposed amendment using language like that in the Thirteenth Amendment. Have each group present their ideas and rationales to the rest of the class. After all the presentations, have students vote on all the proposals, and then announce the “winning” idea.



# LINCOLN

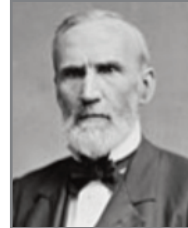


## APPENDIX A: WHO'S WHO IN CONGRESS



**SENATOR CHARLES SUMNER**  
REPUBLICAN OF MASSACHUSETTS

- Born in 1811 to abolitionist parents in Boston, Massachusetts
- Graduated from Harvard College and Harvard Law School
- Practiced law in Boston and lectured at Harvard Law School
- Served in Congress from 1851 until his death in 1874
- Was one of the leaders of the “Radical Republicans,” a faction of the Republican Party that strongly opposed slavery and emphasized civil rights
- In 1856, Carolina congressman Preston Brooks savagely beat Sumner with a cane after Sumner delivered a blistering anti-slavery speech on the Senate floor, during which he insulted Brooks’ uncle, Senator Andrew Butler
- Took three years to recover from the attack, during which thousands of Northerners attended rallies in his support and more than a million copies of his Senate speech were printed; became an important symbol of the antislavery movement
- Travelled in Europe extensively as a young man, where he became convinced of the natural equality of all races of man
- Became a close friend of the Lincolns during the Civil War



**REPRESENTATIVE GEORGE JULIAN**  
REPUBLICAN OF INDIANA

- A lifelong abolitionist and congressman from Indiana; leading House member of the Committee on the Conduct of the War
- Born in 1817 in Indiana
- Served in Congress from 1849 – 1851 and again from 1861 - 1871
- Served as a Whig in Indiana state government before being elected to Congress as a Free-Soiler in 1849; later re-elected to Congress as a Republican in 1861
- Helped co-found the Free Soil party and ran unsuccessfully for vice-president on the Free Soil ticket in 1852
- Leading member of the Radical Republicans; was totally opposed to slavery in all forms and advocated a stronger commitment to the war effort
- Raised as a Quaker and believed in civil rights for all; an early advocate of women’s suffrage
- Married to the daughter of Joshua Giddings, one of the most vocal opponents of slavery in Washington



**SENATOR REVERDY JOHNSON**  
DEMOCRAT OF MARYLAND

- Senator, Attorney General, and Ambassador to the United Kingdom
- Born in 1796 to a well-known Maryland politician
- Graduated from St. John’s College, Maryland
- Was first elected to the Senate as a Whig; resigned to join President Zachary Taylor’s cabinet as Attorney General; re-elected to the Senate as a Democrat
- A conservative Democrat; supported Stephen A. Douglas in the presidential election of 1860
- Represented the slave-owning defendant in a famous 1857 Supreme Court case concerning the freedom of a slave named Dred Scott
- Helped keep Maryland in the Union during the Civil War
- Though he represented Maryland, a slave-holding state, for most of his political life, he was personally opposed to slavery



**REPRESENTATIVE ALEXANDER COFFROTH**  
DEMOCRAT OF PENNSYLVANIA

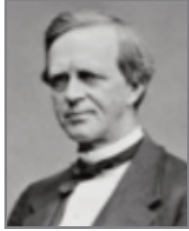
- Born in 1828 in Pennsylvania
- Practiced law in Pennsylvania
- Served in Congress from 1863 – 1866 and 1879 - 1881
- Elected to Congress as a Democrat in 1863; came from a largely Republican district in Pennsylvania
- Just before the war, spoke out against breaking up the Union at the Secession Convention in South Carolina
- Was the youngest member of Congress when he was first elected
- Father John Coffroth was a Whig and one of only four people in his county to vote for Henry Clay, Lincoln’s political idol, for president in 1824
- Despite being a Democrat, became an ardent admirer and friend of Lincoln

