



Lincoln Lesson Plans

Grade Level:
4-5

Materials

- Summary: Main Ideas in *Lincoln: The Kentucky Years*
- Teacher Background: *Lincoln: I, too, am a Kentuckian* Segment Content
- Handout: Lincoln's Kentucky Roots
- Handout: Creating a Story about Lincoln
- Handout: Story and Self-Assessment
- Handout: Aesop's Fables and Lessons from the Civil War (A-D)
- Handout: Sample Script
- Handout: *Lincoln: The Kentucky Years* Viewer Guide and Key

Technology

- DVD player or computer
- computer with Internet access
- tape recorder or camcorder if you want to tape stories

Vocabulary

Civil War
 conflict
 fable
 facial expression
 moral
 Reconstruction
 westward migration
 Reconstruction
 vocal expression

Storytelling: From Aesop to Lincoln

Length
Five days

Concepts/Objectives

- Students will learn about storytelling as a means of communication for entertainment, persuasion, and instruction.
- Students will convey historical facts through storytelling.
- Students will develop skills in storytelling.

Activities

- Students will use storytelling as a tool to explore and remember historical information.
- Students will watch video segments about the life of Abraham Lincoln and retell the information orally.
- Using primary sources and Aesop's fables, students will interpret events of the Civil War.

Lincoln Resources

- Lincoln: The Kentucky Years*
- I, too, am a Kentuckian* segments:
- Lincoln's Kentucky Heritage
 - The Lincolns Go West
 - The Issue of Slavery,
 - President Lincoln and the Civil War,

Instructional Strategies and Activities

Note to teacher: One of the goals of this lesson is to inspire students about the life of Abraham Lincoln through experiences with drama. Storytelling was always important to Abraham Lincoln from his childhood to his life as President. Through this lesson, students will develop their own skills in public speaking. Even with all the changes in technology and opportunity, skills in public speaking and storytelling endure. Someone who is a speaker, thinker and storyteller always has an important role in our society.

Aesop's fables are some of the stories that Lincoln read as a child. These stories are simultaneously simple and complex as students make connections with real life lessons. Primary source quotes from Lincoln on the Civil War reveal many similarities between morals found in Aesop's fables and the wisdom and ideas in Lincoln's speeches.

Day 1

Show this illustration from the Kentucky Abraham Lincoln Bicentennial web site: www.kylincoln.org/photo/khsimages.htm?&pageOrder=0&selectedPic=7

Tell your students that here, Abraham Lincoln is depicted reading with his boys. It is certain that Lincoln loved books and storytelling. In the lesson today, we'll begin thinking about how this interest began.

If you do not have a web presenter, you may consider doing a brief book discussion about a book in the classroom library regarding Abraham Lincoln or briefly discuss how stories influence us and your favorite story about Lincoln.

Distribute the viewer's guide to *Lincoln: The Kentucky Years*. Have students fill in the blanks as they watch the program. Main Ideas in *Lincoln: The Kentucky Years* offers additional information for teacher background.

Show *Lincoln: The Kentucky Years*.

Use the key to check the answers, allowing students to check their own work.

Discuss the stories that make up Lincoln's Kentucky legacy. Note that Abraham Lincoln and his father were both storytellers.

Tell the class they will be writing stories about the life of Abraham Lincoln using facts from history and techniques in storytelling.

Read *From a Log House to the White House* to model how storytelling can convey information.

Distribute the handout Lincoln's Kentucky Roots. After hearing the story a second time, have students identify the main elements of the story using the story review at the bottom of the handout. Discuss student responses and the key elements of the story.

For homework or journal writing, ask students to write about what makes a good story.

Day 1

Guide students to select stories to tell from Lincoln's life using the Viewer Guide to focus on content.

Review the video to take notes on the specific stories. The stories will be very brief, sometimes anecdotal, and about the life of Abraham Lincoln. Here are some possible topics:

- How the Lincoln birthplace memorial was built
- The importance of a place called Sinking Spring.
- The story of Abraham Lincoln's grandfather Abraham, a pioneer who was killed in a conflict.
- The problem of land title disputes to the Lincolns
- How Austin Gollaher saved young Abraham Lincoln's life
- Boyhood chores of Abraham Lincoln
- Abraham Lincoln's education
- The Lincoln family's opposition to slavery

Students can use the handout Creating a Story about Lincoln to create the framework and research the background of their stories.

Students can use the handout Story and Self-Assessment to write their stories. The stories may be as brief as four sentences. If necessary, hold students to a minimum

Kentucky Academic Content

Academic Expectations

1.12
2.20

Program of Studies

Social Studies
Grade 4

Understandings
SS-4-HP-U-1
SS-4-HP-S-1
SS-4-G-S-2

Social Studies
Grade 5

Understandings
SS-5-HP-S-1
SS-5-HP-S-2
SS-5-HP-S-3
SS-5-HP-U-1
SS-5-HP-U-3

Drama
Grade 4

AH-4-SA-S-DT1
AH-4-SA-S-DT2
AH-4-SA-S-DT3
AH-4-HA-S-DT3
AH-4-HA-U-1

Grade 5

AH-5-SA-S-DT1
AH-5-SA-S-DT2
AH-5-SA-S-DT3
AH-5-HA-S-DT3
AH-5-HA-S-DT4

Core Content

Social Studies
Grade 4

SS-04-4.3.1
SS-04-5.1.1
SS-04-5.2.2

Grade 5

SS-05-5.1.1
SS-05-5.2.1
SS-05-5.2.4

Drama
Grade 4

AH-04-1.3.1
AH-04-1.3.3

Grade 5

AH-05-1.3.1
AH-05-1.3.3

number of sentences or words.

