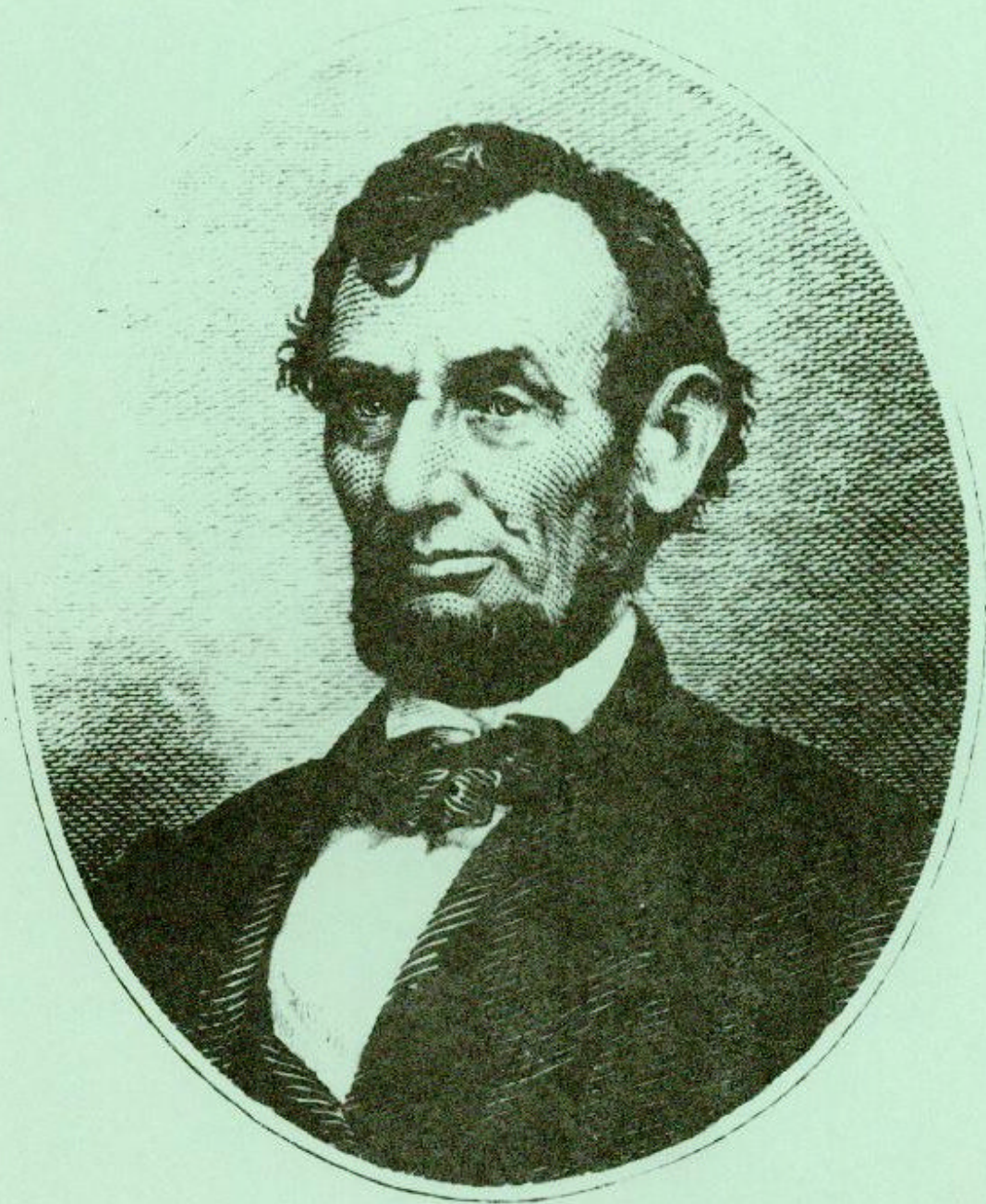


**CRITICAL DECISIONS OF
ABRAHAM LINCOLN
1862 - 1865**



**Classroom Simulation Game
and Activity**

CRITICAL DECISIONS IN UNITED STATES HISTORY

PRESIDENT ABRAHAM LINCOLN 1862-1865 GAME

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PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE OVERVIEW

This PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE confronts students with a series of issues on which United States Presidents made critical decisions during their administrations. The GAME option rewards student teams which match the historical decision made by the President. The STUDY GUIDE option uses the same decisions as study questions to lead a student through his investigation of this period of U.S. History. It also includes SUPPLEMENTARY MATERIALS that have a variety of uses.

STUDY GUIDE OPTION: Using the materials as a class or home work assignment.

Using the assigned textbook, the student will research the events and issues confronting one of our Presidents. Since the DECISIONS are printed in chronological order, the assignment pulls a student through the assigned reading. Some DECISIONS may require additional research. Students submit their answers to the DECISIONS to the teacher.

GAME OBJECTIVES

By participating in this simulation game, students will:

- 1 . Apply their knowledge of United States History by making DECISIONS based on issues which faced the President.
- 2 . Understand and apply the necessity of compromise in the formation of public policy in democracy.
- 3 . Develop and apply techniques necessary to effective decision-making in a group setting.
- 4 . Acquire historical facts and concepts in a non traditional class activity.

INSTRUCTIONS

- 1 . Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
- 2 . Read the HOW TO PLAY section. Play out a few DECISIONS to familiarize yourself with the game procedures.
- 3 . Duplicate the following game materials (minimum of one copy for each team):
 - a . BIOGRAPHICAL SKETCH
 - b . SCORE SHEET
 - c . DECISIONS(questions)- need one per student if it is being used with the STUDY GUIDE option.
- 4 Duplicate SUPPLEMENTARY MATERIALS according the uses planned by the teacher.
- 5 . Sections of the class textbook dealing with this period of U.S. History may be assigned for student reading. This will serve as an introduction to the issues and events upon which the game is based. Alternately, playing the game first can

serve as an introduction to the assigned reading.

GAME SUMMARY (see HOW TO PLAY Section for details).

- 1 . Divide the class into teams. Students read the BIOGRAPHICAL SKETCH and DECISION #1.
- 2 . Based on the facts presented, their acquired knowledge, and their own judgment, students reach a DECISION for their team.
- 3 . These DECISIONS are then evaluated by the teacher using the TEACHER CONFIDENTIAL SHEET.
- 4 . A team making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the SCORESHEET. There is no penalty for incorrect responses. The students may now discuss the DECISION they have made. The game ends with the final DECISION.

