Lesson Overview

Overview: Students will use three primary sources from Lincoln’s first inauguration to understand the impact Lincoln’s election had on a nation on the brink of war. Students will analyze Lincoln’s position on the state of the country, describe the inauguration from a photo and interpret a personal account from the day of the inauguration.

Grade Range: 7-8

Objective: After completing the activity, students will be able to:
1. Analyze a primary source for historical significance.
2. Discuss primary sources with guided questions in small learning groups.

Time Required: One class period of 50 minutes.

Discipline/Subject: Social Studies/Language Arts

Topic/Subject: Presidents

Era: Civil War and Reconstruction, 1861-1877

Illinois Learning Standards:
Social Studies:
16.A-Apply the skills of historical analysis and interpretation.
16.B-Understand the development of significant political events.

Language Arts:
2.B-Read and interpret a variety of literary works.

Materials

Handouts: Two copies of each primary source
Discussion Questions for Lincoln’s First Inaugural Address.
Discussion Questions for A Glimpse at the Inaugural.
Discussion Questions for the Bible Notes.
3-2-1 Questions

Rubrics: Newspaper Activity Rubric

Library of Congress Items:
Title of Source: Lincoln’s First Inaugural Address
Creator of Source: Abraham Lincoln
Date of Creation: 1861
URL of Source: http://www.loc.gov/exhibits/treasures/trt039.html

Title of Source: A Glimpse of the Inaugural
Creator of Source: unknown
Date of Creation: 1861
URL of Source: http://www.loc.gov/exhibits/treasures/trt041.html

Title of Source: Inaugural Bible, 1861
Date of Creation: Oxford, 1853
URL of Source: http://www.loc.gov/exhibits/treasures/trt040.html
<table>
<thead>
<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<tbody>
<tr>
<td>1. Open the lesson by playing a clip from &quot;Hail to the Chief.&quot; Ask students when they would hear this music played. Students will respond that it is played with the arrival, entrance, or introduction of the President of the United States. Ask if they know the history of the song, and provide background information on the origin and use of the song.</td>
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<td>2. Ask students to recall the significance of January 20th every four years. (From a previous unit of study on the Constitution, they should recall that this is the first day of the new term of the president, according to Article 2 of the U.S. Constitution.) This is the day that the president takes the oath of office, also known as inauguration day. Give students the meaning of the vocabulary word inauguration.</td>
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<td>3. If lesson is taught during an inauguration year discuss with the class preparations for January 20th that you see in the media, such as heightened security, preparations at the White House and Capital, parade routes, agendas, dinners, parties, etc. The teacher will explain that today the inauguration process covers many days and is very expensive. However, in earlier times, this was not so.</td>
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<td>4. The teacher will turn the students’ attention to Illinois’ favorite president Abraham Lincoln by projecting a portrait that the teacher can choose. The teacher will facilitate a brief whole class discussion on what the students think that Lincoln’s first inauguration might have been like. The teacher will provide some background on Lincoln’s inauguration day.</td>
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<td>5. The class will be divided into six small groups (approximately 4-5 students per group) based on interest. Two groups will be give a copy of Lincoln’s First Inaugural Address (Intrapersonal-Linguistic Group), two groups will be given a photo of Lincoln’s first inauguration (Visual-Artistic group), and two groups will be given a copy of a note made on the Bible used during the inauguration (Visual-Linguistic group). Each group will receive a set of discussion questions specific to their primary source and a 3-2-1 activity handout to complete as a group.</td>
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<td>6. Teachers (classroom teacher, special educator, paraprofessional) will monitor students groups, prompt questioning and discussion, and guide student learning. After the six groups complete their task, the same interest groups will meet together to discuss and compare the 3-2-1 activities. Each large interest group will choose a reporter to share their group’s discussion and primary source with the whole class. The whole class will engage in discussion led by the group reporters.</td>
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<td>7. The class period will conclude with a discussion of the impact of Lincoln’s First Inauguration on our county and what that day must have been like. The class will also refer back to the opening of the lesson and the discussion of information the media brings to us today about the president and inauguration day in many forms. However, newspapers were the only source of information in 1861.</td>
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Evaluation

The teacher will check for understanding during whole class discussion, small group discussion, reporter presentations. Evaluation of follow-up newspaper and compare/contrast activities.

Extension

1. In the following day’s lesson, small groups will again be formed. The small groups will contain one “expert” from each of the first day’s interest groups. The three experts will share their knowledge from the previous lesson to write a newspaper article describing Lincoln’s first inauguration to the country. It will include an article using specific details about the address, Lincoln, the crowd gathered, the feelings of people who were present, etc. The students will also include a picture with their article.

2. The third day’s lesson will be watching the events of Inauguration Day live or by video. Following lessons will be spent comparing the new president’s address to Lincoln’s address, comparing the scenes from both inaugurations, and reactions from both events. A Language Arts activity will be to write a compare and contrast essay on Presidential Inaugurations Then and Now.

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Discussion questions for Lincoln’s First Inaugural Address:

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

2. What was Lincoln’s message to the crowd in his address? What evidence did you find to support your answer?

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

4. Write one question to the author that is left unanswered by the document.
Discussion questions for A Glimpse at the Inaugural:

1. Describe the day. (The crowd, the number of people, the weather, the capital building, etc.)

2. What do you think the address sounded like?

3. What can you interpret about the time period from the photo?

4. If the photo was in color, how would you describe some of the images in the photo?
Discussion questions for the Bible notes:

1. Why would the author document this on the back of the bible?

2. What is the significance of the seal on the note?

3. What is the significance of the Bible during the oath of office?

4. What question would you ask the author of this note about the inauguration?
3-2-1 Questions for all groups:

3 important details from the source:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2 historical facts from the source:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

1 summary of the historical impact of the source:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Rubric for assessing the newspaper activity:

**Newspaper Activity**

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<th>Criteria</th>
<th>1</th>
<th>2</th>
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<tr>
<td><strong>Organization</strong></td>
<td>Sequence of information is difficult to follow.</td>
<td>Reader has difficulty following work because student jumps around.</td>
<td>Student presents information in logical sequence which reader can follow.</td>
<td>Information in logical, interesting sequence which reader can follow.</td>
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<td><strong>Content Knowledge</strong></td>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td>Student is uncomfortable with content and is able to demonstrate basic concepts.</td>
<td>Student is at ease with content, but fails to elaborate.</td>
<td>Student demonstrates full knowledge (more than required).</td>
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<td><strong>Grammar and Spelling</strong></td>
<td>Work has four or more spelling errors and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has no misspellings or grammatical errors.</td>
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<td><strong>Picture</strong></td>
<td>Picture is not relevant or is not time period appropriate.</td>
<td>Picture is relevant to the article but not time period appropriate.</td>
<td>Picture is relevant to the article.</td>
<td>Picture is highly relevant to the article and time period appropriate.</td>
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<td><strong>Cooperation</strong></td>
<td>Work displays no references.</td>
<td>Work does not have the appropriate number of required references.</td>
<td>Reference section was completed incorrectly</td>
<td>Work displays the correct number of references, written correctly.</td>
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Total

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