

Lesson Plan 3 (Steve Forte)
Day 3

A. Introduction: This lesson will focus on Lincoln's views on race and on slavery through the use of primary source and secondary documents. The students will be asked to form an opinion on Lincoln's views by reading Lincoln's own words on the subject. The students will also read two essays that have opposing views on whether Lincoln should be considered a great emancipator.

B. Materials needed:

1. Primary source documents of Lincoln found in Gienapp's " This Fiery Trail"
"Gradual emancipation, is better for all "(pp 18)
"Question I reserve for myself" pp. (122)
"The incidents of the War can not be avoided" (pp.125)
"The ban is still upon you" (pp.130)
"I would save the Union" (pp.134)
"The Emancipation Proclamation" (pp.151)

2. Secondary sources:

- "Who freed the Slaves? Emancipation and its meaning" (Ira Berlin)
"Who freed the Slaves?" handout (McPherson chap 13

C. Instruction:

Step one:

Pass out over sized index cards to your students. Have each of them write down a brief statement about their views on Lincoln in regards to race and the ending of slavery. After they read their brief statement have each student post the card on the board. It can be assumed that most if not all will think of Lincoln in very lofty terms when it comes to the question that was posed.

Step two:

Pass out the readings from Lincoln's works as listed above. Most of these primary sources are very short but for some classes depending on the level excerpts might want to be used instead of the entire text. Assign the works for homework and ask the students to answer the same question they did in step one. The question now should be answered in Lincoln's own words. The students should be prepared to give a list of ten quotes from Lincoln that clearly states his position on race and emancipation.

Step three:

Have the students discuss what they have read and the lists they have prepared. Why were the answers on day one so different from day two? The student's opinion of Lincoln will probably be very harsh and should allow for good class discussion. It will also allow the instructor the opportunity to examine why some of their new opinions of Lincoln might not be fair.

Step four:

Have the students pull out their copies of the emancipation proclamation. Discuss what the document says. What it did and what it did not do. After the brief lecture ask the students to raise their hands in response to this question? How many of you believe Lincoln deserves credit for freeing the slaves? To the students who raise their hands in the affirmative pass out the Berlin article. For the students who say Lincoln does not deserve credit pass out the handout "Who Freed the Slaves?"(McPherson chap. 13.)

Each of these articles will present the students with an opposite view to the one they hold. Have each student critique the article with a short one page paper. On the following day debate the question in class. Who freed the slaves?

Closure: At the end of the lesson your goal is to have some confused kids. Their views on Lincoln would have been formed and reformed. They will understand the importance of time and politics on the shaping of Lincoln's view. They will also understand no matter how great no man is perfect.