

A photograph of a large, two-story white house with a green roof and multiple windows, identified as President Lincoln's Cottage. The house is surrounded by greenery and trees.

Lincoln's Toughest Decisions

with

President Lincoln's Cottage

Thank you for reserving a Lincoln's Toughest Decisions program with President Lincoln's Cottage! We're confident that your students will have a great experience, and we hope you will find the attached pre- and post-program materials helpful.

At President Lincoln's Cottage, our mission is to reveal the true Lincoln and continue the fight for freedom. As president, a key element of Lincoln's collaborative process was to consult the ideas of those around him. Lincoln's approach provides a model for students to develop their own decision-making skills as they strive to understand the value of conflicting ideas, building support to achieve positive change in modern society, and their own responsibility and power within their communities. In this award-winning program that exposes students to the different perspectives of President Lincoln's adversaries, allies, and friends, students work in small groups to explore historical documents and delve into the tough questions that Lincoln faced in implementing emancipation.

Enclosed are educator materials specifically designed to help you:

- **PREPARE** your students for their experience through thought-provoking activities
- Arrange your program for the best possible **EXPERIENCE**
- Plan meaningful time for students to **REFLECT** after your program

Other resources and materials are available on our website at www.lincolncottage.org. If you have additional questions, please contact us in the Education Department via email at education@lincolncottage.org.

Activity One

Then and Now

For the Teacher

This exercise is designed to give students practice analyzing primary sources. When students move from merely looking at photographs, documents, maps, or other texts to understanding them as sources of information, they develop their historical thinking skills and become savvier consumers of media. During the program, your students will encounter a variety of primary sources about Lincoln and other historic people and can gain further practice with these skills.

What You'll Need

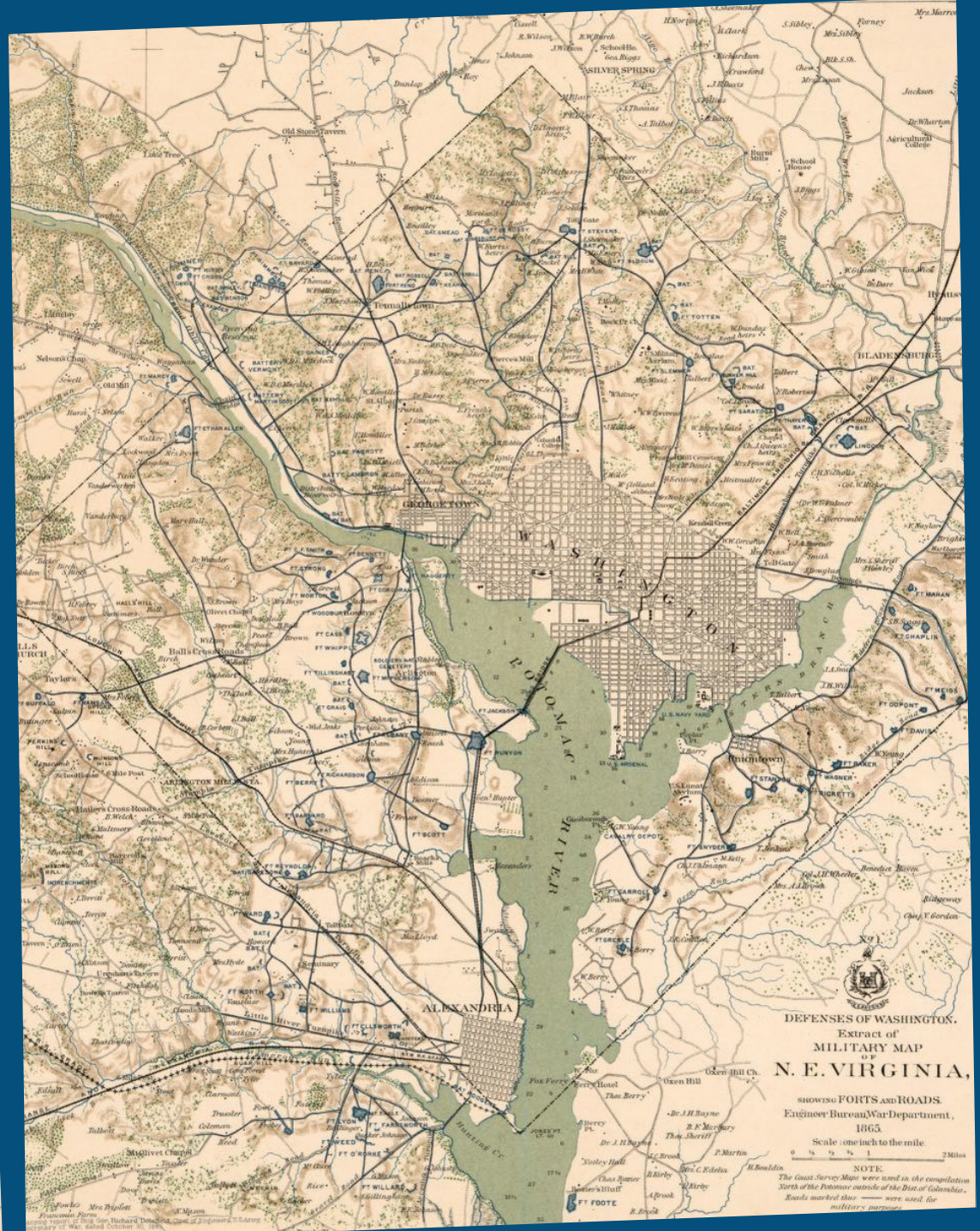
- Historic maps of Washington DC (see pages 3-4)
- Pen and paper, or other writing tools

