This is an introduction to a 7th grade field trip to Springfield and New Salem to visit the Lincoln historical sites as well as present-day government buildings. By analyzing primary sources of Lincoln pictures (his home, tomb, image of him, Lincoln monument, and funeral/burial), a speech, a picture of New Salem, and a map of Springfield, students should be able to interpret the kind of person Lincoln was.

### Overview

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Students will:</th>
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<tr>
<td></td>
<td>• examine photos of Lincoln’s Home and Tomb to interpret what kind of person Abraham Lincoln was.</td>
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<td>• <strong>compare and contrast their living room with Abraham Lincoln’s.</strong></td>
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<td>• list observations from the photos.</td>
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<td>• analyze a speech Lincoln gave while he still lived in Springfield.</td>
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<td>• discuss the characteristics of Lincoln from what they have observed and interpreted from the photos and the speech.</td>
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<td>• <strong>discuss and view the Lincoln monument.</strong></td>
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<td>• theorize the kind of person Lincoln was when he lived in Springfield, Illinois.</td>
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<td>• explore the historic sites that they will visit in Springfield and how they were influenced by Lincoln.</td>
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<td>• <strong>discuss the past and present funeral procedures for a president.</strong></td>
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<p>| Recommended time frame | <strong>Two days – 45 minutes. (2 days before field trip)</strong> |</p>
<table>
<thead>
<tr>
<th>Grade level</th>
<th>7th</th>
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<tbody>
<tr>
<td>Curriculum fit</td>
<td>Social Studies and Language Arts</td>
</tr>
<tr>
<td>Materials</td>
<td>Resource Table</td>
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<tr>
<td></td>
<td>Copies of each 3 Lincoln Home pictures</td>
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<td></td>
<td>After studying a picture of Lincoln’s living room, complete a Venn-Diagram comparing and contrasting Lincoln’s living room with their own living room.</td>
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<td>Copies of picture of Abraham Lincoln</td>
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<td>Construct a three paragraph essay after and examining and reading about the Lincoln monument.</td>
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<td>Copies of pictures of Lincoln Tomb and Wake of Lincoln at State Capitol</td>
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<td>Copies of picture of New Salem settlement</td>
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<td></td>
<td>Copies of map of Springfield</td>
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<td>Copies of Lincoln’s “Farewell to Springfield” speech</td>
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<td></td>
<td>Photo Analysis Worksheet for each student</td>
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<td></td>
<td>Written Document Analysis Worksheet for each student</td>
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<td>Rubric for written evaluation</td>
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<td>Illinois Bell video of Springfield and New Salem.</td>
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<td>Books about Lincoln:</td>
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<td></td>
<td>Abe Lincoln by Kay Winters and Nancy Carpenter</td>
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<td></td>
<td>“...if you grew up with Abraham Lincoln” by Ann McGovern</td>
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<td></td>
<td>“Where Lincoln Walked” by Raymond Bial</td>
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<td></td>
<td>View a photo of Lincoln’s funeral and have a class discussion about funeral procedures for a president then compared to those in the present day.</td>
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<td>Useful web sites:</td>
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<td><a href="http://showcase.netins.net/web/creative/lincoln/sites/capitol.htm">http://showcase.netins.net/web/creative/lincoln/sites/capitol.htm</a></td>
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<td><a href="http://showcase.netins.net/web/creative/lincoln/sites/home.htm">http://showcase.netins.net/web/creative/lincoln/sites/home.htm</a></td>
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<td><a href="http://showcase.netins.net/web/creative/lincoln/sites/law.htm">http://showcase.netins.net/web/creative/lincoln/sites/law.htm</a></td>
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<td><a href="http://showcase.netins.net/web/creative/lincoln/sites/salem.htm">http://showcase.netins.net/web/creative/lincoln/sites/salem.htm</a></td>
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</table>
Illinois State Learning Standards

Social Studies:
GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
- 16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).
- 16.A.3b Make inferences about historical maps and other historical sources.
- 16.E.3b Describe how the largely rural population of the U.S. adapted, used and changed the environment after 1818.
- 8.3.6.B Identify and explain primary documents, material artifacts and historic sites important in United States history from Beginnings to 1824.
- 8.4.6.B Identify and explain important documents, material artifacts and historic sites in world history.

Language Arts:
GOAL 3: Write to communicate for a variety of purposes.
- 3.B. The learner will compose well-organized and coherent writing for specific purposes and audiences.
- 1.6.8.E. Participate in small and large group discussions and presentations.

