

Inquiry Design Model (IDM) Blueprint™
Inquiry designed by Meghan A. Kessler, PhD

IDM Title: Analyzing documents and art to explore aspects of Abraham Lincoln’s legacy

Compelling Question	What is Abraham Lincoln’s legacy?		
Standards and Frameworks	<p>NCSS College, Career, and Civic Life (C3) Framework</p> <ul style="list-style-type: none"> ● D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. ● D2.His.5.6-8. Explain how and why perspectives of people have changed over time. ● D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media. <p>National Core Arts Standards</p> <ul style="list-style-type: none"> ● Artistic Process: Responding -- Understanding and evaluating how the arts convey meaning. <ul style="list-style-type: none"> ○ Anchor Standard 7: Students will perceive and analyze artistic work. 		
Staging the Question	<p>Upon Abraham Lincoln’s death on April 15, 1865, his friend and Secretary of War, Edwin Stanton, is believed to have said about Lincoln: “Now he belongs to the ages.”</p> <p>Using a think-pair-share format, discuss the following:</p> <ul style="list-style-type: none"> - What do you think Stanton meant when he said this? - Was Stanton correct? How has this quote played out in modern-day thoughts about Lincoln? - What does it say about the country’s perception of Lincoln then and now? 		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How can the work of Lincoln’s contemporaries and historians help us understand Lincoln’s legacy?	How can art help us understand the legacy of Lincoln’s ideas and character?	How can art help us understand the representation of Lincoln’s legacy in modern-day culture?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Conduct a jigsaw reading of 1-3 sets of secondary sources written by historian Graham Peck, PhD. These sets of sources evaluate perspectives on Lincoln’s legacy in three categories: Lincoln as the Great	Conduct a gallery walk of images of art by William Blake and David Hinds. View videos of artists William Blake and David Hinds discussing their work.	Conduct a gallery walk of images of art by Kelly Kristin Jones and Billie Jean Theide.	

<p>Emancipator, Memories of Lincoln, and Lincoln as the president. <i>Teachers may choose from among these collections or from among these essays depending on student interest, reading proficiencies, and time available for the inquiry.</i></p> <p>Essay Collection 1 - Great Emancipator: These essays reflect on the artwork of Keenan Dailey, Krista Shelton, and Danny Houk and connect the artwork to the concept of Lincoln as the Great Emancipator.</p> <p>Essay Collection 2 - Memories of Lincoln: These essays reflect on the artwork of Kelly Kristin Jones, Alexander Martin, Keenan Dailey, and William Blake. In these essays, Dr. Peck considers the ways Americans have thought about Lincoln.</p> <p>Essay Collection 3 - Lincoln as president: These essays discuss the variety of perspectives on President Lincoln, connecting these perspectives to artwork by Mark Nelson, Nathan Peck, Danny Houk, and Don Pollack.</p>	<p>Examine these two art pieces which provide examples of artists' interpretations of Lincoln's ideals and character. Consider how the artists communicate their interpretations of Lincoln's legacy (both in their artwork and their words).</p> <p>Discuss this in pairs and again as a whole class. Connect the discussion to Supporting Question 2.</p>	<p>View videos of artists Kelly Kristin Jones and Billie Jean Theide discussing their work.</p> <p>Examine these two art pieces which provide examples of artists' interpretations of modern-day representations of Lincoln. Consider how the artists communicate their interpretations of representations of Lincoln's legacy (both in their artwork and their words).</p> <p>Discuss this in pairs and again as a whole class. Connect the discussion to Supporting Question 3.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Essay Collection 1, essays associated with the videos of Keenan Dailey, Krista Shelton, and Danny Houk (essays are in dropdown under video)</p> <p>Source B: Essay Collection 2, essays associated with the videos of Kelly Kristin Jones, Alexander Martin, Keenan Dailey, and William Blake (essays are in dropdown under each video)</p> <p>Source C: Essay Collection 3, essays associated with the videos of Mark Nelson, Nathan Peck, Danny Houk, and Don Pollack (essays are in dropdown under each video)</p>	<p>Source D: The art of William Blake (art representing interpretations of Lincoln's ideals).</p> <p>Source E: The art of David Hinds (art representing interpretations of Lincoln's character).</p> <p>Source F: videos of artists William Blake and David Hinds discussing their work.</p>	<p>Source G: The art of Kelly Kristin Jones (art representing interpretations of statues of Lincoln).</p> <p>Source H: The art of Billie Jean Theide (art exploring consumables or things people can purchase that represent Lincoln).</p> <p>Source I: videos of artists Kelly Kristin Jones and Billie Jean Theide discussing their work.</p>
Summative Performance Task	Argument	<p>After evaluating these sources, what do you believe is the "real" legacy of Abraham Lincoln? What resonates with you, and what does not (and why/why not)? Construct an argument (using the modality of your choice such as a detailed outline, social media posting, or other)</p>

		that responds to the compelling question (What is Abraham Lincoln's legacy?) using specific evidence from the sources and pointing out the complexity of Lincoln's legacy.
	Extension	Develop your own art piece that represents what you believe to be the legacy of Abraham Lincoln. How can your art represent the complexity of Lincoln's legacy?
Taking Informed Action	<p>UNDERSTAND: Research curriculum and state standards and/or interview teachers at your school and/or individuals who are leaders in history education in your state (e.g., history professors and classroom teachers who have been involved in constructing history standards that address Abraham Lincoln).</p> <p>ASSESS: How is Lincoln's legacy represented in the curriculum at your school or in your state's history education standards? What does this mean for how students come to understand Lincoln and his legacy?</p> <p>ACT: Construct a proposal for your school's history department (or statewide organization for history education) in which you outline the complex legacies of Abraham Lincoln and argue for any changes in the way students are taught about Lincoln's legacy in your school or state.</p>	