

ABRAHAM LINCOLN

A Photographic Story of a Life

Study Guide

For Reading 050
Lake Land College

Howard Taylor, Instructor

THE INTRODUCTION ANALYSIS SHEET

Answer these comprehension questions about the book and special article; Stone's Abraham Lincoln, pp 1-7 (the book introduction). To get all points give complete and clear answers.

1. What is the theme of the introduction?
2. What promise does the author of this book make in the "Note to My Readers?"
3. What is the importance of the Introduction's first two-word sentence?
4. How many tombs were the President's body placed into at Springfield?
5. What was the biggest fear concerning Lincoln's body?
6. Describe the final resting place of the President and his family. Provide a list of details.
7. Describe the Lincoln Memorial in Washington. Why do you think that Lincoln is depicted "bigger than life?"
8. There is a listing of "Lincoln's beliefs and his personality" List them here:

Article #1—with Introduction pp. 6-7

LINCOLN'S HAT AND THE SMITHSONIAN MUSEUM

By Alison Harding

CNN

WASHINGTON (CNN) -- One can only imagine the sights this hat has seen. Perched atop a man who towered over his peers at 6 foot 4 inches, this hat must have had quite a view.



"Abraham Lincoln: An Extraordinary Life" will be on display through January 2011.

It may have been there when a divided nation -- a devastating Civil War on the horizon -- elected a politician from Illinois as president. It could have watched as this president, so desperate to preserve the Union, carefully drafted the Emancipation Proclamation, thus changing the course of American history. And we know for sure that this hat was witness to a tragic April night when the same president was fatally shot while enjoying a play.

The iconic top hat, part of a collection of items associated with Abraham Lincoln, is now on display at the National Museum of American History. Nearly three years in the making, "Abraham Lincoln: An Extraordinary Life" is part of the Smithsonian Institution's bicentennial celebration of Abraham Lincoln's birth and a rare glimpse into the life of one of our nation's greatest presidents.

Nearly two centuries later, still adorned with a black band of mourning for a son who died too early, Lincoln's hat is worn-down, yet strangely magnificent. Maybe it is the hat's history that gives it such a majestic quality. Or perhaps it is simply that a top hat always commands a certain reverence -- an attribute that may reveal a great deal about the vanity of its owner.

"Why would somebody who is 6 foot 4 inches decide to wear a tall hat?" asks Harry Rubenstein, curator of the exhibit. "He clearly has this desire to stand out in the crowd, to make his place in it."

Don't Miss

Rubenstein hopes this is the type of intimate detail about our 16th president's life that people will take away from the ongoing Lincoln exhibit.

"This is the first time we've brought together all of the museum's best Lincoln objects to tell the story of Lincoln's life," Rubenstein says. "And I think it's a different kind of story that emerges -- one that's more intimate and more personal and one that brings this story to life in very tangible ways."

The **Smithsonian Institution** started its **Lincoln** collection more than 140 years ago, Rubenstein says.

The exhibit, which opened in January, houses more than 60 items from Abraham Lincoln's life, spanning his humble beginnings, his political career, his life in the White House, and even relics recovered in the wake of his assassination.

Rubenstein says the collection includes "little personal objects of things he touched and used at pivotal moments in his life," like his office suit, his gold pocket watch -- and a coffee cup he left on a windowsill the night of his assassination.

The exhibit is also home to more significant objects, such as the inkstand Lincoln used to draft the Emancipation Proclamation, and a patent model of a device he invented for lifting boats over sand bars.

Also on display is memorabilia from the 1860 presidential election campaign -- such as a replica poster portraying a young and masculine Lincoln splitting rail -- that reveal a candidate not impervious to the somewhat superficial aspects of the American political system. Rubenstein says that although Lincoln scoffed at his party's attempts to brand him as "Old Abe the Rail Splitter," he understood the importance of appealing to the masses and creating an image to "link him and his ideals in an iconic kind of way."

Perhaps no one is more aware of the power of Lincoln's iconic image than President Barack Obama, who frequently cited his Illinois predecessor as a source of inspiration for his own presidency.

While Rubenstein warns against drawing too much of a comparison between presidents -- the two Illinoisans have been linked by their reformist platforms, their penchant for eloquent speeches, and even for their physical likenesses -- he acknowledges the significance of the symbolic timing: As the first African-American becomes president, the nation celebrates the 200th birthday of the man who ended slavery.

"We have a president from Illinois -- the land of Lincoln -- who has found inspiration in the Lincoln story. ... It's clearly an historic moment," Rubenstein says.

Nonetheless, as the nation celebrates Obama's momentous election, "An Extraordinary Life" is a reminder of the relevance of Lincoln's legacy today and commemorates the incredible life that he led.

"It is amazing ... here is this individual from a family in the middle of the woods in Kentucky ... [struggling] to educate himself," Rubenstein says. "To then take on this incredible responsibility, [and] beyond that, his ability to articulate those ideas to inspire not only his generation, but for us today ... it's an extraordinary odyssey that he took."

ARTICLE ANALYZING SHEET:

Download a copy of the article analyzing sheet. Do as the sheet tells you to do.

