Dear Teachers and Parents,

On February 12, 2009, the United States will be celebrating the birthday bicentennial of our 16th President—Abraham Lincoln. We remember Abraham Lincoln as one of the greatest leaders the United States has ever had. As America’s 16th President, he fought to keep the nation from splitting apart during the Civil War. Moreover, he believed that all people are equal – just like it says in the Declaration of Independence. He always thought slavery was wrong and worked to make slavery illegal in the United States. We are a strong country today, partly because of President Lincoln. Cities all across America are holding bicentennial celebrations to honor Abraham Lincoln on his 200th birthday, and First Stage Children’s Theater is joining in on the commemoration by bringing the production of LINCOLN AT GETTYSBURG, written by Artistic Director Jeff Frank, to schools and community centers throughout southeastern Wisconsin during the month of February. We are delighted to have you honoring Lincoln with us!

Enclosed in this enrichment guide is a range of materials and activities intended to help you discover connections within the play through the curricula. It is our hope that you will use the experience of attending the theater and seeing LINCOLN AT GETTYSBURG with your students as a teaching tool. As educators and parents, you know best the needs and abilities of your students. Use this guide to best serve your children—pick and choose, or adapt, any of these suggestions for discussions or activities. We encourage you to take advantage of the enclosed student worksheets—please feel free to photocopy the sheets for your students, or the entire guide for the benefit of other teachers.

Best regards,

Julia Magnasco
Education Director
(414) 267-2971
jmagnasco@firststage.org

FIRST STAGE POLICIES

- The use of recording equipment and cameras is not permitted during the performance.
- Food, drink, candy and gum are not permitted during the performance.
- Electronic devices are not permitted in the theater space.
- Should a student become ill, suffer an injury or have another problem, please escort him or her out of the theater space.
- In the unlikely event of a general emergency, the theater lights will go on and the stage manager will come on stage to inform the audience of the problem. Remain in your seats, visually locate the nearest exit and wait for the stage manager to guide your group from the theater.

Seating for people with disabilities: If you have special seating needs for any student(s) and did not indicate your need when you ordered your tickets, please call our School Group Coordinator at (414) 267-2982. Our knowledge of your needs will enable us to serve you better upon our arrival to your school.
ones of “Hail to the Chief” are heard followed immediately by a strong voice which announces the arrival of Abraham Lincoln, the 16th president of the United States. Lincoln, a tall, angular man, quickly strides out. He is carrying some papers. His left shoulder is somewhat higher than his right, and he walks in an undulating and slightly off-balance manner, as if he was pushing something in front of him. He is nervous and obviously preoccupied. He reads him and speaks. He explains that he has been jostled and thrown about the train and is thankful for an opportunity to rest. He thanks the audience for coming out to see him at the train stop. He pauses. After a moment he speaks again. He knows those in the audience expect him to speak. He says that he is not prepared to make a speech primarily because he has no speech to make. Since he does not want to say anything foolish he excuses himself leaving just as abruptly as he entered.

The crowd murmurs and Lincoln returns. He explains that he is on his way to Gettysburg, and that the people there will expect him to say something, and he must give the matter some thought. He reminds them that a terrible battle took place in Gettysburg and 51,000 soldiers lost their lives. He sighs deeply and removes his hat. He goes on to say that when he thinks of the sacrifices of life yet to be offered before the war is over, his heart is heavy. He thinks it is strange that he was elected in the midst of all this war and blood.

Lincoln sits down in a chair, pulling his knees into his chest. He is very tired. He has traveled all the way from Washington. Lincoln thinks about how far he has come from his home in Kentucky. Lincoln’s cousin Dennis Hanks always made fun of him for the way he looked as a baby and as he got older. Dennis was the first to take note of Lincoln’s interesting appearance, but he certainly wasn’t the last. Lincoln tells a story of a stranger who gave him a jackknife because he was told to give it to a man uglier than himself. Lincoln smiles and laughs.

Lincoln goes on to say that he hears an awful lot of opinions about a lot of things – including how to improve his homely features. He recalls a letter a little girl wrote to him expressing her concern about Lincoln’s looks. She looks about for his hat. The hat is clearly visible and after several moments he discovers his hat and pulls the little girl’s letter out of it. The little girl wrote Lincoln to tell him that she wants him to be the President of the United States. She went on to say that some of her brothers plan on voting for him and that she thinks the rest will vote for him if he lets his whiskers grow. Lincoln says that he wrote the little girl back, thanking her for her letter, and after considerable thought he told his barber, Willie, to let his whiskers grow. He isn’t sure if they helped him get elected, but he’ll never know.

Lincoln goes on to another story. He says that he has learned from experience that people are more easily influenced through humorous and entertaining stories. He tells another story about his home in Knob Creek. The last thing he remembers doing on the farm is planting pumpkin seeds in every other row of corn. When the big rain came it washed all the seeds off the field. All of their work was for nothing.

Lincoln says that he feels that despite all of his hard work, he has not always found success. He failed at business and lost elections, but he always kept at it. He knew Henry Clay, a Kentucky senator, who lifted himself from a poor farm family to the United States Senate. Clay taught him that an education is very valuable. Lincoln cannot tolerate those who do not put forth an effort to better themselves through education and good honest work. He recalls a time when his stepbrother John wrote asking for 80 dollars. Lincoln chose not to help John because he was not willing to help himself.

Lincoln asks an audience member to portray John. The audience member takes a vacant space, looking bored. Lincoln tells John that he was one of the most important incidents in Lincoln’s life. He had earned a dollar by honest work. Lincoln believes that through hard work and education all things are possible, even becoming president and living in the White House.

Lincoln begins to talk about the war again. He says that the United States is worth fighting for because all people deserve a fair chance in the race of life. He plans to make a few true and lasting remarks when he arrives in Gettysburg and asks the audience to help him find the right words. He begins by thinking where the United States came from. He states that the founding fathers created a nation “conceived in liberty” stating that “all men are created equal.” Lincoln feels that the United States had a very noble beginning, but today those ideas do not actually exist. He says that he would prefer moving to a country where they don’t pretend to love liberty. He says they must remember what liberty means – making sure everyone has a fair chance. He is concerned how the country has grown apart. Slaves are not treated equal – many are not even treated as human beings, but as property. Lincoln states that he is naturally anti-slavery. Many people in the North and South agree that slavery is wrong, but that big plantation owners want to make sure that they can keep their slaves.
forever. Lincoln believes that they must find a way to bring slavery to an end.

Lincoln reminds the audience that they were all political slaves of King George, but they have forgotten what it was like and have become greedy to be master. Lincoln says that he ran for president in the hopes of preventing the spread of slavery. Since he won the election, those who wanted slavery to grow have not been happy.

