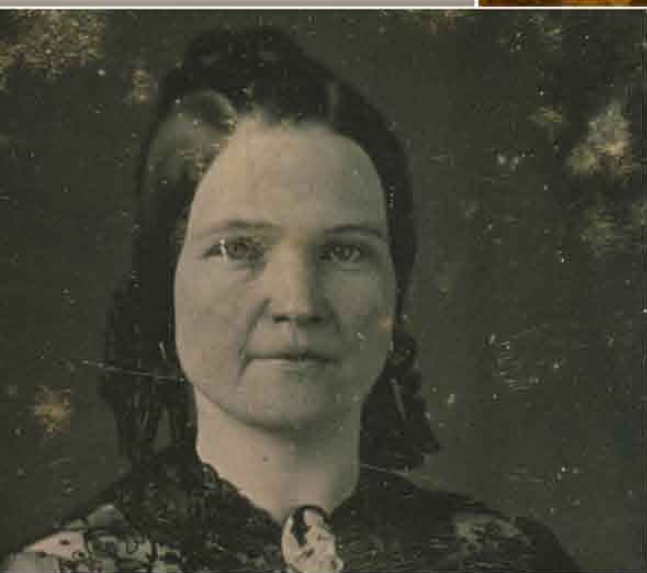
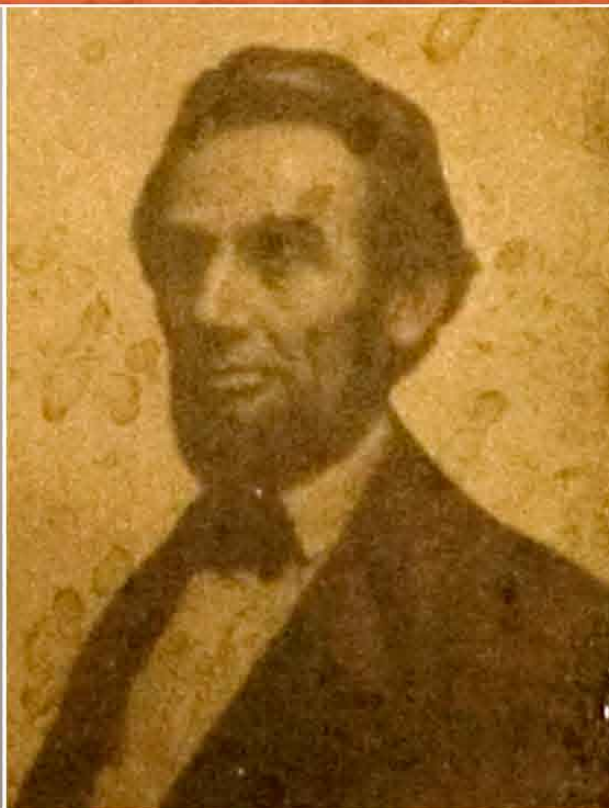




L I N C O L N



Teaching with Museum Collections  
**Lincoln Home** National Historic Site  
[www.nps.gov/history/museum](http://www.nps.gov/history/museum)



## Lincoln- The Candidate: “*The Taste is in My Mouth a Little*”

### A. Header

Title: Lincoln- The Candidate: “*The Taste is in My Mouth a Little*”

Developed by:

Diane Poe- Hazel Dell Elementary School, Springfield, IL  
George Gerrietts- South Pekin Grade School, South Pekin, IL  
Paula Shotwell- Iles Elementary School, Springfield, IL

- ❑ **Grades 5-8**
- ❑ **Number of Sessions and Length of lesson**
  - 7 sessions      30-45 minutes each
  - Some projects may require additional time

### B. Overview of this Collection-Based Lesson Plan

- ❑ **Park Name:** Lincoln Home National Historic Site, Springfield Illinois
- ❑ **Description:** These activities focus on the political career of Abraham Lincoln from the Lincoln-Douglas Debates of 1858 to his election to the Presidency in 1860.

**Activity 1:** Introduction and Warm Up - “How to Read an Object”

**Activity 2:** The Lincoln-Douglas Debates

**Activity 3:** Campaign for the Republican Nomination

**Activity 4:** Campaigning from Home: March 14 – August 8, 1860

**Activity 5:** Campaign Materials

**Activity 6:** Election of 1860

**Activity 7:** Campaign Project

- ❑ **Essential question.** What was the “pathway” by which Abraham Lincoln “traveled” to the Presidency of the United States?

### C. Museum Collections Used in this Lesson Plan

Activity 1:



[LIHO 6723 – head](#)



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[LIHO 6724 – right hand](#)

[LIHO 6725 – left hand](#)

Activity 2:



[LIHO 927 – Political Debates of Lincoln & Douglas](#)

[LIHO 928 – Political Text Book for 1860](#)

Activity 3:



[LIHO 7328 - Lincoln Portrait from Cooper Union](#)

Activity 4:

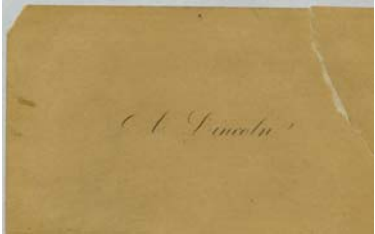
LIHO 5412 – Photograph of rally at Lincoln Home



[LIHO 1059 – Settee from Lincoln Home](#)



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<http://www.cr.nps.gov/museum>



LIHO 6760 – Abraham Lincoln's Calling Card

Activity 5:



[LIHO 6767 – Commemorative Token from 1864 Election](#)