LINCOLN'S HAT WRITING ASSIGNMENT

When finished reading chapters 1-5, write a two-page (or more) paper about the connection of Lincoln's stove-pipe hat to his life; how he used it; and the feelings you have about the hat depicted inside the cover of Stone's book. This is the hat that the President wore to Ford Theater.

In this paper also include descriptions of Lincoln's many careers, how he failed many times before finally succeeding beyond anyone's dreams, and how he was as a family man. You can also describe the Lincoln family in this paper.

Be sure to have an opening paragraph and a closing paragraph. All paragraphs in-between should provide the many topics and details.

Just remember to relate to the tall hat while writing this paper.

This paper may be submitted via email if you would like. You will need to save in WORD, and then the document as an attachment to the teacher.

A deadline date for this paper will be announced later.

Good luck, Mr. Taylor

LINCOLN BOOK, CHAP. 1 ANALYSIS SHEET

1. Consider the title of this chapter: A Complex Boy, and before reading state what you think the author is going to describe in this chapter. Provide 3 or more concepts or details you think will be covered.
2. Describe how conditions would have been in the small cabin where Abraham Lincoln was born. How do you think people in modern-day America would do in the harsh environment where the Lincoln's lived?
3. Why do you think Thomas Lincoln ended up living in the wilderness? In the second paragraph (p.9) something happened to little Abe and his father. Do you think this was something very discouraging to them?
3. Using a dictionary, look up sustenance. Using the best definition relating to living in the wilderness, write a description of how Thomas Lincoln and his family relates to this word.
4. The information box on p.10 tells of what pioneers in the wilderness often thought of slavery. Look up the word "abolitionist" in a dictionary and provide a good definition.

ABRAHAM LINCOLN'S AUTOBIOGRAPHIES

Concerning his description of family history, birth up to when he was a young adult, and away from his family

June 1858

Abraham Lincoln wrote three autobiographies in a two-year period. This first, terse effort was prepared at the request of Charles Lanman, who was compiling the Dictionary of Congress.

Born, February 12, 1809, in Hardin County, Kentucky.

Education defective.

Profession, a lawyer.

Have been a captain of volunteers in Black Hawk war.

Postmaster at a very small office.

Four times a member of the Illinois legislature, and was a member of the lower house of Congress.

December 20, 1859

Lincoln wrote this second autobiography for Jesse Fell, a long-time Illinois Republican friend who was a native of Pennsylvania. Fell used his influence to get the piece incorporated in an article appearing in a Pennsylvania newspaper on February 11, 1860. Lincoln enclosed the autobiography in a letter to Fell which said, "There is not much of it, for the reason, I suppose, that there is not much of me."

1) I was born Feb. 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of undistinguished families-- second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams, and others in Macon Counties, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 2, where, a year or two later, he was killed by indians, not in battle, but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were Quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New-England family of the same name ended in nothing more definite, than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

2) My father, at the death of his father, was but six years of age; and he grew up, literally [sic] without education. He removed from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union. It was a

wild region, with many bears and other wild animals, still in the woods. There I grew up. There were some schools, so called; but no qualification was ever required of a teacher beyond "readin, writin, and cipherin" to the Rule of Three. If a straggler supposed to understand latin happened to sojourn in the neighborhood, he was looked upon as a wizzard [sic]. There was absolutely nothing to excite ambition for education. Of course when I came of age I did not know much. Still somehow, I could read, write, and cipher to the Rule of Three; but that was all. I have not been to school since. The little advance I now have upon this store of education, I have picked up from time to time under the pressure of necessity.

4) I was raised to farm work, which I continued till I was twenty-two. At twenty one I came to Illinois, and passed the first year in Macon County. Then I got to New-Salem (at that time in Sangamon, now in Menard County), where I remained a year as a sort of Clerk in a store. Then came the Black-Hawk war; and I was elected a Captain of Volunteers--a success which gave me more pleasure than any I have had since. I went the campaign, was elated, ran for the Legislature the same year (1832) and was beaten--the only time I ever have been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this Legislative period I had studied law, and removed to Springfield to practise it. In 1846 I was once elected to the lower House of Congress. Was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a whig in politics, and generally on the whig electoral tickets, making active canvasses--I was losing interest in politics, when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

5) If any personal description of me is thought desirable, it may be said, I am, in height, six feet, four inches, nearly; lean in flesh, weighing on an average one hundred and eighty pounds; dark complexion, with coarse black hair, and grey eyes--no other marks or brands recollected.

June 1860

When Lincoln first ran for President, John L. Scripps of the Chicago Press and Tribune asked him for an autobiography to write a campaign biography about him. This third-person account is the result. The longest of his autobiographies, it offers fascinating information about his early years.

6) Abraham Lincoln was born February 12, 1809, then in Hardin, now in the more recently formed county of La Rue, Kentucky. His father, Thomas, and grandfather, Abraham, were born in Rockingham County, Virginia, whither their ancestors had come from Berks County, Pennsylvania. His lineage has been traced no father back than this. The family were originally Quakers, though in later times they have fallen away from the peculiar habits of that people. The

grandfather, Abraham, had four brothers--Isaac, Jacob, John, and Thomas. So far as known, the descendants of Jacob and John are still in Virginia. Isaac went to a place near where Virginia, North Carolina, and Tennessee join; and his descendants are in that region. Thomas came to Kentucky, and after many years died there, whence his descendants went to Missouri. Abraham, grandfather of the subject of this sketch, came to Kentucky, and was killed by Indians about the year 1784. He left a widow, three sons, and two daughters.