Note: Three copies of “Lincoln: The Kentucky Years” were sent to all Kentucky public schools, so public school teachers should be able to access this DVD from their school media center. In case you do not have easy access to that DVD, the following video segments, found online at www.ket.org/lincoln will also work for Day Two.

From the KET documentary *Lincoln: I, too, am a Kentuckian*

- Segment 1: Lincoln’s Ties to Kentucky
- Segment 2: Hodgenville Birthplace
- Segment 3: Lincoln’s Family History
- Segment 5: The Lincoln’s Go West
- Segment 7: Lincoln’s Mother

Day 3

Have students share and self-assess their own stories about Lincoln using the Story and Self-Assessment handout.

Then tell them that today we’ll examine how storytelling influenced the life and career of Abraham Lincoln. We’ll do this through viewing DVD segments about the life of Lincoln.

Write the following questions on the board for reflection during the video viewing:

- What examples of storytellers did Lincoln have in his own life?
- How did Lincoln enjoy literature and storytelling in his boyhood?
- How did making speeches help advance Lincoln’s political career?
- What do we know about Lincoln’s skills as a public speaker?

Show the following segments, found at www.ket.org/lincoln.

From the KET documentary *Lincoln: I, too, am a Kentuckian*

- Segment 5: Lincoln’s Early Education
- Segment 8: Stepmother Sarah Bush’s Impact on Lincoln
- Segment 14: The Cooper Union Speech
- Segment 20: The Gettysburg Address

Have students complete the Open Response Assessment.

Day 4

Pick five students to read the parts in the handout Aesop’s Fables and Lessons from the Civil War. This is a sample interpretation of an Aesop’s fable with a quote from Abraham Lincoln on the same theme.

There are four different studies of Aesop and primary source quotes from Lincoln labeled A-D. Students will first read and interpret the information individually.

Divide the class into groups of 3-4 by alphabet letters A through D. Have students work in groups to create a story or dramatic presentation using the Aesop material in preparation for the Performance Assessment.

Day 5

Have students complete the Performance Assessment.

Students may use the handout or do other research to look for relevant quotes. The Performance Assessment could be done as a group or individual activity, depending on the dynamics of the class. As an individual assignment, students would communicate as a storyteller.

Support/Connections/Resources

Web sites:

www.nps.gov/abli/parknews/abraham-lincoln-autobiography.htm

Abraham Lincoln's autobiographical writing

www.lincolnbicentennial.gov/lincolns-life/words-and-speeches/default.aspx

Significant speeches of Abraham Lincoln

<http://memory.loc.gov/ammem/alhtml/almtime.html>

Timeline of the Civil War relative to the Emancipation Proclamation and image of the actual written version

www.nps.gov/archive/libo/adhi/prologue.htm

National Park Service information about Lincoln's boyhood and early education

Books:

Winter, M. (2008). *Aesop's Fables for Children*. Dover Publications. ISBN-10: 0486467708, ISBN-13: 978-0486467702

Winters, K. ill. By N. Carpenter (2003). *Abe Lincoln: The Boy Who Loved Books*. Publisher: Simon & Schuster Children's Publishing. ISBN-10: 0689825544, ISBN-13: 978-0689825545

Writing for the Lesson

Ask students to reflect upon what makes a good story. How should a good story make you feel? How should a story relate to your everyday life? What kinds of stories help you remember? How important has oral storytelling been in your personal language tradition?

Applications Across the Curriculum

Social Studies

This lesson could easily be part of a broader unit on the westward migration, the Civil War, or frontier Kentucky. The DVD *I, too, am a Kentuckian* could be used for additional information about Lincoln's frontier heritage and his role in the Civil War.

Language Arts

Research the writing that inspired Lincoln. Discuss how literature influenced him as a leader and writer. Guide students to write about books that have influenced them as writers. Differentiate between influential books and favorite books. Students could also poll relatives to learn how books have influenced their family members.

Mathematics

Abraham Lincoln had a good grasp of geometry and studied Euclid's theorems independently. Many speculate that Lincoln's intellectual skills were greatly enriched by his pursuit of mathematics. Have students research Euclid and discuss how mathematical reasoning transfers to general intellectual development. They could write down geometric terms they know and think about how these terms aid in classifying and interacting in the world. Then have them consider how the logic of storytelling might be helped by understanding mathematical theorems.

Practical Living/ Vocational Skills

Have students make a list of jobs that use skills in communication (especially public speaking).

Open Response Assessment

Prompt: Abraham Lincoln enjoyed telling stories, as did his father. From an early age, Lincoln told stories to his friends and, later, he even told stories to his opponents as he campaigned for office and worked as a leader.

