

# **Lincoln's Governmental Impact on the Modern Day through Speeches and Policies**

**PD Plan**

Created by  
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## TPS Professional Development Activity Template

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**School or Institution:** Queen Anne’s County Public Schools

**Projected Date for Implementation:** January 2019

<b>Title of Activity</b>	Lincoln’s Governmental Impact on the Modern Day through Speeches and Policies
<b>Overview</b>	What do you teach? It doesn’t matter. Primary sources are a great tool to have in your toolbox to help you build your students’ content mastery, thinking skills, and primary resource knowledge.
<b>Essential or Investigative Question</b>	Closely examine Lincoln's governmental documents and speeches to analyze how Lincoln's power of the word shaped United States policy from the mid-1860s to the modern day.
<b>Audience</b>	<p><b>This activity is best suited for educators of the following grade levels</b></p> <ul style="list-style-type: none"> <li>• Grades 6-8</li> <li>• Grades 9-12</li> </ul> <p><b>This activity is best suited for educators of the following content areas</b></p> <ul style="list-style-type: none"> <li>• Social Studies</li> <li>• Government</li> </ul>



<b>Time Required</b>	120-minute session
<b>Goal</b>	<ul style="list-style-type: none"> <li>• Participants will identify the pedagogical benefits of integrating primary sources across the curriculum.</li> <li>• Participants will become familiar with selected teacher resources from the Library of Congress.</li> <li>• Participants will use the Library of Congress primary source analysis sheet.</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>• Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</li> <li>• Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</li> <li>• Evaluate the significance of the Civil War Amendments (13th, 14th and 15th) and how they protected individual rights</li> </ul>
<b>Objectives</b>	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe examples of the benefits of teaching with primary sources.</li> <li>• Analyze a primary source using Library of Congress tools.</li> <li>• Access teaching tools and primary sources from loc.gov/teachers.</li> <li>• Access primary sources and teaching resources from loc.gov for instructional use.</li> <li>• Facilitate a primary source analysis using Library of Congress tools.</li> </ul>
<b>Digital Resources</b>	<p>LOC digital primary source analysis sheet</p> <p>Habeas Corpus: <a href="https://www.loc.gov/resource/mal.2634000/?st=gallery">https://www.loc.gov/resource/mal.2634000/?st=gallery</a></p> <p>Gettysburg Address image: <a href="https://www.loc.gov/resource/ds.03106/">https://www.loc.gov/resource/ds.03106/</a></p> <p>Emancipation Proclamation text: <a href="https://www.loc.gov/item/scsm000921/">https://www.loc.gov/item/scsm000921/</a></p> <p>Second Inaugural manuscript: <a href="https://www.loc.gov/item/scsm000921/">https://www.loc.gov/item/scsm000921/</a></p> <p>13<sup>th</sup> Amendment: <a href="https://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=013/llsl013.db&amp;recNum=596">https://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=013/llsl013.db&amp;recNum=596</a></p> <p>14<sup>th</sup> Amendment: <a href="https://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=014/llsl014.db&amp;recNum=389">https://memory.loc.gov/cgi-bin/ampage?collId=llsl&amp;fileName=014/llsl014.db&amp;recNum=389</a></p>

<b>Classroom Materials</b>	Smart board projector, laptop
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<b>Preparation</b>	<p>Prior to the activity,</p> <ul style="list-style-type: none"> <li>• Develop a Google Drive folder that will be shared with all session members to place files into.</li> <li>• Develop screencastify videos navigating the LOC website and TPS Network and place them into the Google Drive folder..</li> <li>• Digitally place links for documents into the <a href="#">LOC primary source analysis chart</a>.</li> <li>• Make copies of <ul style="list-style-type: none"> <li>○ Primary sources on Lincoln (2<sup>nd</sup> Inaugural, Gettysburg Address, 13<sup>th</sup> Amendment, 14<sup>th</sup> Amendment, Habeas Corpus, Emancipation Proclamation), LOC Primary Source Analysis Chart.</li> </ul> </li> </ul>
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<b>Procedure</b>	<p><b>LEARNING ACTIVITY 1: Lincoln’s Speeches (Second Inaugural &amp; Gettysburg Address)</b></p> <ol style="list-style-type: none"> <li>1. Have members look at these speeches. What are some famous quotes? (Lincoln’s Second Inaugural and the Gettysburg Address)</li> <li>2. Explain that all of these speeches were given at special occasions. Talk briefly about the occasions for some of Lincoln’s speeches: <ul style="list-style-type: none"> <li>• Lincoln’s 2nd Inaugural Address: Point to the phrase: “With malice toward none: with charity for all.” Explain that this speech is from Lincoln’s 2nd Inaugural. Explain that this is a speech he gave to a live audience in front of the Capitol building in Washington, DC on March 4, 1865, after being re-elected to the presidency. Point out to students that both Lincoln’s first and second inaugural addresses were given on March 4th. Ask students if they know what date Presidential Inaugurations take place now. (January 20th.) Explain that, before 1937, U.S. Presidents were inaugurated on March 4, but starting on January 20th, 1937, U.S. Presidents have been inaugurated on January 20th.</li> </ul> </li> <li>3. Explain that Lincoln was known for giving powerful speeches. One of the most powerful and most well-known speeches he gave was the Gettysburg Address. Ask students to tell you which of the phrases that they have already looked at is from the Gettysburg Address (“government of the people, by the people, for the people, shall not perish from the earth.”)</li> <li>4. Pass out primary documents for the session members to read.</li> <li>5. Have students explore the documents and complete the analysis charts that go with these documents.</li> </ol>
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	<p><b>LEARNING ACTIVITY 2: Lincoln’s Letters/Documents (Writ of Habeas Corpus, 15/16 Amendments, Emancipation Proclamation)</b></p> <ol style="list-style-type: none"> <li>1. Showcase the Emancipation Proclamation to the group and have them write out three key points/phrases from the document that are important to us today.</li> <li>2. Pass out the documents and form four groups. These groups will become experts on their letter/document. Have the session members complete the activity in their group.</li> <li>3. Once the students have completed their organizers, create jigsaw groups out of the original groups so that individuals can teach each other about their letter/document. This will allow for everyone to gather the information and to complete the activity similar to how students would.</li> </ol>
<b>Assessment/ Reflection</b>	<p>Closing Google Form sheet:</p> <ul style="list-style-type: none"> <li>How has Lincoln’s governmental documents and speeches impacted our modern day?</li> <li>How could you incorporate primary documents into your classroom?</li> <li>What do you still feel uncomfortable about?</li> <li>What more would you like to know?</li> </ul>