



THE LINCOLN MEMORIAL AT WATERFRONT PARK

Visitor's Guide & Activities

for use in conjunction with the
Kentucky Historical Society's
*Beyond the Log Cabin:
Kentucky's Abraham Lincoln*
Teacher's Guide

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THE LINCOLN MEMORIAL AT WATERFRONT PARK

Visitor's Guide & Activities





CURRICULUM TOPICS

Kentucky history
American history
Frontier
Slavery
Civil War
Art

LINCOLN MEMORIAL AT WATERFRONT PARK

OVERVIEW

The Lincoln Memorial at Waterfront Park uses sculptural elements, artistic expression, and Abraham Lincoln’s own words to convey Lincoln’s lifelong ties to Kentucky and the state’s influence on his life. The memorial offers glimpses of different stages of Lincoln’s life, including:

- His childhood in Kentucky
- His political and social rise
- The impact of the Civil War on Lincoln, his family, and the nation
- The roots of his abhorrence of slavery

BACKGROUND

Lincoln Memorial at Waterfront Park

The Lincoln Memorial at Waterfront Park was dedicated on June 4, 2009. The \$2.3 million Memorial was funded by the Commonwealth of Kentucky, the family of Harry S. Frazier, Jr., and the Kentucky Historical Society/Kentucky Abraham Lincoln Bicentennial Commission. It features a 12 ft. statue of Abraham Lincoln seated on a rock, holding a book and looking out over the Ohio River. His top hat and two books are on the rock beside him.

Louisville artist Ed Hamilton sculpted Lincoln and conceived the four bas reliefs that line the path into the site, which feature four scenes that represent stories of Lincoln’s life-long ties to Kentucky. Ed received significant assistance on the first three bas reliefs from another local artist, Juliet Ehrlich. The fourth bas relief, “Slavery and Emancipation,” was the sole work of Hamilton.

The memorial site, designed by landscape architectural firm Hargreaves Associates, is an amphitheater that faces the river and provides a frame for the sculptural pieces. The face of the granite amphitheater seating is engraved with four famous Lincoln quotes, and the site is planted with a variety of trees, including several that were Lincoln favorites.

CURRICULUM

CONNECTIONS

(As identified in the [Beyond the Log Cabin teacher's guide](#))

Program of Studies Links

SS-4/5/8-HP-U-1

History is an account of human activities that is interpretive in nature and a variety of tools are needed to analyze and understand historical events.

SS-4-HP-U-2

The history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-effect relationships, tying past to present.

SS-4-HP-U-3

The history of Kentucky has been impacted by significant individuals, groups, and advances in technology.

SS-5-HP-U-2

The history of the United States can be analyzed by examining significant eras to develop a chronological understanding and recognize cause-and-effect relationships and multiple causation, tying past to present.

SS-5-HP-U-3

The history of the United States has been impacted by significant individuals, groups, and advances in technology.

SS-8-HP-U-2

U.S. history can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.

SS-8-HP-U-3

U.S. history (prior to Reconstruction) has been impacted by significant individuals and groups.

Lincoln's Formative Years in Kentucky

Born on February 12, 1809, near Hodgenville, Kentucky, Abraham Lincoln was the first president of the United States born outside the original thirteen colonies. Lessons learned from his early years on the Kentucky frontier shaped our 16th President immeasurably.

Lincoln's parents, Thomas Lincoln and Nancy Hanks, were both second-generation "pioneers," who married on June 12, 1806, near Springfield, Kentucky. They taught their son the meaning of hard work and perseverance and instilled in him a profound love of learning—a love that Abraham's stepmother, Sarah Johnston Lincoln, continued to nurture in him.

From an early age, Lincoln became an avid reader. He was largely self-taught, becoming one of Illinois' most successful lawyers long before his election as president in 1860. As an adult, Lincoln thought of himself as a Kentuckian and a self-made man. He advised others to find their calling as he did: "get the books, and read, and study them carefully."

Lincoln's Kentucky Connections

When Thomas Lincoln moved his family to Spencer County, Indiana, in December 1816, he was following a well-worn path laid out by thousands of other households from the Upper South. Similarly, at age twenty-two, Abraham Lincoln left his father's household and made his way to New Salem, Indiana—a growing village inhabited by many former Kentuckians.

Lincoln was already well integrated into an important network of Kentuckians who continued to shape his life and career when he moved to Springfield, Illinois in 1837. John Todd Stuart, his first law partner, had encouraged Lincoln to run for political office and study the law as early as 1832. In Springfield, Lincoln also met his best friend, Louisville-native Joshua Speed.

