Lesson Plan

Comparative Analysis – Lincoln and Douglass

**Goal:**

Students will write an essay, create a Prezi, or PowerPoint presentation based on research and comparative analysis of two primary OR secondary sources from Lincoln and Douglass on slavery issues.

**Materials:**

* Primary /Secondary document links or sources (can be from website) or other verified sources on the internet
* Overhead projection: Elmo, Apple TV, iPad, etc…
* Media platform of choice for writings or presentation (ex: Prezi, Microsoft Word, PowerPoint)

**Common Core Standards:**

[CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)

Cite specific textual evidence to support

analysis of primary and secondary sources, connecting insights gained from

specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)

Determine the central ideas or information of

a primary or secondary source; provide an accurate summary that makes

clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/)

Evaluate various explanations for actions or

events and determine which explanation best accords with textual evidence,

acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/)

Integrate information from diverse sources,

both primary and secondary, into a coherent understanding of an idea or

event, noting discrepancies among sources

Intro:

Have students view the “David Blight” short video on Lincoln and Douglass to bring in a historian’s perspective on how to compare both historical figures.

**Guided Practice:**

Use the “Sample Comparative Analysis” at the bottom of the “Similar Views” section to guide students through two primary documents which indicate similar views about slavery. Use the “Comparative Analysis Guide” provided to write down notes on these two primary documents as they are being reviewed. Have students work in pairs to review the two documents provided in sample (you can either have handouts or have students access the documents with tablets or Chrome Books, etc…) Students should compare and discuss any similarities or differences in wording or meanings related to views on slavery. Students share out opinions or findings.

**Independent Practice:**

Have students work in pairs or table groups to choose two documents of their choice to compare. They should have a Social Studies textbook and access to internet to help with research of historical context. Provide at least two days for independent research to work on this project. Ideally, they will have been given background on the Civil War era to help put things in perspective. They can refer to the timelines given on the website or other sources provided by the teacher.

Give guidance on any misinterpretations of historical facts and review writings before final submission for presentation or grading.

**Closure /Reflection:**

Have students share out observations regarding Lincoln and Douglass by creating a chatboard or classroom visual platform for brainstorming. Have students reflect and form opinions on whether Lincoln and Douglass had more similar or different views on slavery.