7) The eldest son, Mordecai, remained in Kentucky till late in life, when he removed to Hancock County, Illinois, where soon after he died, and where several of his descendants still remain. The second son, Josiah, removed at an early day to a place on Blue River, now within Hancock County, Indiana, but no recent information of him or his family has been obtained. The eldest sister, Mary, married Ralph Crume, and some of her descendants are now known to be in Breckenridge County, Kentucky. The second sister, Nancy, married William Brumfield, and her family are not known to have left Kentucky, but there is no recent information from them. Thomas, the youngest son, and the father of the present subject, by the early death of his father, and very narrow circumstances of his mother, even in childhood was a wandering laboring-boy, and grew up literally without education. He never did more in the way of writing than to bunglingly write his own name. Before he was grown he passed one year as a hired hand with his uncle Isaac on Watauga, a branch of the Holston River. Getting back into Kentucky, and having reached his twenty-eighth year, he married Nancy Hanks--mother of the present subject--in the year 1806. She also was born in Virginia; and relatives of hers of the name of Hanks, and of other names, now reside in Coles, in Macon, and in Adams counties, Illinois, and also in Iowa. The present subject has no brother or sister of the whole or half blood. He had a sister, older than himself, who was grown and married, but died many years ago, leaving no child; also a brother, younger than himself, who died in infancy. Before leaving Kentucky, he and his sister were sent, for short periods, to A B C schools, the first kept by Zachariah Riney, and the second by Caleb Hazel.

8) At this time his father resided on Knob Creek, on the road from Bardstown, Kentucky, to Nashville, Tennessee, at a point three or three and a half miles south or southwest of Atherton's Ferry, on the Rolling Fork. From this place he removed to what is now Spencer County, Indiana, in the autumn of 1816, Abraham then being in his eighth year. This removal was partly on account of slavery, but chiefly on account of the difficulty in land titles in Kentucky. He settled in an unbroken forest, and the clearing away of surplus wood was the great task ahead. Abraham, though very young, was large of his age, and had an ax put into his hands at once; and from that till within his twenty-third year he was almost constantly handling that most useful instrument--less, of course, in plowing and harvesting seasons. At this place Abraham took an early start as a hunter, which was never much improved afterward. A few days before the completion of his eighth year, in the absence of his father, a flock of wild turkeys approached the new log cabin,

and Abraham with a rifle-gun, standing inside, shot through a crack and killed one of them. He has never since pulled a trigger on any larger game.

9) In the autumn of 1818 his mother died; and a year afterward his father married Mrs. Sally Johnston, at Elizabethtown, Kentucky, a widow with three children of her first marriage. She proved a good and kind mother to Abraham, and is still living in Coles County, Illinois. There were no children of this second marriage. His father's residence continued at the same place in Indiana till 1830. While here Abraham went to A B C schools by littles, kept successively by Andrew Crawford,--Sweeney, and Azel W. Dorsey. He does not remember any other. The family of Mr. Dorsey now resides in Schuyler County, Illinois. Abraham now thinks that the aggregate of all his schooling did not amount to one year. He was never in a college or academy as a student, and never inside of a college or academy building till since he had a law license. What he has in the way of education he has picked up.

10) After he was twenty-three and had separated from his father, he studied English grammar-- imperfectly, of course, but so as to speak and write as well as he now does. He studied and nearly mastered the six books of Euclid since he was a member of Congress. He regrets his want of education, and does what he can to supply the want. In his tenth year he was kicked by a horse, and apparently killed for a time. When he was nineteen, still residing in Indiana, he made his first trip upon a flatboat to New Orleans. He was a hired hand merely, and he and a son of the owner, without other assistance, made the trip. The nature of part of the "cargo-load," as it was called, made it necessary for them to linger and trade along the sugar-coast; and one night they were attacked by seven negroes with intent to kill and rob them. They were hurt some in the mêlée, but succeeded in driving the negroes from the boat, and then "cut cable," "weighed anchor," and left.

LINCOLN BOOK, CHAP. 4 ANALYSIS SHEET with a Lincoln Family Description article

1. Up until the night of November 4, 1842, Abraham Lincoln was a “good old boy” of sorts. He lived in the wilderness, and in New Salem, which was only slightly improved over the wilderness. The title of this chapter “Meeting Mary” is the theme. What do you already know about the marriage of Abe and Mary? List some pre-knowledge things you already know?
2. Find the information in the chapter about Lincoln’s depression. Paraphrase in a paragraph what the information states.
3. How did the Lincoln home change (physically)?
4. Make a list of all the members of the Lincoln family that would come into the world later. Read the timeline of the Lincoln family to gather your information.

Using the timeline, make another one that is horizontal or vertical with just the most important information and years, and illustrate it with small graphics.