Like many of his generation, Lincoln found inspiration in the great Kentucky statesman, Henry Clay. With Mary Todd Lincoln, who came from one of Kentucky's most prominent families, he formed an ambitious, intellectually rich, and politically powerful partnership. Lincoln often turned to fellow Kentuckians for advice, guidance, and support as a lawyer, politician, and president.

A House Divided

In his famous speech of June 16, 1858, senatorial candidate Abraham Lincoln invoked the biblical injunction, "A house divided against itself cannot stand." When war came on April 12, 1861, President Lincoln's own family became a house divided, as most of Mary Lincoln's relatives, the Todds of Lexington, supported the Confederacy.

The Lincolns felt keenly the deaths of Mary's half-brother Samuel at the battle of Shiloh and her brother Alexander at Baton Rouge. Lincoln was visibly shaken when he learned that his friend and brother-in-law, Confederate Brigadier General Benjamin Hardin Helm, had been killed in the battle of Chickamauga. The conflict permanently estranged the Lincolns from Mary's sister, the widowed Emilie Todd Helm. Sharing in the nation's wounds, Lincoln anticipated, in his Second Inaugural Address, the need for true reconciliation, "with malice toward none, with charity for all."

MORE CONNECTIONS

(As identified in the [Beyond the Log Cabin teacher's guide](#))

Government and civics

Democratic ideas/principles
Constitution and amendments
Branches of government
Documents of democracy
Individual/government,
Rights and responsibilities
Sources of power,
State/federal government

Cultures and societies

Nature/elements of culture
Institutions
Interaction/conflict
Relationship between historical
perspective and culture

Economics

Resources/scarcity
Interdependence
Markets
Decision-making

Geography

Movement
Regions
Patterns of human settlement
Symbolism of places and
regions

Slavery and Emancipation

Raised in a deeply religious household by Separatist Baptist parents, from an early age, Abraham Lincoln abhorred the institution of slavery and considered it a moral wrong. Disagreeing with both defenders of slavery and abolitionists, Lincoln nonetheless came to believe that the Declaration of Independence, by stating that “all men are created equal,” and the Northwest Ordinance of 1787, by outlawing slavery north of the Ohio River, had placed the institution “in course of ultimate extinction.” First-hand knowledge of slavery also bolstered these views.

Writing to his friend Joshua Speed in 1855, Lincoln recalled their trip of August 1841 on the Ohio River, during which he saw a dozen enslaved African Americans being transported to New Orleans: “That sight was a continual torment to me; and I see something like it every time I touch the Ohio, or any other slave-border.” To others he asked: “Can we, as a nation, continue together permanently – half slave, half free?”

As president during the Civil War, military considerations and Lincoln’s longstanding antislavery views combined to answer this question. On January 1, 1863, Lincoln issued the Emancipation Proclamation. One year later, he risked losing his presidency by supporting the Thirteenth Amendment that abolished slavery in the United States.

PLANNING YOUR VISIT

The Lincoln Memorial at Waterfront Park is free to the public and is open year-round during park hours, 6:00 a.m. through 11:00 p.m. daily.

Waterfront Park is located on the Ohio River in downtown Louisville, Kentucky. The memorial site is north of River Road, between I-65 and the Big Four Bridge. Parking is available in the Lincoln Memorial parking lot and the Silver and Purple parking lots. Enter the Lincoln Memorial from the Promenade along the river’s edge.

A map of the park is included at the end of this guide. Directions and maps of the park are also available at: www.louisvillewaterfront.com/park/directions/

The **Louisville Waterfront Development Corporation** develops, maintains and programs Waterfront Park, an 85-acre public park on the banks of the Ohio River in downtown Louisville, Kentucky.

WDC partnered with the **Kentucky Historical Society** (KHS) to develop the Lincoln Memorial at Waterfront Park, which was funded by the Commonwealth of Kentucky, the family of Harry S. Frazier, Jr., and the Kentucky Historical Society/Kentucky Abraham Lincoln Bicentennial Commission as part of the two-year national celebration of the bicentennial of Lincoln's birth.

KHS provided research, historical context, and background information that guided the design of the Memorial, and they developed the stories that are used to represent Abraham Lincoln's lifelong ties to Kentucky.

For more information about WDC, Waterfront Park, and the Kentucky Historical Society, please visit their websites at:

www.louisvillewaterfront.com

www.history.ky.gov

How the Lincoln Memorial at Waterfront Park came to be

When State Senator Dan Kelly approached the Waterfront Development Corporation (WDC) with the idea of placing a monument of Abraham Lincoln in Waterfront Park, the original thought centered on placing a single statue. The discussion began with a goal of boldly reclaiming Kentucky's Lincoln legacy as a part of the national Lincoln Bicentennial celebration, which was still a number of years in the future. Discussions went on for quite some time, with little progress made toward a final plan.