HOW TO PLAY

A. ORGANIZATION

- 1 . Divide the class into teams. The number of teams will vary according to the needs of the particular class. Assign each team a name or a number.
- 2 . Distribute the following game materials to each team:
 - a) one SCORESHEET
 - b) one (or more) BIOGRAPHICAL SKETCH
 - c) one (or more) DECISION #1
- 3 . Write each team name (or number) on the chalkboard.
- 4 . Students write their team name on the SCORESHEET.
- 5 . Students read the BIOGRAPHICAL SKETCH to gain an historical perspective on the career and character of the President.

B. DECISION #1

- 1 . Students read the introductory paragraph to DECISION #1
- 2 . Within their teams, students discuss and make DECISION #1.
- 3 . They record their DECISION by writing the appropriate letter on the SCORESHEET under the category "TEAM ANSWER".
- 4 . The SCORESHEETS are collected by the teacher.
- 5 . The teacher records each team's DECISION on the chalkboard. Referring to the TEACHER CONFIDENTIAL SHEET, the teacher awards 5 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are also recorded by each team on the SCORESHEET in the columns labeled "VICTORY POINTS" and "TOTAL POINTS."

C. SUBSEQUENT DECISIONS

- 1 . Follow steps "B 1" through "B 5" above in making DECISIONS #2 through the final DECISION.
- 2 . The TOTAL POINTS column of the SCORESHEET is used to maintain a running grand total of the VICTORY POINTS accumulated by each team during the game. The teacher also keeps a record of TOTAL POINTS on the chalkboard.
- 3 . The team with the highest number of TOTAL POINTS after the completion of the final DECISION is the winner.

D. SCORING EXAMPLE

The teams have made the next-to-last DECISION and have been awarded VICTORY POINTS for that DECISION. The chalkboard shows 6 teams (line I) numbered #1 through #6 and their total points through the next-to-last DECISION (line II).

The 6 teams record their choices for the final DECISION and submit their SCORESHEETS to the teacher who enters the DECISIONS on the chalkboard (line III). The teacher consults the TEACHER CONFIDENTIAL SHEET to determine the correct answer. In our example, choice "D" is correct, so teams #1 and #5 are awarded five VICTORY POINTS (line IV).

The new TOTAL POINTS result (line V) show team #5 to be the winning team, with team #4 finishing second, while teams #1 and #2 tie for third. Ties may be broken by asking a TEST question (see SUPPLEMENTARY MATERIALS).

I.	#1	#2	#3	#4	#5	#6
II.	60	65	60	75	75	55
III.	D	B	C	A	D	C
IV.	+5				+5	
V.	65	65	60	75	80	55

E. OPTIONAL RULE

Teachers may decide not to collect the SCORESHEETS if they deem the class will record and score themselves truthfully. In this case, the teacher will read the answer after teams have completed the TEAM ANSWER column. This OPTIONAL RULE eliminates the need to use the chalkboard.

SUPPLEMENTARY MATERIALS

The following materials, while not necessary to the game, provide the student with an enriched learning experience. They may be used either before or after playing the game or completing the STUDY GUIDE.

A. The READING QUESTIONS are based on the BIOGRAPHICAL SKETCH. They may be used as an assignment to guide the student's reading or as a test of reading comprehension.

B. The TEST questions are based upon the DECISIONS and are useful for evaluating learning gained by playing the game. The READING QUESTIONS and TEST may be combined and administered as a pre and/or post test to more accurately measure learning.

C. RESEARCH LISTS

1. VOCABULARY LISTS I (basic) and II (advanced) may be used to generate assignments or to aid the teacher in preparing the class for the game.
2. The lists of HISTORICAL TERMS and PERSONALITIES may

be used as research topics to prepare the class for the game.

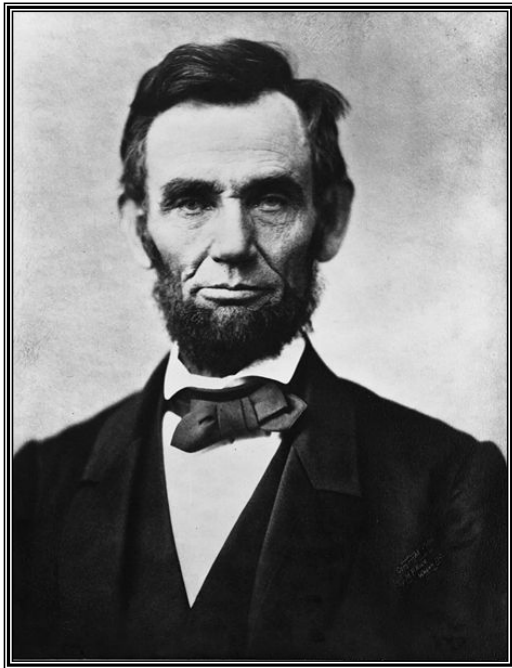
3. Items in the four lists marked by an asterisk (*) are from the BIOGRAPHICAL SKETCH. The remainder are from the DECISIONS.
- D. The two CROSSWORD PUZZLES are designed to reinforce learning. PUZZLE #1 is based on the HISTORICAL TERMS while PUZZLE #2 is based on the PERSONALITIES list. The WORD SEARCH combines words from both VOCABULARY LISTS.

CRITICAL DECISIONS IN UNITED STATES HISTORY
CLASSROOM GAMES AND ACTIVITIES
for grades 7-12

TITLES.

1. Critical Decisions of George Washington
2. Critical Decisions of Thomas Jefferson.
3. Critical Decisions of Abraham Lincoln, 1860-1862.
4. Critical Decisions of Abraham Lincoln, 1862-1865 Theodore Roosevelt
5. Critical Decisions of Woodrow Wilson.
6. Critical Decisions of Harry Truman
7. Critical Decisions of John F. Kennedy

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***ABRAHAM LINCOLN:
A BIOGRAPHICAL SKETCH***

Abraham Lincoln was born in Kentucky on February 12, 1809. His father was a farmer and part-time carpenter whose efforts never succeeded in escaping poverty despite moves to Indiana and Illinois. Lincoln was later embarrassed by his poor background and rarely spoke of it.

