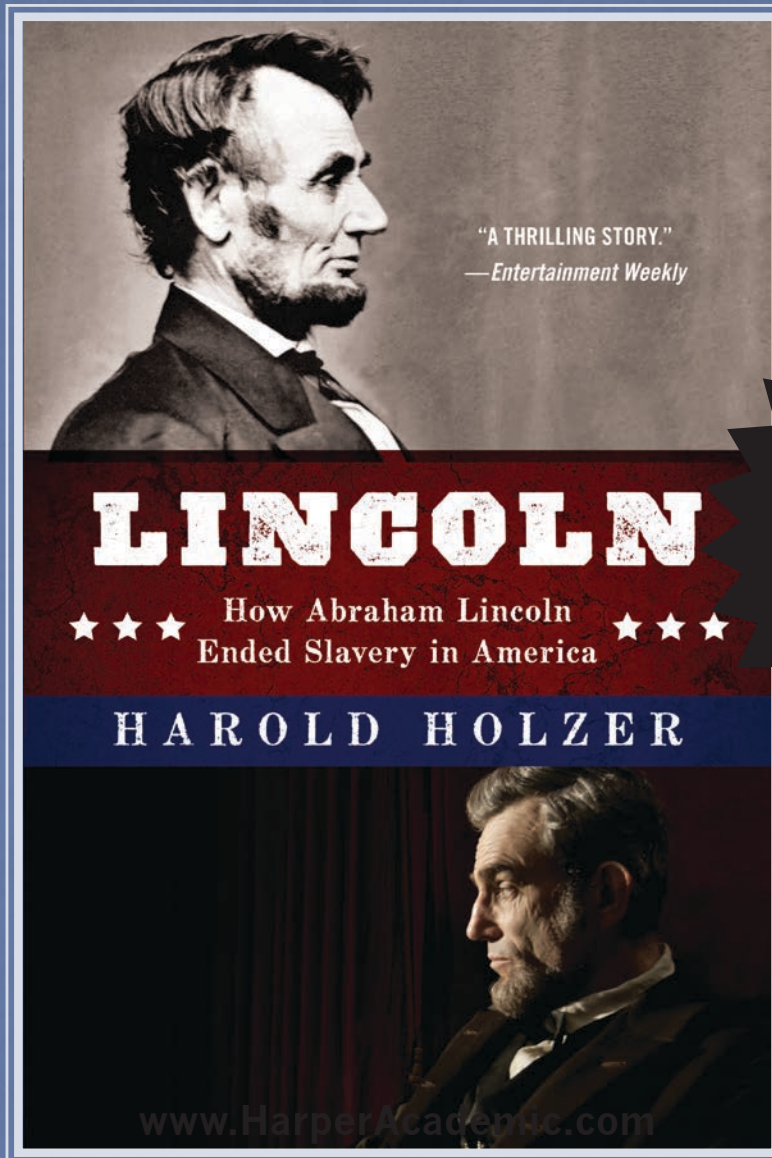


A TEACHER'S GUIDE TO



**ALIGNED
TO THE
COMMON
CORE**

“The book is a delight, written for young people who may be discovering Lincoln and the Civil War for the first time. . . . This may be the book that brings along a whole new generation of Lincoln fans.” —*Washington Post*



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A NOTE TO TEACHERS

Harold Holzer's *Lincoln: How Abraham Lincoln Ended Slavery in America* was written as a companion to Steven Spielberg's award-winning 2012 film, *Lincoln*. While Holzer's book provides a more comprehensive biography of Abraham Lincoln, examining the text in conjunction with Spielberg's film will help students think critically about the way that information is presented in different mediums. Teachers are encouraged to use the book as a compliment to the film, and this guide includes prompts that will require students to view selected scenes from the film and discuss the way that both Holzer and Spielberg have interpreted primary and secondary sources related to the life of Abraham Lincoln. **CCSS.ELA-Literacy.RI.8.7**

The questions and activities in this teaching guide were written to support standards-based instruction. *Lincoln* meets the standard for Range of Reading and Level of Text Complexity for grades 6-8. It is an excellent anchor text for both Language Arts and Social Studies. **CCSS.ELA-Literacy.RI.8.10 CCSS.ELA-Literacy.RH.6-8.10**

A complete list of the Common Core State Standards can be found at <http://www.corestandards.org/the-standards>.

This Teacher's Guide is divided into three sections. The first, "**Guided Reading Questions**," will help students with reading comprehension and analysis. These questions can be used as a guide for written responses or class discussion. Lists of vocabulary words are included with the questions for each chapter. The second section, "**Writing and Speaking Prompts**," consists of analytical writing and discussion prompts and is subdivided into genres based on the writing standards. These topics may require short research activities. The final section, "**Research Topics**," requires students to conduct and synthesize research on topics related to the novel. **CCSS.ELA-Literacy.W.8.10**

BEFORE YOU READ

Have students read Harold Holzer's Introduction (pages ix-xi) and consider the question that the historians asked Spielberg about the way that he would film the Gettysburg Address. Ask students to examine the text of Lincoln's speech, which can be found online at the [Library of Congress](#). Before showing a clip from the movie, place students in groups and have them discuss how they would film this speech. After they have shared their responses, play the first 6 minutes of *Lincoln*. **CCSS.ELA-Literacy.SL.8.1**

Discuss the following questions:

CCSS.ELA-Literacy.RH.6-8.6 CCSS.ELA-Literacy.SL.8.3

- Were you surprised by the way that Spielberg incorporated Lincoln's most famous speech into his film?
- What statement do you think the director made by having Lincoln's words spoken back to him rather than spoken by him?
- What is significant about the setting of this scene?
- What is significant about the three characters that recite the Gettysburg Address?