Then, about four years ago, the conversation began to crystallize into a plan. WDC approached Ed Hamilton to do the artwork for the project. It seemed a natural progression; after all, Ed had a Lincoln connection through his Spirit of Freedom Memorial in Washington, D.C., which honors African American troops who fought in the Civil War. Kentuckians were familiar with his work on the York Memorial, one of the fifteen official sites of a national commemoration celebrating the bicentennial anniversary of the Lewis and Clark expedition. And Ed's vivid style seemed a perfect complement to the story of Lincoln's growth of awareness of slavery and its horrible effect on the nation, a story which had its roots right here in Louisville, Kentucky.

In the early 1840's, Lincoln and his friend Joshua Speed shared an experience in Louisville that he wrote of years later—an experience that haunted him for the rest of his life. In an 1855 letter to Speed, Lincoln reflected on that visit to Louisville fourteen years earlier:

"In 1841 you and I had together a tedious low-water trip, on a Steam Boat from Louisville to St. Louis. You may remember, as I well do, that from Louisville to the mouth of the Ohio there were, on board, ten or a dozen slaves, shackled together with irons. That sight was a continual torment to me..."

That place—on the banks of the Ohio River in Louisville, Kentucky—should become a memorial to Abraham Lincoln. And with that thought, the stars aligned and the Lincoln Memorial at Waterfront Park was conceived.

A special partnership was formed: the artist's vision melded with the landscape architect's frame and a special story, researched and written by historians at the Kentucky Historical Society, of one man's realization that a great wrong needed to be righted. Lincoln's ties to Kentucky throughout his life helped form his thoughts and actions during a time in history that threatened to rip the very nation apart, and those stories from Lincoln's life needed to be told.

It was decided that this memorial should be not just a statue, but a place that would tell of Lincoln's childhood in Kentucky, his love of books and learning, his life-long friendships, and the terrible price that was paid in even his own family, as his sister-in-law lost her husband, a Confederate General who died in battle. Lincoln needed to be approachable, a man who learned and suffered and loved and was horrified by the unjust institution that was slavery. A beautiful, peaceful setting would provide a frame for the story and a quiet place to contemplate a powerful message.

And so it came to be. The Lincoln Memorial at Louisville Waterfront Park was dedicated on June 4, 2009, and it provides a telling of Kentucky's own story of Abraham Lincoln.

Ed Hamilton is a sculptor from Louisville, Kentucky. He graduated from the Louisville School of Art in 1969. In the early 1970's, Hamilton worked as an apprentice to renowned Louisville sculptor Barney Bright.

Works of note include:

- the Spirit of Freedom Memorial in Washington, DC;
- the Amistad Memorial in New Haven, Connecticut;
- the Joe Louis Memorial in Cobo Hall in Detroit, Michigan; and
- a statue of Booker T. Washington at Hampton University in Virginia.

Well known pieces in Louisville include

- the statue of York on the Belvedere, which was commissioned as part of the bicentennial celebration of the Lewis & Clark expedition; and
- "Migration to the West" (a pioneer family) in the Frazier International History Museum.

Ed Hamilton's website:

www.edhamiltonworks.com

Ed's Journey to the Lincoln Memorial at Waterfront Park

When the Waterfront Development Corporation began discussing the Lincoln Memorial for Waterfront Park, we talked about the fact that most Lincoln statues show a regal and distinguished figure, sitting as if he was on a throne, or standing tall above the crowd, untouchable. We decided that the Lincoln Memorial in Louisville, Kentucky should be approachable. Lincoln was a rail-splitter, therefore, this memorial depicts him as a welcoming figure who invites you to sit with him to look out over the Ohio River and talk about everyday life.

My personal journey to this Lincoln Memorial began when I was a young child, about 8-10 years old. I would visit the public library on York Street. There is a statue of Lincoln out front. He captured my imagination-he seemed huge to me, straight and tall, much larger than life.

That Lincoln was commissioned by Louisville businessman and philanthropist, Isaac Bernheim, who said of his inspiration,

"While still a boy I came to America seeking the opportunity of freedom. During all the years I have enjoyed this blessing, there has ever stood out before me the luminous and inspiring career of the lowly rail-splitter who became president and prophet."

Our Lincoln depicts the man whose life-long ties to Kentucky helped shape his life and his presidency. We wanted this Lincoln Memorial to tell of those ties. As you approach the welcoming Lincoln, you pass through chapters of his life.

