

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – The Election of 1860 From Kevin Grant

Grade - 8

Length of class period – 50 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How are political elections won/lost?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will:

Improve their skills at analyzing primary and secondary documents.

Understand the role of political parties in elections.

Create a political cartoon to identify a current political issue.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

Attached Below:

Political cartoons and election maps.

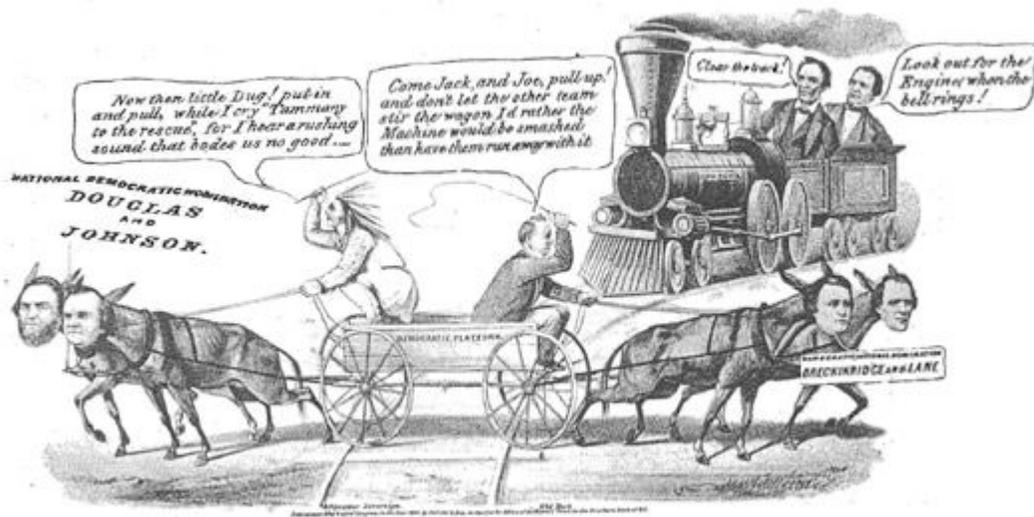
additional political cartoons of 1860 can be found at:

<http://www.abrahamlincolncartoons.com/>

<http://www.indiana.edu/~liblilly/cartoon/election.html>

Document analysis worksheets attached and available at:

<http://www.archives.gov/education/lessons/worksheets/>



PROGRESSIVE DEMOCRACY PROSPECT OF A SMASH UP.

Published by Currier & Ives, 147 Nassau St. N.Y.

“Three Outs and One Run”

It appears to me very singular that we three should strike "out" and be "put out" while old Abe made such a "good lick".

That's because he had that confounded rail to strike with. I thought our fusion would be a "short stop" to his career.

I guess I'd better leave for Kentucky, for I smell something strong around here; and begin to think that we are completely "skunk'd".

Gentlemen, if any of you should ever take a hand in another match at this game, remember that you must have "a good bat" and strike a "fair ball" to make a "clean score" & a "home run".



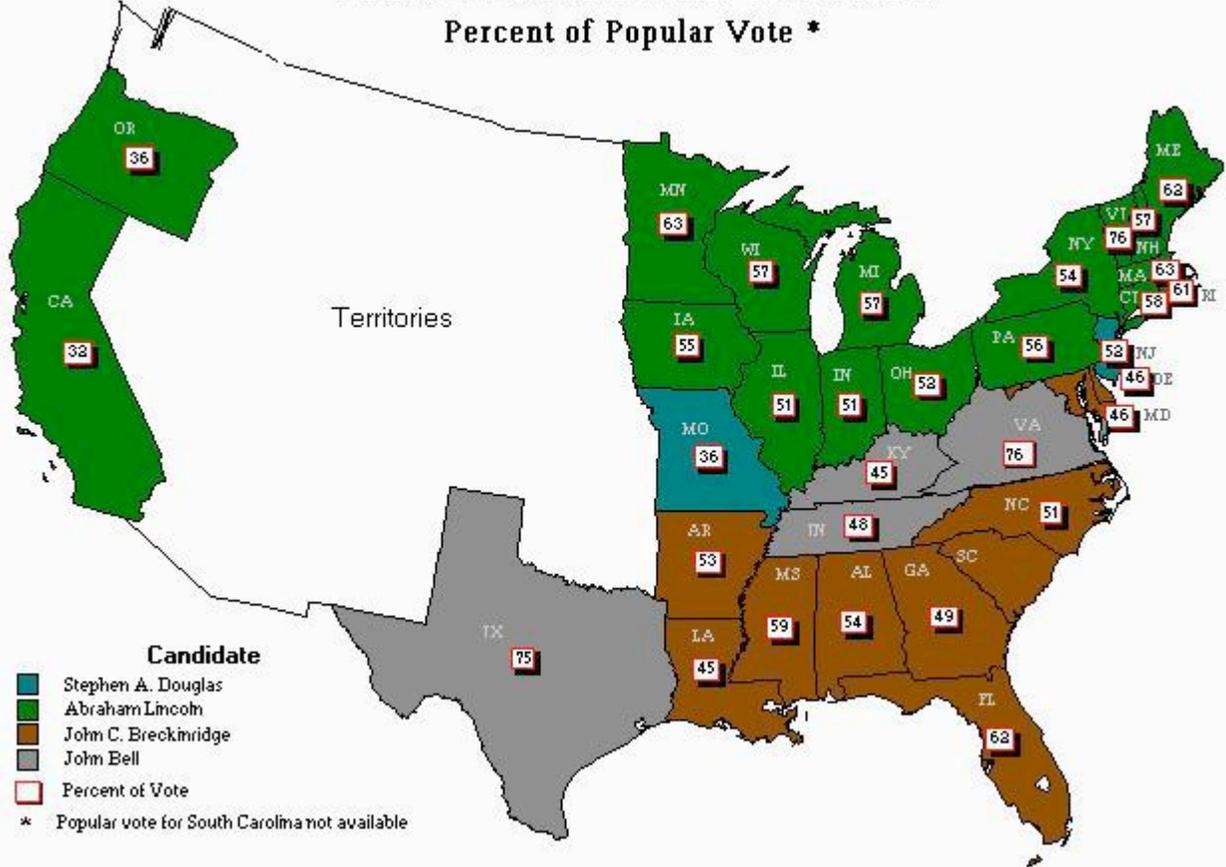
Published according to act of Congress in the year 1842 by the author, in the Office of the District Court for the Southern District of N.Y.