PROLOGUE: A “KING’S CURE”

Vocabulary: abolish, inauguration, gaunt, ratification, servitude, scraggly, emancipation, ungracious, petty

CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4

1. Based on its root words, what do you think the word “amendment” means? Why are amendments necessary?
CCSS.ELA.Literacy.RI.8.5b
2. What was the purpose of the Thirteenth Amendment?
CCSS.ELA.Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.2
3. How many times did Lincoln try to get the amendment passed?
CCSS.ELA.Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.2
4. Explain the process for passing an amendment to the Constitution.
CCSS.ELA.Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.3
5. Why was the Thirteenth Amendment necessary even after the Emancipation Proclamation had been passed? (View chapter four of the film *Lincoln*).
CCSS.ELA.Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.7
6. What do you think Lincoln meant when he called the amendment “a King’s cure for all the evils” (p. 6)?
CCSS.ELA.Literacy.RI.8.4 CCSS.ELA-Literacy.RH.6-8.4
7. Why do you think Lincoln added his signature to the Thirteenth Amendment?
CCSS.ELA.Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1

CHAPTER ONE: THE MAKING OF A LIBERATOR

Vocabulary: glimpse, dictate, devour, bunglingly, liberty, cargo, dazzled, consent, fury, recount, shackle, saddled, militia, enlist, shoddy, despondent, mourning, deficient **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. What did Lincoln’s father teach him about slavery? As he was growing up, how much interaction did Lincoln have with slaves or free people of color? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.1**
2. On page 10, Holzer writes that Lincoln’s father “moved his family northwest to the state of Indiana, mostly in search of better land and more opportunity, but perhaps to get farther away from slavery as well.” What part of this statement is objective? What part is subjective? **CCSS.ELA-Literacy.RI.8.6 CCSS.ELA-Literacy.RH.6-8.8**
3. Describe Lincoln’s education. At what point in his life did he begin working? What type of jobs did he have? Why did he start to work? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
4. Why was Lincoln’s stepmother, Sarah, such an important figure in his life? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.1**
5. Why do you think the story of George Washington resonated with Abraham Lincoln? What is your favorite book? Why does it appeal to you? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
6. Describe Lincoln’s first experience witnessing slavery. How did it affect him? (For comparison, view chapter 14 of the film *Lincoln*.) **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**
7. What career did Lincoln decide to pursue? Why was this a good fit for him? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
8. Describe Lincoln’s experience serving in the military. Why did he enlist? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
9. What was the first elected office that Lincoln ran for? What was the outcome of his first campaign?
CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1

- Describe Lincoln's experiences with women. What qualities do you think he was looking for in a potential mate? Why did he initially have difficulty finding a wife? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
- What protest did Lincoln sign during his first term as a legislator? What did he believe about slavery? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER TWO: ROMANCE, LAW, AND POLITICS

Vocabulary: droll, deft, beau, homely, courting, secluded, console, ruthless, unrelenting, bondage, dislodge, vicious, ardent, galling **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

- Describe Mary Ann Todd. How did Lincoln meet her? Who was his rival for her affection? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
- Explain how the climate and geography of the North and South impacted each region's dependence on and acceptance of slavery. **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
- What did Mary Ann Todd and Abraham Lincoln have in common? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
- What did Mary Ann Todd believe about slavery? How did her childhood experiences impact her view of this issue? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.1**
- What political party did Mary and Lincoln favor? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
- Find the example of foreshadowing on page 29. **CCSS.ELA-Literacy.RI.8.4**

CHAPTER THREE: THE LINCOLNS GO TO WASHINGTON

Vocabulary: livery, sentiment, sprightly, inhumane, vividly, fugitive, deport **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

- What detail suggests that, at this point in his life, Lincoln did not violently object to slavery in the South? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
- Describe the role that slavery played in Washington. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
- Why did the end of the Mexican War present an opportunity for proslavery senators and representatives? What bill did David Wilmot introduce as result? Was his bill passed? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
- What law did Lincoln propose during his first term as a congressman? Did his law pass? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
- Why did Lincoln leave congress after one term? What personal tragedy did he suffer at the end his first term? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
- Describe the case of Lincoln's legal client Robert Matson. Explain Lincoln's argument in the case. Why have people criticized Lincoln for taking this case? Do you agree with their criticism? What is Holzer's point of view? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.6**
- Explain Henry Clay's Compromise of 1850. Why did abolitionists and free blacks, such as Frederick Douglass, criticize the compromise? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
- What did Henry Clay believe should happen to slaves once they were set free? How did African Americans feel about his proposal? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
- Why was "colonization" a popular idea? What was Lincoln's opinion of the idea? What do you think about this proposal? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER FOUR: THE PRAIRIE ON FIRE

Vocabulary: curtail, null, void, sovereignty, infuriate, indifference, hypocrite, appall, oration, sacred, podium, raucous, transcript, perverting, eradicate, hoarse, tyrannical **CCSS.ELA-Literacy.L.8.4a-d** **CCSS.ELA-Literacy.RH.6-8.4**

