

Teaching with Primary Sources Lesson Outline

Grade Level:	Middle School (6-8)
Standard(s) or Objectives:	CCSS.ELA-LITERACY.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Library of Congress or Morris Special Collections Resources:



Bernhard Gillam, "John A. Logan in 1859." 1884.

<https://www.loc.gov/item/2012645248/>

Topic Background:

In the 1850s, there was no doubt about where John A. Logan stood on the question of slavery. State Rep. Logan made it very clear in 1853 when he sponsored Illinois' harsh "Black Codes" to keep African Americans out of Illinois. U.S. Congressman Logan's stance was still clear in 1858, with his staunch support of the federal "Fugitive Slave Act" making it a crime to help slaves escape to freedom. It was in support of this legislation that he gained the nickname "Dirty Work" Logan. Logan's attitude remained constant in 1860 as he virulently attacked abolitionists as the root of America's problems and unrelentingly accused Lincoln of being their puppet. In 1861, when Col. Logan joined the fight to save the Union and raised the 31st Illinois Infantry, he made it perfectly clear that the fight was to save the Union, not to free the slaves. He even promised his recruits that he would lead them home if Lincoln issued an emancipate proclamation... In June 1862, Gen. Logan led the seizure of Jackson, Tenn., an important rail center. It was in doing this, according to Logan biographer Gary Ecelbarger that Logan came into contact with the "brutal realities of a slave driven economy." It is also the point at which, according to Ecelbarger, Logan's attitudes toward slavery began to evolve, perhaps as a result of his father's moral beliefs about how people of any race should be treated.

Excerpted from: http://thesouthern.com/news/local/gen-logan-s-change-on-slave-rights/article_115f60c0-3c44-11e2-b8eb-001a4bcf887a.html

Source(s) Used:

Illustration shows John A. Logan standing at center, holding a paper that states "No Interference with Slave-Hunters!", and looking over his left shoulder at two slave hunters rounding up a family of fugitive slaves, a similar scene is repeated in the background. Abraham Lincoln, William H. Seward, and Charles Sumner are standing on the left, watching in anger and with restraint.

*In 1884, when this political cartoon was published, John A. Logan was running for Vice President of the United States on the Republican ticket, with James G. Blaine.

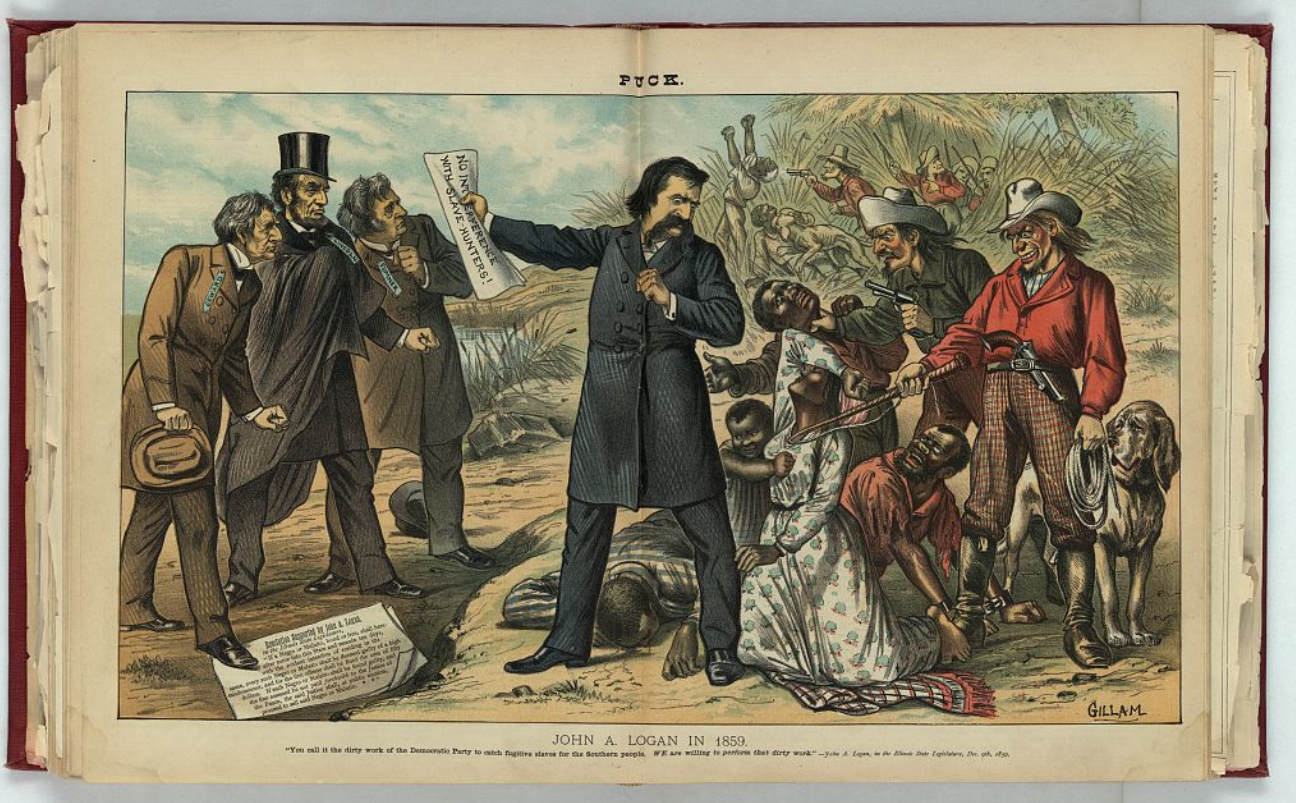
Excerpted from: <https://www.loc.gov/item/2012645248/>

Answer Key:

Question 1: B

Question 2: A

Bernhard Gillam, "John A. Logan in 1859." 1884



Caption: "You call it dirty work of the Democratic Party to catch fugitive slaves for the Southern people. *WE* are willing to perform that dirty work."

Questions:

- 1) In 1884, John A. Logan was running for Vice President as a Republican. How does this the author of this political cartoon show John A. Logan as untrustworthy? (CCSS-RH6-8.6)
 - a. In 1859, Logan was a Republican and antislavery supporter.
 - b. In 1859, Logan was a Democrat who supported the Fugitive Slave Act.
 - c. In 1859, Logan worked as a slave catcher.
 - d. In 1859, Logan was not willing to perform the "dirty work" of the Democratic Party.

- 2) Which detail is most helpful in understanding the central idea of the political cartoon? (CCSS-RH6-8.2)
 - a. The paper that Logan is holding states: "No Interference with Slave Hunters."
 - b. Abraham Lincoln is watching Logan make his declaration.
 - c. One of the escaped slaves appears to be dead at Logan's feet.
 - d. The slave hunters use dogs to track escaped slaves.