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# LINCOLN



## SENATOR LYMAN TRUMBULL

### REPUBLICAN OF ILLINOIS

- Chairman of the powerful Senate Judiciary Committee, which was responsible for drafting constitutional amendments
- Born in Connecticut to a scholarly family
- Became a school teacher at age 16, studied law, and after being admitted to the bar, moved to Illinois in 1837
- Active in state government in Illinois as secretary of state; later served as a justice on the state supreme court and as a member of the state legislature
- Allied with the “Radical Republicans” in the early 1860s, a faction of the Republican Party that strongly opposed slavery and emphasized civil rights
- Lost three cases to Lincoln in the Illinois Supreme Court in the 1840s
- Defeated Lincoln for a seat in the Senate in 1855 after Lincoln instructed his delegates to support Trumbull rather than risk letting the pro-slavery candidate win the election; the election was decided in the state legislature, not by popular vote; Mary Lincoln never spoke to him again
- Never forgot Lincoln’s generous behavior during the Senatorial election, and campaigned for Lincoln’s own bid for Senate in 1858



## REPRESENTATIVE WELLS HUTCHINS

### DEMOCRAT OF OHIO

- U.S. Representative from Ohio
- Born in 1818 in Ohio to a poor family
- Practiced law in Ohio
- Elected to the state House of Representatives as a Whig in 1851; became a Democrat in 1856 and served as city solicitor until he was elected to the federal House of Representatives as a Democrat in 1863
- Became a “War Democrat,” a contingent of the Democratic party that favored an aggressive stance towards the Confederacy and supported many of Lincoln’s wartime policies
- Known to exercise his own judgment rather than blindly obeying his political party in matters before Congress
- Was personally opposed to slavery
- Broke with his party to support Lincoln’s suspension of habeas corpus in 1863; supported the use of African-American troops during the Civil War



## SENATOR IRA HARRIS

### REPUBLICAN OF NEW YORK

- Served as a Republican senator from New York between 1861-1867, succeeding William H. Seward, who joined Lincoln’s Cabinet as Secretary of State
- Born in New York in 1802
- Graduated from Union College in 1824, and admitted to the New York bar in 1827
- Elected to the New York State Assembly as a Whig in 1844
- Appointed to the New York Supreme Court in 1847, where he served until 1859
- Was a prominent Baptist and staunchly anti-slavery
- Among President Lincoln’s most frequent evening visitors, and a close personal friend of Mrs. Lincoln



## REPRESENTATIVE GEORGE YEAMAN

### UNIONIST OF KENTUCKY

- Born in 1829 in Kentucky
- Self-educated
- Practiced law and served as a judge in Kentucky
- Served in Congress from 1862 to 1865
- Elected to the House of Representatives as a Unionist
- Was a member of the short-lived “Constitutional Union Party,” a party formed by former Whigs and Know-Nothings who hoped to avoid disunion by refusing to take a stand either for or against slavery
- Was opposed to the Radical Republican support of abolition, but was also opposed to the pro-slavery faction of Congress
- Did not favor the preservation of slavery; but also had concerns about Radical Republicans fighting for land confiscation, citizenship, and suffrage for African-Americans

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# LINCOLN



## SENATOR LAZARUS POWELL

### DEMOCRAT OF KENTUCKY

- A controversial Senator during the Civil War; an outspoken critic of Lincoln and a Democrat accused of sympathizing with the Confederacy
- Born in 1812 to tobacco farmers in Kentucky
- Graduated from Saint Joseph College and Transylvania University Law School
- Served as Democratic Governor of Kentucky from 1851 – 1855; elected to Senate as Democrat in 1859
- Supported Kentucky's policy to remain neutral during the Civil War
- Was more sympathetic to the southern states than most of his fellow congressmen
- A vocal critic of Lincoln; was accused of being a Confederate in disguise; an attempt was made by his peers to expel him from the Senate
- Criticized Northern states for not respecting the Fugitive Slave Act, which declared that escaped slaves must be returned to their masters across state lines



## REPRESENTATIVE JESSE LAZEAR

### DEMOCRAT OF PENNSYLVANIA

- U.S. Representative from Pennsylvania
- Born in 1804 in Pennsylvania
- Taught school, worked as a merchant, and served as a bank cashier
- Elected to the House of Representatives as a Democrat; served from 1861-1865
- Elected in 1860 in a Democratic district; when he was re-elected in 1862, however, the district had become largely Republican
- A strong opponent of the Republicans while in Congress
- Was in favor of compromise and an end to the Civil War for most of his political career
- Served as a delegate to the National Union Convention in 1866 in support of Johnson's pro-South Reconstruction policies



