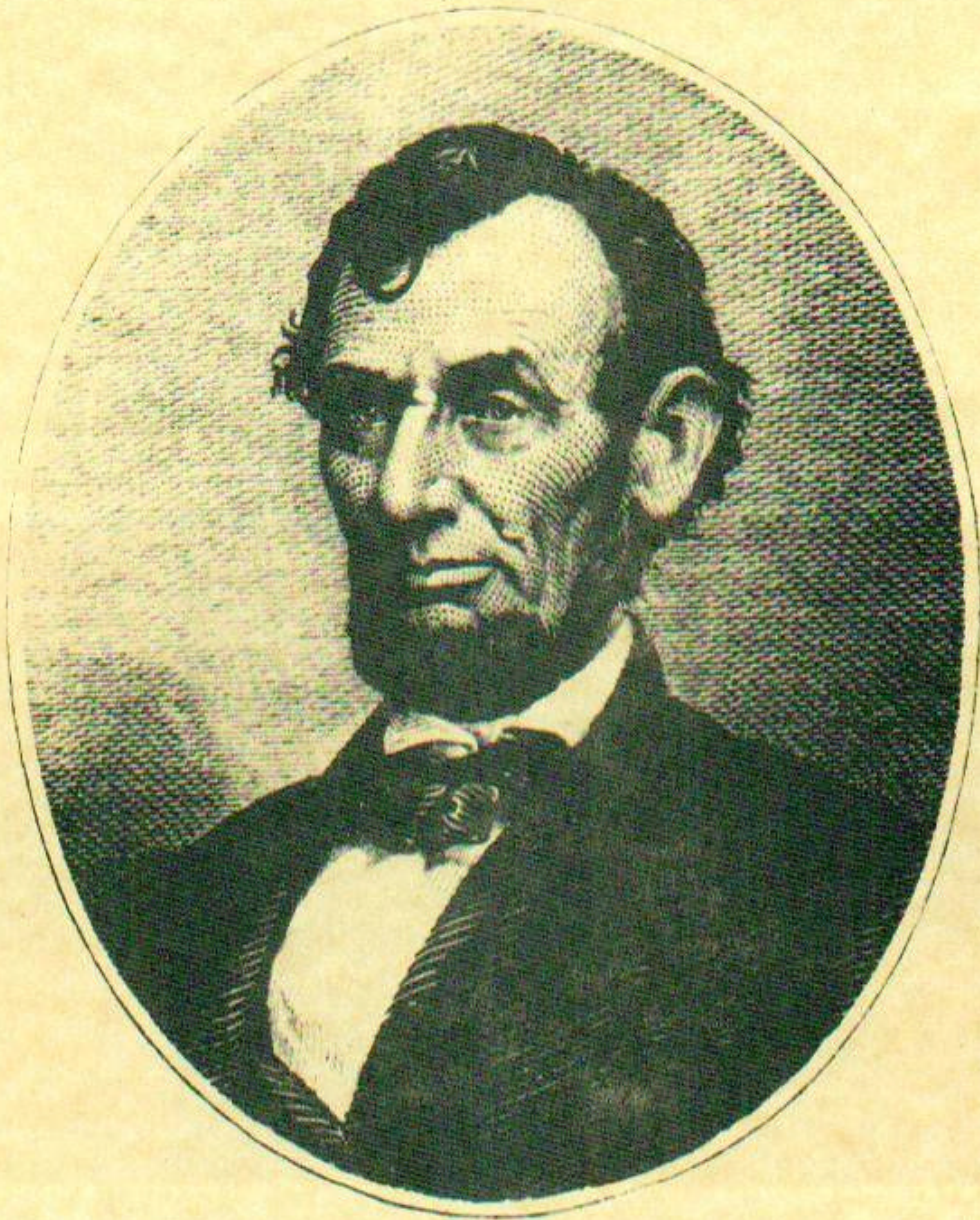


**CRITICAL DECISIONS OF
ABRAHAM LINCOLN
1860 - 1862**



**Classroom Simulation Game
and Activity**

CRITICAL DECISIONS IN UNITED STATES HISTORY

PRESIDENT ABRAHAM LINCOLN 1860-1862 GAME

Written by:
Herschel Sarnoff

Published by:
H.M.S. Historical Games
729 36th Street
Manhattan Calif. 90266
(310)365-5539
www.multimedialearning.org
hsarnoff@gmail.com

All rights reserved, including the right to reproduce the game or any parts thereof in any form.

Copyright, February 2008

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.