LINCOLN BOOK, CHAP. 5 ANALYSIS SHEET

1. "Family and Politics" is the title of this chapter. Chronologically, what period of life and history do you think this chapter covers?
2. p. 39, quotes Lincoln's philosophy concerning the practice of law. Paraphrase his philosophy in a paragraph.
3. What political party did Lincoln belong to when he ran for U.S. Representative in 1845? What was the name of the other party that ran against Lincoln?
3. What war was ongoing in the 1840's that Rep. Lincoln would give a speech of non-support? What war would go on during Lincoln's future Presidency that many were non-supportive?
4. In 1850, something terrible happened to the Lincoln family. Describe the event. How do you think Abraham and Mary felt? Describe their feelings.
5. Read the full version of Lincoln's visit back to Indiana. Lincoln was a poet, but has always been credited more for being a great President. After reading the poem, give some of your feelings about his visit. Write a paragraph.

For use with Chapter Four Lincoln Analyzing questions

The Lincoln family timeline

1842

Lincoln and Mary begin courting in secret.

November 4 - Reverend Charles Dresser marries Lincoln and Mary in the home of Ninian and Elizabeth Edwards (Mary's sister). Lincoln was 33 years old; Mary was 23.

November 5 - The Lincolns rent a single room on the second floor of the Globe Tavern rooming house. The Globe Tavern was located on Adams Street between Third and Fourth Streets.

1843

August 1 - Robert Todd Lincoln, their first son, was born at the Globe Tavern rooming house.

The Lincoln family (Abraham, Mary, and Robert) briefly rented a small cottage on Fourth Street between Adams and Monroe Streets.

1844

January 16 - Lincoln purchased his first and only home from the Reverend Charles Dresser for \$1,500, \$1,200 cash plus a lot valued at \$300.

May 1 - The Lincoln family (Abraham, Mary, and Robert) moved into the home on Eighth and Jackson Streets.

Lincoln sets up his own law practice with William H. Herndon as his junior law partner.

1846

March 10 - Edward Baker Lincoln was born at the Lincoln Home.

August 3 - Abraham Lincoln was elected to a seat in the United States House of Representatives, as part of the Thirtieth Congress, as a candidate of the Whig Party. This was the only United States Congressional seat he ever held.

The first remodeling of the Lincoln Home occurred. The Lincolns added a bedroom and a pantry to the back of the home.

1847

Lincoln, Mary, Robert, and Eddie moved to Washington, D.C.

December 6 - Lincoln takes his seat in the United States House of Representatives.

1848

Mary and the boys depart Washington, D.C., in part, because Lincoln thought Mary "hindered me some in attending to business." A few months later, Lincoln wrote that "having nothing but business - no variety" made life "exceedingly tasteless."

1849

Lincoln proposes legislation in the United States House of Representatives to begin abolishing slavery in the District of Columbia.

The second remodeling of the Lincoln Home occurred during the years of 1849 and 1850. At this time, stoves were installed in the parlor rooms, the brick retaining wall in front of the home was constructed, and the front walk was bricked over, replacing the wooden sidewalk.

1850

February 1 - Edward Baker Lincoln died at the Lincoln Home after fighting an illness (probably tuberculosis) for 52 days. He was 3 years and 10 months in age.

December 21 - William Wallace Lincoln was born at the Lincoln Home.

1852

Mary becomes a member of the Presbyterian Church.

April 4 - Thomas (Tad) Lincoln was born at the Lincoln Home.

The Lincoln Home was remodeled once again in 1853. It appears that the barn was added at this time.

1854

LINCOLN BOOK, CHAP. 6 ANALYSIS SHEET (with attached reading story & Speech)

1. Abraham Lincoln enters into the world of politics and slavery. The title of the chapter is "Between Right and Wrong." Why do you think that Author Stone used this title for this chapter?
2. After reading about the difference between the economics and industrialization of the North vs. the South, make a comparison/contrast chart with two columns listing the similarities and differences.
3. What does the concept "sovereign state" mean as related to the South?
4. Read the excerpt from Harriet Beecher Stowe's book "Uncle Tom's Cabin." After reading this, write a paragraph describing what you think about slavery that was in the South in the 1850's.
5. At our own Springfield in the old State Capitol, Lincoln gave his most important speech in expressing what he thought about slavery. Read the speech, and then write what you think about his "House Divided" statement.

Chapter Six, an excerpt from Lincoln's "House Divided Speech" from Springfield, June 16, 1858

Mr. President and Gentlemen of the Convention

If we could first know *where* we are, and *whither* we are tending, we could then better judge *what* to do, and *how* to do it.

We are now far into the *fifth* year, since a policy was initiated, with the *avowed* object, and *confident* promise, of putting an end to slavery agitation.

Under the operation of that policy, that agitation has not only, *not ceased*, but has *constantly augmented*.

In *my* opinion, it *will* not cease, until a *crisis* shall have been reached, and passed.

"A house divided against itself cannot stand."

I believe this government cannot endure, permanently half *slave* and half *free*.

I do not expect the Union to be *dissolved* -- I do not expect the house to *fall* -- but I *do* expect it will cease to be divided.

It will become *all* one thing or *all* the other.

To be used with the Chap. Six, Stone Book Analysis Activity

Harriet Beecher Stowe's Uncle Tom's Cabin (An Excerpt) p. 104-105

**CHAPTER VII
The Mother's Struggle**

It is impossible to conceive of a human creature more wholly desolate and forlorn than Eliza, when she turned her footsteps from Uncle Tom's cabin.

