Teaching President Lincoln with Primary Sources from the Library of Congress
This booklet was created by Teaching with Primary Sources at Eastern Illinois University (www.eiu.edu/~eiutps) as a companion to the EIU TPS website. The booklet features information and images of digitized primary sources from the Library of Congress American Memory Collection that you may wish to use in your classroom. These images were selected for their relevance and as a means to intrigue students and encourage inquiry. American Memory (www.memory.loc.gov/ammem) is a multimedia web site of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings.

To access items in this booklet visit www.eiu.edu/~eiutps for links to the bibliography page of each at the Library of Congress website. You may also locate them on the WWW by entering the URL provided in the citation page at the end of the booklet. This will take you to a descriptive page for the item which also identifies the host collection - CHECK OUT THE REST OF THE COLLECTION!! We hope you find this booklet helpful.

Please feel free to print and share with colleagues and contact us with questions, comments or ideas!

Why Teach with Primary Sources?

For years historians and educators have understood the value of primary sources in K-12 education.

1. Primary sources expose students to multiple perspectives on great issues of the past and present. History, after all, deals with matters furiously debated by participants. Interpretations of the past are furiously debated among historians, policy makers, politicians, and ordinary citizens. Working with primary sources, students can become involved in these debates.

2. Primary sources help students develop knowledge, skills, and analytical abilities. When dealing directly with primary sources, students engage in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present.
Teaching About President Lincoln with Primary Sources

Develop critical thinking skills...
Primary sources are snippets of history. They are incomplete and often come without context. They require students to be analytical, to examine sources thoughtfully and to determine what else they need to know to make inferences from the materials.

Understand all history is local...
Local history projects require students to “tell their stories” about familiar people, events, and places. Memories from an adult perspective provide a glimpse of history not available in a textbook. What evolves is the sense that world history is personal family history, which provides a compelling context for student understanding.

Acquire empathy for the human condition...
Primary sources help students relate in a personal way to events of the past coming away with a deeper understanding of history as a series of human events.

Consider different points of view in analysis...
In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that color one’s interpretation or understanding of the evidence?

Understand the continuum of history...
It is difficult for students to understand that we all participate in making history everyday, that each of us in the course of our lives leave behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.


Selecting Primary Sources

Interest
What kinds of sources are of particular interest to my students?

Reading Level
How difficult is the reading level of the primary source compared to my students’ abilities? What might help my students comprehend this material (a glossary of terms, for example)?

Length
How long is the source? Do I need to excerpt a portion of the source given my students’ abilities and/or time constraints? How do I ensure that the original meaning of the source is preserved in the excerpt?

Points of View
Are various points of view on a given topic, event, or issue fairly represented in the sources I have chosen to use? Have I achieved proper balance among the competing points of view?

Variety of Sources
Have I included a variety of types of sources (e.g., published, unpublished, text, visual, and artifacts)?

Location
Where can I or my students find the sources we need (the school or public library, the local history society, over the Internet)?

Something To Consider:
Be sure that the use of primary sources makes sense in the overall curriculum plan. Using too many primary sources or in the wrong places could cause them to lose impact.
Why Do Primary Sources Offer Unique Inquiry-Based Learning Opportunities?


1. **Offer an object to look at & refer to.**
   Learners can point to the things that they see in the source. Digital primary sources can be enlarged and cropped to look closely at one section at a time. Students can go on to conduct research or read a textbook and then return to the primary source to use their new learning to see more details in the source.

2. **Connect to personal experiences.**
   Learners relate to primary sources on a variety of levels. Perhaps the relationship is as simple as the learner has taken a picture or written a letter, the learner may have visited the location where the primary source was created, or the source may connect with learner background knowledge about the subject or time period when the source was created. The first impulse that a learner has when looking at a primary source is connect what they see to their previous experiences. Making connections to previous knowledge and experiences is one of the most important factors in successful learning.

3. **Raise curiosity.**
   Primary sources are fragments of life that have survived. Whether the source is a picture, letter, map, sound recording, or oral history, the source does not come to the learner with an interpretation. Primary sources inspire questions such as: “What is this?” “Why was it made?” and “What might this tell me?”. Primary sources are real mysteries that learners with all levels of expertise can solve.

4. **Have multiple meanings.**
   The past is constantly being interpreted in new ways as discoveries are made. Primary sources may support multiple and novel interpretations. Because there is no one correct answer students are required to justify their thinking and use their own knowledge and experiences to develop unique interpretations of the primary source.

5. **Relate to multiple subjects.**
   Our experiences in life are not neatly divided into subject such as Science, Math, Music, Social Studies, and Language Arts. Rather our experiences usually relate in some ways to many subjects. Since primary sources are fragments from real life, the sources usually relate to many subjects. Learners may use their expertise in a particular subject to interpret and see details in a primary source. The same source maybe referred to in many subjects.

6. **Require reflection and making connections.**
   Learners can refer back to the same primary sources many times to find new discoveries. Just one quick glance at a source won’t be enough for a learner. Learners will need to revisit and think about what they see in a primary source. This thinking process encourages learners to reflect on their understanding or a topic and make connections between their knowledge and experiences.
Primary sources are the raw materials of history—original documents and objects that have survived from the past. They are different from secondary sources, which are accounts of events written sometime after they happened. Examining primary sources gives students a powerful sense of history and the complexity of the past.

Helping students analyze primary sources can guide them toward higher-order thinking, better critical thinking and analysis skills.

**Before you begin:**
- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources.

**1. Engage students with primary sources.**
- Draw on students' prior knowledge of the topic.
- Ask students to closely observe each primary source.
- Who created this primary source?
- When was it created?
- Where does your eye go first?
- Help students identify key details.
- What do you see that you didn’t expect?
- What powerful words and ideas are expressed?
- Encourage students to think about their personal response to the source.
- What feelings and thoughts does the primary source trigger in you?
- What questions does it raise?

**2. Promote student inquiry**
- Encourage students to speculate about each source, its creator, and its context:
- What was happening during this time period?
- What was the creator's purpose in making this primary source?
- What does the creator do to get his or her point across?
- What was this primary source’s audience?
- What biases or stereotypes do you see?
- Ask if this source agrees with other primary sources, or with what the students already know.
- Ask students to test their assumptions about the past.
- Ask students to find other primary or secondary sources that offer support or contradiction.

**3. Assess how students apply critical thinking and analysis skills to primary sources.**
- Have students summarize what they’ve learned.
- Ask for reasons and specific evidence to support their conclusions.
- Help students identify questions for further investigation, and develop strategies for how they might answer them.

Analysis tools and thematic primary source sets created by the Library of Congress can provide helpful entry points to many topics.
**Why teach with photographs?**

Photographs are powerful tools that can activate a student’s background knowledge on a particular person, place or event and spark an interest to learn more. Teachers may effectively use photographs to present historical events, people and places in a personal way that students can connect with. The idea that photographs never lie has a long history, with many debates resting on photographic evidence. Some argue that photographs can indeed lie -- they can be doctored, staged, or faked in many ways.

There is much more to a photo than the subject in the center. People, places, things and conditions in a photograph may offer a more complete view than what we see in the expression of the subject.

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**Connecting to our topic Abraham Lincoln.**

Reading photographs engages students in the processes of historical inquiry. Students learn to move from a broad, general overview to more precise aspects and then return to the general with new perspectives or understanding.

The More You Look The More You See encourages students to use observation, inference or deduction, interpretation and investigative skills to read a photo using their knowledge base and previously learned skills as a foundation. Students are also encouraged to look at details and items in the background of a photo for the ABC Photo Study. To find a phrase or word that relates to the image for each letter of the alphabet requires using vocabulary and investigating skills. Students must have an understanding of a topic or theme to arrange photos in a sequence that tells a story. The Storyboard Activity encourages students to visually inform their peers about a person, place or event. Finally, when you Put Yourself in the Picture you try to physically place yourself in another place and time. Students rely on all five senses to describe what surrounds them if they were in the photo.

