

IN CELEBRATION OF THE LINCOLN BICENTENNIAL

LINCOLN LESSONS

Included are the speeches listed below plus corresponding lesson questions and student activities.



All Men Are Created Equal

Speech in Independence Hall

February 22, 1861 • Philadelphia, Pennsylvania



Prelude to Emancipation

Preliminary Emancipation Proclamation

September 24, 1862



Emancipation

Emancipation Proclamation

January 1, 1863



Differing Opinions

The Gettysburg Address

November 19, 1863



A Course on Discourse

Second Inaugural Address

March 4, 1865 • Washington, D.C.



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IN CELEBRATION OF THE LINCOLN BICENTENNIAL

All Men Are Created Equal

Lincoln's Speech in Independence Hall

February 22, 1861

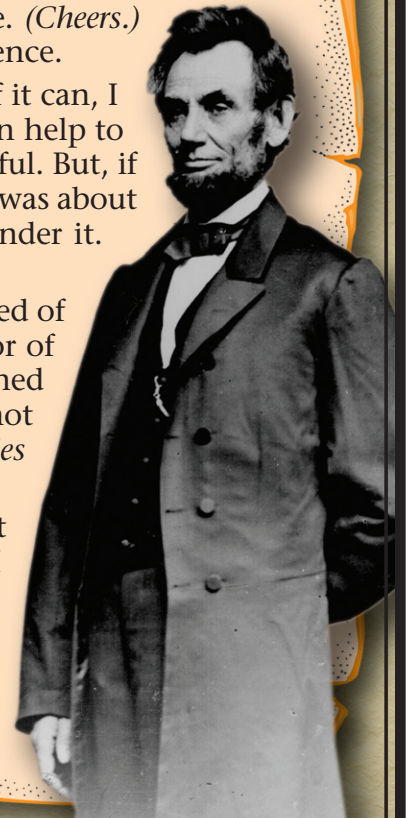
Philadelphia, Pennsylvania

Mr. Cuyler:—I am filled with deep emotion at finding myself standing here in the place where were collected together the wisdom, the patriotism, the devotion to principle, from which sprang the institutions under which we live. You have kindly suggested to me that in my hands is the task of restoring peace to our distracted country. I can say in return, sir, that all the political sentiments I entertain have been drawn, so far as I have been able to draw them, from the sentiments which originated, and were given to the world from this hall in which we stand. I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence. (*Great cheering.*) I have often pondered over the dangers which were incurred by the men who assembled here and adopted that Declaration of Independence—I have pondered over the toils that were endured by the officers and soldiers of the army, who achieved that Independence. (*Applause.*) I have often inquired of myself, what great principle or idea it was that kept this Confederacy so long together. It was not the mere matter of the separation of the colonies from the mother land; but something in that Declaration giving liberty, not alone to the people of this country, but hope to the world for all future time. (*Great applause.*) It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance. (*Cheers.*) This is the sentiment embodied in that Declaration of Independence.

Now, my friends, can this country be saved upon that basis? If it can, I will consider myself one of the happiest men in the world if I can help to save it. If it can't be saved upon that principle, it will be truly awful. But, if this country cannot be saved without giving up that principle—I was about to say I would rather be assassinated on this spot than to surrender it. (*Applause.*)

Now, in my view of the present aspect of affairs, there is no need of bloodshed and war. There is no necessity for it. I am not in favor of such a course, and I may say in advance, there will be no blood shed unless it be forced upon the Government. The Government will not use force unless force is used against it. (*Prolonged applause and cries of "That's the proper sentiment."*)

My friends, this is a wholly unprepared speech. I did not expect to be called upon to say a word when I came here—I supposed I was merely to do something towards raising a flag. I may, therefore, have said something indiscreet, (*cries of "no, no"*), but I have said nothing but what I am willing to live by, and, in the pleasure of Almighty God, die by.



All Men Are Created Equal

Lincoln's Speech in Independence Hall

February 22, 1861

Philadelphia, Pennsylvania

NIE Lesson Plan

Lesson Grade Level: Middle and High School • **Lesson Subject Area:** U.S. History

Essential Question: How committed was Lincoln that all men are created equal?

Background Information: Abraham Lincoln, the nation's first Republican president, won election in November 1860, and assumed office March 4, 1861. During the "secession winter" of 1860-61, seven states from the deep South seceded from the Union. These states, dependent on cotton cultivation and slave labor, seceded because the Republican platform called for the restriction of slavery from the western territories. Lincoln was an easy target for Southern anger, for he had frequently referred to the Declaration of Independence and often paraphrased "all men are created equal," in his strenuous denunciations of slavery.

In a day and age before television or radio, most Americans had neither seen nor heard Lincoln, so he made an extended railroad trip through the north on his way to Washington, D.C. for the inauguration. Nine days before his inauguration, Lincoln extemporaneously presented the featured speech of this lesson outside Independence Hall where he referred to sentiments embodied in that Declaration of Independence. "It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance. This is the sentiment embodied in that Declaration of Independence."

It is important for students to realize that in his 1861 inaugural address Lincoln pledged to enforce the Fugitive Slave Act and disavowed any intent to liberate slaves in the southern states. Lincoln did not emancipate slaves until January 1, 1863, and even then he did not free slaves in the border states or in certain areas of the Confederacy under Union control.

Acquisition Lesson: Pose the following question to students: What does the Declaration of Independence mean by "all men are created equal?" Each student will write a one-sentence answer. Sample student responses and write representative examples on the whiteboard.

Main Lesson: Document Analysis

Read Lincoln's speech in Independence Hall and discuss what Lincoln meant by "in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance."

- Why did he make this statement in this speech?
- Why was this a significant statement at Independence Hall?
- How did Lincoln's understanding of "all men are created equal" relate to his feelings about slavery in 1861?
- Did his words reflect his actions? Why or why not?
- Why did Lincoln not free the slaves in his inaugural address?
- How committed was Lincoln that "all men are created equal?"
Cite and analyze language from this speech.

Read today's newspaper. Find an article in today's newspaper that shows a person or group whose "shoulders are weighted down" in some way in our locality, state, nation, or world. Explain the nature of these "weights." Analyze and discuss how these "weights" might best be removed.

Enrichment Activity: Read coverage of this speech in archives of the *New York Tribune* and you will find slight variations of Lincoln's wording. Identify the differences. Discuss why the *Philadelphia Inquirer* and the *New York Tribune* ran slightly different versions of the speech. Would that sort of thing happen to a speech today? Why or why not?

Resources:

The Civil War Institute – www.gettysburg.edu/civilwar/institute/
The Olive Civil War Archive (February 22, 1861)
<http://onlinebooks.library.upenn.edu/webbin/serial?id=phillyinq>

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PA Academic Standards for Reading, Writing, Speaking, and Listening

1.2.11B, 1.6.11B, 1.6.11D, 1.6.11F

PA Academic Standards for History

8.1.12B, 8.1.12C, 8.2.9B, 8.3.9B

PA Academic Standards for Civics and Government

5.2.12D, 5.2.12F, 5.2.12.M



IN CELEBRATION OF THE LINCOLN BICENTENNIAL

Prelude to Emancipation

Preliminary Emancipation Proclamation

September 24, 1862

By the President of the United States of America.

A Proclamation.

I, Abraham Lincoln, President of the United States of America, and Commander-in-Chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States, and each of the States, and the people thereof, in which States that relation is, or may be, suspended or disturbed.

That it is my purpose, upon the next meeting of Congress to again recommend the adoption of a practical measure tendering pecuniary aid to the free acceptance or rejection of all slave States, so called, the people whereof shall then be in rebellion against the United States and which States may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate or gradual abolishment of slavery within their respective limits; and that the effort to colonize persons of African descent, with their consent, upon this continent, or elsewhere, with the previously obtained consent of the Governments existing there, will be continued.

That on the first day of January in the year of our Lord, one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the executive will, on the first day of January aforesaid, by proclamation, designate the States, and part of States, if any, in which the people thereof respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof shall, on that day be, in good faith represented in the Congress of the United States, by members chosen thereto, at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof, are not then in rebellion against the United States.

That attention is hereby called to an Act of Congress entitled "An Act to make an additional Article of War" approved March 13, 1862, and which act is in the words and figure following: "Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That hereafter the following shall be promulgated as an additional article of war for the government of the army of the United States, and shall be obeyed and observed as such: "Article-All officers or persons in the military or naval service of the United States are prohibited from employing any of the forces under their respective commands for the purpose of returning fugitives from service or labor, who may have escaped from any persons to whom such service or labor is claimed to be due, and any officer who shall be found guilty by a court martial of violating this article shall be dismissed from the service.

"Sec. 2. And be it further enacted, That this act shall take effect from and after its passage." Also to the ninth and tenth sections of an act entitled "An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate property of rebels, and for other purposes," approved July 17, 1862, and which sections are in the words and figures following:

"Sec. 9. And be it further enacted, That all slaves of persons who shall hereafter be engaged in rebellion against the government of the United States, or who shall in any way give aid or comfort thereto, escaping from such persons and taking refuge within the lines of the army; and all slaves captured from such persons or deserted by them and coming under the control of the government of the United States; and all slaves of such persons found on (or) being within any place occupied by rebel forces and afterwards occupied by the forces of the United States, shall be deemed captives of war, and shall be forever free of their servitude and not again held as slaves.

"Sec. 10. And be it further enacted, That no slave escaping into any State, Territory, or the District of Columbia, from any other State, shall be delivered up, or in any way impeded or hindered of his liberty, except for crime, or some offence against the laws, unless the person claiming said fugitive shall first make oath that the person to whom the labor or service of such fugitive is alleged to be due is his lawful owner, and has not borne arms against the United States in the present rebellion, nor in any way given aid and comfort thereto; and no person engaged in the military or naval service of the United States shall, under any pretence whatever, assume to decide on the validity of the claim of any person to the service or labor of any other person, or surrender up any such person to the claimant, on pain of being dismissed from the service."

And I do hereby enjoin upon and order all persons engaged in the military and naval service of the United States to observe, obey, and enforce, within their respective spheres of service, the act, and sections above recited.

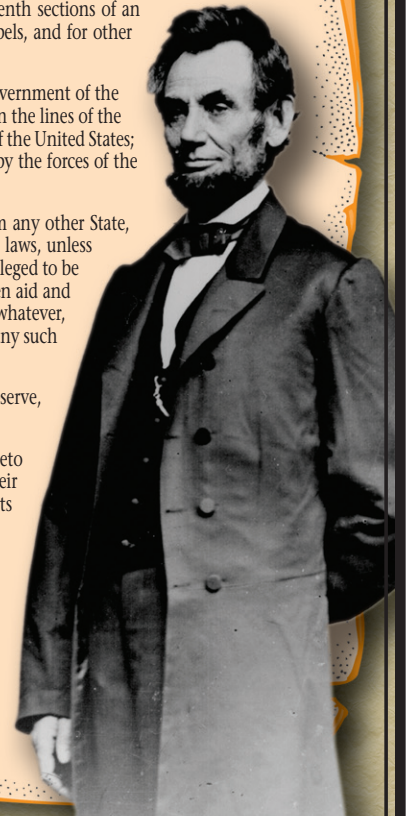
And the executive will in due time recommend that all citizens of the United States who shall have remained loyal thereto throughout the rebellion, shall (upon the restoration of the constitutional relation between the United States, and their respective States, and people, if that relation shall have been suspended or disturbed) be compensated for all losses by acts of the United States, including the loss of slaves.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty-second day of September, in the year of our Lord, one thousand, eight hundred and sixty-two, and of the Independence of the United States the eighty seventh.

[Signed:] Abraham Lincoln
By the President

[Signed:] William H. Seward
Secretary of State



Prelude to Emancipation

Preliminary Emancipation Proclamation

September 24, 1862

NIE Lesson Plan

Lesson Grade Level: High School

Lesson Subject Area: U.S. History

Essential Question: Why did Lincoln issue a preliminary Emancipation Proclamation?

Background Information: Abraham Lincoln privately viewed slavery as immoral and believed it would die a natural death without political interference. Politically, he expressed his opposition to the expansion of slavery into new territories and wouldn't call for immediate abolition. Lincoln waited for the correct political conditions to allow his personal feelings to transform into political action. Following the Second Confiscation Act, Lincoln took advantage of a strategic military victory along Antietam Creek in September of 1862 and issued the Preliminary Emancipation Proclamation. After many revisions, it became official on January 1, 1863 and added a new dimension to the war aims of the North.

Acquisition Lesson: Read the Preliminary Emancipation Proclamation and summarize its provisions and significance. Read two additional articles from the September 24 edition of the *Philadelphia Inquirer* at the following link: <http://onlinebooks.library.upenn.edu/webbin/serial?id=phillyinq>.

Main Lesson – Document Analysis: Read the article in column one on the second page titled *Comments of the Press Upon the President's Proclamation*.

Discuss the following questions:

1. How did Lincoln's position on slavery change over time?
2. What acts pertaining to slavery were prohibited?
3. Were the attempts by the military to end the war successful?
4. What is slavery for the southerners?
5. What slave action was feared in the north following the war?
6. How did Confederate Vice President Stephens regard slavery?

Activity: Read the next article in column one on the second page titled *Important from Washington – The President's Proclamation*.

Discuss the following questions:

1. Who forced the proclamation?
2. How are the slaves described?
3. What kind of revolutions might/did the Emancipation Proclamation create?
4. Where will the proclamation affect labor? How?
5. Was Lincoln an adept politician? Why or why not?
6. How do the Confiscation Act and Emancipation Proclamation compare and/or contrast?
7. What does the author cite as Lincoln's motivation for issuing the Emancipation Proclamation?

Assign one of the following geographic locations to each student: the north, a border state, or the south. Have students write an editorial from the perspective of a resident of this location in 1862, about their reaction to the Preliminary Emancipation Proclamation.

Read today's newspaper. Identify a political or social issue covered in today's edition of your newspaper. Write a letter to the editor expressing your views and propose a solution to the issue.

Resource:

The Olive Civil War Archive (September 24, 1862)
<http://onlinebooks.library.upenn.edu/webbin/serial?id=phillyinq>

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Adapted for NIE by Joan S. Clippinger, *The Patriot-News*, Harrisburg, PA

PA Academic Standards for Reading, Writing, Speaking, and Listening

1.2.11A, 1.4.11C, 1.6.11B, 1.6.11D, 1.6.11F

PA Academic Standards for History

8.1.12B, 8.3.9A, 8.3.9B

PA Academic Standards for Civics and Government

5.2.12D, 5.2.12F, 5.3.12.B, 5.2.12M



IN CELEBRATION OF THE LINCOLN BICENTENNIAL

Emancipation

Emancipation Proclamation

January 1, 1863

By the President of the United States of America.

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkeley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth)), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

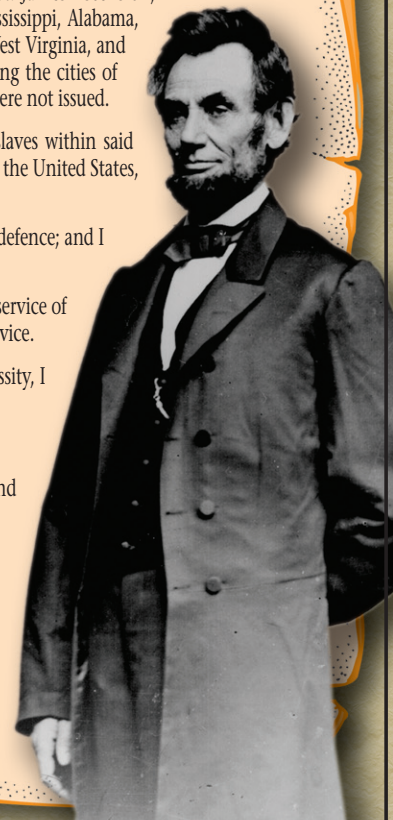
And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President:
ABRAHAM LINCOLN

WILLIAM H. SEWARD,
Secretary of State.



Emancipation

Emancipation Proclamation

January 1, 1863

NIE Lesson Plan

Lesson Grade Level: High School

Lesson Subject Area: U.S. History

Essential Question: How did newspapers affect public opinion about the Emancipation Proclamation?

Background Information: On September 22, 1862, Abraham Lincoln issued a preliminary Emancipation Proclamation. The Proclamation declared that unless the southern states returned to the Union by January 1, 1863, all slaves in those states “shall be then, thenceforward, and forever free.” Of the many challenges Lincoln faced, one of the greatest was trying to prove that the democratic process supported his position that all men are created equal. Lincoln was fighting the generally accepted idea that slavery and democracy were somehow compatible. The Dred Scott decision (1857) and the philosophy of popular sovereignty popularized by Stephen Douglas supported the concept that slavery was supported in the Constitution. After consultation with his cabinet members and other political advisors, the final edited version of the Emancipation Proclamation was issued January 1, 1863.

Acquisition Lesson: Discuss the following quotes by Abraham Lincoln: “We must change our tactics or lose the game.” “The moment came when I felt slavery must die that the nation might live.”

- Discuss why Lincoln needed to address the concept of emancipation with his skeptics.
- What would a northern abolitionist think about Lincoln’s quotes about emancipation of slaves? A southern plantation owner? A northern business owner? A southerner who doesn’t own slaves? A slave?

Main Lesson – Document Analysis: Read the Emancipation Proclamation and discuss the following questions:

- How would you describe the tone of this document?
- Why do you think Lincoln, known to be a prolific writer, produced such a document?
- What does the document say?

Log onto the website The Valley of the Shadow at <http://valleyvcdh.virginia.edu>. This website is a digital archive of primary sources that document the lives of people in Augusta County, Virginia, and Franklin County, Pennsylvania during the era of the American Civil War. Here you may explore thousands of original documents that allow you to see what life was like during the Civil War for the men and women of Augusta and Franklin. Four newspapers were documented for this project: the *Staunton Spectator* (Virginia, Whig), the *Republican Vindicator* (Virginia, Democratic), the *Franklin Repository and Transcript* (Pennsylvania, Republican), and the *Valley Spirit* (Pennsylvania, Democratic).

Divide the class into two groups: The first group represents a group of northern abolitionists and the second group represents a group of southern planters and business owners who depend upon cotton for their income. Assign the first group to research reactions to the Emancipation Proclamation in the Pennsylvania newspapers listed above. Assign the second group to research reactions to the Emancipation Proclamation in the Virginia newspapers.

- Debate and discuss different regional perspectives. Differentiate fact and opinion.
- Did the Pennsylvania newspapers welcome or reject the document?
- Do you think Pennsylvania’s response was a typical northern reaction?
- Do you think Virginia’s response was a typical southern reaction?

Did the response in local newspapers surprise you in any way? Why or why not?

Each student will write a letter to the editor to one of their research newspapers as if it were 1863 praising or criticizing Lincoln’s actions. Group one will write from an abolitionist’s perspective; group two will write from a planter’s perspective. (Each letter should include your name and residence. The date of your letter is January 8, 1863.)

Read Today’s Newspaper. Find an article about a national or world issue in today’s newspaper. Summarize the issue in three sentences. Identify two leaders with conflicting viewpoints whom you would like to interview to learn more about the issue. Write five interview questions.

Enrichment activity: Students work in pairs. One student will write a brief diary entry role playing a slave in the south and the other student will write a brief diary entry role playing a northern abolitionist. Analyze these diary entries to determine if they have anything in common.

You are either a northern abolitionist or a southern business owner who is dependent upon cotton for income. Write a letter to the editor expressing your views of President Lincoln and his Emancipation Proclamation which was declared last week. (Each letter should include your name and residence. The date of your letter is January 8, 1863.)

Resource:

The Valley of the Shadow at <http://valley.vcdh.virginia.edu>

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Adapted for NIE by Joan S. Clippinger, *The Patriot-News*, Harrisburg, PA

PA Academic Standards for Reading, Writing, Speaking, and Listening

1.1.11B, 1.1.11G, 1.4.11C, 1.6.11E, 1.6.11F

PA Academic Standards for History

8.1.12B, 8.1.12C, 8.1.12D, 8.1.9B, 8.1.9C, 8.1.9D, 8.2.9A, 8.2.9B, 8.3.9A, 8.3.9B

PA Academic Standards for Civics and Government

5.2.12A, 5.2.12D, 5.2.12F, 5.3.12B, 5.3.12J



IN CELEBRATION OF THE LINCOLN BICENTENNIAL

Differing Opinions

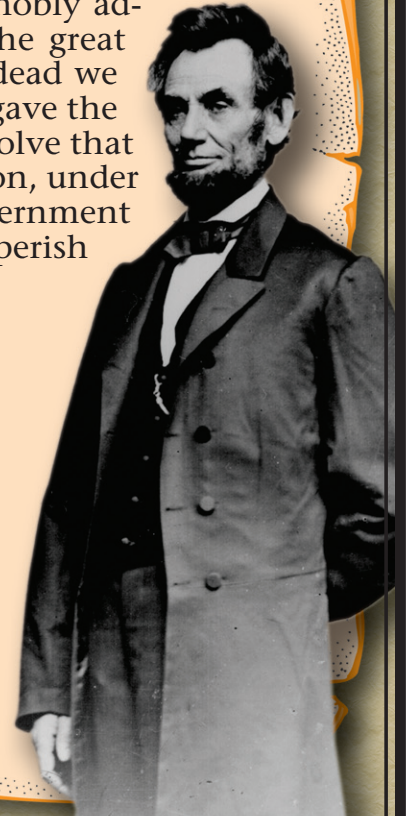
The Gettysburg Address

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.



Differing Opinions

The Gettysburg Address

November 19, 1863

NIE Lesson Plan

Lesson Grade Level: High School

Lesson Subject Area: U.S. History and American Literature

Essential Question: Why was it beneficial for newspapers to reflect different opinions?

Background Information: Lincoln delivered the Gettysburg Address on November 19, 1863 at the dedication of Gettysburg National Cemetery. The Battle of Gettysburg was a turning point in the Civil War. The Union victory in July 1863 ended General Robert E. Lee's second and most ambitious invasion of the north. Lincoln's address was intended to memorialize the dead and to redefine the purpose of the Union in fighting the Civil War.

Main Lesson – Document Analysis: Compare and contrast three different newspaper articles about Lincoln's Gettysburg Address.

Log onto <http://digitalnewspapers.libraries.psu.edu> and identify three Pennsylvania newspapers from the Civil War era. Identify a newspaper from the same area where you live and choose two others from different areas of Pennsylvania.

How do these accounts compare and contrast? Which words and rhetoric indicate the tone of each author?

Contemporary history considers The Gettysburg Address one of the finest speeches in American history. After reading the 1863 newspaper reviews of the Gettysburg Address, pretend you are a Civil War soldier from Pennsylvania. Write a letter to the editor of your local newspaper expressing your opinion about the abbreviated oration.

Differing Opinions

Compare and contrast three different articles about Lincoln's Gettysburg Address. Log onto <http://digitalnewspapers.libraries.psu.edu> and identify three Pennsylvania newspapers from the Civil War era. Identify a newspaper from the same area where you live and choose two others from different areas of Pennsylvania.

- What was the newspaper's position about the quality and content of Lincoln's Gettysburg Address? Indicate favorable or non-favorable.
- Cite three reasons from the article for the support or non-support of Lincoln.
- Identify words and rhetoric that set the tone of the author. Newspaper Name
Position Reasons Tone and rhetoric.

Read today's newspaper.

In commemoration of the bicentennial of Lincoln's birth, write a letter to the editor of your local newspaper explaining the significance of Lincoln's words in the Gettysburg Address and how they relate to your generation today. Consider how his words relate to our democracy today.

Resource:
Pennsylvania Civil War Newspapers at <http://digitalnewspapers.libraries.psu.edu>.

Submitted by Katherine C. Hobbs, Norfolk Academy, khobbs@norfolkacademy.org.

Adapted for NIE by Joan S. Clippinger, *The Patriot-News*, Harrisburg, PA

PA Academic Standards for Reading, Writing, Speaking, and Listening
1.1.11B, 1.1.11G, 1.2.11B

PA Academic Standards for History
8.1.12C, 8.1.12D



IN CELEBRATION OF THE LINCOLN BICENTENNIAL

A Course on Discourse

Second Inaugural Address Washington, D.C.

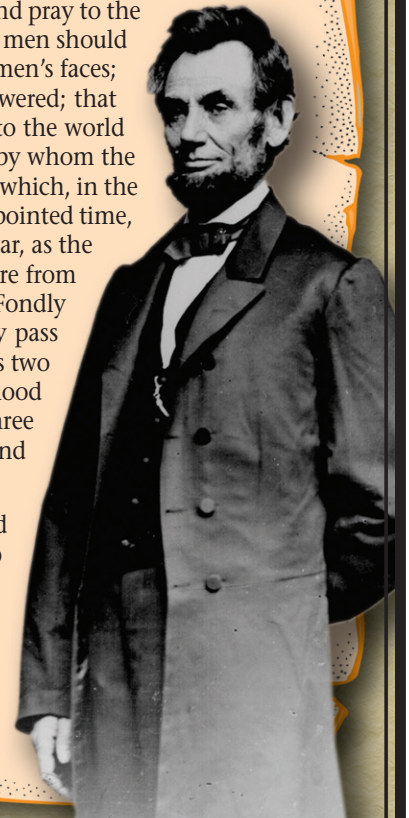
March 4, 1865

At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention, and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural [sic] address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve [sic] the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has his own purposes. "Woe unto the world because of offences! for it must needs be that offences come; but woe to that man by whom the offence cometh!" If we shall suppose that American Slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South, this terrible war, as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a Living God always ascribe to Him? Fondly do we hope—ferently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord, are true and righteous altogether"

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations.



A Course on Discourse

NIE Lesson Plan

Lesson Grade Level: High School

Lesson Subject Area: U.S. History

Essential Question: How does media influence public opinion?

Background Information: Lincoln presented his second inaugural address on March 4, 1865. This speech has been widely acknowledged as one of the most remarkable documents in American history. The London Spectator reported, "We cannot read it without a renewed conviction that it is the noblest political document known to history, and should have for the nation and the statesmen he left behind him something of a sacred and almost prophetic character."

Journalist Noah Brooks, an eyewitness to the speech, said that as Lincoln advanced from his seat, "a roar of applause shook the air, and, again and again repeated, finally died away on the outer fringe of the throng, like a sweeping wave upon the shore. Just at that moment the sun, which had been obscured all day, burst forth in its unclouded meridian splendor, and flooded the spectacle with glory and with light." Brooks said Lincoln told him the next day, "Did you notice that sunburst? It made my heart jump."

According to Brooks, the audience received the speech in "profound silence," although some passages provoked cheers and applause. "Looking down into the faces of the people, illuminated by the bright rays of the sun, one could see moist eyes and even tearful faces..., but chiefly memorable in the mind of those who saw that second inauguration must still remain the tall, pathetic, melancholy figure of the man who, then inducted into office in the midst of the glad acclaim of thousands of people, and illumined by the deceptive brilliance of a March sunburst, was already standing in the shadow of death."

Main Lesson – Document Analysis: Read Lincoln's second inaugural address. Log onto Pennsylvania Civil War Newspapers at <http://digitalnewspapers.libraries.psu.edu> and access a historic newspaper that was located close to your hometown from March 5, 1865. Read the news coverage and opinions of Lincoln's second inaugural address.

Read today's edition of your local newspaper and locate an item about a current national issue. Compare and contrast presidential news coverage in 1865 and 2009.

A Course on Discourse

Compare and contrast presidential news coverage in 1865 and 2009. Compare coverage of Lincoln's second inaugural address in 1865 to presidential news coverage in today's edition of the newspaper. Explain how news coverage can affect public opinion.

- Read Lincoln's second inaugural address.
- Log onto Pennsylvania Civil War Newspapers at <http://digitalnewspapers.libraries.psu.edu> and access a historic newspaper that was located close to your hometown a few days after Lincoln's second inaugural address on March 4, 1865. Read the news coverage and opinions of Lincoln's second inaugural.
- Read today's edition of your local newspaper and locate an item about a current national issue.
- Identify words and rhetoric that set the tone of the author.
- Explain how media coverage can affect public opinion.

Read today's newspaper. Locate an item about a current national issue. Compare and contrast presidential news coverage in 1865 and 2009.

Resource:

Pennsylvania Civil War newspapers at <http://digitalnewspapers.libraries.psu.edu>.

Submitted by Jeffrey A. Stohr, North Broward Prep, stohrj@nbps.org.
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PA Academic Standards for Reading, Writing, Speaking, and Listening

1.1.11B, 1.3.11E, 1.6.11F

PA Academic Standards for History
8.1.12B, 8.1.12C, 8.1.12D, 8.1.9B,
8.1.9C, 8.1.9D, 8.2.9B, 8.3.9A

PA Academic Standards for Civics and Government
5.2.12D, 5.3.12J