Directions: How were Abraham Lincoln's skills as a speaker and storyteller important to him? How do you think the storytelling of his father influenced Abraham Lincoln and helped him grow up to be president? What specific accomplishments might have been helped by storytelling? Support your answers with evidence.

Open Response Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none">• The response shows excellent analysis of the importance of storytelling to a politician and leader in the 1800s.• Historical information is accurate and relevant in supporting the main ideas.• Student clearly understands the role of storytelling to communicate, entertain and persuade.	<ul style="list-style-type: none">• The response shows good analysis of the importance of storytelling to a politician and leader in the 1800s.• Historical information supports the main ideas with few errors.• Student's answer reflects an understanding of Lincoln's skills as an orator and successful communicator.	<ul style="list-style-type: none">• The response reveals some understanding of storytelling as communication.• The historical information may be inaccurate or lacking.• The response shows a basic effort to represent historical information about Abraham Lincoln.	<ul style="list-style-type: none">• The response reveals limited understanding of Abraham Lincoln and his historical significance.• The writing indicates minimal effort or focus.	<ul style="list-style-type: none">• No answer or irrelevant response

Performance Assessment

Note to teacher: You may choose for students to do this activity in groups. The hand-out Sample Script provides an example of a way in which groups of students could do this activity.

Performance Event: Students retell an Aesop’s fable.

Directions: Choose one of Aesop’s fables and retell the story. Your story should have a clear beginning, middle, and end. Aesop’s fables have morals or lessons to teach: State this clearly in telling your story. Connect an idea or statement of Lincoln’s or an action he took or influenced to the moral/lesson of an Aesop’s fable.

Applications Across the Curriculum

Technology has allowed storytelling to take many new forms using photographs, computers, video, etc. For students who have difficulty communicating orally, consider optional methods for the performance assessment. Here are a few possibilities for telling stories:

- photographic story
- video
- comic book interpretation using note cards for the separate frames
- puppet show
- PowerPoint presentation

For students with cognitive disabilities, provide many examples of one or two stories. Tell and retell interesting stories about the life and learning of Abraham Lincoln. Ask another teacher or local actor to tell the stories about Lincoln. Provide students the technology, materials, and assistance needed to eventually retell these stories themselves.

This lesson can be adapted to focus on each child’s individual needs and strengths. A student who is working to build skills in comprehension could work on skills in note-taking or basic story structure memory.

Performance Assessment Scoring Guide

4	3	2	1	0
<ul style="list-style-type: none"> • The student retells an Aesop fable. • The story has a clear beginning, middle, and end. • The moral of the fable is clearly stated. • Students clearly connect the lesson of the fable with the lessons from the Civil War, demonstrating extensive understanding of both. 	<ul style="list-style-type: none"> • The student retells an Aesop fable. • The story has a beginning, middle, and end. • The moral is stated. • The student somewhat connects a lesson from the Civil War, demonstrating broad understanding. 	<ul style="list-style-type: none"> • The student makes a good effort to retell an Aesop fable. • The story may have all of these components: beginning, middle, and end. • The moral may not be clearly stated. • The student attempts to connect a lesson from the Civil War, but may not be completely successful. 	<ul style="list-style-type: none"> • Student minimally retells an Aesop fable. • The structure of the story is unclear and the moral may not be stated. • The student makes minimal effort to connect a lesson from the Civil War. 	<ul style="list-style-type: none"> • Nonparticipation

Multiple Choice Questions

1. Abraham Lincoln’s stepmother influenced him by
 - A. forbidding Lincoln to study or go to school.
 - B. sending Lincoln out of town for schooling.
 - C. teaching him to read French and Spanish.
 - D. providing new books and encouraging reading.

2. As a child, Abraham Lincoln read
 - A. The Bible, Aesop’s Fables, and Through the Looking Glass.
 - B. The Wizard of Oz, The Bible, and Aesop’s Fables.
 - C. Aesop’s Fables, The Bible, and Pilgrim’s Progress.
 - D. The Bible, Aesop’s Fables, and Little House in the Big Woods.

A child who is still developing fine motor skills could hear stories about Abraham Lincoln and practice writing in sand or packing material just as Lincoln himself practiced writing his own name in the dirt with a stick.

To build skills in story sequencing, tell the stories with pictures and let students practice putting the cards in the correct order.

Consider partnering with a high school art teacher to develop illustrations from Lincoln's life or one of Aesop's fables. Laminate these illustrations, so they'll be durable for classroom interaction, yet still lightweight enough to post with Velcro stickers on the wall or be moved around by students on their desks.