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<table>
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<tr>
<th><strong>What I See (observe)</strong></th>
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<tbody>
<tr>
<td>Describe exactly what you see in the photo. What people and objects are shown? How are they arranged? What is the physical setting? What other details can you see?</td>
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<table>
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<tr>
<th><strong>What I Infer (deduction)</strong></th>
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<tr>
<td>Summarize what you already know about the situation and time period shown and the people and objects that appear.</td>
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<th><strong>Interpretation</strong></th>
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<tr>
<td>Say what you conclude from what you see. What is going on in the picture? Who are the people and what are they doing? What might be the function of the objects? What can we conclude about the time period?</td>
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<table>
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<tr>
<th><strong>Why do you believe this photo was taken?</strong></th>
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<th><strong>Why do you believe this photo was saved?</strong></th>
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<tr>
<th><strong>What I Need to Investigate</strong></th>
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<td>What are three questions you have about the photo?</td>
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<tr>
<th><strong>Where can you go to do research and answer your questions?</strong></th>
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Examine the image provided by your teacher. Choose words or phrases beginning with each letter of the alphabet that come to mind as you study the image. The descriptions can be objective (what you see in the image) or subjective (feelings, associations or judgments about the image).

| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
Create a Storyboard to use images to visually “tell a story”.

What is the theme of your storyboard?
Examples: song, place, speech, person or event

Select images that represent the theme.
- Images can be placed in sequence to reflect a variety of characteristics: time periods, size, geography, etc.
- Select particularly meaningful images to begin and end the storyboard.
- Students may be limited to a specific number of squares.
Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

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<thead>
<tr>
<th><strong>Sight</strong></th>
<th>What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?</th>
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<tr>
<th><strong>Sound</strong></th>
<th>What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.</th>
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<th><strong>Taste</strong></th>
<th>What do you taste? Are things edible or is there “something in the air”?</th>
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<tr>
<th><strong>Smell</strong></th>
<th>What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?</th>
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<tr>
<th><strong>Touch</strong></th>
<th>How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like?</th>
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Why Teach with Maps?

Maps serve as representations of geographic, political or cultural features on flat surfaces. Maps are visual records of knowledge valued by people in an area and they point to belief systems as well as boundaries. Teachers may effectively use maps to illustrate concepts that may otherwise be difficult for students to understand, such as settlement patterns, trade routes, economic growth and development.

Maps can be an important source of information for investigation. A map is a visual recollection of where people lived, roads and rivers passed, and natural geographic features once stood. A map represents a place that has been reduced in size, and chosen to focus on a particular theme. The results are then presented with symbols. The map reader, who may live in a different location and time, must decode the symbols and techniques used to understand the map.

To read a map, students should have a foundation of information to place it within the correct geographical, chronological, and cultural contexts.

Connecting to our topic Abraham Lincoln.

Reading Maps is a wonderful way to present information to students in a new format. Students will look at two components: the physical qualities of the map and information that will help us understand what this map is trying to tell us and why someone felt that this information needs to be shared. The Map Analysis form presents a format that encourages students to study a map in terms that they are familiar with, and help them realize the importance of the “parts” until they see all of the information presented collectively.
### Physical Qualities of Map

Check the circle(s) beside the type of map that describes the map you have.

- ○ Raised relief map
- ○ Topographic map
- ○ Natural resource map
- ○ Other
- ○ Political map
- ○ Contour-line map
- ○ Artifact map
- ○ Weather map
- ○ Military map
- ○ Birds-eye view
- ○ Satellite photograph/mosaic
- ○ Pictograph

Check the circle(s) beside the map parts that are visible on the map you have.

- ○ Compass
- ○ Handwritten
- ○ Other
- ○ Date
- ○ Notations
- ○ Legend (key)
- ○ Scale
- ○ Name of mapmaker
- ○ Title

### Date of the Map


### Creator of the Map


### Where was the Map produced?


### Map Information

What natural landmarks and things do you notice on this map?


What man-made landmarks and things do you notice on this map?


List three things on this map that you think are important.

1.

2.

3.

Why do you think this map was created?


What evidence on the map suggests this?


What new information did you learn from this map?


Write a question to the mapmaker that is left unanswered by this map.


Why Teach with Audio?

A performance, speech, oral history or other information presented in an audio format is individualized in the mind of each listener who brings their unique experiences and perspectives. Because there are a variety of types of audio, they may be used in many ways. Entertainment, news reports, speeches, commercials and more present information for a specific purpose.

Audio recordings uniquely present reactions and experiences of average Americans to significant events and to daily life creating an intimate connection with a listener. A personal connection is formed as the recipient forms mental images to go with the words and sounds heard. Recordings can provide information about everyday life and thoughts of "ordinary people" that are often not collected to share publicly. Some audio focuses on specific events rather than broad topics which can help us understand the relationship between individuals and major historical events. The personal reports, often shared through voices full of emotion draw listeners in.

Connecting to our topic of Abraham Lincoln.

Reading audio requires interaction between the student and the audio before, during and after listening. Students will first consider the bibliographical information that will provide clues to the background of the recording, time period, historical events that were occurring at that time and the current situation of the United States. While listening and completing the Sound Recording Analysis sheet students will come to conclusions regarding the type of recording and the qualities of the recording that were used for a particular purpose. Finally, students will reflect on the recording and relate it to their predictions, what they know about the topic and what they want to learn about the topic.

Voices from the Days of Slavery. American Memory collection. Twenty-three interviewees, born between 1823 and the early 1860s, discuss how they felt about slavery, slaveholders, coercion of slaves, their families, and freedom. Library of Congress.
### Before Listening

Based on information provided and what you already know…

<table>
<thead>
<tr>
<th>Title</th>
<th>Whose voices will you hear?</th>
<th>When was it created?</th>
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</thead>
</table>

### While Listening

Type of Sound Recording (may be more than one)

- ○ Policy Speech
- ○ Congressional Speech
- ○ Interview
- ○ Court Testimony
- ○ News Report
- ○ Live Broadcast
- ○ Entertainment Broadcast
- ○ Press Conference
- ○ Panel Discussion
- ○ Campaign Speech
- ○ Other

Unique Qualities of the Recording (may be more than one)

- ○ Music
- ○ Narration
- ○ Special Effects
- ○ Background Noise
- ○ Live Broadcast
- ○ Other

What is the mood or tone of the recording?

How do music, narration, sound effects and other noises contribute to the mood of the recording?

### After Listening

Circle speakers that you listed in the previewing activity that were in the recording.

List three things in this sound recording that you think are important.

1.  
2.  
3.  

List two things this recording tells about life in the U.S. at the time it was made.

1.  
2.  

What is the central message or messages of this recording?

Was the speaker effective in communicating its message?

Was it more important WHO the speaker was or HOW the speaker communicated?

Who do you think the creators wanted to listen to this recording?

Write a question to the creator that is left unanswered by the recording.

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Teaching About President Lincoln with Primary Sources
Why Teach with Posters or Broadsides?

Propaganda is a tool used as a weapon freely during war. Famous images and slogans that originated on posters of past wars are still recognized today. Some of the same techniques that were used to invoke emotion are used today in advertisements, something students will be able to understand. Posters attract our attention and often immediately appeal to some type of emotional reaction.