Lincoln begins looking for his hat again. As he searches for another letter he tells the audience all of the names he’s been called. At times the names made him angry and sad too, but he knew that what he was saying was right, so he tried not to worry about what other people thought. People who supported him were also attacked. One man had to shave his head twice for making a comment about Lincoln being a gentleman. He laughs only to prevent himself from weeping.

He begins to read a letter. The letter is from one of his supporters, George W. Wright. Mr. Wright writes that he was pleased when he heard that Lincoln was elected for president. He goes on to say that he bet another man 50 dollars that Lincoln would be elected. When Mr. Wright heard that Lincoln had been elected he went to collect his money. The other man refused to pay to which Mr. Wright responded by knocking the gentleman down. Mr. Wright ended up paying 50 dollars since he hit the other man. Lincoln feels that he is indebted to Mr. Wright and others who have stood up for him and what they believe in.

Before Lincoln took office seven states had seceded from the union. Because Lincoln spoke out against slavery, some southerners were afraid the government would abolish slavery, so they decided to rebel against the United States. The states believe that they have the right to do what they want, but it is the president’s job to hold the country together – a house divided cannot stand. Lincoln illustrates what he means by a house divided. He brings three audience members up on stage to build a pyramid. The pyramid represents the United States. The three parts represent the rebel states, the loyal states, and the boarder states. He illustrates that if the southern states are taken away the country would fall apart. President Lincoln’s job is to hold the country together. He says that divided they are nothing, but together they can continue to build the dream that those who signed the Declaration of Independence began.

Lincoln speaks about the slave states again. He states that they believe, according to state rights, that it is acceptable to make slaves of black, women and children, but in doing so they ignore the rights of those they hold as slaves. Lincoln honors the rebels who have fought for what they believe in, but he believes that eventually they must once again stand together. Lincoln has come to realize that the civil war is over slavery and whether or not it can continue to exist in a country based on liberty, freedom and equality.

Lincoln writes down some of his thoughts. He questions whether or not the United States will last during such trying times. Lincoln says that the United States must be honest with themselves. Lincoln believes that it is the right and honest thing to fight for freedom and liberty for all people, which is why he is called Honest Abe.
First Stage Children's Theater's Artistic Director Jeff Frank earned a BFA in acting/directing from UW-Whitewater in 1987 and an MFA in child drama from the University of Utah in 1990. While attending graduate school his production of Thornton Wilder’s CHILDHOOD was invited to present at the International Amateur Theatre Association Festival in Moscow where it earned a second place award. Jeff was instrumental in the development of the Theatre School for Youth program at the University of Utah, serving as the headmaster from 1990-96. Jeff also served as the Artistic Director of Project Interact (PI) at Zachary Scott Theater Center from 1990-92; at the conclusion of his tenure PI was the highest ranked touring arts organization in the state of Texas with his plays receiving multiple nominations for Austin Circle of Theater awards. After teaching and performing throughout New England for two years, Jeff served as the Director of Outreach for PA Stage – a LORT D regional theatre in Allentown, PA. Jeff was hired as Education and Academy Director at First Stage Children’s Theater in 1996 and his leadership helped double the enrollment at the Theater Academy. Jeff was also responsible for developing First Stage’s education programs including the Teaching Through Theater and Connections programs, and his vision for these programs proved instrumental in paving the way for the expansion of programs at the Milwaukee Youth Arts Center.

Having served as Associate Artistic Director in addition to his education duties, Jeff was named Artistic Director in 2003 as First Stage Children’s Theater moved into its new home—the Milwaukee Youth Arts Center. Unique in the nation, the Milwaukee Youth Arts Center is a state-of-the-art classroom and rehearsal facility that is home to First Stage, Milwaukee Youth Symphony Orchestra, and other arts organizations committed to serving children and their families. The move into Milwaukee Youth Arts Center has led to a period of unprecedented growth in the Academy and Education programs. First Stage Theater Academy is now the largest program of its kind in the nation, and First Stage Children’s Theater has grown to be one of the top children’s theaters in the country. Jeff has directed over 30 professional productions including world premieres of GOSSAMER, 12 DAYS... A MILWAUKEE CHRISTMAS, THUMBELINA, SWISS FAMILY ROBINSON, and A MIDNIGHT CRY, and has consistently garnered praise for his work with young performers and adults and his ability to help craft plays that inspire and entertain young people and their families.

Inspiration for Lincoln at Gettysburg

Over the years as I worked with young people, they often told me that I looked liked Lincoln. It struck me that perhaps I could create a one-man production that gave young people a glimpse at our nation’s most written about president. I found a way to begin the play by reading about Lincoln’s struggles to find the right words for his most famous speech. I spent the better part of two years traveling around New England portraying Lincoln. That was over 15 years ago, but with Lincoln’s 200th birthday approaching, I thought it would be fun to dust off that old script and take a look at Lincoln once again. It has been just as edifying for me – and I hope inspiring for your students.

—Jeff
PRE-SHOW QUESTIONS

1. Lincoln traveled to Gettysburg by train—which at the time was a very bumpy, loud and shakey ride! Have you ever ridden on a train? If so, what were the sights, sounds and feelings of this ride? If not, what do you imagine is different about taking a trip by train in comparison to taking a trip by car?

2. Lincoln was given many nicknames throughout his life—some of them not so nice, but most of them were names given out of admiration and respect for Lincoln—and some were even fun and silly! Do you have any playful nicknames? If so, what are those nicknames and how did you acquire these names? If not, what would be a clever and positive nickname to give yourself?

3. Lincoln is one of the best-known presidents of the United States. What do you already know about Abraham Lincoln—his life and presidency? Why do you think Lincoln’s popularity and reputation has remained so strong for almost 200 years?

SUGGESTED READING

Meet Abraham Lincoln by Barbara Cary

Abraham Lincoln for Kids: His Life and Times with 21 Activities by Janis Herbert

Lincoln: A Photobiography by Russell Freedman

Who Was Abraham Lincoln? by Janet Pascal, Nancy Harrison, and John O’Brien

The Big Book of the Civil War: Fascinating Facts about the Civil War, Including Historic Photographs, Maps, and Documents by Joanne Matter

If You Lived At The Time Of The Civil War by Kay Moore and Anni Matsick

The Boys’ War: Confederate and Union Soldiers Talk About the Civil War by Jim Murphy
ABRAHAM LINCOLN FACTS
History Classroom Information

Taken directly from: http://www.apples4theteacher.com/holidays/presidents-day/abraham-lincoln/facts.html

