

LINCOLN film activities



In *LINCOLN*'s opening scene he discusses his difficulty in getting haircuts because his hair is like wire and his barbers have such a difficult time with it. Looking at photos will show this difficulty in grooming. This scene exposed Abraham Lincoln as a man, with warts and bad hair and squeaky voice. BUT the same scene shows an immortal reverence for a man who understood equality better than any of his day, and how the American Nation was meant to foster it. This is shown when three soldiers, two young white young men who lost relatives at Gettysburg and who had been to the dedication of the cemetery there, and a young black corporal who was pushing for colored officers, recited his Gettysburg Address back to the President. This mortal man of flesh and blood, like you and me, was no ordinary man. He was, as the ancient Greeks called such men, Magnanimous.

FOR AN EXTRA CREDIT ASSIGNMENT: Choose two or three scenes that interested or intrigued you from the film *LINCOLN*. Do a little research and reflect on the scene as modeled above. You may choose personal scenes such as his argument with his wife, Mary Todd, or his son Robert, over Robert joining the army, or Mary's comments about her madness, or his interactions with General Grant, Representative Radical Republican Thaddeus Stephens, or Secretary of State William Seward and the rest of his cabinet. Lincoln tells a few stories in the film. If you can recall one, and analyze it, that would be meaningful as well. An important element of film that may not be as apparent in a written history is a reflection of emotion, character and personality. You may analyze this as well. Above all--have fun with the assignment.

FOR AN OPTION TO THE SECOND TERM POSITION PAPER (that replaces the book review):

- Write a 4-5 page position paper that answers the essential question ‘Does the film *LINCOLN* qualify as a legitimate history?’
- The paper should have an introduction following the Aquinan Model that lays out the question and provides arguments to your position (There are those who would say...) and a summary of your arguments (**But I say...**).
- An overview of the film that is roughly a page in length, should be provided. Main persons and events should be addressed as well as pertinent scenes used to set the mood and tone.
- A brief discussion about the elements of legitimate history should also be included.
- In the main, the paper should provide three specific points as to why the movie either is or is not a legitimate history. Use at least three sources to support your position. Keep in mind, these sources, in turn, need to be legitimate.
- In the end, provide some personal reflection comparing film and written history and make a judgment between the two.
- **THE PAPER IS DUE AT THE SAME TIME AS THE BOOK REVIEW or EARLIER.** Keep in mind you may complete both projects which would provide substantial class credit.