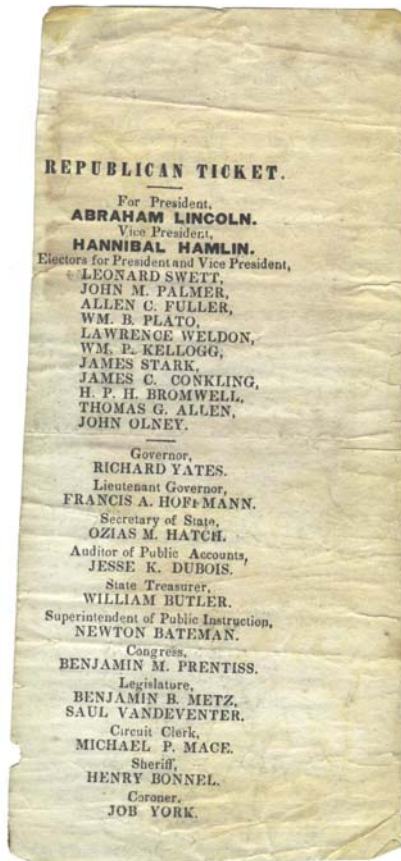
[LIHO 6768 – Commemorative Token from 1860 Election](#)



[LIHO 7259 – 1860 Campaign Banner](#)



Activity 6:



LIHO 10304 – Republican Ticket from 1860 Election

## D. National Educational Standards

### NSS-USH.5-12.4 Expansion and Reform (1801-1861)

Chapter 3, US History Standards for Grades 5 - 12

Era: 4: Expansion and Reform [1800-1861]

Standard 2 – Understands how life in the Midwestern capitol of Springfield, Illinois, was evolving and changing, especially for the Lincoln family as Lincoln became more well-known.

### NL-ENG.K-12.2 Understanding the Human Experience

Students read a wide range of history and stories of Abraham Lincoln, Stephen Douglas, and other politicians so as to understand the many dimensions of human experience.

### NL-ENG.K-12.11 Participating in Society





Students participate by analyzing, reflecting, discussing historical artifacts of the Lincoln family and creating stories about how life might have been.

NL-ENG K-12.12 Applying Language Skills

Students write, draw and create, collect and explain what they understand and have accomplished as they studied Lincoln's political career.

## **E. Student Learning Objectives**

After these lessons, students will be able to:

- The student will recognize the major issues from the October 7, 1858 Lincoln Douglas Debate in Galesburg.
- The student will compare and contrast the views of Lincoln and Douglas on these major issues.
- The student will have a greater understanding of what is involved in running for political office.

## **F. Background and Historical Context**

In 1858, a series of political debates were held around the state of Illinois between Republican contender Abraham Lincoln and Stephen Douglas, Democrat, as part of a campaign for the U.S. Senate seat. Although Douglas was already a two-term Senator and nationally well-known, these debates made Lincoln famous throughout the country. The main issue in these debates was the extension of slavery into the Western territories. Douglas believed in "popular sovereignty" giving the territories the right to choose to allow or outlaw slavery. Lincoln wanted to make all of the territories free states and keep slavery confined only to the areas where it already existed. The debates were held in Ottawa, Freeport, Jonesboro, Charleston, Galesburg, Quincy and Alton. Although many felt that Lincoln won the debates, Douglas was elected. Lincoln felt he was done with politics and said, "I now sink out of view, and shall be forgotten."

Many people disagreed with Lincoln and began to plan to have him be a candidate for the Presidency in 1860. He was asked to give a speech in New York in early 1860 which he did partly because it would give him a chance to visit his son Robert at boarding school in New Hampshire. The speech, given at the Cooper Union Hall in New York City, electrified the audience. Several similar speeches given up and down the East Coast made him famous. By the time the Republican National convention was held in Chicago in May of 1860, Lincoln was a serious contender. His plan was to be everyone's second choice, a strategy that worked when the front-runners were deemed to be too political or controversial. He was nominated on May 18. The summer that followed was a busy one in Springfield. Many powerful and important people visited Lincoln to advise him on national matters, write stories for newspapers, or help campaign for him. One of his competitors was Stephen Douglas. Two other candidates, John Bell and John C. Breckinridge, split the Democratic Party with Douglas which meant it was almost a foregone



conclusion that Lincoln would win, which he did on November 6, 1860. He managed to win without a single vote cast for him in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North and South Carolina, Tennessee or Texas.

Additional information at [www.nps.gov/liho](http://www.nps.gov/liho) and <http://www.nps.gov/history/museum/exhibits/liho/>

## G. Materials Used in this Lesson Plan

### □ **Similar items.**

#### Activity 1-

- Plaster handprints or footprints
- Photos of handprints and footprints of Hollywood Stars  
(<http://www.seeing-tars.com/ImagePages/ChineseForecourtPhoto4.shtml>)
- Death mask of King Tut (<http://www.kingtut.org/chicago/index.htm>)

#### Activity 2

- Editorials from local newspapers on political issues

#### Activity 3

- Diaries-the student's own or famous people
- Day planners/calendars

#### Activity 4

- Samples of contemporary business cards divided into Ziploc bags for ease of distribution
- Samples of grosgrain (ribbed) ribbon

#### Activity 5

- Modern campaign materials- posters, button, etc.
- Video clip of "Pedro for President" scene from movie "Napoleon Dynamite"
- Campaign bios, torchlight parades, etc. from 1860  
(<http://dig.lib.niu.edu/message>)
- American Museum of the Moving Image- campaign commercials 1952-2004 (<http://livingroomcandidate.movingimage.us/index.php>)

#### Activity 6

- Sample ballot from recent election

### □ **Other materials:**



Activity 1-

1. How to Read an Object worksheet

Activity 2-

1. Summary of Lincoln-Douglas viewpoints
2. Poster board or chart paper
3. Markers

Activity 3-

1. student journal
2. Lincoln Log Chart
3. Lincoln Log - <http://www.stg.brown.edu/projects/lincoln/>  
(Use dates Feb. 27, 1860 – March 10, 1860)

Activity 4-

1. Chart paper
2. Markers
3. Copies of Lincoln Log entries from June 4, August 7, and August 16, 1860  
<http://www.stg.brown.edu/projects/lincoln/>

Activity 5-

1. Venn Diagram worksheet
2. Campaign Planner worksheet
3. Campaign Project checklist
4. chart paper
5. markers
6. photo of torchlight parade from Smithsonian  
([http://www.civilwar.si.edu/lincoln\\_torch.html#](http://www.civilwar.si.edu/lincoln_torch.html#))

Activity 6-

- Venn Diagram

## H. Vocabulary

### *Activity 1*

Casting-something cast in a mold, to shape a substance by pouring it in liquid or very soft form into a mold and letting it harden without pressure

Death mask- a sculptured face made by a mold in plaster or wax after the subject has died. The mold is made directly from the corpse.