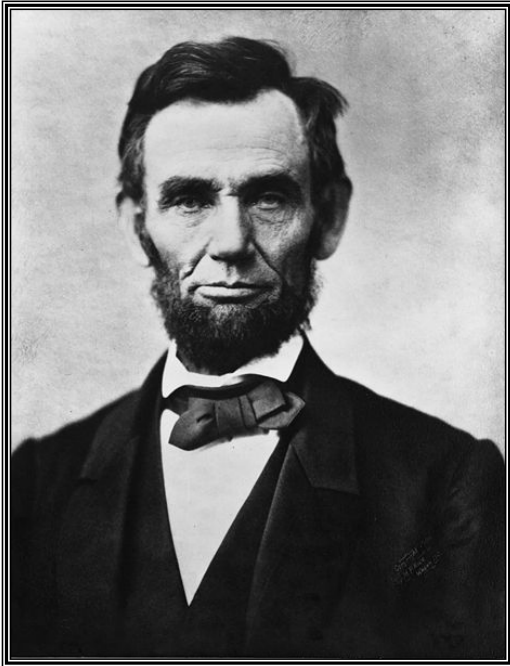
CRITICAL DECISIONS IN UNITED STATES HISTORY
CLASSROOM GAMES AND ACTIVITIES
for grades 7-12

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
5. Critical Decisions of Theodore Roosevelt
6. Critical Decisions of Woodrow Wilson.
7. Critical Decisions of Harry Truman
8. Critical Decisions of John F. Kennedy

Multimedia Learning Aids produces U.S. and World History PowerPoint presentation.

Please see our website at www.multimedialearning.org. We can be contacted via email at hsarnoff@gmail.com or at (310)365-5539



***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 (1860-1862)



DECISION # 1: 1860 CONVENTION

Norman Judd, Lincoln's campaign advisor, is involved in the selection of the site for the 1860 Republican convention.

Which city should Judd favor? •

- A. Richmond, Virginia--in order to spread Republican influence into the southern states.
- B. Philadelphia, Pennsylvania--the nation's largest city and site of the 1856 Republican convention.
- C. Boston, Massachusetts--the center of the anti-slavery movement.
- D. Chicago, Illinois--the largest city in Lincoln's home state.

DECISION # 2: VICE PRESIDENT

After nominating Lincoln on the third ballot, the Republican convention's task was to choose a vice presidential candidate. Whom should Lincoln suggest to the convention as his choice for a running mate?

- A. William Seward--New York Governor who led the first two ballots for the presidential nomination.
- B. Hannibal Hamlin--Senator from Maine and a leading abolitionist.
- C. Stephen Douglas--Senator from Illinois, Lincoln's longtime rival and a leading Democrat.
- D. John Bell--Senator from Tennessee, a southerner who supported the Union.
- E. None--Lincoln should follow tradition by allowing the convention to nominate a vice presidential candidate without interference by the presidential nominee.

DECISION # 3: REPUBLICAN PLATFORM

The same delegates who nominated Lincoln were also responsible for the party's platform. On the volatile issue of slavery, this platform should:

- A. Remain silent about slavery in the South although insisting that slavery be outlawed in the territories.
- B. Ignore the issue entirely on the theory that any statement would lose votes.
- C. Establish the goal of abolishing slavery everywhere it exists within the country.
- D. Leave the issue of slavery entirely up to the discretion of each state or territorial government.



DECISION # 4: CAMPAIGN OF 1860

As the Republican nominee for president, which general plan should Lincoln follow in conducting his campaign?

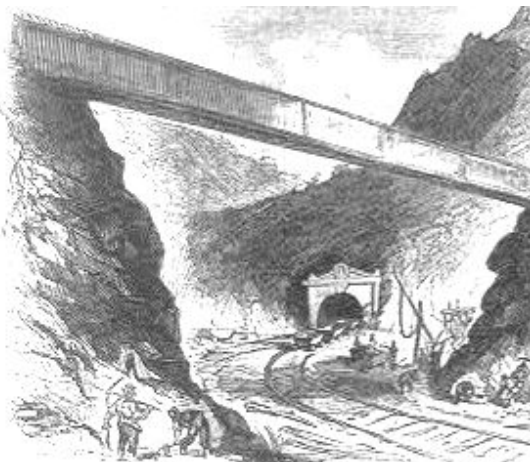
- A. Campaign mainly in the North where the vast majority of his supporters live.
- B. Campaign mainly in the South where the opportunity to add new supporters is the greatest.
- C. Campaign equally in the North and the South.

- D. Stay home and follow the political tradition of allowing others to campaign for him.

DECISION # 5: CRITTENDEN PLAN

Senator John Crittenden of Kentucky suggests a series of Constitutional amendments which would outlaw slavery north of the Missouri Compromise line and allow it south of that demarcation as well as protecting slavery in the South forever. What position should Lincoln take on the Crittenden Plan?