**Birthday:** February 12, 1809  
**Birthplace:** Hardin County, Kentucky  
**Occupation or Profession:** Clerk, Store Owner, Military, Lawyer  
**Military Rank:** Captain  
**Married:** Mary Todd (November 4, 1842)  
**Children:** Robert Todd Lincoln, Edward Baker Lincoln, William Wallace Lincoln, Thomas Lincoln.  
**President number:** 16  
**Political Party:** Republican  
**Vice President:** Hannibal Hamlin - Andrew Johnson  
**Age at Inauguration:** 52  
**Served:** 1861-1865  
**Number of terms:** 2  
**Other Offices or Commissions:** House of Representatives (Illinois, 1847-1849), State Legislature (Illinois, 1834-1842), Postmaster of New Salem, Illinois  
**Died:** April 15, 1865  
**Age at Death:** 56  
**Place of Burial:** Springfield, Illinois

THE BATTLE AT GETTYSBURG
History Classroom Information

Taken directly from: http://www.nps.gov/history/nr/twhp/wwwlps/lessons/44gettys/44setting.htm

Gettysburg was a pivotal battle of the Civil War, involving more than 160,000 combatants from both sides. The three days of fighting, July 1-3, 1863, resulted in 51,000 casualties, the greatest number of any Civil War battle. Militarily, it was the South's last attempt at a full-scale invasion of the North. Confederate General Robert E. Lee had hoped to gain European support for the South, fuel the growing movement for peace in the North, turn the attention of Union armies away from Confederate territory, and find provisions for his army. His failure to achieve a victory at Gettysburg made it the turning point in the eastern theater of the war; after the Gettysburg campaign, the Confederate army could no longer sustain an offensive.

After the carnage of Gettysburg, thousands more men would be killed and maimed during the two more years before the Confederates surrendered. There were many issues that had motivated some Americans to call for war—tariffs, territorial expansion and the potential spread of slavery, and the abolition and the secession movements. The ordinary soldiers’ reasons for fighting in the war were as personal and individual as those that all of us must make in life. The implications of many of these personal choices in the Civil War had great impact on the nation and its future.
Missouri Compromise, 1820. A two-part compromise reached in 1820. Missouri would be allowed to join the Union as a slave state, but at the same time, Maine, which had been part of Massachusetts would be admitted as a free state. This preserved the delicate slave-free balance in the Senate. Second, a line was drawn across Louisiana Territory at the latitude of 36 degrees, 30 minutes. With the exception of Missouri, slavery would not be allowed north of the line.

South Carolina Nullification Crisis, 1832-33. In 1832, Congress passed a new tariff that southerners thought excessive. Radicals in the South Carolina legislature combined their hatred of abolition with their resentment of the new tariff and resolved that the state would not yield to the tariff. On November 24, 1832, a special convention called by the state legislature passed the Ordinance of Nullification, which prohibited the collection of duties after February 1, 1833. In addition, the legislature called for raising and arming a military force. President Jackson declared to the people of South Carolina that “disunion by armed forces is treason.” The South Carolina radicals backed down ten days before nullification was to begin. Congress passed a compromise tariff in March of 1833. The Nullification Ordinance was repealed. The crisis was over.

Wilmot Proviso, 1846. On August 8, 1846, David Wilmot, a young Democratic representative from Pennsylvania serving his first term in Congress, attached to an appropriations bill a provision that slavery be excluded from any territory acquired from Mexico. It carried in the House of Representatives along sectional lines but died in the Senate. The Wilmot Proviso would be brought forward in subsequent sessions of Congress where it often passed in the House but not in the Senate.

The Compromise of 1850. A compromise reached in 1850 where California would be admitted to the Union as a free state. Other territories in the Southwest would be organized without mention of slavery. The slave trade in the District of Columbia would be abolished, but the federal government would pass a strong fugitive slave law to prevent escaped slaves from being declared free. The federal government would also assume the debts Texas incurred before it was annexed to the United States.

Harriet Beecher Stowe’s Uncle Tom’s Cabin is published, 1852. In 1852 a novel entitled Uncle Tom’s Cabin was published. It was to do more than any other piece of writing, whether political treatise or newspaper editorial, to promote popular support for abolition.

Kansas-Nebraska Act, 1854. When the territories of Kansas and Nebraska applied for statehood in 1854, Congress repealed the Missouri Compromise, and passed the Kansas-Nebraska Act. The Kansas-Nebraska Act left the question of slavery up to the “popular sovereignty” of the settlers of the two territories to decide.

Dred Scott Supreme Court Case, 1857. Dred Scott was a St. Louis slave trying to win his freedom from the courts because he was a citizen of Missouri and because of his travels with his master in free territory like Illinois and Wisconsin until his master’s death in 1846. When the state court decided against him, he and his lawyers appealed to the Supreme Court. Chief Justice Roger B. Taney ruled first that neither free blacks nor enslaved blacks were citizens so could not sue in federal courts. The Justice also ruled that the Illinois law banning slavery had no force over Scott after he returned to Missouri, where slavery was allowed. Also the Court ruled that the Wisconsin Territory laws had no force either, because the Missouri Compromise that outlawed slavery in the territory was unconstitutional based on the 5th Amendment, which prohibits the government from depriving people of properly and liberty without due process of law.

Lincoln-Douglas Debates, 1858. Lincoln desiring to confront Douglas directly on their views of slavery proposed a series of debates. Douglas agreed to seven confrontations in various parts of the state of Illinois. The debates matched two powerful speakers, Douglas largely known and Lincoln, little known outside of Illinois. The stakes were higher than the Senatorial election for the sole topic of the debates was slavery. Most historians believe Lincoln won the debates. Douglas, however won the election.

John Brown’s Raid on Harper’s Ferry, 1859. On October 16, 1859, the radical abolitionist John Brown led a raid with twenty-one followers against Harper’s Ferry, Virginia, in and effort to obtain arms for a slave rebellion. Federal troops took control of the arsenal on October 17 and Brown was charged with treason, conspiracy and murder. He was convicted and hanged by the state of Virginia. Brown became a martyr.

Republican candidate Abraham Lincoln is elected 16th President of the United States.
1817 - In February, Abraham, age 7, shoots a wild turkey but suffers great remorse and never hunts game again.

1818 - Oct. 5, Nancy Hanks Lincoln (his mother) dies of "milk sickness."

1819 - On Dec. 2, Abraham's father, Thomas, marries a widow, Sarah Bush Johnston, and becomes stepfather to her three children.

1820 - Young Abraham briefly attends school. In December, the Lincoln family crosses the Ohio River and settles in the backwoods of Indiana.

1822 - In March, becomes a candidate for Illinois General Assembly. The Black Hawk War breaks out. In April, Abe enlists and is elected Captain of his rifle company. He serves a total of three months but does not fight in a battle. August 6, loses the election. The village store he worked in goes out of business. Lincoln and partner, William Berry, purchase another village store in New Salem.

1823 - Lincoln is appointed Postmaster of New Salem. In Autumn, Lincoln is appointed Deputy County Surveyor.

