

*America on the World Stage
Teacher Scholars Program*

Title: "Honest Abe" Lincoln

Key Words: Abraham Lincoln

Grade Level: Third Grade

Time Allotted: 3 class periods of 45 minutes each

Lesson Overview	Abraham Lincoln began to be called "Honest Abe" early in his life. The nickname stuck throughout his law career and political career. Lesson One - Students will work in groups to read stories from Lincoln's life and to examine documents. The teacher will model the use of the "Primary Sources Graphic Organizer." Lesson Two - The groups will present their findings to the rest of the class. Together the students will construct a timeline of several key phases of Abraham Lincoln's life - boyhood, young manhood, as a lawyer and as President. In each phase the students will be looking for examples of Lincoln's honesty. Lesson Three - The teacher will guide the students through an examination of four statements from President Lincoln, the First Inaugural Address, the Gettysburg Address, the Emancipation Proclamation and The Second Inaugural Address. Then students will work in groups to examine primary documents from Lincoln's time as president. In this lesson the students will be looking for examples of Lincoln as a promise keeper.
Guiding Questions	Why was Lincoln called "Honest Abe"? Was he truly honest or was this just a campaign slogan? How does one build a reputation of good character?

Learning Objectives:

Students will use primary and secondary sources and stories to examine the life of Abraham Lincoln and see how his character affected choices he made.

Students will be able to identify and describe examples of Lincoln's honesty.

Students will be able to identify and describe examples of statements that reflect Lincoln's honesty.

Students will learn about life growing up in the early nineteenth century in pioneer America.

Standards of Learning: Virginia State Standard of Learning-3.11 b The student will explain the importance of the basic principles that form the foundation of a republican form of government by...identifying the contributions of ... Abraham Lincoln...

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OAHS Historical Skills Taught:

Historical Comprehension: After viewing documents (mainly pictures and prints) students will be able to see examples of Lincoln's honesty from different phases of his life.

Historical Understanding: Students will participate in reader's theater in order to experience several episodes from Lincoln's life.

Historical Analysis and Interpretation: Student groups will present to the class the specific part of Lincoln's life they have investigated. Together the class will construct an understanding of Lincoln's honesty.

Assessment Tool – After examining many primary source documents from the life of Abraham Lincoln, students will write a short essay defending the statement: "*Honest Abe*" is a good name for our sixteenth President because...

Also, there is a self assessment rubric which students can use to rate themselves on each task in the lessons.

Materials/Resources –

Primary Sources:

Honest Abe the Hope of our Country Ribbon

Document Set 1 – The Borrowed Book

Document Set 2 – New Salem

Document Set 3 – Lincoln the Lawyer

Document Set 4 – Documents for President Lincoln

For Student Responses

1. Using Primary Sources Graphic Organizer

2. Our group of experts will now share

3. Honest Abe Certificate

4. Four Statements by President Lincoln

5. Assessment sheet: "*Honest Abe*" is a good name for our sixteenth President because...

6. Honest Abe self assessment rubric

7. Exit Slip for Lesson One

8. Exit Slip for Lesson Two

Three Readers' Theaters for Relating Lincoln Stories

1. The Borrowed Book

2. New Salem

3. Lincoln the Lawyer

Four Statements by President Lincoln Power point

Time Line for teacher to assemble

Modifications (to meet needs of diverse learners): This lesson has many opportunities for differentiation. The teacher can be sure to assign a specific document for analysis to a student who

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may not be ready to process all of the documents here. Students may work alone or in pairs analyzing the documents to meet special needs. The readers' theaters have many parts, some less arduous than others. Non readers may participate as audience.

Lesson Overview:

In **Lesson One**, students will work in 3 groups to investigate the three portions of Lincoln's life listed on the chart below. Each group will have a readers' theater with stories from Lincoln's life and a document set to examine.

In **Lesson Two**, the groups will present their findings to the rest of the class.

