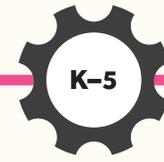


# 4 LAND OF LINCOLN



In the Land of Lincoln, you'll find this Presidential figure around every corner. From extensive academic resources to accessible site visits, Abraham Lincoln's physical presence in the State of Illinois presents dynamic opportunities for us to engage with this legendary figure.

**DID YOU KNOW?** The Abraham Lincoln Presidential Library and Museum offers an online collection of resources for teachers, including hands-on activities, vocabulary, research topics, critical thinking questions, and references to additional resources. Check out the website "Under His Hat" (<http://underhishat.alplm.org/>) for materials to accommodate classroom use at various grade levels.

**DATE: 1858**

**ARTICLE: "A HOUSE DIVIDED AGAINST ITSELF CANNOT STAND"**

**DATE: 1861**

**ARTICLE: "LINCOLN'S NEW WHISKERS"**

**DATE: 1944**

**ARTICLE: "WARTIME SPEECH FOR OUR TIMES"**

**K-5**

## STANDARDS

### ELA STANDARDS

- K-5 Reading 1-3: Key ideas and details
- K-5 Reading 7: Using illustrations to describe key ideas
- K-5 Writing 1 and 2: Writing opinion and informational text
- K-5 Writing 4-9: Produce and share information
- K-5 Speaking and Listening 1: Collaborative conversations
- K-5 Speaking and Listening 4-6: Presentation of knowledge and ideas

### SOCIAL SCIENCE STANDARDS

- SS.CV.1.K: Describe roles and responsibilities of people in authority.
- SS.H.1.K: Compare life in the past with life today.
- SS.H.2.K: Explain the significance of our national holidays and the heroism and achievements of the people associated with them.
- SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.
- SS.H.2.2: Compare individuals and groups who have shaped a significant historical change.



SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.

SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to the founding and development of Illinois.

## ACTIVITIES

- **It's All in a Hat:** Use a Lincoln hat to collect or draw artifacts, objects, and symbols that represent moments in Illinois history, taking inspiration from the timeline. To do this, have students take turns identifying a moment from the timeline and identify the significance of that event or moment. Students should then select or draw an artifact, object, or symbol to represent the moment, which can be added to the hat. This could be done at regular intervals or on a schedule.
- **Create a Lincoln Exhibition:** While learning about the life and legacy of Abraham Lincoln, have students gather or create artifacts or symbols of his Presidency and use these as the basis for curating an exhibit on Lincoln. The exhibition may include text introductions to artifacts, verbal presentations, or living museum figures all coordinated to summarize why Lincoln is one of the most memorable Presidents of all time.
- **Integrating the Arts:** Abraham Lincoln had many nicknames before, during, and after his Presidency—among them were Honest Abe, The Great Emancipator, The Ancient One, and The Rail-Splitter. Determine what events or characteristics attributed to these nicknames and present your findings in an artistic rendering, such as a drawing, painting, cartoon, sculpture, avatar, or video.

## 6–12

## STANDARDS

### ELA STANDARDS

6–12 RH and RI 1–3: Key ideas and details

6–12 RH and RI 7–9: Integration of knowledge and ideas

6–12 W and WHST 1 and 2: Writing argument and informational text

6–12 W 3: Writing narrative text

6–12 W and WHST 7–9: Research to build and present knowledge

### SOCIAL SCIENCE STANDARDS

SS.IS.8.6–8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.

SS.H.4.6–8.MC: Organize applicable evidence into a coherent argument about the past.

SS.H.3.9–12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.7.9–12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

## ACTIVITIES

For older students, the complexity of Lincoln's speeches and character can be more fully explored. Here are a few starting points to begin discussing concepts of agency, authority, and identity.

- "Translate" a section of an historical speech into contemporary language.
- Adapt the Gettysburg Address, or portions of it, to present across social media platforms.
- Extract quotes from Lincoln's speeches to show how sound bites and info bites can be used in different contexts, by more than one party, and with divergent intentions.
- Study how Abraham Lincoln evolved politically throughout his life using primary sources, such as quotes and speeches, to note changes.
- Take a classroom vote on a controversial topic to identify a baseline. Write motivational speeches to convince your classmates to change their vote. Cast a second ballot following the presentations and evaluate what was effective in various speeches and why.
- Determine a topic which divides the country today and make suggestions on what type of leadership, actions, and persuasive techniques would be required to unite us. Present your own Plan of Action or draft your own "Gettysburg Address" to persuade the nation.

By our politics editor

June 17, 1858

# “A HOUSE DIVIDED AGAINST ITSELF CANNOT STAND”

**S**PRINGFIELD LAWYER Mr. Abraham Lincoln, a Republican nominee for the U.S. Senate, yesterday delivered the speech of a great statesman that will resound across America as a warning of the threat to the Union over the slavery debate.

Using words from the Bible, Mr. Lincoln made clear his opposition to expanding slavery into new U.S. territories and spoke of a looming crisis that would pass only after it has been resolved once and for all.