- A. Support the plan to avoid the threat of civil war.
- B. Ignore the plan since he is not yet officially inaugurated as president.
- C. Reject the plan since it violated the Republican platform's promise to keep slavery out of the territories.
- D. Passively accept the plan but do not actively work to support it.



**THE UNION
THE UNION BUILDS BRIDGES**

Jackson did in 1832) to enforce federal laws in the states.

DECISION # 7: ASSASSINATION THREATS

On his way to his inauguration in Washington D.C. plots to assassinate him. What should he do?

- A. Delay his journey until the threats cease.
- B. Change trains and travel in secret to Wash
- C. Ignore the threats as a necessary evil assoc

DECISION # 8: CABINET APPOINTMENTS

Lincoln wants a strong cabinet to advise him and 1 kind of political mix should he aim for in his cabin

- A. Appoint all Republicans--they will be loyal
- B. Appoint one or two "token" Democrats to
- C. Appoint a nearly equal number from each essential in the secession crisis facing the c

DECISION # 9: EIGHT BORDER STATES

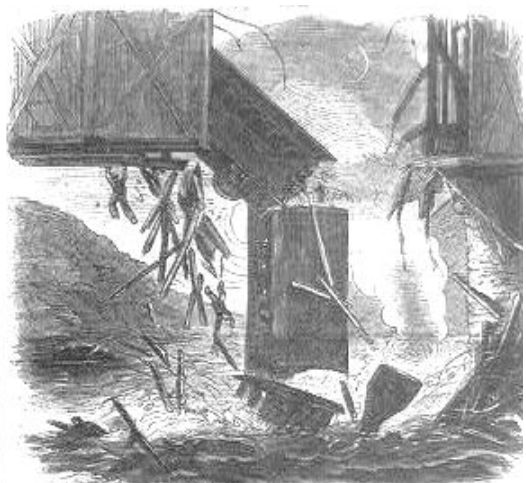
Eight "border" slave states remain in the Union w How should Lincoln treat these border states?

- A. Encourage their remaining in the Union by promising to protect slavery there.

DECISION # 6: SECESSION

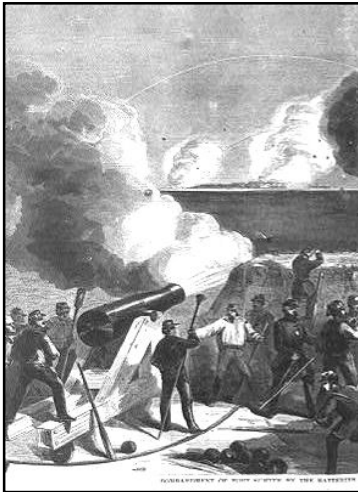
Seven states of the Deep South seceded from the Union even before Lincoln became President. Which policy should Lincoln take toward secession when he is inaugurated?

- A. Oppose it--states have no right to leave the Union.
- B. Recognize that secession is justified by the Declaration of Independence but argue that splitting the U.S. in half is impractical.
- C. Ignore the actions of the seceded states.
- D. Threaten to use force (as President



SECESSION DESTROYS THEM.

- B. Give these states a choice: get rid of slavery or leave the Union.
- C. Use the army to ensure that these states do not leave the Union.
- D. Ignore the awkward situation facing these states and let events take their own course.



DECISION # 10: FORT SUMTER

A small garrison of Union troops holds Fort Sumter in the harbor of Charleston, the largest city of South Carolina which was the first state to secede. This garrison needs supplies to survive and reinforcements if they are expected to defend the fort. What should Lincoln do?

- A. Surrender the fort quietly to avoid losing a battle which cannot be won.
- B. Secretly send supplies to Fort Sumter.
- C. Notify South Carolina officials that a supply ship will be sent.
- D. Notify South Carolina officials that a supply ship will be sent, but also secretly send reinforcements.
- E. Send both supplies and reinforcements openly to force South Carolina's hand.

DECISION # 11: RESPONSE TO ATTACK

South Carolina troops attack and force the surrender of Fort Sumter. How should Lincoln respond?

- A. Call for up to 75,000 volunteers in preparation for war.
- B. Send a naval expedition to attempt to recapture Fort Sumter.
- C. Capture a southern fort limiting the war to an "eye for an eye" response.
- D. Keep cool and avoid provoking further southern attacks.

DECISION # 12: WAR AIMS

The capture of Fort Sumter was the first conflict in a civil war between North and South. What should be Lincoln's war aims?

