

Interviewing Mount Rushmore

by Tim Bailey (created 2016, revised 2025)

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UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on primary sources. These skills will enable students to understand, summarize, and evaluate documents of historical significance.

Over the course of three lessons, students will analyze quotations by George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln—the four presidents immortalized on Mount Rushmore. The quotations will provide insight into what those presidents believed, in their own words.

Students will be able to

- Read, discuss, and analyze selected quotations
- Demonstrate understanding of the literal and subtle messages in each quotation
- Demonstrate understanding by taking part in a dramatic culminating activity

RECOMMENDED TIME FOR COMPLETION: Three 45-minute class periods

GRADE LEVEL(S): 5

ESSENTIAL QUESTIONS

- What things have presidents agreed are important?
- What have presidents said was their most important responsibility?
- What have presidents said was the most important responsibility for citizens?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-LITERACY.RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

MATERIALS

- Teacher's Resource: "The Road to Mount Rushmore" by Barbara A. Perry, J. Wilson Newman Professor of Governance, University of Virginia, p. 2
- Photograph of the Mount Rushmore monument. Source: National Park Service, nps.gov/media/photo/gallery.htm?id=F4D2D392-155D-4519-3EAB1013268F5BD6
- Activity Sheet #1: Analyzing the Quotations by George Washington
 - Quotation #1 Source: George Washington to Officers of the Army, March 15, 1783, *Founders Online*, National Archives, founders.archives.gov/documents/Washington/99-01-02-10840
 - Quotation #2 Source: George Washington to Robert Dinwiddie, Governor of Virginia, August 27, 1757, *Founders Online*, National Archives, founders.archives.gov/documents/Washington/02-04-02-0246
 - Quotation #3 Source: George Washington to Alexander Hamilton, August 28, 1788, *Founders Online*, National Archives, founders.archives.gov/documents/Hamilton/01-05-02-0025
 - Quotation #4 Source: Washington's Sentiments on a Peace Establishment, May 1, 1783, *Founders Online*, National Archives, founders.archives.gov/documents/Washington/99-01-02-11202
- Activity Sheet #2: Analyzing the Quotations by Thomas Jefferson
 - Quotation #1 Source: Thomas Jefferson, The Declaration of Independence, *The Charters of Freedom*, National Archives, www.archives.gov/exhibits/charters/declaration.html
 - Quotation #2 Source: Thomas Jefferson, First Inaugural Address, March 4, 1801, *The Avalon Project*, Yale Law School, avalon.law.yale.edu/19th_century/jefinau1.asp
 - Quotation #3 Source: Thomas Jefferson to Edward Tiffin, February 2, 1807, *Founders Online*, National Archives, founders.archives.gov/documents/Jefferson/99-01-02-5005
 - Quotation #4 Source: Thomas Jefferson to James Madison, December 20, 1787, *Founders Online*, National Archives, founders.archives.gov/documents/Madison/01-10-02-0210
- Activity Sheet #3: Analyzing the Quotations by Theodore Roosevelt
 - Quotation #1 Source: Theodore Roosevelt, New Nationalism Speech, August 31, 1910, in Richard D. Heffner and Alexander Heffner, *A Documentary History of the United States*, 9th ed. (NY: Signet, 2013). Available on Google Books, books.google.com/books?id=GEun0OdclpQC.
 - Quotation #2 Source: Theodore Roosevelt, "The Strenuous Life," April 10, 1899, *The Strenuous Life: Essays and Addresses* (New York: Charles Scribner's Sons, 1906), p4. Available on Google Books, books.google.com/books?id=oqJJAQAAQAAJ.
 - Quotation #3 Source: Theodore Roosevelt to Henry L. Sprague, January 26, 1900, *American Treasures*, Library of Congress, loc.gov/exhibits/treasures/trm139.html
 - Quotation #4 Source: Theodore Roosevelt, At the Banquet of the Chamber of Commerce of the State of New York, at New York, November 11, 1902, in *A Compilation of the Messages and Speeches of Theodore Roosevelt, 1901–1905 [Supplemental]*, edited by

Alfred Henry Lewis (Bureau of National Literature and Art, 1906), p175. Available on Google Books, books.google.com/books?id=aJKhAAAAMAAJ.

- Activity Sheet #4: Analyzing the Quotations by Abraham Lincoln
 - Quotation #1 Source: Abraham Lincoln, Speech at New Haven, Connecticut, March 6, 1860, *Collected Works of Abraham Lincoln* 4: 10, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln4/1:2.1?rgn=div2;view=fulltext
 - Quotation #2 Source: Abraham Lincoln, "House Divided" Speech, June 16, 1858, *Collected Works of Abraham Lincoln* 2: 462, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln2/1:508?rgn=div1;view=fulltext
 - Quotation #3 Source: Abraham Lincoln, Speech to One Hundred Fortieth Indiana Regiment, March 17, 1865, *Collected Works of Abraham Lincoln* 8: 361, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln8/1:778?rgn=div1;view=fulltext
 - Quotation #4 Source: Abraham Lincoln, Second Inaugural Address, March 4, 1865, *Collected Works of Abraham Lincoln* 8: 333, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln8/1:711?rgn=div1;view=fulltext
- Activity Sheet #5: The News Conference (print enough for one question per reporter)

HISTORICAL BACKGROUND

The Road to Mount Rushmore

by Barbara A. Perry, University of Virginia

How do you get to Mount Rushmore? Become a great or near-great president.

This national monument in South Dakota portrays two presidents considered great by scholars (George Washington and Abraham Lincoln) and two ranked as near great (Thomas Jefferson and Theodore Roosevelt). Construction began on Mount Rushmore in 1927 when Congress and private funders hired sculptor Gutzon Borglum, whose team carved the four presidents' sixty-foot-high faces into the Black Hills. The monument's construction, however, has not been without controversy: The Black Hills that Borglum carved belonged to the Sioux people, for whom the hills are sacred, and the land had been retained by them through two treaties with the US. Thus, the site's history is complicated. It is both a testament to how leaders have ensured national unity and evidence that unity came at a cost for Native peoples.

What does it mean to be such an exceptional president that the country immortalizes him in massive stone creations? Foreign policy analyst Aaron David Miller has written that great presidents save the nation when it faces existential crises. Washington solidified the new republic when it was uncertain if it could survive beyond the founding. Likewise, Lincoln rescued the Union when it broke apart and fought a devastating civil war against eleven southern states that had seceded.

Jefferson, already an American hero for drafting the Declaration of Independence in 1776, as president doubled the nation's territory, supported religious freedom, and fought foreign adversaries who disrupted our trade. Theodore Roosevelt, the only twentieth-century president included in the quartet, supported progressive policies—including women's suffrage, conservation, and the break-up of monopolies—and extended America's influence abroad.

Each of these chief executives expanded the powers of the presidency, which are listed in Article II of the US Constitution. It grants presidents executive power to carry out the laws (as made by Congress and interpreted by the courts), serve as commander in chief, make treaties, appoint ambassadors and federal judges, approve or veto congressional acts, grant pardons, and report annually to Congress on the state of the Union.

Over its history, the presidency has grown in authority by virtue of precedents that its officeholders established. For example, Washington claimed that he had the right to keep his papers and discussions private because of "executive privilege." Jefferson purchased the Louisiana Territory from France, without constitutional grant to do so. Presidential power has expanded in times of national crisis, such as when Lincoln limited the rights of accused insurrectionists. Theodore Roosevelt believed that presidents could take actions for the good of the country as long as they were not explicitly prohibited from doing so. He established the Panama Canal in order to facilitate American trade by linking the Atlantic and Pacific Oceans.

