

**Interpreting President's Lincoln's Farewell
Address**

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Summer 2012

**CIEP 475 Workshop-Teaching with Primary
Sources Course**

1. **Title:** Interpreting President's Lincoln's Farewell Address

2. Overview

Students have been studying the history of Springfield, Illinois, with a focus on Abraham Lincoln. In this activity students will use a primary source to analyze and write their own interpretation of President Abraham Lincoln's Farewell Address.

3. Objectives

- Students will analyze a primary source
- Students will work in pairs to discuss the information presented
- Students will work together and think critically about President Lincoln's Farewell Address
- Students will communicate their own inferences of the text by writing their own interpretation

4. Standards (State and Common Core)

Illinois Common Core: English Language Arts and Literacy in History/Social Studies

- Reading Standards for Informational Text K-5
- Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

State Standard: GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

16.A.1b Ask historical questions and seek out answers from historical sources (e.g., myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

5. Time Required

2 class periods of 40 minutes

6. Recommended Grade Range

Grades 4th - 5th

7. Subject/Topic

Language Arts, Social Studies

PREPARATION

8. Materials Used

- Building Background Content: (book) Who was Abraham Lincoln?
By: Janet Pascal, Nancy Harrison
- B-K-W-L-Q Chart (**Appendix A**)
- Observe, Reflect, Question Analysis Tool (**Appendix C**)
- T-Chart Graphic Organizer (to use as an anchor tool) (**Appendix D**)
- Cut-out complete sentences of speech enough for students in class to work as partners (**Appendix E**)
- Blank sentence strips

9. Resources Used

Library of Congress item:

Title: President Lincoln's Farewell Address

URL: <http://hdl.loc.gov/loc.rbc/lprbsesm.scsm0845>

Author/Creator: Lincoln, Abraham

Date: February 12, 1861

Title: Teacher's Guide Analyzing Books and Other Printed Texts

URL: <http://www.loc.gov/teachers/usingprimarysources/guides.html>

Author/Creator: Library of Congress

Date: July 26, 2012

10. PROCEDURE

- Begin by building student's background. Create a B-K-W-L-Q Chart (see Appendix A) and ask students what they know, what they want to know and what questions do they have about Abraham Lincoln.
- Continue to build background knowledge on Abraham Lincoln by reading the book, Who was Abraham Lincoln? (This short book serves as a good reference for students)
- Go back to the B-K-W-L-Q Chart and write down facts learned focused on President Lincoln's life in Illinois.
- Explain to students that in Illinois we have a motto known as the "Land of Lincoln" and the reason for it is because much of Abraham Lincoln's success began in Illinois. Remind students that although Abraham Lincoln was born in Kentucky and later

moved to Indiana, much of his adulthood was spent in Illinois. It was in Illinois where he worked, studied and later began his career as a lawyer and he considered Illinois his home state.

- Pass out the primary source image (see Appendix B)
- Read aloud to the class President Lincoln's Farewell Address, use the Analysis tool (see Appendix C) to engage students in discussion and help aid the meaning behind President Lincoln's speech
- Be sure to help students out with unfamiliar vocabulary terms, such as: Devolves, Reliance
- After discussion of speech students will partner and interpret two sentences of the speech
- Pass out the pre-printed sentence strips of the speech for students as partners to analyze and write their own interpretation of their portion of Lincoln's Farewell Address (see Appendix E)
- Pass out blank sentence strips for students to write out their interpretations
- Once students are done have students tape their sentence strips to the anchor t-chart (see Appendix D)
- Afterwards have students take time to present their interpretations

11. Extension Ideas

Students can write their own speech on a something they are passionate about and believe in.

12. EVALUATION:

Formative assessment: Observation and facilitating student's activity. Students are observed on their responses of writing, working together and sharing their interpretations by presenting in class. (Think-Write- Pair- Share).

- 1.Think: Engage students with the above task and give enough wait time for students to process
- 2.Write: Students write their responses on the sentence strips
- 3.Pair: Students collaborate, compare and discuss their interpretation
- 4.Share: Students present and share their thinking with their peers in class

13. CREDITS

Cristina Izurieta

Appendix A

B - K - W - L - Q

Build Background	What do I know?	What do I want to know?	What did I learn?	What new questions do I have?

Appendix B

PRESIDENT LINCOLN'S


FAREWELL

ADDRESS!

TO HIS OLD NEIGHBORS,
Springfield, February 12th, 1861.

My Friends:

No one not in my position can appreciate the sadness I feel at this parting. To this people I owe all that I am. Here I have lived more than a quarter of a century; here my children were born, and here one of them lies buried. I know not how soon I shall see you again. A duty devolves upon me which is, perhaps, greater than that which has devolved upon any other man since the days of Washington. He never would have succeeded except for the aid of Divine Providence, upon which he at all times relied. I feel that I cannot succeed without the same Divine aid which sustained him, and on the same almighty Being I place my reliance for support, and I hope you, my friends, will all pray that I may receive that Divine assistance without which I cannot succeed, but with which success is certain. Again I bid you an affectionate farewell.



Appendix C

ANALYZING BOOKS & OTHER PRINTED TEXT

O B S E R V E Identify and note details.	R E F L E C T Generate and test hypotheses about the source	Q U E S T I O N Ask questions to lead to more observations and reflections.
<p><i>Describe what you see.</i></p> <p><i>What do you notice first?</i></p> <p><i>Is there any text you can read?</i></p> <p><i>What does it say?</i></p> <p><i>Describe anything you see on the page besides words, such as images or decorations.</i></p> <p><i>How is the text and other information arranged on the page?</i></p> <p><i>Describe anything about this text that looks strange or unfamiliar.</i></p> <p><i>What other details can you see?</i></p>	<p><i>What was the purpose of this text?</i></p> <p><i>Who created it?</i></p> <p><i>Who do you think was its audience?</i></p> <p><i>Can you tell anything about what was important at the time it was made?</i></p> <p><i>What tools and materials were used to create it?</i></p> <p><i>What is the larger story or context within which this was printed?</i></p> <p><i>What can you learn from examining this?</i> <i>If someone created this today, what would be different?</i></p>	<p><i>What do you wonder about... who? · what? · when? · where? · why? · how?</i></p>

FURTHER INVESTIGATION: *What more do you want to know, and how can you find out?*

RECREATED: <http://www.loc.gov/teachers>

Appendix D
(Anchor Chart)

President Lincoln's Farewell Address	My Interpretation of Lincoln's Farewell Address
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My friends:
No one in my position can appreciate the sadness I feel at this parting.

To this people I owe all that I am.

Here I have lived more than a quarter of a century;
here my children were born, and here one of them is buried.

I know not how soon I shall see you again.

A duty devolves upon me which is, perhaps, greater than that which has devolved upon any other man since the days of Washington.

He never would he have succeeded except for the Aid of Divine Providence, upon which he at all time relied.

I feel that I cannot succeed without the same Divine Aid which sustained him, and on the same almighty Being I place my reliance for support,

and I hope, my friends, will all pray that I receive that Divine Assistance without which I cannot succeed, but which success is certain.

Again I bid you an affectionate farewell.

Appendix E

My friends: No one in my position can appreciate the sadness I feel at this parting

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