- A. To end slavery throughout the nation.
- B. to restore the Union.
- C. both "A" and "B".
- D. neither "A" or "B".

DECISION # 13: THE CONSTITUTION

As President, Lincoln took an oath to "preserve, protect, and defend" the Constitution. As Commander in Chief, Lincoln's goal is to restore the Union. What should he do when these solemn duties were in conflict?

- A. Follow his oath to defend the Constitution by exercising only those powers granted to the President.
- B. Ask Congress to grant temporary powers to suspend provisions of the Constitution in emergency situations.
- C. Act when necessary to save the Union even if such actions may violate the Constitution.



DECISION # 14: FOUR BORDER STATES



After Fort Sumter, four border states seceded while four remained tenuously in the Union. Which technique(s) should Lincoln employ to keep these four slave states within the Union?

- A. Declare martial law, turning the powers and duties of local government over to the army.
- B. Use the military to punish disloyalty, restrict trade with the South, and conduct elections.
- C. Suspend the right of "habeas corpus" which requires authorities to show evidence why a suspect has been imprisoned.
- D. All of the above: "A," "B," and "C."
- E. Only "A" and "B."

DECISION # 15: KING COTTON

Southerners rely on selling cotton to England and France to raise money to buy war supplies. These European countries are dependent on cotton for their factories. What should Lincoln do?

- A. Insist that England and France make payment to the U.S. rather than to the South for cotton shipments. Break off diplomatic relations if they refuse.
- B. Grow enough cotton in the North to reduce or eliminate European dependence upon southern cotton.
- C. Resort to chemical and biological warfare to destroy the cotton crop of the South.
- D. Establish a naval blockade of southern ports to stop ships from entering or leaving these ports.

DECISION # 16: BLACK SOLDIERS (1861)

As they had done in the Revolution and the War of 1812, Blacks wish to fight again for their country in the Civil War. What should Lincoln do with these Black volunteers?

- A. Accept them into the U.S. army but only in segregated all-Black units.
- B. Reject all Black volunteers.
- C. Accept Blacks as soldiers on a non-discriminatory basis.

DECISION # 17: FOREIGN RELATIONS

The South counts on aid from France and England in exchange for her cotton. Which policy should Lincoln take toward these countries?

- A. Force a choice: England and France must support the U.S. or face the threat of war.
- B. Accept the neutrality of both countries.
- C. Provoke a war with either England or France in the expectation that the South will re-join the North in fighting a common enemy.



DECISION # 18: UNION COMMANDER

The Union army lost the first battle of the Civil War at Bull Run in July of 1861. After the defeat, the army was expanded and reorganized into the Army of the Potomac. Who should Lincoln appoint as field commander of this new army?

- A. John C. Fremont--Republican presidential candidate in 1856, a former army officer and explorer.
- B. Irwin McDowell--an experienced general, the loser at Bull Run.
- C. Winfield Scott--the aging hero of the War with Mexico.
- D. George McClellan--a noted military planner and organizer, a Democrat, and winner of several skirmishes in western Virginia.
- E. Ulysses Grant--a retired army officer just returning to service in Illinois.

DECISION # 19: THE TRENT AFFAIR



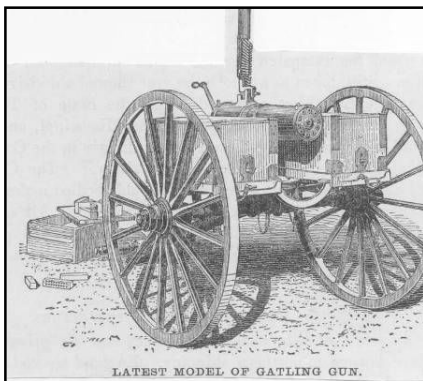
In December, 1861, a U.S. warship stopped a British vessel, the Trent, and seized two Confederate commissioners who were traveling to Europe to try to get more aid for their cause. England strongly protested against this illegal action and threatened hostilities. What should Lincoln do?

- A. Release the Southerners because they were seized illegally.
- B. Ignore England's protests.
- C. Claim the seizure was a valid emergency war measure and warn England to stay out of our Civil War.

DECISION # 20: SECRETARY OF WAR

By the end of 1861, Lincoln knew he must rid his cabinet of the incompetent and corrupt Secretary of War, Simon Cameron. Who should Lincoln appoint to this sensitive and demanding position?

- A. Edwin Stanton--a Democratic lawyer with proven competence and experience within the War Department.
- B. George McClellan--currently commander of the Army of the Potomac and a noted war strategist.
- C. John C. Fremont--former Republican presidential candidate and army officer.
- D. Winfield Scott--aged but knowledgeable hero of the War with Mexico.



