

## Bonus Lesson Plan: Eulogy

**Lesson Overview:** Students will combine all of their research knowledge of Lincoln and determine what ten things Lincoln would be proud of throughout his life and write a Eulogy that he would have wanted.

### Unit Overview:

In the Lincoln Mosaic students will examine & analyze the significant people, places and events that contributed to the development of Lincoln both as an individual and as a leader among men.

The Lincoln Mosaic unit is broken down into five lesson plans covering a ten day period, with each lesson consisting of 45 minutes to an hour depending on the ability levels of students and the subject matter. This unit can be modified to meet the needs of students with various ability levels as well as be altered to accommodate different types of class schedules.

### Grade Level: K-12

**Subject:**, Anthropology, American Civil War, Economics, Frontier America, Geography, Government, Sociology, United States History, Westward Expansion.

**Group Size:** 20+ Students

**Setting:** Library or Classroom

### Procedures:

- Start the Lesson with appropriate Lecture Notes
- Instruct students on requirements for Journal entry
- Hand out examples of the Journal entry
- Critique the Journal entry
- Elaborate on why it is considered to be a good example
- Hand out selected reading material
- Instruct students to annotate the reading material
- Students will create an outline of what information they will use in the Journal entry as required by the blank journal entry worksheet.
- Instruct students on how to document using APA Chicago style footnotes.
- Allow students time to work on assignment.
- Provide for peer grading opportunities
- Wrap up the lesson with a discussion on what information they obtained from the reading materials.

Summative assignment will be the completed journal entry.

## **U.S. History:**

### **GRADES K-4**

Topic 1: Living and Working together in families and communities now and long ago.

- Standard 1: Family life now and in the recent past; family life in various places long ago.

Topic 3: History of the United States; Democratic principles and values and the people from many cultures who contributed to its cultural, economic and political heritage.

- Standard 6: Regional folklore and cultural contributions that helped form our national heritage.

## **United States Era 4**

### **GRADES 5-12**

**Standard 2:** How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

#### **5-12**

- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]

#### **9-12**

- Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences. [Compare and contrast differing sets of ideas]

**Standard 2D:** The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

#### **9-12**

- Analyze the argument that the institution of slavery retarded the emergence of capitalist institutions and values in the South. [Evaluate major debates among historians]

## 5-12

- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

**Standard 2E:** The student understands the settlement of the West.

## 5-12

- Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]
- Analyze cultural interactions among diverse groups in the trans-Mississippi region. [Consider multiple perspectives]

## 9-12

- Assess the degree to which political democracy was a characteristic of the West and evaluate the factors influencing political and social conditions on the frontier. [Differentiate between historical facts and historical interpretations]

**Standard 3A:** The student understands the changing character of American political life in "the age of the common man."

## 7-12

- Relate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation. [Identify relevant historical antecedents]

## 5-12

- Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]
- Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]

## 9-12

- Explain the combination of sectional, cultural, economic, and political factors that contributed to the formation of the Democratic, Whig, and "Know-Nothing" parties. [Analyze multiple causation]

- Evaluate the importance of state and local issues, the rise of interest-group politics, and the style of campaigning in increasing voter participation. [Compare and contrast differing sets of ideas]
- Standard 3B: The student understands how the debates over slavery influenced politics and sectionalism.

## **7-12**

- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. [Analyze cause-and-effect relationships]
- Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism. [Compare and contrast differing sets of ideas]

## **United States Era 5**

### **GRADES 5-12**

**Standard 1A:** The student understands how the North and South differed and how politics and ideologies led to the Civil War.

## **7-12**

- Identify and explain the economic, social, and cultural differences between the North and the South. [Draw upon quantitative data to trace historical developments]
- Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]
- Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]
- Chart the secession of the southern states and explain the process and reasons for secession. [Analyze cause-and-effect relationships]

## **9-12**

- Analyze how the disruption of the second American party system frayed the durable bonds of union, leading to the ascent of the Republican party in the 1850s. [Analyze multiple causation]

## **Geography:**

Standards I, II, IV, V, VI

**English:**

Standards I, II, III

**Guiding Question:** How did the people, places and events in the different stages of Lincoln's life influence his development and contribute to his growth as an individual and future political leader?

**Location:** Abraham Lincoln's Birthplace and his Kentucky Boyhood home

**Critical Content:** Analyze how key events, people, ideas, institutions and attitudes influenced Abraham Lincoln and provided him with the moral strength of character considered to be crucial to his success as President and Commander in chief of the United States of America.

**Student Objectives:**

- Research the history of Abraham Lincoln's life through the use of primary and secondary documents.
- Use acquired research to synthesis journal entries that consistently reflect the belief and attitudes of Abraham Lincoln during each time period.

Identify an idea, person, event, or belief that may have had the greatest influence on Abraham Lincoln. Provide evidence to support conclusion.

**Grading Cliff notes of Abraham Lincoln Journal Entries:**

The highlighted items reflect historical information students will obtain from their research and include in the Journal entry.

The historical quotes used will be documented using APA Chicago style footnotes.

Students will get points for creativity and making the voice of the Journal entry reflect the historical voice and tone of President Abraham Lincoln.

Additional details can be added from Lincoln's life in order to make the Journal entry seem more authentic.

Students can complete the blank Journal entry worksheet to help them create a believable and authentic journal entry.