Her husband's suffering and dangers, and the danger of her child, all blended in her mind, with a confused and stunning sense of the risk she was running, in leaving the only home she had ever known, and cutting loose from the protection of a friend whom she loved and revered. Then there was the parting from every familiar object, -- the place where she had grown up, the trees under which she had played, the groves where she had walked many an evening in happier days, by the side of her young husband, -- everything, as it lay in the clear, frosty starlight, seemed to speak reproachfully to her, and ask her whither could she go from a home like that?

But stronger than all was maternal love, wrought into a paroxysm of frenzy by the near approach of a fearful danger. Her boy was old enough to have walked by her side, and, in an indifferent case, she would only have led him by the hand; but now the bare thought of putting him out of her arms made her shudder, and she strained him to her bosom with a convulsive grasp, as she went rapidly forward.

The frosty ground creaked beneath her feet, and she trembled at the sound; every quaking leaf and fluttering

-105-

shadow sent the blood backward to her heart, and quickened her footsteps. She wondered within herself at the strength that seemed to be come upon her; for she felt the weight of her boy as if it had been a feather, and every flutter of fear seemed to increase the supernatural power that bore her on, while from her pale lips burst forth, in frequent ejaculations, the prayer to a Friend above -- "Lord, help! Lord, save me!"

If it were *your* Harry, mother, or your Willie, that were going to be torn from you by a brutal trader, tomorrow morning, -- if you had seen the man, and heard that the papers were signed and delivered, and you had only from twelve o'clock till morning to make good your escape, -- how fast could *you* walk? How many miles could you make in those few brief hours, with the darling at your bosom, -- the little sleepy head on your shoulder, -- the small, soft arms trustingly holding on to your neck?

For the child slept. At first, the novelty and alarm kept him waking; but his mother so hurriedly repressed every breath or sound, and so assured him that if he were only still she would certainly save him, that he clung quietly round her neck, only asking, as he found himself sinking to sleep,

"Mother, I don't need to keep awake, do I?"

"No, my darling; sleep, if you want to."

"But, mother, if I do get asleep, you won't let him get me?"

"No! so may God help me!" said his mother, with a paler cheek, and a brighter light in her large dark eyes.

"You're *sure*, an't you, mother?"

"Yes, *sure*!" said the mother, in a voice that startled herself; for it seemed to her to come from a spirit within, that was no part of her; and the boy dropped his little weary head on her shoulder, and was soon asleep. How the touch of those warm arms, the gentle breathings that came in her neck, seemed to add fire and spirit to her movements! It seemed to her as if strength

To read the whole book on-line, visit:

<http://etext.lib.virginia.edu/toc/modeng/public/StoCabi.html>

(from the University of Virginia Library)

LINCOLN BOOK, CHAP. 7 ANALYSIS SHEET

1. The Lincoln family's life is about to change in a major way. The chapter title is "Preparing for Washington." Read the official White House biography of America's first "First Lady," Mrs. Mary Todd Lincoln. After reading it, follow directions to make a vocabulary chart from underlined words. Here is the article:

Mary Todd Lincoln (from <http://www.whitehouse.gov/about/first-ladies/marylincoln>)

As a girlhood companion remembered her, Mary Todd was vivacious and impulsive, with an interesting personality--but "she now and then could not restrain a witty, sarcastic speech that cut deeper than she intended...." A young lawyer summed her up in 1840: "the very creature of excitement." All of these attributes marked her life, bringing her both happiness and tragedy.

Daughter of Eliza Parker and Robert Smith Todd, pioneer settlers of Kentucky, Mary lost her mother before the age of seven. Her father remarried; and Mary remembered her childhood as "desolate" although she belonged to the aristocracy of Lexington, with high-spirited social life and a sound private education.

Just 5 feet 2 inches at maturity, Mary had clear blue eyes, long lashes, light-brown hair with glints of bronze, and a lovely complexion. She danced gracefully, she loved finery, and her crisp intelligence polished the wiles of a Southern coquette.

Nearly 21, she went to Springfield, Illinois, to live with her sister Mrs. Ninian Edwards. Here she met Abraham Lincoln--in his own words, "a poor nobody then." Three years later, after a stormy courtship and broken engagement, they were married. Though opposites in background and temperament, they were united by an enduring love--by Mary's confidence in her husband's ability and his gentle consideration of her excitable ways.

Their years in Springfield brought hard work, a family of boys, and reduced circumstances to the pleasure-loving girl who had never felt responsibility before. Lincoln's single term in Congress, for 1847-1849, gave Mary and the boys a winter in Washington, but scant opportunity for social life. Finally her unwavering faith in her husband won ample justification with his election as President in 1860. Though her position fulfilled her high social ambitions, Mrs. Lincoln's years in the White House mingled misery with triumph. An orgy of spending stirred resentful comment. While the Civil War dragged on, Southerners scorned her as a traitor to her birth, and citizens loyal to the Union suspected her of treason. When she entertained, critics accused her of unpatriotic extravagance. When, utterly distraught, she curtailed her entertaining after her son Willie's death in 1862, they accused her of shirking her social duties.