### *Activity 2*

“Popular sovereignty” – a phrase used by Stephen Douglas to describe his political ideas. His belief was to let the people living in a territory determine what they wanted as laws or policy by voting; a form of self-government.

Debate – a regulated discussion of a problem between two matched sides

Political camp – a group of people having the same interest in a political candidate or policy

Slogan – a word or phrase used by a party, a group, or a business to attract attention





States' Rights – governmental powers given to the States to determine laws and policies within the state

*Activity 3*

Campaign – a connected series of activities designed to bring about a particular result; an election *campaign*

Candidate – one who runs in an election contest or is proposed for an office

Delegate – a person sent to a meeting with power to act for another person

Nomination – the act of choosing a candidate for election, appointment, or honor; *especially* to propose for office

Republican Convention – a meeting of people for a common purpose; the people attending are affiliated with a political party

*Activity 4*

Calling card – a small card with a person's name printed on one side, used to announce his or her arrival at a home or business. (to pay a call: to make a brief visit)

Horsehair - hair of a horse especially from the mane or tail, often made into cloth

Indiscreetly – to act in a rash or unwise manner; to show bad judgment

Procession - a group of individuals moving along in an orderly often ceremonial way

Settee – a long seat with a back

*Activity 5*

Campaign – a connected series of activities designed to bring about a particular result; an election *campaign*

Commemorative – something intended to remember a person, thing or event

Rally – to bring or come together for a common purpose

Torchlight parade – a public procession, usually held at night, using torches to light the way

*Activity 6*

Ballot – a sheet of paper used to cast a vote

Cast a vote – to deposit a ballot formally in a regulated setting

Electoral College – a body of electors; *especially* : one that elects the president and vice president of the U.S.

Poll - a questioning of persons to obtain information or opinions; also the casting or recording of votes

Straight ticket – the act of voting for one political party's entire list of candidates without deviation

*Activity 7*

Polling place – the location voters go to cast a vote, must be well marked

Slate of candidates – the listing of all people running for all offices

## I. Teacher Tips

- Activity 1: Print out copies of the "How to Read an Object" worksheet for each student.



- Activity 2: Print out several copies of Lincoln-Douglas Debate Points and separate into two piles.
- Activity 4: Collect business cards from colleagues (or check with a local restaurant that collects business cards for contests and ask for the discards) and separate into Ziploc bags. Cut the ribbon into small pieces. Finally, print up copies of the Lincoln Log entries to distribute to the students.

## J. Lesson Implementation Procedures

### □ **Activity 1: Introduction and Warm Up - "How to Read an Object"**

Objective: The student will:

1. observe, identify, and describe a historical artifact.
2. compare observers' findings
3. compare observers' findings with historical site documentation

Vocabulary:

- Casting-something cast in a mold, to shape a substance by pouring it in liquid or very soft form into a mold and letting it harden without pressure
- Death mask- a sculptured face made by a mold in plaster or wax after the subject has died. The mold is made directly from the corpse.

Museum Collection:

Casting Group images (make several copies)  
LIHO 6723- head  
LIHO 6724- right hand  
LIHO 6725- left hand

Materials Needed:

"How to Read an Object" worksheet  
Chart paper  
Paper for banner

Similar Items:

Plaster handprints or footprints  
Photos of handprints and footprints of Hollywood Stars  
(<http://www.seeing-stars.com/ImagePages/ChineseForecourtPhoto4.shtml>)  
Death mask of King Tut (<http://www.kingtut.org/chicago/index.htm>)

Background:



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<http://www.cr.nps.gov/museum>

Tell students they will be using an object from the Lincoln Home National Historic site as a source of learning and information. Explain that they will learn to look very closely at an object or set of objects to deduce historical, cultural and social information and to draw inferences about people, events, and life then and now. Ask questions that draw on observational skills, and develop activities that exercise powers of deduction, inference, and creativity based on this introductory lesson.

Central Question:

What information can be deduced from analyzing an object or a photograph of an object?

Procedure:

1. Post the question on a large banner at the front of the classroom. **Who is this casting of? Why was it made?**
2. Divide class into small groups and give each group a copy of the picture without the caption; have students use inquiry method to discuss history, material, size, date, function, maker/manufacture, place of origin, function and use, cultural significance of the selected object. Use the *'How to Read an Object'* worksheet to engage students and introduce them to the idea of learning through museum collections.
3. Have groups compare their responses.
4. Record their preliminary answers to the "banner" question on chart paper. Then ask students what additional questions they want to pursue after handling objects, specimens and photographs.
5. Encourage students to handle similar objects or examine photographs (**examples:** hand or foot molds such as are made in early grades; Hand & foot prints of Hollywood stars; King Tut's death mask; etc).
6. Print out the web exhibit for student review. Ask them to view the objects, specimens, and photographs and read documents.

Evaluation:

After reading the documentation about the casting, write one paragraph comparing your findings on the "How to Read an Object" chart with the brief stories documenting the castings.