At age 17, Lincoln left home, a shy but strong and ambitious young man. He worked as a ferry boat operator, storekeeper, postmaster, and surveyor until his ambition was fired by the profession of lawyer and

avocation of politics.

Lincoln was profoundly lacking in formal education. His mother was illiterate and he attended school infrequently, totaling less than a year in all. His early interest in reading and a driving ambition combined to enable Lincoln to teach himself to become a lawyer and an accomplished writer: He was a voracious reader all his life, especially in the fields of history, poetry, mathematics, and current events (newspapers and magazines). His undistinguished past fostered an insecurity which drove Lincoln to strive for respect and status in society.

Lincoln was a moody person all his life, frequently falling prey to periods of deep depression. Death seemed a constant companion, from the loss of his mother when he was nine, through the deaths of his sister and close friend during his adolescence, to the premature deaths of two of his four sons. His wife, Mary Todd Lincoln, also contributed to these melancholic moods through her behavior which was often unstable and sometimes beyond the realm of sanity. Lincoln's use of humor, especially the telling of anecdotes (funny stories with a point), was often his way of counteracting spells of depression.

Lincoln drew upon his ambition, self-study, and wit to become a successful lawyer in Springfield, the capital city of Illinois. He was also deeply involved in politics, winning several elections to the state legislature. Lincoln always labeled himself a "Henry Clay Whig." Like his idol, he favored a strong federal government which would fund internal improvements such as roads and canals, while encouraging domestic industries with protective tariffs. He cherished the Declaration of Independence as the ultimate expression of American political ideals. He soon gained recognition as a Whig leader in Illinois, sparking a long-lasting rivalry with another Springfield resident, Stephen Douglas, the leading Democrat in Illinois.

Like Clay, Lincoln wished to keep slavery out of politics. He personally opposed slavery as a moral wrong, but politically recognized the obligation to protect the "Peculiar Institution" where it already existed. The Missouri Compromise (engineered by Henry Clay), he believed, had settled the question of slavery in the territories. Lincoln thought (hoped) that slavery would die out in time, perhaps aided by federal compensation and colonization of the freed slaves.

Lincoln's views on slavery reflected his religious outlook. While privately deeply influenced by Christian principles, he refrained from public display of piety and never was a regular churchgoer. His tolerance for the views and actions of others was sincere. Although he was a teetotaler himself, he did not object to the drinking habits of others.

Lincoln showed very little interest in national politics, serving a single term (1846-48) in Congress before returning to Springfield to pursue his increasingly prosperous law career.

The passage of the Kansas-Nebraska Act (sponsored by Stephen Douglas) in 1854 rekindled Lincoln's passion for politics. This act left the question of slavery to the decision of the settlers in the territories ("Popular Sovereignty") and, in effect, repealed the provisions of the Missouri Compromise. Lincoln spoke out, repeatedly against this potential extension of slavery. Twice he was unsuccessful in attempts to represent Illinois in the U.S. Senate--losing the Whig nomination in 1855 and (as a candidate of the new Republican party) losing the election of 1858 to Stephen Douglas. This 1858 election featured the seven Lincoln-Douglas debates which centered on the issue of slavery in the territories.

Although he was an electoral loser, Lincoln gained a national reputation. He enhanced this national exposure with a series of speeches in 1859 in five northern states which led to his gaining the Republican nomination for President in 1860.

PRESIDENT LINCOLN GAME (1862-1865)

DECISION #1: GRAND STRATEGY

As Commander in Chief, Lincoln is responsible for a strategy to defeat the Confederacy. What should this strategy include?

- A. Maintain the blockade of southern ports.
- B. Secure the Mississippi River to cut the Confederacy in half.
- C. Capture Richmond--the capital city of the Confederacy.
- D. All three: "A," "B," and "C."



DECISION #2: 1862 STALEMATE

By the end of January, George McClellan had reorganized the Army of the Potomac but had made no move to fight. Nor was he willing to share his plans with the President. What should Lincoln do?

- A. Replace McClellan with a more active general.
- B. Order McClellan to attack.
- C. Leave McClellan alone, trusting his military knowledge and experience.
- D. Pass the decision on to Edwin Stanton, the Secretary of

War

DECISION #3: FINANCING THE WAR

The war costs the U.S. government millions of dollars each month. New sources of revenue are necessary. Which measure(s) should Lincoln and his Secretary of the Treasury (Salmon Chase) recommend to Congress?

- A. Raise current taxes (customs duties and excise taxes).
- B. Pass a new tax on the income of individuals.
- C. Issue paper money based upon the government's credit rather than gold.
- D. Borrow money by selling government bonds.
- E. All of the above: "A," "B," "C," and "D."

DECISION #4: FAILURE OF POPE

George McClellan failed in his attack on Richmond during the Peninsula Campaign. His retreat prompted Lincoln to replace him with John Pope. Pope's ineptitude led to a second disastrous Union defeat at Bull Run. What should Lincoln now do?

- A. Recall McClellan to command the army.
- B. Transfer General Ulysses Grant from the West where he has won two small but important victories.
- C. Retain Pope, give him one more chance.
- D. Refer the decision to Edwin Stanton, the Secretary of War.



DECISION #5: BRITISH-BUILT WARSHIPS

Great Britain built several warships and sold them to the South. These ships (especially the Alabama) sunk or captured millions of dollars worth of Union ships and cargoes. What should Lincoln do?

- A. Ignore the situation as an unfortunate necessity of war in order not to jeopardize England's neutrality.
- B. Order similar warships built for the U.S. Navy.
- C. Protest England's actions as violations of her neutrality.
- D. Threaten to seize Canada (a British possession) unless England pays for damages caused by these ships.

DECISION #6: EMANCIPATION PROCLAMATION



By the middle of 1862, Lincoln was considering the question of slavery as it related to the continuing Civil War. His cabinet convinced him not to make any decision public until after a Union military victory. What action should Lincoln take regarding slavery?

- 1. Announce that all slaves in the U.S. will be freed at the end of the war.
- 2. B. Free only slaves in those states that had seceded.
- 3. C. Free only slaves in those areas still in rebellion after a three month warning.
- 4. D. Repeat his aim to restore the Union and leave the issue of slavery for later.
- 5. E. Free only those slaves who fought for the Union.

