



## Activity #1 – Lincoln’s Credo and Yours

- Target grade level: secondary/college
  - Character quality emphasized: vision
1. Have students read up on Lincoln’s actions and speeches from 1854-1860 in the time of Lincoln’s “reawakening” to politics.
  2. Using those speeches and words, have students determine on their own or in a small group what Lincoln’s credo (or core principles or values) were. Have the students write up a list of the values.
  3. Compile on the board the lists students come up with. These are the values which determined Lincoln’s credo. Have students observe similar results among the lists.
  4. Then have the students develop their own credo. This allows the opportunity of analysis of historical leadership and values through Lincoln to their personal lives and to the examination of their own personal values.

## Activity #2 – Lincoln’s Vision

- Target grade level: secondary/college
  - Character quality emphasized: vision
1. For Lincoln’s vision for the future and his commitment to equality, there is perhaps no better Lincoln reading than the James Conkling letter. Explain before reading that President Lincoln was invited back to Springfield, Illinois in 1863 to speak regarding the Emancipation Proclamation, which much of the country wanted him to retract. Lincoln could not visit Springfield so he decided to write a letter defending the Proclamation and explaining his vision. The letter’s importance to history cannot be overestimated.
  2. When finished reading, ask students this question: “What phrase stuck out to you?” Have them respond in an online poll (such as [polleverywhere.com](http://polleverywhere.com)) or enter all of their responses to a word document and create a Wordle ([www.worditout.com](http://www.worditout.com) is one such site).
  3. Explain the significance of the Lincoln letter of the promise made written in August 1863, and the significance of the “I Have a Dream” speech of Martin Luther King, made at the Lincoln Memorial almost 100 years later to the day in which King refers to.

## Activity #3 – Analyzing Lincoln’s Virtues:

- Target grade level: elementary/secondary/college
- Character quality emphasized: honesty, empathy, humility, perseverance, courage, vision, responsibility, leadership

1. Ask students to do the following: "Select a virtue which, if lived out to a greater degree or more consistently, would make for a company/community/country/world?" Have them argue in a short speech defending their choice.
2. Then, ask students this question: "Select a virtue which, if lived out to a greater degree or more consistently, would YOU a better leader?"
3. Then ask students: "Choose one of Lincoln's virtues you identify with or you aspire to, and write a response on how you can/will choose to be better in your everyday life?"
4. Post those on the wall so students can see them every day.