□ **Activity 2: The Lincoln-Douglas Debates**

Objectives: The student will:

1. recognize the major campaign issues from the October 7, 1858 Lincoln Douglas Debate in Galesburg.
2. compare and contrast the views of Lincoln and Douglas on these major issues from the Galesburg debate.

Vocabulary:



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- ❑ “Popular sovereignty” – a phrase used by Stephen Douglas to describe his political ideas. His belief was to let the people living in a territory determine what they wanted as laws or policy by voting; a form of self-government.
- ❑ Debate – a regulated discussion of a problem between two matched sides
- ❑ Political camp – a group of people having the same interest in a political candidate or policy
- ❑ Slogan – a word or phrase used by a party, a group, or a business to attract attention
- ❑ States’ Rights – governmental powers given to the States to determine laws and policies within the state

Museum Collections:

Images of books LIHO 927, 928

Materials Needed:

Summary of Lincoln-Douglas viewpoints <http://www.nps.gov/liho/debates.htm>

Poster board or chart paper

Markers

Lincoln Home National Historic Site- map of debates <http://www.nps.gov/liho/debates.htm>

Similar items:

Editorials from local newspapers on current political issues

Central Question:

How did the views of Lincoln and Douglas differ on the major issues of the day?

Background:

As a part of the Senate campaign of 1858, Abraham Lincoln and Stephen Douglas held a series of 7 debates throughout the state of Illinois. In these debates they expressed their views on the current political issues; the Kansas-Nebraska bill, states’ rights, the Dred Scott Decision, and slavery. Congress and the Supreme Court had made several decisions in the preceding years that affected the spread of slavery into the territories and the rights of slaves. Lincoln lost the 1858 election for a seat in the Senate. However, these debates caused Lincoln to be recognized nationally.

Followers of political candidates were divided into “camps”, or groups of people who follow the beliefs of a candidate. We are going to divide into 2 camps for the Lincoln-Douglas 1858 Senate race. Today we will identify the main beliefs debated by Lincoln and Douglas. We will then compare and contrast their views on the issues.

Procedures:

1. Divide students into 2 groups- the Lincoln camp and the Douglas camp.
2. Divide each camp into 5 small groups of 2-3 students.



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3. Print a copy of the Lincoln/Douglas Beliefs chart and cut into sections.(see below)
4. Assign one of Lincoln's beliefs to each small group in the Lincoln camp.
5. Assign one of Douglas' beliefs to each small group in the Douglas camp.
6. Instruct student groups to use their belief statements to:
  - a. Create a slogan representing the candidate's belief. (If students are not familiar with slogans, give them examples of modern advertising slogans such as KFC's "We do chicken right", Burger King's "Have it your way" and Nike's "Just do it".)
  - b. Design a poster illustrating the candidate's belief.
  - c. When groups have completed their slogan and poster, they will present the written poster, slogan, and poster to class.  
(Allow 15-20 minutes to complete the slogan and poster.)
7. Attach to a wall or bulletin board display under the bulletin board captions "Lincoln's Beliefs" or "Douglas' Beliefs".

#### Wrap-Up:

Discuss the beliefs of 2 political candidates. Ask questions. Summarize student ideas on chart paper to post near student exhibit.

1. What are the major themes that you see in Lincoln's beliefs? (Slavery is wrong; should not spread any further; rights guaranteed by the Constitution, etc.)
2. What are the major themes that you see in Douglas' beliefs? (State's rights; Negro rights; territorial rights; slavery should be allowed; popular sovereignty; etc.)

#### Evaluation:

Have the students use the information viewed and discussed to write a 2-3 paragraph paper comparing and contrasting the beliefs of Lincoln & Douglas. The paper should include:

1. a description of the context/setting in which the debates took place
2. his or her understanding of the beliefs of each candidate
3. a summary of the differences in their beliefs

#### Extensions:

1. Research one of the debates (<http://www.nps.gov/liho/debates.htm>)  
The Oct. 7, 1858 Galesburg Debate is recommended for a more comprehensive view of both candidates' beliefs.
2. Research great political debates. List the participants, date, major issues, etc.
3. Examine Connie Rice's commentary, "Top 10 Secrets They Don't Want You to Know About the Debates"  
<http://www.npr.org/templates/story/story.php?storyId=4052162>
4. Compare & contrast your understanding of the Lincoln-Douglas Debates of 1858 and the current debates described by Rice.



# The Lincoln-Douglas Debates

## Basic Points

### Lincoln Believed

- \* Kansas-Nebraska Act was a terrible wrong. Founding Fathers wanted slavery to eventually die out (Northwest Ordinance, Missouri Compromise, Constitution). Kansas-Nebraska act reverses that.
- \* Dred Scott Decision was wrong. The Supreme Court would realize that and reverse it's decision.
- \* If slavery is allowed in a territory, it will become a slave state.
- \* Slavery is morally wrong: "If slavery isn't wrong nothing is wrong."
- \* All men have the "**Right to Rise**":  
"...But in the right to eat the bread, without leave of anybody else, which his own hand earns, [a black man] is...the equal of every living man."