DECISION #7: FAILURES IN THE EAST

The Army of the Potomac continued to be plagued by failure; Ambrose Burnside losing at Fredericksburg, Joseph Hooker defeated at Chancellorsville, and George Meade failing to follow-up his victory at Gettysburg. What should Lincoln do?

- A. Personally assume command of the army.
- B. Try another new general.
- C. Recall George McClellan to command for the third time.

DECISION #8: GRANT'S DRINKING

Ulysses Grant was the most successful Union general in the West, winning the important battles of Shiloh and Vicksburg. However, rumors are circulating accusing Grant of drinking heavily and actually being drunk during the action at Shiloh. What should Lincoln do about this situation?

- A. Forbid the sale of whiskey to all military personnel.
- B. Remove Grant from command.
- C. Relieve Grant from command temporarily while an investigation is conducted.
- D. Repeat a joke about sending the same brand of whiskey to his other generals.



DECISION #9: WEST VIRGINIA

A group of unionists secede from the state of Virginia and request to enter the Union as the state of West Virginia. Which position should Lincoln take?

- A. Reject statehood for West Virginia at this time because secession, for whatever cause, is illegal.
- B. Accept West Virginia as a new state.
- C. Leave the issue up to Congress.
- D. Recognize the new political organization as the

legitimate government of the whole state of Virginia.

DECISION #10: BLACK SOLDIERS (1863)

After the Emancipation Proclamation, the question of Black soldiers in the Union army again becomes an issue. What should Lincoln's policy be?

- A. Accept Black soldiers into the army in segregated units.
- B. Continue to reject all Black volunteers.
- C. Accept Blacks as soldiers on a non-discriminatory basis.

DECISION #11: A CEMETERY SPEECH

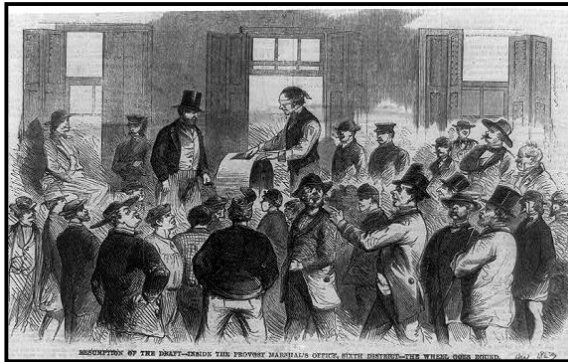
Lincoln is invited to participate in the dedication of a cemetery for Union soldiers. He is requested to make his remarks short since the main speech will be delivered by Edward Everett, a noted orator. Should Lincoln accept the invitation?

- A. Yes.
- B. No.

DECISION #12: DRAFT

By the middle of 1863, the number of volunteer soldiers is insufficient to meet the growing need for soldiers. The Union government began drafting recruits which

effectively filled the army ranks but was highly unpopular throughout the North. What can the government do to alleviate this problem?



- A. Provide an exemption from the draft upon payment of \$300.
- B. Pay a bonus of up to \$1000 for volunteers.
- C. Both "A" and "B."
- D. Neither "A" or "B"--patriotism does not have a price tag.

Resumption of the Draft

DECISION #13: VALLANDIGHAM

Clement Vallandigham, an Ohio Democrat, is an outspoken opponent of the war. He denounces the draft and favors negotiating peace with the Confederacy. The army arrests Vallandigham and a military tribunal finds him guilty of treason and sentences him to prison. As Commander in Chief, Lincoln has the power to review the sentence. Should he:

- A. Send the case to a civilian court for retrial?
- B. Uphold the prison sentence?
- C. Set Vallandigham free but banish him from the country?
- D. Pardon Vallandigham to uphold the principle of free speech?

DECISION #14: DESERTERS

Like the Vallandigham case, Lincoln reviewed many court-martial decisions concerning deserters from the army for whom the penalty was often death. Which policy should Lincoln follow in reviewing these death sentences for deserters?

- A. Pardon convicted deserters because enough blood has already been shed.



- B. Uphold the death sentences to deter future desertions and to maintain military discipline.
- C. Refer these cases to the Supreme Court for decision.
- D. Both A and B.

DECISION #15: GENERAL IN CHIEF



Congress re-establishes the post of lieutenant general (the highest rank in the U.S. army) to be held by the General in Chief of all Union armies. Whom should Lincoln appoint to this position?

- A. Ulysses Grant--the victor of many battles in the West.
- B. George Meade--the victor at Gettysburg.
- C. George McClellan--still recognized as a military expert despite his shortcomings as a field commander.
- D. Edwin Stanton--a non-military man but an efficient and loyal Secretary of War.
- E. None of the above--since none are qualified for such a prestigious position.

DECISION #16: CASUALTIES

General Grant pushes south into Virginia, winning bloody victories in the Wilderness, at Spotsylvania, and at Cold Harbor. The Army of the Potomac suffers tremendous casualties, losing thousands of men in each battle. Northern newspapers are calling Grant a "butcher." What should Lincoln do?

- A. Retain Grant in command, accepting the losses as the price of victory.
- B. Replace Grant with a more cautious general.
- C. Remove Grant from field command but retain him as chief military advisor.
- D. Seek a peace conference with the Confederacy to end the bloodshed.

DECISION #17: ELECTION OF 1864

1864 is a presidential election year. Lincoln is regularly vilified by most newspapers and is both physically and emotionally exhausted by the years of war. What should he do about the upcoming election?

- A. Run for re-election as a Republican.
- B. Run for re-election under a new ("Union") party label to attempt to gain Democratic support.
- C. Recognize that no President had won re-election since 1832 and retire.
- D. Ask Congress to postpone the election until after the conclusion of the war.



DECISION #18: VICE PRESIDENT

Following tradition, Lincoln did not indicate whom he favored as a vice presidential running mate. His supporters control the convention, held in Baltimore. Whom should they name as the vice presidential candidate?

- A. Hannibal Hamlin--a Republican, the incumbent Vice President.
- B. Salmon Chase--a leading Republican abolitionist who served effectively and ambitiously as Secretary of the Treasury.

- C. Andrew Johnson--a Democratic Governor of Tennessee, loyal to the Union.
- D. Ulysses Grant--the non-political, successful general.
- E. William Seward--a Republican, Lincoln's loyal and efficient Secretary of State.