Yet Lincoln, watching her put her guests at ease during a White House reception, could say happily: "My wife is as handsome as when she was a girl, and I...fell in love with her; and what is more, I have never fallen out." Her husband's assassination in 1865 shattered Mary Todd Lincoln. The next 17 years held nothing but sorrow. With her son "Tad" she traveled abroad in search of health, tortured by distorted ideas of her financial situation. After Tad died in 1871, she slipped into a world of illusion where poverty and murder pursued her. A misunderstood and tragic figure, she passed away in 1882 at her sister's home in Springfield--the same house from which she had walked as the bride of Abraham Lincoln, 40 years before.

The Mary Todd Lincoln White House Vocabulary chart is on the next page. You will use a good dictionary (book or online).

MARY TODD LINCOLN BIOGRAPHY VOCABULARY CHART

<u>WORD</u>	<u>Meaning as used in the Biography</u>	<u>Root Word</u>	<u>Prefix/Suffix</u>	<u>Part of Speech, As Used</u>	<u>Special Info from Dictionary</u>
Sample: <u>impulsive</u>	characterized by actions based on sudden desires, whims, or inclinations rather than careful thought	impulse	-ive	Adj.	Use with sample sentence: without forethought; "letting him borrow her car was an impulsive act that she immediately regretted"
1. vivacious					
2. sarcastic					
3. desolate					
4. aristocracy					
5. coquette					
6. temperament					
7. unwavering					
8. orgy					
9. shirking					
10. assassination					
11. illusion					

LINCOLN BOOK, CHAP. 8 ANALYSIS SHEET

1. This chapter begins with a picture of the U.S. Capitol (in construction) and a very exciting title: "Begins with a Bang!" If the title says enough, what is the theme you are going to read about?
2. This chapter discusses the beginning of the Civil War, but also discusses a terrible event in the Lincoln family. Summarize that event in your own words.
3. pp. 65-66, In Lincoln's first Inaugural Address he states his feelings about Southern States seceding from the Union, and the imminent war. Make a "highlights" list of the main points brought out in that speech.
4. What happened on April 12, 1861? How did it relate to the chapter title?

LINCOLN BOOK, CHAP. 9 ANALYSIS SHEET

1. A possible new word is used as the title of this chapter: “Emancipation.” Look up the word in a dictionary and complete a word-map chart for the word. This will be a detailed analysis of the word. A blank map is provided with this chapter.
2. Along with this chapter, read “Abraham Lincoln’s view of equality for African Americans,” from his Charleston (IL) Debate with Stephen Douglas, 1858. Make a comparison/contrast chart to describe the changes Lincoln made from 1858 to 1862 concerning African-Americans.
3. This chapter includes photos and special information boxes for people and events. Make a list of the boxes by topic and what each box has to say. You need to do short paraphrases of each.

Chap. Ten of Stone's Book Extra Reading'

Lincoln's comments at Charleston, IL in his debate with Stephen Douglas

Subject: equality and treatment of African-Americans whether slave or free

“ I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races, that I am not nor ever have been in favor of making voters or jurors of negroes, nor of qualifying them to hold office, nor to intermarry with white people; and I will say in addition to this that there is a physical difference between the white and black races which I believe will forever forbid the two races living together on terms of social and political equality. And inasmuch as they cannot so live, while they do remain together there must be the position of superior and inferior, and I as much as any other man am in favor of having the superior position assigned to the white race. I say upon this occasion I do not perceive that because the white man is to have the superior position the negro should be denied everything. I do not understand that because I do not want a negro woman for a slave I must necessarily want her for a wife. My understanding is that I can just let her alone.”

To be used with Chapter Five, Abraham Lincoln's Poem when he returned home to Indiana before becoming President

My Childhood Home I See Again

[I]

My childhood's home I see again,
And sadden with the view;
And still, as memory crowds my brain,
There's pleasure in it too.

O Memory! thou midway world
'Twixt earth and paradise,
Where things decayed and loved ones lost
In dreamy shadows rise,

And, freed from all that's earthly vile,
Seem hallowed, pure, and bright,
Like scenes in some enchanted isle
All bathed in liquid light.

As dusky mountains please the eye
When twilight chases day;
As bugle-tones that, passing by,
In distance die away;

As leaving some grand waterfall,
We, lingering, list its roar--
So memory will hallow all
We've known, but know no more.

Near twenty years have passed away
Since here I bid farewell
To woods and fields, and scenes of play,
And playmates loved so well.

Where many were, but few remain
Of old familiar things;
But seeing them, to mind again
The lost and absent brings.

The friends I left that parting day,
How changed, as time has sped!
Young childhood grown, strong manhood gray,
And half of all are dead.

I hear the loved survivors tell
How nought from death could save,
Till every sound appears a knell,
And every spot a grave.

I range the fields with pensive tread,
And pace the hollow rooms,
And feel (companion of the dead)
I'm living in the tombs.

[II]

But here's an object more of dread
Than ought the grave contains--
A human form with reason fled,
While wretched life remains.

Poor Matthew! Once of genius bright,
A fortune-favored child--
Now locked for aye, in mental night,
A haggard mad-man wild.

Poor Matthew! I have ne'er forgot,
When first, with maddened will,
Yourself you maimed, your father fought,
And mother strove to kill;

When terror spread, and neighbors ran,
Your dange'rous strength to bind;
And soon, a howling crazy man
Your limbs were fast confined.

