



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at Eastern Illinois University and Southern Illinois University Edwardsville
Endorsed by the Abraham Lincoln Bicentennial Commission



Lincoln and Slavery

by Cheryl Best

Students explore and analyze primary source documents and images in advertisements of slaves to help aid in the understanding of events during Abraham Lincoln's life. Using the sources will help students develop ideas and explain what the Emancipation Proclamation was as well as give another dimension to Abraham Lincoln.



Overview

- Subject:** History/ Language Arts/Math
- Time Required:** Five 30 minute class periods
- Grade Range:** K-5
- Understanding Goal:** The primary sources will give the students a better understanding of Abraham Lincoln's Emancipation Proclamation, with a peek into the attitudes and values of some people of this era towards slavery. Using the sources will help expand the children's vocabulary, teach them how to analyze a primary source document, and how to collect data.
- Investigative or Essential Question:** How can primary sources provide a glimpse into our past, in particular United States' attitude on slavery? Lincoln stated, "Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally." What was the feeling of Lincoln's time on slavery? What is the "Emancipation Proclamation"?



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Materials

Purpose of Library of Congress Items: The sources chosen will help students understand the need for the “Emancipation Proclamation”. They also serve as a tool to help the students gain a better understanding of Abraham Lincoln and his time. The advertisements have information that can provide a glimpse into the human attitude of the era.

Library of Congress Items: Bibliographical Information attached.



Additional Materials:



Advertisement Reflection Sheet (attached)



Auction Form Analysis Sheet (attached)



Writing Rubric (attached)



Fontes, Justine & Ron (2001). Abraham Lincoln Laywer, Leader, Legend. DKReaders. New York



Turner, Ann. (2001) Abe Lincoln Remembers, Scholastic Inc. New York



Cohn, Amy & Suzy Schmidt (2002) Abraham Lincoln., Scholastic Inc. New York



Stone, Tanya L. (2005) Abraham Lincoln., DK Publishing New York

Required Vocabulary: Emancipation Proclamation, advertisement, slavery, freedom, abolish, primary source



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Prior Content Knowledge: Students will have some prior knowledge of who Abraham Lincoln was. The students will need to understand the difference between facts and opinions. Reading what ads prior to these lessons will help the students understand what advertisements are and their purpose.

Technology Skills: With the use of digital primary sources found on the American Memory website, the teacher will be able to share knowledge with the students.

Standards

Illinois Learning Standards: 2, 2B.1a
3, 3C.3a
4
5, 5.B.1a
10, 10.A.1a, 10.A.1b
16, 16.A.1a, 16.A.1b

For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/



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Actions

Description of Teacher Actions:

Activating Prior Knowledge or Anticipatory Set

Introduction to Abraham Lincoln

1. Students will begin with a prior knowledge KWL chart.
 - The teacher will create a large KWL Chart to record responses.
2. Teacher will write down facts on the KWL chart in the Know section of what the students know about Abraham Lincoln.
 - The chart remains in view throughout the lessons.
3. Read a book about Abraham Lincoln to the class.
 - Suggestion: Abraham Lincoln by Amy L.Cohn & Suzy Schmidt as a good informational text for the lower elementary level
4. Ask the children what does the Emancipation Proclamation mean?
 - Looking at content clues found in the selected text for the answer.
5. Students will collectively give information for the teacher to write down facts about Lincoln they have learned on the KWL chart.

Student Investigative Activities

Viewing the Slave Advertisements for the first time.

1. Students reread the passage found in the book about Abraham Lincoln the Emancipation Proclamation.
 - Why did Abraham Lincoln make this proclamation?
 - The above question will be the student's view of slavery before the viewing of the primary sources.
2. On the LCD Projector the students will view the primary source, NEGROES, NEGROES. This advertisement should be viewed in a puzzle format with only one part showing at a time. Offer discussion of what each piece means.
 - Negroes Negroes /what does this mean? What is a Negro?
 - What are these photographs of? Why are the people carrying a stick and a handkerchief? Where may they be going? How do you think they feel?



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- Read the advertisement. What is the advertisement selling?
 - Do these help tell the story of the way people thought about Black Americans?
 - Did everyone feel this way?
 - Does looking at these advertisements help you better understand the Emancipation Proclamation more?
 - How do you think Lincoln felt about slavery?
3. How do these advertisements make you feel? Pass out the Advertisement Reflection Page.
 4. The students will write a phrase or words on the Advertisement Reflection Page.
 5. After the Advertisement Reflection Page is completed by each student, the students will share their responses with others in the class.

A Closer Look at the Documents

1. Using the primary source, Auction Sale Of Negroes, the children will closely examine the ages and the sex of the people being sold.
2. In groups of three, the children use the Auction Analysis Graph Sheet to answer questions collectively.
3. A discussion will follow after the sheet is completed in small groups. The children will give the answers to the questions orally in order for a discussion to occur.
 - How much would a human cost?
 - Would a female or male be worth more?
 - Would a young person or older person be worth more?
 - The discussion could be a springboard into finding out what a slave cost.
4. The children will write a reflective paragraph.
 - The piece should provide some understanding about slavery and what it meant to be a black slave during the 1800's.

Ask Mr. Lincoln

1. Ask Mr. Lincoln questions.
 - With a top hat and black beard as a prop, the children will take turns pretending to be Abraham Lincoln.
 - An "Abe" will answer the questions of the other students.
 - The children will take turns asking questions.



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- The children can use the KWL chart as a point of reference as well as books about Abraham Lincoln.

Dear Mr. Lincoln

1. The children will write letters to Mr. Lincoln giving at least 3 facts they learned about him as well as telling Mr. Lincoln how they feel about the Emancipation Proclamation.

- A writing rubric will be used.
- Children will create a display with the letters.
- The letters written by the children will be ironed in order to give them an aged look.

Best Instructional Practices:

Teaching for Understanding

The analysis of the primary sources will give students a more complete view of the Lincoln era by offering different perspectives.

Reviewing the material in small amounts of time will give each student a better understanding of the vocabulary.

Differentiated Instruction

Using individual, small group and whole group instruction provides a better assurance of learning.

Differentiation of end products/student evaluation: Using drama as a means of connecting students to Abraham Lincoln will provide differentiation for students who are kinesthetic learners.





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Attachments

Library of Congress Resources:

Title:		NEGROES, NEGROES	
	Collection or Exhibit	Emergence of Advertising in America: 1850-1920	
	Media Type:	published text	
	URL	http://memory.loc.gov/cgi-bin/query/r?ammem/ea:@field(DOCID+@lit(B0430))	
Title:		Auction Sale Of Negroes	
	Collection or Exhibit	Emergence of Advertising in America: 1850-1920	
	Media Type:	published text	
	URL	http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a40205))	



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2. How many adults total? _____
Write the problem out.

3. How many children total? _____
Write the problem out.

4. Write a fact you learned from the graph.

5. What group had the most slaves?

6. Looking at this Auction notice which group do you think would have cost more?

Why? _____

7. How do you think Abraham Lincoln would have felt about this Auction Notice?

Why? _____



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Letter to Abraham Lincoln

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	—
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Neatness	Work is illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	—
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	—
				Total---->	—

Teacher Comments:



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Advertisement Reflection Sheet

Name:

Feel

Hear

What would you feel, hear, see, taste and smell if you were a slave?

Taste

See

Smell