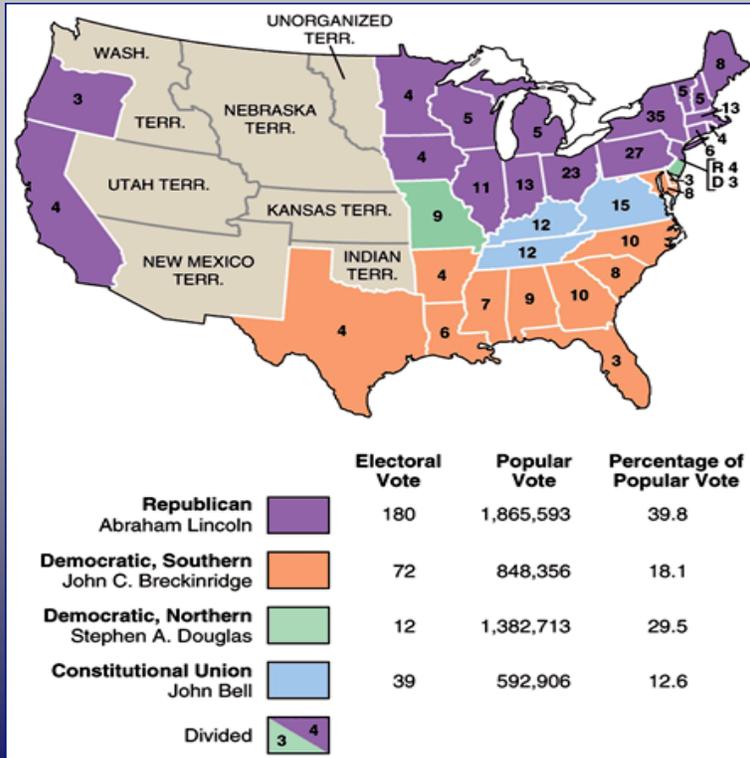
**THE NATIONAL GAME. THREE "OUTS" AND ONE "RUN".
ABRAHAM WINNING THE BALL.**

Published by Currier & Ives, 153 Broadway N.Y.