DECISION #19: SOLDIER VOTES



The question of soldiers voting in the election of 1864 is a perplexing issue. Should soldiers be allowed to vote, and, if so, how?

- A. Soldiers should not vote since their presence is needed on the field of battle.
- B. Special arrangements should be made for soldiers to vote in the field.
- C. Only officers should be furloughed home to vote.
- D. Both B and C.

DECISION #20: THIRTEENTH AMENDMENT

Congress is considering initiating a Constitutional amendment to abolish slavery throughout the country. Which position should

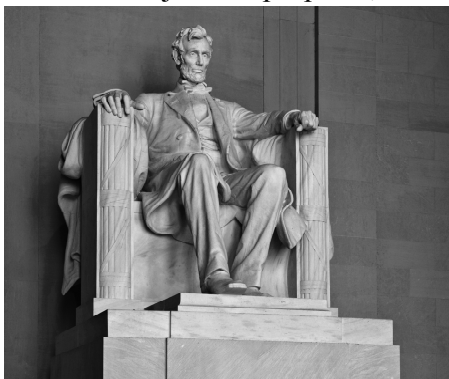
Aide de camp, campaign uniform, Lincoln take on this proposed amendment?

- A. support the passage of the amendment with the power and prestige of the presidency.
- B. Urge Congress to postpone action until after the war.
- C. Continue the policy of the Emancipation Proclamation which would free slaves only in areas in rebellion.

DECISION #21: PEACE CONFERENCE

Early in 1865, Confederate officials meet secretly with Union representatives and suggest that the "two countries" negotiate a peace settlement. How should Lincoln react to these "peace feelers?"

- A. Publicly accept the suggestion and begin negotiations.
- B. Negotiate with the Confederacy, but only in secret.
- C. Reject the proposal, refusing to recognize the Confederacy as another "country."



DECISION #22: A NIGHT OUT

Shortly after the surrender of Lee's army, the Lincolns are invited to the performance of a play at a local theatre. Should Lincoln accept the invitation?

- A. Yes--he enjoys drama and deserves a restful evening.
- B. No--he cannot afford the time away from his duties.
- C. No--but extend an invitation to the cast to perform at the White House..

QUESTIONS ON BIOGRAPHICAL SKETCH: PRESIDENT LINCOLN

I. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- ___ 1. Lincoln never lived in: A) Kentucky B) Ohio C) Indiana D) Illinois
- ___ 2. Lincoln worked as a: A) storekeeper B) postmaster C) surveyor D) all three E) none of these
- ___ 3. Who taught Lincoln to become a lawyer? A) himself B) college C) another lawyer D) his father
- ___ 4. Lincoln often used jokes to: A) express his happiness B) insult people C) make others happy D) combat depression
- ___ 5. Which political party did Lincoln first join? A) Whig B) Democrat C) Republican D) Federalist
- ___ 6. Lincoln thought slavery should be: A) abolished everywhere B) protected by law C) allowed to die naturally D) legalized in the territories
- ___ 7. Lincoln thought slavery was: A) politically wrong B) morally wrong C) both "A" and "B" D) neither "A" nor B.
- ___ 8. Lincoln was drawn back to active politics by: A) the Kansas-Nebraska Act B) his failure as a lawyer C) his friends D) the promise of a government job
- ___ 9. Lincoln spoke in favor of: A) Popular Sovereignty B) the Kansas-Nebraska Act C) Stephen Douglas D) the Missouri Compromise
- ___ 10. Lincoln gained a national reputation by debating with: A) Stephen Douglas B) his wife C) Henry Clay D) himself

II. TRUE-FALSE: Mark "T" or "F."

- ___ 11. Lincoln was proud of his humble beginnings.
- ___ 12. Lincoln was a farmer most of his life.
- ___ 13. Lincoln spent less than one year in school.
- ___ 14. Lincoln didn't greatly care what other people thought of him.
- ___ 15. Lincoln suffered the deaths of many people close to him
- ___ 16. Lincoln entered politics because he was unsuccessful in his other jobs.
- ___ 17. Lincoln thought the federal government should take an active part in encouraging the country's development.
- ___ 18. Lincoln was an openly religious person and expected others to be equally devout.
- ___ 19. Lincoln's main political ambition was to represent Illinois in the U.S. Congress.
- ___ 20. Lincoln lost several elections before becoming President

TEST ON DECISIONS: PRESIDENT LINCOLN GAME (1862-1865)

I. MATCHING NAMES: Write the letter which indicates the correct answer.

- _____ 1. Andrew Johnson
- _____ 2. George McClellan
- _____ 3. Salmon Chase
- _____ 4. Ulysses Grant
- _____ 5. George Meade
- _____ 6. Clement Vallandigham
- _____ 7. Edwin Stanton

- A. Union general, relieved twice for failing to act
- B. Anti-war Democrat, banished from the country
- C. Lincoln's Secretary of War
- D. Lincoln's second Vice President
- E. Victorious general in the West, appointed General-in-Chief (1864)
- F. Union general, won Battle of Gettysburg
- G. Lincoln's Secretary of the Treasury

II. MATCHING TERMS: Write the letter which indicates the correct answer.

- _____ 8. 13th Amendment
- _____ 9. 9 Bull Run
- _____ 10. Alabama
- _____ 11. Emancipation Proclamation
- _____ 12. West Virginia
- _____ 13. Draft

- A. freed slaves in areas still in rebellion
- B. requiring citizens to join the army
- C. Confederate warship built by England
- D. Outlawed slavery throughout the United States
- E. Added to the Union in 1863
- F. Where the Union lost two battles

III. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- _____ 14. Lincoln was assassinated while he was: A. giving a speech B. attending a play C. asleep D. visiting a cemetery
- _____ 15. The war strategy of the North was to: A. capture Richmond B. secure the Mississippi River C. blockade southern ports D. all three
- _____ 16. Which technique was not used by the North to finance the war? A. property tax B. income tax C. sell bonds D. issue paper money
- _____ 17. The Union army won a big victory at: A. Gettysburg B. Fredericksburg C. Bull Run D. Chancellorsville

- _____ 18. Ulysses Grant: A. won many victories B. was rumored to be a drunkard C. was called a "butcher" D. all three
- _____ 19. Lincoln gave a famous speech in a: church B. army camp C. cemetery D. theater
- _____ 20. The Union army was made up of: A. draftees B. volunteers C. both "A" and "B" D. neither "A" or "B"
- _____ 21. Lincoln was never a member of which political party? A. Republican B. Democratic C. Whig D. Union

IV. TRUE-FALSE: Mark "T" or "F."

- _____ 22. Soldiers were not allowed to vote in the election of 1864.
- _____ 23. Lincoln refused to treat the Confederacy as a separate country.
- _____ 24. Lincoln's Emancipation Proclamation freed the slaves in states which were controlled by the Union.
- _____ 25. The Union army won almost all of the battles of the Civil War.
- _____ 26. Black soldiers participated in the Civil War.
- _____ 27. Lincoln never allowed a deserter to suffer the death penalty.
- _____ 28. Lincoln relieved Grant because his army suffered so many casualties.
- _____ 29. Lincoln ran for re-election although no President had done so for many years.
- _____ 30. Several times Lincoln tried to arrange a peace conference with the Confederacy.