DECISION # 21: 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 of the above: "A," "B," and "C."

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 (1860-62)

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

- | | |
|---------------------------|--|
| _____ 1.. William Seward | A. Lincoln's rival in 1860, became Secretary of State |
| _____ 2. Hannibal Hamlin | B. Retired army officer, returned to service in 1861 |
| _____ 3. Edwin Stanton | C. Relieved as Secretary of War because of corruption |
| _____ 4. George McClellan | D. Lincoln's first Vice President |
| _____ 5. Ulysses Grant | E. Appointed commander of the Army of the Potomac (1861) |
| _____ 6. Simon Cameron | F. F.A Democrat, appointed Secretary War late in 1861 . |

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

- | | |
|-------------------------|--|
| _____ 7. Platform | A. Desires the total elimination of slavery |
| _____ 8. Abolitionist | B. Installing a public official into office |
| _____ 9. Inauguration | C. Authorities must show cause why a suspect is imprisoned |
| _____ 10. Secession | D. Stopping ships from using a port |
| _____ 11. Martial Law | E. Turning the powers of government over to the army |
| _____ 12. Habeas Corpus | F. leaving the Union |
| _____ 13. .Blockade | G. The positions a political party takes on issues |

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

- _____ 14. The Senator who suggested several Constitutional amendments to protect slavery was: A.) Stephen Douglas B). Abraham Lincoln C). John Crittenden D.) John Fremont
- _____ 15. Which party elected Lincoln to the presidency? A). Republican B(. Whig C. Federalists D. Democratic
- _____ 16. The first bloodshed of the Civil War as at: A). Fort Sumter B). Bull Run C). Gettysburg D). Springfield
- _____ 17. Lincoln's main goal in the Civil War was to: A). end slavery B). restore the Union C). both "A" and "B" D). neither "A" or "B"
- _____ 18. The South expected help from: A). England B). France C).both D). neither
- _____ 19. Bull Run was: A). a Confederate general B). the first battle of the Civil War C). a cattle race D). a British ship
- _____ 20. The Union strategy in the Civil War was to: A). blockade southern ports B). capture Richmond C) control the Mississippi River D). all three

TEST ON DECISIONS: PRESIDENT LINCOLN GAME (1860-62)

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

- ___ 21. Lincoln acted as his own campaign manager in 1860.
- ___ 22. The Republican Party kept silent on the issue of slavery in its 1860 platform.
- ___ 23. Lincoln did not actively campaign for the presidency in 1860.
- ___ 24. Some southern states left the Union even before Lincoln became President.
- ___ 25. Lincoln secretly arrived in Washington D.C. for his inauguration.
- ___ 26. Lincoln appointed many Democrats to his cabinet.
- ___ 27. All of the slave states eventually joined the Confederacy.
- ___ 28. Lincoln refused to use volunteer soldiers because he thought the regular army was adequate to defeat the South.
- ___ 29. Lincoln "bent" the Constitution when he felt he must tact to save the Union.
- ___ 30. Lincoln encouraged Black soldiers to fight for the Union.
- ___ 31. Lincoln wanted England and France to remain neutral.
- ___ 32. Lincoln had to release two Confederate commissioners who had been captured from a British ship.

RESEARCH LISTS: PRESIDENT LINCOLN GAME

VOCABULARY I

*Ambitious
 *Foster
 *Domestic
 *Compensation
 *Tolerance
 *Potential
 *Repeal
 *Enhance
 *Ultimate
 *Cherish
 Strategy
 Revenue
 Retain
 Refer
 Neutral
 Plague
 Circulate
 Legitimate
 Dedication
 Volunteer
 Exempt
 Denounce
 Negotiate
 Deserter
 Pardon
 Efficient
 Postpone
 Intitate
 Abolish
 Propose

VOCABULARY II

*Avocation
 *Profound
 *Voracious
 *Melancholic
 *Anecdote
 *Piety
 Jeopardize
 Stalemate
 Ineptitude
 Secede
 Discriminatory
 Alleviate
 Patriotism
 Tribunal
 Civilian
 Banish
 Prestigious
 Vilify
 Perplexing
 Furlough
 Orator

