



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 the Abolitionists

by Howard Taylor

Students will engage in active learning by investigating Library of Congress primary sources to learn about key individuals concerned with slavery in the mid 1800s. Students will create a script for a simulated press conference discussing the relationships between these individuals and their personal experiences and beliefs. Finally, students will present a dramatic reenactment of the press conference, attended by Frederick Douglass, Sojourner Truth, Harriet Tubman, President Abraham Lincoln and more.



Overview

Subject:	U.S. History / Social Studies / Language Arts / Drama
Time Required:	Four 50 minute class periods
Grade Range:	4 - 8
Understanding Goal:	Lincoln and the Abolitionists is an experience involving the study of African-Americans during 1864, including military service, slavery and abolitionism
Investigative or Essential Question:	What was the condition of Union African-American soldiers and sailors during the Civil War, and how did black abolitionists relate to President Lincoln?



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LIBRARY OF CONGRESS
TEACHING WITH
**PRIMARY
SOURCES**



Materials

Purpose of Library of Congress Items: The primary sources allow students to view images and photos of the characters they will depict in the drama. Narratives provide the actual words of individuals.

Library of Congress Items: Bibliographical information attached.



Additional Materials:



Mr. Lincoln's White House Website
www.mrlincolnwhitehouse.org



PBS Slavery Timeline
<http://www.pbs.org/wnet/slavery/timeline>



America's Story www.americaslibrary.gov



Drama Overview



The More You Look the More You See sheet
(attached)



Process Rubric and Product Rubric (attached)



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Required Vocabulary: Abolitionists, Chattel slavery, Branded, Domestic slave, Emancipation, Enslavement, Freeman/woman, Indenture, Plantation, Racism, Repression, Slaver, Yoke

Prior Content Knowledge: Students should spend some time reviewing the historical timeline as provided by the Public Broadcasting System "Slavery in America," website.

Technology Skills: Students must be able browse the Internet. Technology is not required to do the basic experiences, but may be required for the advanced experiences

Standards

Illinois Learning Standards 16.A.1b, 16.A.2a, 16.A.3a, 16.A.4b
27, 27.B.1
1, C, 1.C.2b, 1.C.2.c, 1.C.2f
4, A, 4.A.2a, 4.A.4c, 4.A.5a
26, 26.A2.b, 26.A.3b

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

Actions

Description of Teacher Actions:

Activate Prior Knowledge

The theme of this learning experience is the "relationship" of President Lincoln within his own White House to African-American abolitionist and human rights representatives, as listed to the right.

Students analyze images of Lincoln with Tubman, the slave walking (escaping), and Douglass' last seeing of his mother using "The More You Look" evaluation form.

Students review the PBS Slavery Timeline.

Student Investigative Activity

The Press Conference Drama

1. Organize students into small groups and assign a historical figure for the group to research from the list of persons in the press conference activity: conference announcer, moderator, Sec. of War, Edwin Stanton,



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President Lincoln, Tubman, Truth, Douglass, and three reporters to ask questions.

2. A "press conference" will be organized in which students use research to depict characters showing the late 1864 condition of slaves in slave states and the Confederacy, as Union soldiers, the Underground Railroad, as freedmen in a society not ready for them (the north). Characters will comment on the relationships with each other.
3. Material about experiences pertaining to the subject of Slavery in America and the nearing end in 1864 will be provided for gifted readers.
4. An outline-script must be written for the moderator, who will keep the Press Conference flowing smoothly.
5. Students research and answer a series of questions about each person in the study.
6. A "script" must be written with answers for each question to be asked by the reporters.
7. Each group selects one person to represent their historical figure in the press conference. All group members help plan the costume, make-up, special effects and props.
8. Additional research on the Internet or in books could be done by the group to find more images for different pictorial viewpoints.
9. Hold a rehearsal, dress rehearsal and production.
10. For the final production arrange a special location, audience and setting decorated with posters, name tags on table top and formal announcer to introduce the moderator.
11. Recording for review and sharing of the production is encouraged.

Assessment

The assessment of this experience will be a simple "group" rubric to assess process and product.

