

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

IDM Title: Complicating the “Great Emancipator”

Compelling Question	Was Abraham Lincoln the Great Emancipator?		
Standards and Frameworks	<p>NCSS College, Career, and Civic Life (C3) Framework</p> <ul style="list-style-type: none"> ● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. ● D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. <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	Pose the following question to students as a prompt for discussion and/or reflective writing: Abraham Lincoln is often referred to as the “Great Emancipator.” What do you think this means? What questions does the title raise for you?		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How do historians interpret Lincoln’s ideas related to freedom and equality?	How can artwork help us reimagine the words of Abraham Lincoln?	How do artists problematize (or make more complex) our cultural assumptions about Lincoln’s role as the Great Emancipator?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Assign students to read three secondary sources written by historian Graham Peck, PhD . These essays discuss perspectives on Lincoln’s legacy as the Great Emancipator, drawing connections to the artwork of Keenan Dailey, Krista Shelton, and Danny Houk. <i>Teachers may choose to assign the essays as individual reading, homework, or split</i>	Read aloud the Euclidean quotation by Abraham Lincoln: “You say A. is white, and B. is black. It is color then; the lighter, having the right to enslave the darker? Take care. By this rule, you are to be slave to the first man you meet, with a fairer skin than your own. You do not mean color exactly?--You mean the whites are intellectually the superiors of the blacks, and, therefore have the right to enslave them? Take care again. By this rule,	In rotating stations, view the art pieces and corresponding videos for the artwork of Krista Shelton, Keenan Dailey, Larsen Husby, Alexander Martin, and Jordan Fein. At each station, record notes and reflections related to the pieces of art. After viewing the artwork and videos, construct a reflective	

<p>students up into groups to read each of the three essays.</p> <p>Working in pairs or groups of three, discuss the following prompt: <i>Lincoln wrote many inspiring words about the nation's ideals, but has been criticized for a few things that he said or wrote. Do his words inspire you? Put yourself in his shoes to think about what he wrote before deciding, and then explain why or why not.</i></p> <p>Bring the ideas raised in small groups to a full group discussion that addresses Supporting Question 1.</p>	<p>you are to be a slave to the first man you meet, with an intellect superior to your own. But, say you, it is a question of interest; and, if you can make it your interest, you have the right to enslave another. Very well. And if he can make it his interest, he has the right to enslave you.”</p> <p>Assign students to read the essay by historian Graham Peck, PhD that analyzes the artwork of Julie Cowan in relation to Lincoln’s use of logic and Euclidean principles.</p> <p>Discuss how Lincoln utilized logic and Euclidean principles to argue against slavery and in defense of free government.</p> <p>In small groups or as a whole class, view the artwork of Julie Cowan, Mark Nelson, and Industry of the Ordinary and corresponding videos. While viewing the artwork and videos, ask students to record notes about how Lincoln’s role as the “Great Emancipator” is related to each piece. Ask students to consider the role of symbolism and metaphor in each piece.</p> <p>Discuss how artwork can help us reimagine the words of Abraham Lincoln (Supporting Question 2).</p>	<p>response to Supporting Question 3. Consider your own understanding or opinions about Lincoln as the “Great Emancipator” and discuss your interpretations of the symbolism or imagery of one or more artworks that resonate with your perspective.</p> <p>Discuss these responses in class while considering Supporting Question 3.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Essays associated with the artwork of Keenan Dailey, Krista Shelton, and Danny Houk (essays are in dropdown under corresponding videos)</p>	<p>Source B: Lithography with colored pencil, watercolor, graphite, and Swedish tracing paper by Julie Cowan and corresponding video.</p> <p>Source C: Mixed media artwork by Mark Nelson and corresponding video.</p> <p>Source D: Videography and phototex artwork by Industry of the Ordinary and corresponding video.</p>	<p>Source E: Artwork of Krista Shelton: The Past, Lincoln Battling For Freedom And Justice, & Present/Future and corresponding video.</p> <p>Source F: Artwork of Keenan Dailey: NCN & LNCL LOG and corresponding video.</p> <p>Source G: Artwork of Larsen Husby: Legacy/Seepage and corresponding video.</p> <p>Source H: Artwork of Alexander Martin: Celebration/Unfinished Business (I(We) Am(Are) A Legacy) and corresponding video.</p>

		Source I: Artwork of Jordan Fein: The Melancholy That Followed and corresponding video .
Summative Performance Task	Argument	This inquiry represents a very small sampling of evidence of and interpretations on Lincoln’s role as the Great Emancipator. After analyzing these sources, how would you describe Lincoln’s views on freedom and equality? What questions remain for you? Construct an argument about the complexity of understanding Lincoln’s views on freedom and equality as you consider the Essential Question (Was Abraham Lincoln the Great Emancipator?).
	Extension	Pick perspective from the time (e.g., an enslaved Black person, a free Black person, a Native American person, a Union soldier, a politician from the Republican Party, etc.) and analyze Lincoln’s words in the “Euclidian” quotation (reimagined in the lithography of Julie Cowen; full quotation is written in the essay accompanying her video). Write a letter to Abraham Lincoln from the perspective of this person, addressing what he says and how you feel about it. You may pull in additional examples of Lincoln’s words and/or actions to support your feelings.
Taking Informed Action	<p>UNDERSTAND: Interview members of your community (peers, family members, school employees, adult friends, etc.) about their understanding of Lincoln’s role as the Great Emancipator. Assemble these interviews as small samplings of “public opinion” on Lincoln’s view related to freedom and equality.</p> <p>ASSESS: Analyze the findings from the interviews. What assumptions or beliefs are represented in your participants’ understandings? Where or how did they come to form these understandings? What informs their understanding?</p> <p>ACT: Construct a video for social media that compares the “public opinions” assembled via interviews with what you learned in the secondary essays and what was represented in the visual artwork.</p>	