

• Abraham Lincoln grew up very poor on the frontier without any modern conveniences. Ask students to create a list of all things they would have had to live without if they had grown up on the western frontier in the early 1800s like Abraham Lincoln. Share with your class the book, *If You Grew Up With Abraham Lincoln*, by Ann McGovern (Scholastic Inc., 1992), and then ask students to make a diorama that attempts to convey what it was like to be a pioneer. Students may also write imaginary diaries that attempt to chronicle a day in the life of a western settler.

• Provide students with a map of the United States. Ask students to locate on the map important places in the life of Abraham Lincoln such as Kentucky, Indiana and Illinois and to pinpoint places such as South Carolina, Kansas and Virginia, explaining each state's significance in relation to the Civil War.

• Break students into small groups and ask them to write their own front-page headlines and newspaper articles describing South Carolina's secession from the Union. Some student groups could write their headlines and articles from the perspective of President Jefferson Davis and the southern states, and some student groups could write from the viewpoint of President Lincoln and the northern states.

• President Lincoln needed troops badly and his Emancipation Proclamation helped that situation as many black men now enlisted in the Union Army. Eventually, over 200,000 African Americans fought for the Union during the Civil War. Share with students the story of the Massachusetts 54th, along with the names and photographs of the men who served in this regiment. Photographs can be obtained at this site: http://extlab1.entnem.ufl.edu/olustee/pics/54th_5.htm. Ask students to imagine they are soldiers in the Massachusetts 54th and to write letters home or draw pictures describing their feelings about fighting for their freedom.

• Break students into small groups and ask each group to create a collage of images that represents the many facets of Lincoln's life, i.e., as a frontiersman, politician, lawyer, and president. Students may also create a pictorial time line of Lincoln's life for display in the classroom.

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

• www.nps.gov/abli/linchomj.htm

This National Park Service site provides students with links to a number of Lincoln sites, and features a photo gallery of images of life at his Kentucky home.

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• www.berwickacademy.org/lincoln/gallery.htm

Berwick Academy in Maine site offers The Lincoln Gallery, an opportunity for primary grade students to see writing and artwork related to Lincoln from schools around the country. Also gives students the opportunity to submit their own work for publication.

• memory.loc.gov/ammem/alhtml/dags.html

The Library of Congress gives students a chance to view some of the earliest photographs of President Lincoln and the people, places and events in his life.

Suggested Print Resources

• Armstrong, Jennifer. *A Three-Minute Speech: Lincoln's Remarks at Gettysburg*. Aladdin Paperbacks, New York, NY; 2003.

• Cohn, Amy L. and Suzy Schmidt. *Abraham Lincoln*. Scholastic Press, New York, NY; 2002.

• Turner, Ann. *Abe Lincoln Remembers*. Harper Collins, New York, NY; 2000.

• Winters, Kay. *The Boy who Loved Books*. Simon & Schuster Books for Young Readers, New York, NY; 2003.

TEACHER'S GUIDE

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ABRAHAM LINCOLN

Grades K-4

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a brief historical overview, previewing and follow-up discussion questions, vocabulary, focus questions for assessing comprehension, extension activities and print and Internet resources.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

Starting from the humblest of backgrounds as a pioneer living in a log cabin on the Kentucky and Indiana frontier, Abraham Lincoln became a successful politician and lawyer and was eventually elected the 16th President of the United States. Lincoln's frontier experience gave him great courage and physical strength, and his charming personality endeared him to people wherever he went. Early in his life he developed strong feelings against an issue that would eventually tear the country apart—slavery.

Shortly after Lincoln was elected President, seven states left the Union and formed their own country—touching off the destructive conflict known as the Civil War. President Lincoln managed to achieve his main goal of keeping the country together, as the Union troops defeated the Confederate forces in an extremely long and bloody campaign. During the course of the conflict, Lincoln issued the Emancipation Proclamation that declared all people held in slavery in the South forever free, setting the course for the ratification of the 13th Amendment that officially ended slavery in America.

A Southern sympathizer's bullet prevented Lincoln from completing his second term as President. Fifty years after his death, the Lincoln Memorial was begun, which stands today as a tribute to a truly great American.