Lesson Procedure

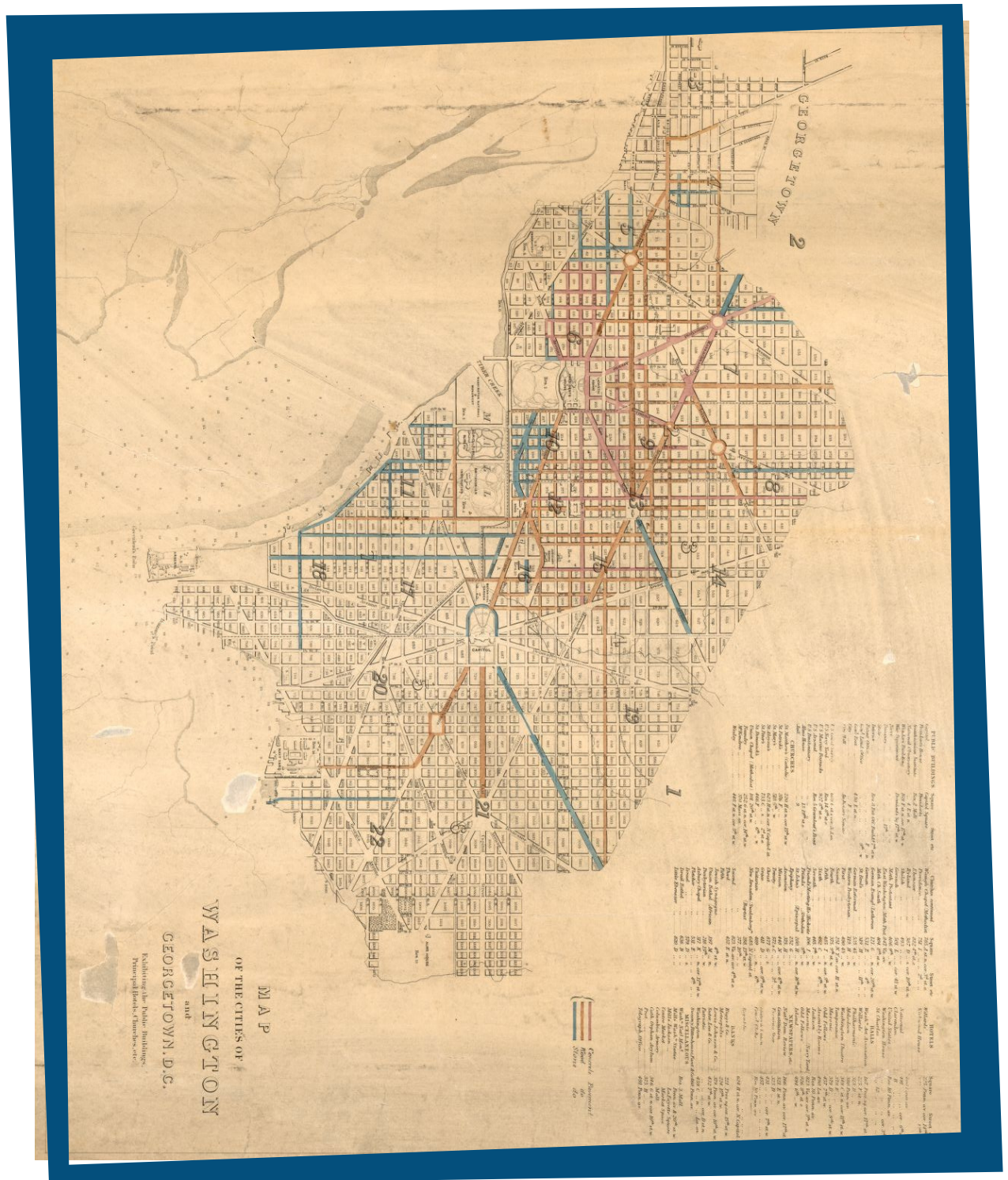
Show students one or both of the historic maps of Washington, DC during the Civil War. You can print the maps on pages 3 and 4, but we recommend clicking each map to access the online version, on which students can zoom in and out. Ask students to compare and contrast these maps with a modern map of the city. Google Maps and OpenStreetMap.org are good options for sourcing a modern map online. Discuss with students:

- What do you notice about the historic maps?
- What features are present in the modern maps but missing in the historic ones? (the Tidal Basin, the Smithsonian museums on the National Mall, the buildings beyond the inner core of the city, etc)
- What features are present in the historic map but missing in the modern one? (the Washington Canal, the forts surrounding the city, etc)
- The Cottage is visible on the Defenses of Washington map, labeled as "US Military Asylum." Given its location, why do you think Lincoln would have wanted to spend time there?
- What can the features of the historic map tell you about what life was like in DC during the Civil War? (For example, if there were forts surrounding the city, what would that have meant in terms of supplies and personnel - not to mention the emotional tenor of the city?)

Then and Now



Then and Now



Map Credits

Then and Now

Map #1

Defenses of Washington. This map shows the city of Washington, DC as it appeared during the Civil War, along with parts of Maryland and Virginia. In addition to forts, roads, and other major buildings, it shows landowners surrounding the city (small italicized names). Richard Delafield, United States War Department Engineers. 1865. Library of Congress Geography and Map Division.

Map #2

Map of the Cities of Washington and Georgetown. This map shows the gridded streets of the City of Washington and its neighbor, Georgetown, along with major buildings. Only color-marked streets were paved in the 1860s. Unknown cartographer, c. 1860. Library of Congress Geography and Map Division.



Activity Two

Four Approaches

For the Teacher

During the program, students will be analyzing primary sources to delve into the tough decisions Lincoln faced as he developed the Emancipation Proclamation. This exercise, based on the framework of four types of truth developed by the [International Coalition of Sites of Conscience](#), is designed to help them engage deeply with the Proclamation and practice approaching primary sources, and the historical events they represent, from a variety of perspectives. The ICSOC's [framework of truth-telling](#) is intentionally complex to help organizations and individuals better grapple with the ripple effects of injustice and oppression.

What You'll Need

- Pen and paper, or other writing tools
- Full text of the Emancipation Proclamation (see page 7-8)
- Questions worksheet on page 9

Lesson Procedure

Break students into four groups, and share with them the text of the Proclamation. Explain that each group will be analyzing the same text using a different approach, as below:

- Forensic -- the straightforward facts of the situation, "scientific" truth
- Personal -- first-hand experiences and personal feelings
- Social -- broader narratives from society or national groups
- Healing -- truths that contribute to righting a wrong or injustice

Assign each group to analyze the Proclamation using the questions on page 9 for their approach. Give students about 20 minutes to work. Then, have students share their conclusions. We suggest dividing the board or your screen into 4 sections and having groups add their answers so students can see them all together. Discuss together:

- What patterns do you notice?
- What came up that was surprising?
- How could we integrate these four approaches into new understanding?

Four Approaches: The Proclamation

Below is the full text of the Emancipation Proclamation. You can also find it online at the [National Archives](#).

January 1, 1863

A Transcription

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:

Four Approaches: The Proclamation

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 Berkley, 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

Four Approaches: Questions

Forensic

What does the Proclamation say? What action is it trying to take? When was it issued? In which states did it apply? Who created it? What do they say about why they created it?

Personal

How do **you** feel about the Proclamation? Proud? Excited? Confused? Another way? Do you think it did enough? Is it personally important to you? How do you imagine others in the past might have felt about it, depending on their life experience?

Social

What stories about the Emancipation Proclamation have you heard? How does it fit into the story America tells about itself? (For better or worse?) Do you think everyone agrees about what the Proclamation means? Why or why not? Does reading its text change how you understand any of the stories you have previously heard about it?

Healing

What wrong did the Emancipation Proclamation seek to resolve? Did it succeed in solving this problem? What other truths might need to come to light, or be more widely shared, to continue Lincoln's work?

