Dear Educator,

The New-York Historical Society and Chase are proud to present this collection of educational materials and resources to accompany the exhibition *Lincoln and New York*. The exhibition sheds new light on the surprising impact New York City and New York State had on Lincoln’s political career and, in turn, the ways in which Lincoln’s politics impacted New York in this explosive period of its history. The exhibition opens in September 2009 for educators and their students, and it is open to the public from October 9, 2009, through March 25, 2010.

The enclosed materials trace the life and legacy of Abraham Lincoln, investigating Lincoln the man, the candidate, the president, and the martyr. The content, lesson plans, and primary resources were compiled for use by both teachers and students. The Teacher’s Resource Guide at the beginning of this binder provides an introduction to the exhibition and an overview of the classroom materials that follow. Elements within the classroom materials, including newspaper articles, political cartoons, documents, and photo cards of paintings, objects, and rare pieces, illustrate the evolution of Lincoln’s image, New York’s politics, and the nation’s memory. Life Stories provide a close personal look into the lives of prominent and lesser-known New Yorkers and the roles they played in Lincoln’s life and New York’s history.

The New-York Historical Society Education Department is committed to providing valuable historical content and reinforcing research skills for both teachers and students. Chase shares the same commitment to education and to ensuring that all students, particularly those from disadvantaged backgrounds, have access to high-quality educational opportunities. This collection of materials and resources has been designed both to complement and enhance school visits to the exhibition and to help teachers and students from across the country address this aspect of American history.

To learn more about school programs designed for *Lincoln and New York* and all history education programs at the New-York Historical Society, contact us at (212) 485-9293, e-mail schoolprograms@nyhistory.org, or visit the Education Department online at www.nyhistory.org/education.

Sincerely,

Louise Mirrer
President and C.E.O.
New-York Historical Society

Kimberly Davis
Managing Director, Global Philanthropy and
President of the JPMorgan Chase Foundation
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From the launch of Abraham Lincoln’s 1860 presidential campaign with a speech at Cooper Union through the unprecedented outpouring of grief at his funeral procession in 1865, New York City played a surprisingly central role in the career of the sixteenth president. Lincoln, in turn, had an impact on New York that was vast and remains largely underappreciated. With an extraordinary display of original artifacts, iconic images, and highly significant period documents, *Lincoln and New York* is the first museum exhibition to trace this important relationship.

From the exhibition’s chief historian, the noted Lincoln scholar Harold Holzer: “For the first time, this exhibition shows how the city’s politicians, preachers, picture-makers and publishers—its citizens, black as well as white, poor as well as rich—continued to aid, thwart, support, undermine, promote and sabotage Lincoln and his political party. At the same time, [the exhibition shows] . . . how Lincoln came to influence the evolving history of New York. Despite ongoing political opposition, the state provided more men and materiel to the Union war effort than any other, even as it incubated virulent, sometimes racist, occasionally violent resistance to Lincoln’s presidency. In the end, New York created something more: it created the Lincoln image we know today.”

*Lincoln and New York* spans the period between Lincoln’s decisive entrance into the city’s life at the start of the 1860 presidential campaign and his departure from it in 1865 as a secular martyr. During these years, the policies of the Lincoln administration damaged and then rebuilt the New York economy, transforming the city from a thriving port dependent on trade with the slaveholding South into the nation’s leading engine of financial investment and industrial growth. Support and opposition to the president flared into a virtual civil war within the institutions and on the streets of New York; out of this war a pattern of political contention emerged that survives to this day.

To begin this story, visitors follow the prairie lawyer eastward to his rendezvous with the political cauldron of New York in the winter of 1860. They learn something of his background and of the rapidly accelerating political crisis that had brought him to the fore: the battle over the extension of slavery into the western territories. In the six galleries that follow, visitors discover the interconnections between these two unlikely partners: the ambitious western politician with scant national experience and the sophisticated eastern metropolis that had become America’s capital of commerce and publishing.

The first gallery, *The Campaign (1859–1860)*, re-creates Lincoln’s entire visit to New York City in February 1860, when his epoch-making address at Cooper Union and the photograph for which he posed on the same day together launched his national career. The displays cast new light on the lecture culture of the antebellum city, the political divisions within its Republican organization, the strength of its publishing industry, and the bustling, somewhat alien urban community Lincoln encountered. The video re-creation of Lincoln’s Cooper Union speech, produced on site with the acclaimed actor Sam Waterston’s vivid rendering of Lincoln’s arguments, brings that crucial evening to life. Visitors reenact for themselves how Lincoln posed for New York’s—and the nation’s—leading photographer, Mathew Brady, whose now-iconic photograph began the reinvention of Lincoln’s public image. Lincoln is said to have remarked, “Brady and the Cooper Union speech made me president.”
Objects on view in the first gallery include the telegram inviting Lincoln to give his first eastern lecture (originally planned for Brooklyn); the lectern that he used at Cooper Union; the widely distributed printed text of his speech; photographic and photo-engraving equipment from this era; and torches that were carried by pro-Lincoln Wide Awakes at their great October 6 New York march. Also on view are a panoply of political cartoons and editorial commentary generated in New York that established “Honest Abe” and the “Railsplitter” as a viable and virtuous candidate but concurrently began the tradition of anti-Lincoln caricature by introducing Lincoln as a slovenly rustic, reluctant to discuss the hot-button slavery issue but secretly favoring the radical idea of racial equality.

The next gallery, Public Opinions (1861–1862), registers the gyrating fortunes of the Lincoln Administration’s first year among New Yorkers—especially the editors and publishers of the city’s 175 daily and weekly newspapers and illustrated journals, who wielded unprecedented power. In the wake of his election and the secession of the Southern states, stocks listed with the New York Stock Exchange had plummeted and New York harbor was stilled. Payment of New York’s huge outstanding debts from Southern planters and merchants ceased, and bankruptcies abounded.

Scarcely one docked ship hoisted the national colors to greet the new president-elect in February 1861 when he visited on his way to Washington and the inauguration, and an eyewitness, the poet Walt Whitman, described his welcome along New York’s streets as “ominous.” Mayor Fernando Wood proposed that the city declare its independence from both the Union and the Confederacy and continue to trade with both sides. Even New Yorkers unwilling to go that far desperately tried to find compromises with the South that, in their words, “would avert the calamity of Civil War.”

Just two months later, though, in the wake of the attack on Fort Sumter, it suddenly appeared that every New Yorker was an avid defender of Old Glory. After war was declared, business leaders, including many powerful Democrats, pledged funds and goods to the effort. The Irish community, not previously sympathetic to Republicans, vigorously mobilized its own battalion in the first wave of responses to Lincoln’s call for troops to crush the rebellion. But after the Confederate victory at Bull Run, the wheel turned again. From July 1861 onward for more than a year, the news was unremittingly bad. Battlefield mishaps, crippling inflation, profiteering among war contractors, corruption in the supply of shoddy equipment and clothing for the troops, the ability of Confederate raiders to seize dozens of New York merchant ships right outside the harbor, the imposition of an income tax, and a controversial effort to reform banking that alarmed New York’s regulation-wary financial institutions: all these led to relentless press and public criticism of Lincoln. New York’s cartoonists, as shown in the exhibition, found every possible way to caricature the president’s homely appearance and controversial policies. Even abolitionists and blacks despaired of the president’s reluctance to embrace emancipation and the recruitment of African Americans into the Union war effort. Former allies such as the newspaper editor Horace Greeley slammed Lincoln for putting reunification above freedom as a war goal.

The objects include colorful recruitment posters for the Union army, the great, seldom-lent Thomas Nast painting of the departure of the Seventh Regiment for the front, rare original photographs of the great rally in Union Square on April 21, 1861, and the bullet-shattered coat of Lincoln’s young New York-born friend and onetime bodyguard, Colonel Elmer Ephraim Ellsworth, the first Union officer killed in the war.
Bad Blood (1862) illustrates the mutual animosity of New York’s pro- and anti-Lincoln forces by exhibiting bigger-than-life, three-dimensional versions of the era’s political cartoons. On one side are the Democratic Party politicians and their backers, caricatured by their opponents as bartenders in a political clubhouse, “dispensing a poisonous brew of sedition and fear.” On the other side, a caricature of Lincoln’s New York supporters—officials of the United States Sanitary Commission—shows them enjoying a sumptuous feast, celebrating the ethic of economic opportunity for the rich and the values of hard work, obedience, and self-discipline for the poor. Visitors see how a powerful New York party of Peace Democrats, or Copperheads, portrayed Lincoln as a despot, warned against “race mongrelization,” and encouraged desertion and draft-dodging. At the same time, the gallery shows how some New Yorkers reaped the benefits of the war, given that their city was the principle home of many of the industries and services Lincoln needed: munitions, shipbuilding, medical supplies, food supplies, money lending, and more. Interactive media in Gallery 3 help visitors (especially those of school age) explore the economic issues that so bitterly divided New York.

The fourth gallery is presented in two sections, Battleground (1862–1863) and City of Hatreds (1863–1864). It re-creates seven conflicts in the city between 1862 and 1864. In each one, the visitor is invited to choose a side, listen to “the talk of the town,” and locate historic landmarks that survive from this era. Among the political and social flashpoints were Lincoln’s issuance of the Preliminary Emancipation Proclamation; the suspension of habeas corpus and press freedom; the institution of a military draft; the promotion (by Lincoln’s elite Protestant supporters) of a new ethic of civic philanthropy, industrial progress, and national expansion; and the bitter presidential campaign of 1864. Visitors are brought into the setting of Shiloh Presbyterian Church (on the corner of Prince and Lafayette streets) on “Jubilee Day,” January 1, 1863, when emancipation was proclaimed; they relive the four-day Manhattan insurrection of July 1863 known as the draft riots, which claimed more than 120 lives before they were put down by troops from the Seventh Regiment, recalled from Gettysburg; they glimpse the crowded pavilions of the loyalists’ Metropolitan Sanitary Fair of April 1864; and they see a multitude of cartoons, engravings, pamphlets, flags, posters, lanterns, and campaign memorabilia.

The evolution of Lincoln’s image—from Railsplitter to Jokester to Tyrant to Gentle Father—is the subject of Eyes on Lincoln. Four iconic portraits, all enormously influential, mostly from life, and none ever displayed together in such a suite—one by Thomas Hicks, one by William Marshall, and two by Francis Bicknell Carpenter (one of Lincoln alone and one of the assembled family)—anchor the investigation. Interactive programs allow visitors to learn more about the creation and reproduction of these images, their iconographic roots in western art, and the artists’ biographies.

The last major gallery, The Loss of a Great Man (1865), takes the visitor from Lincoln’s victory in the 1864 election to his New York funeral procession, perhaps the largest such event yet held in world history, involving hundreds of thousands of participants and inspiring an outburst of mourning among whites and blacks, Christians and Jews, that signaled the transfiguration of the late president’s heretofore-controversial image. A video documents the triumphant events of March and April 1865: the passage of the Thirteenth Amendment outlawing slavery, the delivery of the second inaugural address, and the surrender of the Confederate armies. In New York, a gigantic parade celebrated Lincoln on March 5, 1865. And then, after Lincoln’s assassination on April 15, the fierce political antagonisms surrounding Lincoln suddenly evaporated, and a new image emerged of a Christ-like, compassionate, and brooding hero who gave his life so that the nation would enjoy a “new birth of freedom.”
A superb collection of memorial material produced and distributed in the city is accompanied by artwork representing Lincoln’s apotheosis. Included is the recently discovered scrapbook of a New Yorker who roamed the streets after Lincoln’s death sketching the impromptu written and visual tributes that sprang up in shop windows and on building façades. Perhaps the greatest memorial of all was the poem of the New Yorker Walt Whitman, “When Lilacs Last in the Dooryard Bloom’d.”

As a coda, the exhibition concludes with a brief tour of how New Yorkers have continued to memorialize Lincoln—in the names of streets and institutions; in the development of an egalitarian national creed; in a powerful sense of nationhood; and in a constantly evolving sense that Lincoln is the most representative and inspiring of all Americans.
List of Classroom Materials

Life Stories:
Abraham Lincoln
Abraham Lincoln – Elementary School Version
Mathew Brady
Grace Bedell
Horatio Seymour
Frederick Douglass
Clement Vallandigham
Horace Greeley
Walt Whitman
Currier and Ives

Long Abraham Lincoln Timeline

Lesson 1: Picturing Lincoln
Background
The Lincoln Cabin
Abraham Lincoln, 1846
Abraham Lincoln, 1854
Abraham Lincoln, 1857
Abraham Lincoln, 1858
Abraham Lincoln, 1860
Abraham Lincoln, 1862
Lincoln Writing the Emancipation Proclamation
The Lincoln Family
Abraham Lincoln (1809-1865)

Lesson 2: Lincoln for President
Background
Briggs’s Telegram to Abraham Lincoln
Cooper Union speech excerpts
Abraham Lincoln in the Great Hall (Cooper Union)
Abraham Lincoln, 1860
Grace Bedell’s Whiskers Letter and Lincoln’s Response
Cooper Union Speech, New-York Tribune
Harper’s Weekly, November 10, 1860
“The National Game”
“The Political Rail Splitter”
Grand Procession of the Wide Awakes
Lesson 3: A Week in Lincoln’s Presidency
Background
Preliminary Emancipation Proclamation
Preliminary Emancipation Proclamation – Transcript
Proclamation Suspending the Writ of Habeas Corpus

Lesson 4: Lincoln’s Legacy
Background
Lincoln’s Body at City Hall
The Body of the Martyr President, Abraham Lincoln
Columbia’s Noblest Sons
Last Offer of Reconciliation
“When Lilacs Last in the Dooryard Bloom’d” (excerpts)
“O Captain! My Captain!”
Tribute to Abraham Lincoln by Frederick Douglass
Abraham Lincoln (1809-1865)

Facsimile of Harper’s Weekly
Introduction to the Classroom Materials

This curriculum offers a documents-based approach to the ideas and materials in the exhibition *Lincoln and New York*. A visit to the exhibition will greatly enrich students’ experience and understanding, but these materials are designed to function on their own, with or without a classroom visit. The curriculum contains four lessons: **Picturing Lincoln**, **Lincoln for President**, **A Week in Lincoln’s Presidency**, and **Lincoln’s Legacy**. These lessons, which are described below, connect directly to the New York State social studies curriculum, but they are intended to supplement that curriculum with material that casts a new light on the history being studied. We encourage teachers to use these materials in whatever way works best in their classrooms. Use all the lessons, or pick and choose among them. The materials are designed for flexibility.

*Lincoln and New York* explores a critical moment in the history of New York City. Spanning the period between Lincoln’s Cooper Union speech in 1860 and his assassination in 1865, the exhibition explores how Lincoln’s policies damaged and then rebuilt the New York economy, transforming the city from a thriving port dependent on trade with the slaveholding South into the nation’s leading engine of financial and industrial growth. Support and opposition to the president flared into a virtual civil war within the institutions and on the streets of New York, out of which emerged a pattern of political contention that survives to this day.

Like the exhibition, this curriculum explores the Lincoln presidency through the lens of New York City. To understand the key players, how they interacted with one another and the roles they played in this story, teachers may wish to give students a chance to read the life stories and explore the key themes that connect them. The Long Abraham Lincoln Timeline will give students context for piecing these stories together. Finally, teachers should think about the ways in which the resources selected for each lesson work together.

Writing history... Righting history

Presented by JPMorgan Chase Foundation

Writing history...Righting history, a signature initiative of JPMorgan Chase Foundation, will present an exciting series of learning programs for K-12 public schools and students. This series will bring to light relevant education content that has either been misrepresented, incomplete or simply absent. We believe Writing history...Righting history will stimulate engaging discussions among current and future generations of learners.
Lesson 1: Picturing Lincoln

Lesson Aim: Elementary school students will explore images of Abraham Lincoln to learn about Lincoln’s life and his legacy. Middle and high school students will engage in critical thinking to understand how these images and documents reflect the times in which they were created. Middle and high school students also will recognize common myths about Lincoln and will understand how these myths were created and popularized.