## SENATOR WILLARD SAULSBURY

### DEMOCRAT OF DELAWARE

- Major critic of Lincoln's administration
- Born in 1820 to wealthy landowners in Delaware
- Attended Dickinson College
- Practiced law in Delaware; served as Delaware Attorney General; elected to the Senate as a Democrat in 1858
- Believed that if Lincoln would drop his "infernal abolition policy," the country would find peace
- Considered many of the actions of Lincoln's administration to be acts of tyranny
- During a speech on the Senate floor, a reportedly drunk Saulsbury called Lincoln "a weak and imbecile man," and then drew a pistol and threatened the officer who told him to take a seat
- Was a slaveholder who believed that slavery should never be outlawed in his home state



## REPRESENTATIVE FERNANDO WOOD

### DEMOCRAT OF NEW YORK

- Born in 1812 in Pennsylvania
- Self-educated
- Wealthy merchant who made huge profits shipping goods to San Francisco during the Gold Rush
- A lifelong Democrat who was elected to the House of Representatives in 1841; served as mayor of New York City from 1854 – 1857 and again from 1860 – 1862; was reelected to the House in 1863 and again in 1867, where he served seven consecutive terms
- While mayor of New York, was a Confederate sympathizer and in 1861 proposed that New York secede from the Union in order to continue trade with the Confederacy
- Strongly opposed the anti-slavery movement; considered black people inferior and believed slavery to be a "divine institution"
- Supported slavery from an economic perspective; believed that New York's prosperity depended absolutely on the slave economy of the South
- A leading member of the Peace Democrats during the Civil War; the Peace Democrats were strongly opposed to Lincoln and to the war

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# LINCOLN



## REPRESENTATIVE THADDEUS STEVENS

REPUBLICAN OF PENNSYLVANIA

- Chairman of the powerful House Ways and Means Committee, as well as the Appropriations Committee; responsible for funding the war effort
- Born in 1792 to a very poor family in Vermont; as a child, he suffered from a clubfoot and was ostracized by his peers
- Graduated from Dartmouth College, where he earned acclaim as an exceptional debater
- Practiced law in Pennsylvania
- Won a seat in state government in 1833, where he defended free public education for all
- Served as a Republican from Pennsylvania in the House of Representatives between 1859 - 1868
- Led the "Radical Republicans," a faction of the Republican Party that strongly opposed slavery and emphasized civil rights
- Confederates burned his family-owned business during their invasion of Pennsylvania in 1863
- Buried in Lancaster, Pennsylvania in one of the few non-segregated burial grounds of the day



## REPRESENTATIVE GEORGE PENDLETON

DEMOCRAT OF OHIO

- Born in 1825 in Ohio; the son of a well-known lawyer and former congressman
- Attended Cincinnati College and the University of Heidelberg in Germany
- Served in Congress from 1857 - 1865 and again from 1879 - 1885
- A lifelong Democrat, served in the Ohio senate from 1854 - 1856 before being elected to the House in 1857
- Was a leading member of the Peace Democrats during the Civil War; the Peace Democrats were strongly opposed to Lincoln and to the war
- Ran as General McClellan's Vice-Presidential candidate in the 1864 campaign against Lincoln
- Served on both the House Judiciary Committee and the Ways and Means Committee
- Opposed the Emancipation Proclamation; did not support abolition



## REPRESENTATIVE JAMES ASHLEY

REPUBLICAN OF OHIO

- U.S. Representative from Ohio and lifelong abolitionist
- Born in 1824 to a poor and very religious family in Pennsylvania
- Self-educated
- Helped slaves hide along the Underground Railroad as a young man
- Considered a "Radical Republican," a faction of the Republican party that strongly opposed slavery
- Introduced the bill in Congress to abolish slavery in Washington DC; it was passed and Lincoln signed it into law eight months before the Emancipation Proclamation
- Was strongly opposed to compromising with the Confederacy during the Civil War
- Despite being much more radical than the moderate President, campaigned for Lincoln in 1860 and got along well with him



## REPRESENTATIVE JOHN TODD STUART

DEMOCRAT OF ILLINOIS

- Long-time friend and former law partner of Lincoln despite different political views; served as a Democrat in Congress during the war
- Born to a well-to-do clergyman in Kentucky in 1807; related to Mary Todd Lincoln
- Graduated from Centre College in Danville, KY and admitted to the Illinois bar in 1828
- Elected to the House of Representatives as a Whig in 1839; 20 years after he left Congress, he was re-elected as a Democrat in 1863
- First met Lincoln when they served together during the Black Hawk War in 1832; encouraged Lincoln to study law and lent Lincoln law books
- Became law partners with Lincoln in Springfield, Illinois in 1837; introduced Lincoln to his cousin Mary, who would later become Lincoln's wife
- When elected to Congress in 1863, was a strong opponent of the Emancipation Proclamation and disagreed with many of Lincoln's policies during the Civil War; encouraged Lincoln to recommend peace negotiations with the Confederacy
- Despite disagreeing with Lincoln politically, remained friendly with him and was a frequent visitor to the White House

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# LINCOLN



## APPENDIX B: RESOURCES

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Much has been said and written about Lincoln, yet authors continually offer new perspectives. The following list of resources is far from comprehensive; instead, it offers books and websites that are particularly classroom-appropriate and expand on the themes of the movie.

### INTERNET:

**Abraham Lincoln Papers at The Library of Congress:**

<http://memory.loc.gov/ammem/alhtml/malhome.html>

**Abraham Lincoln Presidential Library**

<http://www2.illinois.gov/alplm/library/Pages/default.aspx>

**Abraham Lincoln's Crossroads, from Constitution Center:**

<http://constitutioncenter.org/lincoln/html/introduction.html>

**American Experience: Death and the Civil War**

<http://www.pbs.org/wgbh/americanexperience/films/death/>

**Gilder Lehrman Institute of American History:**

<http://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877>

<http://www.gilderlehrman.org/history-by-era/jackson-lincoln/timeline-terms/abraham-lincoln>

**Mr. Lincoln's White House**

<http://www.mrlincolnswhitehouse.org>

**The Civil War by Ken Burns**

<http://www.pbs.org/civilwar/>

### BOOKS:

*Abraham Lincoln the Writer; A Treasury of His Greatest Speeches and Writings*, edited by Holzer, Harold. Pennsylvania: Boyds Mills Press, 2000.

Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*. New York: Simon & Schuster, 2005.

Holzer, Harold. *Father Abraham: Lincoln and His Sons*. Pennsylvania: Boyds Mills Press, 2011.

Holzer, Harold. *Lincoln President-Elect: Abraham Lincoln and the Great Secession Winter, 1860-1861*. New York: Simon & Schuster, 2008.

Holzer, Harold. *Lincoln: How Abraham Lincoln Ended Slavery in America*. New York: HarperCollins, 2012.

Holzer, Harold. *The President is Shot! The Assassination of Abraham Lincoln*. Pennsylvania: Boyds Mills Press, 2004.

*Lincoln: A President for the Ages*, edited by Karl Weber. New York: PublicAffairs, 2012

# LINCOLN



## APPENDIX C: FINAL EMANCIPATION PROCLAMATION, JANUARY 1, 1863

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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.

# LINCOLN



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.

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<http://www.ourdocuments.gov/doc.php?doc=34&page=transcript>



# LINCOLN



## APPENDIX D: GETTYSBURG ADDRESS (FINAL VERSION)

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Four score and seven years ago our fathers brought forth, upon 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 it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow, this ground – The brave men, living and dead, who struggled here, have hallowed it, far above our poor power to add or detract. The world will little note, nor long remember what we say here; while it can never forget what they did here.

It is rather for us, the living, to stand here, we here be dedicated to the great task remaining before us – that, from these honored dead we take increased devotion to that cause for which they here, gave the last full measure of devotion – that we here highly resolve these dead shall not have died in vain; that the nation, 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.