1. What was the Missouri Compromise? Explain how the law passed in 1854 undermined the Missouri Compromise's limitations on the expansion of slavery. **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.2**
2. Why did Lincoln decide to return to politics? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
3. Summarize the reasons Lincoln gave for opposing slavery when he spoke in Peoria (p. 41). **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
4. What did the abolitionists want? How did Lincoln's view differ from the view of the abolitionists? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.1**
5. What political party did Lincoln join after the demise of the Whig party? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
6. Explain the Dred Scott decision. Who was the Chief Justice at the time of the decision? What did the Supreme Court decide about the legal rights of people of color? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.2**
7. How did Abraham Lincoln respond to the Dred Scott decision? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
8. Examine the 1858 race between Stephan Douglas and Abraham Lincoln. What issue did the two men debate? Describe the tone and mood of their debates. Can you find examples of ethos, pathos, and/or logos in their arguments? **CCSS.ELA-Literacy.RI.8.8**
9. Describe Abraham Lincoln's views on racial equality at this point in his political career. **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
10. Who ended up being elected to Congress in 1858, Lincoln or Douglas? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER FIVE: RIGHT MAKES MIGHT

Vocabulary: ignite, contender, halt, painstakingly, armory, tribute, confiscate, commence, squalid, twang, rapt, affirm, lavish, totem, elite, toil, lopsided, anguish, reverent **CCSS.ELA-Literacy.L.8.4a-d** **CCSS.ELA-Literacy.RH.6-8.4**

1. Explain the meaning of the name of this chapter. How is the saying "right makes might" different from the saying "might makes right"? Which one do you think is the most true? **CCSS.ELA-Literacy.RI.8.4** **CCSS.ELA-Literacy.RH.6-8.4**
2. Why was it politically important for Lincoln to deliver a speech in New York? **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
3. What did Senator Douglas believe about the rights of states? How did Lincoln plan to counter Douglas's argument about the intent of the founding fathers? **CCSS.ELA-Literacy.RI.8.8** **CCSS.ELA-Literacy.RH.6-8.2**
4. What was John Brown's rebellion? Why was it particularly disturbing for slave owners in the South? Explain the response of proslavery and antislavery groups to the rebellion. How did Lincoln strike a balance between the opposing sides? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.2**
5. Describe the public's reaction to Lincoln's Cooper Union address. **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
6. How did the portrait by Matthew Brady help improve Lincoln's image? **CCSS.ELA-Literacy.RI.8.7** **CCSS.ELA-Literacy.RH.6-8.7**

7. Explain how Abraham Lincoln ended up being selected to run as the Republican presidential nominee. How was the process of running for president during Lincoln's lifetime different from modern presidential primaries and races?
CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.3
8. With only 39% of the popular vote nationwide, how did Abraham Lincoln end up being elected President? How did states in the South respond to his election? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
9. What does Lincoln's speech in Springfield reveal about the role that religious faith played in Lincoln's life? Do you think a President should express his or her religious beliefs in a political context? Explain your answer.
CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1
10. What major challenge did Lincoln face as he began his first term as President of the United States?
CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1

CHAPTER SIX: THE MYSTIC CHORDS OF MEMORY

Vocabulary: safeguard, scold, scamper, meandering, hearty, drawl, boor, feat, aspirant, enunciation, audible, arsenal, agitated, rebuke, prevail, garrison, casualty, blockade **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. Describe the relationship between Lincoln and his oldest son, Robert. (For Spielberg's impression of the tension between Robert and his father, view the film from minutes 39.00-42.00) **CCSS.ELA-Literacy.RI.8.7**
2. Why did Lincoln call eleven-year old Grace Bedell to the front of the crowd? Compare the photograph of Lincoln on page 71 with the earlier portrait on page 57. Do you agree with Grace Bedell's suggestion? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.7**
3. Why did Lincoln cancel his scheduled stop in Baltimore, Maryland? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
4. Explain why the "Peace Convention" posed a challenge to Lincoln. How did he negotiate this challenge?
CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2
5. What was the original goal of the Thirteenth Amendment that Congress passed prior to Lincoln's inauguration? Why did Lincoln send this amendment to the states for ratification? Why didn't this version of the Thirteenth Amendment become the law of the land? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
6. What challenges did Lincoln face as he assembled his cabinet? How did he navigate these challenges?
CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2
7. What was the focus of Lincoln's first inaugural address? What compromise was he willing to make with the South? What was he unwilling to compromise? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
8. Compare Lincoln's closing remarks with his originally drafted conclusion (p. 78-79). How did his revision impact the overall tone of his address? **CCSS.ELA-Literacy.RI.8.4 CCSS.ELA-Literacy.RH.6-8.6**
9. What was ironic about the fact that Roger B. Taney administered Lincoln's oath of office? **CCSS.ELA-Literacy.RI.8.4 CCSS.ELA-Literacy.RH.6-8.1**
10. Why did Frederick Douglass criticize Lincoln's inaugural address? Do you think his argument was valid?
CCSS.ELA-Literacy.RI.8.8 CCSS.ELA-Literacy.RH.6-8.6
11. Explain the role that Fort Sumter played in the start of the Civil War. **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER SEVEN: A PEOPLE'S CONFLICT

Vocabulary: domestic, organic, pretence, arbitrarily, laudable, unfettered, formidable, suppress, upstart, trample, contraband, earmarked, séance, terrain, momentum, humane **CCSS.ELA-Literacy.L.8.4a-d** **CCSS.ELA-Literacy.RH.6-8.4**