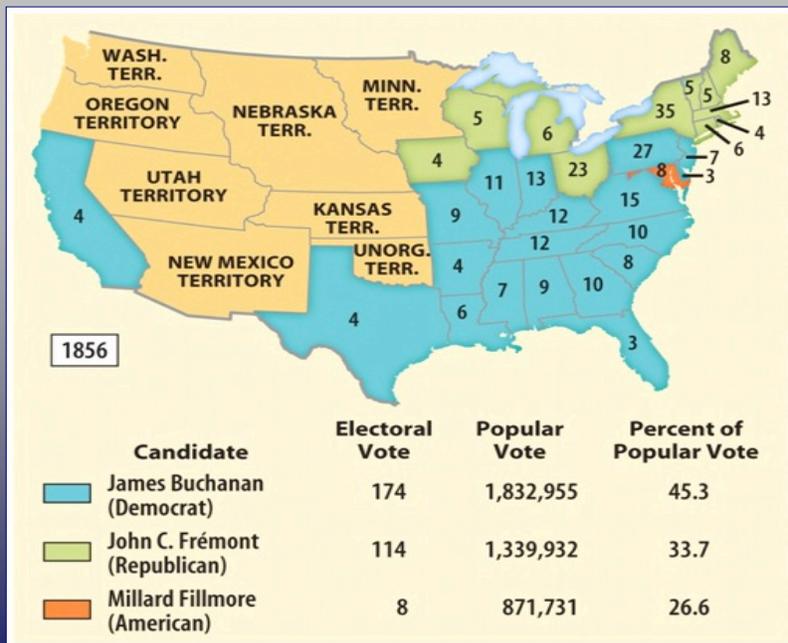
1860 Presidential Election

Percent of Popular Vote *



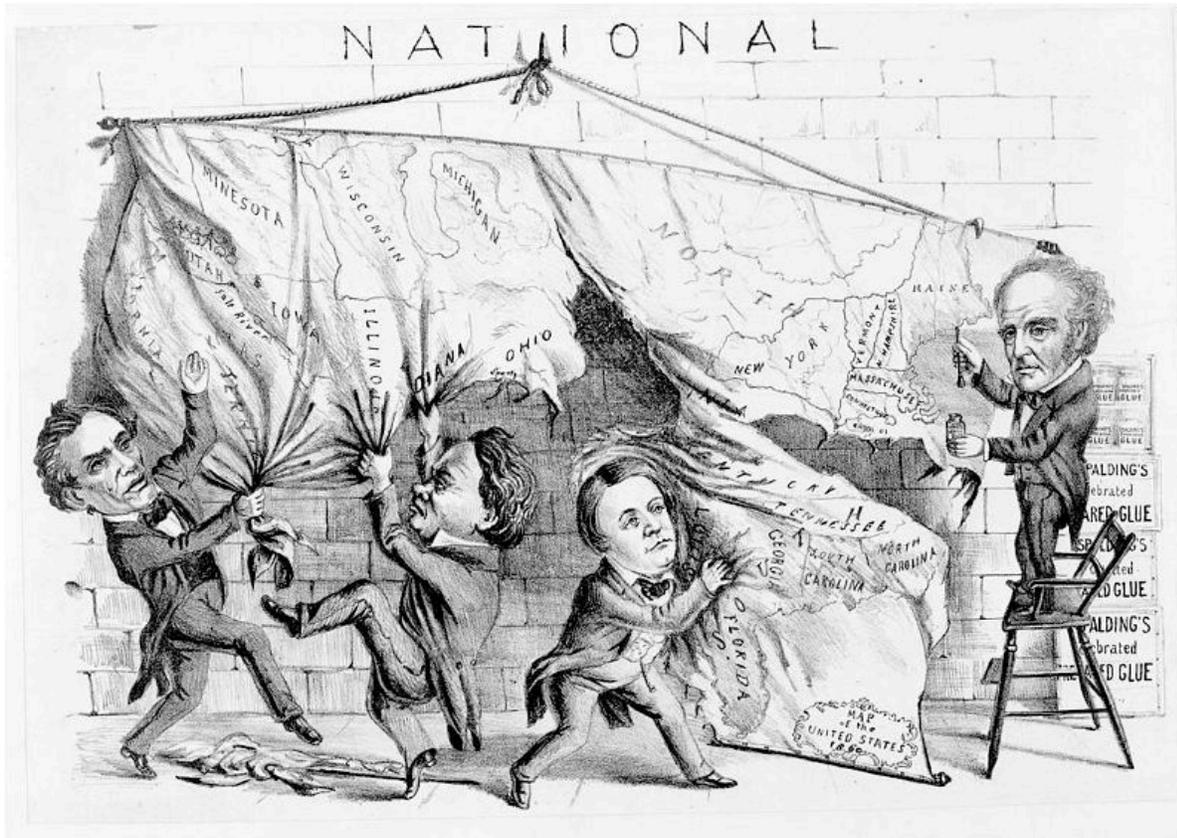


1860 Election Results



1856 Electi on Result s

“Dividing the National Map”



Activities (What will you and your students do during the lesson to promote learning?)

1. Begin class with discussions about why political candidates win/lose elections.
2. View election results of 1856 (identifying Democratic victory).
3. How did Lincoln (Republican) win the election of 1860?
4. Have class analyze cartoons using NARA document analysis worksheets. (Discuss observation and inferences)
5. Show 1860 election results (elicit popular vote outnumbering Lincoln and Northern/Southern Democrat vote totals)
6. Have students respond in paragraph format, assessing the cartoons' accuracy of the election providing evidence from the election results and the political cartoons, to explain how Lincoln was able to win the election of 1860.
7. Have students create their own political cartoon that shows how a political issue may affect a candidate. (Have students orally explain their cartoons)

Extensions:

Research on third parties in elections

Identifying party platforms

How will you assess what student learned during this lesson?

Students will complete a NARA document Analysis worksheet (orally share observations then inferences)

Explain how these cartoons describe the 1860 election results

Create a political cartoon that comments on a current election issue

Connecticut Framework Performance Standards –

2.2.2-Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and texts). Comparing information about the same event using a variety of primary sources.

2.2.3-Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and texts). Assess primary and secondary sources, including internet sources to determine accuracy and validity.

2.2.6-Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and texts). Analyze maps and charts to support conclusions about historical events.

2.3.7-Create written work that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.