1824 - On August 4, Lincoln, age 24, is elected to the Illinois General Assembly as a member of the Whig party. Begins to study law. In December, meets Stephen A. Douglas, 21, a Democrat.

1826 - August 1, re-elected to the Illinois Gen. Assembly and by now is a leader of the Whig party. September 9, Lincoln receives his law license.

1828 - August 6, re-elected to the Illinois Gen. Assembly, becoming Whig floor leader.

1829 - Travels through nine counties in central and eastern Illinois as a lawyer on the 8th Judicial Circuit. December 3, admitted to practice in United States Circuit Court.

1830 - In March, Abe and his family begin a 200 mile journey to move to Illinois where they settle on uncleared land along the Sangamon River, near Decatur. Abe makes his first political speech in favor of improving navigation on the Sangamon River.

1832 - In March, becomes a candidate for Illinois General Assembly. The Black Hawk War breaks out. In April, Abe enlists and is elected Captain of his rifle company. He serves a total of three months but does not fight in a battle. August 6, loses the election. The village store he worked in goes out of business. Lincoln and partner, William Berry, purchase another village store in New Salem.

1833 - Lincoln is appointed Postmaster of New Salem. In Autumn, Lincoln is appointed Deputy County Surveyor.

1834 - On August 4, Lincoln, age 24, is elected to the Illinois General Assembly as a member of the Whig party. Begins to study law. In December, meets Stephen A. Douglas, 21, a Democrat.

1836 - August 1, re-elected to the Illinois Gen. Assembly and by now is a leader of the Whig party. September 9, Lincoln receives his law license.

1838 - August 6, re-elected to the Illinois Gen. Assembly, becoming Whig floor leader.

1839 - Travels through nine counties in central and eastern Illinois as a lawyer on the 8th Judicial Circuit. December 3, admitted to practice in United States Circuit Court.

1840 - In June, Lincoln argues his first case before the Illinois Supreme Court. August 3, re-elected to the Illinois Gen. Assembly.

1842 - November 4, marries Mary Todd in Springfield.

1843 - August 1, first child, Robert Todd Lincoln, is born.

1844 - May, the Lincoln family moves into a house in Springfield, bought for $1,500. In December sets up his own law practice.

1846 - March 10, a son, Edward Baker Lincoln is born. May 1, nominated to be the Whig candidate for U.S. Congress. August 3, elected to the U.S. House of Representatives.

1847 - Moves into a boarding house in Washington, D.C. with his wife and sons. December 6, takes his seat when Thirtieth Congress convenes.

1849 - March 31, returns to Springfield and leaves politics to practice law.

1850 - February 1, his son Edward dies after a two-month illness. Lincoln resumes his travels in the 8th Judicial Circuit covering over 400 miles in 14 counties in Illinois. “Honest Abe” gains a reputation as an outstanding lawyer. December 21, his third son, William Wallace Lincoln (Willie) is born.

1853 - April 4, his fourth son, Thomas (Tad) is born.

1854 - Re-enters politics opposing the Kansas-Nebraska Act. Elected to Illinois legislature but declines the seat in order to try to become U.S. Senator.

1855 - Does not get chosen by the Illinois legislature to be U.S. Senator.

1856 - May 29, helps organize the new Republican party of Illinois. At the first Republican convention Lincoln gets 110 votes for the vice-presidential nomination, bringing him national attention.

1858 - June 16, nominated to be the Republican senator from Illinois, opposing Democrat Stephen A. Douglas. Gives “House Divided” speech at the state convention in Springfield. Also engages Douglas in a series of seven debates with big audiences.

1859 - Illinois legislature chooses Douglas for the U.S. Senate over Lincoln by a vote of 54 to 46.

1860 - March 6, delivers an impassioned political speech on slavery in New Haven, Connecticut. Also in March, the ‘Lincoln-Douglas Debates’ published.

May 18, 1860 - Nominated to be the Republican candidate for President of the United States. Opposes Northern Democrat Stephen A. Douglas and Southern Democrat John C. Breckinridge.

November 6, 1860 - Abraham Lincoln is elected as 16th U.S. president and the first Republican. Receives 180 of 303 possible electoral votes and 40 percent of the popular vote.

Dec 20, 1860 - South Carolina secedes from the Union. Followed within two months by Mississippi, Florida, Alabama, Georgia, Louisiana and Texas.

March 4, 1861 - Inauguration ceremonies in Washington. President Lincoln delivers his First Inaugural Address.

April 12, 1861 - At 4:30 a.m. Confederates open fire on Fort Sumter in Charleston. The Civil War begins.
April 17, 1861 - Virginia secedes from the Union. Followed within five weeks by North Carolina, Tennessee and Arkansas, thus forming an eleven state Confederacy.

April 19, 1861 - The president issues a Proclamation of Blockade against Southern ports.

April 27, 1861 - The president authorizes the suspension of the Writ of Habeas Corpus.

July 21, 1861 - The Union suffers a defeat at Bull Run in northern Virginia. Union troops fall back to Washington.

Aug 6, 1861 - Signs a law freeing slaves being used by the Confederates in their war effort.

Feb 20, 1862 - The president's son Willie dies at age 11.

April 6, 1862 - Confederate surprise attack on Gen. Ulysses S. Grant's troops at Shiloh on the Tennessee River results in a bitter struggle with 13,000 Union killed and wounded and 10,000 Confederates.

April 16, 1862 - Signs an Act abolishing slavery in the District of Columbia.

May 20, 1862 - Approves the Federal Homestead Law giving 160 acres of publicly owned land to anyone who will claim and then work the property for five years. Thousands then cross the Mississippi to tame the “Wild West.”

June 19, 1862 - Approves a law prohibiting slavery in the territories.

Aug 29/30, 1862 - Union defeat at the second Battle of Bull Run in northern Virginia.

Sept 17, 1862 - General Robert E. Lee and the Confederate armies are stopped at Antietam in Maryland by numerically superior Union forces. By nightfall, 26,000 men are dead, wounded or missing - the bloodiest day in U.S. military history.

Sept 22, 1862 - The President issues a preliminary Emancipation Proclamation freeing the slaves.

Dec 31, 1862 - The president signs a bill admitting West Virginia to the Union.

Jan 1, 1863 - President Lincoln issues the final Emancipation Proclamation freeing all slaves in territories held by Confederates.

Feb 25, 1863 - Signs a bill creating a national banking system.

May 1-4, 1863 - A Union defeat at the Battle of Chancellorsville in Virginia. Confederate Gen. Stonewall Jackson is mortally wounded. Union losses are 17,000 killed, wounded and missing. The Confederates, 13,000.

July 3, 1863 - Confederate defeat at the Battle of Gettysburg.

July 4, 1863 - Vicksburg, the last Confederate stronghold on the Mississippi, is captured by the Gen. Grant and the Army of the West.

