

IDEAS FOR ACTIVITIES AROUND "LINCOLN: THE KENTUCKY YEARS"

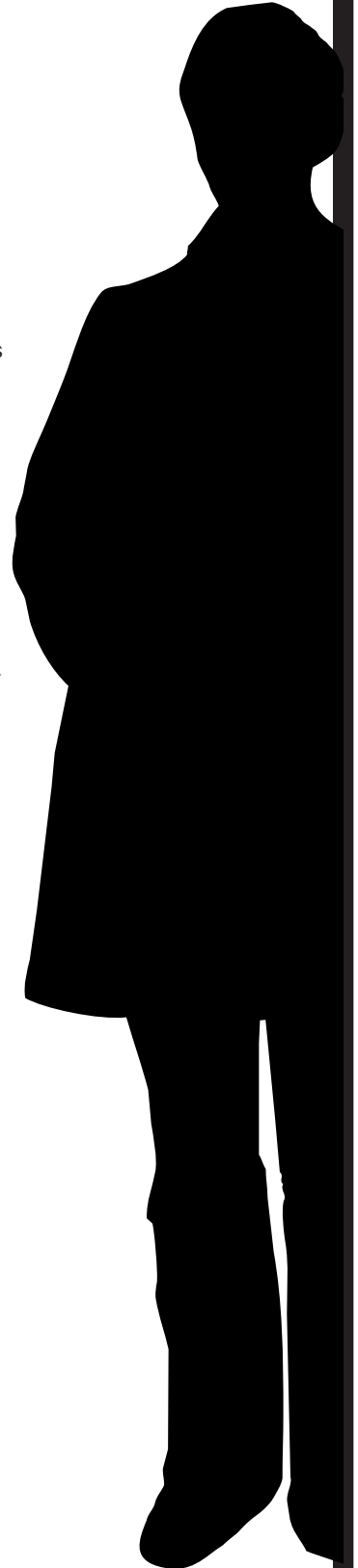
Primary Classroom

- Compare the Abraham Lincoln Birthplace memorial in Kentucky to the Lincoln Memorial in Washington, D.C.
- Make models of log cabins and discuss why log cabins were popular in Lincoln's time and how homes today are different.
- The source of water at Sinking Spring was a main reason the Lincoln family located there. Discuss why this was important and water sources that resulted in the settling of your town or county.
- Launch a penny campaign to raise money for your school or public library. Discuss how Abraham Lincoln loved books and would have enjoyed access to a library. Count how many pennies it takes to buy books. (Note: Four new designs for a Lincoln penny are being released in 2009, including one representing Lincoln's birth in Kentucky, which will be put into circulation on February 12, 2009. Find more information about it at the United States Mint web site www.usmint.gov.)
- The video tells how Abraham Lincoln wrote letters in the dirt. Use a small container of sand and unsharpened pencils to encourage students to trace shapes and letters.
- Take a stretch break pantomiming the activities of Abraham Lincoln in his boyhood. Walk (in place) to school, feed the chickens, gather eggs, plant corn, pick a pumpkin from the garden, sweep the floor, run (in place) in the fields, gather and carry firewood, and finally, sit at the end of the day to listen to stories.

Grades 4 and 5

Note: The Kentucky Historical Society is sending a special Lincoln learning resource sheet for 4th and 5th grades to all Kentucky school districts in late January. Ask about the sheet in your district.

- Examine how pioneers like Abraham Lincoln's grandfather and the Native Americans had different perspectives about the land we now call Kentucky. Research the different perspectives on land ownership, farming, westward migration, and hunting. Write a sentence to summarize perspectives on each issue. Perform the point and counterpoints as dramatic readings.
- Trace the path of Abraham Lincoln's father from the Cumberland Gap to Long Run, Elizabethtown, Hodgenville, and Indiana. How was the story of Abraham Lincoln's family similar to other families of the day? How did the topography influence the paths of people on the frontier?
- Look for primary source information to see what Lincoln himself said about his childhood. Select a key phrase to illustrate in a drawing. (A good source is www.nps.gov/abli/parknews/abraham-lincoln-autobiography.htm.)
- Create a collage of major events shaping the early years of Abraham Lincoln's life in Kentucky. Create images and use key phrases and vocabulary in printed form.



Grades 6-8

- Abraham Lincoln's school was two miles from home. Have students use pedometers or other tools for measuring to determine how far the average middle school student walks in a day. Examine how changes in transportation have influenced the way people spend their time.
- Make a list of basic democratic principles and rights guaranteed in historical documents. Reflect how the Lincolns pursued their rights and were influenced by these founding ideas.
- Create a brochure for the Lincoln Birthplace memorial including interesting historical and biographical information to draw visitors to the site.
- Write a letter to a tour company suggesting Lincoln tours. Select Kentucky locations that should be included. Provide at least three good reasons to create Lincoln tours.

Grades 9-12

- Discuss this statement from the DVD presentation: "Abraham Lincoln is proof that any father's child can live in the White House." Is this statement still true today?
- Every great story has conflict. Discuss what conflict from Abraham Lincoln's boyhood is compelling to students. How did these conflicts reflect the culture of the day?
- Using historical and biographical information, list reasons why Kentucky has a claim on Lincoln.
- Have each student choose a character from "Abraham Lincoln: The Kentucky Years" and write a short monologue reflecting his or her character and historical perspective. Have them perform their monologues for the class or present them as audio only.
- Discuss the qualities of leadership. Why was Lincoln a good leader? Use a video camera to survey people with the question, "What do you admire most about Abraham Lincoln?"

■ Find more ideas for Lincoln activities at www.ket.org/lincoln



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