Therefore, along with the figure of Lincoln sitting on a sculpted rock, I created four bas reliefs to weave in stories from his life:

- His boyhood love of books and learning while working hard on the family farm;
- The maturing of his professional life and growth into society with his wife, Mary Todd Lincoln;
- The terrible years of war that tore this nation and Lincoln's own family apart;
- The impact of the horrible institution of slavery on both his personal life and his presidency.

My journey while completing the Lincoln Memorial led me to an understanding of the humble man behind the larger-than-life portrayal he is often given. I hope your journey does the same.

Hargreaves Associates has offices in San Francisco, California; New York, New York; Cambridge, Massachusetts, and London, England.

The firm has won national and international awards for their projects, which include:

- the creation of the Master Plan for the 2000 Sydney Olympics;
- design and construction oversight of the open spaces for the Sydney Olympics 2000;
- design and construction oversight of the open spaces for the London Olympics 2012;
- the site for the William J. Clinton Presidential Center in Little Rock, Arkansas;
- Crissy Field at the Presidio in San Francisco, California;
- Discovery Green in downtown Houston, Texas;
- Guadalupe River Park in San Jose, California; and
- Parque Do Tejo e Trancao in Lisbon, Portugal.

Hargreaves Associate website:

www.hargreaves.com

Hargreaves Associates

Internationally renowned landscape architecture firm Hargreaves Associates designed the site for the Lincoln Memorial. Hargreaves also created the Louisville Waterfront Master Plan, which was completed in 1991, and the design for Waterfront Park. The firm has offices in San Francisco, California; New York, New York; Cambridge, Massachusetts, and London, England.

Hargreaves' Master Plan lays out in broad strokes the goals of Louisville's waterfront redevelopment:

"In broad philosophic strokes, the Master Plan seeks to pull into the 21st century the cultural waterfront heritage of the 18th and 19th centuries, to interpret and restore the ecology of the river as it was before western civilization, and to extend downtown Louisville to the river—and conversely, magnify the presence of the river and extend the river into downtown. In so doing the Waterfront can become a vessel for public activities, with the natural systems of the Ohio River Valley generating its structure and power. Finally, it is the spirit of the people who will fill this space that adds the most necessary dynamic, that of the natural exuberance of human life."

The Lincoln Memorial site design fits seamlessly into the Hargreaves design for Waterfront Park. The site was designed in such a way that it can be "discovered" by park visitors. The memorial's amphitheater nestles into a park landform, and as with the rest of the park, views to the river are maximized. The landform provides a buffer that provides a quiet place to encourage contemplation and also serves as a classroom for school field trips and other groups that want to learn about Lincoln and his ties to Kentucky. The site provides a natural frame for the sculptural work of Ed Hamilton.

LINCOLN MEMORIAL AT WATERFRONT PARK

BEFORE YOU VISIT/RESEARCH & WRITING

Artist Ed Hamilton has said that he sculpted his Lincoln as a younger man, an “approachable...welcoming figure who invites you to sit with him to look out over the Ohio River and talk about everyday life.” Before you visit Waterfront Park, look up a picture of the Lincoln Memorial in Washington, DC. American sculptor Daniel Chester French, who designed that statue of Lincoln, described his tribute to the 16th president: “The memorial tells you just what manner of man you are come to pay homage to; his simplicity, his grandeur, and his power.”



Think of the artists' words as you look at the two statues. How are the statues different? How are they similar? Does each convey the impression that the artist intended?

If you were to come upon Abraham Lincoln in Waterfront Park, sitting on a rock and looking out over the Ohio River, what would you talk to him about? Imagine your conversation and write it down here.

LINCOLN MEMORIAL AT WATERFRONT PARK

OBSERVATION/CREATIVE WRITING ACTIVITY

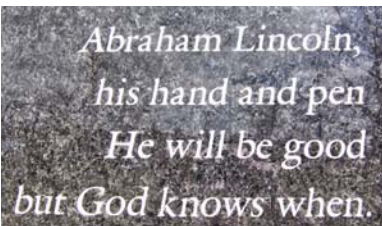
Lincoln's Childhood

Abraham Lincoln was the first president of the United States born on the frontier. His parents, Thomas Lincoln and Nancy Hanks, were married on June 12, 1806 near Springfield, Kentucky, and taught their son the meaning of hard work and perseverance. Later, step-mother Sarah Bush Johnston would instill in him a profound love of learning. Long before his election as president in 1860, he became one of Illinois' most successful lawyers and politicians. As an adult, Lincoln advised others to find their calling as he did: "get the books, and read, and study them carefully."



Reading and learning were very important to Abraham Lincoln throughout his life. Find 3 references to Shakespeare in the Lincoln Memorial site and record where you found them.

- 1.
- 2.
- 3.



Lincoln loved both reading and writing poetry, and he was known for his sense of humor, though he also wrote more serious verse. He penned this short poem in his math notebook when he was about sixteen years old. Write a short poem about something you have seen or learned at the Lincoln Memorial.

Lincoln read numerous books when he was growing up, including Parson Weems' *Life of Washington*, Benjamin Franklin's *Autobiography*, *Robinson Crusoe*, and *The Arabian Nights*. Look for *The Arabian Nights* in one of the scenes on the bas reliefs. Where did you find it? What books have you read that are meaningful, and why are they important to you? (By the way, you can still read the same books that Lincoln read when he was young! Look for them at the library.)

LINCOLN MEMORIAL AT WATERFRONT PARK

CREATIVE WRITING ACTIVITY/CONTRAST AND COMPARE

Lincoln's Lifelong Kentucky Friendships

Although Lincoln left Kentucky in 1816, Kentucky friends and family had a profound and lasting impact on his life and career ever after. Joshua Speed became a life-long friend. John Todd Stuart encouraged Lincoln to run for political office and study law. All three of Lincoln's law partners were Kentuckians, including his trusted friend and biographer, William H. Herndon. In politics, he found inspiration in the great Kentucky statesman, Henry Clay. And with Mary Todd Lincoln, who came from one of Kentucky's most prominent families, Lincoln formed an ambitious, intellectually rich, and politically powerful partnership. Again and again, as a lawyer, politician and as president, Lincoln turned to fellow Kentuckians for advice, guidance and support.

In this parlor scene, Lincoln is shown with his friends in a room that is very different from the log cabin he lived in as a child, but there are also things that the parlor and log cabin have in common. Study the bas reliefs and look at the pictures below. What are some of the contrasts between the scenes of his childhood and his life as an adult? What are some things that are the same?



List several contrasts between the scene of Lincoln's childhood home and the parlor scene.

What are some of the things that the two scenes have in common?

LINCOLN MEMORIAL AT WATERFRONT PARK

OBSERVATION/WRITING ACTIVITY

Art and sculpture are forms of creative expression, just like poetry and writing. Artist Ed Hamilton, who sculpted Lincoln and the four bas reliefs in the Lincoln Memorial, used his creativity to add a number of small details to the bas reliefs that might not be noticed when you first look at them. Look at the pictures below and find them at the Lincoln Memorial. Why do you think Ed included each of these images? How do they add to the meaning of the scene?



LINCOLN MEMORIAL AT WATERFRONT PARK

EXPLORE THE SITE

A House Divided

On June 16, 1858, Abraham Lincoln had invoked the biblical injunction “A house divided against itself cannot stand.” When civil war came on April 12, 1861, President Lincoln’s own family became a “house divided,” as many of Mary Todd Lincoln’s relatives supported the Confederacy. The Lincolns felt keenly the deaths of Mary’s brothers at the Battle of Shiloh and at Baton Rouge. Lincoln was shaken when he learned that his friend and brother-in-law, Confederate General Ben Hardin Helm, had been killed in the Battle of Chickamauga. Yet the conflict and Helm’s death permanently estranged the Lincolns from Mary’s sister, Emilie. Sharing in the nation’s wounds, Lincoln nonetheless anticipated, in his Second Inaugural Address, the need for true reconciliation, “with malice toward none, with charity for all.”

A new year is ushered in, but peace comes not with it. Scarcely a family but has given some of its members to the bloody war that is still decimating our nation. Oh, that its ravages may soon be stopped! Will another year find us among carnage and bloodshed? Shall we be a nation or shall we be annihilated?

As recorded in the diary of Dolly Sumner Lunt of Georgia, January 1, 1864
<http://docsouth.unc.edu/fpn/burge/lunt.html>

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"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, to care for him who shall have borne the battle and for his widow and his orphan - to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

President Abraham Lincoln
March 4, 1865

Read the diary entry and the quote from Lincoln’s Second Inaugural Address on March 4, 1865. Imagine that it is 1865, and you have just read Lincoln’s address. How do his words make you feel? Write your own diary entry below about the war and President Lincoln’s speech.

LINCOLN MEMORIAL AT WATERFRONT PARK

EXPLORE THE SITE

Lincoln and Slavery

In an 1841 letter to Mary Speed, Lincoln described the sight that he would later say was a “continual torment...”
“A gentleman had purchased twelve negroes in different parts of Kentucky and was taking them to a farm in the South. They were chained six and six together—A small iron clevis was around the left wrist of each, and this fastened to the main chain by a shorter one at a convenient distance from the others; so that the negroes were strung together precisely like so many fish upon a trot-line—In this condition they were being separated forever from the scenes of their childhood, their friends, their fathers and mothers, and brothers and sisters, and many of them, from their wives and children.”

— Abraham Lincoln to Mary Speed, Sept 27, 1841

“To be a man, and not to be a man—a father without authority—a husband and no protector—is the darkest of fates.”
A Fugitive Slave

“I had rather have a day free, than a week of life in slavery: I think slavery is the worst evil that ever was.”
Benedict Duncan

“Contrasting what I feel now and what I was in the south, I feel as if a weight were off me. Nothing would induce me to go back,—nothing would carry me back. I would rather be wholly poor and be free, than to have all I could wish and be a slave.”
Henry Williamson

“...although I was nominally free, and had free papers, I did not consider myself free in the eye of the law: the freedom was limited. The papers said I was to have as much liberty as was allowed to a free man of color. I saw at once that I was not really free; that there was a distinction made. I wished then to emigrate to some place where I could be really a FREE MAN.”
Aby B. Jones

“It is a great heaviness on a person's mind to be a slave. It never looked right to see people taken and chained in a gang to be driven off. I never could bear to see my own color all fastened together to go to such a place as down the river... I am better here than I was at home,—I feel lighter,—the dread is gone.”
Mrs. Sarah Jackson

“I came from Louisville, Ky., where I was born and bread a slave ... I left because they were about selling my wife and children to the South. I would rather have followed them to the grave, than to the Ohio River to see them go down.”
Henry Morehead

“’T is n’t he who has stood and looked on, that can tell you what slavery is,—’t is he who has endured. I was a slave long enough, and have tasted it all. I was black, but I had the feelings of a man as well as any man.”
John Little

Read the quotes of fugitive slaves to the left. Close your eyes and try to hear their voices. Imagine that you are a slave dreaming of freedom. Draw a picture of something that means “freedom” to you, or write a short story about freedom.

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LINCOLN MEMORIAL AT WATERFRONT PARK

EXPLORE THE SITE

Look around the memorial site to find answers to the questions below.

Look at the statue of Abraham Lincoln.



- What is Lincoln looking at as he sits on the rock?
- What kind of book is he holding?
- How many other books does he have? What are they?
- Where is his hat?

Look at the four bas relief panels to find each of the following words or phrases. Write the location of the word underneath, and then draw a line to match each word with its definition..

prominence

advice or counsel; leadership; direction

shackled

tiresome

native son

settlement of a conflict; restoration of peaceful coexistence

guidance

personal liberty; independence

tedious

the two-hundredth anniversary of a significant event

freedom

confined or restrained

reconciliation

severe physical or mental suffering

bicentennial

A person associated with a place of birth

torment

the state of being important or famous

LINCOLN MEMORIAL AT WATERFRONT PARK

OBSERVATION/JOURNAL ACTIVITY

Find these words in the Lincoln Memorial site. Write down where you found them. What do they all have in common?

CHARITY

MALICE

MASTER

SLAVE

*Abraham Lincoln,
his hand and pen
He will be good
but God knows when.*

*If we have no friends,
we have no pleasure.*

LINCOLN MEMORIAL AT WATERFRONT PARK

FILL IN THE CAPTION/JOURNAL ACTIVITY

Find the four quotes below in the Lincoln Memorial site and complete them on the left. After you return to school, choose one of the quotes to research. When did Lincoln say or write it? Was it in a speech? If so, where did the speech take place? What do you think Lincoln meant when he said it? Pretend you are a reporter in the 1800's, and write a newspaper story describing the events surrounding the quote. Don't forget to write a headline and include your byline (your name).

With malice toward none, with

_____.

A house divided against itself

_____.

I, too, am a

_____.

As I would not be a slave, so I

would not _____

_____.

LINCOLN MEMORIAL AT WATERFRONT PARK

VOCABULARY

approachable (adj.): easy to meet, know, talk with.

bas relief (n.): a kind of carving or sculpture in which the figures are raised from a flat background to give a three-dimensional effect.

charity (n.): generous actions; leniency in judging others; benevolent feeling. [**leniency**: not harsh or strict; **benevolent**: kind]

Confederacy (n.): the Confederate States of America; an alliance of southern states between 1861 and 1865 that declared their secession from the United States. [**secession**: withdrawal]

contrast (vb.): to show differences when compared. (n.) the state of being strikingly different from something else.

conversely (adv.): introducing a statement or idea that reverses one that has just been made.

convey (vb.): to make an idea known or understandable to someone.

crystallize (v.): to make clear.

dynamic (n.): a force that produces change or progress.

ecology (n.): the relationship between living things and their environment.

estranged (adj.): no longer close or affectionate to someone; alienated; separated.

frontier (n.): the land or territory that forms the furthest extent of a country's settled regions.

heritage (n.): valued objects and qualities, such as cultural traditions.

homage (n.): respect or reverence paid or given.

injunction (n.): a command, order, warning or caution.

iron clevis (n.): u-shaped metal piece at the end of a chain or rod which can be used to fasten something; in this case, shackles used to fasten wrists or ankles together.

legacy (n.): anything that is passed down from ancestors or someone who came before.

malice (n.): desire to inflict injury, harm or suffering on another.

master (n.): the owner of a slave.

melded (v.): blended, combined.

memorial (n.): something designed to keep alive the memory of a person.

parlor (n.): a sitting room in a private house.

perseverance (n.): steady persistence in a course of action in spite of difficulties, obstacles or discouragement.

philanthropist (n.): a person who supports and promotes charitable causes.

philosophic (adj.): relating to the fundamental nature of knowledge, reality and existence. [**fundamental**: an essential or necessary part of a system or object]

rail-splitter (n.): someone who splits logs into rails, especially for fences.

renowned (adj.): known or talked about by many people; famous.

sculpture (n.): a work of art that is created by shaping a material into a dimensional figure, such as by chiseling stone or molding clay.

slave (n.): a person who is the property of and completely under the control of another.

trot-line (n.): a strong fishing line with individual hooks attached at intervals.

Union (n.): the United States; a group of states or nations united into one political body.

unjust (adj.): violating the principles of justice or fairness; unfair. [**violate**: to break or disregard.]

LINCOLN MEMORIAL AT WATERFRONT PARK

RESOURCES

Please use this Teacher's Guide in conjunction with the Kentucky Historical Society's teacher's guide, *"Beyond the Log Cabin—Kentucky's Abraham Lincoln."* (available for download with this "Lincoln Memorial at Waterfront Park Teacher's Guide at www.louisvillewaterfront.com/projects/lincoln). While *"Beyond the Log Cabin"* was created for an exhibit at the Kentucky History Center that is no longer in place, this teacher's guide still contains resources that provide useful information about Abraham Lincoln's ties to Kentucky.

The *"Beyond the Log Cabin"* Teacher's Guide includes Curriculum Connections, including Topics and Program of Study links; a timeline of important events in Lincoln's life; student activities that encourage research, writing, comprehension, and creativity; and suggested reading lists for children, teens and adults.

"Beyond the Log Cabin" also includes an excellent list of web sites, which has been updated here. While some of these sites are no longer active, they contain valuable classroom and community resources and links to other resources.

CONTENT-BASED WEB SITES

Abraham Lincoln Online

<http://showcase.netins.net/web/creative/lincoln.html>

Abraham Lincoln Papers at the Library of Congress

<http://memory.loc.gov/ammem/alhtml/malhome.html>

Kentucky Abraham Lincoln Bicentennial Commission

www.kylincoln.org/default.htm

Kentucky's Abraham Lincoln Bicentennial Moments

www.lrc.ky.gov/record/Moments08RS/moments.htm

Lincoln Heritage Trail Interactive Map

www.kylincolntrail.com/

Lincoln's Kentucky (Filson Historical Society)

www.filsonhistorical.org/lincoln/index.html

Mary Todd Lincoln Research Site

<http://rogerjnorton.com/Lincoln15.html>

Documenting the American South

<http://docsouth.unc.edu/>

WEB SITES WITH TEACHER AND STUDENT MATERIALS

Abraham Lincoln's Crossroads (a challenging educational game for middle- and high-school students that helps them understand some of the decisions that Lincoln faced):

<http://constitutioncenter.org/lincoln/>

Abraham Lincoln Bicentennial Commission

www.lincolnbicentennial.gov/

Abraham Lincoln Birthplace National Historic Site

www.nps.gov/abli/index.htm

Abraham Lincoln at the Library of Congress

www.loc.gov/teachers/classroommaterials/connections/abraham-lincoln-papers/

Abraham Lincoln Presidential Library and Museum

www.alplm.org/

Abraham Lincoln's Classroom

www.abrahamlincolnsclassroom.org/

The Emancipation Proclamation: Freedom's First Steps

http://edsitement.neh.gov/view_lesson_plan.asp?id=290

Lincoln Bicentennial /Kentucky Dept. of Education

www.education.ky.gov/KDE/

(search for "Lincoln Bicentennial")

Lincoln Boyhood National Memorial: Forging Greatness during Lincoln's Youth (Teaching with Historic Places)

www.nps.gov/history/nr/twhp/wwwlps/lessons/126libo/

Lincoln Home National Historic Site: A Place of Growth and Memory (Teaching with Historic Places)

www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/

Mary Todd Lincoln House

www.mtlhouse.org/educational.html

The Time of the Lincolns

www.pbs.org/wgbh/amex/lincolns/

KHS "Beyond the Log Cabin" Online Exhibit

<http://history.ky.gov/kylincoln/>

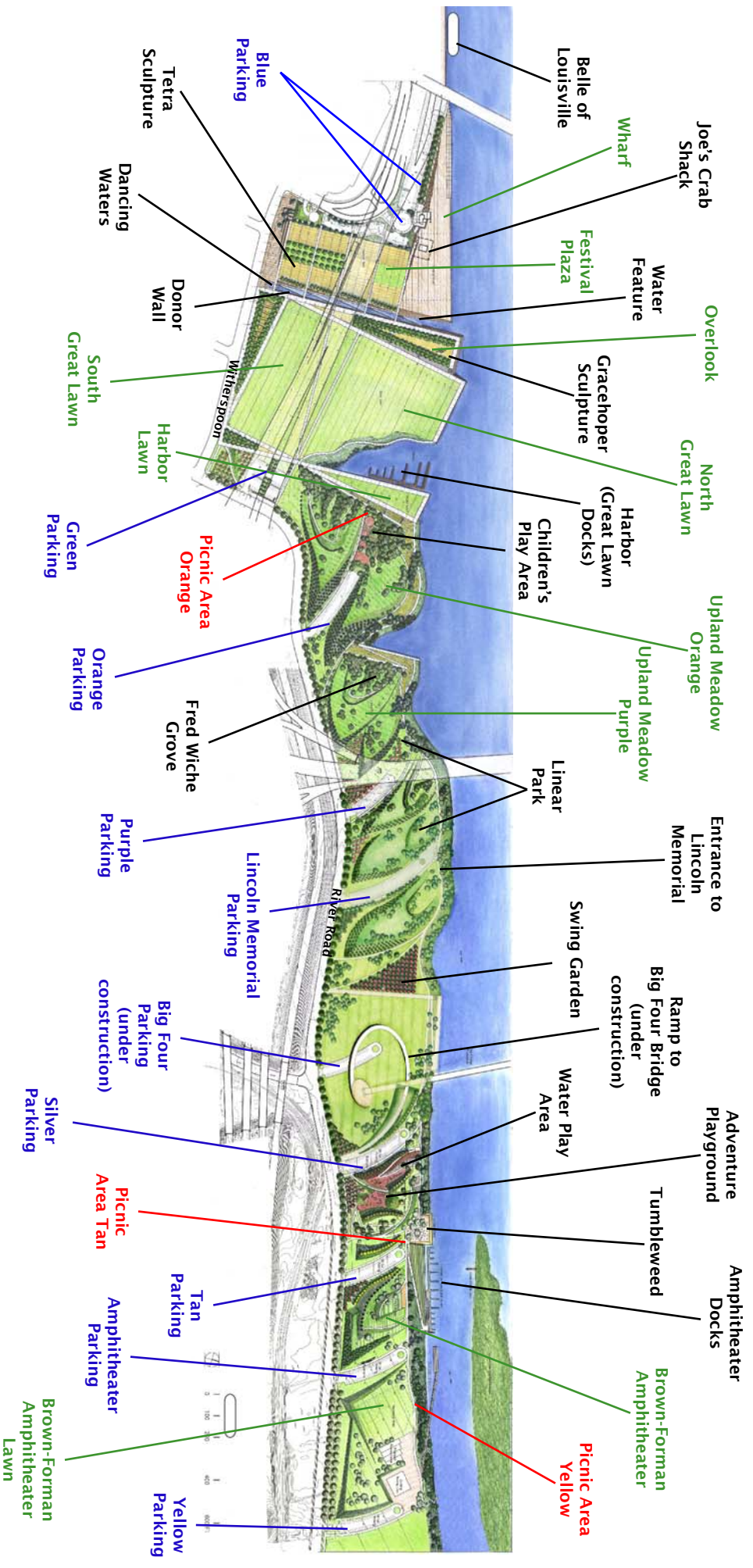
KHS "Beyond the Log Cabin" Teacher's Guide

<http://history.ky.gov/kylincoln/>

Louisville Waterfront Park

(www.louisvillewaterfront.com)

- PARK FEATURES
- EVENT VENUES
- PICNIC AREAS
- PARKING



PARK HOURS:
 6:00 a.m.—11:00 p.m.
 Adventure Playground: 6:00 a.m.—11:00 p.m.
 Waterplay Area: 11:00 a.m.—8:00 p.m.

info@louisvillewaterfront.com