How then you strove and shrieked aloud,
Your bones and sinews bared;
And fiendish on the gazing crowd,
With burning eye-balls glared--

And begged, and swore, and wept and prayed
With maniac laught[ter?] joined--
How fearful were those signs displayed
By pangs that killed thy mind!

And when at length, tho' drear and long,
Time smoothed thy fiercer woes,
How plaintively thy mournful song
Upon the still night rose.

I've heard it oft, as if I dreamed,
Far distant, sweet, and lone--
The funeral dirge, it ever seemed
Of reason dead and gone.

To drink it's strains, I've stole away,
All stealthily and still,
Ere yet the rising God of day
Had streaked the Eastern hill.

Air held his breath; trees, with the spell,
Seemed sorrowing angels round,
Whose swelling tears in dew-drops fell
Upon the listening ground.

But this is past; and nought remains,
That raised thee o'er the brute.
Thy piercing shrieks, and soothing strains,
Are like, forever mute.

Now fare thee well--more thou the *cause*,
Than *subject* now of woe.
All mental pangs, by time's kind laws,
Hast lost the power to know.

O death! Thou awe-inspiring prince,
That keepst the world in fear;
Why dost thou tear more blest ones hence,
And leave him ling'ring here?

LINCOLN BOOK, CHAP. 10 ANALYSIS SHEET

1. The title of this chapter is “Lincoln’s War.” How do you think this chapter will prove or demonstrate that the great Civil War could be considered Lincoln’s war?
2. Great victories, great generals (on both sides of the war) are described in this chapter, but the biggest thing in the chapter is the 272 word, ten-sentence speech given at Gettysburg. **MEMORIZE THIS SPEECH AND BE PREPARED TO PRESENT IT TO THE CLASS BEFORE MIDTERM.** A copy is provided with this chapter section.
3. Civil rights and equality for African-American soldiers were furthered greatly, as described in this chapter. What did the chapter description of blacks performance in battle say? What black leader worked with President Lincoln to make things better for the black soldiers? How did things improve?

Chapter Ten of Stone Book activity page

To be memorized and presented to the class by midterm, 2010

The Gettysburg Address by Abraham Lincoln

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 battle-field 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 can not dedicate -- we can not consecrate - - we can not 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.

LINCOLN BOOK, CHAP. 11 ANALYSIS SHEET (with attached biographies)

1. Having read the first ten chapters of the Stone book, what do you think the chapter title, “No Turning Back” will be about.
2. Define “reconstruction” as used in this chapter. Make a list of the main points of President Lincoln’s reconstruction plan for the South (after the war).
3. Look through the chapter and find the U.S. Grant quote that “There are but two parties now, traitors and patriots, and I want hereafter to be ranked with the latter.”
What did Grant mean by calling people traitors?
4. U.S. Grant was appointed by President Lincoln to a position not filled for many years. What was the position, and who held it last?
5. Read the statistics on the number of votes that Lincoln got in his 2nd run for office. Make a table to display the votes.
6. Read the attached biographies of U.S. Grant, and Robert E. Lee. Make a comparison and contrast chart of your own design to describe the two great Union generals. The blank paper can serve to record your answer.

A PRESIDENCY OF FIRSTS

LINCOLN BOOK, CHAP. 13 ANALYSIS SHEET

1. Considering the chapter title: “With Malice toward None,” find and write a good definition of the word malice. What do you think the chapter will tell us about Lincoln and the time-period this chapter occurs?

2. Author Tanya Stone uses a lot of new and/or different words in this chapter.

Using Context Clues: describe briefly how context clues could be used to define these words:

p. 102, incoherently

p.103, perish

p.104, theorizing

p. 105, extravagant

3. **Compare and Contrast:** Describe the differences in how Mary Lincoln and Abraham Lincoln felt about how to deal with the South after the war. These thoughts are on p.105

Mary Lincoln’s Opinions	President Abraham Lincoln Opinions
Why	Why
What	What
Who	Who
When	When

LINCOLN BOOK, CHAP. 14 ANALYSIS SHEET

1. Getting toward the end of this little book, what do you think the title of this chapter, "Beginning of the End" mean, and what all do you think will happen?
2. In reading the beginning pages of this chapter we hear of the President not feeling well. What trip helps to make him feel a little better? What did he mean when he made the statement "here is something material, something I can feel, and understand," mean?
2. Lincoln was hoping that President Jefferson Davis and other Confederate leaders would simply slink away not to bother the country again. What do you think would have happened to these men if Lincoln were alive to reconstruct the nation?
3. Richmond, Va, the capitol city of the Confederacy was taken by Union armies. Who set fire to the old city? Why did this happen?
4. On page 109 you can see a drawing of freed slaves greeting the President. What did Lincoln think about the way he was being greeted?
5. Terrible plans were brewing in Washington. On p.111 there is a picture of a man standing against a railing. What do you think he had on his mind? Describe who the man is and how you think he was thinking. What was he wanting to do?

