



## 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



### Hail to the Chief: Presidential Inaugurations Then & Now

by Mary Ann Crome

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.



#### Overview

**Objectives:**

After completing the activity, students will be able to:

- analyze a primary source for historical significance
- discuss primary sources with guided questions in small learning groups

**Understanding Goal:**

Students will read and interpret a primary source, apply the skills of historical analysis and interpretation, and understand the development of a significant political event.

**Investigative Question:**

How can primary sources teach us about the past and help us to connect to events occurring in our country today?

**Time Required:**

50 minutes

**Grade Level:**

7 – 8

**Topic:**

Presidents

**Era:**

Civil War and Reconstruction, 1861 - 1877

**Illinois Learning Standards:**

Social Studies: 16A, 16B

Language Arts: 2B

For information on specific Illinois Learning Standards go to [www.isbe.state.il.us/ils/](http://www.isbe.state.il.us/ils/)



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## Preparation

### Background for Lesson:

<http://lcweb2.loc.gov/natlib/ihas/service/patriotic/100010434/100010434.mp3>

<http://lcweb2.loc.gov/diglib/ihas/loc.natlib.ihas.200000009/default.html>

[http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln2\\_1](http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/lincoln2_1)

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/presidents/lincoln>

<http://memory.loc.gov/learn/features/inaug/theatre.html>

### Library of Congress Items:

Title:

Lincoln's First Inaugural Address



Collection or Exhibit

American Treasure of the Library of Congress Top

Treasures Exhibit

Media Type:

Image

URL:

<http://www.loc.gov/exhibits/treasures/trt039.html>

Title:

A Glimpse of the Inaugural



Collection or Exhibit

American Treasures of the Library of Congress, Top

Treasures Exhibition

Media Type:

Photograph

URL:

<http://www.loc.gov/exhibits/treasures/trt041.html>

Title:

Inaugural Bible



Collection or Exhibit

American Treasures of the Library of Congress, Top

Treasures Exhibition

Media Type:

Image

URL:

<http://www.loc.gov/exhibits/treasures/trt040.html>

### Additional Materials:

 Document camera

 Two copies of each primary source

 "3-2-1 Note Cards" with discussion questions on back



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## Procedure

### Description of Teacher Actions:

1. Open the lesson by playing a clip from “Hail to the Chief.” Ask students when they would hear this music played. Student 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. (See Background for the Lesson section)
2. Ask students to recall the significance of January 20 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 US Constitution.) This is the day that the president takes the oath of office, also known as inauguration day. Study the meaning of the vocabulary word inauguration.
3. As this year’s inauguration is approaching, we will discuss the preparations for January 20 that we 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.
4. The teacher will turn the students’ attention to Illinois’ favorite president Abraham Lincoln by projecting a portrait. 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. (see Background for the Lesson section)
5. The class will be divided into 6 small groups (approximately 4-5 students per group) based on interest. Two groups will be given 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 to complete as a group. (See Handout for the lesson)
6. Teachers (classroom teacher, special educator, paraprofessional) will monitor student 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 their 3-2-1



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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.

7. The first class period will conclude with a discussion of the impact of Lincoln's First Inauguration on our country 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, newspaper was the only source of information in 1861.

### Extension Ideas:

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 2009 live. Following lessons will be spent comparing the new president's address to Lincoln, 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 Inauguration Then and Now.

## Evaluation

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



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### Attachments

Discussion questions for Lincoln's First Inaugural Address:

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

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

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

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4. Write one question to the author that is left unanswered by the document.

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### Discussion questions for A Glimpse at the Inaugural:

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

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2. What do you think the address sounded like?

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

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4. If the photo was in color, how would you describe some of the images in the photo?

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### Discussion questions for the Bible notes:

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

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

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

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4. What question would you ask the author of this note about the inauguration?

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**3-2-1 Questions for all groups:**

**3 important details from the source:**

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**2 historical facts from the source:**

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**1 summary of the historical impact of the source:**

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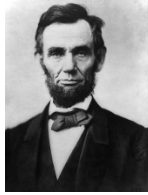
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## Rubric for assessing the newspaper activity:

### Newspaper Activity



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	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.	___
<b>Content Knowledge</b>	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).	___
<b>Grammar and Spelling</b>	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.	___
<b>Picture</b>	Picture is not relevant or is not time period appropriate.	Picture is relevant to the article but not time period appropriate.	Picture is relevant to the article.	Picture is highly relevant to the article and time period appropriate.	___
<b>Cooperation</b>	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.	___
				<b>Total----&gt;</b>	___

Created with the help of [teachology.com](http://teachology.com)



Rubric for Language Arts Compare/Contrast Activity

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	4	3	2	1	
<b>Main/Topic Idea Sentence</b>	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	—
<b>Supporting Detail Sentence(s)</b>	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	—
<b>Elaborating Detail Sentence(s)</b>	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	—
<b>Aspects of Inauguration</b>	Address, visuals, and personal accounts are compared.	Two aspects are compared.	Aspects are not compared with convincing details.	Not enough evidence is given to compare.	—
<b>Mechanics and Grammar</b>	Paragraph has no errors in punctuation, capitalization, and spelling.	Paragraph has one or two punctuation, capitalization, and spelling errors.	Paragraph has three to five punctuation, capitalization, and spelling errors.	Paragraph has six or more punctuation, capitalization, and spelling errors.	—
				<b>Total----&gt;</b>	—

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