Best Instructional Practices:

Differentiated Instruction

This component of the learning experience will have two possible activities to allow for further study, independent browsing into the Library of Congress collections, and other resources










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Attachments

Library of Congress Resources




Title:			Leonard Wells Volk (1828-1895) Cast of Abraham Lincoln's right hand.
	Collection or Exhibit	Exhibits-American Treasures	
	Media Type:	Photo	
	URL:	http://www.loc.gov/exhibits/treasures/trm230.html	
Title:			Sailor holding a double case with portraits of Confederate soldiers
	Collection or Exhibit	Exhibits-American Treasures	
	Media Type:	Photo	
	URL:	http://www.loc.gov/exhibits/treasures/trm196.html	
Title:			Horace Greeley, full-length portrait, three-quarters to the right, seated in chair, wearing tall hat, folded newspaper in lap, carpet on floor
	Collection or Exhibit	Americas first look into the Camera: Daguerreotype Portraits and Views 1839-1864	
	Media Type:	Photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?ammem/dag:@field(NUMBER+@band(CPH+3a11338))	
Title:			A. Lincoln showing Sojourner Truth the Bible presented by colored people of Baltimore, Executive Mansion, Washington, D.C., Oct. 29, 1864.
	Collection or Exhibit	By Popular Demand: Portraits of the Presidents and First Ladies, 1789-Present	
	Media Type:	Photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a18453))	
Title:			Nursemaid with her charge
	Collection or Exhibit	Exhibits-American Treasures	
	Media Type:	Photo	
	URL	http://www.loc.gov/exhibits/treasures/trm039.html	
Title:			Abraham Lincoln looking presidential in 1864
	Collection or Exhibit	America's Library	
	Media Type:	Photo	
	URL	http://www.americaslibrary.gov/aa/lincoln/aa_lincoln_subj_e.html	
Title:			Frederick Douglass
	Collection or Exhibit	Prints and Photographs	
	Media Type:	Photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a18122))+@field(COLLID+cph))	



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Title:			Harriet Tubman, full-length portrait, standing with hands on back of a chair
	Collection or Exhibit	Prints and Photographs	
	Media Type:	Photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a10453))+@field(COLLID+cph))	
Title:			Abraham Lincoln, [May-June 1860] (Autobiographical Notes)
	Collection or Exhibit	Abraham Lincoln Papers	
	Media Type:	Unpublished Text	
	URL	http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1_032/0321400/malpage.db&recNum=0	
Title:			A reward poster for runaway slaves from 1847
	Collection or Exhibit	America's Library	
	Media Type:	Published Text	
	URL	http://www.americaslibrary.gov/aa/tubman/aa_tubman_rail_1_e.html	



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The More You Look, the More You See Photo Analysis Guide

What I see (observation)	What I Infer (think) (deduction)	What I need to Investigate (find out) (research)



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Overview

Lincoln and the Abolitionists about Slavery: Meeting the Press

The Setting is the White House East Room in 1863 decorated with a large window (mural), drapery and an American Flag; a table for participants and a desk/table for the moderator)

The Characters include President Abraham Lincoln, Sojourner Truth, Harriet Tubman, and Frederick Douglass, reporters and Secretary of War Edward Stanton who is the moderator.

The Format involves the panel asking participants about personal upbringing, opinions about slavery, expansion of slavery in the new territories and states and how slavery could be stopped. The moderator follows a scripted set of questions. Participants will have "scripted" answers.

Historical Era of this "Press Conference" is late 1864. The President is back in the White House from his summer home. Emancipation has been given to blacks in the Confederate states, African American soldiers are now in the Union Army and Navy. The problem is that the blacks are not being treated fairly regarding pay and more. The south is executing and returning black Union soldiers to the south for slavery. The abolitionists in the panel are all former slaves. Each participant has been gathered in the White House to discuss the serious problem of slavery in our country and how it can be stopped without creating more division in our country.