Answer Key for Multiple Choice Questions

1. D
2. C
3. C
4. A
5. C
6. B
7. A
8. C

3. Abraham Lincoln was born in a log cabin in
 - A. 1899.
 - B. 1909.
 - C. 1809.
 - D. 1829.
4. Abraham Lincoln was born in
 - A. Kentucky.
 - B. Illinois.
 - C. Indiana.
 - D. Maryland.
5. A popular form of entertainment in Abraham Lincoln's boyhood was
 - A. going to the movies.
 - B. listening to the radio.
 - C. storytelling.
 - D. basketball.
6. Abraham Lincoln had difficulty in his childhood because
 - A. his father was rich and never home.
 - B. his mother died.
 - C. he broke his legs.
 - D. he was often sick.
7. Abraham Lincoln's family were
 - A. farmers living on the frontier.
 - B. colonists living in a colony.
 - C. immigrants living on the frontier.
 - D. pioneers living in the wilderness.
8. Abraham Lincoln is remembered today for
 - A. winning every election he entered.
 - B. writing Aesop's Fables for children.
 - C. preserving the Union.
 - D. translating books into English.

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Main Ideas in *Lincoln: The Kentucky Years*

1. Kentucky is the birthplace of Abraham Lincoln, one of the great people of history.

The legacy of Lincoln is still powerful today, memorialized in marble and on our money.

Alicestyne Adams of the Ky. Underground Railroad Research Institute says, "The image of Lincoln today is bigger than life.....America didn't become America until after Abraham Lincoln."

Doris Kearns Goodwin, presidential historian, says, "Lincoln himself said....that he was living proof that any father's child could live in the White House."

Harold Holzer of the Lincoln Bicentennial Commission says, "The idea that someone could rise from that tiny cabin in Kentucky to the Presidency of the United States is not just the American dream, it's the universal dream."

Illinois is called the "Land of Lincoln." Kentucky had an important role in shaping the life of Abraham Lincoln. Kentucky owns the claim of being the birthplace of the 16th president of the United States. Lincoln was born in a log cabin near Hodgenville, Kentucky.

2. The memorial site in Hodgenville marks Lincoln's humble early life on the frontier.

The heart of the monument site is a log cabin which stands as a symbol of life on the frontier and the beginning of Lincoln's life. Many people make a kind of pilgrimage to the location, about 200,000 each year. When Thomas Lincoln bought the Sinking Spring farm in 1808, no one would have imagined the spot would one day be a memorial. Sinking Spring was named for its year-round source of fresh water that flowed into an underground cavern.

3. The Lincoln family history mirrors the story of westward migration and conflict.

Lincoln's parents' families came to Kentucky as part of the great westward migration following the American Revolution. Thomas Lincoln's father was named Abraham. Their family came through the Cumberland Gap around 1782 and settled at a place called Long Run, near what is now Louisville. In 1786, Thomas' father Abraham Lincoln was killed in a fight with Native Americans. In the custom of the day, Mordecai, the eldest of the children, inherited everything, and Thomas Lincoln received none of the estate. Thomas Lincoln worked as a cabinet maker and carpenter. He moved to Elizabethtown. Thomas Lincoln married Nancy Hanks. Abraham Lincoln was their second child. Abraham Lincoln was born February 12, 1809. A land title dispute forced the Lincolns to leave Sinking Spring farm. They moved to Knob Creek farm when Lincoln was a very young child, less than three.

4. The Lincolns were living on the frontier. Their settlement and efforts to adapt to their environment brought challenges.

The distinction between pioneer and frontier is important. Abraham Lincoln's grandparents were pioneers, coming through the Cumberland Gap in the path of Daniel Boone. The pioneer land became frontier land as people came and settled. The Lincolns were living on the frontier. There were nine families living in an area close to a mill. Abraham Lincoln would have helped work in the garden and care for the animals. Abraham's younger brother Thomas died at Knob Creek farm. It isn't known how long he lived or how he died. Young Abraham was rescued by his friend Austin Gollaher when he slipped into the creek. The Gollaher cabin is now at the Lincoln Boyhood Home site.

5. From an early age, Lincoln loved learning and storytelling.

Young Lincoln and his older sister Sarah walked two miles across the hills to what was then called an A-B-C school or a blab school. Lessons were recited aloud because there weren't many writing tools available. Lincoln loved making letters by drawing in the ground with a stick. He also loved to tell stories. As a seven-year-old, he said he couldn't go to bed at night until he could reproduce the stories his father told him in the language of his peers. He would stand on tree stumps and entertain his friends.

6. Lincoln's ideas about slavery were, in part, formed from his family and his experiences in Kentucky.

Lincoln would have seen slaves being taken to the market, walking along the main road that ran by the Lincoln farm. His parents were anti-slavery, belonging to a church that espoused that belief. Lincoln himself said, "If slavery isn't wrong, then nothing is wrong." Slavery was one of the reasons that the Lincolns left Kentucky. It wasn't the main reason. In 1816, Thomas Lincoln lost the court battle over his Sinking Springs farm. The families living on Knob Creek were threatened with eviction when a title claim came against the owner of the Knob Creek property. This was the last straw for Thomas Lincoln. He moved his family to Indiana.

7. The seeds for Abraham Lincoln's greatness were planted in Kentucky.

Lincoln's work in holding the nation together during the Civil War was informed by his early life on the Kentucky frontier. Culturally, his accent and unsophisticated manner caused many people to underestimate him. His love for learning, reading and writing was fostered in those early years along with his skill as a storyteller, his morality and his ambition.

Teacher Background:

I, too, am a Kentuckian Segment Content

1. Lincoln's Kentucky Heritage

Main Idea: Abraham Lincoln's early education at home and in a small school helped foster his love of words and storytelling.

"Before leaving Kentucky, he and his sister were sent for short periods to ABC schools, the first kept by Zechariah Riney and the second by Caleb Hazel."—Abraham Lincoln, 1860 autobiography

Lincoln had less than two years of formal schooling. He went to "blab school" for one year. At blab schools, the children recited lessons aloud. There were many boys like Lincoln living on the frontier, but his mind and character set him apart as special. Ambition, talent, and intellect set Lincoln apart. He enjoyed making letters even as a young child. He learned to read quickly. He was a born writer. He was also a born storyteller. His father was probably a better storyteller. He would retell his father's stories to his friends. Lincoln used stories to influence people in their thinking. The heritage of storytelling was important to the frontier life. He always had a love of words and storytelling.

2. The Lincolns Go West

Main Idea: Abraham Lincoln experienced a sense of loss when his mother died when he was just a boy.

"All that I am or hope ever to be, I owe to her."—Abraham Lincoln

Not much is known of Lincoln's mother except that she must have been intelligent and worked well with her hands as a woman on the frontier. Her looks may have contributed to Lincoln's swarthy appearance. In 1818, an outbreak of milk fever from tainted cow's milk caused her death. She lived all her life except for four years in Kentucky. Her death was devastating to Lincoln. On her deathbed, she told him she would not return. Lincoln became obsessed with death and Biblical idea of "dust to dust".

3. The Lincolns Go West

Main idea: His stepmother, also a Kentuckian, provided books and encouraged Lincoln to learn.

Thomas Lincoln went back to Elizabethtown to find a wife. Some speculated they may have dated in their earlier years. She was intelligent and a widow herself. The first thing she did was scrub the children and put clean clothes on them and establish order in the house. She brought a stack of books that fueled young Abe's desire to learn. Abe's interest in books caused conflict in the house. Interest in reading was viewed as lazy when there was so much physical work that needed to be done. Thomas Lincoln was a self-made man who worked with his hands. He had courage, honesty, and generosity. These values he passed on to his son. But there was a division between the two that lasted through Lincoln's life. Lincoln's father never met his children. Lincoln didn't go to his father's funeral. Some speculate that Lincoln's "house divided" analogy came from his own experience.

4. The Issue of Slavery

Main Idea: Abraham Lincoln delivered a speech at Cooper Union in New York that helped make him a household name and a candidate for President.

“Let us have faith that right makes might and in that faith, let us, to the end, dare to do our duty as we understand it.”-- Abraham Lincoln, Cooper Union Address, February 27, 1860

Lincoln recognized that Republicans could win the Presidency. The speech at Cooper Union was thoughtful, humorous, and respectful of the opposition. Lincoln’s appearance and voice (including his Kentucky accent) were shocking in New York. He won the crowd with his ideas and skill as an orator.

5. President Lincoln and the Civil War

Main Idea: Abraham Lincoln’s Gettysburg Address honored the sacrifice of the soldier.

Nearly 8,000 men died on the battlefield where the Gettysburg national cemetery is today. After the battle, the area was transformed into hospitals and graveyards. The local residents quickly began forming a plan for a permanent resting place for the fallen Union soldiers. Lincoln came to give a short speech, the Gettysburg Address.

Student Handout

Lincoln: The Kentucky Years Viewer Guide

1. _____ is the birthplace of Abraham Lincoln, one of the great people of history. The memorial site is near Hodgenville.

“Lincoln himself said....that he was living proof that any father’s child could live in the _____.”

Abraham Lincoln was the _____ president of the United States. (What number?)

2. The memorial site in Hodgenville marks Lincoln’s humble early life on the frontier.

The _____ steps at the Lincoln Birthplace Memorial represent the years of Lincoln’s life.

Sinking Spring was named for its year round source of _____ that flowed into an underground cavern.

3. The Lincoln family history mirrors the story of westward migration and conflict.

Abraham Lincoln’s grandfather Abraham was killed in a fight with _____ before President Abraham Lincoln was born.

Thomas Lincoln married _____ Hanks.

Abraham Lincoln was born in the year _____.

A _____ dispute forced the Lincolns to leave Sinking Spring farm. They moved to Knob Creek farm when Lincoln was a very young child.

4. The Lincolns were living on the frontier. Their settlement and efforts to adapt to their environment brought challenges.

Abraham Lincoln would have helped work in the _____ and care for the animals.

Young Abraham was _____ by his friend Austin Gollaher when he slipped into the creek. The Gollaher cabin is now at the Boyhood Home site.

5. From an early age, Lincoln loved learning and storytelling.

Young Lincoln and his older sister Sara walked two miles across the hills to _____.

As a boy, Abraham Lincoln would stand on tree stumps and entertain his friends with _____.

6. Lincoln's ideas about slavery were, in part, formed from his family and his experiences in Kentucky.

Lincoln would have seen _____ being taken to the market.

His parents were _____ slavery. They belonged to a church that held that belief.

Lincoln himself said, "If slavery isn't wrong, then nothing is wrong." _____ was one of the reasons that the Lincolns left Kentucky. It wasn't the main reason.

In 1816, Thomas Lincoln lost the _____ battle over his Sinking Springs farm. Another title claim came against the owner of the Knob Creek property. Thomas Lincoln moved his family to Indiana.

7. The seeds for Abraham Lincoln's greatness were planted in Kentucky.

Abraham Lincoln is most known for holding this nation together during the _____.

Lincoln: The Kentucky Years

Viewer's Guide Key

1. Kentucky is the birthplace of Abraham Lincoln, one of the great people of history. The memorial site is near Hodgenville.

“Lincoln himself said....that he was living proof that any father’s child could live in the WHITE HOUSE.”

Only Kentucky can claim to be the birthplace of the 16th president of the United States.

2. The memorial site in Hodgenville marks Lincoln’s humble early life on the frontier.

The 56 steps at the Lincoln Birthplace Memorial represent the years of Lincoln’s life.

Sinking Spring was named for its year round source of FRESH WATER that flowed into an underground cavern.

3. The Lincoln family history mirrors the story of westward migration and conflict.

Abraham Lincoln’s grandfather Abraham was killed in a fight with NATIVE AMERICANS before President Abraham Lincoln was born.

Thomas Lincoln married NANCY Hanks.

Abraham Lincoln was born in the year 1809.

A LAND TITLE dispute forced the Lincolns to leave Sinking Spring farm. They moved to Knob Creek farm when Lincoln was a very young child.

4. The Lincolns were living on the frontier. Their settlement and efforts to adapt to their environment brought challenges.

Abraham Lincoln would have helped work in the GARDEN and care for the animals.

Young Abraham was RESCUED by his friend Austin Gollaher when he slipped into the creek. The Gollaher cabin is now at the Boyhood Home site.

5. From an early age, Lincoln loved learning and storytelling.

Young Lincoln and his older sister Sara walked two miles over the hill to SCHOOL.

As a boy, Abraham Lincoln would stand on tree stumps and entertain his friends with STORIES.

6. Lincoln's ideas about slavery were, in part, formed from his family and his experiences in Kentucky.

Lincoln would have seen SLAVES being taken to the market.

His parents were AGAINST slavery. They belonged to a church that espoused that belief.

Lincoln himself said, "If slavery isn't wrong, then nothing is wrong." SLAVERY was one of the reasons that the Lincolns left Kentucky. It wasn't the main reason.

In 1816, Thomas Lincoln lost the COURT battle over his Sinking Springs farm. Another title claim came against the owner of the Knob Creek property. Thomas Lincoln moved his family to Indiana.

7. The seeds for Abraham Lincoln's greatness were planted in Kentucky.

Abraham Lincoln is most known for holding this nation together during the CIVIL WAR.

Student Handout: Lincoln's Kentucky Roots

From a Log Cabin to the White House

Now, Abraham Lincoln wasn't born in the White House, but that's where he lived when he grew up. He was born in a log cabin in frontier Kentucky. How do you move from a tiny log cabin to the White House? That is a different story. I'm going to tell you how he got to the log cabin. This story begins a long time before Lincoln was born.

European settlers first came to this land and settled along the east coast to make the 13 original colonies. As people started wondering if there was more good land for farming and living, they started moving west. That's called the westward migration. Well, the problem with moving west is these big old mountains called the Appalachian Mountains. Nobody wanted to travel over them. Most people couldn't make it.

There were trailblazers, and Daniel Boone was one of them. Those trailblazers went through the Cumberland Gap. It's as if somebody opened up the door to the west and to Kentucky. People came through the Cumberland Gap on horseback first, then on wagons loaded up with seeds, beans, furniture, and their children. Two of the children who came through the Cumberland Gap were Abraham Lincoln's parents, Thomas Lincoln and Nancy Hanks.

Thomas Lincoln had his share of hard times. His daddy died when he was just a boy, killed in a fight with Native Americans. Thomas Lincoln never learned to read or write well. He didn't go to school. Back then, many people never had a chance to go to school. Despite this, Thomas Lincoln was hardworking and clever. He learned how to work with wood. He was a cabinet maker. He saved his money. One day he asked Nancy Hanks to be his wife. They got married.

They weren't rich, but they worked hard. They lived in a log cabin near Hodgenville, Kentucky. On February 12, 1809, they had a baby and named him Abraham. Thomas Lincoln encouraged his son Abraham to learn. He also expected him to learn how to work.

That boy Abraham not only grew up to live in the White House, his memory lives on in the minds of every American. He was the 16th President of the United States. Many people think he was one of our best. His job wasn't easy. He worked to keep this country together during the Civil War. And, we see his face all the time on our pennies and five dollar bills.

Story Review: Exploring the Framework of Stories

During the second reading of the story, take notes about the main ideas.

1. One sentence story summary:
2. Main characters:
3. Source(s) of conflict:
4. Historical facts:

Handout: Creating a Story about Abraham Lincoln

Developing a Framework for Storytelling

As you watch “Abraham Lincoln: The Kentucky Years,” choose one story to retell.

1. One sentence story summary:
2. Main characters:
3. Source(s) of conflict:
4. Action of character to respond to conflict:
5. Details that make this story interesting:
6. Historical facts:
7. Sources (mark as primary or secondary sources):

Student Handout: Story and Self-Assessment

Use your framework to write out a story in preparation for storytelling.

Beginning (Introduce the main characters):

Middle (Describe the conflict):

End (Tell how the conflict was resolved):

Self-Assessment

Preparation

- _____ I prepared by writing out a story based on history.
- _____ My story has a beginning, middle, and end.
- _____ I used my notes and practiced telling the story.
- _____ I told the story to someone else.

Classroom Delivery

- _____ I spoke loud enough so everyone could hear me.
- _____ I looked at people when I spoke.
- _____ I spoke at a good pace, not too fast or too slow.
- _____ I used expression (face, voice, hands) to tell the story.
- _____ My story had a definite beginning, middle, and end.

Student Handout: Aesop's Fables and Lessons from the Civil War (A)

Abraham Lincoln loved storytelling and books. Books were hard to get on the frontier. His stepmother brought a stack of books when she came to live with the Lincolns. Books young Abraham Lincoln read included the *Bible*, *Pilgrim's Progress*, and *Aesop's Fables*.

Aesop's Fable: Three Bulls and a Lion

Three strong, big bulls were eating in an open field. A lion came prowling at the edge of the field. His mouth was watering as he thought about eating them for dinner. The lion went running after the bulls. He had no chance. There was one lion and three bulls. The bulls charged against the lion. The lion ran away. But he planned to return. Those bulls looked just like dinner to that lion.

Some time passed, and the bulls began to argue. They couldn't get along so they went to separate corners of the field. Now when the lion came, he found it very easy to get the bulls one at a time. Three fighting bulls are impossible. One bull is easy prey for a lion and a very good dinner.

Moral: There is strength in unity.

Before he became president, Abraham Lincoln spoke about the need for unity on the issue of slavery.

Information: Abraham Lincoln gave a speech in Springfield, Illinois, after having been elected a candidate for U.S. Senate in 1858 that is called the "House Divided" speech. Here are excerpts that reveal Lincoln's belief in the unity of the states.

"A house divided against itself cannot stand."

"I believe this government cannot endure, permanently half slave and half free.

I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided."

"The result is not doubtful. We shall not fail—if we stand firm, we shall not fail. Wise councils may accelerate or mistakes delay it, but, sooner or later the victory is sure to come."

Source:

Collected Works of Abraham Lincoln, Volume 2. Lincoln, Abraham, 1809-1865

<http://thelinclog.org/view/1858/6/16>

1. What does unity mean?

2. Why was unity important to the Union in the Civil War?

Student Handout: Aesop's Fables and Lessons from the Civil War (B)

Abraham Lincoln loved storytelling and books. Books were hard to get on the frontier. His stepmother brought a stack of books when she came to live with the Lincolns. Books young Abraham Lincoln read included the *Bible*, *Pilgrim's Progress*, and *Aesop's Fables*.

Aesop's Fable: The Bundle of Sticks

A man had many sons, but they were always fighting. They argued over who was the strongest, who was the smartest, and who was the most handsome. All that arguing was a loud noise to their father. He tried to think of a way to show them the problem with fighting.

He brought in a bundle of sticks. He asked the sons if they could break the bundle. The first son took the bundle and tried and tried. He couldn't break the bundle. The second son thought it looked too easy. But as he held the sticks and tried to break them, he couldn't do it either. The third son took the bundle and turned very red in the face trying to break it. But he couldn't. And that's the way it went. None of the sons could break the bundle of sticks. They were strong, but they just couldn't do it.

The father untied the bundle and passed out the sticks. He asked his sons to break the sticks. The sons broke the sticks very easily.

The father said, "Children, listen. When you work together and stick together, you are like the bundle of sticks. You are strong and difficult to break. But when you argue and are divided, you are like one stick that is easily broken."

Moral: There is strength in unity.

As President, Abraham Lincoln spoke about the power the Union had in giving freedom to slaves.

Information: Abraham Lincoln made these remarks while addressing Congress in 1862.

"We say we are for the Union. The world will not forget that we say this. We know how to save the Union. The world knows we do know how to save it. We—even we here—hold the power, and bear the responsibility. In giving freedom to the slave, we assure freedom to the free—honorable alike in what we give, and what we preserve. We shall nobly save, or meanly lose, the last best hope of earth."

Source:

Collected Works of Abraham Lincoln, edited by Roy P. Basler.

<http://showcase.netins.net/web/creative/lincoln/speeches/congress.htm>

1. How was the Union in the Civil War like a bundle of sticks?
2. Why was ending slavery so important to the strength of the United States?

Student Handout: Aesop's Fables and Lessons from the Civil War (C)

Abraham Lincoln loved storytelling and books. Books were hard to get on the frontier. His stepmother brought a stack of books when she came to live with the Lincolns. Books young Abraham Lincoln read included the *Bible*, *Pilgrim's Progress*, and *Aesop's Fables*.