“A house divided against itself cannot stand. I believe this government cannot endure, permanently half slave and half free,” he said. “I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided. It will become all one thing, or all the other.”

He added: “Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest

in the belief that it is in course of ultimate extinction; or its advocates will push it forward, till it shall become alike lawful in all the States, old as well as new—North as well as South.”

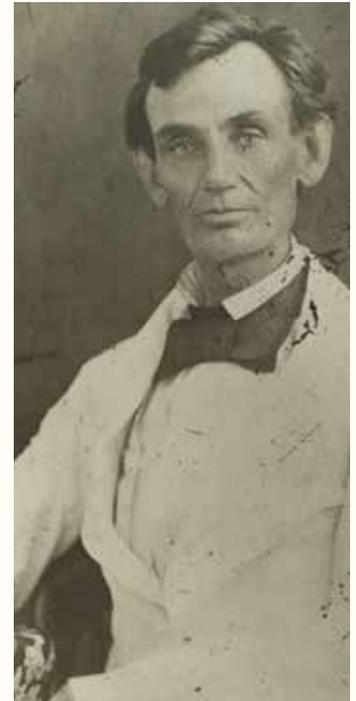
Mr. Lincoln was, in effect, laying down a challenge to the nation: that we, its citizens, must now decide which route we are to go down. His speech, made in the Illinois State Capitol in Springfield, has been acclaimed by abolitionists and Republican supporters. Some were saying last night that Mr. Lincoln has shown he has the qualities needed to become a great U.S. President.

Reaction in the southern “Slave States” is unlikely to be positive. Some are already warning of seceding from the Union and the risk of civil war if

men like Mr. Lincoln ever get to hold national office. Mr. Lincoln is due to embark on a series of debates across Illinois with U.S. Senator Stephen Douglas, the Democratic incumbent. The slavery issue is certain to be high on the agenda.

A German version of Mr. Lincoln’s speech is also to be printed in Alton for the State’s German-speaking residents.

Illinois is a major source of troops for the Union with 250,000 serving in the Civil War. It is also an important provider of military supplies. Galena’s Ulysses S. Grant is made U.S. Army commander, and forces the Confederate commander Robert E. Lee to surrender at Appomattox. Grant is twice elected U.S. President.



# Mr. Lincoln's New Whiskers

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PRESIDENT-ELECT Lincoln yesterday stopped on his inaugural journey by train from Illinois to Washington, D.C. and met an old friend — a 12-year-old girl, *writes our politics correspondent, February 17, 1861.*

The meeting between Mr. Lincoln and Miss Grace Bedell took place in her hometown of Westfield, New York. Onlookers were surprised to hear him look for the little girl and ask for her by name.

Miss Bedell had written to Mr. Lincoln last year urging him to grow a beard. Her letter read: "I hope you won't think me very bold to write to such a great man as you are...If you let your whiskers grow...you would look a great deal better for your face is so thin." Mr. Lincoln wrote back that never having worn any whiskers, people might think it a "silly



affection" to start now. He signed it "Your very sincere well wisher." Despite his doubts, he took the advice, and grew a beard while in Springfield. At yesterday's meeting, Mr. Lincoln stooped down and kissing Miss Bedell, said: "Gracie, look at my whiskers. I have been growing them for you!"

Mr. Lincoln is also an inventor, having a patent granted, for re-floating boats in shallow waters using his "Improved Method of Lifting Vessels over Shoals."

# WARTIME SPEECH FOR OUR TIMES

YOUNGSTERS BUY A PIECE OF HISTORY TO INSPIRE LEADERS OF TODAY

By our education editor

March 25, 1944

**S**CHOOLCHILDREN have proudly presented a rare copy of the Gettysburg Address written in President Lincoln's own hand to Illinois State officials at a ceremony in Springfield yesterday.

One of five hand-written copies of the speech, the President completed it at the request of Mr. Edward Everett, the former U.S. Secretary of State, who then sold it to help soldiers injured in the Civil War.

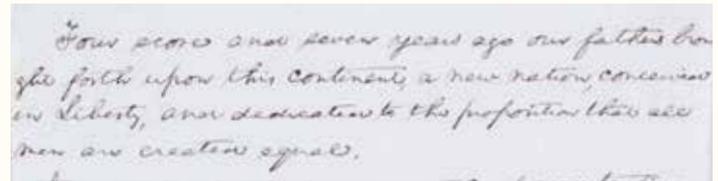
Thousands of Illinois children raised \$50,000 to buy the "Everett copy" which had just become available. With jars sited in classrooms for collections, they donated an average of five cents apiece, often sacrificing their allowances. Mr. Marshall Field III, the department store heir, made up the remainder by donating \$10,000.

The Gettysburg Address was



delivered by President Lincoln during the Civil War, at the dedication of the Soldiers' National Cemetery in Gettysburg, Pennsylvania.

As freedom and democracy are now under threat in a world war, its inspiring words—that government "of the people, by the people, for the people, shall not



perish from the earth"—are as relevant today as they were when first delivered in 1863. It seems

the children of Illinois have shown that they can appreciate these fine words just as well as any adult.