---

Abraham Lincoln, Draft of the Gettysburg Address: Nicolay Copy. Transcribed and annotated by the Lincoln Studies Center, Knox College, Galesburg, Illinois. Available at Abraham Lincoln Papers at the Library of Congress, Manuscript Division (Washington, D.C.: American Memory Project, [2000-02]), <http://memory.loc.gov/ammem/alhtml/malhome.html>.

## APPENDIX E: THIRTEENTH AMENDMENT TO THE U.S. CONSTITUTION

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### AMENDMENT XIII

**Section 1.** Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**Section 2.** Congress shall have power to enforce this article by appropriate legislation.

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<http://www.ourdocuments.gov/doc.php?flash=true&doc=40&page=transcript>

# LINCOLN



## APPENDIX F: STANDARDS CORRELATIONS

Activity	History (McREL Compendium)		Social Studies (NCSS)	
<b>Movie</b>	<p><b>Historical Understanding: Standard 2.</b> Understands the historical perspective</p>	<p><b>(7-8)</b> Understands that specific individuals and the values those individuals held had an impact on history</p>	<p><b>Time, Continuity, &amp; Change</b></p>	<p><b>(7-8)</b> Understands the contributions of key persons, groups, and events from the past and their influence on the present</p>
		<p><b>(9-12)</b> Analyzes the values held by specific people who influenced history and the role their values played in influencing history</p>		<p><b>(9-12)</b> Understands the contributions of philosophies, ideologies, individuals, institutions, and key events and turning points in shaping history</p>
	<p><b>U.S. History Standard 13.</b> Understands the causes of the Civil War</p>	<p><b>(7-8)</b> Understands the economic, social, and cultural differences between the North and South Understands the development of sectional polarization and secession prior to the Civil War Understands issues other than slavery that led to the Civil War</p>		
		<p><b>(9-12)</b> Understands the reasons for the disruption of the second American party system and how this led to the ascent of the Republican party in the 1850s Understands events that fueled the political and sectional conflicts over slavery and ultimately polarized the North and the South</p>		
	<p><b>U.S. History Standard 14.</b> Understands the course and character of the Civil War and its effects on the American people</p>	<p><b>(7-8)</b> Understands the circumstances that shaped the Civil War and its outcome Understands how different groups of people shaped the Civil War</p>		
		<p><b>(9-12)</b> Understands the influence of Abraham Lincoln's ideas on the Civil War Understands how the Civil War influenced Northern and Southern society on the home front Understands how the Civil War influenced both military personnel and civilians</p>		

(continued)

# LINCOLN



## APPENDIX F: STANDARDS CORRELATIONS (CONT.)

Activity	History (McREL Compendium)		Social Studies (NCSS)	
<b>Movie</b>	<p><b>Civics Standard 4.</b> Understands the concept of a constitution, their purposes, and conditions that contribute</p>	<p><b>(7-8)</b> Knows how constitutions have been used to protect individual rights and promote the common good</p>	<b>Power, Authority, And Governance</b>	<p><b>(7-8)</b> Knows that rights are guaranteed in the U.S. Constitution, the supreme law of the land Understands fundamental ideas that are the foundation of American constitutional democracy</p>
		<p><b>(9-12)</b> Understands how constitutions can be vehicles for change and for resolving social issues</p>		<p><b>(9-12)</b> Understands fundamental principles of American constitutional democracy</p>
	<p><b>Civics Standard 15.</b> Understands how the United States Constitution grants and distributes power and responsibilities</p>	<p><b>(7-8)</b> Understands how the legislative branch can check the powers of the executive and judicial branches by establishing committees to oversee the executive branch's activities; impeaching the president, other members of the executive branch, and federal judges; overriding presidential vetoes; disapproving presidential appointments; and proposing amendments to the Constitution</p>	<b>Civic Ideals And Practices</b>	<p><b>(7-8)</b> Understands key documents and excerpts from key sources that define and support democratic ideas and practices Knows the origins and function of major institutions and practices developed to support democratic ideals and practices</p>
				<p><b>(9-12)</b> Understands scholarly interpretations of key documents that define and support democratic ideals and practices Knows the origins, functions, evolution, and outcomes of major institutions and practices designed to sustain and more fully realize democratic ideals</p>