HISTORICAL TERMS

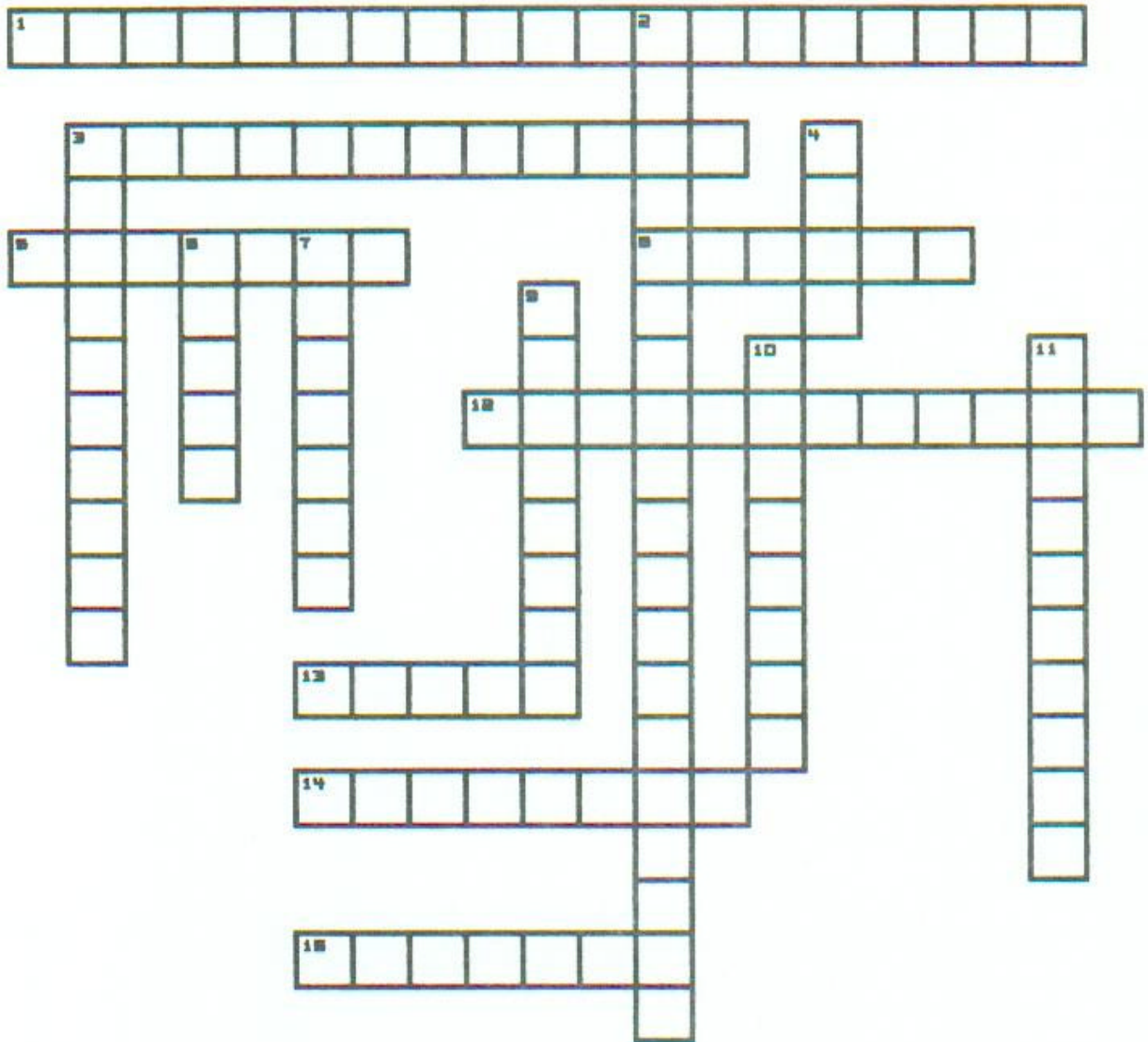
*Tariff
 *Whig
 *Democrat
 *Peculiar Institution
 *Declaration of Independence
 *Missouri Compromise
 *Kansas-Nebraska Act
 *Popular Sovereignty
 *Republican
 Richmond
 Blockade
 Bonds
 Bull Run
 Alabama
 Peninsula Campaign
 Emancipation Proclamation
 Shiloh
 Vicksburg
 Duties
 Excise Taxes
 Gettysburg
 West Virginia
 Draft
 Court-martial
 Wilderness
 Spotsylvania
 Cold Harbor
 Thirteenth Amendment

PERSONALITIES

*Henry Clay
 *Stephen Douglas
 George McClellan
 Edwin Stanton
 Salmon Chase
 John Pope
 Ambrose Burnside
 Joseph Hooker
 George Meade
 Ulysses Grant
 Edward Everett
 Clement Vallandigham
 Andrew Johnson
 William Seward
 Hannibal Hamlin