When we look at posters as historical documents, we must consider what the poster implies. In less than a single sentence, and on occasion with no words at all, posters are highly selective in the way that they depict the world. The way that a group, race, class or gender is portrayed in a poster can be very biased or skewed to fit the needs of the creator or to raise the desired reaction from viewers.

Connecting to our topic Abraham Lincoln.

When reading a poster, decoding and the use of context clues can be helpful. Students must understand that although their first impression is important, they must continue to investigate the attributes of the poster to fully appreciate how the artist developed the entire finished product. Using the Poster Analysis sheet students can deconstruct the poster to consider symbolism and messages. As a final step, student will consider all of these features to try to understand the possible motivation and goal of the creator and possible reactions of various groups that view the poster.

U.S. War Dept. War department, Washington, April 20, 1865. 100,000 reward! New York, Geo. F. Nesbitt & Co., [1865]. Library of Congress, Printed Ephemera Collection, Rare Book and Special Collections Division.
### First Glance

Looking at the poster, identify

<table>
<thead>
<tr>
<th>The title</th>
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<tbody>
<tr>
<td>What emotions did you feel when you first saw the poster?</td>
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### Symbolism

**People**

<table>
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<tr>
<th>Person or character used</th>
<th>What do they symbolize?</th>
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</thead>
</table>

**Objects**

<table>
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<tr>
<th>Items used</th>
<th>What do they symbolize?</th>
</tr>
</thead>
</table>

**Colors**

<table>
<thead>
<tr>
<th>Colors Used</th>
<th>What do they symbolize?</th>
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### The Message

Are the messages in the poster primarily visual, verbal or both? How?

<table>
<thead>
<tr>
<th>Who do you think was the intended audience for the poster?</th>
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<tbody>
<tr>
<td>What do you think the creator hoped that people would do after seeing this poster?</td>
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### After Viewing

The most effective posters use symbols that are simple, attract your attention and are direct. Is this an effective poster? Why or why not?

<table>
<thead>
<tr>
<th>List three things that you infer from this poster.</th>
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Why Teach with Documents?

Diaries, journals, telegrams, and other written documents provide students with evidence of daily life during other time periods. Primary source documents include letters, journals, records or diaries that may be handwritten or typed, published or private.

Documents can provide personal information about major historical events or individuals, as well as day to day life while allowing students to analyze fact versus opinion or find evidence or data not located in textbooks.

These items record people’s every day lives; event and travel ticket stubs, brochures, programs, flyers and posters. These documents are printed objects intended for one time use. They tell us a great deal about the personality of a group at a particular point in time.

Connecting to our topic Abraham Lincoln.

As with anything we read, we use our foundation of knowledge and decoding skills to comprehend new concepts. By putting the pieces together we are able to understand more than the words visible on a document. Using the Document Analysis sheet students will consider the physical characteristics of a document and what they reveal about the author. Students study the document to gain an understanding of the use of terminology, words that are crossed out or added and specific phrases or terms used.

**First Look**

Type of Document (Check one):
- [ ] Newspaper  [ ] Map  [ ] Report  [ ] Congressional Record
- [ ] Letter  [ ] Telegram  [ ] Memorandum  [ ] Census Report
- [ ] Patent  [ ] Press Release  [ ] Advertisement  [ ] Other

Unique Physical Characteristics of the Document (check one or more):
- [ ] Interesting Letterhead  [ ] Typed
- [ ] Handwritten  [ ] Notations  [ ] Seals
- [ ] Received stamp  [ ] Other

Date(s) of the Document:

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

**Document Content Information**

List three phrases or statements that caught your attention or you think are important.

1. 
2. 
3. 

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

List two things the document tells you about life in the United States at the time it was written.

1. 
2. 

Write a question to the author that is left unanswered by the document.
Why Teach with Letters?

Stuffed in shoeboxes and drawers are countless letters that could provide insight into our nation's past. Some include eyewitness accounts of events or descriptions of personal encounters with historical or popular figures. Many letters are intentionally or accidentally thrown away, lost, or destroyed.

Few historical items are as familiar as personal letters. They are plain-spoken and full of details that come straight from the writer. They teach us that the people in the past shared many of the same worries, hopes and day to day experiences and show us how those experiences differ from ours today.

Compared to other written documents, letters are extremely personal and intimate communication. They provide a glimpse at the past from individual points of view, yet most letters resemble others from the same time and place.

Letters are written to a specific person typically with a specific purpose and have an honest, casual quality that contrasts with media reports and official documents.

Connecting to our topic Abraham Lincoln.

When reading a letter a student must view the letter in the proper context. The date that the letter was written is important for students to fully understand the purpose of the letter. Using the Letter Analysis sheet students not only read the words on the page, but consider the relationship between the author and recipient and the perspective of each. In addition to reading the handwritten letter, when possible transcripts or oral reading should be provided to allow students to reflect on their interpretation.
### First Reading

**On your copy of the letter:**

Circle the date the letter was written.

Underline any words you don’t recognize or can’t read.

**Look at the letter.**

Who wrote the letter?

Who was the letter written to?

From the salutation, do they appear to know each other?

**Read the letter.**

Go back and write in words that you think make sense for those you underlined.

Choose one sentence from the letter and rewrite it here:

What about this sentence attracted your attention?

What do you think this letter is about?

### LETTER ANALYSIS

**After reading a transcript or listening to a reading of the letter:**

What new information do you have about the letter?

How accurate was the sentence you wrote?

Why do you think the author wrote this letter?

Why do you think someone saved this letter?

What questions do you have about this letter?

How can you learn the answers to your questions?
Why Teach with Cartoons?

Editorial or political cartoons divulge opinions on issues, events and people in the public eye. They are present in major, local and regional papers and appeal to most readers. The people who create editorial cartoons possess an awareness of society and cultural events as well as art skills such as the use of symbolism, satire, and the use of caricatures.

Editorial cartoons can be used to teach students to identify current issues or themes, analyze symbols, identify stereotypes and caricatures, think critically, recognize the use of irony and humor and understand the need for a broad knowledge base. Cartoons are terrific tools for developing higher-level thinking skills. Students can discuss, analyze and create original works that reflect their perceptions of current events and issues.

Editorial cartoons used to be utilized in language arts and social studies, but today, teachers of all subject areas can use cartoons with a wide range of topics.

Connecting to our topic Abraham Lincoln.

Cartoons offer a variety of ways to reach learners. The use of language and writing skills, drawing techniques and social situations offer multiple opportunities to reach students from different backgrounds and interests. Using the Cartoon Analysis sheet students will search for the use of each of these tools in editorial cartoons from the past and today. They will then form opinions about the purpose of the cartoon, the message the artist was trying to send and possible responses by readers.
### First glance…

Look at the cartoon you were given or selected and list any of the following you see:

<table>
<thead>
<tr>
<th>Title</th>
<th>Objects/People</th>
<th>Words/Phrases</th>
<th>Dates/Numbers</th>
</tr>
</thead>
</table>

**Sensory Qualities**

| Are lines bold, fussy, light, hard or soft? |

### Taking a closer look…

**Images**

| Which objects are used as symbols? |
| Why were the symbols used and what do they represent? |
| Is anything exaggerated? How? |
| Is the cartoon realistic or abstract? |

**List adjectives that describe emotions visible in the cartoon.**

**Words**

| Which words or phrases appear to be important? Why? |

### Cartoon Purpose

Describe action taking place in the cartoon.

Explain how the words in the cartoon explain the symbols.

What is the message of the cartoon?

Who are the types of people who might agree with the cartoon? How might the public react to this cartoon?
Why Teach with Music Sheets?

Songs can take a group of people and move them towards a common goal or express common emotions. There are songs that become “anthems” for events and even generations which express emotions, values or experiences that help define a group’s identity. Song lyrics express lifestyles, values, and appearances.