**JOURNAL ACTIVITY WORKSHEET**

<p><b>NAME of RESOURCE USED:</b></p> <hr/> <hr/> <hr/>	<p><b>Journal Entry:</b></p>
<p><b>Key Facts obtained From Resource:</b></p>	
<hr/> <p><b>Creative Elements and Insights into character.</b></p>	

## Abraham Lincoln Journal Example I:

April 9, 1865

On April 6<sup>th</sup> I sent a dispatch to Major General Weitzel instructing him to allow the leaders of the former Virginia legislature the opportunity to meet and discuss the withdraw of the Virginia troops. Afterwards around nine o'clock I decided to visit the Union field hospital at City point and the horrors I saw were unimaginable as fathers and sons lay wounded or dying upon small blood stained military cots. The sounds of those dying men and their pain ricochet in my mind only to mingle with the click of rifles and military drills being executed by healthy men just beyond the tent flaps.<sup>1</sup> It is my intention to make the transition from insurgents to citizens as smooth and seamless as possible. I hope that my concessions will reduce hostilities and prevent additional loss of life on both sides.<sup>2</sup> I want to bring the southern states back into the Union and prevent Congress from imposing punitive measures against our brethren. "I must bear the horrors of war, too. Oh, this war! This awful, awful war".<sup>3</sup>

"He from whom all blessings flow, must not be forgotten. A call for a national thanksgiving is being prepared and will be duly promulgated".<sup>4</sup> My fondest desire has come to pass; a messenger just arrived and informed me that General Lee has surrendered to General Grant and it is up to me to try and bring about reconstruction. There is one part of me that just wants to continue to float along the river and allow the gentle rhythmic motion of the *River Queen* soothe my troubled soul and help me temporarily forget my troubles. Oh how I wish I were back home in Springfield or traveling towards California enjoying the company of Mrs. Lincoln and the boys. God almighty how am I to bring about the reconstruction of the insurgents when there is no one true political entity in which to negotiate with? "No one man has the authority to give up the rebellion for any other man".<sup>5</sup> How will I keep those blood thirsty northern vultures in Congress from picking clean the bones of the southern states and taking advantage of the poor men and women hurt the most by this bloody war?

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<sup>1</sup> Wade, Hall One Man's Lincoln Kentucky Humanities Council, Inc. 1998. Pg 68

<sup>2</sup> Wilson & Davis, Herndon's Informants University of Illinois Press 1998. Pg 413.

<sup>3</sup> Wade, Hall One Man's Lincoln Kentucky Humanities Council, Inc. 1998. Pg 70

<sup>4</sup> Grafton, John. Dover Thrift Editions, Great Speeches Abraham Lincoln. Pg 109

<sup>5</sup> Grafton, John. Dover Thrift Editions, Great Speeches Abraham Lincoln. Pg 109

## Abraham Lincoln Journal Example II:

June 26, 1833

Today I spoke to a large crowd outside the Springfield courthouse and Geo Forquer stood up and decided to give an impromptu speech stating that “This young man will have to be taken down, and I am truly sorry that the task devolves on me”. The crowd demanded I give Forquer the swift set down he deserved. “I made my rebuttal short and sweet, like the old woman’s dance”.<sup>6</sup> Forquer started his speech by saying “this young man would have to be taken down, alluding to me (Abraham Lincoln); I am not so young in years as I am in the tricks and trades of a politician; but live long, or die young, I would rather die now, than, like the gentleman change my politics, and simultaneous with the change, receive an office worth three thousand dollars per year, and then have to erect a lightning rod over my house, to protect a guilty conscience from an offended god”.<sup>7</sup> I find that I do not regret my words to the George Forquer but I do regret not making a point of asking why he felt the need to change his political views in favor of money when the true cost was the respect of his constituents and his friends and family.

Later I took a leisurely stroll and stopped to talk with some farmers and was able to deliver some letters on my way to Rowan Herndon’s house. I know that I am running by common consent and as such I do not need to make a formal declaration of principles.<sup>8</sup> However I feel it would benefit me to go out into the community and do a little electioneering. I must say Rowan sets a fine table and it being harvest time I was able to take my dinner into the fields and talk to some of the men and enjoy the some good old storytelling. They agreed to vote for me provided I could prove I was a man of labor and could make a hand. I must say taking the cradle reminded me of working with paw on the farm in Indiana.<sup>9</sup> “If elected, I shall consider the whole people of Sangamon my constituents, as well as those that oppose me as those that support me. While acting as their representative, I shall be governed by their will, on all subjects upon which I have the means of knowing what their will is; and upon all others, I shall do what my own judgment teaches me will best advance their interests.”<sup>10</sup>

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<sup>6</sup> Platt, Benjamin, Lincoln’s New Salem. Americana House, Chicago Illinois. 1954. Pg 85

<sup>7</sup> Wilson & Davis, Herndon’s Informants University of Illinois Press 1998. Pg 589

<sup>8</sup> Platt, Benjamin, Lincoln’s New Salem. Americana House, Chicago Illinois. 1954. Pg 114

<sup>9</sup> Platt, Benjamin, Lincoln’s New Salem. Americana House, Chicago Illinois. 1954. Pg 115

<sup>10</sup> Platt, Benjamin, Lincoln’s New Salem. Americana House, Chicago Illinois. 1954. Pg 128-129.