During Your Program

Please share this packet with each teacher who is participating in the field trip, so that you can all use them to prepare your students for their experience!

President Lincoln's Cottage requires one adult chaperone for every 10 students visiting. Please also keep us informed about any classroom norms or accessibility needs we should be aware of so that we can do our best to accommodate them.

We recommend planning to arrive 15 minutes before your scheduled program start time. Late arrivals may result in a modified program, and President Lincoln's Cottage reserves the right to cancel programs if a group is more than 30 minutes late. It is not possible to extend operating hours for tardy groups.

Your final count of students and adults is due a week before your visit. If you need to change or cancel your program, please let us know as soon as possible. Field trips can be re-scheduled once for no additional charge.

Lunches

Picnic tables are available on a first-come, first-serve basis on the rear lawn of the Robert H Smith Visitor Education Center. Please remember to dispose of all trash in the receptacles provided. The Creative Minds Playspace is off-limits to President Lincoln's Cottage visitors.

Directions

The best address to use for GPS is 140 Rock Creek Church Rd NW, Washington DC 20011. Enter the campus at Eagle Gate and proceed to the parking lot. Your tour will begin at the Robert H Smith Visitor Education Center. You can also find more detailed directions on our website at www.lincolncottage.org.

If you need assistance or have further questions, please reach out by emailing us at education@lincolncottage.org. President Lincoln's Cottage staff will be in touch about the most up-to-date logistical and safety information for your trip.

Standards of Learning

In addition to the below standards, this program meets the Collaborative for Academic, Social, and Emotional Learning (**CASEL**)'s framework for social-emotional learning across the following core competencies:

- Self-awareness: Recognition of values
- Self-management: Goal-setting
- Social awareness: Perspective-taking, Empathy, Appreciating diversity, Respect for others
- Relationship skills: Communication, Teamwork
- Responsible decision-making: Identifying problems, Solving problems, Evaluating, Reflecting, Ethical responsibility

Common Core

Grades 6-8

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.SL.8.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.8.1.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grades 9-10

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Grades 11-12

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including *The Declaration of Independence*, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

C3 Framework

Grades 6-8

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Grades 9-12

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.



Activity One

Ongoing Research

For the Teacher

During the program, each student worked with a slate of primary sources related to a specific historical person who had a stake in the decision about emancipation. This exercise encourages students to take what they've learned and expand upon it, furthering their inquiry into the wide variety of perspectives on emancipation.

Lesson Procedure

Assign students now to find one additional primary source related to the historical person they worked with, and to report back. To find primary sources, you can encourage students to start with the [Library of Congress website](#), the [National Archives](#), or the collections of a historic site or museum like [President Lincoln's Cottage](#). Your school's library or resource staff may also be able to assist. Students should share their research with their classmates, in a mode that best suits your classroom. Consider asking them to write a paragraph, present verbally, or create a small gallery display for other students to walk around the classroom and view. You can also create a virtual gallery using Google Slides or another collaborative platform.

The complete list of historical persons from the program is below. For some of the ordinary people included, there may not be much more out there about this person, in which case you can ask the student to research the broader category this person represents.

Historical Perspectives

- Frederick Douglass
- Harriet Tubman
- Levi Coffin
- Mary Dines (contrabands)
- Montgomery Blair
- Robert E Lee
- Samuel Cable (USCT troops)
- Stephen Hale
- Thomas Francis Meagher
- Walt Whitman

Activity Two

Big Ideas For Today

For the Teacher

During the program, your students reflected on issues facing America that matter to them today, inspired by Lincoln's work to end slavery. For Lincoln, time spent in reflection at the Cottage was an important part of his process in developing his ideas. For students, reflection can help develop higher-level thinking strategies, reinforce that their ideas and perceptions are valuable, and help them connect the past with the present. This exercise is designed to help them flesh out and more fully express their ideas for helping their community.

What You'll Need

- Pen and paper, or other writing tools



Lesson Procedure

Review with students one of the following prompts:

- 1) If slavery was the most pressing issue facing Lincoln's generation of Americans, what do you think is the most pressing issue facing your generation of Americans?
- 2) Did the discussion we had about emancipation remind you of anything happening in the world today? Is there anything we can learn from the historical example?

Have students write their answer on the top of their piece of paper (or modify as necessary for your classroom circumstances). Then, have students express why this issue matters to them, and what they might be able to do to work on solving it. We suggest asking them to write any of the following to share their ideas:

- a paragraph
- a 10-word story
- a script for a short social media video
- a haiku
- a tweet