LINCOLN BOOK, CHAP. 15 ANALYSIS SHEET WITH A PAPER ASSIGNMENT

1. For many this chapter represents a very sad ending for the book. Why do you think author, Tanya Stone chose the chapter title, “A Giant Falls?”
2. Take a look at the picture of Lincoln on p.112. Describe this picture in as many details as you can think of. Include physical appearance, mood, and pose.
3. Using information about the assassination plans, list who else was supposed to be killed the same night Lincoln was shot. List the people.
4. How many funeral services did President Lincoln have? Why did so many people want to memorialize him? It seems that Lincoln thought he was going to lose the election a few months earlier. How did such an unpopular President get elected again?
5. **2nd Paper Assignment:** Write a two-page paper that describes the last day of Abraham and Mary Lincoln. You can do the paper like a timeline, or like a story-narrative. Be sure to use an introductory paragraph, body of the story/details, and in the last section be sure to include your personal feelings. Somewhere in the paper, include how you think the children of the Lincolns Robert and Tad, felt when their father was killed. You are free to find additional information through a Google search or other books.

A Newspaper Article from Harper's Weekly, May 6, 1865

THE TRUEST MOURNERS.

WHILE the nation mourns, and cities are solemnly tapestried with the signs of sorrow, and the funeral train moves across the land amidst tolling bells and minute-guns and slow pealing dirges ; while orators and societies and communities speak their grief in impassioned eloquence or in sober narrative of a life devoted in every heart-beat to the common welfare—there is one class of mourners little seen or rudely repulsed, yet whose grief for ABRAHAM LINCOLN is profounder and more universal than all.

To the unhappy race upon whose equal natural rights with ourselves this nation had so long trampled — upon our dusky brothers for whom God has so long asked of us in vain while we haughtily responded that we were not our brothers' keepers, the death that bereaves us all falls with an overwhelming and appalling force. The name of ABRAHAM LINCOLN meant to them freedom, justice, home, family, happiness. In his life they knew that they lived. In his perfect benignity and just purpose, inflexible as the laws of seed-time and harvest, they trusted with all their souls, whoever doubted. Their deliverer, their emancipator, their friend, their father, he was known to them as the impersonation of that liberty for which they had wept and watched, hoping against hope, praying in the very extremity of despair, and waiting with patience so sublime that fat prosperity beguiled us into the meanness of saying that their long endurance of oppression proved that God had created them to be oppressed.

The warm imagination of this people cherished ABRAHAM LINCOLN as more than mortal. He dies ; and in his death slavery doubtless seems to them again possible. It is a sorrow beyond any words, beyond any comfort, except the slow conviction of time that the work he did for them was not his work ; that he was but the minister of the nation ; and that ABRAHAM LINCOLN emancipated them because the American people had declared they should be free. Yet none the less, as the terrible tale is whispered all over the region where for four years a black face has been the sure sign of a true heart, the nameless and inconceivable fear will paralyze

that people. Of the operations of Government, of the tides and currents of public opinion, of the grateful sympathy of a nation, they can know little, but they knew that ABRAHAM LINCOLN was the name of the power that was lifting them from darkness into light, from death into life, from a hopeless past into a jubilant future, and the shock of our sorrow can not re-veal to us, even in kind, the depth and reality of theirs.

And when the story of his life is told, it will be seen that it was one long act of unwearied service to these least of the little ones. He saw clearly from the beginning that the danger to his country lay out of sight—that it lay deep down in the condition of the most friendless of all classes. He saw that the national peril lay in the demoralization of the conscience of the country, wrought by a growing inhumanity and injustice. He saw and said that all prosperity was delusive which was founded upon immorality ; and in a part of the country where the prejudice against the colored race was fiercest, where political disgrace seemed to await the man who persistently pleaded their cause, he never failed to declare in the face of the most subtle sophistry, of the coarsest and most injurious ribaldry, and of the most passionate denunciation, that slavery was, beneath all other considerations, a moral question ; that it was a moral wrong; and that not until all the lights of truth and morality were extinguished could it cease to vex the country, and then cease only because it had ruined it.

He did not unite with " the abolitionists"—he did not even plead for political privileges for colored men—but he unswervingly proclaimed the right of all innocent men to personal liberty; and while he expressly disclaimed any intention of interfering with slavery in the States which tolerated it, he did not hesitate to say, with incisive and irresistible logic, that the Union could not endure half slave and half free. He hoped that slavery would disappear from the country. He knew that if it did not, liberty would ; and he unfolded the details of the great conspiracy, of which the country showed that at last it was aware by electing him President. He believed, also, that the extinction of slavery would be accomplished by legal and peaceful methods. In that he was mistaken. This simple, homely, sagacious man, who declared that the Government could not endure half slave and half free, was called to be the minister of securing its permanence by making it wholly free, and the statesman whom slavery had never deceived, who had exposed its immorality, as the clear calm eye of the old philosopher exposed the serpent in the woman's form, died by a stealthy blow from its desperate, dying hand. His death justifies every word of his life. The shot of the assassin completed the absolute extirpation of the loathsome system which that of the rebels at Sumter four years before had begun.

We are all grateful to the good man whom we are burying, but if we had all been Carolina slaves what speechless woe, what eternal gratitude, would ours be ! As time passes they will learn that their cause is also ours. They will see that slavery, not LINCOLN, is dead. For the work in which he was but the minister of the people, the people will fulfill to the utmost with a sacred devotion.