The President is very aware that the border states of Kentucky, Maryland, Delaware and Missouri are very sensitive to the idea of ridding their states of slavery. Up until 1864, after Union victories and the glorious performance of the black soldiers in battle, the purpose of the war was only to keep unity in the country. The President now sees a deeper purpose - slavery in all states needs to end. Something bigger needs to be done to do it permanently and constitutionally. This panel will discuss the issues of mistreated African-American Union soldiers, and the final solution of ridding the country of slavery.

Each figure will be asked the following questions and be given a chance to respond to other questions written by the reporters.



President Lincoln
(The Great Emancipator)



Frederick Douglass
(Editor of the Northern Star)



Sojourner Truth
(Preacher for Freedom)



Harriet Tubman
(Moses of her people)



Secretary of War, Edwin Stanton,
Moderator

Questions for "all" the participants to be asked by Secretary Stanton, moderator:

1. What was your childhood like?
2. Tell us about your personal experience with slavery?
3. Up until this present year (1864), what have you done to help African Americans in slavery?
4. Do you think black people will ever be equal to white people?
5. Do you think that the Emancipation Proclamation issued January 1, 1863 was a good thing? Why?



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Frederick Douglass:

1. We know you were a slave, but how did you get your freedom?
2. What is the name of your Newspaper?
4. Tell us about your first meeting with President Lincoln in the White House.
5. How have you been helping the Union during this war (Civil War)?
6. How did President Lincoln treat you when you visited him in the White House?
7. Do you think the African-American soldiers in the Union Army are being treated equally with white soldiers? What are some problems you think the President should take care of?

Harriet Tubman:

1. When and how did you escape from slavery?
2. You have been called the "Moses of your people." Why do people say this?
3. Tell us about the Underground Railroad. Why is it called a railroad?
4. You served other roles during this war. What were your other roles?
5. Being an abolitionist is dangerous in many areas. How do you think you and Frederick Douglass have survived?
6. What do you think about the way President Lincoln is handling the slave issue, as well as maintaining the unity of the country?

Sojourner Truth:

1. You were brought up a slave. What was your birth name? Why are you called Sojourner?
2. What language were you taught to speak? Did you learn to read and write?
3. When did you get your freedom?
4. You are a preacher. Besides preaching for the abolition of slavery, what other issues do you preach for or against?
5. What do think about our President (Lincoln)? Did the Emancipation Proclamation help the condition of the slave? Are you still helping educate and convince people to be against slavery?

President Abraham Lincoln:

1. Tell us a little bit about your early life. You have been called the "Rail-splitter Candidate." Now some call you the "Great Emancipator." How did these nick-names get started?
2. When did you first see a slave auction? What were your feelings then? Do you think there will be "equality" for African-Americans in America?
2. You made a statement at Charleston, Illinois during the 4th debate with Stephen Douglas. That statement had to do with "equality of blacks" in our country. What did you say then, and has your opinion changed since then? What do you think about your African-American soldiers in this war?
3. Why didn't you become an abolitionist with the others in this esteemed panel, in the early days before the Civil War?
4. Do you think the black Union soldiers are being treated fairly? If not, how are you going to improve their conditions?
5. Tell us how you think slavery should be ended.



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Cooperative Learning Project Rubric: Process

	4	3	2	1	Score
Group Participation	All students enthusiastically participate	At least 3/4 of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate	
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by 1/2 the group members	Exclusive reliance on one person	
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversations; some students were disinterested or distracted	
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members	



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Cooperative Learning Project Rubric: Product

	4	3	2	1	Score
Organization	Extremely well organized; logical format easily followed; flowed smoothly from one idea to next and cleverly conveyed; the organization enhanced project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience	
Content Accuracy	Completely accurate; all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or errors in information	Completely inaccurate; the facts in this project were misleading to the audience	
Research	Went above and beyond to research ; solicited material beyond what was provided; brought personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources	Did not utilize resources effectively; did little or no fact gathering on the topic	
Creativity	Extremely clever and presented with originality; a unique approach that truly enhanced the project	Clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"	
Presentation Mechanics	Engaging, provocative, captured the interest of the audience and maintained it throughout the entire presentation; great variety of quality visual aids and multimedia	Well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	At times interesting and clearly and precisely presented, clever at times and organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids	