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Teacher Project Pack

Abraham Lincoln & Me Primary Source Activity Book

Overview

Students are active learners when they are engaged in real activities. This project allows students to become familiar with primary sources while learning about Abraham Lincoln and his accomplishments and fostering a personal connection to this great U.S. president.

To complete this project, students will . . .

- view primary sources relating to Abraham Lincoln.
- learn basic facts about Abraham Lincoln.
- Compare aspects of Abraham Lincoln with themselves.
- complete hands-on activities to foster a personal connection to Abraham Lincoln and synthesize their learning about this president and themselves.

Objectives

Upon completing this project, students will be able to . . .

- recognize an image of Abraham Lincoln.
- identify Abraham Lincoln as a president of the United States.
- state two facts they learned about Abraham Lincoln.
- state two facts about Abraham Lincoln's accomplishments as President.
- foster a personal connection to this president through recognition of similar likes and facts about Abraham Lincoln and themselves.

Standards

This project meets the following Illinois learning standards and goals for grades 1-3 in Language Arts, Mathematics, Social Science, and the Fine Arts.

- 1A** Apply word analysis and vocabulary skills to comprehend selections.
- 1B** Apply reading strategies to improve understanding and fluency.
- 1C** Comprehend a broad range of reading materials.
- 2B** Read and interpret a variety of literary works.
- 3A** Use correct grammar, spelling, punctuation, capitalization and structure.
- 3B** Compose well-organized and coherent writing for specific purposes and audiences.
- 5A** Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.
- 6A** Demonstrate knowledge and use of numbers and their many representations in a broad range of theoretical and practical settings.
- 6B** Investigate, represent and solve problems using number facts, operations, and their properties, algorithms, and relationships.
- 7A** Measure and compare quantities using appropriate units, instruments, and methods.
- 7B** Estimate measurements and determine acceptable levels of accuracy.
- 8A** Describe numerical relationships using variables and patterns.
- 8B** Interpret and describe numerical relationships using tables, graphs, and symbols.
- 14A** Understand and explain basic principles of the United States government.
- 14B** Understand the structures and functions of the political systems of Illinois, the United States, and other nations.
- 14D** Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations.
- 14F** Understand the development of United States political ideas and traditions.
- 16A** Apply the skills of historical analysis and interpretation.
- 16B** Understand the development of significant political events.
- 16D** Understand Illinois, U. S., and world social history.
- 17C** Understand relationships between geographic factors and society.
- 17D** Understand the historical significance of geography.

18B Understand the roles and interactions of individuals and groups in society.

26A Understand processes, traditional tools, and modern technologies used in the arts.

26B Apply skills and knowledge necessary to create and perform in one or more of the arts.

27B Understand how the arts shape and reflect history, society and everyday life.

Guidelines

Prepare materials for implementation: Use hard copies of the *Abraham Lincoln & Me Primary Source Activity Book* or download the digital files in English and/or Spanish from the Barat Teaching with Primary Sources website (<http://www.Barat-TPS.org>). You may also choose to use the digital audio files in English and/or Spanish.

Be flexible with implementation: Pick and choose appropriate activities for various grade levels and abilities.

Implementation suggestions: Children can complete various activities individually, with partners, or in groups. Be sure to review the extension activity ideas for each page of the activity book to build on knowledge and integrate activities with other subject areas.

Extension Activities

Page 1

- Analyze a portrait of Abraham Lincoln ([http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n007078\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n007078)))), then complete an image analysis worksheet (http://barat-tps.org/pdf/presidential-portraits/Image_Analysis_Worksheet.pdf). After, discuss how the portrait influenced student views of Abraham Lincoln.
- After student have completed several pages, compare and contrast the different Lincoln portraits. How does each portray Lincoln? How are they similar? How are they different?
- Have students bring in or create various “portraits” of themselves. Then have peers analyze what the different portraits reveal about the subjects.
- Have students create their own presidential portraits (for specifics, refer to the Presidential Portraits Teacher Project Pack (http://barat-tps.org/pdf/presidential-portraits/Image_Analysis_Worksheet.pdf)).

Page 2

- Draw body outlines of students, add details, and pin to the wall in order of smallest to tallest (label heights in feet/inches and meters/centimeters).

- Make a graph or chart of student heights and hang it in the classroom.
- Challenge students to find the names of our country's other presidents.
- Play the Presidents' Song
(<http://aam.waynesburg.edu/files/PresidentsSong.wmv>).
- Find out more about the two different systems of measurement.
* [NASA video: US Standards of Measurement v. Decimal System](#) (from YouTube)

Page 3

- Challenge students to answer the following questions (you may also want to have students write equations for some of them): How many months in a year? How many months have 30 days? How many months have 31 days? Which month does not have 30 or 31 days? How many days are in a year? [EX: $(30 \times 4) + (31 \times 7) + 28 = 365$] How many days are in a leap year? [EX: $(30 \times 4) + (31 \times 7) + 29 = 366$]
- Find out the birthdays of your family members. Are there any months with no birthdays?
- Chart the birthdays of the students and determine the month or months with the most birthdays.
- Abraham Lincoln was born in February, which is in winter. He was born in 1809 so in 2009 we celebrated the bicentennial of his birth or his 200th birthday. In what season were you born? What year were you born? Write an equation to determine how old you were in 2009 [EX: $2009 - 2003 = 6$]
- Abraham Lincoln was 54 years old when he became President. Write an equation to determine in what year you will celebrate your 54th birthday [EX: $2003 + 54 = 2057$]
- The oldest person elected U.S. President was Ronald Reagan; he was 69 when he took office in 1981. Write an equation to determine in what year you will be 69 years old. [EX: $2003 + 69 = 2072$]
- The youngest person elected U.S. President was John F. Kennedy; he was 43 when he took office in 1961. Write an equation to determine in what year you will be 43 years old. [EX: $2003 + 43 = 2046$]

- Find out the birthdays of all of the U.S. presidents and mark their birthdays on a calendar. On each birthday, sing Happy Birthday to that President. Then brainstorm two different equations you can write to determine how much older than you the President is. [EX: $2003 - 1809 = 194$ OR $200 - 6 = 194$]
- Find out more fun facts about the U.S. presidents at http://www.nps.gov/pub_aff/pres/trivia.htm.
- The day of the week you celebrate your birthday changes every year. Figure out on which day of the week you will celebrate your birthday for the next ten years. Remember, you will skip a day in a leap year if you were born in the months of March to December and you will skip a day in the year after a leap year if you were born in January or February.
- The year 2008 was a leap year. Leap years occur every four years. Were you born in a leap year? Was Abraham Lincoln born in a leap year? Were any of your family members born in a leap year? How old will you be in the next leap year?

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- Find out more about the Lincoln children at http://www.nps.gov/archive/libo/lincolns_sons3.htm.
- Read more about the Lincoln family at http://www.lincolnbicentennial.gov/lincolns-life/lincolns-family/default.aspx?ekmense=c580fa7b_18_174_btnlink.
- Can you guess who the bust behind and above Thomas is? Who do you think the portrait behind and to the left of Robert might be?
- Have four students use a few simple props (table, chairs, books, etc.) to create a tableau that matches the painting of the Lincoln family. Then have the rest of the class use prepositions of place/position (e.g., above, across from, against, behind, below, beside, in, in front of, near, on, over) to describe where the persons or parts of them and objects are in relation to other persons and objects. [EX: Thomas' arm is resting *on* his father's leg. Robert is standing *in front of* a portrait on the wall.]. Next, the teacher of the students could rearrange the tableau students by giving them directions with different prepositions of place/position; be sure to give all students a chance to be part of the tableau.

- Create a family tree for the Lincoln family. Then create one for your family.
- Find out more about Thomas “Tad” Lincoln and other kids who lived in the White House at http://www.whitehousehistory.org/04/subs/04_a02_d.html, <http://clinton4.nara.gov/WH/kids/html/children.html>, and <http://online.wsj.com/article/SB123239885943895155.html>.

Page 5

- If possible, show students an enlarged image of Aesop’s Fables illustration (<http://lcweb2.loc.gov/cgi-bin/displayPhoto.pl?path=/service/rbc/rbc0001/2004/2004rosen0075&topImageS=0011r.jpg&topLinks=0011v.jpg,0011u.tif,0011a.tif,0011.tif&displayProfile=0>). Then read some of Aesop’s Fables. After, review the illustration from page 5 again and try to match some of the symbols with the fables (<http://www.umass.edu/aesop/fables.php> illustrated digital versions of Aesop’s Fables, some animated and some with sound). Finally, as a class, discuss why students think Aesop’s Fable was one of Abraham Lincoln’s favorite books.
- Print out p. 5 from the digital page files. Cut out the favorite book form and paste it in the center of a piece of paper. Fill out the form and draw representative illustrations around the form. Hang the book recommendations on the wall with a notecard underneath each one. Encourage children to read each other’s selections. Every time a child reads one of the books, s/he should place a sticker on the notecard under the corresponding book. You may also have students rate the books using a number system or thumb up/down.

Page 6

- Write in the names of the states on the numbered map of the United States.
- Write in the names of the states and the state capitals on the blank map of the United States.
- Write in the names of the states and the years they became states on the blank map of the United States.
- Plot on a map where everyone in the class was born or where everyone has lived; write or pin names to the appropriate states.

- Find out the year each state was admitted to the Union. Then calculate how old each state will be in 2009.
- Look at enlarged versions of one or more of the maps on this page. What kinds of information can you get from these maps?
- Compare the maps on this page to present-day maps. What similarities and differences can you find?
- Read about Abraham Lincoln's childhood.
 - * Lincoln's earliest recollections:
<http://www.nps.gov/abli/planyourvisit/boyhood-home.htm>
 - * The Indiana Frontier:
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/126libo/126facts3.htm>
 - * Learning By Littles:
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/126libo/126facts2.htm>
 - * Lincoln in Indiana: <http://www.lincolnbicentennial.gov/lincolns-life/bio/lincoln-in-indiana/default.aspx>
 - * Lincoln in Illinois: http://www.lincolnbicentennial.gov/lincolns-life/bio/lincoln-in-illinois/default.aspx?ekmense=c580fa7b_18_192_btnlink

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- Construct a 2-D log cabin with log pretzels.
- Construct a 3-D log cabin with log pretzels and marshmallows.
- Construct a 3-D log cabin with popsicle sticks or twigs and glue.
- Estimate the number of log pretzels needed to create a log cabin.
- Use a Venn Diagram to compare and contrast what students have in their own homes vs. what they think Abraham Lincoln had in one of his homes.
 - * Lincoln's log cabin: [http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field\(NUMBER+@band\(ichicdn+n007092\)\);](http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n007092));)
<http://galenfrysinger.name/lincoln/lincoln39.jpg>
 - * Lincoln's home in Springfield:
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/127visual1.htm>
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/127visual3.htm>

http://www.galenfrysinger.com/lincolns_home_springfield_illinois.htm;

<http://thisismysummer.blogspot.com/2008/05/springfield-trip-day-2-lincoln-home.html>

* Whitehouse: Lincoln office/bedroom through the years

<http://www.whitehousemuseum.org/floor2/lincoln-bedroom.htm>

- Research different types of houses found in the United States. What different types of materials can be used to build homes? How do geography and climate affect the forms of houses and the materials used to build them?
- Imagine a new kind of house people will live in 100 years in the future. What does it look like? What is it made of?

Page 8

- Read about Lincoln's career: From Self-Taught Lawyer to President:
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/127facts1.htm>
- Discuss the different qualification you need to become an elected official (federal government and state government). Next, do some research to find out when Abraham Lincoln first became an Illinois State Representative, a U.S. Congressman, and President of the United States (for the latter, you can look on p. 10). How old was he when he took each job. Then, calculate in what years you will be eligible to run for each of the offices Lincoln held.
- Research an occupation and find out what education, training, and special skills you need to perform the job.
- Make a collage filled with pictures that illustrate the type of job you'd like to have one day. Replace your face with the face of the adult(s) in the picture(s). Hang the collages on the bulletin board.
- Give students the opportunity to act out their ideal jobs, with or without words. Have the rest of the class try to guess the desired occupation.

Page 9

- Identify other modes of transportation used today.
- Create a transportation collage, labeling the different modes.
- Research different modes of transportation to determine what source of fuel each uses. Which use renewable vs. nonrenewable energy sources?

- Compare and contrast modern modes of transportation with those of the past (not long after Lincoln's time) using the Library of Congress American Memory collection - Around the World in the 1890s: Photographs from the World's Transportation Commission, 1894-1896 (<http://memory.loc.gov/ammem/wtc/wtchome.html>). Browse the subject index, using gallery view, to more easily identify appropriate images.

Page 10

- Read a newspaper account of Abraham Lincoln's Springfield Farewell Address (<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/127liho/127facts3.htm>)
- Find out how far in each of the four cardinal directions railroads extended across the United States around the time Abraham Lincoln was President (<http://hdl.loc.gov/loc.gmd/g3701p.rr000420> and <http://www.latinamericanstudies.org/19-century/railroads-1870.jpg>).
- How many miles and/or kilometers from Springfield to Washington, D.C.?
- Make calculations to figure out how long it would take to get from Springfield to Washington, D.C. using different modes of transportation (you will need to assume a set number of miles/kilometers per hour (e.g., assuming a horse travels 10 miles per hour).
- If possible, show students an enlarged image of the map. Look at the train routes represented by the thicker, dark lines. How many different possible routes can you find from Springfield to Washington, D.C.? Use string to follow the routes and measure them. Which is the shortest? Which is the longest? Can you calculate the distances using this map? Why not? (There's no scale.) What else is this map missing? (A legend is missing.)
- There are several cities listed in the railroad lines in the bottom right corner of the map. In what state is each city located? Find the cities on the map. Then locate these same cities on a present-day map. Next calculate the distances from each to Washington, D.C.
- Research present-day railroad lines. How do they differ from those on the historical map? How long does it take to get from Springfield to Washington, D.C. by train today? In what cities/states does the train stop in on the way?

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- Challenge students to find Abraham Lincoln in the photograph.
- In what year did Abraham Lincoln become President? (Answer is on p. 10). On what date do we inaugurate a U.S. President today? Find out the date Lincoln was inaugurated (March 4, 1861). Use that answer and the information on p. 11 to figure out in what month the Civil War began (April 12, 1861).
- Go to <http://www.presidency.ucsb.edu/showelection.php?year=1860> and use this map to answer the following questions. Who did Abraham Lincoln run against for the office of U.S. President in 1860? How many candidates were there? Did Lincoln win both the electoral vote and the popular vote? Who had the second highest electoral vote total? Who had the second highest popular vote total? More advanced students may enjoy learning about the presidential election process (see Electing a U.S. President in Plain English http://www.youtube.com/watch?v=ok_VO8I7g6l&feature=channel).
- Review documents and images from Abraham Lincoln's first (<http://memory.loc.gov/ammem/pihtml/pi021.html>) and second (<http://memory.loc.gov/ammem/pihtml/pi022.html>) inaugurations.
- Identify the 23 states of the Union in 1861 (http://www.worldbook.com/wb/Students?content_spotlight/civil_war/geographic). Which present-day states are missing? How many states had joined the Union by the end of the Civil War in April, 1865.
- If possible, show students an enlarged image of the map. Share with them information from the bibliographic record. [Cartoon map illustrating Gen. Winfield Scott's plan to crush the Confederacy, economically. It is sometimes called the "Anaconda plan."] (More background information can be found at http://www.nps.gov/history/delta/civil_war/overview.htm.)

Page 12

- Show students various images related to the Emancipation Proclamation from <http://www.loc.gov/rr/print/list/picamer/paCw1863.html>. Ask students to discuss the details they noticed and how they affect their understanding of this document and this moment in history.

- Review the lyrics and/or music of the song *Emancipation* found at <http://hdl.loc.gov/loc.rbc/lprbscsm.scs0042>. Ask students what the song makes them think and feel.
- Have a basic discussion of the Constitution and the amendments with students (<http://bensguide.gpo.gov/3-5/documents/constitution/about.html>). Create a class Constitution and amend it, as necessary, during the year.
- Learn more about the 13th amendment (<http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>).

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- Read more about the Gettysburg Address at <http://lcweb2.loc.gov/ammem/today/nov19.html>, <http://www.loc.gov/exhibits/gadd/>, and <http://bensguide.gpo.gov/3-5/documents/gettysburg/about.html>. Next, read the speech aloud with students, discussing unfamiliar vocabulary terms.
- Complete the Gettysburg Address Image Sequencing Activity found at <http://www.Barat-TPS.org>.
- Look at historical photos of the Gettysburg cemetery (<http://memory.loc.gov> > Browse (button at top of page) > Browse Collections Containing: Photos Prints > Search selected collections: Gettysburg address (click search button) > Gallery View).
- Review historic sheet music written about Gettysburg (<http://lcweb2.loc.gov/diglib/ihas/search?view=thumbnail&query=gettysburg&submit=GO&sort=titlesort&hiddenquery=%2BmemberOf%3AcivilWar&view=thumbnail>).
- Take a look at the Gettysburg Medal of Honor (<http://www.nps.gov/archive/gett/soldierlife/honor.htm>), then research the design and significance of military medals (<http://www.tioh.hqda.pentagon.mil/Awards/Ribbons/OrderofPrecedence.htm>) and other medals of honor (<http://www.medaloffreedom.com/HistoryofMedals.htm>).

- A score equals 20 years. Brainstorm other words for numbers (bi, double, duo, tri, triple, trio, quarter, quartet, decade, century, millennium, etc.) and then use the words to write fun story equations. (EX: If you had a violin duo and a trumpet trio, how many musicians would be playing music? Five!)

Pages 14-15

- List five reasons why people wear hats.
- List five things you can do with a hat besides wear it on your head.
- Wear your favorite hat to school on hat day.
- Bring in an old hat and tell a story about it.
- John F. Kennedy was the first U.S. President to NOT wear a hat to his inauguration. Investigate different styles of hats worn by presidents and first ladies (<http://lcweb2.loc.gov/ammem/odmdhtml/pptime.html>) as well as others (http://americanhistory.si.edu/exhibitions/small_exhibition.cfm?key=1267&exkey=143&pagekey=262 and http://www.fashion-era.com/hats-hair/hats_hair_1_wearing_hats_fashion_history.htm) throughout our nation's history
- Research different types of materials used to make hats. How does the purpose of a hat affect the type of material used to make it?
- Have students put on a presentation for parents or other students using their stovepipe hat friends to tell what they have learned about Abraham Lincoln.

Pages 16-17

- Use ink pads to make different-colored "prints" of the penny.
- Draw your own Lincoln penny in diluted pudding. (Be sure to use heavy paper.)
- Make your own penny out of clay dough. Children can decide on what symbol they want to put on the back of the clay penny. (Be sure to use a "safe tool" to carve the penny.)
- On a sheet of paper cut into a circle, draw a silhouette of yourself. On the back, write an autobiographical sketch.
- Collect 100 pennies. On the 100th day of school, group the pennies by 2s, 5s, and 10s.

- Collect pennies for a month or more and record the number collected. Graph the amounts collected on a daily, weekly, or monthly basis. At the end of the collection period, consider donating the money to a local charity or use the money to purchase an Abraham Lincoln book for the classroom library.
- Review the designs for the 2009 commemorative pennies (http://www.usmint.gov/mint_programs/lincolnRedesign/index.cfm). Which one do you like best? Why?
- Research other U.S. coins to find out the different values, metal compositions, and symbols used over the years (http://www.usmint.gov/mint_programs/ and <http://www.usmint.gov/historianscorner/>).

Page 18

- Challenge student to find Abraham Lincoln in the photo at the top of the page. Then, if possible, show them an enlarged image (http://myloc.gov/_assets/Exhibitions/gettysburgaddress/exhibitionitems/Assets/cwpb07639_725.jpg) and see if they can determine where this detail fits in the complete image.
- Challenge students to identify and provide details about the thumbnail images. If possible, show them enlarged images (URLs can be found on p. 19).

Page 19

- Have students complete a Venn Diagram to compare and contrast Abraham Lincoln with themselves. Have students draw a self portrait or paste a wallet-sized photo in the appropriate box.

More Resources

Abraham Lincoln: A Resource Guide from the Library of Congress

<http://www.loc.gov/rr/program/bib/presidents/lincoln/>

Meet Amazing Americans: Abraham Lincoln

http://www.americaslibrary.gov/aa/lincoln/aa_lincoln_subj.html

Selected Images from the Collections of the Library of Congress

1861: <http://www.loc.gov/rr/print/list/picamer/paCw1861.html>

1862: <http://www.loc.gov/rr/print/list/picamer/paCw1862.html>

1863: <http://www.loc.gov/rr/print/list/picamer/paCw1863.html>

1864: <http://www.loc.gov/rr/print/list/picamer/paCw1864.html>

1865: <http://www.loc.gov/rr/print/list/picamer/paCw1865.html>

1866 (aftermath): <http://www.loc.gov/rr/print/list/picamer/paCw1866.html>

Primary Documents in American History: Emancipation Proclamation

<http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html>

Primary Documents in American History: Gettysburg Address

<http://www.loc.gov/rr/program/bib/ourdocs/Gettysburg.html>

Primary Documents in American History: 13th Amendment

<http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html>

The Alfred Whital Stern Collection of Lincolniana

<http://memory.loc.gov/ammem/collections/stern-lincoln/index.html>

Abraham Lincoln Bicentennial Commission

<http://www.lincolnbicentennial.gov/default.aspx>