In **Lesson Three**, the class will work together to examine documents from Lincoln's Years as president and study four statements from President Lincoln.

Title of packet	Dates	Lincoln's Age	Place
The Borrowed Book	1819 - 1829	10 - 20	Southern Indiana
New Salem	1830 - 1837	21 - 28	New Salem, Illinois
Lincoln the Lawyer	1837 - 1860	29 - 51	Springfield, Illinois
President Lincoln	1860 - 1865	51-56	Washington, D.C.

Instructional Procedures/Process:

Preparation:

1. The teacher should print out the first three document sets and place the documents in three different folders or envelopes. Here is a brief list of the documents in each set. (More extensive notes are in the document set.)

Contents of Borrowed Book Document Set

- 1 Photo of Lincoln's birth cabin
- 2 Replication of Lincoln's boyhood log cabin
- 3 Replication of Lincoln's boyhood log cabin
- 4 Thomas Lincoln – Abraham's father
- 5 A Photo of the book like the one Abe borrowed
- 6 Page of Abraham Lincoln's student sum book, ca. 1824-26

Contents of New Salem Document Set

- 1 Photo of Scale – could be like the one in Lincoln's store.
- 2 Lincoln, the student, New Salem, painting.
- 3 Second Berry-Lincoln Store New Salem Illinois from the reconstructed village
- 4 Lincoln the Postmaster painting
- 5 Post office photo
- 6 A reproduction of the Lincoln Berry store in New Salem, Illinois.

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Contents of the Lincoln the Lawyer Document Set

- 1 Photos of coins maybe like the coins Lincoln would have
- 2 Abraham Lincoln and William Herndon's Law Office
- 3 Oldest known photographic image of Abraham Lincoln.
- 4 USPS Stamp of Lincoln the Lawyer
- 5 Federal Court Springfield, Illinois
- 6 Photo of hat belonging to Abraham Lincoln

2. Prepare to show students the *Honest Abe the Hope of Our Country Campaign Ribbon* either by giving children a copy or by projecting it on a screen.
3. Print out enough copies of the Readers' Theaters so that each student may have one.
4. Print 2 copies of the *Using Primary Sources Graphic Organizer* for each student - one for the first day and one for the third day.
5. Print 3 copies of the "Our Group of Experts Will Now Share."
6. Print out One set of document set 4 Documents for President Lincoln for the third day.
7. Print out one copy of each for each student – "Four Statements by President Lincoln." "Honest Abe Assessment," and "Honest Abe Rubric" for third day.
8. Print out exit slips for lesson one and two (Note that two are on a page and papers need to be cut in half.)

Procedures:

Day One:

One: Show students the *Honest Abe the Hope of Our Country Campaign Ribbon* either by giving children a copy or by projecting it on a screen. Give each child a copy of the *Using Primary Sources Graphic Organizer*. (There are suggested guiding questions for the use of this tool with the Graphic Organizer in the folder marked "To Use with Student Responses.") Model with the children how to use the graphic organizer by examining the ribbon. If you are projecting the ribbon, project the graphic organizer as well and the model the filling out of the paper. This should only take about five minutes. To save paper, do not have the students write on the graphic organizer yet. They may use it for the document they examine from the document set.

Two: Divide the class into three teams. Each team will be given a readers' theater that will share with the students some of the stories that are associated with Abraham Lincoln's honesty. The first, "The Borrowed Book" is from Lincoln's boyhood. The second, "New Salem," is from New Salem, Illinois where Lincoln was a storekeeper and a Postmaster (among other things). This covers his life from ages 21 to 26. The third, "Lincoln the Lawyer," contains documents from his law career in Springfield, Illinois. There are six or seven parts in each reader's theater. Of course, the class may not have the exact number of students for each part, so the teacher will need to help students divide the reading. The idea of a reader's theater is to read the parts. There is no need for costumes, props, or acting. A reader's theater is simply a way to present the stories to a group in a way that involves more readers. If Social Studies time is limited, this may be accomplished during reading time. The teacher must use his or her own best judgment concerning the ability of the children to read the scripts independently.

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Three: Each group is given the set of documents to accompany the reading they have done. Also, provide enough copies of the “Using Primary Sources Graphic Organizer.” The teacher may elect to put the documents in plastic sheet protectors because that is the way documents are presented at archives.

Students work in teams to examine the documents. There are six documents for each team. The teacher may assign students to certain documents dividing the teams into smaller groups if that seems better for the class. Students should evaluate their document using the “Using Primary Sources Graphic Organizer” following the example set by the teacher.

Four: Student groups are now teams of experts about the phase of Lincoln’s life they have been assigned. They now should meet together to decide how to teach the class what they have learned. One student should act as a recorder and fill in the “Our Group of Experts Will Now Share” form as the entire group contributes ideas. They should plan how the group will present to the class in the next class period. They have the documents as props to assist in sharing the stories that they are assigned to relate.

Lesson Two:

On the second day, the students will meet briefly to go over the plan they made in lesson one to share their findings with the class. Each group will be given a copy of the “Honest Abe Certificate” which each team member may sign if they believe they have evidence to show that Lincoln was deserving of the title, “Honest Abe.”

The teacher will provide a place for the time line (like a bulletin board). The teacher may choose to show on the time line other events that the children may be familiar with to provide a perspective, for example, Columbus, Jamestown Colony, Present day, etc. However, the primary purpose of the timeline is to show that Lincoln’s reputation for honesty was based on events that occurred at every stage of his life.

Then, the entire class will be gathered together to see each group’s presentations. Each group will present the pictures and prints and tell the stories they learned in the previous class session to the rest of the class. At the end of each presentation, the students in the group will hang the “Honest Abe Certificate” on the time line at the appropriate place. When the presentations are complete the students will see that Lincoln was honest in every part of his life from boyhood to presidency.

Lesson Three:

One - Then students will work in groups to examine the 11 primary documents from Lincoln’s time as president. The teacher will explain to the students that all of the documents they are examining are from the time of Lincoln’s presidency. She or he should instruct them to remember the things they learned about Lincoln from lesson one and two and look for any connections.

Third grade students will probably not have much background in the Civil War, but examining the documents will stimulate thinking and discussion.

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- Distribute the 11 documents to students. It is necessary for students to work in teams, but they do not have to be the same teams from the previous two lessons.
- Give each student a copy of the "Using Primary Sources Graphic Organizer"
- Have the students analyze the document. Instruct each group that in the next part of the lesson they will be asked to present these documents to the class so they should be ready to share at the appropriate time.

Two - In this lesson the students will be looking for examples of Lincoln as a promise keeper. The teacher will guide the students through an examination of four statements from President Lincoln, the First Inaugural Address, the Gettysburg Address, the Emancipation Proclamation and The Second Inaugural Address. The statements are presented in a power point if the teacher has the capability of projection. In addition, each student is to be given a copy of the 2 sided sheet, "Four Statements by President Lincoln."

The teacher will help the students to read the statements and provide some background information about the four events. Teacher notes for this are shown below. The questions will center on the aspect of honesty – keeping promises.

Most students will be aware the Lincoln was assassinated. The teacher will guide them into the realization that Lincoln's commitment to honesty and to honoring promises cost him his life.

- Distribute the Four Statements by President Lincoln sheet for each student.
- Guide the students in reading each statement.
- Use the teaching notes below to help students fill out the answers to the questions on the sheet.
- Call on the students with the documents to present them at the appropriate time in the lesson.

Teaching notes for Four Statements by President Lincoln

First Inaugural Address - March 4, 1861

"In YOUR hands, my dissatisfied fellow-countrymen, and not in MINE, is the momentous issue of civil war. The government will not assail YOU. You can have no conflict without being yourselves the aggressors. YOU have no oath registered in heaven to destroy the government, while / shall have the most solemn one to "preserve, protect, and defend it."

Lincoln was talking to the people who wanted to secede from the union and begin the Civil War. He had just taken the oath that all United States presidents take. This oath is written in the Constitution. It says: *"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."* Lincoln had just taken a solemn oath to "preserve, protect, and defend" our country. This promise was very important to him. He will not allow the people who are unhappy with our country to tear it apart.

What did Abraham Lincoln promise to do? to "preserve, protect, and defend" our country

Do you think keeping this promise is important to him? yes

Documents: 1 and 2 are related to the first Inaugural Address

Gettysburg Address - November 19, 1863

"Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."

The Gettysburg Address was a speech given at the dedication of the Battlefield in Gettysburg, PA. Our country was started with the belief that "all men are created equal." The slaves were certainly not being treated equally. Lincoln was reminding Americans that this is what we believe and that slavery had to be ended. This sentence from The Declaration of Independence was like a promise because people were not being treated equally at the time it was written, but it foresaw a day when people would be treated equally.

Four score and seven years = 87 years. What year would it be 87 years ago? 1776

What document written 87 years ago is President Lincoln talking about? Declaration of Independence

In what way was this document like a promise? Everyone should be treated equally. (Slavery does not treat people equally.)

Document: 7 goes with the Gettysburg Address.

The Emancipation Proclamation Jan, 1, 1863

By the President of the United States of America:

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

The Emancipation Proclamation was a document that freed the slaves.

President Lincoln frees the slaves and promises that the Executive government of the United States, including the military and naval authorities thereof, will do what? Use their power to be sure the slaves are freed.

Do you think keeping this promise was important to Lincoln? Yes!

Does it seem to be an easy promise to keep? No

Document: 6 goes with the Emancipation Proclamation.

Reconstruction Putting the Nation Back Together March 4, 1865

"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."

- Lincoln's Second Inaugural Address

This was one of Lincoln's last speeches. He knew that the Civil War would be over soon. One month later, on April 4, he went to Richmond to see the capitol of the Confederacy the day after it was captured. He was killed on April 16, 1865. The war was ending but the nation was divided and wounded. Lincoln wanted to bring the nation back together and "bind up the nation's wounds." He promised to reunite America without any bad feelings. The people who broke away would be forgiven and restored as citizens with full rights.

What promises do you think President Lincoln is making in this speech? To bring America back together without any bad feelings.

Document: 11 goes with Lincoln's second win for presidency. It was a drawing from Harper's Bazaar (a magazine) in 1864. It's implying that Lincoln will be re-elected and that he will be even "bigger" after the election.

Document: 4 goes with Lincoln's second inauguration

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Documents 5 and 9 portray Lincoln's visit to Richmond after it was taken by Union forces. He did not enter as a conqueror, but as a leader who desired to bring the nation back together.

Document 10 - Diogenes was an ancient Greek who wandered around with a lantern searching for an Honest Man. This drawing declares that Lincoln is that honest man that Diogenes has been searching for thousands of years.

Documents 3 and 8 are portraits of the President. Document 3 emphasizes his commitment to the Constitution. 8 is the last known photograph of Lincoln. The children might notice how old and worn out he looks after the pressures of his presidency.

Closure: Teacher will remind the students of the guiding questions and allow students to contribute answers and evidence to support their answers.

Why was Lincoln called "Honest Abe"?

Was he truly honest or was this just a campaign slogan?

What choices did Lincoln make that led to his gaining the reputation of honesty?

How does one build a reputation of good character?

Place these questions around the room on butcher paper and allow students to write down one – three word phrases to answer the questions. Then teacher should review the answers and examples with the students.

Assessment: Students will complete a short take home essay defending the statement. "Honest Abe" is a good name for our sixteenth President because... Instruct the students that they must give at least one example of Abraham Lincoln's honesty.

Students must complete the self assessment "Honest Abe Rubric."