RESEARCH LISTS

PRESIDENT LINCOLN GAME: (1860-1862)

VOCABULARY I

*Ambitious
*Foster
*Domestic
*Compensation
*Tolerance
*Potential
*Repeal
*Enhance
*Ultimate
*Cherish
Competent
Site
Rival
Theory
Passive
Justify
Crisis
Provoke
Solemn
Segregation
Discriminate
Neutral
Valid
Corrupt

HISTORICAL TERMS

*Whig
*Declaration of Independence
*Democrat
*Peculiar Institution
*Missouri Compromise
*Kansas-Nebraska Act
*Popular Sovereignty
*Republican
*Tariff
Abolitionist
Platform
Crittenden Plan
Inauguration
Secession
Fort Sumter
Martial law
Habeas Corpus
Naval Blockade
Bull Run
Trent Affair

PERSONALITIES

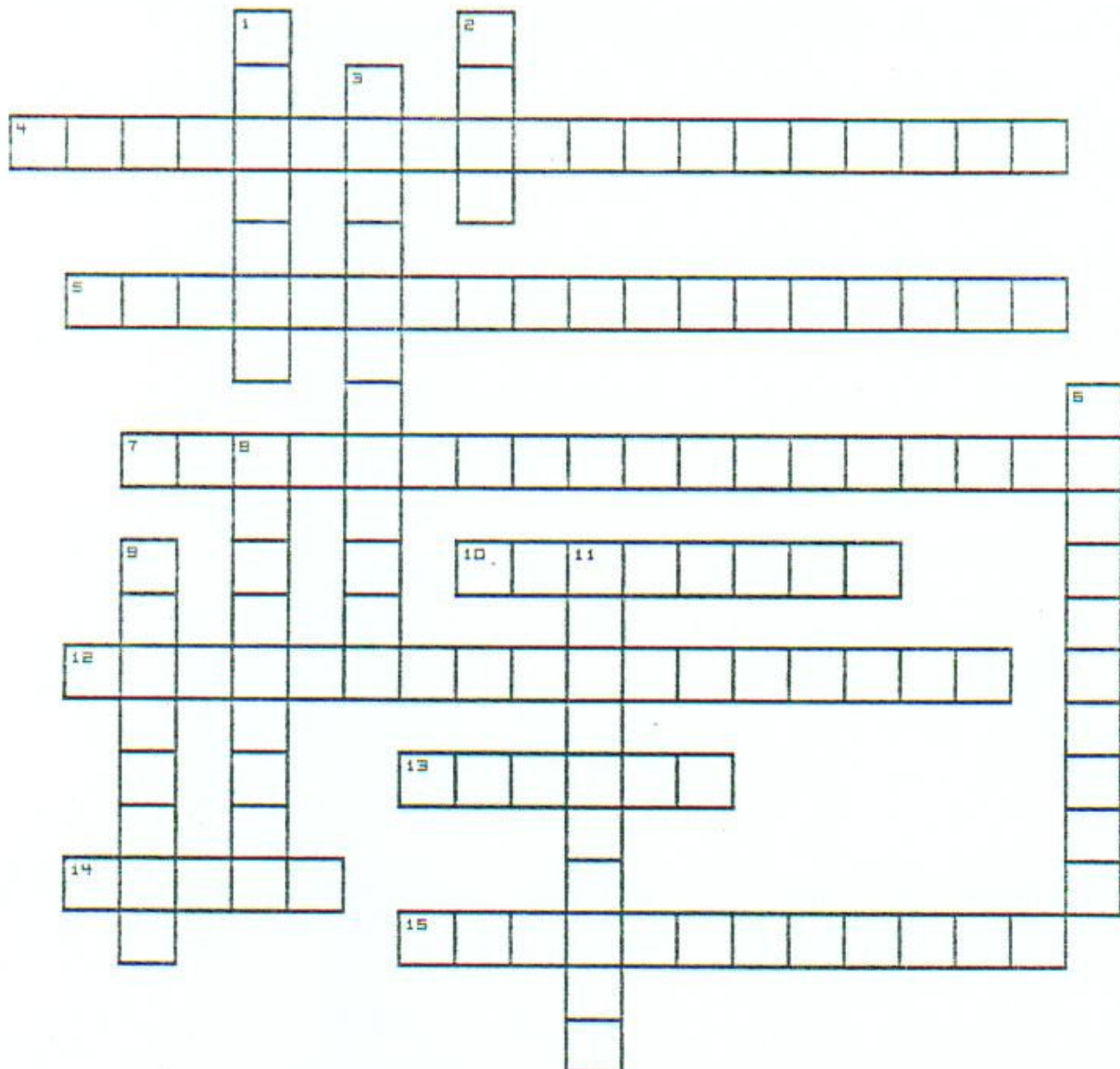
*Henry Clay
*Stephen Douglas
William Seward
Hannibal Hamlin
John Fremont
Irwin McDowell
Winfield Scott
George McClellan
Ulysses Grant
Simon Cameron
Edward Stanton
Jefferson Davis
John Bell

VOCABULARY II

*Avocation
*Profound
*Voracious
*Melancholic
*Anecdote
*Piety
Volatile
Discretion
Demarcation
Token
Garrison
Tenuous
Diplomatic
Strategy
Skirmish