Materials:
• Abraham Lincoln Life Story—Elementary School Version
• Abraham Lincoln Life Story
• The Lincoln Cabin
• Abraham Lincoln, 1846
• Abraham Lincoln, 1854
• Abraham Lincoln, 1857
• Abraham Lincoln, 1858
• Abraham Lincoln, 1860
• Abraham Lincoln, 1862
• Lincoln Writing the Emancipation Proclamation
• The Lincoln Family
• Abraham Lincoln (1809–1865)
• Long Abraham Lincoln Timeline
• Lincoln Profile Worksheet

Introduction:
Begin by asking students what they think when they hear the name “Abraham Lincoln.” Where have they heard his name? Where have they seen his picture? Use an overhead or an LCD projector to show an image of a penny or a five-dollar bill. Do students recognize the figure? Who is it? How do they know it is Lincoln? What other people are represented on currency? What do students think about Lincoln when they know his face is on the penny and the five-dollar bill? Elementary students should use the Lincoln Profile worksheet to record their thoughts about Lincoln outside the perimeter of the profile.

To deepen this conversation for middle school and high school students, encourage them to think about iconic symbols of Lincoln, such as his beard or stovepipe hat; or prominent images of Lincoln, such as the Lincoln Memorial, the penny, or the five-dollar bill. Are there any landmarks, such as streets or schools, named after Lincoln in their neighborhood or city? Do they know of any nicknames Lincoln had? Why might he be known as “Honest Abe”? What do they know about Lincoln’s accomplishments as president, his personal and family life, and his legacy?

Activities:
Distribute and read aloud the Abraham Lincoln Life Story—Elementary School Version or the Abraham Lincoln Life Story: The Beginning, as appropriate for students’ grade level. Using a T-chart, work as a class to list the obstacles Lincoln faced as a child and as a young adult (e.g., poverty, limited access to formal education, a difficult relationship with his father) on one side of the chart, and the steps Lincoln
took to overcome these obstacles on the other side of the chart. For elementary students, it may be helpful to model what type of information goes on both sides of the chart. As they work together to complete the T-chart, students may not agree on how Lincoln met certain challenges, or they may see certain actions as alleviating multiple problems. Encourage students to think about how Lincoln’s childhood and early adulthood may or may not have prepared him for the future. Which moments do students think may have been most influential? Which relationships mattered most to him? Why?

Distribute copies of “The Lincoln Cabin” or project on the classroom wall and ask students to describe the image. It may be helpful for elementary students to draw what they see. What is the cabin made out of? How was it made? Ask students to think back to the Abraham Lincoln Life Story. Who do students think might have made this cabin? What was it used for? What might it have been like inside this cabin? What would students expect to find inside this cabin? Can they draw a picture of what the inside of the cabin might have been like? Using a Venn diagram, help students compare life in this cabin with life in their own homes.

If working with middle and high school students, help them think further about the image as a primary source. What type of resource is “The Lincoln Cabin”? When was this photograph taken? Why was this photograph taken? What does the existence of this photograph tell us about how Lincoln was remembered in the years after his death? If working with AP U.S. history students, link the image to William Henry Harrison’s Log Cabin Campaign of 1840. What does the log cabin symbolize in Harrison’s career? What does it symbolize in Lincoln’s career?

Break students into small groups and assign one of the following resources to each group: “Abraham Lincoln, 1846,” “Abraham Lincoln, 1854,” “Abraham Lincoln, 1857,” “Abraham Lincoln, 1858,” “Abraham Lincoln, 1860,” “Abraham Lincoln, 1862,” Lincoln Writing the Emancipation, The Lincoln Family, and Abraham Lincoln (1809–1865). Within their groups, students should work together to discuss the resource assigned to their group using the Image and Artifact Analysis worksheet. If needed, students may use the document introduction accompanying each image. For elementary groups, project the image of Lincoln on the penny or the five-dollar bill on the wall so students may compare and contrast their assigned image with a more familiar one.

Once each group has completed their worksheet, ask a representative from each group to share what they have learned from their assigned resource. As each group presents, help students put these images in chronological order using the Long Abraham Lincoln Timeline. When each group has presented and the images have been arranged along the timeline, ask the entire class to think about the various depictions of Lincoln. How are they similar? How are they different? What do these images reveal to students about Lincoln and his life? Using the timeline to provide context about specific events in Lincoln’s life, what do students notice about how Lincoln’s appearance changed over time?

Elementary teachers should bring students back to the thoughts they recorded on the Lincoln Profile. Review what is written on the outside of the profile, and ask students to reflect on what they now know about Lincoln and record their new thoughts on the inside of the profile.
Middle and high school students should be encouraged to think about how the images they have studied do or do not reflect what they knew about Abraham Lincoln at the beginning of the lesson. How do these images support or challenge students’ prior knowledge about Lincoln? Middle and high school students should be encouraged to think about how these images of Lincoln may have been useful in creating popular perceptions and misperceptions of Lincoln.

Revisit this timeline as students complete Lessons 2–4 and add additional resources and text as appropriate.

**Extension:**
- Writing history...Righting history: Students can use these images to reflect on what they have learned about Abraham Lincoln and his legacy. Have these images changed students’ perspectives on Lincoln? How have perspectives on Lincoln changed over time? Elementary students can use the images from the timeline to create a picture book about Lincoln, while middle and high school students can create a digital photo essay about Lincoln.
- Students can create a gallery exhibition by writing exhibition labels for each image of Lincoln on the timeline. Elementary students can “research” their images using the document information provided, but middle and high school students should be encouraged to learn more about Lincoln and the specific images to write their label text.
- Middle and high school students can enhance the timeline by placing Lincoln and his life within the context of other events, such as the nation’s expansion westward, debates over slavery, and advances in technology.
Lesson 2: Lincoln for President

Lesson Aim: In this three-part lesson, middle and high school students will explore documents to understand the impact Lincoln’s visit to New York City had on his presidential campaign. Students will recognize how nineteenth-century campaigning differs from political campaigns of today and will understand how Lincoln’s presidential campaign relied on varied media sources, new technologies, and new strategies to present Lincoln as a viable presidential candidate. Students also will think about the central role New York played in Lincoln’s campaign.

Materials:
- Abraham Lincoln Life Story
- Mathew Brady Life Story
- Grace Bedell Life Story
- Horace Greeley Life Story
- Briggs’s Telegram to Abraham Lincoln
- Cooper Union speech excerpts
- Abraham Lincoln in the Great Hall (Cooper Union)
- Abraham Lincoln, 1860
- Grace Bedell’s Whiskers Letter and Lincoln’s Response
- Cooper Union Speech, New-York Tribune
- Harper’s Weekly, November 10, 1860
- “The National Game”
- “The Political Rail Splitter”
- Grand Procession of the Wide Awakes
- Audio: Cooper Union Speech – http://www.c-span.org/Lincoln200years/video/?title=prepresidency

Introduction:
Begin by asking students to reflect on a recent election, local or national. What do students remember about the individual candidates? What do they remember about the campaigns led by the candidates? How did students learn about the candidates and their views? What, in their opinion, makes an effective campaign? Have political campaigns changed over time? Did candidates in the 1950s and 1960s campaign in the same way as candidates today do? What about the 1850s and 1860s? Encourage students to think about the technologies that were or were not available to candidates at different time periods and how suffrage laws have changed.

Activities:
Break students into groups to read and discuss “The Candidate” excerpt of the Abraham Lincoln Life Story. How did men in Lincoln’s time typically campaign? How did Lincoln respond to calls for his nomination? Who were Lincoln’s primary opponents for the Republican nomination? What was the critical issue at stake in the nomination? What ultimately propelled Lincoln to the nomination?

Part 1: Launching the Campaign: Lincoln at Cooper Union
Distribute “Briggs’s Telegram to Lincoln” or project on the wall. Read the content of the telegram aloud and discuss. Where did this message originate? Where was it sent? Who sent it, and to whom was it
sent? What is Briggs asking Lincoln to do? What do students suppose Lincoln’s response might have been? Why? What indications can students identify in the telegram as to the importance of this invitation?

Ask students to think about what they learned from “The Candidate” excerpt of the Abraham Lincoln Life Story. (Students may reread the excerpt, if necessary.) What was Lincoln’s response to Briggs’s telegram? Why did Lincoln see Briggs’s invitation as an important opportunity? Why did some see Lincoln as a better candidate than Seward? What was the subject of Lincoln’s Cooper Union speech? Why did Lincoln choose to discuss the Founding Fathers’ views on slavery in his speech? What other subjects might he have chosen?

Next, distribute copies of Abraham Lincoln in the Great Hall (Cooper Union) or project on the classroom wall. Ask students to identify the type of resource they are viewing and to share what they see in the image. What do you see? Whom do you see? What type of building is this? What might it have been like to listen to Lincoln deliver his speech at Cooper Union? What do students think Lincoln sounded like? Referring to the document introduction, ask students to think about the significance of this image. What kind of image is this? Who made it? Who might have bought it? What does it tell students about how Lincoln’s speech was perceived by the public?

As they are looking at the image, play excerpts from Lincoln’s Cooper Union speech aloud and direct students to listen for and identify Lincoln’s key argument. Students may choose to use the transcript provided to follow along and highlight key passages. Following the recording, ask students to reflect on the speech. What was Lincoln’s key argument? What evidence did he use to support this argument? For someone who knew little about Lincoln in advance, what would stick in their mind after this speech? Basing their answers on Abraham Lincoln in the Great Hall (Cooper Union); the audio piece; and the transcript of Lincoln’s speech, ask students why they think Lincoln’s visit to New York and his speech at Cooper Union had such a dramatic effect on the election.

To prepare for Part II, ask students to think about what Lincoln’s next steps as a candidate might be. How would Lincoln build on the national recognition brought by his speech at Cooper Union? What resources would Lincoln have at his disposal?

**Part II: Presenting the Candidate: Mathew Brady and Grace Bedell**

Start by asking students to think back to their earlier discussions about what makes an effective political campaign. Encourage students to think of examples from history and from their own lives. Next, review Part I. Ask students to think back to what they learned about Lincoln’s visit to New York City and his Cooper Union address. What did Lincoln do when he arrived in New York City? Why do students think Lincoln stopped at Mathew Brady’s studio? Why did Lincoln’s visit to New York and his speech at Cooper Union have such a dramatic effect on the election? Finally, review the “next steps” discussion that concluded Part I.

Divide the class into two parts, assigning the Mathew Brady and Grace Bedell Life Stories to each half of the class. As they read, students should think about what role these individuals played in shaping Lincoln’s campaign bid. When they have finished the reading, ask students to write down one thing
(one or two sentences) about the person in their Life Story. Each half of the class will then collaborate to piece together their sentences to retell the life stories of Brady and Bedell. One representative from each half of the class will then retell the story to the rest of the class.

Distribute “Abraham Lincoln, 1860” or project on the classroom wall. Based on the photo he took, what did Brady think a winning politician should look like? Next, distribute “Grace Bedell’s Whiskers Letter and Lincoln’s Response” and read aloud. Based on her letter, what did Bedell expect Lincoln would look like? Why did Bedell react so strongly to the first image of Lincoln she saw? How, in Bedell’s mind, did the image seem unsuited to what she already knew about Lincoln? Why did both Brady and Bedell focus on Lincoln’s image? As a class, generate a list of words that reflect the ways in which Brady and Bedell understood what it meant to “look presidential.” Would the list still apply today? Is it important for presidents to look a certain way? Why does it matter to us? What do the stories of Mathew Brady and Grace Bedell reveal about presidential campaigning in the mid-nineteenth century? What similarities or differences do you see between Lincoln’s campaign and political campaigns of other eras?

Divide students into groups of four or five each and explain that they have been hired to work on Lincoln’s campaign team. Their assignment is to develop a campaign poster using text from the Cooper Union speech and Mathew Brady’s 1860 photograph of Lincoln. As they are preparing their poster, students should think about Lincoln’s image, his political platform, nineteenth-century traditions of political campaigning, and contemporary means of communicating with voters. Which passage best reflects Lincoln’s political views? How do the image and the text work together in the poster? What point does the poster make? Whom will it convince to support Lincoln?

As students complete their posters, post them on the walls to create Lincoln Campaign Headquarters. Lead a discussion about how students created their posters. What do the posters say about Lincoln as a person? As a political leader? Now that the campaign has a platform and a recognizable candidate, what are the next steps for Lincoln’s campaign team?

**Part III: Mobilizing the Campaign**

Begin by asking students to reflect on their earlier discussion about a recent election. How did students learn about the candidates and their views on different issues? Did they watch channels like CNN or the local news? What about television shows like *The Daily Show*? Did they read newspapers? Did they visit specific Web sites? Did they receive e-mail or instant message updates or follow blogs or posts on social networking sites like Facebook or Twitter?

Next, ask students to think about the ways in which they showed their support for a particular candidate. Did they wear a t-shirt or a button? Did they attend a rally? How do such actions mobilize support for a candidate? What about television, newspapers, and the Internet—what role do they play in garnering support for a candidate?

Explain to students that they are going to explore two ways that Lincoln’s backers mobilized support in the 1860 election. Students should continue to think about how effective these strategies might have been and how they compare to campaign strategies of today.
Organize students back into their campaign strategy groups and distribute copies of “Cooper Union Speech, New-York Tribune” and “Harper's Weekly, November 10, 1860.” Within their groups, students should work together to discuss these documents. If they need to, students may use the document introductions to support their analysis and discussion. What do these two resources say about the role newspapers played in garnering support for Lincoln? Why do students think the New-York Tribune chose to reprint the entire Cooper Union speech? Do students recognize the image in Harper’s Weekly?

Explain to students that the New-York Tribune and Harper’s Weekly were just two of 174 newspapers published in New York City in 1860. Four of these newspapers, including the New-York Tribune, were national. To illustrate the importance of the press, distribute the Horace Greeley Life Story. What did Greeley think about the candidates for the Republican nomination in 1860? How did Greeley use his position as editor to drum up support for Lincoln’s campaign? Do students think this was fair, or did Greeley abuse his editorial powers?

Ask students to think again about a recent election and about the role of newspapers and other media in that election. How did students sort through information about the election and candidates? What kinds of questions did they ask when reading a newspaper article or following a news story on television? How did they determine perspective or point of view? Why is it important to understand perspective or point of view when deciphering a news story?

While students are still working in groups, ask them to examine “The National Game” and “The Political Rail Splitter” and discuss what they see. Encourage students to look for any symbols or text that will help them decipher the image. Lead a class discussion about the two images. Teachers may find it useful to project the images and use sticky notes or some other way of labeling figures or symbols as students talk about them. What is the message of each cartoon? Do these cartoons share the same perspective on Lincoln? How do their views differ? How do they overlap? How do students feel cartoons like this affect public opinion in an election? What about the media overall? What is the role of the media in a democratic election?

Explain to students that newspapers were not the only way to drum up support for a candidate. Distribute or project Grand Procession of the Wide Awakes and ask students to describe what they see. What is happening in this image? Who do students see in this image? Who don’t they see? What are the people in this image doing? What are they wearing? What are they carrying with them? How are the people on the streets responding to them? What are the names of the buildings behind them? What time of day is it? Read the document introduction aloud and lead a discussion. How did groups like the Wide Awakes show their support for Lincoln? How might people have responded to the presence of the Wide Awakes and their parades? How might people have responded to seeing this image in a newspaper? In what ways were the Wide Awakes a powerful symbol of support for Lincoln?