Aug 10, 1863 - The president meets with abolitionist Frederick Douglass who pushes for full equality for Union “Negro troops.”

Sept 19/20, 1863 - Union defeat at Chickamauga in Georgia leaves Chattanooga in Tennessee under Confederate siege.

Oct 3, 1863 - Issues a Proclamation of Thanksgiving.

Nov 19, 1863 - President Lincoln delivers the Gettysburg Address at a ceremony dedicating the Battlefield as a national cemetery.

June 8, 1864 - Abraham Lincoln is nominated for president by a coalition of Republicans and War Democrats.


Nov 8, 1864 - Abraham Lincoln is re-elected president, defeating Democrat George B. McClellan. Lincoln gets 212 of 233 electoral votes and 55 percent of the popular vote.

Dec 20, 1864 - Sherman reaches Savannah in Georgia leaving behind a path of destruction 60 miles wide all the way from Atlanta.

March 4, 1865 - Inauguration ceremonies in Washington. President Lincoln delivers his second Inaugural Address.

March 17, 1865 - A kidnap plot by John Wilkes Booth fails when Lincoln fails to arrive as expected at the Soldiers’ Home.

April 9, 1865 - Gen. Robert E. Lee surrenders his Confederate army to Gen. Ulysses S. Grant at the village of Appomattox Court House in Virginia.

April 11, 1865 - President Lincoln makes his last public speech, which focuses on the problems of reconstruction. The United States flag ‘Stars and Stripes’ is raised over Fort Sumter.

April 14, 1865 - Lincoln and his wife Mary see the play “Our American Cousin” at Ford's Theater. About 10:13 p.m., during the third act of the play, John Wilkes Booth shoots the president in the head. Doctors attend to the President in the theater then move him to a house across the street. He never regains consciousness.

April 15, 1865 - President Abraham Lincoln dies at 7:22 in the morning.

April 26, 1865 - John Wilkes Booth is shot and killed in a tobacco barn in Virginia.

May 4, 1865 - Abraham Lincoln is laid to rest in Oak Ridge Cemetery, outside Springfield, Illinois.

Dec 6, 1865 - The Thirteenth Amendment to the United States Constitution, passed by Congress on January 31, 1865, is finally ratified. Slavery is abolished.
President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared “that all persons held as slaves” within the rebellious states “are, and henceforward shall be free.”

Despite this expansive wording, the Emancipation Proclamation was limited in many ways. It applied only to states that had seceded from the Union, leaving slavery untouched in the loyal border states. It also expressly exempted parts of the Confederacy that had already come under Northern control. Most important, the freedom it promised depended upon Union military victory.

Although the Emancipation Proclamation did not immediately free a single slave, it fundamentally transformed the character of the war. After January 1, 1863, every advance of federal troops expanded the domain of freedom. Moreover, the Proclamation announced the acceptance of black men into the Union Army and Navy, enabling the liberated to become liberators. By the end of the war, almost 200,000 black soldiers and sailors had fought for the Union and freedom.

From the first days of the Civil War, slaves had acted to secure their own liberty. The Emancipation Proclamation confirmed their insistence that the war for the Union must become a war for freedom. It added moral force to the Union cause and strengthened the Union both militarily and politically. As a milestone along the road to slavery’s final destruction, the Emancipation Proclamation has assumed a place among the great documents of human freedom.

The original of the Emancipation Proclamation of January 1, 1863, is in the National Archives in Washington, D.C. With the text covering five pages the document was originally tied with narrow red and blue ribbons, which were attached to the signature page by a wafered impression of the seal of the United States. Most of the ribbon remains; parts of the seal are still decipherable, but other parts have worn off.

The document was bound with other proclamations in a large volume preserved for many years by the Department of State. When it was prepared for binding, it was reinforced with strips along the center folds and then mounted on a still larger sheet of heavy paper. Written in red ink on the upper right-hand corner of this large sheet is the number of the Proclamation, 95, given to it by the Department of State long after it was signed. With other records, the volume containing the Emancipation Proclamation was transferred in 1936 from the Department of State to the National Archives of the United States.

The Emancipation Proclamation can be viewed by the public at the National Archives in Washington, D.C.
Dennis Hanks (1799-1892), the cousin of Abraham Lincoln’s mother, was born in Hardin County, Kentucky. He was the illegitimate son of Nancy Hanks, an aunt of Lincoln’s mother, also named Nancy Hanks.

Dennis moved to southern Indiana in 1817 and lived with the Sparrow family, relatives of Nancy Hanks Lincoln. Abraham and Dennis became close friends. In 1818, when both the Sparrows’ mother and Lincoln’s mother died, Dennis moved in with the Lincolns. He and Abraham Lincoln shared the loft space in their cabin. In 1821, he married Sarah Elizabeth Johnston, the daughter of Thomas Lincoln’s second wife, Sarah Bush Johnston Lincoln. They moved with the Lincoln family to Illinois in 1830.

Though Dennis and Abraham parted ways after moving to Illinois, they still stayed connected to some degree. From 1844 to 1846, Harriet, his daughter, boarded with Abraham and Mary Lincoln in Springfield while she was at school. In 1851, Lincoln represented Dennis in a lawsuit against William B. White. During Lincoln’s presidency, Dennis assisted in the care of Lincoln’s aging and ill stepmother.

After Lincoln’s assassination, Hanks was a key player in purchasing and displaying to the public a cabin Lincoln lived in briefly in Decatur, Illinois.
ABRAHAM LINCOLN ROLE PLAY
History Classroom Activity

Activity

1. Place students into five equal groups.

2. Inform students that each group will be assigned a scenario related to the Abraham Lincoln presidency.

3. Each group must first research their scenario—using internet resources, U.S. History textbooks and other resource books about Lincoln and the Civil War.

4. After the initial research has been completed, the groups must then create a skit demonstrating the following:
   a. What the given scenario is about.
   b. How Abraham Lincoln might have responded to the scenario.
   c. Why Abraham Lincoln would have chosen to respond in that given manner.

5. Guidelines for the skits include:
   a. Skits should not be shorter than one minute in length, but no more than five minutes.
   b. Skits must be well planned out, organized, thoughtful and detailed.
   c. Research regarding Abraham Lincoln must be accurate and used appropriately.
   d. Scenario should be addressed thoughtfully, creatively and with historic accuracy based upon research.

Scenarios:

a. Scenario #1–Abraham Lincoln offers his brother-in-law, Ben Hardin Helm, a Southerner, a position in the Union army.

b. Scenario #2–Abraham Lincoln learns of the failures of Bull Run.

c. Scenario #3–Abraham Lincoln debates issuing the Emancipation Proclamation.

d. Scenario #4–Abraham Lincoln decides to relieve General McClellan of his command.

e. Scenario #5–Abraham Lincoln meets with Frederick Douglass.