When looking at cultures and society, songs are sometimes considered representative of those who create it at that particular time and place. However, songs are typically open to more than one interpretation. One of the most interesting ways to use music sheets to consider a variety of possible perspectives and uses.

Music is an open forum for a multitude of topics and styles such as children’s, military, spirituals, celebration, loss, intimately personal, reflective of society and novelty. For each pro-war song that was written there was an anti-war song. By looking at the music of a group of people we can learn about issues they were concerned about, what they did for pleasure, their hopes, dreams and frustrations.

Connecting to our topic Abraham Lincoln.
Music sheets can be read from a variety of approaches. Student will often relate to lyrics and appreciate their value when they have an affinity towards a particular style of music themselves. Using the Music Sheet Analysis form, students will identify various qualities that will help them understand the music and the author’s purpose. They will also look at any artwork associated with the music sheet. All of these qualities will help them gain an understanding of individuals who either like or dislike this song.
## First Look

**Cover or Heading**

- **Title of Music Sheet**
- **Date created**
- **Is there a cover page or image?**

Based on what you already know, what message do you think is portrayed by this image? Are people, symbols or words used?

## The Lyrics

**Read the lyrics. Write a three sentence summary describing the main idea of the song.**

Choose two phrases of lyrics that grabbed your attention. Why?

1. 
2. 

## Song Purpose

**What social or cultural topic is this song about?**

Based on the lyrics, in your opinion, what seems to be the viewpoint expressed in the song? Why do you think it was written?

Do the images express this viewpoint? How?

At the time this song was written, who might have bought and/or sung this song? How do you think the public reacted to this song?

Where can you learn more about the person that wrote this song?
With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Lincoln's second inaugural address. March 4, 1865

"If I was two faced, would I be wearing this one?"

Abraham Lincoln during the 1858 debates with Stephen Douglas

"I am loth to close. We are not enemies, but friends. We must not be enemies, though passion may have strained, it must not break out bonds of affection."

Farewell to Springfield. February 11, 1861

"A house divided against itself cannot stand"

"House Divided" speech at Springfield, Illinois
Clues:

Across
5. The state in which Lincoln first got his start in politics
6. The number of amendment that was brought on by the Emancipation Proclamation
8. This is a type of cabin that Lincoln lived in as a boy
10. The name of the man that assassinated Lincoln
11. Lincoln had the nickname of “_________ Abe”
15. Before becoming a lawyer Lincoln worked splitting these
16. What Lincoln was fighting to end
18. Lincoln’s last job before becoming president
19. The name of the man Lincoln was running against for the presidency
21. What coin can Lincoln’s face be found on

Down
1. This occurred at Ford’s Theatre
2. Lincoln was this number president
3. This proclamation freed slaves in territories not already under Union control
4. The war in which Lincoln served as a captain
7. The political party that Lincoln was a member of when elected president
9. A famous address given by Lincoln
12. The name of the theatre in which Lincoln was assassinated
13. The name of the war fought between the North and the South
14. The state in which Lincoln was born
17. The name of Lincoln’s wife
20. Grace Bedell wrote Lincoln a letter suggesting that he grow one of these
The Library's mission is to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.

The Library of Congress is the nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world, with nearly 130 million items on approximately 530 miles of bookshelves. The collections include: books and other printed materials, sound and motion picture recordings, photographs, maps, and manuscripts.


As large and diverse as the Library's collections are, it does not have every book ever published. While virtually all subject areas are represented in the collections, the Library does not attempt to collect comprehensively in the areas of clinical medicine and technical agriculture, which are covered by the National Library of Medicine and the National Agricultural Library, respectively.

Researchers should also note that the Library of Congress is distinct from the National Archives, which is the major repository for the official records of the United States government.


Things to Remember When Using the Library of Congress Website

- The Library of Congress' Collections are not encyclopedic.
- The Library of Congress is the world's largest library. The primary function is to serve congress and the American people.
- There are many different places on the Library of Congress website to locate primary source items and information.

Different Library of Congress search boxes will locate different types of resources.


The Gettysburg Address
The exhibit presents drafts of the Gettysburg Address, Lincoln's invitation to Gettysburg and the only known photograph of Lincoln at Gettysburg. http://www.loc.gov/exhibits/gadd/

From Haven to Home: 350 Years of Jewish Life in America
The exhibition contains more than two hundred treasures of American Judaica from the collections of the Library of Congress. It features two letters concerning the Jewish vote that were sent to Lincoln on the eve of the 1864 presidential election. Also included are materials related to General Grant's Order No. 11, which expelled the "Jews as a class" from territories of Kentucky, Mississippi, and Tennessee. Accessed 1.26.09 http://www.loc.gov/exhibits/haventohome

The Assassination of Abraham Lincoln
These images were selected from the collections of the Library of Congress in response to requests regularly received by the Prints and Photographs Division. Some of the images included are of Ford’s Theatre, wanted posters and pictures of the conspirators. Accessed 1.26.09 http://www.loc.gov/rr/print/list/599_linc.html

Pictorial Americana Presidential Campaigns
Contains campaign material for the 1860 and 1864 election including banners, cartoons and portraits. http://www.loc.gov/rr/print/list/pacw1862.html
Pictorial Americana: Civil War 1862
This section of the Prints and Photographs Division contains lithographs from many Civil War battles, drawings of life as a soldier and images of Lincoln on the battlefield of Antietam.
http://www.loc.gov/rr/print/list/picamer/paCw1862.html

The Alfred Whital Stern Collection of Lincolniana
Alfred Whital Stern (1881-1960) of Chicago presented his outstanding collection of Lincolniana to the Library of Congress in 1953. The collection documents the life of Abraham Lincoln both through writings by and about Lincoln as well as a large body of publications concerning the issues of the times including slavery, the Civil War, Reconstruction, and related topics. The collection contains more than 11,100 items with a date range of 1824-1931. It includes the complete collection of Stern’s contemporary newspapers, Lincoln’s law papers, sheet music, broadsides, prints, cartoons, maps, drawings, letters, campaign tickets, and other ephemeral items. Accessed 4.21.09 http://memory.loc.gov/ammem/collections/stern-lincoln/index.html

Lincoln, Abraham ~Papers~ ca. 1850-1865
The complete Abraham Lincoln Papers at the Library of Congress consist of 20,000 documents including incoming and outgoing correspondence and enclosures, drafts of speeches, notes and printed material. Most items are from the 1850s through the presidential years. Treasures include a draft of the Emancipation Proclamation, draft of his second Inaugural Address and August 23, 1864 memorandum expressing expectations of being defeated for re-election in the upcoming presidential contest. Accessed 1.26.09 http://memory.loc.gov/ammem/alhtml/malhome.html

An American Time Capsule: Three Centuries of Broadsides and Other Printed Ephemera
The Printed Ephemera collection comprises 28,000 primary-source items dating from the seventeenth century to the present and encompasses key events and eras in American history. Highlights from this collection include a copy of Lincoln’s second inaugural address, a telegram from the War Department announcing Lincoln’s assassination and a broadside advertising $100,000 reward for the capture of the assassination conspirators. Accessed 1.26.09 http://memory.loc.gov/ammem/rbpehtml/

By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present
This collection presents portraits of U.S. presidents and first ladies, including seven images related to Abraham Lincoln and one of Mary Todd Lincoln. http://memory.loc.gov/ammem/odmdhtml/preshome.html

Civil War Treasures from the New-York Historical Society
The images in this digital collection are drawn from the New-York Historical Society's rich archival collections that document the Civil War. Items related to Abraham Lincoln include pictorial envelopes, stereographs, drawings, and etchings.
http://memory.loc.gov/ammem/ndlpcoop/nhihtml/cwnyhshome.html

A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1875
This collection contains a large selection of congressional material related to Abraham Lincoln's political career as a member of the House of Representatives and as U.S. president. The *Congressional Globe* contains congressional debate and
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presidential messages from Lincoln's service in the House of Representatives (1847-49) and his presidency (1861-65), including Lincoln's speech against the Mexican War Accessed 1.26.09
http://memory.loc.gov/ammem/amlaw/lawhome.html

The Frederick Douglass Papers at the Library of Congress
This collection presents the papers of the nineteenth-century African-American abolitionist who escaped from slavery and then risked his own freedom by becoming an outspoken antislavery lecturer, writer, and publisher. The Douglass Papers contain approximately 7,400 items (38,000 images) relating to Douglass's life. It also includes a letter Douglass wrote to Lincoln on August 29, 1864, concerning a plan for helping slaves escape from the South. Accessed 1.26.09 http://memory.loc.gov/ammem/doughome.html

"I Do Solemnly Swear...": Presidential Inaugurations
This collection contains approximately 400 items relating to presidential inaugurations, including Lincoln's first inauguration in 1861 and his second inauguration in 1865. http://memory.loc.gov/ammem/pihtml/pihome.html

The Nineteenth Century in Print: Books
The books in this collection bear nineteenth-century American imprints, dating mainly from between 1850 and 1880. They have been digitized by the University of Michigan as part of the Making of America project, a major collaborative endeavor to preserve and provide access to historical texts. There are ten books related to Abraham Lincoln in this collection. http://memory.loc.gov/ammem/ndlpcoop/moahtml/snchome.html

Selected Civil War Photographs Collection
The Selected Civil War Photographs Collection contains 1,118 photographs. Most of the images were made under the supervision of Mathew B. Brady, and include scenes of military personnel, preparations for battle, and thirty photographs related to Abraham Lincoln.

Washington during the Civil War: The Diary of Horatio Nelson Taft, 1861-1865
This collection presents three manuscript volumes that document daily life in Washington, D. C., through the eyes of Horatio Nelson Taft (1806-1888), an examiner for the U. S. Patent Office. The diary details events in Washington during the Civil War years including Taft's connection with Abraham Lincoln and his family. Of special interest is Taft's description of Lincoln's assassination, based on the accounts of his friends and his son, who was one of the attending physicians at Ford's Theatre the night Lincoln was shot. Accessed 1.26.09
http://memory.loc.gov/ammem/tafthtml/tafthome.html

Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division's First 100 Years
In honor of the Manuscript Division's centennial, its staff has selected for online display approximately ninety representative documents spanning from the fifteenth century to the mid-twentieth century. The collection contains nine documents related to Abraham Lincoln, including a page of Lincoln's student sum book and a draft of Lincoln's instructions to Major Robert Anderson in command at Fort Sumter, Charleston, South Carolina, dated April 4, 1861. Accessed 1.26.09 http://memory.loc.gov/ammem/mcchtml/corhome.html

America's Library
Meet Amazing Americans: Abraham Lincoln
Designed for elementary and middle-school students, America's Library provides a variety of stories about Abraham Lincoln, including information about his youth, his sense of humor, and the contents of his pockets the night he was assassinated. http://www.americaslibrary.gov
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Webcasts

**Lincoln's Sword: The Presidency and the Power of Words**
Considered a simpleton by Civil War-era literati, Abraham Lincoln shocked the intellectual establishment with his considerable prowess with a pen. From the Gettysburg Address to the Emancipation Proclamation, the president used his words to hold the nation together and exert his political power. Leading Lincoln scholar Douglas L. Wilson discussed his new book, "Lincoln's Sword: The Presidency and the Power of Words" in a program sponsored by the Center for the Book. Accessed 1.26.09 http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=4034

**Manhunt: The 12-Day Chase for Lincoln's Killer**

**Lincoln's Other White House: The Untold Story of a Man and His Presidency**
Elizabeth Smith Brownstein, discussed her new book, "Lincoln's Other White House; the Untold Story of the Man and His Presidency," in a lecture sponsored by the Humanities & Social Sciences Division. Using diaries, letters and (often amusing) eyewitness accounts, she offered new insight into the life of President Lincoln and his family at the Soldiers Home, called the most important unknown presidential site by the National Trust for Historic Preservation. Accessed 1.26.09 http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3847

Wise Guide

**The “Parallel Lives” of Lincoln and Whitman**
Two larger-than-life figures in American history, Abraham Lincoln (1809-1865) and Walt Whitman (1819-1892), were contemporaries who lived during one of the most tumultuous times in America: the Civil War. A new book by Daniel Mark Epstein, "Lincoln and Whitman: Parallel Lives in Civil War Washington" (Random House), recounts the common experiences and beliefs shared by these two men who never met. Accessed 1.26.09 http://www.loc.gov/wiseguide/dec04/lives.html

**What's in Your Pocket?**
In the case of Lincoln, the contents of his pockets on the night of his assassination are both revealing and mysterious. There is nothing unusual about some items Lincoln carried with him: two pairs of eyeglasses, a lens polisher, a pocketknife, a linen handkerchief, a watch fob and a brown leather wallet. But the wallet held a $5 Confederate note and nine newspaper clippings. No one can say for sure why Lincoln carried a Confederate note, but perhaps he wanted it as a souvenir of an institution that had died in America three days earlier with the April 11, 1865 surrender of Gen. Robert E. Lee to Gen. Ulysses S. Grant at Appomattox, Va. Accessed 1.26.09 http://www.loc.gov/wiseguide/apr03/pockets.html

**Honestly Abe, Is That You?**
Details of Abraham Lincoln's second inauguration have come into clearer focus with the recent discovery at the Library of Congress of three glass negatives that show the large crowd gathered at the U.S. Capitol in Washington, D.C., for the president's address on March 4, 1865. Accessed 1.26.09 http://www.loc.gov/wiseguide/apr08/abe.html

**“We Must Not be Enemies”**
When Abraham Lincoln was inaugurated on March 4, 1861, he assumed leadership of a nation torn asunder. Lincoln's stirring inaugural address included the words: "I am loth [sic] to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. Accessed 1.26.09 http://www.loc.gov/wiseguide/mar04/enemies.html
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Web Guides

**Abraham Lincoln: A Resource Guide**
Created by Kenneth Drexler, Digital Reference Specialist
The digital collections of the Library of Congress contain a wide variety of material associated with Abraham Lincoln, including the complete Abraham Lincoln Papers from the Manuscript Division. This resource guide compiles links to digital materials related to Lincoln such as manuscripts, letters, broadsides, government documents, and images that are available throughout the Library of Congress Web site. In addition, it provides links to external Web sites focusing on Lincoln and a bibliography containing selected works for both general and younger readers. Accessed 1.26.09
http://www.loc.gov/rr/program/bib/presidents/lincoln/

**Presidents as Poets: Poetry Written by United States Presidents**
Many presidents of the United States, including Abraham Lincoln, have turned to poetry at certain points in their lives as an outlet for their feelings and thoughts, or to explore the resources of the English language. Accessed 1.26.09
http://www.loc.gov/rr/program/bib/prespoetry/al.html

**Primary Documents in American History**
A list of some key documents in American history from 1863-1877. Each has a page with background information, links to associated digital material and bibliographies. Those relative to Abraham Lincoln include the Homestead Act, Pacific Railway Act, Gettysburg Address, 13th Amendment, Morrill Act and the Emancipation Proclamation. http://www.loc.gov/rr/program/bib/bibguide.html

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**Today in History** is designed to help educators use American Memory Collections to teach history and culture.