1. Which states seceded and joined the Confederacy? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
2. Why was it symbolically and strategically imperative for Lincoln to keep Maryland from succeeding? **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
3. What is habeas corpus? Why did the federal government feel it was necessary to suspend this right? **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
4. At the beginning of the Civil War, what message did Lincoln deliver about the reason for engaging in conflict with the Confederacy? What reasons did he have for not initially framing the war as a war against slavery? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.2**
5. What did the President initially believe about the North's ability to stop the Southern rebellion without a prolonged conflict? What happened at the Battle of Bull Run? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.2**
6. How did the Union respond to runaway slaves? Why were they considered an important asset in a time of war? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
7. As First Lady, what did Mary Todd Lincoln do that caused a scandal? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
8. What tragedy befell the Lincoln family in February 1862? How did it affect Mary? (This tragedy is discussed in the film *Lincoln* in a scene beginning at 51:13) **CCSS.ELA-Literacy.RI.8.7** **CCSS.ELA-Literacy.RH.8.7**
9. Why was Lincoln initially reluctant to use the war as an opportunity to abolish slavery? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
10. What was the first action taken by the federal government against slavery? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
11. Why did Lincoln decide to issue the Emancipation Proclamation? What advice did his advisors give him about the timing of the Proclamation? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER EIGHT: FAIR WARNING AGAINST SLAVERY

Vocabulary: catastrophe, affirm, allegiance, couched, mainstream, utter, inflict, cease, aspiration, recount, scheme, itinerant, contempt, canting, cautionary, remiss, paramount, forbear, draft, delicacy, exasperated, inoperative, monologue, usurp, desertion, solemn, bemoan, prose, circuitous, vexed **CCSS.ELA-Literacy.L.8.4a-d** **CCSS.ELA-Literacy.RH.6-8.4**

1. Why was Lincoln unhappy with General George McClellan? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
2. What impression did Lincoln attempt to give his constituents regarding his position on abolishing slavery? **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RH.6-8.1**
3. What belief did Lincoln have about freed people of color? What did he tell the delegation of free African Americans that he invited to the White House to discuss colonization? Do you find his remarks troubling or understandable? **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
4. How did Lincoln respond to *New York Tribune* editor Horace Greeley's criticism that he was not doing more to free slaves? What distinction did Lincoln make between what he believed he should do as President of the United States and what he personally believed was right? **CCSS.ELA-Literacy.RI.8.3** **CCSS.ELA-Literacy.RH.6-8.1**
5. Explain the role that Lincoln's religious faith played in his decision to issue the Emancipation Proclamation. **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**

6. Examine the photograph of Lincoln meeting with George McClellan (p. 101). What do you find interesting about the photograph? Why do you think Alexander Gardner, the photographer, decided to capture this particular image of the president? **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**
7. What were the terms of the “Preliminary Emancipation Proclamation”? What date did the president set for freeing all slaves in the Confederacy? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.9**
8. How did the public respond to Lincoln’s announcement of intent to free slaves in the Confederacy? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
9. Describe the military and political setbacks that Lincoln faced as he approached the January 1st deadline for issuing the Emancipation Proclamation. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**

CHAPTER NINE: THE DAY OF JUBILEE

Vocabulary: summon, postpone, dilute, byword, annals, dogmas, inscribe, spectacles, garbled, scribe, mingle, agonizing, subside, abstain, warranted, invoke, tremulous, dwell, elicit **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. Why did some people doubt that Lincoln would follow through on his warning to issue the Emancipation Proclamation? What signs did Lincoln give to suggest that he was resolved to issue the Proclamation in spite of political pressure to compromise? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
2. Why did Lincoln refuse to sign the first copy of the Proclamation? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
3. Who witnessed the signing of the Emancipation Proclamation? What reason did Lincoln give for hesitating before he signed it? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
4. Explain the limitations of the Emancipation Proclamation. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
5. What criticisms did abolitionists have regarding the Emancipation Proclamation? Do you agree with any of their arguments? Explain your answer. **CCSS.ELA-Literacy.RI.8.8 CCSS.ELA-Literacy.RH.6-8.6**
6. What did Lincoln believe about the importance of the Emancipation Proclamation? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER TEN: FIGHTING FOR FREEDOM

Vocabulary: civilian, diplomacy, avail, muster, segregated, cynical, breach, staggering, endeavor, valor, utmost, relapse, barbarism, meritorious, adamant, prolonged, distressed, secluded, industrious, squalor, assassin, ransack, belated

CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4

1. Describe the extent of liberation that occurred as a result of the Emancipation Proclamation. Explain the limitations of the Proclamation. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
2. Why did Lincoln issue tiny copies of the Proclamation to Union troops? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
3. How did the Emancipation Proclamation impact the Lincoln administration’s relations with England? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
4. How did the Union military change after the Emancipation Proclamation was issued? How did white soldiers react to the enlistment of African American soldiers? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
5. Describe the inequalities in the way that black and white soldiers were treated. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
6. Describe the valor exhibited by the 54th Massachusetts regiment. **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**

7. What did Confederate troops threaten to do to African American prisoners of war? How did President Lincoln respond to their threats? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
8. When President Lincoln asked Frederick Douglass to help him recruit African Americans to join the military, what four things did Douglass tell Lincoln he needed to do? How did Lincoln respond to Douglass? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
9. Why was Lincoln dissatisfied after the victory at Gettysburg? How did he demonstrate his cautious leadership style in spite of his frustration with General Meade? What lessons can you learn from Lincoln's example? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
10. What event caused tension between Lincoln and his wife? (Spielberg's depiction of the strain on the Lincoln's marriage can be found in the film at 1:28-1:32) **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**