Frederick Douglass met with President Lincoln at the White House twice—in 1863 and 1864.
Read the following passage about Abraham Lincoln’s childhood in Indiana. Afterwards, complete the writing prompt on the next page.

The boy who grew up on the Indiana frontier eventually became the leader of the nation and did so at a critical point in its history. After moving to Illinois, Abraham Lincoln worked at several different jobs before he became a lawyer. His success as a lawyer led him to Springfield, the capital of Illinois, where his long interest in politics became a serious part of his life. In 1834, he was elected to the Illinois House of Representatives where he served three terms. In 1846, he was elected to the United States House of Representatives and in 1858 he ran for Senator from Illinois. Although he lost that election, he gained national prominence, partially through debates with Stephen A. Douglas on the issue of slavery. Two years later, in 1860, he was elected President of the United States, just as the crisis over slavery and secession peaked. Many of the qualities and characteristics that would help him to lead the country through the Civil War were born and nurtured during his formative years between the ages of seven and 21.

Quotes from Abraham Lincoln:

“In this country, one can scarcely be so poor, but that, if he will, he can acquire sufficient education to get through the world respectably.”

“. . . I am never easy . . . when I am handling a thought, till I have bounded it north and bounded it south, and bounded it east, and bounded it west.”

Abraham Lincoln’s intelligence was invaluable in making the many difficult decisions that came with being President during a time of crisis. He worked hard all his life to educate himself, in spite of many obstacles and challenges, and while President he continued to learn. As a boy he listened to his father and friends talk about the issues of the day, and then worked the idea in his mind until he understood it. His stepmother, Sarah Bush Johnston Lincoln, later recalled that he would repeat things over and over until it was fixed in his mind. As President, he listened carefully to his generals and advisors and read books on military strategy in a continual effort to learn and understand.

“Labor is the great source from which nearly all, if not all, human comforts and necessities are drawn.”

“Labor is the true standard of value.”

Growing up on the Indiana frontier, Abraham Lincoln learned at an early age that hard work was necessary for survival. He spent long days working with his father to clear the land, plant, and tend the crops. He hired himself out to work for neighboring farmers as a means of bringing additional money in for the family. When he decided to become a lawyer, he read and studied diligently and advised others to do the same. Certainly as President, he knew that it was going to take a lot of hard work to save the Union. He put in long hours attending to the countless details of running the country, including spending the entire night, sometimes, at the telegraph office, waiting for the latest news from his generals. He believed in the virtue of hard work not only for himself but for others. In response to a woman seeking work for her sons in 1865, he forwarded her request to one of his generals with a note stating, “The lady bearer of this says she has two sons who want to work. Wanting to work is so rare a want that it should be encouraged.”

Honesty and integrity were character traits that Abraham learned early in life, possibly from observing his father. Thomas Lincoln was described by those who knew him as “a sturdy, honest . . . man.” A young and impressionable boy was certainly impressed by the regard with which neighbors and friends held Thomas, and determined to emulate his behavior. Abraham exhibited his own sense of honesty on a number of occasions, enough so to earn him the nickname of “Honest Abe.” As a teen, he had borrowed a book about George Washington from a neighbor and while it was in his possession, the book was damaged. Not having any money to pay for the damage, Abraham honestly told his neighbor what happened and offered to work off the value of the book. For three days he worked in the man’s fields as payment for the damaged book. Such a strong sense of integrity later became a hallmark of his presidency.

“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan...”

Abraham Lincoln has long been revered for his compassion as so eloquently stated in his second Inaugural Address. There were also instances of him granting clemency to deserters and of writing heartfelt letters of condolence to bereaved families. Perhaps because he had experienced loss himself at a young age, he was able to empathize with those in pain. But his acts of kindness were not limited to just people. At the age of eight he killed a wild turkey and was so distraught that he resolved never to hunt animals again. A childhood friend remembered that one day at school Abraham ..., came forward ..., to read an essay on the wickedness of being cruel to helpless animals. Whatever its origins were, the compassion that led him to urge the binding of the nation’s wounds, after the terrible devastation of the Civil War, helped ensure the country's survival of its trial by fire.

“I recollect thinking then, boy even though I was, that there must have been something more than common that those men struggled for.”

“... resolve to be honest at all events; and if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer.”

Abraham Lincoln held very strong beliefs about the sanctity of preserving the Union. In his mind the Founding Fathers envisioned a form of government unlike any the world had ever known and they sacrificed everything to create it. The ideas of freedom, equality of opportunity, and representative government were the foundation upon which a new nation was built. As a young man in Indiana, he read biographies of George Washington and Benjamin Franklin and accounts of the revolutionary struggle they, and others, waged and endured. The impressions they left on him was strong and lasting. So much so that when he found himself faced with secession, he did not hesitate, but resolved to preserve the Union. That decision, based on beliefs formed during his youth, significantly impacted the United States of the 1860s, and the United States of today, which still exists due to his resolve.
Abraham Lincoln never wrote his life story so it is impossible for us to know for sure how he felt about his childhood. But now we can see ways in which experiences and people of his childhood influenced things he did as an adult and helped shape his personality and beliefs. Reflect on your life thus far. Pretend that you are 77 years old and writing about your childhood. What amusements did you enjoy as a young child? How were these amusements shaped by your surroundings? What role has school, neighborhood, and family played in shaping your values?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
**Honest Abe**  
**History/Language Arts Classroom Activity**

Taken directly from: http://www.myhero.com/myhero/go/specialevents/hero.asp?hero=Lincoln08_honestabe&eid=1

Abraham Lincoln had many nicknames during his lifetime—the Rail Splitter, The Great Emancipator, The Liberator, Father Abraham, Uncle Abe—but perhaps none of these is as widely recognized and referenced today as the nickname, “Honest Abe.” But do you know why people called Lincoln “Honest Abe?”

The roots of this nickname start in his early working life. As a young man, Abraham Lincoln worked as a general store clerk. One evening he was counting the money in the drawers after closing and found that he was a few cents over what should have been in the drawer. When he realized that he had accidentally short-changed a customer earlier that day, Lincoln walked a long distance to return the money to the customer. On another occasion Lincoln discovered that he had given a woman too little tea for her money. He put what he owed her in a package and personally delivered it to the woman—who never realized that she was not given the proper amount of tea until Lincoln showed up at her doorstep!

Lincoln’s integrity and insistence on honesty became even more apparent in his law practice. In his book, *An Honest Calling: The Law Practice of Abraham Lincoln*, Mark Steiner notes that:

A relative by marriage, Augustus H. Chapman, recalled: “In his law practice on the Wabash Circuit he was noted for unswerving honesty. People learned to love him ardently, devotedly, and juries listened intently, earnestly, receptively to the sad-faced, earnest man… I remember one case of his decided honest trait of character. It was a case in which he was for the defendant. Satisfied of his client’s innocence, it depended mainly on one witness. That witness told on the stand under oath what Abe knew to be a lie, and no one else knew. When he arose to plead the case, he said: ‘Gentlemen, I depended on this witness to clear my client. He has lied. I ask that no attention be paid to his testimony. Let his words be stricken out, if my case fails. I do not wish to win in this way.’”