**Oh Captain! My Captain!: February 9**
On February 9, 1888, Walt Whitman penned a note to the publishers of The Riverside Literature Series No. 32 calling attention to mistakes in their recently printed version of his poem, "O Captain! My Captain!" Whitman originally wrote "O Captain! My Captain!" in response to the assassination of Abraham Lincoln in 1865. Accessed 1.26.09 http://memory.loc.gov/ammem/today/feb09.html

**Abraham Lincoln's First Inauguration: March 4**

**The Assassination of President Lincoln: April 14**
Abolition in the District of Columbia: April 16

The Homestead Act: May 20
President Abraham Lincoln signed the Homestead Act on May 20, 1862. The act provided settlers with 160 acres of surveyed public land after payment of a filing fee and five years of continuous residence. Accessed 1.26.09 http://memory.loc.gov/ammem/today/may20.html

Yosemite: June 30

The Emancipation Proclamation: September 22
On September 22, 1862, President Abraham Lincoln issued a preliminary Emancipation Proclamation, threatening to free all the slaves in the states in rebellion if those states did not return to the Union by January 1, 1863. Accessed 1.26.09 http://memory.loc.gov/ammem/today/sep22.html

Mary Todd Lincoln: November 2
Mary Todd Lincoln corresponded with her husband on November 2, 1862, advising him of popular sentiment against the cautious commanding of General of the Army of the Potomac George B. McClellan. Accessed 1.26.09 http://memory.loc.gov/ammem/today/nov2.html

Gettysburg Address
On November 19, 1863, President Abraham Lincoln delivered the Gettysburg Address. President Abraham Lincoln delivered a short speech at the close of ceremonies dedicating the battlefield cemetery at Gettysburg, Pennsylvania. Requested to offer a few remarks, Lincoln memorialized the Union dead and highlighted the redemptive power of their sacrifice. Placing the common soldier at the center of the struggle for equality, Lincoln reminded his listeners of the higher purpose for which blood was shed. Accessed 1.26.09 http://memory.loc.gov/ammem/today/nov19.html
Lesson Plans
The Learning Page lesson plans below give a grade level for each lesson but with a little modification almost any lesson can be altered to any grade level.

After Reconstruction (Grades 9-12)

The Civil War Through A Child's Eyes (Grades 6-8)
Students use literature and photographs to view the Civil War from a child's perspective. http://memory.loc.gov/learn/lessons/99/civilwar/index.html

Ladies, Contraband and Spies: Women in the Civil War (Grades 10-11)
Students look at a series of document galleries to see the perspectives of slave women, plantation mistresses, female spies, and Union women during the Civil War. Ultimately, students understand the human consequences of this war for women. http://memory.loc.gov/learn/lessons/01/spies/index.html

Matthew Brady Bunch (Grades 6-12)
Students become newspaper reporters, analyzing a Civil War photograph and writing an article based on the photograph. http://memory.loc.gov/learn/lessons/98/brady/home.html

Photojournalism (Grades 5-8)
Students explore how and why war has been photographed and the bias within the recording/reporting of war. http://memory.loc.gov/learn/lessons/97/photo/home.html

What Do You See? (Grades 5-12)

Features and Activities
Elections
How have American elections changed over time? What similarities can we see in elections yesteryear and today? http://memory.loc.gov/learn/features/election/home.html

Inaugurations: Stepping into History
Discover what inauguration ceremonies over the centuries can teach us about our changing nation and the leaders who have shaped it. http://memory.loc.gov/learn/features/inaug/theatre.html

Community Center
Abraham Lincoln
This section of the Learning Page will give you other areas on the Library of Congress website to explore. You will find collections in American Memory, search terms and you can even read the transcripts from the live chat session. http://memory.loc.gov/learn/community/cc_lincoln.php

Civil War
This topic for the Community Center covers almost everything from slavery to maps of the Civil War. You will find collections in American Memory, lesson plans and much more. http://memory.loc.gov/learn/community/cc_civilwar.php

Collection Connection

“We’ll Sing to Abe our Song”: Sheet Music about Lincoln, Emancipation and the Civil War, from the Alfred Whital Stern Collection of Lincolniana

Themes and subheadings are History (The Presidential Campaign of 1860, The Presidential Campaign of 1864, Union Draft Songs, Regional Tensions: The Depiction of the South, The Emancipation Proclamation and Minstrel Songs), Critical Thinking (Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretation, Historical Issue- Analysis and Decision-Making and Historical Research Capabilities) and Arts & Humanities (Creative Writing and Satire, Creative Writing and Metaphor, persuasive Writing, Historic Ballads, Personification and Symbolism and Allegory).

http://www.loc.gov/teachers/preview/connections/abraham-lincoln-music/index.html

Abraham Lincoln Papers at the Library of Congress

Themes and subheadings are History (Biography: Abraham Lincoln’s Early Years, Lincoln’s Congressional Career: Debates over Slavery in the Territories, Lincoln’s 1860 Presidential Campaign, Secession and Inauguration, Civil War Battles and Strategy, The Emancipation Proclamation, President Lincoln’s Reelection and Reconstruction), Critical Thinking (Chronological Thinking: Foreign Affairs During the Civil War, Historical Comprehension: Abraham Lincoln to Albert C. Hodges, Historical Analysis and Interpretation, Historical Issue-


Civil War Maps

Although the entire collection is relative to the Presidency, there are specific sections that mention President Lincoln specifically. Be sure to see at “The War at Sea” section within the History theme.

http://www.loc.gov/teachers/preview/connections/civil-war-maps/index.html

A Civil War Soldier in the Wildcat Regiment: Selections from the Tilton C. Reynolds Papers

Although the entire collection is relative to the Presidency, there are sections that mention President Lincoln specifically. The theme and subheadings that specifically mention President Lincoln is History (Camp Life and Election of 1864).

http://www.loc.gov/teachers/preview/connections/wildcat-regiment/index.html
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Emancipation of the slaves, proclaimed on the 22nd September 1862, by Abraham Lincoln, President of the United States of America. Lithograph by J. Waeshle.
Library of Congress Prints and Photographs

Library of Congress Prints and Photographs

The assassination of President Lincoln: at Ford's Theatre, Washington, D.C., April 14th, 1865
Library of Congress Prints and Photographs

Vote for Abraham: Campaign song of ’64
Library of Congress American Memory

Honest old Abe on the Stump. Springfield 1858. Honest old Abe on the Stump, at the ratification Meeting of Presidential Nominations.
Library of Congress Prints and Photographs

Grace Bedell to Abraham Lincoln, Thursday, October 18, 1860 (Typed copy)
Library of Congress American Memory

Abraham Lincoln to Grace Bedell, Friday, October 19, 1860 (Reply to Bedell’s letter concerning Lincoln’s beard)
Library of Congress American Memory

Abraham Lincoln, Monday, February 11, 1861 (Farewell Address)
Library of Congress American Memory

U.S. War Dept. War department, Washington, April 20, 1865. 100,000 reward! New York, Geo. F. Nesbitt & Co., [1865].
Library of Congress. Printed Ephemera Collection, Rare Book and Special Collections Division.

Library of Congress American Memory

1865 April19. [Washington, D.C. President Lincoln’s funeral procession on Pennsylvania Avenue].
Library of Congress American Memory

Illinois: A descriptive and historical guide 1 print on board (poster) [between 1936 and 1940]
Chicago, Ill Library of Congress. Prints & Photographs Division
This resource was created for educators who have the opportunity to visit the Abraham Lincoln Library and Museum in Springfield, Illinois or are simply interested in the Museum exhibits. The booklet lists exhibit areas within the Museum and an image of a digitized primary source from the Library of Congress’ American Memory Collections or Prints and Photographs Division that you may wish to use in your classroom prior to or following a visit to the Abraham Lincoln Presidential Museum (www.alplm.org). These images were selected for their relevance to the exhibits and as a means to intrigue students and bring the life and times of our 16th President into your classroom. American Memory (www.memory.loc.gov/ammem) is a multimedia web site of digitized historical documents, photographs, sound recordings, moving pictures, books, pamphlets, maps, and other resources from the Library of Congress’s vast holdings. Please feel free to print and share this document with colleagues.