* Derived from BIOGRAPHICAL SKETCH

LINCOLN II:TERMS



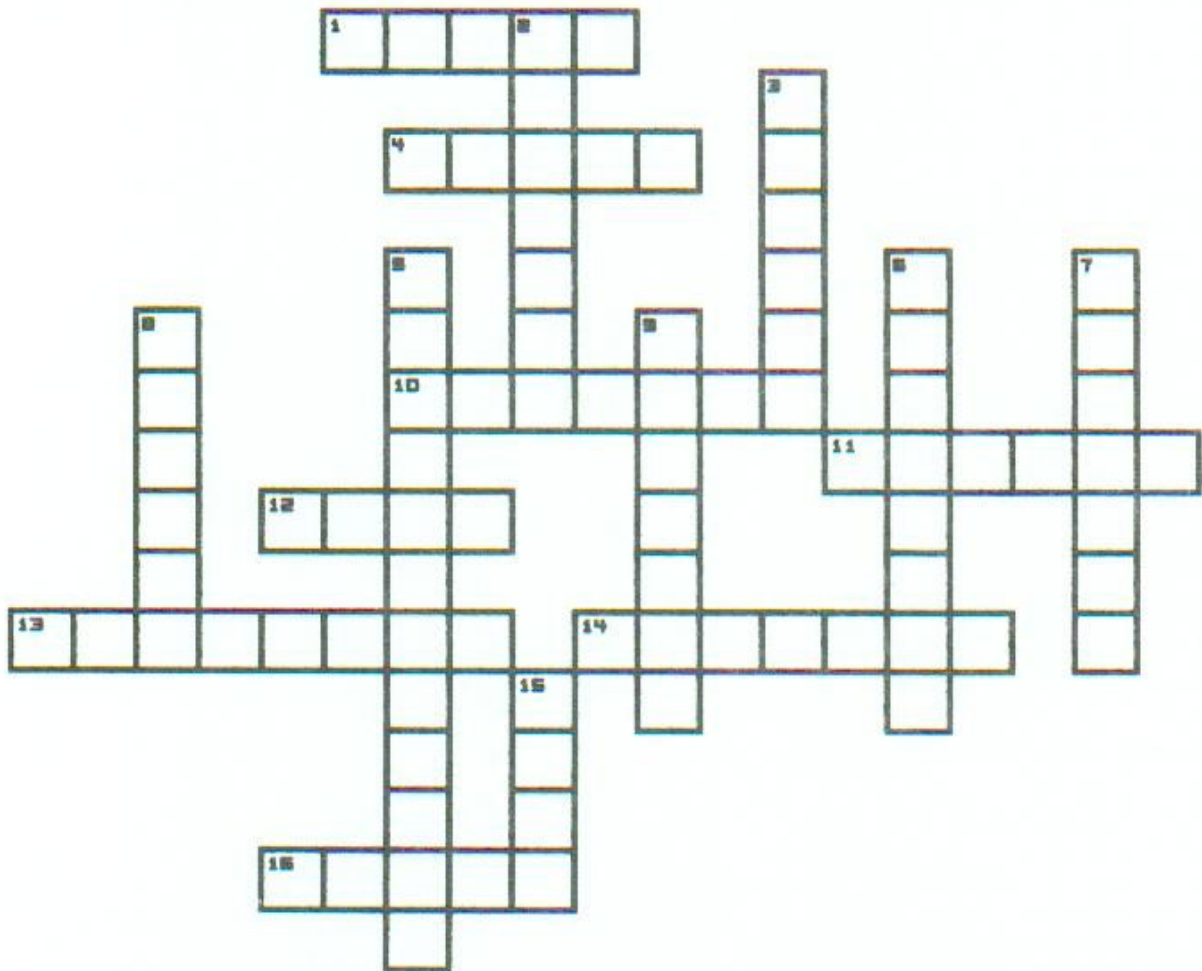
ACROSS CLUES

1. WHAT THE SOUTH CALLED SLAVERY
3. PART OF A SOUTHERN STATE THAT WANTED TO ENTER THE UNION
5. CONFEDERATE WARSHIP BUILT BY THE BRITISH
8. A TAX ON IMPORTS
12. THE ----- PROCLAMATION FREED SLAVES IN AREAS STILL IN REBELLION
13. TO FORCE MEN TO JOIN THE ARMY
14. WHAT THE UNION NAVY DID TO SOUTHERN PORTS
15. THE SITE OF TWO CIVIL WAR BATTLES