Aesop's Fable: The Tortoise and the Hare

One day, Hare was making fun of Tortoise for his pokey ways. "You are the slowest creature I ever saw." Tortoise replied, "I get where I'm going. I'll race you to prove it."

Hare thought this was hilarious. With his strong legs, he flew through the pastures. He knew he was much faster than Tortoise. Hare agreed to the race.

Fox marked off the race course. Tortoise and Hare lined up at the starting line. Hare zoomed out of the start. As Hare looked over his shoulder, Tortoise had barely begun the race. Hare raced along for a bit, and then decided to sit down and rest. Tortoise was probably still at the start. Hare thought he had time for a nap. While Hare slept, Tortoise crept, slow and steady. Tortoise never stopped. He kept going. He was slow and steady. Hare had lovely dreams as he slept.

Tortoise approached the finish line. Hare woke and scrambled to continue the race. It was too late. Tortoise crossed the finish line and won the race.

Moral: Slow and steady wins the race.

Abraham Lincoln spoke of eventual victory to the Union and unrelenting effort.

Information: Abraham Lincoln made these comments during his Second Inaugural Address, 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."

1. What did Abraham Lincoln say the United States would do to end the conflict?

2. How does the persistence Abraham Lincoln describes compare with the persistence of the tortoise?

Student Handout Aesop's Fables and Lessons from the Civil War (D)

Abraham Lincoln loved storytelling and books. Books were hard to get on the frontier. His stepmother brought a stack of books when she came to live with the Lincolns. Books young Abraham Lincoln read included the *Bible*, *Pilgrim's Progress*, and *Aesop's Fables*.

Aesop's Fable: The Dogs and the Fox

A pack of dogs were out hunting. One of them spied the skin of a lion. The whole pack ran to the skin and began chewing savagely as if they were attacking the lion. They made a lot of noise, snarling and tearing the skin with their teeth.

A fox happened by this scene and began to laugh at this pack of dogs. The fox said, "A lion's claws are much sharper than your teeth. You'd know this for sure if that lion were still alive."

Moral: Don't kick a man that is down. It's easy to do, but it's shameful.

Abraham Lincoln advocated a gracious reinstatement of the Southern states back into the Union.

Information: During his last public address April 11, 1865, Abraham Lincoln advocated recognizing the newly reformed government of Louisiana.

"Now, if we reject, and spurn them, we do our utmost to disorganize and disperse them. We in effect say to the white men 'You are worthless, or worse—we will neither help you, nor be helped by you.' To the blacks we say 'This cup of liberty which these, your old masters, hold to your lips, we will dash from you, and leave you to the chances of gathering the spilled and scattered contents in some vague and undefined when, where, and how.' If this course, discouraging and paralyzing both white and black, has any tendency to bring Louisiana into proper practical relations with the Union, I have, so far, been unable to perceive it. If, on the contrary, we recognize, and sustain the new government of Louisiana the converse of all this is made true. We encourage the hearts, and nerve the arms of the twelve thousand to adhere to their work, and argue for it, and proselyte for it, and fight for it, and feed it, and grow it, and ripen it to a complete success. I repeat the question, 'Can Louisiana be brought into proper practical relation with the Union sooner by sustaining or by discarding her new State Government?'"

Source:

<http://showcase.netins.net/web/creative/lincoln/speeches/last.htm>

1. Why did Lincoln want to recognize the newly reformed rebellious state?
2. What prevented Lincoln from carrying out his policies during Reconstruction?

Student Handout: Sample Script

Narrator: In the time of the Civil War, this country was divided over the issue of slavery and states' rights. Abraham Lincoln was nominated as a candidate for U.S. Senate in 1858. He said there needed to be unity in this country.

Abraham Lincoln:

"A house divided against itself cannot stand."

"I believe this government cannot endure, permanently half slave and half free.

I do not expect the Union to be dissolved—I do not expect the house to fall—but I do expect it will cease to be divided."

Narrator: This reminds me of one of Aesop's Fables. There were three bulls that grazed in the pasture.

Bull One: Hey, check out this grass over here. It's really tasty.

Bull Two: Thanks, buddy. You are awesome.

Bull Three: Yeah, thanks. This grass is oh so good.

Narrator: One day, a lion came up to the edge of the field.

Lion: Oh my, I'm hungry. I love steak.

Bull One: Hey look, a lion!

Bull Two: That is not good.

Bull Three: Let's get him, boys.

Narrator: The three bulls stuck together and chased the lion out of the field.

Bull One: Way to go! (*Clink horns*)

Bull Two: Good job.

Bull Three: Three bulls are tough.

Narrator: But that was not the end of the lion.

Lion: I'll be back.

Narrator: And one day, the bulls began to argue.

Bull One: Hey, you took all the good grass.

Bull Two: Well, you ate those clovers I love. You know those are my favorite.

Bull Three: Yes, well, someone is blocking my view of the river.

Narrator: The bulls argued and argued and finally went their separate ways to three separate corners of the pasture. Guess who came back?

Lion: Oh, my, I'm hungry. Looks like dinner time.

Narrator: And it was dinner time, for the lion. A lion can very easily attack one bull.
The moral of this story is...

Everyone: There is strength in unity.