Lincoln carried his regard for the truth through his years at the White House. He, himself, was forthright and deeply sincere. It seems as if some of his colleagues wondered if he could ever tell a lie. During the Civil War, President Lincoln stated, “I hain’t been caught lying yet, and I don’t mean to be.” [Rufus Rockwell Wilson, *Lincoln Among His Friends: A Sheaf of Intimate Memories* (Philip Clark, *A Friend of Lincoln’s New Salem Days*), p. 65.] For Lincoln, the truth was not worth sacrificing for any gain, no matter how large that gain may have been.

Lincoln didn’t need to lie to save the Union, to unite the people, and free slaves, and lead a nation. Perhaps that is why he remains a hero to so many around the world, and an inspiration to leaders well into the future. From his work as a clerk to his duties as a president, Lincoln’s honesty was unwavering, showing that telling the truth is an essential lesson for all, no matter who you are or what you do.

**Activity**

1. Share the information about Honest Abe with students. Ask students to recall the different events and occurrences in Abraham Lincoln’s life that caused him to be known as “Honest Abe.”
   a. Write these occurrences on the board.

2. As a class, come up with a definition of **honesty**—what is honesty, why is honesty important, what other ethical, positive traits are associated with honesty.
   a. Write this definition on the board.

3. Ask students to identify moments they have either witnessed someone demonstrating honesty or they themselves have demonstrated honesty. What were the effects of this honesty? Why is it important to display honesty in our words and actions? What is sometimes difficult about being honest in all situations?
   a. Through this dialogue, expand the definition of honesty already written on the board.

4. Have students write an acrostic poem about honesty and traits of honesty using Abraham Lincoln’s name.
   a. An acrostic poem is a series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence—in this case, the first letter of each line will form the name Abraham Lincoln.
   b. Each unique statement in the acrostic poem should somehow reference the traits of honesty and/or examples of honesty in Abraham Lincoln’s life.
   i. Students may use Abraham Lincoln and honesty references listed on the board, or come up with their own.
With more than two years of war gone by, and with no certain end in sight, President Abraham Lincoln needed to reassure, buoy, and rededicate the spirit of the nation to continue the struggle until its ultimate end. He accomplished this when he was asked to deliver “a few appropriate remarks” at the dedication of a cemetery for the Gettysburg Union dead. You can read the Gettysburg Address on the next page.

**Activity**

1. Discuss the Battle at Gettysburg with students—what happened during this battle, what was the outcome of the battle, and what were the effects of this battle’s outcome.

2. After developing a comprehensive understanding of this battle and its importance in the Civil War, read Lincoln’s Gettysburg Address out loud as a class (see next page).

3. Next, ask students the following questions, to gain further insight and comprehension on the speech.
   a. What did Lincoln say about the men who were buried in the cemetery? How did he give meaning to their sacrifice? What was it that Lincoln wanted the people of the United States to do for the dead soldiers?

4. Share with students that although there were many battles in the Civil War, only one evoked Lincoln’s great oration. Ask students to think of a problem or controversial issue facing their community. Write these concerns on the board.

5. Place students into small groups of four to five. In these groups, first have students identify an issue facing their community or school—either from the list on the board or a new idea generated from the group.

6. Once the issue has been distinguished, each group must then write a persuasive speech that will energize people to work toward finding a solution. Speeches should be limited to 300 words.
   a. Allow students class time to research their issue and create a strong persuasive speech. Assist students as needed.

7. Once these essays are completed, have one student from each group share their effort with the class.

8. Discuss these student speeches and the differences between solving the issues that brought about the Civil War than and ameliorating current community differences.
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate we cannot consecrate we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion that we here highly resolve that these dead shall not have died in vain that this nation, under God, shall have a new birth of freedom and that government of the people, by the people, for the people, shall not perish from the earth.
AMUSING ALLITERATION!
Language Arts Classroom Activity

Activity

1. Begin by writing a number of name-associated tongue twisters on the board. Examples include:
   a. Angela Abigail Applewhite ate anchovies and artichokes.
   b. Greta grabbed a group of green grapes.
   c. Julie juggled the juicy, jiggly jello.
   d. Karl kept the ketchup in the kitchen.
   e. Milton Mallard mailed a mangled mango.
   f. Nick never needed new noodles.
   g. Patty plucked plump, purple, plastic plums.
   h. Quinella quite quickly quelled the quarreling quartet.

2. Ask for one or several students to read the statements out loud.

3. Next, ask students what these statements have in common. Students should quickly recognize that each statement uses all words starting with the same letter or sound.

4. Share with students the definition of alliteration:
   a. the use of the same sound at the start of words occurring together, as in round the rugged rock the ragged rascal ran.

5. Have students create a tongue twister demonstrating alliteration, using their name. When these are complete, have students write their tongue twister on large drawing paper and illustrate the alliteration statement.

6. Display these tongue twisters throughout the classroom so students can easily identify and refer back to your lesson on alliteration.

These would-be comedians came up with a bunch of names for me – some were plain and to the point – I was called a coward, a butcher, and a tyrant. Others use what poets call alliteration – Simple Susan – some compared me to animals – the Illinois beast, the Kentucky Mule, or the Original Gorilla.

- Lincoln

Lengthy, long, limber Lincoln!
Units of the Union and the Confederate armies met near Gettysburg on June 30, 1863, and each quickly requested reinforcements. The main battle opened on July 1, with early morning attacks by the Confederates on Union troops on McPherson Ridge, west of the town. Though outnumbered, the Union forces held their position. The fighting escalated throughout the day as more soldiers from each army reached the battle area. By 4 p.m., the Union troops were overpowered, and they retreated through the town, where many were quickly captured. The remnants of the Union force fell back to Cemetery Hill and Culp's Hill, south of town. The Southerners failed to pursue their advantage, however, and the Northerners labored long into the night regrouping their men.

Throughout the night, both armies moved their men to Gettysburg and took up positions in preparation for the next day. By the morning of July 2, the main strength of both armies had arrived on the field. Battle lines were drawn up in sweeping arcs similar to a "J," or fishhook shape. The main portions of both armies were nearly a mile apart on parallel ridges: Union forces on Cemetery Ridge, Confederate forces on Seminary Ridge, to the west. General Robert E. Lee, commanding the Confederate troops, ordered attacks against the Union left and right flanks (ends of the lines). Starting in late afternoon, Confederate General James Longstreet's attacks on the Union left made progress, but they were checked by Union reinforcements brought to the fighting from the Culp's Hill area and other uncontested parts of the Union battle line. To the north, at the bend and barb of the fishhook (the other flank), Confederate General Richard Ewell launched his attack in the evening as the fighting at the other end of the fishhook was subsiding. Ewell's men seized part of Culp's Hill, but elsewhere they were repulsed. The day's results were indecisive for both armies.