### Douglas Believed

- \* Kansas-Nebraska Act gave people the right to choose whether their territory would become a slave or free state. This was right and fair.
- \* The Dred Scott Decision was correct. "I do not regard the negro as my equal....I am opposed to negro citizenship in any and every form."
- \* Slavery should be allowed in all territories until the people in the territories vote whether it will be slave or free.
- \* Doesn't care whether or not there is slavery.
- \* "**Popular Sovereignty**" is the American Way. All citizens\*\* should vote to decide the slavery issue for their state.
- \*\* In most states only white men who owned property could vote





❑ **Activity 3: Campaign for the Republican Nomination**

Objective: The student will:

1. analyze a historical photograph and determine its accuracy.
2. examine historical documents and trace Lincoln's early campaign journey
3. draw a conclusion about the effectiveness of Lincoln's campaign strategies

Vocabulary:

- ❑ Campaign – a connected series of activities designed to bring about a particular result; an election *campaign*
- ❑ Candidate – one who runs in an election contest or is proposed for an office
- ❑ Delegate – a person sent to a meeting with power to act for another person
- ❑ Nomination – the act of choosing a candidate for election, appointment, or honor; *especially* : to propose for office
- ❑ Republican Convention – a meeting of people for a common purpose; the people attending are affiliated with a political party

Museum Collection:

Photograph of Lincoln LIHO 7328

Materials Needed:

Student journal

Day-by-day worksheet

Lincoln Log web page - <http://www.stg.brown.edu/projects/lincoln/>  
(Use dates Feb. 27, 1860 – March 10, 1860)

Similar items:

Diaries- student or famous people  
Day planners/calendars

Central Question:

How did Abraham Lincoln gain the support needed to win the Republican nomination for President in 1860?

Background:

For Lincoln supporters, the bad news was that Lincoln lost the Senate race to Stephen Douglas. The good news was that Lincoln's national exposure from the speeches and debates brought the lawyer from Illinois to mind as the Republican Party determined who would be their candidate for President in the 1860 election.

At this time, candidates gained support by traveling and giving speeches. It was important to have influential friends in many places around the country. There was no



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system of primary elections to help determine who would win the electoral votes from each state. Delegates were chosen at state conventions.

Procedure:

1. Look at the photograph of Abraham Lincoln. (LIHO 7328) This photograph was supposed to have been taken at the time of the Cooper Union Address in 1860. Ask the students if they can determine what is wrong with the photograph. (He had no beard at the time of the address.) Discuss why the picture is not accurate. (When he came to Washington, D.C. after the election, he had a beard. This picture was changed at that time.)
2. After the Cooper Union Address, Lincoln continued to travel around the Northeast making speeches. Use the Lincoln Log website (<http://www.stg.brown.edu/projects/lincoln/>) to view a record of these travels. Give students a copy of the pages covering February 27 – March 10, 1860. Working individually or in small groups, have the students use the Lincoln Log website to complete a chart of his travels and events that occurred. (see end of lesson plan for chart)
3. Show students a diary and/or a daily planner/calendar. Discuss how the contents of the Lincoln Log compare with the contents of a diary or daily calendar.

Evaluation:

Using the information from the Lincoln Log chart, write a paragraph on the following topic.  
Were the travels and speeches of Abraham Lincoln successful?

Extension:

- Have the students locate on a map the places to which Lincoln traveled. May also have the students determine the distances traveled.
- Students can keep a diary of their own activities for 1-2 weeks.

❑ **Activity 4: Campaigning from Home: March 14 – August 8, 1860**

Objectives: The student will:

1. compare historical and contemporary artifacts
2. summarize a series of historical events

Vocabulary:

- ❑ Calling card – a small card with a person's name printed on one side, used to announce his or her arrival at a home or business. (to pay a call: to make a brief visit)
- ❑ Horsehair - hair of a horse especially from the mane or tail, often made into cloth
- ❑ Indiscreetly – to act in a rash or unwise manner; to show bad judgment



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- ❑ Procession - a group of individuals moving along in an orderly often ceremonial way
- ❑ Settee – a long seat with a back

Museum Collections:

1. settee from parlor LIHO 1059
2. Lincoln's calling card LIHO 6760
3. August 8, 1860 rally day photo LIHO 5412

Materials Needed:

- Chart paper
- Markers
- Copies of Lincoln Log entries from June 4, August 7, and August 16, 1860  
<http://www.stg.brown.edu/projects/lincoln/>

Similar items:

1. Samples of contemporary business cards divided into Ziploc bags for ease of distribution
2. Samples of gross grain (ribbed) ribbon

Central Question:

How did Lincoln spend his time between his return from the Northeast in March of 1860 and August of 1860?

Background Information from March 1860 – August 1860

- Returns home from campaign speeches March 14
- Campaigning from home
- Working in law practice
- Speaking at various sites in Central Illinois
- Writing letters to supporter, friends, etc.
- Receiving visitors at home
- Political “blooper” in New York Herald newspaper
- Republican convention- Lincoln nominated May 18
- Lincoln receives formal notice May 19
- Lincoln formally accepts May 23
- Continues to practice law
- Republican rally procession stops at Lincoln home August 18

Introduction

While working at home, Lincoln would often receive visitors. It was the custom in the 1860's for people who visited your home or business to leave a calling card. If the Lincolns wished to meet with the visitors they would have the visitors sit in the parlors



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during their visit. The furniture in the parlors was upholstered with black horsehair fabric that was slippery to sit on.

Mr. Lincoln had many visitors come to the house and even more people writing to him. He would often write several letters in one day in between visits, still working on legal cases, and writing speeches. It was a very busy and stressful time for Mr. Lincoln, which might have caused an uncharacteristic political “blooper.” He responded to a letter from a supporter asking if Lincoln would enjoy a visit to his birthplace. Lincoln replied that he would enjoy it but was afraid of the reaction he would get from those still living there, “would not the people Lynch me?” Lincoln then made the mistake of mentioning his comment to a *New York Herald* reporter who published it in his newspaper. The citizens of Kentucky were not amused.