Exhibit Resources:
- The Journey, Part I - The Pre-Presidential Years
- The Journey, Part II - The White House Years
- More Tools for Teachers

Introduction
We have all heard the saying “A picture is worth a thousand words.” For schools with technology tools and teachers that are aware of the different learning styles of students, multimedia is an integrated part of education. By offering instruction through differentiated means, educators can reach more students in ways that will engage and hopefully trigger a desire to learn more. Textbooks chronicle historic facts and often focus on well-known data. Diaries, journals, memoirs, reminiscences, letters, speeches and interviews can offer a glimpse into the private lives, thoughts, hopes, and goals of lesser-known people and places providing a snapshot of life at the time.

There are two key reasons for including primary sources in the curriculum, they are:
1. Primary Sources expose students to multiple perspectives on issues of the past and present.
2. Primary sources help students develop knowledge, skills and analytical abilities utilizing higher order cognitive skills.

To access these resources you can enter the title of the item in a search box in American Memory or Prints and Photographs sections of www.loc.gov. Or you may go directly to the bibliography page of each item by entering the URL provided here. This will take you to a descriptive page for the item which also identifies the host collection - CHECK OUT THE REST OF THE COLLECTION!!

For information on:
- viewing and listening: www.memory.loc.gov/ammem/help/view.html
- how to download and save: www.memory.loc.gov/ammem/help/faq.html
- copyright and fair use: www.memory.loc.gov/learn/start/cpyrt
- How to Cite Electronic Sources: www.memory.loc.gov/learn/start/cite/index.html
Primary Source Examples
The title of the digitized primary source from the Library of Congress is followed by a description of the exhibit and finally the URL of the resource at www.loc.gov.

The Journey, Part 1 – The Pre-Presidential Years

Title: Photograph of a painting by Eastman Johnson depicting Abraham Lincoln as a boy sitting by a hearth, reading with writing on the mat surrounding the image. The exhibit Carving a Family Home is a recreation of the “woods” around the cabin in Indiana where Lincoln grew up. A young Lincoln is sitting on a fence near the cabin and reading a book while he should be doing his chores. http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(chicdn+n007086))

Title: Abraham Lincoln’s Student Sum Book. In Self-taught you enter a cabin and discover Lincoln as a teen, reading borrowed books by firelight. His father, Thomas Lincoln, his stepmother, Sally Johnston Lincoln, and his four siblings sleep nearby in this one room cabin. http://www.loc.gov/exhibits/treasures/trm133.html

Title: List Of 17 Rice Field Negroes For Sale By J. S. Ryan, At Public Auction On the River depicts Lincoln earning his first dollar working as a ferryman on the Ohio River. A map traces his move to New Salem and two flat boat trips down the Mississippi to New Orleans that may have offered Lincoln his first view of slavery. At The Slave Auction confront the horrors of a family torn apart by auctioneers. Did Lincoln encounter such a scene? Historians can’t confirm it, but there is a strong possibility. http://memory.loc.gov/cgi-bin/query/r?ammem/eaa:@field(DOCID+@lit(eaa000403))

Title: English Grammar in Familiar Lectures. In New Salem you’ll see Lincoln as an awkward young man hopelessly in love with Ann Rutledge. Did this really happen? Historians may never know for certain, but this romantic idea remains an enduring part of the Lincoln legend. http://www.loc.gov/exhibits/treasures/trr132.html

Title: Springfield, Illinois 1867. Drawn from nature by A. Ruger. Life in Springfield - Home Life, Work Life, Political Life, is a gallery space presenting Lincoln’s life in Springfield, Illinois, including his courtship of Mary, his home life, his legal and political careers, his law practice and the Lincoln-Douglas debates. http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4104s+pm001880))

Title: President A. Lincoln reading the Bible to his son / retouched and photographed by A. Berger, 285 Fulton Street, Brooklyn. The Permissive Parent, is an immersive scene letting you enter the Lincoln-Herndon law office. Lincoln is stretched out on the couch and is blissfully reading a newspaper while his boys, Willie and Tad, run riot tearing the place apart. http://memory.loc.gov/cgi-bin/query/r?ppilis:@file(req(@field(NUMBER+@band(ppmsca+19198)))+@field(COLLID+cph))
Title: For President ABRAM LINCOLN, For Bice President HANNIBAL HAMLIN. Campaign 1860 is brought to life by multiple monitors featuring TV news style election coverage analyzing the campaign in which Lincoln won the presidency. This daring approach makes the complex four-way presidential race of 1860 logical to today's audiences by accurately translating issues and strategies of 1860 into the sound-bite media bursts of today. http://www.loc.gov/exhibits/treasures/trm008.html

Title: Abraham Lincoln, Monday, February 11, 1861 (Farewell Address) On to Washington shows president-elect Lincoln making his famous and emotional farewell speech before leaving Springfield for Washington D.C. where he will begin his first term as president never to return alive. http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/072/0728000/malpage.db&recNum=0

The Journey, Part II – The White House Years

Titles: Frederick Douglass, [Sojourner Truth, three-quarter length portrait, standing, wearing spectacles, shawl, and peaked cap, right hand resting on cane]. Gen. Geo. B. McClellan and General Grant. The White House South Portico features the Lincoln family in the Plaza. Generals McClellan and Grant stand on the veranda and suspiciously eye each other. On the other side of the portico stand Frederick Douglass and Sojourner Truth waiting for the opportunity to speak to the president. A menacing John Wilkes Booth keeps watch on Lincoln's back. http://memory.loc.gov/cgi-bin/query/r?pp/yan:@field(NUMBER+@band(cph+3c26782)) http://memory.loc.gov/cgi-bin/query/r?ammem/suffrg:@field(NUMBER+@band(cph+3c19343)) http://memory.loc.gov/cgi-bin/query/r?pp/brhc:@field(NUMBER+@band(cwpbh+00838)) http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(pga+00723))+@field(COLLID+pga))

Title: [Mrs. Abraham Lincoln, full-length portrait, standing, facing left, near table]. What Are They Wearing in Washington? shows the "Blue Room" with Mary Lincoln and Elizabeth Keckley, her dressmaker on a center platform. Mary is being fitted for a gown. Around are reproductions of gowns of Mary's social rivals, who all seem younger, richer, thinner and more popular. Each woman has something nasty and cruel to say about Mary. As a result, most guests empathize with Mary. http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a08038))

Title: Bombardment of Fort Sumter, Charleston Harbor, April 12 and 13, 1861 Fort Sumter is a gallery presenting a dramatic mural of Confederate forces attacking Fort Sumter only six weeks after Lincoln's inauguration. The Civil War has begun. http://www.loc.gov/exhibits/treasures/trm117.html