CHAPTER ELEVEN: UNFINISHED WORK

Vocabulary: eloquence, amplify, retract, consummation, malignant, deceitful, hinder, proposition, endure, consecrate, hallow, detract, denounce, repudiate **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. How did the language of Lincoln's Springfield letter and Gettysburg Address differ from the language of the Emancipation Proclamation? Why do you think Lincoln's style and tone were so different? **CCSS.ELA-Literacy.RI.8.4 CCSS.ELA-Literacy.RH.6-8.5**
2. What could have happened to the Emancipation Proclamation if Lincoln had not won a second term in office? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
3. Explain the meaning of the saying: "It's better not to change horses in midstream" (p. 137). **CCSS.ELA-Literacy.RI.8.4**
4. What illness did Abraham Lincoln contract near the end of his first term? Who cared for him during his illness? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
5. Why did William Florville, Lincoln's former barber, write the President? What did Florville predict? Why was his letter an encouragement to Lincoln? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

CHAPTER TWELVE: YEAR OF DECISION

Vocabulary: prominent, platform, pledge, utter, exempt, overturn, grudgingly, clarify, enshrine, terminate, jurisdiction, zealous, dim, jeopardy, summon, concur, benevolence, adamant, induce, earnest, truce, treachery, cease, gratifying, vitality, detriment **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. Why did "some Americans fear – and others hope" that Lincoln would cancel the election (p. 141)? Do you believe Lincoln would have had the authority to declare himself president without an election? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
2. Describe the challenges that Lincoln faced from within his own party. How did he handle these challenges? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
3. Who did the Democrats nominate to run against Lincoln? What was ironic about this nomination? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
4. Explain why the Republican Party changed its name. Who did they nominate to run as vice president? Why did they switch their candidate for Vice President? According to Holzer, why was this switch a mistake (p.144)? **CCSS.ELA-Literacy.RI.8.6 CCSS.ELA-Literacy.RH.6-8.8**
5. Why did Lincoln believe it was imperative to pass an amendment abolishing slavery altogether? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
6. Describe the Union army's change of strategy as they fought in the South. **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**

7. Why did Annie Davis write President Lincoln? What does her letter reveal about the need for the passage of the Thirteenth Amendment? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.5**
8. What is the Bill of Rights? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
9. Why do you think Americans are so hesitant to pass amendments to the Constitution? **CCSS.ELA-Literacy.RI.8.2 CCSS.ELA-Literacy.RH.6-8.2**
10. Why did Lincoln summon Frederick Douglass to the White House? What secret plans did the two men make? What do these negotiations suggest about Lincoln's desire to end slavery? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
11. How did Lincoln respond to the suggestion that he make a truce with Jefferson Davis? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
12. What did Lincoln believe about his chances for reelection? Which military victory helped him defeat McClellan? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.2**
13. How wide was Lincoln's margin of victory? Among enlisted soldiers, what percentage voted for President Lincoln rather than their former General, George McClellan? Why was having the support of enlisted soldiers important to Lincoln? **CCSS.ELA-Literacy.RI.8.1 CCSS.ELA-Literacy.RH.6-8.1**
14. What did Robert Lincoln disagree with his father about? How did Lincoln resolve this conflict with his son? (This scene can be found in the film at 1:24:34) **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**

CHAPTER THIRTEEN: A FITTING AND NECESSARY CONCLUSION

Note to Teachers: The last two chapters of the book focus on the time period that is explicitly connected to the film *Lincoln*. Specific scenes are mentioned with the questions, but teachers that plan to show the film in its entirety are encouraged to do so at this time.

Vocabulary: abruptly, probable, dicey, servitude, allies, bipartisan, maneuvering, intermarriage, accursed, adjourn, bellicose, modestly, complicity, impartial, unanimity, successor, selfless, prompt, reluctantly, delegation, wavering, procure, abetted, fumed, emissaries, craftily, descend **CCSS.ELA-Literacy.L.8.4a-d CCSS.ELA-Literacy.RH.6-8.4**

1. Explain the ruling that made it possible for the Thirteenth Amendment to pass (p.156). **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.3**
2. What is "equality before the law"? Read the text of the amendment (this primary source can be found on pages 210-212 of the book). Did the Thirteenth Amendment offer this level of equality? **CCSS.ELA-Literacy.RI.8.3 CCSS.ELA-Literacy.RH.6-8.9**
3. What did opponents of the amendment claim that it would do? Based on the text of the amendment, was there any legal basis to support their argument? (Spielberg's interpretation of the debate over this issue is found in the film at Chapter 5, starting at 35:21 and Chapter 11- starting at 1:18:56) **CCSS.ELA-Literacy.RI.8.8 CCSS.ELA-Literacy.RH.6-8.8**
4. Why did the "Committee of Colored Men" visit Abraham Lincoln? Spielberg did not include this scene in the film. Why do you think he chose to omit it? **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.6**
5. In political terms, what is a "lame duck"? **CCSS.ELA-Literacy.RI.8.4 CCSS.ELA-Literacy.RH.6-8.4**
6. After his reelection, but before inauguration, why did Lincoln hope that he could procure enough votes to pass the amendment? (This topic is portrayed in the film *Lincoln* starting at 13:57) **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**
7. What tactics were used to procure the votes necessary for the passage of the amendment? (This topic is portrayed in the film *Lincoln* in chapter 6, starting at 42:15 and chapter 14, starting at 1:39:00) **CCSS.ELA-Literacy.RI.8.7 CCSS.ELA-Literacy.RH.6-8.7**

8. Why did the rumor that a peace delegation was headed to Washington threaten the passage of the amendment? How did Lincoln respond to allegations that he was willing to negotiate with the South without passing the amendment? (This event is portrayed in the film *Lincoln* starting at 1:46:41) **CCSS.ELA-Literacy.RI.8.7** **CCSS.ELA-Literacy.RH.6-8.7**
9. What was the outcome of the vote over the Thirteenth Amendment? Describe the public's reaction to the passage of the amendment. (This event is portrayed in the film *Lincoln* starting at 1:54:10) **CCSS.ELA-Literacy.RI.8.7**
CCSS.ELA-Literacy.RH.6-8.7