Procedure:

1. Look at the picture of the Lincoln calling card (LIHO 6760).
2. Ask the students what they notice about the Lincoln calling card. Use a T-chart to record student responses. (It is very simple. Has only his name.)
3. Distribute packets of business cards to students.
4. Ask the students what they notice about the business cards. Record student responses on the T-chart. (address, phone, email, etc.)
5. Ask the students to discuss the following question: What can you infer about the persons represented by these cards? (Lincoln well-known. Today’s cards show complexity of communication.)
6. Look at the picture of the settee from the parlor (LIHO 1059).
7. Explain that this settee is covered with horsehair.
8. Distribute the samples of the grosgrain ribbon. Explain that the texture of horsehair covering would be similar to the grosgrain ribbon. Discuss how it might feel to lie upon the settee. Compare the horsehair covering to the coverings used on furniture today.
9. One of the ways people in Springfield showed their support for Lincoln was to hold rallies. During these rallies, the people would march around the streets of the city. On August 8, 1860, one of these rallies marched past the Lincoln home. Abraham Lincoln came to the doorway to review the procession.
10. Look at the picture of the rally (LIHO 5412).
11. Ask the students to find Abraham Lincoln in the picture.
12. While campaigning from home, Lincoln often wrote letters to friends and supporters. He also gave interviews to newspaper reporters who would come to see him. One of these letters and an interview led to a political “blooper”.

Evaluate:

- Distribute copies of the Lincoln Log entries for June 4, 1860, August 7, 1860, and August 16, 1860. <http://www.stg.brown.edu/projects/lincoln/>
- Have the students read the three entries and summarize the events.



- Have selected students read their summaries to the class.

Extension:

- Have students design their own calling card.
- Keep a “shadow” log of a local candidate.

□ **Activity 5: Campaign Materials**

Objectives: The student will:

1. compare and contrast historical artifacts
2. design and create a campaign promotion item

Vocabulary:

- Campaign – a connected series of activities designed to bring about a particular result; an election *campaign*
- Commemorative – something intended to remember a person, thing or event
- Rally – to bring or come together for a common purpose
- Torchlight parade – a public procession, usually held at night, using torches to light the way

Museum Collections:

1. commemorative Lincoln tokens
  - a. rectangular Lincoln token from 1864- LIHO 6767
  - b. “donut” token of Lincoln and Hamlin from 1860- LIHO 6768
2. campaign banner from 1860- LIHO 7259

Similar items:

1. Modern campaign materials- posters, button, etc.
2. Video clip of “Pedro for President” scene from movie “Napoleon Dynamite”
3. Photo of torchlight from Smithsonian ([http://www.civilwar.si.edu/lincoln\\_torch.html#](http://www.civilwar.si.edu/lincoln_torch.html#))
4. Campaign bios, torchlight parades, etc. from 1860 (<http://dig.lib.niu.edu/message>)
5. American Museum of the Moving Image- campaign commercials 1952-2004 (<http://livingroomcandidate.movingimage.us/index.php>)

Other Materials:

1. Venn Diagram worksheet
2. Campaign Planner worksheet
3. Campaign Project checklist
4. chart paper
5. markers

Central Question:



What are the similarities and differences between the presidential campaign materials from 1860 and those used today?

Background Information:

- Lincoln campaigned from his home in Springfield, IL
- Lincoln's campaign supporters and managers planned the strategies to promote their candidate.
- Republican Party held frequent rallies and marches in support of Lincoln.
- Some of his campaign managers disagreed with one another.
- Lincoln was given the label "the Rail-splitter".
- Lincoln gained enormous popular appeal as a candidate.
- Lincoln's image was promoted as advocate of free-soil ideology, folksy, unpretentious, storyteller, self-made man, representative of free labor, spokesman of the Great West (Donald, p.245)
- In reality, Lincoln was a prominent, successful attorney and represented the most powerful interests in emerging corporate America.

Introduction:

A political campaign involves many different methods of promoting a candidate. Speeches are given and advertisements are placed in newspapers and on television and radio. Many kinds of objects are created to help promote the candidate as well. Those objects include banners, posters, buttons and bumper stickers.

Although Lincoln did not like the nicknames "Abe" or "the Rail-splitter", many people identified with him as a self-made man who had come from humble beginnings. Lincoln's campaign managers used that image to promote him as a candidate.

Procedure:

1. Planners of political campaigns use a variety of campaign materials to promote their candidate. Ask the students to name some of the items they have seen that promote a candidate. Record on chart paper or on board. (banners, websites, TV commercials)
2. Show students the banner (LIHO 7259)
3. Ask the students to describe the characteristics of the banner and compare it to items they have seen.
4. Distribute copies of the commemorative tokens (LIHO 6767 & LIHO 6768).
5. In groups of 2, have the students compare and contrast the 2 tokens. (approx. 10 minutes)
6. Students should record their observations on a Venn diagram worksheet (download or create your own).
7. Students will then report their findings to the class and record their information in a large Venn diagram drawn on the board or chart paper.





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Evaluation:

The students will design and create a campaign promotion item.

1. Distribute Campaign Planner worksheet and Campaign Project checklist. (see below). Read through directions with students and answer questions.
2. Allow students 20-30 minutes to develop and sketch ideas.
3. Use checklist to assess the completed item.

Extension:

1. Set up classroom collection of political campaign materials (posters, banners, etc.)
2. Read Chapter 9 of *Lincoln* by David Herbert Donald. Write a report about the 1860 Presidential Campaign.



## Campaign Planner Worksheet

1. Campaign committee members:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
2. Campaign “candidate” (person, idea, issue, etc)
3. Target constituency
4. Beliefs we have about our “candidate”. (minimum of 3)
5. Image we want to promote about our “candidate”.
6. Campaign materials we will develop.
7. Outline of campaign speech due \_\_\_\_\_.
8. Campaign “kick-off” day \_\_\_\_\_.  
Deliver speech; post banners, posters, et.; distribute campaign materials.
9. Election Day \_\_\_\_\_
10. Follow-up after election. (thank-you notes, etc.)