Titles: [Caricature of Lincoln writing the Emancipation Proclamation] and Honest old Abe on the Stump. Springfield 1858. Honest old Abe on the Stump, at the ratification Meeting of Presidential Nominations. Springfield 1860. The Whispering Gallery is a twisted nightmarish hallway where you will hear brutally unkind things said about Mr. and Mrs. Lincoln during their early months in Washington. On the walls are cruel caricatures and mean political cartoons that attack the Lincolns. http://www.loc.gov/exhibits/treasures/trm189.html http://memory.loc.gov/cgi-bin/query/r?pp/app:@field(NUMBER+@band(cph+3a15290))
Title: The savior of our country / [lyrics] by O. Wheelock ; [music by James W. Porter]. The Death of Willie finds you standing in Willie's White House bedroom the night of February 5, 1862 during a lavish party celebrating Mrs. Lincoln's redecoration project. Abraham and Mary are in formal party clothes at his bedside. Doctors had assured them he was recovering, so they proceeded with plans only to have Willie take a turn for the worse during the party. Two weeks later he dies. The Hall of Sorrows is an alcove with a figure of Mary grieving.
http://memory.loc.gov/cgi-bin/ampage?collId=scsm&fileName=scsm014/scsm0141/scsmpage.db&recNum=0

Rumors in the Kitchen features a reproduction of the White House Kitchen where you hear servants whispering rumors. These servants discuss Mary's sanity, the mounting war casualties, Lincoln's inability to find a winning general, and rumors that Lincoln is working on an Emancipation Proclamation.
http://memory.loc.gov/ammem/snh/html/snhome.html
http://memory.loc.gov/ammem/collections/voices/index.html

Title: The first reading of the Emancipation Proclamation before the cabinet / painted by F.B. Carpenter ; engraved by A.H. Ritchie. Lincoln's Office in the White House brings you into an exacting reproduction of Lincoln's White House office. As you enter, Lincoln has just unveiled his plans to issue an Emancipation Proclamation to his cabinet. Each in their own way disapproves. Some say it goes too far, others not far enough; a few believe it is political suicide.
http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a05802))

Title: Abraham Lincoln and his Emancipation Proclamation The Emancipation Proclamation is beyond an "Illusion Corridor" with a gauntlet of dream-like images confronting you as if you were Lincoln. Each shouts what to do about the emancipation controversy. The different, sometimes racist opinions show that Lincoln lead a deeply divided nation and the Emancipation Proclamation was not the obvious thing to do at the time and took great political courage to issue.
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil

Title: Map showing the distribution of the slave population of the southern states of the United States. Compiled from the census of 1860 Drawn by E. Hergesheimer. Engr. by Th. Leonhardt. A figure of Lincoln stands behind a desk while above and behind him, enlarged and twisted Shadow Plays offer opposing perspectives of emancipation. Lincoln hears the arguments but is resolved to proceed with the emancipation plan. http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3861e+cw0013200)) Surrounding curved walls hold framed reproductions of period posters.

Title: 29th Regiment from Connecticut at Beaufort, S.C., 1864. Attributed to Sam A. Cooley. Black Troops Go to War contains a mural depicting one of the immediate effects of the Emancipation Proclamation, which overnight converts a war about states rights into a crusade for human rights. Thousands of African-Americans enlisted in the northern armies. Here you see them in combat, fighting and dying with courage and honor.
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart4.html
Title: Secession, 1860-1861 By Albert Bushnell Hart. Assisted by David Maydole Matteson. L. Philip Denoyer, geographer. Compiled and drawn by R. Baxter Blair. The Civil War in Four Minutes is a map of the war with battle lines that continuously move, showing the changing progress of the war. Here, each week of the war has been condensed to one second. In the corner of the map, a casualty counter tracks the mounting butcher's bill - an odometer of death. http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@filreq(@field(NUMBER+@band(g3701scw0004000))+@field(COLLID+cwmap))


The War Gallery Scrapbook is an interactive experience presenting images of the Civil War. http://memory.loc.gov/ammem/cwphtml/cwphome.html

Title: Soldiers' graves near the General Hospital, City Point, Va. [Stereograph] The Casualties of the Telegraph Office mural shows a sad and grieving Lincoln receiving casualty counts from the front. Photos and life castings of the president show how the war has aged him. http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(ad35012))

Title: Abraham Lincoln, [November 1863] (Gettysburg Address: Hay Copy) In The Gettysburg Gallery the spectacular Gettysburg Mural (42 feet), moves from the action of battle to the sad aftermath of death, on to a mass burial ground, and then the dedication ceremony and Lincoln's famous speech. At the far end of this gallery, you learn the fate of the eight soldiers introduced in the War Gallery. http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal3/435/4356600/malpage.db&recNum=0

Title: Abraham Lincoln's last reception / Hohenstein. The Tide Turns and Washington Celebrates is a gallery where a series of historical paintings depict Lincoln's last months, supported by cases exhibiting original objects from the same period. Suddenly, everything seems to be going right for Lincoln. He wins re-election, the 13th Amendment is passed ending slavery, Lincoln is sworn in for a second term, Richmond falls, Lincoln tours the Confederate capital, Lee surrenders, and Lincoln speaks to celebrating crowds in Washington. The final part scene takes you from Lincoln's last speech into a mural depicting the joyous celebration rocking Washington D.C. as peace breaks out. http://memory.loc.gov/cgi-bin/query/r?ammem/pin:@field(NUMBER+@band(cph+3a15164))

Title: Lincoln realia, 1865. Ford's Theater is a recreation of the presidential box in Ford's Theater. Lincoln holds Mary's hand. Behind him, John Wilkes Booth is just entering the presidential box. Booth's hand is suspiciously reaching under his jacket. On the opposite wall, we read Lincoln's touching last words to his wife, spoken moments before he was shot. http://www.loc.gov/exhibits/treasures/trm012.html
Title: President Lincoln's funeral procession in New York City. As you enter The Funeral Train you learn that the president is dead. This gallery displays a map of the route of Lincoln's funeral train together with advertisements and announcements inviting mourners to pay their last respects. You can easily see that this was the longest, most elaborate funeral in American history. In this area, you also find the story of the long lost last photo of Lincoln and how it was eventually discovered in the Library's collection by a 14-year-old student. http://memory.loc.gov/ammem/alhtml/alrb/stbdsd/00406600/001.html

Title: [Lincoln's coffin on view at State House, Springfield, Illinois] Lying in State is an immersive scene. It is a nearly full-scale recreation of the Representatives Hall in Springfield's Old State Capitol, recreating the exact moment in May, 1865 as Lincoln lies in state, complete with all the lavish trappings of Victorian-era mourning. Having walked through Lincoln's life, you will now file past the closed casket as though you are paying last respects. http://www.loc.gov/exhibits/treasures/trm113.html

Title: D.C. Washington, Lincoln Memorial: Interior showing Lincoln statue. Holding on to Lincoln Lincoln may have been a polarizing figure during his presidency, but his death created a vast emotional response in a country whose people suddenly wanted to "get close" to Lincoln and "hold on" to the security and leadership he represented. As a result, they collected and saved as souvenirs some of the objects he touched, some fascinating, others strange. Here you can see some of these objects and read their stories. http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3b37928))+@field(COLLID+cph))

More Tools for Teachers

ASSASSINATION OF PRESIDENT ABRAHAM LINCOLN

An interactive exhibit on the Assassination of President Lincoln with a wonderful time line and gallery http://memory.loc.gov/ammem/alhtml/alrintr.html

Leonard Volk took original casts of Lincoln's hands on May 20, 1860, two days after the Republican Party nominated the former Illinois congressman as their presidential candidate. Lincoln's right hand was swollen from shaking hands with congratulating supporters. Volk wanted the right hand to be grasping an object, so Lincoln went to his woodshed and cut a piece from a broom handle, which is preserved in the artist's cast.

This bill authorizing the erection of the Washington Monument was dated January 25, 1838. At what stage of construction would the monument been at when the Lincolns resided in the White House? Look for clues in the exhibits! http://memory.loc.gov/cgi-bin/ampage?collId=llhb&ileName=025/llhb025.db&recNum=842