In the very early morning of July 3, the Union army forced out the Confederates who had successfully taken Culp's Hill the previous evening. Then General Lee, having attacked the ends of the Union line the previous day, decided to assail the Union. The attack was preceded by a two hour artillery bombardment of Cemetery Hill and Ridge. For a time, the massed guns of both armies were engaged in a thunderous duel for supremacy. The Union defensive position held. In a final attempt to gain the initiative and win the battle, Lee sent approximately 12,000 soldiers across the one mile of open fields that separated the two armies near the Union center. General George Meade, commander of the Union forces, anticipated such a move and had readied his army. The Union lines did not break. Only every other Southerner who participated in this action retired to safety. Despite great courage, the attack (sometimes called Pickett's Charge or Longstreet's assault) was repulsed with heavy losses. Crippled by extremely heavy casualties in the three days at Gettysburg, the Confederates could no longer continue the battle, and on July 4 they began to withdraw from Gettysburg.

Questions

1. Which army had the advantage after the first day of fighting? What were some reasons for their success? Could they have been even more successful?

2. What was the situation by the evening of July 2?

3. What evidence from the previous day's fighting brought General Lee to decide on the strategy for Pickett's Charge on July 3? What was the result of that assault?

4. Why did General Lee decide to withdraw from Gettysburg?
Both the Army of Northern Virginia (the Confederate army) and the Army of the Potomac (the Union army) concentrated their forces near Gettysburg after May 1863. The network of roads surrounding Gettysburg was the key to each army’s arrival at the battle.
The penny is getting a makeover. The United States Mint revealed four new designs for the 1-cent piece, to celebrate the coming bicentennial (200th anniversary) of President Abraham Lincoln’s birth.

United States Mint Director Ed Moy unveiled the new looks for the penny today in front of the Lincoln Memorial in Washington, D.C.

“These coins are a tribute to one of our greatest Presidents, whose legacy has had a lasting impact on our country,” Moy said.

The heads side (also known as the obverse) of the new pennies will continue to bear the profile likeness of President Lincoln and the motto “In God We Trust.” The reverse sides will pay tribute to four major parts of Lincoln’s life.

The first redesigned penny will feature a log cabin that represents Lincoln’s birthplace, near Hodgenville, Kentucky.

The second design shows Lincoln reading a book while sitting on a log with his ax beside him. This depiction is a tribute to how Lincoln educated himself while working as a rail-splitter during his adolescence in Indiana.

The third design shows Lincoln as a young man in front of the Capitol in Illinois. The fourth and final design shows a half-finished United States Capitol dome, which was completed in 1863 despite the raging Civil War.

The inscriptions, or writing, on the reverse sides of the coins will remain “United States of America,” “E Pluribus Unum” and “One Cent.” (The Latin motto e pluribus unum “from many, one” appears on the Great Seal of the United States and on all U.S. coins.)

The first penny will be released into circulation on February 12, 2009, Lincoln’s 200th birthday. This day is also the 100th anniversary of the release of the first penny, on February 12, 1909. One new coin will be released into circulation every three months in 2009.

“This is a momentous occasion in the history of our nation’s coinage because these designs represent the first change in the Lincoln cent in half a century,” said Director Moy.

A commemorative Lincoln silver dollar will also be released in 2009.

Coin Collectors Care

The practicality of the penny is a subject of debate. It costs more than 1 cent to make an individual penny, so the coins cost more than they are worth. Those who support retiring the penny also argue that the coins slow down transactions at cash registers.

If the penny is retired, the same transactions would be rounded to the nearest nickel. In many cases, that will make things you buy at the store more expensive. Advocates for keeping the penny also say the coin is too historically significant to stop producing.

So who is most excited about the new pennies? More than likely, coin collectors, also known as numismatists, will be most interested. But Gary Adkins, president of the Professional Numismatists Guild, doesn’t think a spike in interest will do much to save the Lincoln cent.

“The Mint has been producing cents for circulation for 215 years since 1793 and they’re fun to collect, but the usefulness of one-cent denomination coins is questionable,” Adkins said in a statement. “Pennies may go the way of the two-cent, three-cent and twenty-cent denomination coins that were eliminated in the 1800s.”

But for now, the old saying still goes: “If you find a penny, pick it up—all day you’ll have good luck.”
1. Lincoln believed strongly in the importance of hard work and education. After learning more about Lincoln, his life, beliefs and world views, what events led Lincoln to value hard work and education so enthusiastically?

2. Lincoln share the story of how he earned his first dollar—can you recall that story? Have you ever earned money by doing honest work? What did you do to earn that money? How did this honest work make you feel afterwards?

3. Lincoln remarks that liberty means “making sure everyone has a fair chance”. What is your definition of liberty? Lincoln asks, “why have so many people forgotten about liberty and equality?” How would you respond to his question?

4. There were many people that did not like Lincoln—they called him names and said hurtful words. Have people ever called you names before? How did it make you feel? What is Lincoln’s advice for coping with namecallers and bullies?
Questions

1. Which army had the advantage after the first day of fighting? What were some reasons for their success? Could they have been even more successful?

Confederate army had the advantage after the first day of fighting. They outnumbered and overpowered the Union army—and as the Union army retrieved to town, many were captured by the Confederates. However, the Confederate army failed to pursue their advantage through the night.

2. What was the situation by the evening of July 2?

Battle lines were drawn up in sweeping arcs similar to a “J,” or fishhook shape. The main portions of both armies were nearly a mile apart on parallel ridges: Union forces on Cemetery Ridge, Confederate forces on Seminary Ridge, to the west. The day’s results were indecisive for both armies.

3. What evidence from the previous day’s fighting brought General Lee to decide on the strategy for Pickett’s Charge on July 3? What was the result of that assault?

On July 2nd, Confederate General Richard Ewell launched his attack in the evening as the fighting at the other end of the fishhook was subsiding. Ewell’s men seized part of Culp’s Hill, but elsewhere they were repulsed. In the very early morning of July 3, the Union army forced out the Confederates who had successfully taken Culp’s Hill the previous evening. Then General Lee, having attacked the ends of the Union line the previous day, decided to assail the Union. Despite great courage, the attack was repulsed with heavy losses.

4. Why did General Lee decide to withdraw from Gettysburg?

Crippled by extremely heavy casualties in the three days at Gettysburg, the Confederates could no longer continue the battle, and on July 4 they began to withdraw from Gettysburg.