Procedures
- Teacher needs to make copies of the six pictures; the New Salem picture, the map of Springfield, and Lincoln’s speech (original and typed version back-to-back) to give to each student or to each group. (My directions are for each student.)
- Complete short essay on the Lincoln monument after viewing the picture and reading about the monument.
- Divide students into groups of 3-4. Each student will need the 2 photos of the interior of Lincoln’s home (Primary sources from the resource table...
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Illinois State University

document) and the Photo Analysis Worksheet. Each student should silently examine the photos, using the Photo Analysis Sheet. Then the group should discuss and analyze the photos and tell what they think the photos say about Abraham Lincoln.

- **Complete the Venn-Diagram for comparing and contrasting their living room at home with Lincoln’s home.**

- Then give each student copies of the photos of the outside of Lincoln’s home, the tomb, and the wake of Lincoln in the capitol in Springfield. Using the same Photo Analysis Worksheet, follow the same procedure as above, always working toward the question, “What does this tell you about Abraham Lincoln?”

- Then do the same with the photograph of Lincoln himself.

- Next, hand out picture of New Salem, where Lincoln lived before he moved to Springfield, and a map of Springfield. Compare the small village of New Salem with the Springfield of Lincoln’s time. Cities grew from people who moved from areas like New Salem because they needed work and services. From what you already know about Lincoln, how did New Salem prepare him for Springfield and later Washington, D.C.?

- Now, pass out Lincoln’s “Farewell Speech to Springfield” and the Written Document Analysis Worksheet. Following the same procedure as the photo analysis, analyze the speech. Again, what does this say about Lincoln and his roots in central Illinois and his character?

- Bring the class together from groups. Discuss the class interpretations of the kind of person Lincoln was according to their analysis of the photographs and the speech. Remind students to think about the kind of person Lincoln was as they tour the Lincoln sites in Springfield and New Salem tomorrow.

- Show the Illinois Bell video about the Lincoln sites and Illinois sites that are part of our field trip tomorrow.

- **Conduct the class discussion on the funeral of Abraham Lincoln.** Discuss the differences in funeral procedures for presidents then compared to now.
### Evaluation
- Discussion of photos and speech by each group and by the whole class.
- Grading of Photo Analysis Worksheets and Written Document Analysis Worksheet
- Essay written by 7th grade students after field trip about one of the Lincoln sites (home, tomb, Old State Capitol, Abraham Lincoln Presidential Museum and Library), explaining how the site appeared the same or different from what they expected, and what they learned about Abraham Lincoln from that particular site.
- Use [rubric](#) for evaluation of written assignment.

### Extension
Discussion following the field trip:
- What should be changed in the field trip? (This includes anything about the day.)
- What should be left the same?
- How did the pre-field trip preparation help you to appreciate the Lincoln sites?
- Do you feel that you have gained greater knowledge of Lincoln the man and Lincoln the statesman through these experiences?
<table>
<thead>
<tr>
<th>Image/Resource</th>
<th>Description</th>
<th>Citation</th>
<th>URL</th>
</tr>
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<tbody>
<tr>
<td><img src="image_url" alt="New Salem, home of Abraham Lincoln 1831 to 1837. Drawn by Arthur L. Brown. Lithographed by J. W. Franks &amp; Sons." /></td>
<td>Library of Congress, Geography and Map Division.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4104n+pm001760))">http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4104n+pm001760))</a></td>
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<td><img src="image_url" alt="Lincoln's residence, Springfield, Ill." /></td>
<td>Library of Congress, Prints and Photographs Division, Detroit Publishing Company Collection. REPRODUCTION NUMBER LC-D4-13895 DLC (b&amp;w glass neg.)</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a09247))">http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a09247))</a></td>
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<tr>
<td><img src="image_url" alt="Abraham Lincoln, three-quarter length portrait, seated, facing front" /></td>
<td>Library of Congress, Prints &amp; Photographs Division, LC-USZ62-12457 DLC</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/dag:@field(NUMBER+@band(cph+3a14822))">http://memory.loc.gov/cgi-bin/query/r?ammem/dag:@field(NUMBER+@band(cph+3a14822))</a></td>
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<td><img src="image_url" alt="President Lincoln's Funeral - Lying in state in the Capitol, Springfield [Drawing]" /></td>
<td>Civil War Treasures from the New-York Historical Society DIGITAL ID nhnycw/ag ag0051f</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DCID+@lit(ag0051f))">http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DCID+@lit(ag0051f))</a></td>
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<tr>
<td><img src="image_url" alt="Interior of Lincoln home, Springfield, Illinois, with view of table" /></td>
<td><em>Chicago Daily News negatives collection</em>, DN-0087431. Courtesy of the Chicago Historical Society.</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n087431))">http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n087431))</a></td>
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| ![Interior of Lincoln home, Springfield, Illinois](image1.png) | **Interior of Lincoln home, Springfield, Illinois**. 
*Chicago Daily News negatives collection, DN-0087430. Courtesy of the Chicago Historical Society.* [Image](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n087430)))* |
| ![Adults and children lining the walkway in front of the tomb of Abraham Lincoln](image2.png) | **Adults and children lining the walkway in front of the tomb of Abraham Lincoln**. 
*Chicago Daily News negatives collection, DN-0078338. Courtesy of the Chicago Historical Society.* [Image](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n078338)))* |
| ![Abraham Lincoln, Monday, February 11, 1861 (Farewell Address)](image3.png) | **Abraham Lincoln, Monday, February 11, 1861 (Farewell Address)** 
| ![Abraham Lincoln, Monday, February 11, 1861 (Farewell Address)](image4.png) | **Abraham Lincoln, Monday, February 11, 1861 (Farewell Address)** 
**An Adventure of the American Mind**  
Illinois State University  
Springfield, Illinois  
1867. Drawn from nature by A. Ruger

