



L.A. Theatre Works *The Rivalry* Curriculum Connections Lesson Plan

Grades:

- 6-8
- 9-12

Brief Description

Lincoln-Douglas Debates through performance

Objectives

Students will:

- Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1862-63), and inaugural addresses (1861 and 1865).
- Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
- Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.





Lesson Description

At the time the Lincoln-Douglas debates took place, Abraham Lincoln was an ambitious, passionate and virtually unknown candidate in the Republican Party. *The Rivalry* Educational Performance is a unique opportunity for students to participate in one of history's most infamous political debates, meeting Lincoln in the early stages of his political career, well before he matured into the measured, stoic 16th President of our nation, and to gain insight into Lincoln's guiding principles through readings from America's most important governing documents. The performance aligns with 8th and 11th grade history standards.

"Hosted" by Adele Douglas, the performance begins with an introduction of Lincoln and Stephen Douglas, setting the history and scene of the debates. Throughout the presentation, Adele also contrasts 19th century debates with contemporary debate tactics highlighting major shifts in how candidates position themselves in a public forum. Students will be asked to participate as "crowd members." As the program progresses, Adele will also describe some little known attributes about Lincoln, such as his love of practical jokes and storytelling.

Reading the beginning of the Declaration of Independence with a force on the phrase "All men are created equal..." Adele introduces Lincoln's value system. Lincoln discusses concerns with the "3/5 compromise", as it states that all men are not created equal. Adele summarizes why the 3/5 compromise passed into law.

Adele then introduces the Emancipation Proclamation. Lincoln highlights the value system of the Emancipation Proclamation while Douglas debates the logistical challenges with ending slavery ultimately arguing that states have the right to decide for themselves.

The performance concludes with Lincoln reciting excerpts from his 1865 inaugural address- showing the audience how and where he intended to take America.

NOTE: The performance can be followed by an interactive Q&A session in which the performers ask students to respond to the question: How far have we come in attaining the goals Lincoln set for us as a nation?

Assessment

- After watching the live performance of *The Rivalry* by Norman Corwin, students should write a formal critique of the performance and reflect upon their experience.



National Standards

8.10	Students analyze the multiple causes, key events, and complex consequences of the Civil War.
11.1	Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

Kentucky Standards

Social Studies

SS-HS-1.2.2	Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."
SS-HS-1.3.2	Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure).
SS-HS-5.1.1	Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).

Arts and Humanities

AH-8-SA-U-1	Students will understand that the elements of music, dance, and drama are intentionally applied in creating and performing.
AH-8-HA-U-2	Students will understand that the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
AH-HS-1.3.1	Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works.
AH-HS-PCA-S-DT2	Students will create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes

Rivalry Lesson Plan Prepared By:

L.A. Theatre Works

Dustin Mosko, Engagement Coordinator, Norton Center for the Arts, Centre College



NORTON CENTER FOR THE ARTS ■ CENTRE COLLEGE
600 West Walnut Street, Danville, Kentucky 40422-1394 ■ 859.238.4692 ■ NortonCenter.com