Where did these four presidents find the personal strength to lead our nation in times of crisis and expand the presidency's reach? Washington and Jefferson hailed from the Virginia colony's landed aristocracy. While young George made his career in surveying and then the army, leading our nation to

victory over England in the American Revolution, Jefferson received an elite education at the College of William and Mary in Williamsburg, Virginia, where he trained as a lawyer. Both Washington and Jefferson became political leaders in the movement to throw off what they considered to be the unjust rule of England over America's thirteen original colonies. Washington and Jefferson both ran extensive plantations (Mount Vernon and Monticello) in their native state, with the crucial labor of enslaved African Americans.

It was over the economic system of slavery and its traditions in southern states that the Confederacy left the Union after Lincoln's 1860 election as a member of the new anti-slavery Republican Party. He had been born in what originally was part of the Virginia colony, but had become its own state of Kentucky. Raised there and on the Indiana frontier, he had no formal education but was an avid reader who taught himself law and moved to Illinois to practice that profession.

Theodore Roosevelt couldn't have been more different from these three predecessors. Born in New York City to a wealthy family, one of his first memories was watching Lincoln's funeral procession after the president's 1865 assassination. Suffering from asthma as a young boy, Teddy, as he was called, built up his body and stamina by boxing. He also loved horseback riding and hunting, which he pursued in the Dakotas after earning his degree from Harvard. Prior to becoming president, he fought in the Spanish-American War, where he famously charged up Cuba's San Juan Hill with his Rough Riders, and became a state legislator, police commissioner, assistant secretary of the Navy, and New York's governor. He was vice president when President William McKinley was assassinated in 1901, making TR president.

You might ask why Franklin Roosevelt, Teddy's cousin, considered among the greatest presidents, is not on Mount Rushmore. He was still president when the monument was dedicated in 1941 and participated in the ceremony.

Barbara A. Perry is the J. Wilson Newman Professor of Governance and co-chair of the Presidential Oral History Program at the Miller Center, University of Virginia. She has conducted more than 140 interviews for the presidential oral history program and authored or edited seventeen books, including 41: Inside the Presidency of George H. W. Bush as author and The Presidency: Facing Constitutional Crossroads as editor.

LESSON 1: GEORGE WASHINGTON AND THOMAS JEFFERSON

OVERVIEW

In this lesson, the students, with your guidance, will carefully read, interpret, and analyze quotations by George Washington and Thomas Jefferson, two of the presidents who appear on the monument at Mount Rushmore.

MATERIALS

- Teacher's Resource: "The Road to Mount Rushmore" by Barbara A. Perry, J. Wilson Newman Professor of Governance, University of Virginia (See p. 4, above)
- Photograph of the Mount Rushmore monument. Source: National Park Service, nps.gov/media/photo/gallery.htm?id=F4D2D392-155D-4519-3EAB1013268F5BD6
- Activity Sheet #1: Analyzing the Quotations by George Washington
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 - Quotation #2 Source: George Washington to Robert Dinwiddie, Governor of Virginia, August 27, 1757, *Founders Online*, National Archives, founders.archives.gov/documents/Washington/02-04-02-0246
 - Quotation #3 Source: George Washington to Alexander Hamilton, August 28, 1788, *Founders Online*, National Archives, founders.archives.gov/documents/Hamilton/01-05-02-0025
 - Quotation #4 Source: Washington's Sentiments on a Peace Establishment, May 1, 1783, *Founders Online*, National Archives, founders.archives.gov/documents/Washington/99-01-02-11202
- Activity Sheet #2: Analyzing the Quotations by Thomas Jefferson
 - Quotation #1 Source: Thomas Jefferson, The Declaration of Independence, *The Charters of Freedom*, National Archives, archives.gov/exhibits/charters/declaration.html
 - Quotation #2 Source: Thomas Jefferson, First Inaugural Address, March 4, 1801, *The Avalon Project*, Yale Law School, avalon.law.yale.edu/19th_century/jefinau1.asp
 - Quotation #3 Source: Thomas Jefferson to Edward Tiffin, February 2, 1807, *Founders Online*, National Archives, founders.archives.gov/documents/Jefferson/99-01-02-5005
 - Quotation #4 Source: Thomas Jefferson to James Madison, December 20, 1787, *Founders Online*, National Archives, founders.archives.gov/documents/Madison/01-10-02-0210

PROCEDURE

1. A Historical Background essay by Professor Barbara A. Perry has been provided for your information (see p. 4). You may choose to share information from the essay with your students at any point during the lesson plans.
2. You may choose to have the students do the lessons individually, as partners, or in small groups of no more than three or four.

3. Show the class the photograph of Mount Rushmore, and then distribute “Analyzing the Quotations by George Washington.”
4. “Share read” each quotation with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
5. Model the process for the first Washington quotation. The students should read it silently to themselves. Ask the students if there are words they do not understand. Discuss unknown vocabulary as a class and come up with definitions for the students to write on their activity sheets in the Vocabulary section.
6. Discuss the quotation with the class in order to answer the question “What does that mean?” The students should be able to rewrite the quotations in their own words and demonstrate an understanding of what the author was saying. This will require some negotiation. You may ask them to look at the original text and underline the words that support their interpretation as they present their ideas. After the class has come up with an answer, have them write it in the box on the right of the hand out.
7. The students should continue with the remaining Washington quotations on their own or in their groups. If the students are working with partners or in groups, have them discuss among themselves what each quotation means. All students must complete their own activity sheets.
8. After giving the class time for discussion, have the students share out their ideas. It is important that the students validate their opinions with evidence drawn directly from the text.
9. Repeat this process with the Jefferson quotations.
10. Wrap-up: Ask students to compare the quotations by these two presidents. How are they similar and how are they different? You can draw a simple T-Chart on the board or have the students draw one on a piece of paper. Ask them to provide evidence from the text to support their conclusions.

LESSON 2: THEODORE ROOSEVELT AND ABRAHAM LINCOLN

OVERVIEW

In this lesson, the students will carefully read, interpret, and analyze quotations by Theodore Roosevelt and Abraham Lincoln, the two additional presidents who appear on the monument at Mount Rushmore.

ESSENTIAL QUESTIONS

- What things have presidents agreed are important?
- What have presidents said was their most important responsibility?
- What have presidents said was the most important responsibility for citizens?

MATERIALS

- Photograph of the Mount Rushmore monument. Source: National Park Service, nps.gov/media/photo/gallery.htm?id=F4D2D392-155D-4519-3EAB1013268F5BD6
- Activity Sheet #3: Analyzing the Quotations by Theodore Roosevelt
 - Quotation #1 Source: Theodore Roosevelt, New Nationalism Speech, August 31, 1910, in Richard D. Heffner and Alexander Heffner, *A Documentary History of the United States*, 9th ed. (NY: Signet, 2013). Available on Google Books, books.google.com/books?id=GEun0OdclpQC.
 - Quotation #2 Source: Theodore Roosevelt, "The Strenuous Life," April 10, 1899, *The Strenuous Life: Essays and Addresses* (New York: Charles Scribner's Sons, 1906), p4. Available on Google Books, books.google.com/books?id=oqJJAQAAQAAJ.
 - Quotation #3 Source: Theodore Roosevelt to Henry L. Sprague, January 26, 1900, *American Treasures*, Library of Congress, loc.gov/exhibits/treasures/trm139.html
 - Quotation #4 Source: Theodore Roosevelt, At the Banquet of the Chamber of Commerce of the State of New York, at New York, November 11, 1902, in *A Compilation of the Messages and Speeches of Theodore Roosevelt, 1901–1905 [Supplemental]*, edited by Alfred Henry Lewis (Bureau of National Literature and Art, 1906), p175. Available on Google Books, books.google.com/books?id=aJKhAAAQAAJ.
- Activity Sheet #4: Analyzing the Quotations by Abraham Lincoln
 - Quotation #1 Source: Abraham Lincoln, Speech at New Haven, Connecticut, March 6, 1860, *Collected Works of Abraham Lincoln* 4: 10, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln4/1:2.1?rgn=div2;view=fulltext
 - Quotation #2 Source: Abraham Lincoln, "House Divided" Speech, June 16, 1858, *Collected Works of Abraham Lincoln* 2: 462, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln2/1:508?rgn=div1;view=fulltext

- o Quotation #3 Source: Abraham Lincoln, Speech to One Hundred Fortieth Indiana Regiment, March 17, 1865, *Collected Works of Abraham Lincoln* 8: 361, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln8/1:778?rgn=div1;view=fulltext
- o Quotation #4 Source: Abraham Lincoln, Second Inaugural Address, March 4, 1865, *Collected Works of Abraham Lincoln* 8: 333, The Abraham Lincoln Association, quod.lib.umich.edu/l/lincoln/lincoln8/1:711?rgn=div1;view=fulltext

PROCEDURE

You may choose to have the students do the lessons individually, as partners, or in small groups of no more than three or four.

1. Read the Historical Background to the class, show them the photograph of Mount Rushmore, and then distribute “Analyzing the Quotations by Theodore Roosevelt” and “Analyzing the Quotations by Abraham Lincoln.”
2. Repeat the procedures from Lesson 1. Depending on the abilities of your students, you may want to share read the quotations with the class or model answering “What does that mean?” for the first Roosevelt quotation.
3. Wrap-up: Ask students to compare the quotations by these two presidents. How are they similar and how are they different? Ask them to provide evidence from the text to support their conclusions. You can draw a simple T-Chart on the board or have the students draw one on a piece of paper.

LESSON 3: STAGING A NEWS CONFERENCE

OVERVIEW

In this lesson, the students will demonstrate what they have learned through their analysis of the quotations by the four presidents on Mount Rushmore by writing and then staging a dramatic presentation of a mock news conference. The writing of the news conference script as well as the actual presentation to the class will serve to reinforce the major issues raised in the texts.

ESSENTIAL QUESTIONS

- What things have presidents agreed are important?
- What have presidents said was their most important responsibility?
- What have presidents said was the most important responsibility for citizens?

MATERIALS

- Organizer: “The News Conference” (print enough for one question per reporter)

PROCEDURE

1. Divide the class into groups of four to six students, ensuring an even distribution of students according to their ability. One of the students will play the role of the president while the rest of the group will be reporters who will ask the president questions about his quotation. This group presentation is a scripted production. All of the questions and answers will be written by the whole group. The answers to the questions should be taken, as much as possible, from the actual quote itself.
2. If possible, have the students watch a recording of an actual presidential news conference prior to this activity.
3. Each group chooses, or is assigned, one of the presidents from Mount Rushmore. It is best if all four presidents are used before doubling up on any of the presidents.
4. Students select who will portray the president. The remaining group members will play reporters at a news conference.
5. Pass out “The News Conference” organizer. The students will build both the questions and the answers to the questions using this form. In the answers given by the “President,” the groups should cite evidence directly from the text they analyzed in previous lessons. For example, when interviewing President Washington, a reporter could ask, “Mr. President, what would happen if freedom of speech were taken away from citizens?” The student role-playing Washington could respond, “Well, I believe that dumb and silent we may be led like sheep to the slaughter.”

6. Presentation:

- a. The “President” says, “Ladies and gentlemen of the press. Welcome. I am willing to answer a few questions.”
- b. The “reporters” raise their hands and are selected by the “President” to pose their questions.
- c. The “President” responds.

This continues until all of the questions have been asked, one per reporter.

7. Repeat the process with all of the groups.

8. Have the class debrief the presentations. Which were the most effective? What made them effective? How could the presentations have been improved?