Conclude by asking students to think about the role New York played in mobilizing Lincoln’s 1860 campaign. How does New York fit into what they have just learned about newspapers and about groups like the Wide Awakes? Is New York central to this story? Why or why not? If students were campaigning for Lincoln, how might they utilize New York’s press and large numbers of voters to generate support for their candidate? Explain to students that despite the support of editors like Greeley
and groups like the Wide Awakes, Lincoln ultimately did not carry New York City in the election. Does knowing this change students’ perspectives on New York’s role in the election? Why or why not?

Despite losing in New York City, Lincoln won the election in New York State and received its 35 electoral votes—the most of any state. Does knowing this change students’ perspectives on New York’s role in the election? Why or why not?

**Extension:**

- Writing history...Righting history: Students can write a reflection piece about the role of the media in democratic elections. For example, Lincoln credited his election to the Cooper Union speech and the Brady photograph. How could a single speech and a single image have such a dramatic effect? What do students think about Horace Greeley’s role in the 1860 election? What does this election say about America in 1860? Is the country different now? Students should be creative in writing their responses; reflections can take the form of a newspaper editorial or an opinion piece for a news broadcast. Students should conduct careful research, however, to provide clear examples and documentary evidence to support their argument.

- The New York City Lincoln visited in 1860 differs greatly from the New York City of today. Encourage students to develop their understanding of this city by visiting Mapping the African American Past online (www.maap.columbia.edu). What sites might students include to reflect Lincoln’s visit to New York on this map? How would these sites tie into the story of African Americans in New York told by the map?

- Students can research previous presidential campaigns and present their findings to the class. Students should explore the dominant campaigning traditions of the time period to understand how the campaign they are researching worked within or defied these conventions. Students should pay attention to the various media and communication technologies available to these campaigns.

- Students can research the topics debated and Lincoln’s opposing candidates in the 1860 election in greater depth. To gain a deeper understanding of both sides of the issues, they can then create a campaign poster for one of the other candidates or an anti-Lincoln campaign poster.

- Students can hold mock elections for a class president. Teachers may wish to create fictional candidates or select figures from history or popular culture. By dividing the class and assigning roles, some students can work together to develop campaign strategies, create campaign materials, and hold press conferences, interviews, and debates. The rest of the class can represent key constituencies, interest groups, or the media.

- Ask students to think about how media have evolved in their own lifetime. Do students use the same media sources as their parents? Their grandparents? How have changes in technology shaped the ways in which news is presented and understood? Encourage students to be specific in identifying examples from history. If they haven’t done so already, prompt students to think about the importance of the media in politics and more specifically in presidential elections. How did candidates like Franklin Delano Roosevelt, John F. Kennedy, or Barack Obama rely on the media to reach out to voters?

- Students can create a Facebook or Twitter page for Lincoln. Students should research Lincoln in order to fill out the information that appears on these pages, such as date of birth, hometown, interests, favorite books, favorite quotes, and so forth. They may also research Lincoln’s friends and family members and “post comments” on Lincoln’s page from these people. Teachers may choose to assign different historical figures from Lincoln’s time period to different students.
Lesson 3: A Week in Lincoln’s Presidency

Lesson Aim: Students will use primary source documents to examine how critical actions taken by Lincoln in the week of September 22, 1862, impacted New Yorkers and the country at large. Students will understand how President Lincoln struggled to balance politics, military necessity, and his own moral and ideological commitments in the midst of the Civil War.

Materials:
- Abraham Lincoln Life Story
- Horatio Seymour Life Story
- Frederick Douglass Life Story
- Clement Vallandigham Life Story
- Horace Greeley Life Story
- Preliminary Emancipation Proclamation
- Preliminary Emancipation Proclamation—Transcript
- Proclamation Suspending the Writ of Habeas Corpus

Introduction:
Work together as a class to think about the office of president. What responsibilities does the president hold? How are the president’s powers defined and held in check? Can students think of times when these powers have been exceeded? Were there any consequences to this breach of power? Students should be encouraged to refer to Article II, Section II, of the Constitution for help in defining the legal limits of the presidency.

Activities:
Break students into pairs and distribute “The President” excerpt of the Abraham Lincoln Life Story. As they read, students should focus on the powers Lincoln used as president. How do Lincoln’s actions compare to the definition of presidential powers generated by the class? Students can chart their responses, using a T-chart comparing the two definitions, or they can complete a Role-on-the-Wall, using the inside of the Lincoln Profile to define how Lincoln viewed the presidency and using the outside to reflect how the presidency has been defined by the class.

Part I: The Preliminary Emancipation Proclamation
Distribute the Preliminary Emancipation Proclamation or project on the classroom wall. Ask students to describe what they see. What kind of resource is this? How was this document written? Who wrote it? Do students think this is an important document? Why or why not? Is this a first or second draft? How do you know? Be sure to help students find noticeable edits in the draft, emphasizing the difference between handwritten documents of the nineteenth century and word-processed documents of today.

Distribute the transcript of the Preliminary Emancipation Proclamation. Working in pairs or small
groups, ask students to read the transcript and use a pen or highlighter to identify the author(s), the date of the document, and the purpose of the author or authors. Next, students should make note of the various provisions of the Preliminary Emancipation Proclamation. Students may refer to the document introduction for assistance in understanding the document.

As a class, discuss what the students have learned. Who wrote the Preliminary Emancipation Proclamation? What does the Preliminary Emancipation Proclamation declare? When will the proclamation go into effect? Whom will it affect? Whom will it not affect? What provisions are being made to determine whom it will and will not affect?

Review “The President” excerpt of the Abraham Lincoln Life Story. How did Lincoln feel about slavery? What was Lincoln’s view on the legal right of Southern states to secede from the Union? What was his primary objective in waging war with the Confederacy? How did others respond to Lincoln’s views on slavery and the Union?

Survey students’ understanding of Lincoln’s motivations in issuing the Preliminary Emancipation Proclamation. How many feel Lincoln was driven by military necessity? By politics? By his own principles? Teachers may wish to engage students more directly by creating a Human Barometer. For example, ask students to line up according to how they feel about the statement: Lincoln’s decision to issue the Preliminary Emancipation Proclamation was driven entirely by military necessity. Students can indicate “Yes, absolutely,” “Not sure,” or “No” by where they stand in line with their peers. The Human Barometer may allow for greater understanding of how these motivations overlapped.

Break students into pairs to read and discuss the Frederick Douglass, Horatio Seymour, and Horace Greeley Life Stories. How did these men respond to the Preliminary Emancipation Proclamation? How did their own life experiences shape their views? Do Seymour, Douglass, and Greeley agree or disagree with Lincoln on the definition of presidential power? Which specific policies proved most contentious among these men? Based on what students have read, in what ways do they think Seymour, Douglass, and Greeley reflected the views of other New Yorkers?

Assemble students into groups of four or five and distribute the document “Grand Emancipation Jubilee.” Assign each group one quotation to use as the thesis statement of a letter to the editor of a national newspaper. Each group should exchange their letters and then draft a response written by a supporter of Seymour. Students should address specific provisions of the Preliminary Emancipation Proclamation in both letters.

Assemble both sets of letters and identify key arguments on either side of the issue. In what ways do both sides of the argument hinge on definitions of presidential power?

**Part II: Proclamation Suspending the Writ of Habeas Corpus**

Introduce the meaning of habeas corpus. Translated from the Latin to mean, “you have the body,” habeas corpus is an ancient and important safeguard against illegal detention or imprisonment, and it is fundamental to both British and American law. It means that police need to present a legal reason for putting a person under arrest in jail, and the court must rule on whether that reason is sufficient.
Distribute the Proclamation Suspending the Writ of Habeas Corpus or project on the classroom wall. Divide students into pairs or small groups and ask them to read the transcript and identify the author(s), the date of the document, and the purpose of the author or authors. Next, students should make note of the various provisions of the proclamation. Students may refer to the document introduction for assistance in understanding the document.

As a class, discuss what the students have learned. Who wrote the Proclamation Suspending the Writ of Habeas Corpus? What does it declare? When will it go into effect? Whom will it affect? Whom will it not affect?

Ask students to think back to what they learned from “The President” excerpt of the Abraham Lincoln Life Story and lead a discussion about Lincoln’s motivations for issuing the Proclamation Suspending the Writ of Habeas Corpus. Next, distribute and read the Clement Vallandigham Life Story. How did Vallandigham’s actions challenge the proclamation? How did the public respond to his imprisonment? What were the arguments for and against his imprisonment and trial? What were the arguments for and against the proclamation? Was Lincoln within his legal rights to suspend habeas corpus? Was it a smart move? The nation was engaged in a civil war, and it was not always easy to know who the enemy was—everyone spoke the same language, and many people had friends and relatives on the opposite side. Does that explain Lincoln’s actions? Does it justify them? Sometimes presidents must fix problems they have created themselves. How was Lincoln responsible for the maelstrom around the Vallandigham case? How did he try to repair the damage?

Remind students that both Horace Greeley and Horatio Seymour were firmly against the Proclamation Suspending the Writ of Habeas Corpus. How was Greeley’s relationship with Lincoln challenged by the proclamation? What role did the press play in fomenting anti-Lincoln sentiment in New York? What did Seymour’s successful bid for governor in 1862 reveal about sentiments toward Lincoln and his policies among New Yorkers? In what ways did both Greeley and Seymour threaten Lincoln’s authority?

Distribute the document “Debating Habeas Corpus: New-York Times and Atlas & Argus” and work as a class to fill in a T-chart outlining arguments for and against Vallandigham’s imprisonment and Lincoln’s suspension of habeas corpus. The teacher may wish to ask students to take sides in a debate based on the arguments presented by the two newspapers.

**Conclusion:**

Lead a class discussion about the impact of the Preliminary Emancipation Proclamation and the Proclamation Suspending the Writ of Habeas Corpus on politics in New York. Based on what students have read in the Life Stories, how do they feel New Yorkers responded to the Preliminary Emancipation Proclamation? Why? Did African American New Yorkers respond differently from white New Yorkers? Why or why not? What about the suspension of Habeas Corpus?

Refer to Article II, Section II, of the Constitution: on which powers does Lincoln rely to enact and enforce the Preliminary Emancipation Proclamation? The Proclamation Suspending the Writ of Habeas Corpus? Do the powers used by Lincoln fall within the definition of presidential power laid out by the class at the beginning of the lesson? Why or why not? Do Lincoln’s actions violate other provisions of the Constitution, such as the protection of free speech and freedom of the press? Why or why not?
Extension:

- Writing history...Righting history: Students can take on the role of citizens of New York during this historic week and write a letter to the editor responding to Lincoln's uses of executive power. Students should think about how these two explosive, national issues would have affected their everyday lives as New Yorkers. Do they agree with Lincoln's actions? Have they affected their lives positively or negatively?

- Create a timeline charting how the federal government shaped the institution of slavery in the United States through specific acts, legislation, court decisions, and executive proclamations. Students should be sure to note the particular branches of government responsible for these acts. Students also may extend this timeline by exploring how European colonial governments defined slavery in the Americas and the Caribbean. Teachers and students can learn more about slavery in New York by visiting www.slaveryinnewyork.org, the companion website for the New-York Historical Society exhibition. A teacher’s guide and curriculum can be downloaded from the education page.

- Students can learn more about how Lincoln’s wartime policies affected New York by studying the New York City draft riots with Unit III of the curriculum for the New-York Historical Society exhibition New York Divided. The lessons can be downloaded from the education page on the exhibition’s website: www.newyorkdivided.org.

- Students in an English language arts class can write an essay tracing the revisions Lincoln made to the Emancipation Proclamation as seen in the Preliminary Emancipation Proclamation and compare it with the final draft. Why might he have made the changes he made? Does it change the message or tone of the document? How? Teachers may wish to have students write a persuasive essay regarding the Emancipation Proclamation from the point of view of Lincoln, Greeley, Douglass, or Seymour.

- Students can research and report on other incidents in which habeas corpus has been suspended and civilians have been tried in military tribunals.
Lesson 4: Lincoln’s Legacy

Lesson Aim: Students will examine the impact of Lincoln’s assassination. Students will understand that the memory of Lincoln as a martyr to the cause of national unity shaped how Americans understood the causes and outcomes of the Civil War.

Materials:
- Abraham Lincoln Life Story
- Walt Whitman Life Story
- Frederick Douglass Life Story
- Currier and Ives Life Story
- Lincoln’s Body at City Hall
- The Body of the Martyr President, Abraham Lincoln
- Columbia’s Noblest Sons
- Last Offer of Reconciliation
- “When Lilacs Last in the Dooryard Bloom’d” (excerpts)
- “O Captain! My Captain!”
- Tribute to Abraham Lincoln by Frederick Douglass
- Abraham Lincoln (1809–1865)
- Facsimile of Harper’s Weekly

Introduction:
Begin by surveying students’ understanding of the word “martyr.” If students struggle to define the word, explain that a martyr is someone who suffers or even dies to further a specific cause. Also explain that when applied to a specific person, the word martyr often has religious or political meaning, such as in the case of Jesus, Christian saints, Joan of Arc, Gandhi, or Martin Luther King, Jr.

Lead a discussion about martyrs and how they are honored and remembered. Encourage students to think about holidays, memorials, or specific places named after someone considered a martyr. Do students think it is important to honor or remember martyrs? Why or why not? Push students further by asking how we choose the way in which we celebrate martyrs. What do certain traditions reveal about our society and its relationship to the past?

Activities:
Distribute or project Abraham Lincoln (1809–1865) by Daniel Chester French on the wall. Encourage students to describe what they are seeing as if they were speaking to someone who cannot see what they see; for example, as if they were describing what they see to someone over the phone. What do students see? How would you describe the man featured in the sculpture? Is he sitting or standing? What is he sitting on? What is he wearing? What do his expression and body language tell you about him?

Read the document introduction aloud to students and ensure they understand that the cast they are looking at served as a model for the Lincoln Memorial in Washington, D.C. What does the Lincoln Memorial say about the life and legacy of Abraham Lincoln? Does this portrayal of Lincoln reflect what students know about Lincoln? Why or why not? Who are people today in history that would be worthy of a memorial? What would this person need to do in order to be considered for a memorial?
Distribute “The Martyr” excerpt of the Abraham Lincoln Life Story. Ask students to read and reflect on the last days of the Civil War and of Lincoln’s life. (Teachers may refer to Unit 3 of the curriculum for the New-York Historical Society exhibition *Grant and Lee in War and Peace* to study the surrender at Appomattox and its impact in greater detail. The lessons can be downloaded from the education page on the exhibition’s website: www.nyhistory.org/web/grantandlee/.) How did the war end? How did Lincoln die? How did the nation respond to his assassination? For newspaper coverage of Lincoln’s death, refer to the complete edition of *Harper’s Weekly* published after Lincoln’s assassination.

Break students into groups and distribute Life Stories for Walt Whitman, Currier and Ives, and Frederick Douglass. Within their groups, students should read and discuss how the assassination of Lincoln touched the people featured in the Life Stories. Do students feel these stories are typical? Why or why not?

Explain to students that the Civil War saw the highest number of casualties of any war in American history. The great numbers of soldiers on both sides of the conflict, the advances in military technology, and the dangers of disease contributed to the over 600,000 deaths that resulted from the war. The impact of this was significant; most Americans knew at least one person who died in the war, and many turned to patriotism and the predominant codes of masculinity and spirituality to reconcile themselves to the loss of so many young men.

Explain that students will now read a poem by Walt Whitman. Distribute “When Lilacs Last in the Dooryard Bloom’d (excerpts)” or project on the wall. Read the first stanza aloud and lead a discussion. Who do students think the poem is about? Why? What does the poem say about Lincoln? To explore further, students should return to their groups to read and discuss an assigned stanza and then put it into their own words. Students should be encouraged to think about the poet’s perspective and his feelings about what is happening around him. As students share their interpretations of their assigned stanzas, lead a discussion about what they have read. How does Whitman feel about Lincoln’s death? How could he be so touched by the death of a stranger? Do students feel the poem reflects the sentiments of others? Why or why not?

Break students into small groups and assign each group one of the following resources: “Lincoln’s Body at City Hall,” “O Captain! My Captain!,” “Tribute to Abraham Lincoln by Frederick Douglass,” *The Body of the Martyr President, Abraham Lincoln, Columbia’s Noblest Sons*, and *Last Offer of Reconciliation*.

Working within their groups, students should examine their assigned document. Students may refer to the Document Introduction and may use the appropriate Object, Document, or Image and Artifact Analysis worksheet as necessary. Students also may refer to the Life Stories for Lincoln, Whitman, Douglass, and Currier and Ives. Within their groups, students should discuss their assigned resource. How does the resource relate to the Life Stories read earlier? What does the resource tell students about the impact of Lincoln’s assassination? Students should be prepared to present their findings to the rest of the class.

Bring the class back together for a discussion. What are the various ways in which Lincoln was memorialized after his death? What media sources and technologies were utilized to memorialize
Lincoln? What aspects of his life were celebrated? What words or images did some of his contemporaries use to describe Lincoln? Was Lincoln honored as a martyr? If so, for what cause did Lincoln die? Do students think that all American citizens agreed with this portrayal of Lincoln as a martyr to the cause of the Union? Why or why not?

Return students to their groups and distribute a copy of each resource to each group. Students will work together to create their own memorial using the resources just examined. Encourage students to think about what they know about Lincoln and to be creative. These memorials should reflect how they feel about Abraham Lincoln today.

As students present their completed memorials, lead a discussion about how students’ perspectives of Lincoln are similar to and different from the perspectives represented in the resources studied. How have perspectives of Lincoln changed? How have they remained the same? Do they overlap in some aspects? What accounts for these different perspectives?

**Conclusion:**
Remind students that although Lincoln’s appeal today is almost universal and extends across party lines, this certainly was not true during his lifetime. Ask students to think about what it is about Lincoln that Americans seem to value most. Teachers may wish to introduce the idea of a national myth as a powerful collective memory that captures the culture’s deepest values and longings. Why was it so important to celebrate Lincoln in the weeks after his death? Why is it important to celebrate him today? Does Lincoln represent what Americans want their country to be? Why or why not? Are there other, more recent figures from history students can think of who were regarded differently in life and death?

**Extension:**
- **Writing history...Righting history:** Encourage students to think about what Lincoln means to them today. Does he represent what students believe about their country? Why or why not? This reflection can take the form of an essay or a creative piece, such as an obituary, short story, or poem.
- **Explore the concept of memory deeper with Unit 4 of the Grant and Lee in War and Peace curriculum.** These lessons on the Lost Cause emphasize the power of memory in shaping collective understandings of the causes and outcomes of the Civil War.
- **Students can research the history of the Lincoln Memorial and its dedication to explore the significance of memorials as reflections of national identity.** Students also can explore war memorials and monuments in their own neighborhoods.
- **Students can create a memorial for another historic figure or a friend.** Students should then write a reflection addressing why they chose their figure and their particular memorial design.
# New York State Standards for Social Studies

## History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture. Students will...

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<td>know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</td>
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<td>explain those values, practices, and traditions that unite all Americans.</td>
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### Intermediate

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<td>explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and the traditions that help define it and unite all Americans.</td>
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<tr>
<td>analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.</td>
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## Key Idea 2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. Students will...

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<td>gather and organize information about the traditions transmitted by various groups living in their neighborhood and community.</td>
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<td>recognize how traditions and practices were passed from one generation to the next.</td>
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<td>distinguish between near and distant past and interpret simple timelines.</td>
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<td>investigate key turning points in New York State and United States history and explain why these events or developments are significant.</td>
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<td>develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues.</td>
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<td>compare and contrast the experiences of different groups in the United States.</td>
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## Key Idea 3: Study of the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. Students will...

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<td>identify individuals who have helped to strengthen</td>
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democracy in the United States and throughout the world.

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<td>complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations.</td>
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<td>gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States.</td>
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<td>describe how ordinary people and famous historic figures in the local community, the state, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</td>
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<td>classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.</td>
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<td>compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture.</td>
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<td>research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; the Revolution and the New National period; immigration; expansion and reform era; Civil War and Reconstruction; the American labor movement; the Great Depression; the World Wars; contemporary United States).</td>
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<td>prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.</td>
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Key Idea 4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. Students will…

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<td>consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</td>
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<td>explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.</td>
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<td>view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

Intermediate
consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.  
understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.  
compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.  
describe historic events through the eyes and experiences of those who were there. (Taken from the National Standards for History for Grades K-4).

<table>
<thead>
<tr>
<th>Commencement</th>
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<tbody>
<tr>
<td>analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives.</td>
<td>x x x x</td>
</tr>
<tr>
<td>consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.</td>
<td>x x x x</td>
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</table>

Civics, Citizenship, and Government

use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from the National Standards for Civics and Government, 1994.)

**Elementary**

- know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.  
- describe the basic purposes of government and the importance of civic life.  
- understand that social and political systems are based upon people’s beliefs.

**Intermediate**

- analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.  
- consider the nature and evolution of constitutional democracies.  
- analyze the sources of a nation’s values as embodied in its constitution, statutes, and important court cases.

**Commencement**

- analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.
Key Idea 2: The state and federal governments established by the constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from the National Standards for Civics and Government, 1994.) Students will...

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Intermediate</th>
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<tbody>
<tr>
<td>understand the basic civil values that are the foundation of American constitutional democracy.</td>
<td>x</td>
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<tr>
<td>value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality.</td>
<td>x x</td>
<td>x</td>
</tr>
<tr>
<td>understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>trace the evolution of American values, beliefs, and institutions.</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td>identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society.</td>
<td>x x</td>
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</table>

Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities. Students will...

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Intermediate</th>
<th>Commencement</th>
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<tr>
<td>understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time.</td>
<td>x x x</td>
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<tr>
<td>discuss the role of an informed citizen in today’s changing world.</td>
<td>x</td>
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<tr>
<td>explain how Americans are citizens of their states and of the United States.</td>
<td>x x</td>
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</table>

Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. Students will...

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Intermediate</th>
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<tr>
<td>show a willingness to consider other points of view before drawing conclusions or making judgments.</td>
<td>x x x x</td>
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<tr>
<td>evaluate the consequences for each alternative solution or course of action.</td>
<td>x x x x</td>
</tr>
<tr>
<td>respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.</td>
<td>x x</td>
</tr>
<tr>
<td>Participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.</td>
<td>x</td>
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</tr>
<tr>
<td><strong>Commencement</strong></td>
<td></td>
</tr>
<tr>
<td>Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. (Adapted from the National Standards for Civics and Government, 1994.)</td>
<td>x</td>
</tr>
<tr>
<td>Take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs.</td>
<td>x</td>
</tr>
<tr>
<td>Consider the need to respect the rights of others and to respect others’ points of view. (Adapted from the National Standards for Civics and Government, 1996.)</td>
<td>x</td>
</tr>
<tr>
<td>Participate in school/classroom/community activities that focus on an issue or problem.</td>
<td>x</td>
</tr>
</tbody>
</table>
Lincoln Profile Worksheet

Student’s name: __________________________________________________ Date: ____________________
# Document Analysis Worksheet

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## Document Details

Title of document:

Unit number (printed on document):

Type of document:

Date of document:

Author or creator of document:

## Questions to Consider

Why and for whom was this document written?

How does the document signal the writer’s point of view?

What are the two or three most important points the author is trying to make?

What question or questions are left unanswered by the document?
# Character Development Worksheet

**Student’s Name:**

**Date:**

<table>
<thead>
<tr>
<th>Known Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this part of this worksheet to record available information about a person featured in a life story or primary source document.</td>
</tr>
<tr>
<td>What was the person’s name?</td>
</tr>
<tr>
<td>What was the person’s role in the story told in the unit?</td>
</tr>
<tr>
<td>What <em>Lincoln and New York</em> materials are your sources of information?</td>
</tr>
<tr>
<td>Briefly, what do you know about the person? (Think of family, home, work, political or religious affiliations.)</td>
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</table>

<table>
<thead>
<tr>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use this part of this worksheet to speculate about the character, based on what you have learned from the documents in <em>Lincoln and New York</em> and other classroom work.</td>
</tr>
<tr>
<td>What important details are missing from the person’s life? What questions would you ask the character, if you could meet him or her? Based on your reading, how would you begin to answer those questions on this person’s behalf? Use the context of history to think about the answers that make the most sense. See if you can start to bring the person to life in your mind.</td>
</tr>
</tbody>
</table>
# Image and Artifact Analysis Worksheet

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

## Image Details

**Title or caption of image:**

**Unit number (printed on document):**

**Type of image/artifact:**

**Date of image/artifact:**

**Artist’s/creator’s name:**

**Major objects or people shown:**

## Questions to Consider

**Why and for whom was this image/artifact created?:**

**How does the image/artifact signal the artist’s/creator’s point of view?:**

**What are the two or three most important points the artist/creator is trying to make?:**

**What question or questions are left unanswered by the image/artifact?:**
Glossary

**Abolitionists**
People who fought to end, or abolish, slavery in the United States.

**Assassination**
The murder of a political figure or other prominent person.

**Candidate**
A person running for an elected office.

**Civil War**
A war between the Union and the Confederate States of America that lasted from 1861 to 1865.

**Confederate States of America**
The eleven states that seceded from the United States before the Civil War and formed their own government. Also called the Confederacy.

**Cooper Union**
A small college founded in 1859 to provide free higher education regardless of class, race, or gender, located in the East Village of Manhattan. The building houses a 900-seat lecture hall.

**Cooper Union Speech**
A speech Lincoln delivered at New York City’s Cooper Union on February 27, 1860. The speech catapulted Lincoln to national prominence and helped him win the Republican nomination.

**Copperheads**
Another name for Peace Democrats. Copperheads took their name from their Republican critics, who charged that they resembled the venomous copperhead snake, which strikes without warning.

**Conscription**
Another word for a military draft.

**Daguerreotype**
An early form of photography in which an image is made directly onto a light-sensitive silver-coated metal plate without using a negative.

**Democratic Party**
A political party that favored states’ rights. In the 1860 election, the Democratic Party split into Northern and Southern sections over the issue of slavery. Whereas the Northern Democratic Party supported popular sovereignty, the Southern Democratic Party wanted no limits placed on the expansion of slavery. During the Civil War, the Northern Democrats themselves spilt into the pro-war War Democrats and the anti-war Peace Democrats.

**Draft**
The process of selecting individuals for mandatory military service.
Elegy
A poem that mourns a death.

Emancipation
The freeing of slaves by law.

Emancipation Proclamation
An executive order issued by President Lincoln on January 1, 1863, that freed the slaves in areas still in rebellion. The Emancipation Proclamation was preceded by the Preliminary Emancipation Proclamation of September 22, 1862.

Habeas Corpus
Most commonly, the writ used to bring a prisoner before a magistrate to determine if the person is being held legally.

Inauguration
The act of becoming president.

Lincoln–Douglas Debates
A series of seven debates between Lincoln and Stephen Douglas held during the 1858 Illinois Senate race.

Lithograph
A print produced by etching an image into a flat stone tablet and then using ink to copy the image onto a piece of paper. Lithographs enjoyed great popularity in the nineteenth century because they were inexpensive and could be made to represent numerous subjects.

Legislature
A body that makes laws. In the United States, the federal legislature, called the Congress, has two branches: the House of Representatives and the Senate. Each of the states also has a legislature.

Martial Law
A period of time when the legal system is backed by military authority. President Lincoln instituted martial law during the Civil War.

Martyr
A person who suffers or dies for a belief, principle, or cause.

Nomination
The act of officially naming a candidate. For most of the past two centuries, national political parties have held conventions where delegates from each state voted to select the nominee.

Popular Sovereignty
The belief that the people living in each new territory should vote to determine whether to allow slavery. Advocated by Lincoln’s rival Stephen Douglas.
Proclamation Suspending the Writ of Habeas Corpus
An order issued by President Lincoln on September 24, 1862, that subjected Confederates and their Northern supporters to martial law and denied them the protection of the writ of habeas corpus.

Republican Party
A political party that opposed the expansion of slavery into new territories.

Secession
The formal separation from a body or organization. The secession of eleven Southern states from the United States provoked the Civil War.

Telegraph
A communications technology that operated by transmitting short electric pulses (dots) and long electric pulses (dashes) over wires. Each letter of the alphabet corresponded to a different combination of dots and dashes. Messages sent by telegraph were called telegrams.

Union
The states that remained loyal to the government of the United States during the Civil War.

Wide Awakes
A political club that campaigned for Lincoln in the 1860 election.

Whig Party
A political party that favored a stronger central government. When the Whig Party disbanded after the 1856 election, most of its members gravitated to the Republican Party.
Classroom Resources

Websites


“The Lincoln Institute.” http://www.abrahamlincoln.org/. Mounts six Web publications about various aspects of Lincoln’s life: “Mr. Lincoln’s White House,” “Mr. Lincoln and Freedom,” “Mr. Lincoln and Friends,” “Mr. Lincoln and the Founders,” “Mr. Lincoln and New York,” and “Mr. Lincoln’s Classroom.”


The Library of Congress has two online Lincoln collections:

For the Alfred Whital Stern Collection of Lincolniana, which contains primary source material by and about Lincoln and about such relevant issues as slavery, the Civil War, and Reconstruction:
http://memory.loc.gov/ammem/collections/stern-lincoln/.

For the Abraham Lincoln Papers, including letters and drafts of speeches:

Children’s Books


**Suggested Reading List**

**Abraham Lincoln**


**Frederick Douglass**


Horace Greeley


Mathew Brady


Walt Whitman


Civil War


New York


Background: Picturing Lincoln

This lesson is based on a collection of images, most of them portraits of Lincoln, and on some important other documents and contemporary uses of Lincoln symbols. It is meant to be used in different ways depending on the grade level. For elementary school students, a short biography of Lincoln supports their introduction to the resources and to a figure they may know little or nothing about. For middle and high school students, the materials in this lesson will provide a helpful preparation for the remaining lessons and a useful pre-visit activity for classes who will visit the exhibition at the New-York Historical Society. Exploring these resources will help all students cut through some of the mythology around this venerated American figure.
The Lincoln Cabin

Born in Kentucky on February 12, 1809, Lincoln moved with his family first to Indiana and then to Illinois. This photograph depicts the log cabin Lincoln and his father, Thomas Lincoln, built upon arriving in central Illinois in 1830. Lincoln toiled diligently on the Illinois prairie, performing the strenuous tasks necessary to transform frontier into farm. Tired of farm work, the next year Lincoln left the family cabin for the small village of New Salem, Illinois, where he became a shop clerk. Lincoln’s family lived in the cabin until March 1831, when they moved to a different part of Illinois. The cabin remained in place until 1876, during which time this photograph was presumably taken. In that year, organizers of the Centennial Exposition brought the cabin to Philadelphia and put it on display. The cabin has since disappeared, although Illinois now maintains the land on which the cabin stood as the Lincoln Trail Homestead State Memorial. During Lincoln’s lifetime, his supporters heavily promoted his log cabin origins. They used a log cabin as a symbol of Lincoln’s rise from humble beginnings and his identification with the common man. Even today, many people associate Lincoln with a log cabin.
The Lincoln Cabin

Abraham Lincoln, 1846

This three-quarter-length daguerreotype was taken by Nicholas H. Shepherd in Springfield, Illinois, in 1846. The earliest known portrait of Lincoln, it indicates his enthusiasm for the new technology of photography, which had only become commercially practical with the invention of the daguerreotype in 1839. Lincoln, a congressman-elect, poses thoughtfully in the photograph with his collar elevated, his jacket open, his hair tidy, and his gaze directed forward. The chief issue during Lincoln’s single term in the House of Representatives was the Mexican War, which Lincoln strongly opposed. In 1847, he introduced the “Spot Resolutions,” demanding that President James Polk prove his claims that Mexicans shed the war’s first blood on American soil. Lincoln also confronted the issue of slavery while in Congress, voting to ban slavery in the new territories acquired in the Mexican War.
Abraham Lincoln, 1846

Abraham Lincoln, 1854

Taken in Chicago on October 27, 1854, by Polycarp Von Schneidau, this portrait shows Lincoln while campaigning for the Senate. Opposition to the Kansas-Nebraska Act had drawn Lincoln out of political retirement in 1854. Two weeks before sitting for this portrait, on October 16, he delivered a career-resurrecting speech in Peoria, Illinois, in which he denounced popular sovereignty, a doctrine holding that the people living in each territory should vote to determine whether slavery would be permitted in that territory. Drafted to run for the state legislature, Lincoln won in a landslide but immediately resigned his seat to vie for the Senate. The Illinois General Assembly, which selected the state’s senators, refused Lincoln’s bid. Severely disappointed, he began to gravitate to the new Republican Party.
Abraham Lincoln, 1854

Abraham Lincoln, 1857

Often called the “tousled hair” portrait, this photograph was taken by Alexander Hesler on February 28, 1857. Lincoln, seen in profile, appears disheveled, with his suit rumpled and his hair in disarray. Before taking the photograph, Hesler brushed Lincoln’s hair back and Lincoln himself tried to comb his hair with his fingers, but their efforts were to no avail. Lincoln wrote to a supporter that he thought the photograph “a very true one; though my wife and many others do not. My impression is that their objection arises from the disordered condition of the hair.” Lincoln sat for this portrait while in Chicago to work on a lawsuit and campaign for some Republican candidates. Although 1857 proved Lincoln’s busiest and most profitable year as a lawyer, he also increasingly devoted himself to the new Republican Party. The previous year, he had delivered more than fifty speeches in support of John C. Frémont, the Republicans’ first presidential candidate. The next year, he would run for the Senate. This photograph, the first made into a lithograph for ease of distribution, would help in that pursuit.
Abraham Lincoln, 1857

Abraham Lincoln, 1858

This unflattering ambrotype, taken by Abraham Byers in Beardstown, Illinois, features Lincoln in a weak, tentative pose with his head too small, his face blurry, and his eyes cast to the side. Lincoln sat for this portrait on May 7, 1858, a month before he began his Senate race against the Democratic incumbent Stephen A. Douglas. Lincoln received the Republican nomination on June 18. At the Republican convention, he delivered his famous “House Divided” speech, pronouncing that the “government cannot endure permanently half slave and half free.” Lincoln and Douglas held seven debates over the course of the campaign, during which Lincoln countered Douglas’s support for popular sovereignty with the contention that slavery could not be permitted to expand into the new western territories. Ultimately, the Illinois General Assembly, which chose the state’s senators, reelected Douglas for a third term. Although Lincoln lost, the election enhanced Lincoln’s reputation and set the stage for the 1860 presidential campaign.
Abraham Lincoln, 1858

Abraham Byers, *Abraham Lincoln*, May 7, 1858. Archives and Special Collections, University of Nebraska-Lincoln Libraries.
Mathew Brady took this photograph of Lincoln on February 27, 1860, in New York. Lincoln had traveled to New York to deliver a speech at Cooper Union. On the morning of the speech, he visited Brady, the most famous photographer in the country, at his studio. Brady carefully constructed the scene he wanted to capture, producing a dignified portrait that made Lincoln look presidential. The photograph was later reproduced in woodcuts, lithographs, steel engravings, tintypes, and cartes-de-viste (photographs on card stock). It was widely circulated during the presidential campaign. Brady’s photograph became one of the best-known images of Lincoln. Lincoln himself fully realized the power of the image. He is said to have remarked, “Brady and the Cooper Union made me president.”
Abraham Lincoln, 1862

Taken by Alexander Gardner on October 3, 1862, this photograph shows Lincoln meeting with General George B. McClellan, the commander of the Army of the Potomac, and his staff on the site of the battle of Antietam in Maryland. Lincoln, wearing his trademark stovepipe hat and black frock coat, towers over the other men in the photograph. McClellan, standing sixth from left, tilts his head insolently as he gazes up at Lincoln.

Lincoln had decided to visit McClellan in the field because of his disappointment over Antietam’s outcome. Fought on September 17, 1862, the battle caused that day to be the bloodiest of the Civil War, with approximately 22,720 casualties on both sides. Although McClellan managed to repulse the Army of Northern Virginia’s incursion into the North, he failed to pursue the army as it retreated. Only the most recent example of McClellan’s cautious approach to waging the Civil War, his hesitation at Antietam deeply frustrated Lincoln.

Lincoln used the meeting at Antietam to advocate a more vigorous prosecution of the war, but he soon lost all patience with McClellan and replaced him as commander of the Army of the Potomac with General Ambrose Burnside. Despite the fact that Antietam did not represent a conclusive Union victory, Lincoln took advantage of the opening it provided him to issue the Preliminary Emancipation Proclamation on September 22, 1862.
Abraham Lincoln, 1862

Alex Gardner, *President Lincoln on battle-field of Antietam, October, 1862*, c. 1866.
Library of Congress Prints and Photographs Division.
Lincoln Writing the Emancipation Proclamation

The Cincinnati firm Ehrgott, Forbriger, and Company created this colored lithograph in 1864 from a painting by David Gilmour Blythe. In it, Lincoln sits in his cluttered study drafting the Emancipation Proclamation. Issued on September 22, 1862, and taking effect on January 1, 1863, the Emancipation Proclamation freed the slaves in the Confederate territories still in rebellion. The Emancipation Proclamation also permitted African Americans to join the military and widened the purposes of the Civil War from preserving the Union to include the destruction of slavery. Many of Lincoln’s critics in both the North and the South, motivated by opposition to emancipation and fears that Lincoln was abusing his authority, disparaged the Emancipation Proclamation. Blythe might have intended his positive depiction of the proclamation to bolster support for Lincoln, who seemed in real danger of losing the 1864 election. The lithograph abounds with symbols associated with the nation and suggesting the righteousness of Lincoln’s cause. An American flag drapes the open window, and George Washington’s sword sticks out of a map of Europe on the right wall. A bust of President Andrew Jackson, a strong Unionist, sits on the mantelpiece, while a bust of President James Buchanan, who allowed the South to secede before Lincoln’s inauguration, dangles in a noose on the bookcase. The lithograph portrays Lincoln himself as a writer. Dressed in his bedclothes, his disheveled appearance suggests the effort he puts into his task. As he works, he draws inspirations from the documents covering the floor and from the Bible and the Constitution in his lap. Behind him hang the scales of justice, and a rail-splitter’s maul by his feet evokes his log cabin origins.
Lincoln Writing the Emancipation Proclamation

The Lincoln Family

The prominent New York engraver John Chester Buttre commissioned this group portrait from the New York artist Francis Carpenter soon after Lincoln’s assassination in 1865. Carpenter knew the Lincolns well from having spent six months at the White House in 1864 while working on another painting. For this painting, he based the Lincolns’ likenesses on photographs, many of them provided to him by Mary Lincoln. Using a black and white palette to facilitate engraving, Carpenter shows Lincoln reading to his wife, Mary, and his sons, Robert, Willie, and Tad. The painting captures the Lincolns in the happy period before Willie’s death from scarlet fever in 1862. Its domestic, familial setting humanizes Lincoln. In its intimacy, the painting differs from other images that presented Lincoln as a formidable figure. Instead, by emphasizing Lincoln’s role as head of his family, it memorializes him as the nation’s kindly father. This image and others of the Lincoln family proved popular among Americans mourning Lincoln’s death.
The Lincoln Family

Abraham Lincoln (1809–1865)

In 1916, the Massachusetts artist Daniel Chester French created this model, 32½ inches high, as preparation for sculpting the giant statue of Lincoln in the Lincoln Memorial in Washington, D.C. To create this model, French looked at photographs of Lincoln, read eyewitness descriptions of him, and studied Leonard Volk’s 1860 castings of Lincoln’s hands. From this model, French created a larger twelve-foot model that he placed in the unfinished memorial. French and the memorial’s architect, Henry Bacon, agreed that this second model was too small and decided on a height of twenty feet for the final statue. The Piccirilli brothers, of the Bronx, carved the statue out of Georgia marble, completing it in 1919. The 120-ton statue was installed in 1920, and the Lincoln Memorial was dedicated on May 30, 1922. Focusing on Lincoln’s role as the nation’s Unifier rather than the Great Emancipator, the dedication occurred in front of a segregated audience.
Abraham Lincoln (1809-1865)

Background: Lincoln for President

It may be hard for students today to appreciate how tense Americans were in the late 1850s. The nation seemed to be teetering on the brink over the issue of slavery. For decades, pro- and antislavery states had been kept on equal footing by a delicate legal balancing act, and crisis had been averted. But, beginning with the Compromise of 1850, it appeared that the slave states were gaining power, and Northerners were worried. No one knew where it would end, but war was not unthinkable.

The future of slavery in the nation and the Union itself seemed to be riding on the 1860 election. In the late fall of 1859, the two likeliest standard-bearers were the Republican William H. Seward and the Democrat Stephen A. Douglas. Of all the major political parties, the Republicans had the clearest antislavery platform, but some in the party worried that the abolitionist Seward would be seen as too radical on the issue. They thought that Seward, a New Yorker, would alienate moderate voters, especially in Ohio, Illinois, Iowa, and other western states, and that he would lose to Douglas. A group of New York City Republicans hoped to find a more broadly acceptable Republican candidate, though they did not agree on who that was. They decided to hold a series of public lectures, both to shake support for Seward and to provide a high-stakes public audition for his possible replacement.

Abraham Lincoln was one of those invited to speak, and he leapt at the chance. In his losing 1858 bid for the Illinois Senate seat, his debates with his opponent—Stephen A. Douglas himself—had showcased Lincoln’s speaking skills and his nuanced position on the slavery issue. Now he needed to claim a place on the national stage, and there was no better place to do that than New York City. Not only was it home to wealthy potential supporters, but also it was already the media capital of the country. Celebrated image-makers were located here, including Mathew Brady, the preeminent photographer, and the printmaking firm of Currier and Ives. Even more crucially, New York City was home base for a staggering 174 daily and weekly newspapers, including a few that were shipped throughout the North and even into the South. Americans learned all their news from newspapers, and they did not expect them to be unbiased. Editors said what they thought in their own pages, so a candidate who could win them over had free publicity on a huge scale.

Lincoln is said to have remarked that his Cooper Union speech, together with the photo that was taken of him the same day, had won him the presidency. This unit explores how his brief visit to New York helped propel this fairly obscure western politician, known mostly for his awkward appearance, into the White House.
Briggs’s Telegram to Abraham Lincoln

On October 12, 1859, the New York Republican activist James Briggs sent this invitation asking Lincoln to travel to New York in November to participate in the Plymouth Lecture Course, a lecture series at Henry Ward Beecher’s Plymouth Church in Brooklyn Heights. Briggs sent the invitation by telegraph, a technology invented by Samuel F. B. Morse in the 1840s that operated by transmitting electric pulses through wires. Organizers of the Plymouth Lecture Course intended it as an audition for up-and-coming western Republicans before the party met to choose its presidential nominee at its 1860 convention. They hoped to find an alternative to the Republican front-runner William Seward, a New York senator, because they believed Seward was too closely identified with radical antislavery to win the general election and a western candidate would have a better chance of carrying the states in that region. Upon receiving the invitation on October 15, Lincoln realized a New York lecture could introduce him to the eastern establishment and make his political career. Lincoln accepted the invitation but postponed his lecture until February, which worked to his advantage by increasing his visibility and moving his lecture closer to the Republican convention. Before Lincoln’s arrival in New York, sponsorship of his lecture shifted to the Young Men’s Central Republican Union, and the venue shifted to Cooper Union.
Briggs’s Telegram to Abraham Lincoln

Cooper Union speech excerpts

18:40 – What is the question which, according to the text, those fathers understood “just as well, and even better than we do now?” It is this: Does the proper division of local and federal authority, or anything in the Constitution, forbid our Federal Government to control as to slavery in our Federal Territories?

36:30 – The sum of the whole is, that of our thirty-nine fathers, who framed the original Constitution, twenty-one — a clear majority of the whole — certainly understood that no proper division of local from federal authority, nor any part of the Constitution, forbade the Federal Government to control slavery in the federal territories.

47:53 – And now, if they would listen — as I suppose they will not — I would address a few words to the Southern people. I would say to them: You consider yourselves a reasonable and a just people; and I consider that in the general qualities of reason and justice you are not inferior to any other people. Still, when you speak of us Republicans, and you do so only to denounced us as reptiles, or, at the best, as no better than outlaws. You will grant a hearing to pirates or murderers, but nothing like it to “Black Republicans.” In all your contentions with one another, each of you deems an unconditional condemnation of “Black Republicanism” as the first thing to be attended to.

1:14:00 – A few words now to Republicans. It is extremely desirable, exceedingly desirable that all parts of this great Confederacy shall be at peace, and in harmony, with one another. Let us Republicans do our part to have it so. Even though much provoked, let us do nothing through passion and ill temper. Even though the southern people will not so much as listen to us, let us calmly consider their demands, and yield to them if, in our deliberate view of our duty, we possibly can.

1:18:37 – I am also aware they have not, as yet, in terms, demanded the overthrow of our Free-state Constitutions. Yet those Constitutions declare the wrong of slavery, with more solemn emphasis, than do all other sayings against it; and when all these other sayings shall have been silenced, the overthrow of these Constitutions will be demanded, and nothing be left to resist the demand.

1:20:00 – If slavery is right, all words, acts, laws, and constitutions against it, are themselves wrong, and should be silenced, and swept away. If it is right, we cannot justly object to its nationality—its universality; if it is wrong, they cannot justly insist upon its extension—its enlargement. All they ask, we could readily grant, if we thought slavery right; all we ask, they could as readily grant, if they thought it wrong. Their thinking it right, and our thinking it wrong, is the precise fact upon which depends the whole controversy.

1:22:55 – Neither let us be slandered from our duty by false accusations against us, nor frightened by them, from it by menaces of destruction to the Government nor of dungeons to ourselves. LET US HAVE FAITH THAT RIGHT MAKES MIGHT, AND IN THAT FAITH, LET US, TO THE END, DARE TO DO OUR DUTY AS WE UNDERSTAND IT.

Cooper Union speech excerpts

In 2004, the actor Sam Waterston recreated Lincoln’s speech in the Great Hall at Cooper Union. A complete video of the speech can be accessed online at http://www.cspan.org/Lincoln200years/video/?title=prepresidency. Follow the link “Abraham Lincoln’s Cooper Union Address”. The excerpts that appear here correspond with the portions of the video used in the Lincoln and New York exhibition. The numbers at the start of each paragraph indicate the time marker at which that portion of the speech can be found in the online video.
Abraham Lincoln in the Great Hall (Cooper Union)

Lincoln delivered his Cooper Union address on February 27, 1860. His speech centered on the argument that the Founding Fathers had believed the federal government possessed the authority to restrict slavery’s expansion. Lincoln marshaled historical evidence to demonstrate that thirty-six of the thirty-nine signers of the Constitution had signaled through their votes on various laws or through their statements that they thought the government could curtail the spread of slavery. Having thus proved the Founding Fathers’ position, Lincoln claimed their mantle for the Republican Party, which espoused limiting slavery to the states where it already existed. The Cooper Union speech catapulted Lincoln to national prominence and put him in position to win the nomination at the Republican National Convention three months later.
Abraham Lincoln in the Great Hall (Cooper Union)

*Lincoln in the Great Hall*, c. 1935. Library, Cooper Union for the Advancement of Science and Art.
Grace Bedell’s Whiskers Letter

Private

Springfield, Ill. October 19, 1860.
Miss Grace Bedell

My dear little Miss,
Your very agreeable letter of the 15th is received.
I regret the necessity of saying I have no daughter. I have three sons – one seventeen, one nine, and one seven years of age. They, with their mother, constitute my whole family.
As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

Your very sincere well wisher,
A. Lincoln

Transcription of Abraham Lincoln to Grace Bedell, October 19, 1860. Library of Congress.
Grace Bedell’s Whiskers Letter and Lincoln’s Response

After seeing Lincoln’s image on a campaign poster her father brought home from the state fair, eleven-year-old Grace Bedell from Westfield, New York, wrote a letter to Lincoln on October 15 suggesting that he grow a beard. She explained that a beard would improve Lincoln’s appearance by disguising his “thin” face. She also noted that a beard would help Lincoln’s election chances since women liked “whiskers” and would persuade their husbands to vote for a bearded Lincoln. Lincoln replied to Grace’s letter on October 19, asking her if growing a beard would seem “a piece of silly affection” because he had never worn one before. Despite the qualms expressed in his letter, after being elected Lincoln did grow a beard. Grace’s role in this decision remains unclear because other people had also suggested he grow a beard. Yet when Lincoln’s train stopped in Westfield on the way to his inauguration, he sought out Grace and told her he had followed her advice.

NY
Westfield Chatauque County
Oct 18, 1860

Hon A B Lincoln

Dear Sir

My father has just home from the fair and brought home your picture and Mr. Hamlin's. I am a little girl only eleven years old, but want you should be President of the United States very much so I hope you won't think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brother's and part of them will vote for you any way and if you let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husband's to vote for you and then you would be President. My father is a going to vote for you and if I was a man I would vote for you to but I will try to get every one to vote for you that I can I think that rail fence around your picture makes it look very pretty I have got a little baby sister she is nine weeks old and is just as cunning as can be. When you direct your letter direct to Grace Bedell Westfield Chatauque County New York

I must not write any more answer this letter right off Good bye

Grace Bedell
Cooper Union Speech, *New-York Tribune*

The *New-York Tribune* reprinted Lincoln’s Cooper Union speech on February 28, 1860, the day after he delivered it. Founded in 1841, the *Tribune* reflected the politics of its editor, Horace Greeley. Greeley, one of the founders of the Republican Party, supported the abolition of slavery and backed Lincoln in the 1860 election. In addition to the *Tribune*, the *New-York Times*, the *New-York Herald*, and the *New-York Evening Post* also reported on and provided transcripts of the speech. The *Tribune* and the *Evening Post* provided the most positive coverage. At least 170,000 copies of the speech appeared in newspapers, reaching an audience one hundred times larger than the one that had listened to the speech at Cooper Union. Because newspapers were the principal source of news and politics was the principal focus of newspapers, the attention Lincoln’s speech received in the New York press helped introduce Lincoln to the public and contributed to his selection as the Republican nominee for president.
Harper’s Weekly, November 10, 1860

Harper’s Weekly, a popular illustrated weekly, published this issue four days after Lincoln’s election on November 6. The front page features a woodcut adaptation of the photograph of Lincoln that Mathew Brady took before the Cooper Union speech. This issue thus represents the convergence of some of the key elements that helped make him president: newspapers and Brady’s photograph.
Lesson 2: Lincoln for President
Classroom Resources

*Harper’s Weekly*, November 10, 1860

“The National Game”

The New York engraving firm Currier and Ives published this pro-Lincoln cartoon weeks before the 1860 election. In it, the presidential campaign takes the form of a baseball game. Lincoln, who has won the game, stands on home plate with a split rail for his bat. The other candidates are, from left to right, John Bell, Stephen Douglas, and John Breckinridge. Each candidate displays his party’s platform on his bat. The 1860 election unfolded as a four-way race dominated by the issue of slavery. Lincoln, the Republican candidate, advocated barring the expansion of slavery. Bell, the Constitutional Unionist candidate, espoused preserving the Union. Douglas, the Northern Democratic candidate, argued for “popular sovereignty,” or the right of local citizens to decide for themselves whether to permit slavery. Breckinridge, the Southern Democratic candidate, supported allowing slavery to spread unhindered. Douglas and Breckinridge ended up splitting the Democratic vote, enabling Lincoln to win the election without receiving a majority of the popular vote.
“The National Game”

“The Political Rail Splitter”

The New York lithographer J. Leach created this anti-Lincoln cartoon before the 1860 election. In it, Lincoln crushes the Constitution underfoot while wielding an axe topped by the head of an African American man. He prepares to split apart a tree trunk representing the Union with a wedge labeled “Irrepressible Conflict.” The label refers to an 1858 speech in which the New York senator William Seward claimed that an unavoidable conflict existed between the free labor system of the North and the slave labor system of the South. In the cartoon, Seward, who had been the front-runner to secure the Republican nomination before Lincoln won on the third ballot, falls over the *New-York Tribune* editor Horace Greeley, who proved instrumental in engineering Lincoln’s victory over Seward.
“The Political Rail Splitter”

Grand Procession of the Wide Awakes

This engraving from the October 13, 1860, issue of *Harper’s Weekly* depicts a parade that the Wide Awakes, a Republican political club organized in 1860 to support Lincoln’s candidacy, staged in New York City on October 3, 1860. In the engraving, the Wide Awakes march down Park Row, which received the nickname Newspaper Row in the nineteenth century for all the newspapers located along it. The headquarters of the *New-York Tribune*, *New-York Day-Book*, and *New-York Times* appear in the background. Like the Wide Awakes, many newspapers worked diligently to elect Lincoln. As they march, the Wide Awakes carry their trademark torches, a banner bearing Lincoln’s portrait, and a sign painted with an eye to signify their vigilance. They wear caps and capes to protect themselves from the torches’ dripping oil.
Grand Procession of the Wide Awakes

“Grand Procession of Wide-Awakes at New York on the Evening of October 3, 1860,”
Background: A Week in Lincoln’s Presidency

Many in the antislavery movement believed Lincoln would end slavery soon after he took office and the war began. Some thought his wartime powers permitted him to do this by presidential proclamation—in peacetime, a constitutional amendment would have been the only means available. Frederick Douglass, Horace Greeley, and others pushed the president hard to issue a proclamation abolishing slavery. They were unhappy when, more than a year after the outbreak of war, he was still dragging his feet.

Lincoln was a consummate politician with a keen sense of what public opinion would tolerate. He was also a man with his own long-standing moral position on slavery and a leader of his nation in wartime. This lesson focuses on how he balanced the demands of politics, morality, and war during a dramatic week in September 1862.

On September 22, Lincoln at last issued the Preliminary Emancipation Proclamation many had been waiting for—and many others had dreaded. Just two days later, he issued the Proclamation Suspending the Writ of Habeas Corpus, which outlawed much public criticism of the government and the war and suspended habeas corpus for violators of the proclamation. These two presidential acts were very different, but they came from a similar motive. They were both designed to increase enlistment in the army; at a time when the war was going badly, few were volunteering to serve, and many in uniform were deserting. Freed slaves would swell the army’s numbers, and desertions would decrease if there were less public protest of the war.

Both edicts would prove explosive in the coming months.
By the President of the United States of America.

A Proclamation.

I, Abraham Lincoln, President of the United States of America, and Commander-in-Chief of the Army and Navy thereof, do hereby proclaim and declare that hereafter, as heretofore, the war will be prosecuted for the object of practically restoring the constitutional relation between the United States, and each of the States, and the people thereof, in which States that relation is, or may be, suspended or disturbed.

That it is my purpose, upon the next meeting of Congress to again recommend the adoption of a practical measure tendering pecuniary aid to the free acceptance or rejection of all slave States, so called, the people whereof may not then be in rebellion against the United States and which States may then have voluntarily adopted, or thereafter may voluntarily adopt, immediate or gradual abolishment of slavery within their respective limits; and that the effort to colonize persons of African descent, with their consent, upon this continent, or elsewhere, with the previously obtained consent of the Governments existing there, will be continued.

That on the first day of January in the year of our Lord, one thousand eight hundred and sixty-three, all persons held as slaves within any State, or designated part of a State, the people whereof shall then be in rebellion against the United States shall be then, thenceforward, and forever free; and the executive government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the executive will, on the first day of January aforesaid, by proclamation, designate the States, and part of States, if any, in which the people thereof respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof shall, on that day be, in good faith represented in the Congress of the United States, by members chosen thereto, at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State and the people thereof, are not then in rebellion against the United States.

That attention is hereby called to an Act of Congress entitled “An Act to make an additional Article of War” approved March 13, 1862, and which act is in the words and figure following:

“Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That hereafter the following shall be promulgated as an additional article of war for the government of the army of the United States, and shall be obeyed and observed as such:

“Article-All officers or persons in the military or naval service of the United States are prohibited from employing any of the forces under their respective commands for the purpose of returning fugitives from service or labor, who may have escaped from any persons to whom such service or labor is claimed to be due, and any officer who shall be found guilty by a court martial of violating this article shall be dismissed from the service.

“Sec.2. And be it further enacted, That this act shall take effect from and after its passage.”

Also to the ninth and tenth sections of an act entitled “An Act to suppress Insurrection, to punish Treason and Rebellion, to seize and confiscate property of rebels, and for other purposes,” approved July 17, 1862, and which sections are in the words and figures following:

“Sec.9. And be it further enacted, That all slaves of persons who shall hereafter be engaged in rebellion against the government of the United States, or who shall in any way give aid or comfort thereto, escaping from such
persons and taking refuge within the lines of the army; and all slaves captured from such persons or deserted by them and coming under the control of the government of the United States; and all slaves of such persons found on (or) being within any place occupied by rebel forces and afterwards occupied by the forces of the United States, shall be deemed captives of war, and shall be forever free of their servitude and not again held as slaves.

“Sec.10. And be it further enacted, That no slave escaping into any State, Territory, or the District of Columbia, from any other State, shall be delivered up, or in any way impeded or hindered of his liberty, except for crime, or some offence against the laws, unless the person claiming said fugitive shall first make oath that the person to whom the labor or service of such fugitive is alleged to be due is his lawful owner, and has not borne arms against the United States in the present rebellion, nor in any way given aid and comfort thereto; and no person engaged in the military or naval service of the United States shall, under any pretence whatever, assume to decide on the validity of the claim of any person to the service or labor of any other person, or surrender up any such person to the claimant, on pain of being dismissed from the service.”

And I do hereby enjoin upon and order all persons engaged in the military and naval service of the United States to observe, obey, and enforce, within their respective spheres of service, the act, and sections above recited.

And the executive will in due time recommend that all citizens of the United States who shall have remained loyal thereto throughout the rebellion, shall (upon the restoration of the constitutional relation between the United States, and their respective States, and people, if that relation shall have been suspended or disturbed) be compensated for all losses by acts of the United States, including the loss of slaves.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty-second day of September, in the year of our Lord, one thousand, eight hundred and sixty-two, and of the Independence of the United States the eighty seventh.

[Signed:] Abraham Lincoln
By the President

[Signed:] William H. Seward
Secretary of State

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**Preliminary Emancipation Proclamation**

Issued on September 22, 1862, the Preliminary Emancipation Proclamation announced that as of January 1, 1863, all the slaves in the Confederate territories still in rebellion would be free. The Preliminary Emancipation Proclamation also permitted African Americans to join the military and shifted the purpose of the Civil War from preserving the Union to ending slavery. Numerous factors influenced Lincoln’s decision to issue the Preliminary Emancipation Proclamation. One consideration was military necessity. Slaves helped the Confederate war effort both by freeing white men to fight and by performing support tasks for the army. By freeing Confederate slaves, Lincoln could simultaneously deplete the South’s workforce and enhance the North’s. Another consideration was morality. Lincoln had always thought slavery was wrong, but he also believed the federal government did not have the power to abolish it. Relying upon his authority as commander-in-chief, Lincoln claimed the ability to free slaves in areas where fighting was ongoing. With these goals, Lincoln waited for a Union victory to issue the Preliminary Emancipation Proclamation so that it would not seem like a desperate measure. He finally got his chance after the battle of Antietam.
Preliminary Emancipation Proclamation

Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862.
Manuscripts and Special Collections, New York State Library.
Preliminary Emancipation Proclamation

Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862.
Manuscripts and Special Collections, New York State Library.
Preliminary Emancipation Proclamation

Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862. Manuscripts and Special Collections, New York State Library.
Preliminary Emancipation Proclamation

Abraham Lincoln, Preliminary Emancipation Proclamation, September 1862.
Manuscripts and Special Collections, New York State Library.

The Emancipation Proclamation was set to take effect on January 1, 1863, 100 days after Lincoln issued the Preliminary Emancipation Proclamation. On December 31, 1862, Shiloh Presbyterian Church overflowed with a crowd of black and white New Yorkers gathered to hear speeches, to pray, and to sing in celebration of long-awaited emancipation. The New-York Times (as well as Horace Greeley’s New-York Tribune) had advocated emancipation for years and printed this story on January 1, 1863, to mark the occasion. While the proclamation excluded thousands of slaves in portions of Rebel states already under Union occupation, the Weekly Anglo-African expressed a sentiment shared by many who celebrated: “By the President’s Proclamation, so large a proportion of slaves are declared free, that the freedom of the remainder is a foregone conclusion.”
Lesson 3: A Week in Lincoln's Presidency

Classroom Resources

Proclamation Suspending the Writ of Habeas Corpus

Lincoln issued the Proclamation Suspending the Writ of Habeas Corpus on September 24, 1862. The proclamation’s first provision subjected Confederates and Northerners who disrupted the prosecution of the Civil War to martial law. This provision classified Northerners who interfered with the conduct of the Civil War, even those loyal to the Union, as Southern sympathizers and applied the same punishment to them as it did to Southerners themselves. The proclamation’s second provision suspended the writ of habeas corpus, the constitutionally guaranteed right of a person being detained by the government to appear before a judge to have the legality of his detention reviewed, for those subject to martial law. This provision prevented people accused of harming the Union war effort from challenging that charge in court. Although Lincoln justified the proclamation on the basis of military necessity, it proved immensely unpopular in both the North and the South. Lincoln’s opponents pilloried him in the press for eroding civil liberties and mounted court cases charging that only Congress had the authority to suspend the writ of habeas corpus.
Proclamation Suspending the Writ of Habeas Corpus

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA:

A PROCLAMATION

Whereas, it has become necessary to call into service not only volunteers but also portions of the militia of the States by draft in order to suppress the insurrection existing in the United States, and disloyal persons are not adequately restrained by the ordinary processes of law from hindering this measure and from giving aid and comfort in various ways to the insurrection;

Now, therefore, be it ordered, first, that during the existing insurrection and as a necessary measure for suppressing the same, all Rebels and Insurgents, their aiders and abettors within the United States, and all persons discouraging volunteer enlistments, resisting militia drafts, or guilty of any disloyal practice, affording aid and comfort to Rebels against the authority of United States, shall be subject to martial law and liable to trial and punishment by Courts Martial or Military Commission:

Second. That the Writ of Habeas Corpus is suspended in respect to all persons arrested, or who are now, or hereafter during the rebellion shall be, imprisoned in any fort, camp, arsenal, military prison, or other place of confinement by any military authority of by the sentence of any Court Martial or Military Commission.

In witness whereof, I have hereunto set my hand, and caused the seal of the United States to be affixed.

Done at the City of Washington this twenty fourth day of September, in the year of our Lord one thousand eight hundred and sixty-two, and of the Independence of the United States the 87th.

ABRAHAM LINCOLN

By the President:

WILLIAM H. SEWARD, Secretary of State.

Abraham Lincoln, Proclamation Suspending the Writ of Habeas Corpus, September 24, 1862.
Debating Habeas Corpus: *Atlas and Argus* and the *New-York Times*

The *Atlas and Argus* was a weekly newspaper published by Calvert Comstock and William Cassidy in Albany from February 1856 through May 1865. It resulted from the merger of two rival newspapers, the *Atlas* and the *Argus*. The Democratic-leaning *Atlas and Argus* vehemently opposed the Lincoln administration. After Lincoln issued the Proclamation Suspending the Writ of Habeas Corpus and especially after the arrest of the former Ohio Democratic congressman Clement Vallandigham, the paper charged Lincoln with violating the Constitution and abusing his power. It represented the views of Albany Democrats who feared that they, too, might face imprisonment. In 1865, the *Atlas and Argus* changed its name back to the *Argus*.

Founded as the *New-York Daily Times*, the *New-York Times* published its first issue on September 18, 1851. Its early reporting reflected the Republican politics of its founders, George Jones and Henry Jarvis Raymond. Jones, a banker, acted as the paper’s publisher, while Raymond, a journalist who would later serve as New York’s lieutenant governor, a congressman, and the second chairman of the Republican National Committee, acted as its editor. The support of the *Times* helped Lincoln win the Republican nomination and the presidency. During the Civil War, the *Times* championed the Union and the unpopular draft. Despite its overt partisanship, the *Times* practiced a measured style of journalism that distinguished it from other New York newspapers and appealed to businessmen, who were its primary audience.
### Debating Habeas Corpus: *New-York Times* and *Atlas and Argus*

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<th><strong>New-York Times</strong></th>
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<td>“Vallandigham, whatever else he may be, is no fool. He talks and acts consistently. His disposition is essentially rebellious and it is this, and this only, which makes him so quick to turn to mob violence. He has infected his followers with this same malignant and lawless spirit which animates himself, and, had it the physical force, it would riot in the overthrow of all civil order and law.” — May 8, 1863</td>
<td>“This crime against the Constitution [Vallandigham’s arrest] shows itself in more glaring colors amid the gloom that enshrouds the cause of the Union. Except as part of the conspiracy ‘to unite the South and divide the North,’ what motive can be assigned for such an act of violence? As a political movement it denotes the extreme of folly.” — May 8, 1863</td>
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<td>“Now that this arch-schemer of mischief [Vallandigham] has at last been arrested, we trust that he will be made to feel the full measure of every penalty he has incurred. Of all Northern coadjutors of the rebellion, Vallandigham is the very one of whom an example ought to be made. His peculiar notoriety would make the example all the more signal in itself, and all the more effective as a warning. The Executive Branch of the Government has been clothed by Congress with every power necessary to the maintenance of its authority; and the people have a right to expect that this authority will be the most strenuously vindicated where it has been the most injuriously defied.” — May 13, 1863</td>
<td>“The arrest [of Vallandigham] is a threat against every public man who refuses to advocate the extreme measures of the Abolition Cabinet. It commences with Vallandigham, but where is it to stop?” — May 12, 1863</td>
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<td>“There remains the question, what sentence the Court will pass upon [Vallandigham]. If we could have our choice in the matter, it should be that he be sent South beyond out lines. Taking his life might seem too hard, imprisonment would make a martyr of him, but everyone will recognize the fitness of sending him to Dixie, to join that noble company of traitors whose praises he has sounded so loudly, and to receive from them in person that meed of praise which they have so steadily bestowed upon him at a distance.” — May 13, 1863</td>
<td>“But the blow that falls upon a citizen of Ohio to-day may be directed at a Democrat of New York to-morrow. The second outrage must follow the first; for there is an inevitable sequence in the logic of such wrongs. The blow, therefore, is a threat at every Democrat; and we wonder at the folly, if not at the malignancy, which prompted it.” — May 12, 1863</td>
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<td>“But the fact of our ejecting [Vallandigham] will be one which must be widely spread, and it will speak most convincingly to everyone who hears it of the determination of the North, which is hardening from flint to adamant, to suppress this rebellion, and to grind to powder all those who would sustain it” — May 13, 1863</td>
<td>“The blow is aimed at a citizen of Ohio [Vallandigham], and the supremacy of law in that State. But the State of New York, and every citizen of the State, is equally threatened. We must make common cause with citizens of other States, or we, too, are lost” — May 16, 1863</td>
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<td>“We have not had this many a day a more ridiculous demonstration than that of the Copperheads at Union-square in protest against what they call the ‘intolerable tyranny at Washington.’ We doubt, indeed, whether there ever was a more absurd assemblage of blatherskites. There, in the face of sober citizens returning home from their business, they stood by the hour ranting against the National Government for stifling free speech – belching out invective, vituperation, ribaldry, execration, threats and defiance; howling sentiments that, if acted upon, would be outright murder and treason; shrieking like very sybils possessed; outroaring Boanerges; and all because the despot Lincoln had gagged the country.” — May 20, 1863</td>
<td>“The process by which Vallandigham was seized, and tried, and condemned, however, assumes the forms of law, – of Military Law – and formally sets aside the jurisdiction of the Civil Courts, the rights of the Magistracy, the franchises of the Citizens, and the sovereignty of the State. It is a formal usurpation of the Military power over the Civil, in a loyal and peaceful state.” — May 16, 1863</td>
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<td>“The [Copperheads] were brimful of sympathy with the rebels, and gave themselves full swing. They hissed, and groaned, and swore, and shrieked, and raved against President Lincoln to the top of their bent, and not a Provost-Marshal, nor a soldier, nor a police officer, nor any mortal being in the City lifted a finger to save the public sense of decency, nor thought of it for an instant, and yet they continued all the same, tearing on like madmen against the insufferable rule of the usurper and despot.” — May 20, 1863</td>
<td>“In every Northern State the people are moving in opposition to the Vallandigham outrage, and in every instance their action indicates that they do not regard this as an individual affair, but as a question involving the dearest and most sacred rights of American freemen.” — May 26, 1863</td>
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Background: Lincoln’s Legacy

Abraham Lincoln always had his fierce supporters during his presidency, but as the brutal war dragged on, public sentiment turned sharply against him. Many people wanted a compromise with the Confederacy—anything to end the fighting. Lincoln refused, and he came very close to losing his reelection bid in 1864; he was saved by the encouraging successes on the battlefield of Ulysses S. Grant and William T. Sherman. New York City, despite the presence of strong Republicans and abolitionists, had never been in Lincoln’s camp. The Peace Democrats, or Copperheads, held most of the city’s positions of power, thanks to the support of both the wealthy business class and the masses of poor, mostly Irish, immigrants. The president’s detractors believed he was recklessly leading the country off a cliff in order to end slavery.

And then, in breathtakingly short order, came Robert E. Lee’s surrender and Lincoln’s death. A New York diarist with Democratic leanings worried that the assassination would “make a martyr of Abraham Lincoln, whose death will make all the shortcomings of his life and Presidential career forgotten.” She was right, and the process began immediately. The city was dressed in black crepe within hours of hearing the news of Lincoln’s murder. The newspapers, including those that had long criticized Lincoln, published statements of profound shock and grief and tributes to the fallen president. Plans began for the public outpouring that would greet Lincoln’s casket when it arrived some days later on its long journey back to Illinois.

In the country and in New York City, the reappraisal of Lincoln was swift and thorough. He was now consistently praised for the uncommon wisdom and courage he had shown as a leader. He was seen as extraordinary, unlike other men, an equal of the great George Washington himself. The word “martyr” was spoken freely from the city’s pulpits, prompted in part by the timing of the attack on the president’s life. Lincoln was shot on Good Friday, during the season of Passover, so for Christians and Jews his death resonated profoundly. Comparisons to Christ and to Moses came easily.

Lincoln was despised by many during his presidency. Today, he is among the most admired of all American presidents. This lesson will help students explore how that change in public opinion took root in the aftermath of his death.
Lincoln’s Body at City Hall

This photograph, taken on April 25, 1865, shows City Hall decked in mourning bunting to commemorate Lincoln’s assassination. Black crepe hangs from all the windows, and a banner above the entryway reads: “The Nation Mourns.” Lincoln died on the morning of April 15, 1865. Funeral activities in Washington lasted until April 20, after which Lincoln’s body was placed in a funeral train bound for Springfield, Illinois. When the train arrived in New York on April 24, a procession accompanied Lincoln’s hearse to City Hall. As Lincoln lay in state, thousands of New Yorkers waited hours in line to file past his open coffin. The next day, another procession escorted Lincoln’s hearse back to the funeral train, which then continued on to Albany.
Lincoln’s Body at City Hall

The Body of the Martyr President, Abraham Lincoln

This lithograph, produced by the New York firm Currier and Ives in 1865, shows Lincoln lying in state at City Hall. Although New York City had often proved unfriendly to Lincoln in life, his death prompted a sudden reevaluation. On the day of Lincoln’s death, angry crowds roamed the streets, and all shops closed. The next day, Easter Sunday, ministers at churches across the city used their sermons to enshrine Lincoln as a Christ-like martyr. New Yorkers draped everything they could in mourning bunting: homes, businesses, City Hall, even ships in the harbor wore black shrouds. When Lincoln’s funeral train arrived in New York on April 24, hundreds of thousands of New Yorkers crowded the streets to watch a procession escort his hearse to City Hall, and they lined up to view his open coffin.
The Body of the Martyr President, Abraham Lincoln

Columbia’s Noblest Sons

This lithograph, created by the New York firm Kimmel and Forster in 1865, depicts Columbia, a personification of America, crowning Washington and Lincoln with laurel wreaths of victory. Columbia stands atop the prostrate British lion, the silenced guns of war, and slavery’s broken shackles. Scenes of the Boston Tea Party, the Declaration of Independence, and the British surrender of Yorktown flank Washington while scenes of the firing on Fort Sumter, an ironclad warship, and Lincoln’s arrival in Richmond flank Lincoln. This is one of many lithographs produced after Lincoln’s assassination that link Washington and Lincoln, positing one as the creator of the Union and the other as its preserver. Like the others, it suggests that Lincoln, in death, has joined Washington as an American icon.
Columbia’s Noblest Sons

Last Offer of Reconciliation

The New York firm Kimmel and Forster produced this hand-colored lithograph in 1865 from an image created by Henry Thomas. An allegory of the reconciliation of the North and the South, the lithograph depicts Lincoln and the Confederate president Jefferson Davis preparing to shake hands. Liberty, personified as a woman wearing a crown and holding a shield and a staff, sits looking down on the two men from a raised temple. To Lincoln’s left stand Secretary of State William Seward, Secretary of the Navy Gideon Welles, and two Union soldiers. Above Lincoln, the Union generals William T. Sherman and Ulysses S. Grant nail a ribbon containing the names of the seceded states onto a pillar of Liberty’s temple. To Davis’s right stand a mustachioed man, Confederate General Robert E. Lee, a slave in chains, and a young man holding his hat in his hands. Created after Lincoln’s death, the lithograph memorializes him as a magnanimous leader eager to restore the Union and willing to forgive the South.
Lesson 4: Lincoln’s Legacy
Classroom Resources

Last Offer of Reconciliation

“When Lilacs Last in the Dooryard Bloom’d” (excerpts)

Walt Whitman wrote this elegy soon after Lincoln’s assassination. Rooted deeply in nature, the poem develops three primary symbols—the lilac, the star, and the thrush—as it progresses from the grief of the beginning to the consolation of the end. The lilac symbolizes Whitman’s love for Lincoln. It also represents immortality and rebirth, as it appears anew every spring. The star symbolizes Lincoln. It shares Lincoln’s association with the west, and its setting represents the end of Lincoln’s life. The thrush symbolizes Whitman himself, its song of death paralleling Whitman’s own. Whitman published this poem in the second edition of his anthology *Drum-Taps*. Born on May 31, 1819, on Long Island, Whitman worked as a printer and a teacher before becoming an editor of various newspapers. He published his first volume of poetry, *Leaves of Grass*, in 1855 and would continue to refine it for the rest of his life. With the outbreak of the Civil War, Whitman volunteered to visit and befriend hospitalized soldiers as they recovered from their wounds, first in New York and then in Washington. He saw Lincoln frequently in Washington and came to admire him greatly. Whitman was inspired to write “When Lilacs Last in the Dooryard Bloom’d” after he read newspaper accounts of the days of mourning in Washington, D.C., and saw for himself Lincoln’s funeral procession through New York. He later developed a lecture entitled “Death of Lincoln” that he delivered several times between 1879 and 1890. Whitman died on March 26, 1892, in Camden, New Jersey.
“When Lilacs Last in the Dooryard Bloom’d” (excerpts)

1
When lilacs last in the dooryard bloom’d,
And the great star early droop’d in the western sky in the night,
I mourn’d, and yet shall mourn with ever-returning spring.
Ever-returning spring, trinity sure to me you bring,
Lilac blooming perennial and drooping star in the west,
And thought of him I love.

2
O powerful western fallen star!
O shades of night—O moody, tearful night!
O great star disappear’d—O the black murk that hides the star!
O cruel hands that hold me powerless—O helpless soul of me!
O harsh surrounding cloud that will not free my soul.

3
In the dooryard fronting an old farm-house near the white-wash’d palings,
Stands the lilac-bush tall-growing with heart-shaped leaves of rich green,
With many a pointed blossom rising delicate, with the perfume strong I love,
With every leaf a miracle—and from this bush in the dooryard,
With delicate-color’d blossoms and heart-shaped leaves of rich green,
A sprig with its flower I break.

4
In the swamp in secluded recesses,
A shy and hidden bird is warbling a song.
Solitary the thrush,
The hermit withdrawn to himself, avoiding the settlements,
Sings by himself a song.
Song of the bleeding throat,
Death’s outlet song of life, (for well dear brother I know,
If thou wast not granted to sing thou would’st surely die.)

5
Over the breast of the spring, the land, amid cities,
Amid lanes and through old woods, where lately the violets peep’d from the ground, spotting the gray debris,
Amid the grass in the fields each side of the lanes, passing the endless grass,
Passing the yellow-spear’d wheat, every grain from its shroud in the dark-brown fields uprisen,
Passing the apple-tree blows of white and pink in the orchards,
Carrying a corpse to where it shall rest in the grave,
Night and day journeys a coffin.

6
Coffin that passes through lanes and streets,
Through day and night with the great cloud darkening the land,
With the pomp of the inloop’d flags with the cities draped in black,
With the show of the States themselves as of crape-vell’d women standing,
With processions long and winding and the flambeaus of the night,
With the countless torches lit, with the silent sea of faces and the unbared heads,
With the waiting depot, the arriving coffin, and the sombre faces,
With dirges through the night, with the thousand voices rising strong and solemn,
With all the mournful voices of the dirges pour’d around the coffin,
The dim-lit churches and the shuddering organs—where amid these you journey,
With the tolling tolling bells’ perpetual clang,
Here, coffin that slowly passes,
I give you my sprig of lilac.

13
Sing on, sing on you gray-brown bird,
Sing from the swamps, the recesses, pour your chant from the bushes,
Limitless out of the dusk, out of the cedars and pines.
Sing on dearest brother, warble your reedy song,
Loud human song, with voice of uttermost woe.
O liquid and free and tender!
O wild and loose to my soul—O wondrous singer!
You only I hear—yet the star holds me, (but will soon depart.)
Yet the lilac with mastering odor holds me.

15
I saw battle-corpses, myriads of them,
And the white skeletons of young men, I saw them,
I saw the debris and debris of all the slain soldiers of the war,
But I saw they were not as was thought,
They themselves were fully at rest, they suffer’d not,
The living remain’d and suffer’d, the mother suffer’d,
And the wife and the child and the musing comrade suffer’d,
And the armies that remain’d suffer’d.

16
I cease from my song for thee,
From my gaze on thee in the west, fronting the west,
communing with thee,
O comrade lustrous with silver face in the night.
Yet each to keep and all, retrievements out of the night,
The song, the wondrous chant of the gray-brown bird,
And the tallying chant, the echo arous’d in my soul,
With the lustrous and drooping star with the countenance full of woe,
With the holders holding my hand nearing the call of the bird,
Comrades mine and I in the midst, and their memory ever to keep,
For the dead I loved so well,
For the sweetest, wisest soul of all my days and lands—and
and this for his dear sake,
Lilac and star and bird twined with the chant of my soul,
There in the fragrant pines and the cedars.

Walt Whitman wrote this elegy, one of his most popular poems, soon after Lincoln’s assassination. The poem metaphorically represents the United States as a ship and Lincoln as its captain. Without ever mentioning Lincoln by name, it describes the grief Americans felt at losing the president so soon after the end of the Civil War. Lincoln’s assassination turned what had been a time of great joy into a period of sadness and anger. Whitman published “O Captain! My Captain!” first in New York’s Saturday Press, where it garnered lavish praise, and later in the second edition of his anthology Drum-Taps. Only three stanzas long, the poem’s simple form differs from most of Whitman’s other, more experimental work. Nonetheless, the poem has contributed to Whitman’s reputation as one of the best nineteenth-century American poets.
“O Captain! My Captain!”

Tribute to Abraham Lincoln by Frederick Douglass

Frederick Douglass wrote this tribute to Lincoln in 1880. The Civil War veteran and collector of memorabilia Osborn H. Oldroyd later published it in his 1882 book *The Lincoln Memorial: Album Immortelles*. Douglass, born a slave in 1818, escaped to the North in 1838. He quickly became one of the nation’s leading abolitionists, delivering lectures in the United States and abroad. He published his first autobiography, *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*, in 1845 and founded his own newspaper, the *North Star*, in 1848. A proponent of both immediate abolition of slavery and racial equality, Douglass was at first highly critical of Lincoln and his gradualism. Douglass later decided that Lincoln had good intentions and came to admire him. He met with Lincoln in the White House several times and forcefully advocated for African Americans to enlist in the Union army.

A great man: Tender of heart, strong of nerve, of boundless patience and broadest sympathies, with no motive apart from his country. He could receive counsel from a child and give counsel to a sage. The simple could approached him with ease, and the learned approached him with deference. Take him for all in all Abraham Lincoln was one of the noblest wisest and best men I ever knew.

Fred.k Douglass
1880
Tribute to Abraham Lincoln by Frederick Douglass

THE ASSASSINATION.

In addition to the interesting matters which we gave last week relating to Booth’s capture we are able this week to give illustration of Garretts’s house, on the point of which Booth died, the house of which Garretts’s been in which the assasination was shot, and the how the Harpers realized their usual Navv-yard at Washington.

The case against the assassin develops new features. President Johnson has issued a proclamation declaring that there is evidence to the military warrant when in the assassination Franciscus 76, 6, 7, Clay, George Selden, Robert Tinker, and other radicals, and offering $10,000 for the capture while in the United States of $10,000 to $20,000 for the capture while in the United States. The house of Garretts’s in Columbia College is in 1866, and immediately went to Europe, where he pursued his studies with great arduous and success.


RUINS OF GARRETT’S BARN AND COTTON HOUSES, NEW YORK, WHERE BOOTH WAS SHOT. -- [Courtesy of W. K. Wailes.]
The soldier's wife.

"Oh! weep not, weep not, mother, let no tears be shed in vain. Your son is not yours, not yours any more. He is now a soldier, a brave soldier, marching down to glory, and to the clanging of the battle!"

Yes, with a proud, sweet sadness, in all the hot-sweat, shall he be of his kin, he who is gone in the cause of love and peace.

The memory of my dead.

"For few among the many who are all of us daily, will ever care to churlish.

The sons who met defeat—
And yet he fought as bravely as cheerfully he died. No service to his country.

The President and the Secre.

At last, with solemn courage, she raised her tired eye
—Why should we value her pallor
To such a glad enterprise? Who are the friends who would be
Whose arms will bless her now? Whose lips are growing cold, now, for

The President and the Secretary.

It is the President and the Secretary; to whom we owe our to their peculiar position in our national system at the earliest moment, we shall require something more than a mere
The President's power is not reserved to his friends, but is shared with the Secretary. That some of the President's friends may not have the power of

The President and the Secretary.

The President and the Secretary, as the two principal members of the Federal government, are

The President and the Secretary.

The President and the Secretary.

The President and the Secretary.

HARPERS'S WEEKLY.

SATURDAY, MAY 29, 1865.

The Blackes and the Ballot.

In his excellent proclamation to the people of South Carolina General Screven's an

The Blackes and the Ballot.

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The Blackes and the Ballot.
The Villains who tried to drive our train twice
from the track—who descended upon remote
points on our line, and who—with their hammers
would have broken down mansions and hotels
螯 allies, but, in the end, the Villains
placed-planted nails to disseminate promiscuous
dread, and, finally, to emasculate the train—
were to meet with the pain and knife. And
the men who did those things have been convicted
and imprisoned, and their Great and their
Confederate. ED DAVIS or HERO
were without mercy.

On the contrary, the Richmond rebel Congress
adopted the crimes of Brah and made them
lawful.

Those who begin and prosecute a bloody
war for the purpose of exterminating a
people, and, for the sole purpose of perpetuating
the most insidious outrage upon human nature—
which is not to exterminate a people, but to
rob, enslave, and deliver their slaves from
liberty—must look to the State of the
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PRESIDENT LINCOLN'S FUNERAL—BUILDING ERECTED FOR THE RECEPTION OF HIS REMAINS AT CLEVELAND, OHIO.

[See First Page.]
WE HOLD OUT THE OLIVE BRANCH TO OUR ERRING AND MISGUIDED BRETHREN OF THE SOUTHERN STATES, AND PLEDGE TO ALL OF THEM WHO ARE LOYAL A HEARTY WELCOME TO ALL THE BENEFITS OF OUR FREE REPUBLIC.
Honor the illustrious dead, and heartily sympathize with the sufferings of our gallant heroes and their families.
HUMAN LIFE.

Before the beginning of June.

There was no making of man,

Anchored at seaward, as it were, however. Mr.

To the making, now, on the part of the valley, and

Mr. Tredwell crossed over every arm of it, and

Treadwell crossed over every arm of it, and

To the making, now, on the part of the valley, and

Mr. Tredwell crossed over every arm of it, and

Mr. Tredwell crossed over every arm of it, and

Mr. Tredwell crossed over every arm of it, and

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Mr. Tredwell crossed over every arm of it, and

Mr. Tredwell crossed over every arm of it, and
They soughted of their hostesses fineries. They paraded down into the southern plain. They formed a sort of train, and conversed in the presence of that race which knew no south of Africa. The houses of the old, the buildings, the state of the naked, theVisit to the New-York Historical Society

The young man, who had just removed the book from the box, smiled and nodded in the cloth, blushed a little.

"What was your favorite poem?" asked the latter; "that was a long time ago, I fear. I no longer remember very li-

"I love the poet;" said Mr. Telford; "the fact. he was born in a sort of "by the way," I must say, for I was not a great admirer of his, but I was impressed by his monument to the sea."

"My father," said Mr. Telford, "had noted, for my part, I al-

"I see," said Mr. Telford, "that you have a very profound acquaintance with Mr. Telford."

"I am inclined to think that," said Mr. Telford, "and I am inclined to think that Mr. Telford was a very great man."

"I have," said Mr. Telford, "I have a rather high opinion of Mr. Telford."

"I am not very familiar with Mr. Telford," said Mr. Telford, "but I have a very high opinion of his work."

"I think," said Mr. Telford, "that Mr. Telford was a very great man."

"I think," said Mr. Telford, "that Mr. Telford was a very great man."

"I think," said Mr. Telford, "that Mr. Telford was a very great man."
PRESIDENT LINCOLN'S OLD HOME.

PRESIDENT LINCOLN's words have been broadly laid to rest at Springfield, his former home. The many, which, forty years ago, the then newly-elected President took from Springfield to Washington, has been released, under circumstances how different! Different as regards the terrible national drama of the last four years, by what degrees of joy! Different as regards the personal praise in which our great leader has played, by what degrees of success!

It was on the 20th of February, 1865, that President Lincoln took leave of his fellow-countrymen of Springfield, among whom he had resided for a quarter of a century. As he stepped upon the platform which was to bear him away, he said: "I must now know you; how long I shall not... it is to assume a task more difficult than that which devolved upon Washington... I ask your prayers. Here the people may some may yet think that was admired on that memorable scene to the front! Only the historian, who shall record the keen and ill-nourished vitriol of other prominent men of that critical period of our history, can properly appreciate to what degree Mr. Lincoln reached and almost created the national sentiment which from that moment prevailed. His statements were made not to strike destructive words, but with all the fervor of a Journalist, though reached in that argumentative style as peculiar to Mr. Lincoln. His insight into the great problem of the time did for him, though after a quiet balance, what the system on him only could do for the nation. He did not, like Jackson in 1853, say to the South: "Remember that I will make you feel that virtue and its harmless methods of preserving union!" He unflinchingly upheld union, but he said quietly and firmly: "I shall take care, as the Constitution itself, expressly departs upon me, that the laws of the Union shall be faithfully executed in all the States... The power confided in me will be held, sacred, and preserved, the integrity of the Government... In your hands, my disinterested fellow-countrymen, and not to me, in this momentous issue of civil war. The Government will not fail you. Yonder lies no conflict without being yourselves the aggressors. You have no such expedition in heaven to destroy the Government. While I shall have the utmost desire to preserve, protect, and defend it. We are not enemies, but friends." Nothing Jacksonian in all that, but something of more than Jacksonian ability.

They hear the words. Lincoln has delivered his solemn pledge: "To preserve, protect, and defend." Aggressive treason has been punished and crushed; and as the martyr President's words moved forward from the scene of his execration but gloom comes to the haves of his final rest, the people that erected Ark of Freedom at every stage of his last march. Did our fingers, even in their advent, that they had triumphed through him, their less leader, at the very moment of their death to the nation of the cause ever which they had gained the victory. They did not forget the anxiety with which they followed his
from the tone, even fugues from the Kommt frohheits a.

A gentleman who recently visited the House last week: "I had the anti-

presidential feeling to be, externally, not even a trace of the com-

pany of a leading bro-

er in the capital of the State; while the interi-

or, as shown by the kindly-receiving terms of the President of the United States, remains an exquisitely comfortable and

many rooms; and as a portion of its accomplishments was purchased from the hands of the

family. I shall take the liberty of looking on the scene with a

possessive point of view, and characterizing the furniture as at once simple, good, and

handsome, with enough of luxury and exquisiteness to make it

fully as elegant as it is consistent with its character. The par-

quet floor, the library on the ground

floor, and the recesses up stairs [in ascending order of the

story] make the house of a family so large as to be quite a

triumph. Hunter's room, library, the Museum, the Library, the

Museum, our library, the Room, and the Museum, all hail to the

highest points of the house which President Lincoln for fifteen

years made his home. It was here that he received the deputation which came to

officially inform him of his nomination to the Presidency. It is

situated a few steps from the State House. The President

correspondent two centuries.

You will remember that it is an un-

ordinary place to frame a house with a small, L-shaped, which, in the house being an ancient corner, fronts another street than the main building. It is, or rather was, some years ago, painted a

yellow stone color, is brightly furnished, and contains two large rooms above, which could, under proper treatment, be turned into a bedroom and a dining-room, and there is none splendor.

The favorite chair is in which he sat and the desk at which he wrote are still here, as are many other at his old personal surround. Today the hundreds of citizens are looking ev-

ery thing available as souvenirs—

sung from the author, famous

MRS. LINCOLN'S FUNERAL—MONUMENTAL ARCH ERECTED AT BING

MAN, APRIL 18. 1865.—PHOTOGRAPH BY BISHOP & CO., SAVANNAH.

[New Page Here]

MOURNING OF CITIZENS AT JOHNSON SQUARE, SAVANNAH, APRIL 4, 1865.—PHOTOGRAPH BY BISHOP & CO., SAVANNAH.

[New Page Here]

BURNING OF THE REBEL RAM "WISCONSIN" BELOW NEW ORLEANS, APRIL 24, 1865.—SKETCHED BY H. WEBB.—[SEE PAGE 17.]

the lower portion having a billowing flag, at which our worthy President used to stand, and with a vane of pigeon-foam above, which device used to hold him in hand when he was country boy.

When the anti-presidential dwelling was first taken possession of the house it occupied it was but a one-room, half-story house, grized with tavern, etc., or any

in all of which it was not necessary; but as the family and legal reputation it jointly shared increased tremendously increased, the elevation thereof... in the west end of each, now furnished for more rooms and a more fitting exter-

image: the major did not have or having the legal arguments resolved in its favor, from the bill-

ing for both, and in spire of pigeon-foam, looked out of it by the side of hammering and sawing, or perhaps he thought in case he was here well enough alone; but whatever reas-

on the desires of the anxious were not responded to as promptly as she desired; nor was he even permitted time, perhaps, to get any expenses, and delivery, and what not, at work, is only to show its height, and put on some glasses.

as he advanced experience, and in the time the proper extent, and belong in the matrimonial town before the town ask her neighbors, literary know when such an American has cre-

can live, and whose name it was that gave us the time to help... A letter to the Chicago Tribune reads: thus of the present appa-

ratus of the house:

"There are many nooks and corners, and substantial, it is the type of Mr. Lincoln's

character. This residence in front of the house, principally materials, many of them planted by Mr. Lin-

colonel's own hand, are on the left; and a beautiful rose bed, unbroken by any of the dead leaves; and tall swans the castle. Lilies are splashed here and there, and slowly shaken from the grass. dawn with the sun, the shad and the morn across the space of the building, and fill the air with fragrance."

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235 Broad Way, New York.

To be held at 12 o'clock noon, on Sunday, May 29th, 1865.

The Grand Prize will be won by the person who shall second, with the least number of points, in the competition altogether, the scores and results of which will be published in the New York Journal of Commerce on the 30th of this month.

SPECIAL OFFER TO MEMBERS.

All who shall make a deposit of $5, $10, or $25, will be eligible to participate in the Grand Prize.

The prizes to be awarded are:

1. A Trip to Europe, with all expenses paid for the duration of the tour.
2. A gold watch and chain.
3. A diamond ring.
4. A silver tea service.
5. A set of crystal glasses.
6. A set of china.
7. A set of silver plate.
8. A set of books.
10. A set of pictures.

The prizes are valued at $1,000 in all.

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SPECIAL LIST OF ARTICLES.

All to be sold at One Dollar each.

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The town of Vineland is located about 30 miles south of the city of Philadelphia, and is about 15 miles north of the city of Atlantic City, New Jersey.

The land is highly prized for its agricultural and horticultural possibilities, and is situated on the main line of the Philadelphia and Atlantic Coast Railroad, and is readily accessible to all parts of the United States.

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