*Derived from BIOGRAPHICAL SKETCH

LINCOLN 1: TERMS



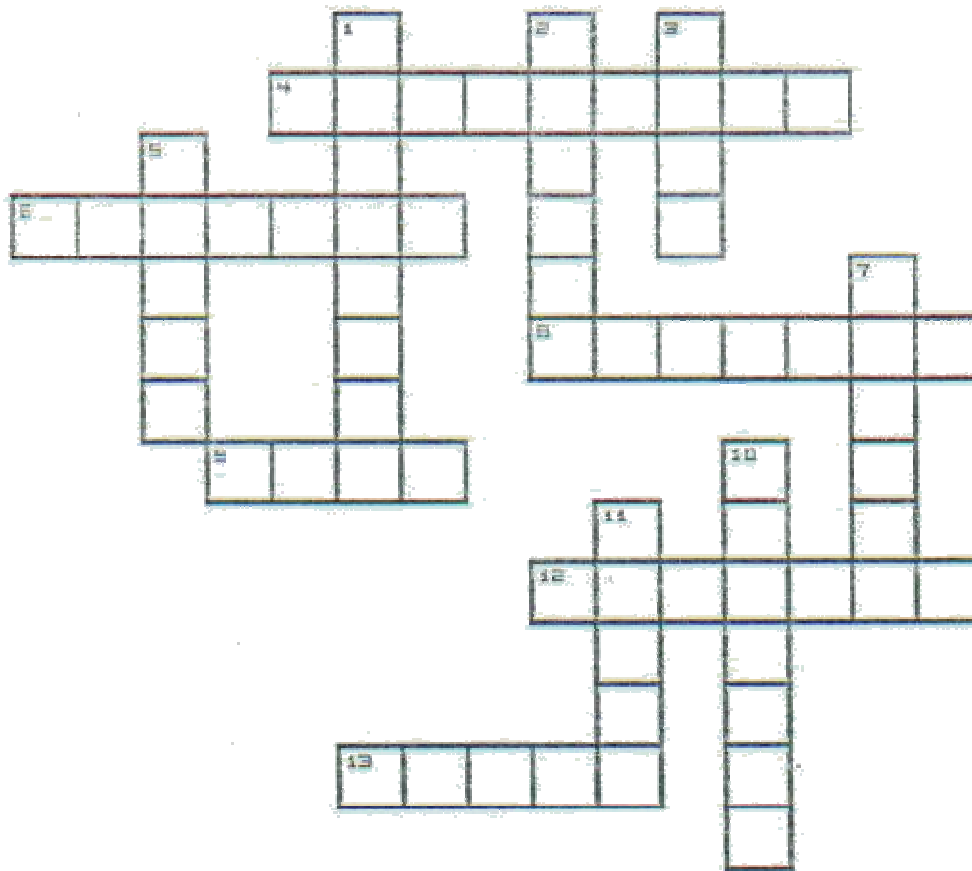
ACROSS CLUES

4. SOUTHERN TERM FOR SLAVERY
5. PEOPLE IN TERRITORIES VOTE ON SLAVERY
7. ESTABLISHED A LINE TO LIMIT SLAVERY
10. DOMINANT POLITICAL PARTY BEFORE 1860
12. RE-OPENED THE SLAVERY QUESTION IN 1854
13. A TAX ON IMPORTS
14. BRITISH SHIP STOPPED BY A UNION WARSHIP
15. DESIRED THE COMPLETE ELIMINATION OF SLAVERY

DOWN CLUES

1. THE FIRST LARGE BATTLE OF THE CIVIL WAR
2. LINCOLN'S FIRST POLITICAL PARTY
3. AUTHORITIES MUST SHOW CAUSE WHY A SUSPECT IS IMPRISONED
6. PARTY WHICH ELECTED LINCOLN
8. LEAVING THE UNION
9. STANDS ON ISSUES TAKEN BY A POLITICAL PARTY
11. ARMY ASSUMES POWERS OF GOVERNMENT

LINCOLN I: PEOPLE



ACROSS CLUES

4. APPOINTED COMMANDER OF ARMY OF THE POTOMAC LATE IN 1861
6. NEW SECRETARY OF WAR, APPOINTED LATE IN 1861
8. LINCOLN'S MAIN DEMOCRATIC RIVAL IN ILLINOIS
9. TENNESSEE SENATOR, THIRD PARTY CANDIDATE IN 1860
12. REPUBLICAN CANDIDATE FOR PRESIDENT IN 1856
13. MEXICAN WAR HERO, ADVISED LINCOLN ON MILITARY AFFAIRS

DOWN CLUES

1. UNION GENERAL, LOST BATTLE OF BULL RUN
2. LINCOLN'S RIVAL FOR 1860 PRESIDENTIAL NOMINATION, APPOINTED SECRETARY OF STATE
3. THE WHIG POLITICIAN LINCOLN MOST ADMIRER
5. PRESIDENT OF THE CONFEDERACY
7. LINCOLN'S FIRST VICE PRESIDENT
10. SECRETARY OF WAR, REMOVED BECAUSE OF CORRUPTION
11. RETIRED ARMY OFFICER, RETURNED TO SERVICE IN 1861

NAME

** LINCOLN 1: WORD SEARCH **

C O M P E N S A T I O N X A T O K E N N
R S C P X N W K O R I V A L A D U W B Y
D I P L O M A T I C V O L A T I L E I G
P Q G J F T M B A V O C A T I O N F N A
C I D A S P E K N H A C P E J L J F W R
H V E O T K R N S K Y Q R C N Y I W Y R
E I C T M E I O T I V B O R T H X Z D I
R F X Z Y E N R V I T M F I H E A T I S
I O H V J Z S U M O A E O S E G I N S O
S S D R O S C T O I K L U I O F S U C N
H T S E V R X F I U S E N S R A T W R E
K E P O M Z A B X C S H D Y Y N R T E C
Q R M E L A N C H O L I C E I E A O T O
L D R O J E R T I M P D E R Q C T L I M
M J L K S O M C W O B A X D V D E E O P
C O R R U P T N A S U E S P A O G R N E
N E U T R A L L X T A S Y S L T Y A U T
U L T I M A T E R M I U U Q I E N N S E
A X R V A A M B I T I O U S D V F C B N
O J U S T I F Y O E Z Z N H R X E E Z T