CHAPTER FOURTEEN: DEATH OF A LIBERATOR

Vocabulary: confer, indispensable, hostilities, disband, receding, bloodletting, integrated, scourge, unrequited, successively, acrid, nostrils, smoldering, broiling, messiah, immaterial, tentative, fruition, emerge, fatally, stricken, assassinated, vicious, bristling
CCSS.ELA-Literacy.L.8.4a-d **CCSS.ELA-Literacy.RH.6-8.4**

1. What was the result of the peace negotiations that Lincoln conducted after the passage of the Thirteenth Amendment? (This event is portrayed in the film *Lincoln* from 2:05:17-2:09:30) **CCSS.ELA-Literacy.RI.8.7**
CCSS.ELA-Literacy.RH.6-8.7
2. Describe the tone of Lincoln's second inaugural address (p. 177). Who did he blame for the Civil War? **CCSS.ELA-Literacy.RI.8.4** **CCSS.ELA-Literacy.RH.6-8.5**
3. How did Frederick Douglass respond to Lincoln's speech? Describe the reception that Lincoln received from African Americans when he visited Richmond. How did he respond to their praise? **CCSS.ELA-Literacy.RI.8.1**
CCSS.ELA-Literacy.RH.6-8.1
4. What song did Lincoln ask to have played at the celebration after the end of the Civil War? Why was his request slightly ironic? **CCSS.ELA-Literacy.RI.8.4** **CCSS.ELA-Literacy.RH.6-8.1**
5. What were Lincoln's goals for his second term in office? What did he say about his opinion regarding voting rights for African Americans? (This event is portrayed in the film *Lincoln* at 2:15:43) **CCSS.ELA-Literacy.RI.8.1**
CCSS.ELA-Literacy.RH.6-8.1
6. Why did John Wilkes Booth want to assassinate the President? Explain the plan that he and others devised to assassinate Lincoln and other key members of his party. **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**
7. Describe the death and legacy of Abraham Lincoln. (This event is portrayed in the film *Lincoln* at 2:17:11) **CCSS.ELA-Literacy.RI.8.2** **CCSS.ELA-Literacy.RH.6-8.2**

Writing and Speaking Prompts: Argument

CCSS.ELA-Literacy.W.8.1a-e Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.WHST.6-8.1a-e Write arguments focused on *discipline-specific content*.

1. On page 2, Holzer writes about a song titled “Your Mission” that was sung for President Lincoln. According to Holzer, Lincoln was so moved by the song that he asked to hear it sung a second time. Analyze the [lyrics of the song](#) and compose an argumentation paper explaining how “Your Mission” connects to Lincoln’s life and why you think this song meant so much to Lincoln. **CCSS.ELA-Literacy.WHST.6-8.7**
2. Before the signing of the Thirteenth Amendment, abolitionists referred to slavery as “America’s original sin” (p. 7). Explain the meaning of the term “original sin” and compose an argument that either supports or refutes the idea that slavery is America’s original sin. **CCSS.ELA-Literacy.L.8.5**
3. The Lincoln v. Douglas debates over slavery were some of the most famous political debates in American History. The Lincoln-Douglas debate style that is still used in forensics tournaments and political debates was named after Abraham Lincoln and his opponent Steven Douglas. Research the structure and rules for a Lincoln-Douglas debate and use this format in a class debate. You may wish to generate your own topic, or use the current national topic, which can be found at the [National Forensic League’s website](#). **CCSS.ELA-Literacy.SL.8.1a-d CCSS.ELA-Literacy.SL.8.3**
4. The issue of states’ rights was central to the debate over slavery. Some Americans feel that only individual states have the right to enact legislation. Others believe that the Federal government has the right to enact legislation that will impact all Americans. Compose a thoughtful argument paper that states your position on the issue of states’ rights. Be sure to consider and address the opposition in your argument. **CCSS.ELA-Literacy.W.8.9b CCSS.ELA-Literacy.WHST.8.9**
5. A writ of habeas corpus provides constitutional protection for prisoners by ensuring that they will be brought before a court, but exceptions can be made in the case of “rebellion or invasion”. Examine Clause 2 of Article One of the Constitution of the United States and debate whether or not Lincoln was justified to suspend habeas corpus. As an extension, debate whether or not the “War on Terror” gives modern administrations the right to imprison suspected criminals without a trial. **CCSS.ELA-Literacy.SL.8.1a-d CCSS.ELA-Literacy.SL.8.3**
6. Harold Holzer explained Lincoln’s leadership style by saying, “Given the choice between acting aggressively and moving slowly, Lincoln almost always chose to be cautious” (p. 96). Which do you think is a more important quality for a leader: willingness to take action quickly or maintaining a cautious approach? Explain. **CCSS.ELA-Literacy.W.8.9b**
7. Watch the scene from *Lincoln* that begins at 2:14:16 and ends at 2:15:40. In this scene, Mary Todd Lincoln tells her husband, “All anyone will remember of me is that I was crazy and I ruined your happiness.” By all accounts, Lincoln’s wife was a complex woman. Research the life of Mary Todd Lincoln and compose an argument essay about the way that you believe she *should* be remembered. **CCSS.ELA-Literacy.WHST.6-8.7**
8. Robert Lincoln wanted to enlist in the military, a decision that both his mother and his father initially opposed. Examine the rhetorical strategies Robert used to convince his father to allow him to enlist. What strategies did Lincoln use to try to convince his son not to enlist? (This scene can be found in the film at 1:24:34.) Compose a persuasive speech convincing your parents to give you permission to do something you believe you are ready to do. Use pathos, logos, and ethos in your argument and address the counterargument. **CCSS.ELA-Literacy.SL.8.3 CCSS.ELA-Literacy.SL.8.4**
9. When John Wilkes Booth assassinated President Lincoln he shouted, “*sic semper tyrannis*,” which means “thus ever to tyrants”. During Lincoln’s life, those that opposed Lincoln’s policies accused him of being a tyrant. Divide the class into groups that represent the two political parties during Lincoln’s presidency and debate whether or not Abraham Lincoln’s policies were “tyrannical”. **CCSS.ELA-Literacy.SL.8.1a-d**
10. Lincoln often used anecdotes and allegory as methods of persuasion. You can see example of this rhetorical strategy in the film *Lincoln* at 1:14:14, where Lincoln uses an example from Euclid’s mathematical theory to support his conviction about not compromising on the issue of equality. Construct your own argument about a current event using an allegory to support your position. **CCSS.ELA-Literacy.WHST.8.7 CCSS.ELA-Literacy.RI.8.2**