Vocabulary

The Civil War — A major war in the United States between 1861 and 1865 in which Northern states battled Southern states that were attempting to break away from the United States of America.

slavery — The practice or system of people owning other people and forcing them to work.

pioneers — People who attempted to settle and live in the western lands of America.

frontier — An area of land not settled by colonists that existed in the western part of the United States during the 18th and 19th centuries.

enslaved — The state or nature of being owned by another person.

abolitionist — A person who is opposed to slavery.

legislature — A group of leaders who help make laws for a state or country.

Postmaster — A person in charge of a post office.

Kansas-Nebraska Act — A law passed in 1854 that permitted the people of Kansas and Nebraska to decide whether or not to allow slavery in their territories.

Republican Party — A political party formed in 1854; in 1860, Abraham Lincoln became the party's first candidate to become President of the United States.

The Confederate States of America — A group of eleven southern states that left the Union and formed their own country.

The Union — The group of states that remained loyal to the federal government during the Civil War.

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The Battle of Bull Run — The first major battle of the Civil War, in which the Confederate troops defeated the Union troops in 1861. A second Battle of Bull Run was fought in 1862.

The Emancipation Proclamation — An announcement by President Lincoln that the slaves in the states that had left the Union were to be considered forever free. Emancipate means to free, and a proclamation is an important statement.

The Gettysburg Address — An important speech delivered by President Lincoln after thousands were killed at the Battle of Gettysburg in 1863.

Lincoln Memorial — A large building in Washington, D.C. that was built to honor President Lincoln.

Pre-viewing Discussion

- Ask students to define the word “united” as in “United States”. What does it mean to say that the states in our country are united? Ask students if they know about the Civil War, and whether the states in our country have always been “united”.
- As a young person, Abraham Lincoln loved to read and would walk miles to obtain a book. Ask students about the importance of reading. How does reading help us learn more about the world?
- Abraham Lincoln rose from a very poor background on America's frontier to become the president of the United States. Ask students to think about what personal qualities Lincoln might have had to help him achieve this goal. Why do students think the idea that the United States is a country where “anyone can grow up and become the president” is so important?
- Ask students if they know who is on the five-dollar bill. Also, ask students if they are aware of any other famous places or landmarks in the United States that exist to honor Abraham Lincoln.

Focus Questions

1. What were some difficulties pioneers faced on the frontier?
2. What type of education did Lincoln receive as a child?
3. Why was Lincoln's trip to New Orleans such an interesting experience for him?
4. What was life like for enslaved Africans in America?
5. Why were there tensions between the Northern states and the Southern states?
6. Why did the people of New Salem think Lincoln should run for public office?
7. Why did Lincoln move to Springfield, Illinois?
8. What did the Kansas-Nebraska Act allow the people in those states to do?
9. What did Lincoln think would happen if the states continued to argue about slavery?

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10. What happened to the United States right after Lincoln was elected President?
11. What was Lincoln's main goal in fighting the Civil War?
12. What were some of the problems Lincoln faced in fighting the war?
13. What did the Emancipation Proclamation do?
14. Why did Lincoln give a speech at Gettysburg?

Discussion Questions

- Ask students to think about what it might have been like to be either a black or white soldier fighting in the Civil War. In general, do students think these soldiers' feelings about fighting in this war were similar or different, or both?
- There were a variety of opinions after the Civil War about what to do with the states that left the Union, as some people wanted to punish the southern states, while others did not. Ask students to imagine they are the president of the United States immediately after the Civil War. What would students have thought to do regarding the states that left the country?
- Ask students to consider young Abraham Lincoln's riverboat trip to New Orleans, the first time he was in a big city and the first time he had seen large numbers of slaves. What do students think Lincoln felt about what he saw? How do students think this trip impacted his life? How do they think they would have felt?
- Ask students to imagine that they are some of the nearly four million African Americans living during the years right after the Civil War. Ask students to discuss some of the emotions, goals and potential problems of people who had just been freed from slavery. Students may also research what life was like for freed African Americans after the Civil War.

Follow-up Activities

- The Civil War was the first war captured on camera. Supply your class with pictures suitable for young audiences of the many people, camps and towns associated with the war. Ask students to spend a few minutes analyzing the pictures. Based on the photographs, what difficulties and hardships do students think both soldiers and people on the home front faced during the war?
- Abraham Lincoln is one of the most written about people in American history. Ask students to imagine that they are writing a biography about Lincoln. What aspects of his life do students consider to be most important for people to know? Ask students to discuss why they think this information best represents Lincoln's life. As a follow-up, ask students to write down ten facts that they feel would best describe themselves to their own personal biographers. *(Continued)*