## Campaign Project Checklist

	Poor					Excellent
1. Clear, appropriate image portrayed	0	1	2	3	4	5
2. Materials and equipment list is realistic	0	1	2	3	4	5
3. Materials in list are available	0	1	2	3	4	5
4. Clear sketch or outline included	0	1	2	3	4	5

Approval Date \_\_\_\_\_

Students are to complete their campaign item by \_\_\_\_\_ for  
classroom display and photographs.



### **Activity 6: Election of 1860**

Objectives: The student will:

1. compare and contrast historical and contemporary artifacts

Vocabulary:

- ❑ Ballot – a sheet of paper used to cast a vote
- ❑ Cast a vote – to deposit a ballot formally in a regulated setting
- ❑ Electoral College – a body of electors; *especially* : one that elects the president and vice president of the U.S.
- ❑ Poll - a questioning of persons to obtain information or opinions; also the casting or recording of votes
- ❑ Straight ticket – the act of voting for one political party's entire list of candidates without deviation

Museum Collections:

Republican ballot from 1860 election (LIHO 10304)

Similar items:

1. sample ballot from a recent election – check with your county clerk's office or other local election officials

Other Materials:

1. Venn Diagram

Central Question:

How have election ballots changed from the 1860 election of Abraham Lincoln to the elections of today?

Background Information:

- Opposition candidates were split 3 ways:
  - Northern Democrats- Stephen Douglas
  - Southern Democrats- John C. Breckenridge
  - Constitutional Union Party- John Bell
- Republican Party candidate for President- Abraham Lincoln
- Vice-Presidential Candidate- Hannibal Hamlin
- Tradition prohibited a candidate from campaigning on his own behalf
- During 6 months between nomination and election Lincoln:
  - Continued his law practice
  - Wrote another autobiographical sketch of himself
  - Issued no new statement of policy
- Many people lined up at Lincoln's office and home to visit him



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- Office space in statehouse provided due to large number of visitors
- John Nicolay hired as his secretary
- Portrait painter worked on Lincoln likeness and Lincoln's office
- Mid-way through the campaign, Lincoln's son Willy contracts scarlet fever. Lincoln may also have had mild case with sore throat and fever.
- Rumors of secession of southern states began
- Lincoln spent most of election day in his statehouse office
- At 3:00, Lincoln walked to the poll at the courthouse and voted a straight ticket
- All evening, Lincoln sat at the telegraph office waiting to hear results
- Election results:

	Votes	Electoral College
○ Lincoln	1,866,452	173
○ Douglas	1,376,957	12
○ Breckinridge	849,781	72
○ Bell	588,879	39

Introduction:

In the United States, the country's leader is the President of the United States. In order to become President, a candidate must first win the nomination of his/her party through a series of primary elections usually held during the spring of the election year. Then the Presidential candidate must win the vote of the people in the general election held on the first Tuesday in November every 4 years. However, it is not enough to win the total number of votes across the country. A candidate must also win a majority of votes in the Electoral College. Each state is given a number of votes in the Electoral College equal to the total number of Senators and Representatives from that state. By receiving the majority of votes in a state, a candidate receives all of that state's votes in the Electoral College.

Voters in the United States must be citizens of the United States and 18 years of age. In the 1860 election, only white men would have been allowed to vote. Neither women nor blacks were allowed to vote at that time.

When voters arrive at the "poll" or "polling place", the voter receives a ballot. The ballot is a list of candidates who are running for office. While paper ballots have been used since the first election, technology is now paving the way for ballots to be cast electronically.

Procedure:

1. Look at the 1860 ballot (LIHO 10304).
2. Discuss the information that is given on the ballot.
3. Distribute copies of a ballot from a recent election.
4. Discuss the information on that ballot
5. Distribute copies of the Venn diagram worksheet.
6. Have the students use the Venn diagram to compare and contrast the 1860 ballot with the recent ballot.



Evaluation:

Using the information from the Venn Diagram, have the students write an essay comparing and contrasting the two ballots.

Extensions:

Contact a representative of the local election office to have them bring an electronic voting device to the classroom for the students to try.

Discuss the advantages and disadvantages of voting electronically. (faster returns, no paper trail, etc)

Have an election representative speak about voter registration process.

□ **Activity 7. Campaign Project**

Objectives: The student will:

1. Plan and describe a campaign election
2. analyze and articulate the issues for their campaign

Vocabulary:

- Polling place – the location voters go to cast a vote, must be well marked
- Slate of candidates – the listing of all people running for all offices

Other Materials:

Polling place sign  
Ballot box  
Voting booths  
Campaign worksheet

Central Question:

What are the steps required for planning and implementing a political campaign?

Procedure:

1. Plan and design a campaign and election. This may be an in-class project or a school-wide project.
2. Choose an issue, topic, etc to develop. Suggestions:
  - i. Campaign and do “penny votes” for favorite charity. Donate proceeds to winning charity.
  - ii. Identify and campaign for issues that the class may develop as a project (blankets for homeless, books for children in Iraq, etc.)
3. Develop a slate of issues for the ballot.
4. Using the Campaign Planner Worksheet (see Activity 6) student groups research the issue and develop





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- a. Campaign speech
- b. Posters
- c. Other campaign materials
5. Student presentations- campaign speech and poster presentations
6. Conduct the election
  - a. Design the ballot
  - b. Set up voting booths
  - c. Make ballot box
  - d. Vote
  - e. Count the votes
  - f. Publish the results

Evaluation:

Plan and implement the campaign. Use the Campaign Evaluation worksheet. (see below)



## Campaign Evaluation

Group # \_\_\_\_\_

Members: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

	Poor			Excellent	
1. Campaign Planner Worksheet	1	2	3	4	5
2. Beliefs about candidate are clearly stated	1	2	3	4	5
3. Image of candidate is clearly focused	1	2	3	4	5
4. Image of candidate well developed in campaign materials	1	2	3	4	5
5. Image of candidate well developed in campaign speech	1	2	3	4	5
6. Campaign materials	1	2	3	4	5
7. Campaign speech	1	2	3	4	5

Comments:



## K. Evaluation/Assessment for Measurable Results

### Activity 1:

After reading the documentation about the casting, write one paragraph comparing your findings on the “How to Read an Object” chart with the brief stories documenting the castings.

### Activity 2:

Have the students use the information viewed and discussed to write a 2-3 paragraph paper comparing and contrasting the beliefs of Lincoln & Douglas. The essay should include:

- a. a description of the context/setting in which the debates took place
- b. your understanding of the beliefs of each candidate
- c. summarize the differences in their beliefs

### Activity 3:

Using the information from the Lincoln Log chart, write a paragraph on the following topic: Were the travels and speeches of Abraham Lincoln successful?

### Activity 4:

Distribute copies of the Lincoln Log entries for June 4, 1860, August 7, 1860, and August 16, 1860. <http://www.stg.brown.edu/projects/lincoln/>  
Have the students read the three entries and summarize the events.  
Have selected students read their summaries to the class.

### Activity 5:

The students will design and create a campaign promotion item.

1. Distribute Campaign Planner worksheet and Campaign Project checklist.  
Read through directions with students and answer questions.
2. Allow students 20-30 minutes to develop and sketch ideas.
3. Use checklist to assess the completed item.

### Activity 6:

Using the information from the Venn Diagram, have the students write an essay comparing and contrasting the two ballots.

### Activity 7:

Plan and implement the campaign. Use the Campaign Evaluation worksheet. (see below)



## L. Extension and Enrichment Activities

These are additional activities that may be used to extend or enrich the educational experience.

### Activity 1:

Art – make a hand cast

Math – measurement comparison chart. Fill in Lincoln data. With partner measure student face and hands. Fill in personal data. Write 1 sentence comparing the measurements.

Technology- Have students review the park site and web exhibit and related material on which the lesson plan is based.

### Activity 2:

1. Research one of the debates (<http://www.nps.gov/liho/debates.htm>)  
The Oct. 7, 1858 Galesburg Debate is recommended for a more comprehensive view of both candidates' beliefs.
2. Research great political debates. List the participants, date, major issues, etc.
3. Examine Connie Rice's commentary, "Top 10 Secrets They Don't Want You to Know About the Debates"  
<http://www.npr.org/templates/story/story.php?storyId=4052162>

### Activity 3:

1. Have the students locate on a map the places to which Lincoln traveled. May also have the students determine the distances traveled.
2. Students can keep a diary of their own activities for 1-2 weeks.

### Activity 4:

Have students design their own calling card.

### Activity 5:

1. Set up classroom collection of political campaign materials (posters, banners, etc.)
2. Read Chapter 9 of Lincoln by David Herbert Donald. Write a report about the 1860 Presidential Campaign.

### Activity 6:

1. Contact a representative of the local election office to have them bring an electronic voting device to the classroom for the students to try.
2. Discuss the advantages and disadvantages of voting electronically. (faster returns, no paper trail, etc)



## M. Resources

Maintain an updated of the references such as books, materials and sources you use in developing the lesson to include in the resources section: These include the following:

### ❑ Bibliography

#### Activity 5:

Donald, David Herbert. Lincoln. (New York, NY: Simon & Schuster), 1995. Chapter 9, "The Taste Is in My Mouth"

### ❑ Related Web Sites

#### Activity 1:

King Tut- <http://www.fieldmuseum.org/tut/>  
Hand & Footprints of Hollywood Stars- <http://www.seeing-stars.com/ImagePages/ChineseForecourtPhoto4.shtml>

#### Activity 2:

Lincoln-Douglas Debates- <http://www.nps.gov/liho/debates.htm>  
Connie Rice commentary-  
<http://www.npr.org/templates/story/story.php?storyId=4052162>

#### Activity 3:

Lincoln Log website (<http://www.stg.brown.edu/projects/lincoln/>)

#### Activity 4:

Lincoln Log website (<http://www.stg.brown.edu/projects/lincoln/>)

#### Activity 5:

1. photo of torchlight from Smithsonian ([http://www.civilwar.si.edu/lincoln\\_torch.html#](http://www.civilwar.si.edu/lincoln_torch.html#))
2. campaign bios, torchlight parades, etc. from 1860 (<http://dig.lib.niu.edu/message>)
3. American Museum of the Moving Image- campaign commercials 1952-2004 (<http://livingroomcandidate.movingimage.us/index.php>)

## N. Site Visit

This includes a visit to the park or a similar site, such as a local county museum or historical society. Provide instructions on how to organize an actual park or local museum or historical society.

### ❑ *Pre-visit.*

Before the visit, have students visit the institution's website for an overview or provide brochures and other written/visual materials about the site. Have each student come up with 2-3 questions to guide the visit. Work with park interpretive and museum staff to arrange the visit with challenging activities.



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❑ *Site visit:*

At the site, have students select at least two objects to analyze. Provide “How to Read an Object” sheets. It also includes an object sketch sheet (white space to make a detailed sketch of the objects). For younger students, develop a “scavenger hunt” object list to encourage close observation skills.

❑ *Post-visit:* See extension activity list for ideas for post-visit student presentation ideas.

❑ *Virtual visit:* Assign an activity that requires a *virtual tour* of the park web site, and other virtual exhibits of other National Park Service sites and museums on the same topic.





Lincoln's Campaign for Presidential Nomination  
February – March 1860

Use your copy of the Lincoln journal to fill in the chart below.

Date	Location	What Happened?
February 27, 1860	Cooper Union	Visitors call at the Astor House to see Lincoln. Lincoln refuses to speak at Patterson and Orange. Lincoln speaks at Cooper Union. Lots of applause and congratulations.