11. Analyze Spielberg's portrayal of President Lincoln. Which events did he choose to include in his film? Which events did he omit? How does he depict President Lincoln? What message do you think Spielberg wants his audience to take away from his film? **CCSS.ELA-Literacy.RH.6-8.6 CCSS.ELA-Literacy.SL.8.3**

Writing and Speaking Prompts: Informative/Explanatory

CCSS.ELA-Literacy.W.8.2a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.WHST.6-8.2a-f Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

1. On page 103 Holzer presents two images that artists created to depict the signing of the Emancipation Proclamation. While we typically think that bias can be present in writing, it's also used to create images. Analyze each image and explain how the viewer can detect bias. Find contrasting images from a current or previous modern presidential campaign and analyze images of the candidate created by the candidate's party and the opposing party for bias. **CCSS.ELA-Literacy.SL.8.2**
2. Compose an essay explaining how geographical differences between the North and South contributed to the rise of slavery in the southern states. **CCSS.ELA-Literacy.WHST.6-8.8 CCSS.ELA-Literacy.RI.8.2**
3. Read one of Walt Whitman's famous poems about the death of Abraham Lincoln, "[O Captain! My Captain!](#)", or, for advanced students, "[When Lilacs Last in the Doorway Bloomed](#)". What makes the poem a fitting tribute for President Lincoln? Using Whitman's poem as a mentor text, compose your own poem eulogizing Lincoln. **CCSS.ELA-Literacy.W.8.9a CCSS.ELA-Literacy.RI.8.2**
4. Examine the sources (found in the bibliography) that Holzer used to compose his biography of Abraham Lincoln. How many primary sources were used? How many secondary sources? Which sections or passages of the book are the most objective? Which sections or passages are subjective? **CCSS.ELA-Literacy.RI.8.6 CCSS.ELA-Literacy.RI.8.8**
5. As a group project, create a front page of a newspaper for either the day the Emancipation Proclamation went into effect, the day the Thirteenth Amendment passed, or the day after Lincoln's assassination. **CCSS.ELA-Literacy.WHST.6-8.6**

Writing and Speaking Prompts: Narrative

CCSS.ELA-Literacy.W.8.3a-e Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

1. In the prologue to his book, Holzer writes, "It took most of his lifetime for Lincoln himself to overcome the prejudices he grew up with, and to discard the caution that always marked his leadership style" (p. 7). Compose a personal narrative about your own experience with prejudice. How has your upbringing impacted your views of the world and the way you interact with others? What challenge or prejudice do you feel you need to overcome? **CCSS.ELA-Literacy.W.8.4 CCSS.ELA-Literacy.W.8.5**
2. Abraham Lincoln said, "Whenever I hear any one arguing for slavery I feel a strong impulse to see it tried on him personally." How do you think it would feel for someone to have the "table turned" and be the victim of prejudice or discrimination that they accept or condone? Compose a fictional story about a character forced to experience his or her prejudice firsthand. How will their experience change their perspective and behavior? **CCSS.ELA-Literacy.W.8.4 CCSS.ELA-Literacy.W.8.5**
3. Compose a short story about the day the amendment was passed from the point of view of a person living and anxiously awaiting the results of the vote. You may choose to write it from the point of view of historical figure, such as a member of Lincoln's family, a congressman, or a military figure, or you may create a character. **CCSS.ELA-Literacy.W.8.4 CCSS.ELA-Literacy.W.8.5**

4. Abraham Lincoln was deeply affected by the sight of bound African Americans being transported to a slave market in New Orleans. Compose a personal narrative describing a time in your own life when you saw or read something that made you aware of injustice. Be sure to describe what you witnessed with as much detail as possible.
CCSS.ELA-Literacy.W.8.4
5. President Lincoln made a point of receiving visitors into the White House and listening to their concerns. Imagine that you were alive during Lincoln's presidency and had an opportunity to meet with him. Create a fictional narrative about your meeting with President Lincoln. **CCSS.ELA-Literacy.W.8.4 CCSS.ELA-Literacy.W.8.5**

Research Topics

CCSS.ELA-Literacy.WHST.6-8.8 CCSS.ELA-Literacy.WHST.6-8.9 CCSS.ELA-Literacy.RI.8.2