DOWN CLUES

2. A CONSTITUTIONAL ACTION TO ABOLISH SLAVERY THROUGHOUT THE COUNTRY
3. A BATTLE IN WHICH THE UNION SUFFERED HEAVY CASUALTIES
4. A POLITICAL PARTY THAT DISAPPEARED OVER THE SLAVERY QUESTION
6. SELLING THESE IS A METHOD GOVERNMENTS USE TO RAISE MONEY
7. A COURT _____ IS USED TO TRY SOLDIERS WHO ARE ACCUSED OF COMMITTING CRIMES
9. A POLITICAL PARTY THAT OPPOSED LINCOLN
10. THE CAPITAL OF THE CONFEDERACY
11. A BATTLE WHERE THE UNION ARMY

LINCOLN II:PEOPLE



ACROSS CLUES

1. SECRETARY OF THE TREASURY
4. CALLED A "BUTCHER"
10. PRESIDENT DURING THE CIVIL WAR
11. SECRETARY OF STATE
12. LINCOLN'S POLITICAL IDOL
13. GENERAL WHO LOST THE BATTLE OF FREDERICKSBURG
14. HE SPONSORED THE KANSAS-NEBRASKA ACT
16. UNION GENERAL AT GETTYSBURG

DOWN CLUES

2. SECRETARY OF WAR
3. LINCOLN'S FIRST VICE PRESIDENT
5. AN OHIO DEMOCRAT WHO WAS AN OUTSPOKEN OPPONENT OF THE WAR
6. UNION GENERAL WHO FAILED TO CAPTURE RICHMOND IN THE PENINSULAR CAMPAIGN
7. A NOTED ORATOR, WHO SPOKE AT GETTYSBURG
8. UNION GENERAL WHO LOST THE BATTLE OF CHANCELLORSVILLE
9. LINCOLN'S SECOND VICE PRESIDENT
15. UNION GENERAL WHO LOST THE SECOND BATTLE OF BULL RUN

NAME

** LINCOLN II:WORD SEARCH **

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

LIST OF WORDS

AMBITIOUS	DEDICATION
VOLUNTEER	STALEMATE
REPEAL	STRATEGY
MELANCHOLIC	LEGITIMATE
DOMESTIC	FOSTER
VILIFY	INEPTITUDE
RETAIN	ULTIMATE
PARDON	INTITATE
ORATOR	EXEMPT
PIETY	

TEACHER CONFIDENTIAL SHEET: PRESIDENT LINCOLN (1862-1865)

ANSWERS TO DECISIONS

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

ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

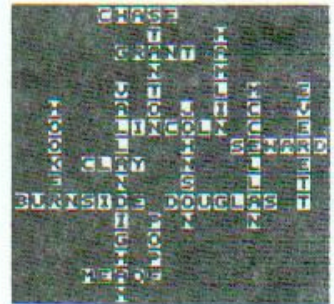
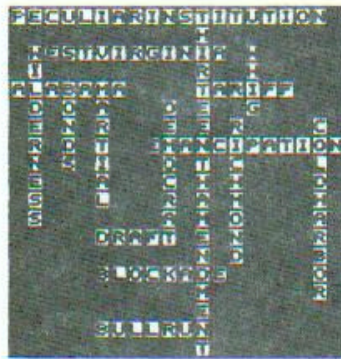
1. B
2. D
3. A
4. D
5. A
6. C
7. B
8. A
9. D
10. A
11. F
12. F
13. T
14. F
15. T
16. F
17. T
18. F
19. F
20. T

ANSWERS TO TEST QUESTIONS

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

ANSWERS: LINCOLN II:PEOPLE

ANSWERS: LINCOLN II:TERMS



** LINCOLN II:WORD SEARCH **

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

LIST OF WORDS

ANECDOTE	AMBITIOUS	DEDICATION
ABOLISH	VOLUNTEER	STALEMATE
TOLERANCE	REPEAL	STRATEGY
AVOCATION	MELANCHOLIC	LEGITIMATE
REVENUE	DOMESTIC	FOSTER
CIVILIAN	VILIFY	INEPTITUDE
DESERTER	RETAIN	ULTIMATE
REFER	PARDON	INTITATE
BANISH	ORATOR	EXEMPT
ENHANCE	PIETY	

WORD LIST: LINCOLN II:TERMS

ALABAMA	DRAFT	TARIFF
BLOCKADE	EMANCIPATION	THIRTEENTHAMENDMENT
BONDS	MARTIAL	WESTVIRGINIA
BULLRUN	PECULIARINSTITUTION	WHIG
COLDHARBOR	RICHMOND	WILDERNESS
DEMOCRAT		

WORD LIST: LINCOLN II:PEOPLE

BURNSIDE	HAMLIN	MEADE
CHASE	HOOKER	POPE
CLAY	JOHNSON	SEWARD
DOUGLAS	LINCOLN	STANTON
EVERETT	MCCELLAN	VALLANDIGHAM
GRANT		