| Springfield, Illinois 1867. Drawn from nature by A. Ruger | Library of Congress, Geography and Map Division  
DIGITAL ID g4104s pm001880  
http://hdl.loc.gov/loc.gmd/g4104s.pm001880 | http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g4104s+pm001880)) |

**Additional Primary Sources Used within the Lesson**

**Mead, Larkin G.** National Lincoln Monument, **Springfield, Illinois**, 1869. 1869.  
<http://hdl.loc.gov/loc.pnp/cph.3c12539>.

*Interior of Abraham Lincoln's home, showing fireplace, in Springfield, Illinois.*  

*Large crowd watching crane lift box containing Abraham Lincoln's body above grave in front of Lincoln Memorial at Springfield, Ill.*  
Rubric

RUBRIC FOR WRITTEN ASSIGNMENT

FOCUS (6)
Subject or position is clear
Engaging opening
Commented on subject
Effective closing that ends the paper and ties the whole paper together

SUPPORT (6)
Many ways used to develop details and support, such as evidence, explanations, and examples
All of major points are developed in specific detail
Interesting words used throughout
Used details evenly

ORGANIZATION (6)
Used appropriate paragraphing
Writing flows easily from one idea to the next
Paragraphing is purposeful and appropriate
Tied sentences and paragraphs together in different ways – parallel structure, pronouns, transitions to make story flow

INTEGRATION (6)
Fully developed paper for grade level
Clear and developed focus
Balanced and specific details
Sentences and paragraphs fit smoothly together

CONVENTIONS (2)
Correct use of sentence construction
Pronouns used correctly
Few run-ons or fragments in proportion to number of sentences written
Correct use of punctuation and capitalization
Correct use of verb tense and subject-verb agreement
Few minor and very few major errors

TOTAL GRADE
[Address of farewell, Springfield, Illinois, 11 February, 1861]

My Friends: No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when or whether ever I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him, I cannot succeed. With that assistance, I cannot fail. Trusting in him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To his care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.
My friend,

No one not in my situation can appreciate my feeling of sorrow at this parting. To the place, and the country of these people is ours every thing there I have become so great a part of a Country and a cause, I am now to leave, and I am not knowing when or whether ever I may return with a task before me greater than that which rested upon Washington. Without the assistance of that divine Being, ever attended him, I cannot succeed. With that assistance I cannot fail. Proceeding in virtue who can go into mine and remain with you and an everywhere for good, to no condemnation, for the in your care of nursing you, as I hope in your prayers you will recommend me. I bid you an affectionate farewell.
Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

   POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

   Limit response for each question to 3 lines of text

   A. List three things the author said that you think are important:

   B. Why do you think this document was written?

   C. What evidence in the document helps you know why it was written? Quote from the document.

   D. List two things the document tells you about life in the United States at the time it was written.

   E. Write a question to the author that is left unanswered by the document:

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408
Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrantes and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
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Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?