1. Research the steps required to introduce and pass an amendment to the Constitution. Work with a group to create a multimedia presentation (video essay, short documentary, or PowerPoint) that explains the process of passing amendments and summarizes the legal battle to pass an amendment other than the Thirteenth Amendment. Be sure to address why people felt the amendment was needed and summarize the arguments by those who supported and opposed the amendment. **CCSS.ELA-Literacy.RH.6-8.3 CCSS.ELA-Literacy.SL.8.5**
2. The platforms of the Republican and Democratic parties during Lincoln's lifetime were very different from our modern day political parties. Research the evolution of one of the political parties. How and why did the party's identity (name) and political philosophy change over time? Remember that political parties continue to adapt and evolve in response to the American people. What challenge(s) do you predict for the party? Do you think the party will change its position on any issues in order to attract more voters? Explain. **CCSS.ELA-Literacy.W.8.8**
3. As a child, Mary Todd was taught to sing hymns with coded messages that helped escaping slaves find their way to safety by her African American house servant, Sally (p. 28). Research the role that spirituals played in the Underground Railroad and create a multimedia presentation that explains the encoded meaning in one of the songs used to help slaves escape. Be sure to include at least one audio clip of the music in your presentation. **CCSS.ELA-Literacy.SL.8.5**
4. Abraham Lincoln was, at least at one point in his life, a proponent of re-settling newly freed slaves in Africa – a process that was called “colonization” (p. 36-38). Research American efforts to resettle people of African descent in Liberia. You may also want to look at European efforts to resettle former slaves in Sierra Leone. Who supported these efforts? Why did they feel colonization was a good idea? How did people of color respond to the idea of colonization? How did the influx of formerly enslaved peoples impact the countries? If you had been a newly freed slave and were given the choice to stay in America or resettle in Africa, what would you have wanted to do? Explain your answer.
CCSS.ELA-Literacy.W.8.8
5. The Chief Justice of the Supreme Court when Lincoln issued the Emancipation Proclamation was the author of the infamous Dred Scott decision. Research the history of this decision and other “freedom suits”. How did people of color attempt to gain freedom through the court system? Prior to the Dred Scott Decision, what were the results of these freedom suits? (Teachers may want to screen Steven Spielberg's film *Amistad* for advanced students.)
CCSS.ELA-Literacy.W.8.8
6. We live in an increasingly image-driven society, but even during Lincoln's lifetime, images had enormous power to sway public opinion. Consider the portrait that Mathew Brady took of Abraham Lincoln (p. 57). What elements in the composition of the photograph suggest that Lincoln has leadership capabilities? What is symbolic about the objects that Brady included in the photograph? Consider the way that Lincoln is posed in this portrait. Would it have the same effect if he were seated? After you have analyzed the Brady image, create a digital self-portrait of yourself. Use two symbolic objects in your photograph that suggest something about your personality and leadership style. Pay attention to the setting and composition of your image. **CCSS.ELA-Literacy.WHST.6-8.6**

7. Research the history of African American soldiers in the Civil War. The [National Archives](#) contains excellent resources and primary documents to assist students in historical research. Choose a specific soldier or regiment and create an informative presentation or essay about their achievements and service to the country. (Teachers may wish to screen the Academy Award-winning 1989 film, *Glory*, which dramatizes the story of the 54th Massachusetts Volunteer Infantry.)
CCSS.ELA-Literacy.W.8.8 CCSS.ELA-Literacy.RI.8.7
8. Frederick Douglass was an African American leader and activist who criticized, praised, and challenged Abraham Lincoln. Research the life of Frederick Douglass and select one of his speeches or other writings to analyze. Advanced students may wish to read Douglass's autobiography, *Narrative of the Life of Frederick Douglass*, at this time. As a class project, create a website or class blog about Frederick Douglass. Include information about his personal biography, political activism, and his interactions with Abraham Lincoln. **CCSS.ELA-Literacy.WHST.8.6**
9. Select a figure from the Cast of Characters on pages 195-199 and create an informative poster or pamphlet about their life. Be sure to properly document all sources that you use in a correctly formatted bibliography.
CCSS.ELA-Literacy.WHST.8.6
10. The abolition of slavery in America was an important step towards racial equality, but it was not the end of the struggle for civil rights. Research the evolution of civil rights in America and prepare a multimedia presentation that outlines key moments in the fight for equality. **CCSS.ELA-Literacy.SL.8.5**

Lincoln: How Abraham Lincoln Ended Slavery in America

A Companion Book for Young Readers to the Steven Spielberg Film

Harold Holzer

Available in hardcover, paperback, and ebook.

You'll find teaching materials for the film by Steven Spielberg [here](#).

Other Titles of Interest

Nonfiction

[*April 1865: The Month That Saved America*](#) by Jay Winik

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[*The Gettysburg Address: A Graphic Adaptation*](#) by Jonathan Hennessey and Aaron McConnell

[*Lincoln: The Biography of a Writer*](#) by Fred Kaplan

[*Mrs. Lincoln: A Life*](#) by Catherine Clinton

Fiction

[*Mr. Lincoln's Wars*](#) by Adam Braver

[*The Secrets of Mary Bowser: A Novel*](#) by Lois Leveen

About This Guide's Author

Amy Jurskis is the author of a number of teaching guides, including *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and *American Tapestry* by Rachel Swarns. She holds a B.A. in English from the University of Georgia and a MAT from Agnes Scott College. A former department chair for language arts in a title one public school in Atlanta, she currently serves as a chairperson of curriculum and English teacher at Oxbridge Academy of the Palm Beaches.

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