RESEARCH EXTENSIONS

1. The students can research the president that they presented at the press conference for a better understanding of that particular president, and then present their findings to the class.
2. Students could do independent research and write a brief essay explaining whether they would add another president to the monument, and if so, which one. They should support their argument with evidence from primary sources.

Mount Rushmore



NPS Photo

Analyzing the Quotations by George Washington

<p>Washington Quotation #1:</p> <p>“If Men are to be precluded from offering their sentiments on a matter, which may involve the most serious and alarming consequences, . . . —the freedom of Speech may be taken away—and, dumb & silent we may be led, like sheep, to the Slaughter.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Washington Quotation #2:</p> <p>“It is with pleasure I receive reproof, when reproof is due; because no person can be readier to accuse me, than I am to acknowledge an error, when I am guilty of one. Nor more desirous of atoning for a crime, when I am Sensible of having committed it.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

<p>Washington Quotation #3:</p> <p>“I hope I shall always possess firmness and virtue enough to maintain (what I consider the most enviable of all titles) the character of an honest man.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Washington Quotation #4:</p> <p>“Every Citizen who enjoys the protection of a free Government, owes not only a proportion of his property, but even of his personal services to the defence of it.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

Analyzing the Quotations by Thomas Jefferson

<p>Jefferson Quotation #1:</p> <p>“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”</p> <p>Vocabulary:</p>	What does that mean?
<p>Jefferson Quotation #2:</p> <p>“Though the will of the majority is in all cases to prevail, . . . the minority possess their equal rights, which equal law must protect, and to violate would be oppression.”</p> <p>Vocabulary:</p>	What does that mean?

<p>Jefferson Quotation #3:</p> <p>“That government is the strongest of which every man feels himself a part.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Jefferson Quotation #4:</p> <p>“Above all things I hope the education of the common people will be attended to; convinced that on their good sense we may rely with the most security for the preservation of a due degree of liberty.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

Analyzing the Quotations by Theodore Roosevelt

<p>Roosevelt Quotation #1:</p> <p>“Conservation means development as much as it does protection. I recognize the right and duty of this generation to develop and use the natural resources of our land; but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Roosevelt Quotation #2:</p> <p>“It is hard to fail, but it is worse never to have tried to succeed.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

<p>Roosevelt Quotation #3:</p> <p>“Speak softly and carry a big stick; you will go far.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Roosevelt Quotation #4:</p> <p>“The first requisite of a good citizen in this Republic of ours is that he shall be able and willing to pull his weight—that he shall not be a mere passenger.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

Analyzing the Quotations by Abraham Lincoln

<p>Lincoln Quotation #1:</p> <p>“If the Republicans, who think slavery is wrong, get possession of the general government, we may not root out the evil at once, but may at least prevent its extension. If I find a venomous snake lying on the open prairie, I seize the first stick and kill him at once. But if that snake is in bed with my children, I must be more cautious. I shall, in striking the snake, also strike the children, or arouse the reptile to bite the children. Slavery is the venomous snake in bed with the children. But if the question is whether to kill it on the prairie or put it in bed with other children, I think we'd kill it!”</p> <p>Vocabulary:</p>	What does that mean?
<p>Lincoln Quotation #2:</p> <p>“A house divided against itself cannot stand.’ I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved -- I do not expect the house to fall -- but I do expect it will cease to be divided. It will become all one thing, or all the other.”</p> <p>Vocabulary:</p>	What does that mean?

<p>Lincoln Quotation #3:</p> <p>“Whenever I hear any one arguing for slavery, I feel a strong impulse to see it tried on him personally.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>
<p>Lincoln Quotation #4:</p> <p>“With malice toward none, with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds.”</p> <p>Vocabulary:</p>	<p>What does that mean?</p>

The News Conference

Write your question here:	Answer: Evidence from Text:
Write your question here:	Answer: Evidence from Text:
Write your question here:	Answer: Evidence from the text: