

Title:

Creating Abraham Lincoln

Overview:

Students will analyze two primary sources focused on Abraham Lincoln's family and personality. After reflecting and discussing these sources, the teacher will read "Mr. Lincoln's Boys" aloud to the class to add to student understanding of Abraham Lincoln. As an expression and reflection activity, students will create an outline of Lincoln, selecting appropriate symbols representing Lincoln's personality. Students will be able to defend their choices to the class.

Objectives:

- The students will be able to observe, reflect, and develop questions about Abraham Lincoln using primary sources.
- The students will be able to create and defend symbols that represent Abraham Lincoln's personality.
- The students will be able to formulate questions regarding Abraham Lincoln's life.

Time Required:

- Approximately 3 Days (35-45 minutes per day)

Recommended Grade Range:

Grades 4-6

Subject / Sub-Subject:

Social Studies/Abraham Lincoln

Standards:**National Council for the Social Studies Strands**

- Culture
- Time, Continuity, and Change
- Individual Development and Identity
- Power, Authority, and Governance

Pennsylvania State Academic Standards**History**

- 8.3.5.A: Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history.
- 8.3.5.D: Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.
 - Ethnicity and race
 - Working conditions
 - Immigration
 - Military conflict
 - Economic stability

Humanities

- 9.2.5.D: Analyze a work of art from its historical and cultural perspective.

Credits:

Lesson created by Laurelin Smith

Materials Used:

- Primary Source Analysis Tool (2 per student)
- 3 Sections of Butcher Paper for Chalkboard Splash
 - These sections should be labeled *Observations, Reflections, Questions*
- 1 piece of 8.5x11 construction paper for each group of 3-4 students
- Selection of colored markers

Resources Used:

1. **Title:** Kelly & Sons portrait of Abraham Lincoln and his family
URL: <http://hdl.loc.gov/loc/rbc/lprbscsm.scm0687>
Creator: Kelly & Sons
Date Created/Published: n.d., New York
 2. **Title:** Honest old Abe: song & chorus words by D. Wentworth, Esq.; music by a Wide Awake.
URL: <http://hdl.loc.gov/loc/rbc/lprbscsm.scm0201>
Composer: Wide Awake
Lyricist: Wentworth, D.
Date Created/Published: c1860 Buffalo, New York, Blodgett & Bradford
Important Note: Teachers should preview the lyrics to ensure they are appropriate for classroom use. The word “nigger” is used within the song and teachers may wish to choose another song or adapt the lesson according to school guidelines.
 3. **Title:** Watch a President Age (1:48 min)
URL: <https://www.loc.gov/item/mvloc14>
Curator: Clark Evans
Date: July 12, 2010
 4. **Title:** What was in Lincoln's pockets? (2:21 min)
URL: <https://www.loc.gov/item/mvloc16/>
Curator: Clark Evans
Date: September 23, 2009
 5. Rabin, Staton. (2008). *Mr. Lincoln's boys*. New York, NY: Penguin Group.
 6. Background Information on Lincoln provided on the LOC website for teacher preparation:
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/pdf/teacher_guide.pdf
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Description of Procedure:*1. Connect*

- a. The teacher will (TTW) show “Kelly & Sons portrait of Abraham Lincoln and his family” to the class, asking them to observe the portrait.
- b. The students will (TSW) be given several minutes to record their observations on the “Primary Source Analysis Tool” individually.
- c. TTW ask students to share their observations with a partner, determining at least one observation to share with the class.
- d. TTW randomly call on pairs until each pair has shared an observation, as the students share their observations, TTW record them on the board. Students will need to share why they felt certain observations were or were not important.
- e. TSW record any reflections or questions they develop during partner discussion or whole class discussion.
- f. TSW list five traits they feel describe Lincoln based off of the portrait. The students will record this list in their social studies journals.

2. Wonder & Investigate

- a. TTW will distribute copies of “Honest old Abe: song & chorus words by D. Wentworth, Esq.; music by a Wide Awake.” to students.
- b. TTW have groups of 3-4 students analyze the primary source and record observations on their second “Primary Source Analysis Tool.”
- c. TTW ask open-ended questions while circulating the room to help the students make meaningful connections while analyzing the primary source.
 - i. These questions include, but are not limited to:
 1. What evidence have you found contributing to the title of the piece?
 2. What do you feel the purpose of this song was?
 3. How effective do you think the song was? Why?
 4. What character traits describe Lincoln’s depiction in this song?
- d. TSW record observations, their group’s reflections of the source, and any questions they have regarding the source or its content.
- e. TSW add any new traits they feel describe Lincoln after analyzing this song to the list in their social studies journals.

3. Construct

- a. TTW ask groups to complete a chalkboard splash, writing at least two observations, one reflection, and one question about “Honest old Abe: song & chorus words by D. Wentworth, Esq.; music by a Wide Awake.” on three different pieces of butcher paper giving a different color of marker for each group to ensure participation.
- b. TTW ask questions, using the information provided during the chalkboard splash.
 - i. These questions will require students to defend their observations.
 - ii. Groups will answer any of the questions posed by the other groups during the chalkboard splash.
- c. TTW ask students to keep both of the “Primary Source Analysis Tool” worksheets they have completed available for reference while listening to “Mr. Lincoln’s Boys.”
- d. TTW read “Mr. Lincoln’s Boys” to the class, asking students to think of new questions or questions they can now answer from earlier in the lesson.
 - i. Important vocabulary to address while reading “Mr. Lincoln’s Boys”
 1. Zouave
 2. Northern Union
 3. Southern Rebels/Confederacy
 4. Commander-in-Chief
 5. Pardon
- e. TTW read the *Author’s Note* section of “Mr. Lincoln’s Boys,” discussing student reflections and questions as they arise.
 - i. This section provides further explanation of the events discussed during the story.
- f. TSW discuss with a partner the critical and surprising points in “Mr. Lincoln’s Boys.”
- g. TSW share and discuss critical and surprising points with the entire class. TTW ensure students share full reflections by asking open-ended questions that encourage students to further explain and analyze their reactions.

4. Express & Reflect

- a. In small groups of 3-4, TSW be given sheets of butcher paper large enough to trace a student onto.
- b. TSW carefully trace around one of the students in their group to create a human-shaped outline.
- c. TSW draw features they consider to be symbolic of Lincoln’s personality onto their outline.
 - i. Examples of symbols
 1. Heart-Lincoln was extremely kind-hearted towards his family.
 2. Mouth-Lincoln was known for being an honest man.
 3. Ears-Lincoln was a good listener.
 4. Foot-Lincoln put his foot down to stop what he felt was wrong.
- d. TSW will share their outlines with the class, explaining all of the symbols they chose to include, before displaying the outlines around the classroom for reference during future lessons.
- e. TSW write one new question they have about Lincoln as a “Ticket Out the Door.”

Extensions:*Watch a President Age*

1. As an extension activity, TSW create a timeline with the dates of the primary sources used listed, and the dates of various important events discussed at the end of “Mr. Lincoln’s Boys.”
2. After students have finished creating their timeline, TTW show students the short clip “Watch a President Age.”
3. TSW add the date each life mask was created to their timeline, reflecting on possible reasons for the dramatic change.

What Was in Lincoln’s Pockets?

1. TSW list items they generally keep in their pockets on the board.
2. TTW show students the short clip “What was in Lincoln’s Pockets?”
3. TSW compare list of items they have in their pockets on a typical day with the list of items found in Lincoln’s pockets on the eve of his assassination.
4. TSW speculate why Lincoln may have had the items found in his pockets on the eve of his assassination.
5. TSW write a paragraph in their social studies journal analyzing the Confederate bill found in Lincoln’s pocket, discussing why they feel Lincoln might have had a Confederate bill, but no Union bills.
 - a. TSW use discussions from class and evidence from the primary sources to formulate their response.

Evaluation:

- The teacher will use Anecdotal Record Keeping during classroom discussions and teacher circulation to assess student understanding.
- The Lincoln outlines are a performance assessment of student understanding of the concepts learned through the primary sources, discussions, readings, and reflections.
- The Ticket Out the Door is a formative assessment that will help the teacher develop future lesson plans based on the level of questioning and understanding of students.