LIST OF WORDS

AVOCATION
MELANCHOLIC
VOLATILE
TOKEN
DIPLOMATIC
AMBITIOUS
COMPENSATION
ENHANCE
SITE
PASSIVE
PROVOKE
COMPETENT

PROFOUND
ANECDOTE
DISCRETION
GARRISON
STRATEGY
FOSTER
TOLERANCE
ULTIMATE
RIVAL
JUSTIFY
SOLEMN
CORRUPT

VORACIOUS
PIETY
DEMARICATION
TENUOUS
SKIRMISH
DOMESTIC
POTENTIAL
CHERISH
THEORY
CRISIS
NEUTRAL
VALID

** LINCOLN 1:WORD SEARCH **

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C O M P E N S A T I O N . . T O K E N .
. . P . . . . R I V A L . . . .
D I P L O M A T I C V O L A T I L E . G
P . . . . T . . A V O C A T I O N . . A
C I D . S P E . . . . P E . . . . R
H . E D T X R N S . . . R C N . . . . R
E . . T M E I O T I . . O R T H . . D I
R F . . Y E N R V I T . F I H . A . I S
I O . V . . S U M O A E D S E . . N S O
S S D . O . . T O I K L U I O . S . C N
H T S E . R . . I U S E N S R A T . R E
. E . O M . A . . C S H D . Y N R T E C
. R M E L A N C H O L I C . . E A O T O
. . . . . E R . I . P . . . . C T L I M
. . . . . M C . O . A . . V D E E D P
C O R R U P T N A . U . S . A O G R N E
N E U T R A L . . T . S . S L T Y A . T
U L T I M A T E . . I . . . I E . N . E
. . . . . A M B I T I O U S D V . C . N
. J U S T I F Y . . . . N . . . . E E . T

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LIST OF WORDS

AVOCATION	PROFOUND	VORACIOUS
MELANCHOLIC	ANECDOTE	PIETY
VOLATILE	DISCRETION	DEMARCATION
TOKEN	GARRISON	TENUOUS
DIPLOMATIC	STRATEGY	SKIRMISH
AMBITIOUS	FOSTER	DOMESTIC
COMPENSATION	TOLERANCE	POTENTIAL
ENHANCE	ULTIMATE	CHERISH
SITE	RIVAL	THEORY
PASSIVE	JUSTIFY	CRISIS
PROVOKE	SOLEMN	NEUTRAL
COMPETENT	CORRUPT	VALID

WORD LIST: LINCOLN 1:TERMS

ABOLITIONIST	MARTIAL LAW	REPUBLICAN
BULL RUN	MISSOURI COMPROMISE	SECESSION
DEMOCRAT	PECULIAR INSTITUTION	TARIFF
HABEAS CORPUS	PLATFORM	TRENT
KANSAS NEBRASKA ACT	POPULAR SOVEREIGNTY	WHIG

WORD LIST: LINCOLN 1: PEOPLE

BELL	FREMONT	MCDOWELL
CAMERON	GRANT	SCOTT
CLAY	HAMLIN	SEWARD
DAVIS	MCCLELLAN	STANTON
DOUGLAS		

TEACHER CONFIDENTIAL SHEET: PRESIDENT LINCOLN (1860-1862)

ANSWERS TO DECISIONS

1. D
2. E
3. A
4. D
5. C
6. A
7. B
8. C
9. A
10. C
11. A
12. B
13. C
14. D
15. D
16. B
17. B
18. D
19. A
20. A
21. D

ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

1. B
2. D
3. A
4. D
5. A
6. C
7. B
8. A
9. D
10. A
11. F
12. F
13. T
14. F
15. T
16. F
17. T
18. F
19. F
20. T

ANSWERS TO TEST QUESTIONS

- | | |
|-------|-------|
| 1. A | 22. F |
| 2. D | 23. T |
| 3. F | 24. T |
| 4. E | 25. T |
| 5. B | 26. T |
| 6. C | 27. F |
| 7. E | 28. F |
| 8. F | 29. T |
| 9. G | 30. F |
| 10. B | 31. T |
| 11. D | 32. T |
| 12. A | |
| 13. C | |
| 14. C | |
| 15. A | |
| 16. A | |
| 17. B | |
| 18. C | |
| 19. B | |
| 20. D | |
| 21. F | |

ANSWERS: LINCOLN I: TERMS

1	B	W	N	I	I	I	I	I	I
2	U	P	H	I	I	I	I	I	I
3	P	E	C	U	L	I	A	R	I
4	A	N	I	N	S	T	I	T	I
5	A	N	I	N	S	T	I	T	I
6	P	O	P	U	L	A	R	I	E
7	M	I	S	S	O	U	R	I	C
8	M	I	S	S	O	U	R	I	C
9	M	I	S	S	O	U	R	I	C
10	M	I	S	S	O	U	R	I	C
11	M	I	S	S	O	U	R	I	C
12	M	I	S	S	O	U	R	I	C
13	M	I	S	S	O	U	R	I	C
14	M	I	S	S	O	U	R	I	C
15	M	I	S	S	O	U	R	I	C
16	M	I	S	S	O	U	R	I	C
17	M	I	S	S	O	U	R	I	C
18	M	I	S	S	O	U	R	I	C
19	M	I	S	S	O	U	R	I	C
20	M	I	S	S	O	U	R	I	C
21	M	I	S	S	O	U	R	I	C

ANSWERS: LINCOLN I: PEOPLE

1	M	I	S	S	O	U	R	I	C
2	M	I	S	S	O	U	R	I	C
3	M	I	S	S	O	U	R	I	C
4	M	I	S	S	O	U	R	I	C
5	M	I	S	S	O	U	R	I	C
6	M	I	S	S	O	U	R	I	C
7	M	I	S	S	O	U	R	I	C
8	M	I	S	S	O	U	R	I	C
9	M	I	S	S	O	U	R	I	C
10	M	I	S	S	O	U	R	I	C
11	M	I	S	S	O	U	R	I	C
12	M	I	S	S	O	U	R	I	C
13	M	I	S	S	O	U	R	I	C
14	M	I	S	S	O	U	R	I	C
15	M	I	S	S	O	U	R	I	C
16	M	I	S	S	O	U	R	I	C
17	M	I	S	S	O	U	R	I	C
18	M	I	S	S	O	U	R	I	C
19	M	I	S	S	O	U	R	I	C
20	M	I	S	S	O	U	R	I	C
21	M	I	S	S	O	U	R	I	C

