



Learning with Lincoln Institute

Sponsored by Teaching with Primary Sources at
Eastern Illinois University and
Southern Illinois University Edwardsville
Endorsed by the
Abraham Lincoln Bicentennial Commission



Looking at Lincoln

by Marie Wimsett

Students will analyze primary sources in the form of photographs of Abraham Lincoln in various stages of his life. Students will study the photos and sort them chronologically. Biographies about President Lincoln will be read and will be discussed with peers.



Student groups will be provided with a single photograph and will analyze that image of President Lincoln. Based on information they have learned from the biographies, discussions and personal experiences the students will design and construct a memory box containing objects Lincoln may have saved during that particular period of his life.

Overview

Subject:	Social Studies/U.S. History/ Reading
Time Required:	Eight to ten 50 minute class periods
Grade Range:	4-6
Understanding Goal:	Struggles and events in Abraham Lincoln's life had a huge effect on his appearance and daily life.
Investigative or Essential Question:	How can primary sources help us gain a better understanding of Abraham Lincoln as a person?



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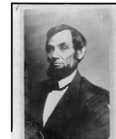
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Materials

Purpose of Library of Congress Items: The primary sources help students see Abraham Lincoln as a real person with a real life. They also allow students to practice the skill of inference to deduce information.

Library of Congress Items: Bibliographical Information attached.



Additional Materials:



Gross, Ruth B. *True Stories About Abraham Lincoln*. New York: Scholastic Inc., 1973



Memory Box rubric (attached)



Looking at Lincoln Photo Analysis Questionnaire (attached)



Cary, Barbara. *Meet Abraham Lincoln*. New York: Random House. 1965



New Lincoln Photo?
<http://www.lincolnportrait.com/#>



Bial, Raymond. *Where Lincoln Walked*. New York: Walker and Company. 1997



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Cohn, Amy L. & Schmidt, Suzy. Abraham Lincoln. New York: Scholastic Press. 2002



Harness, Cheryl. Young Abe Lincoln: The Frontier Days, 1809-1837. Washington, D.C.: National Geographic Society. 1996



Harness, Cheryl. Abe Lincoln Goes to Washington: 1837-1865. Washington, D.C.: National Geographic Society. 1997

Required Vocabulary: portrait, chronological order, timeline, analyze, analysis

Prior Content Knowledge: Students must understand what memory boxes and scrapbooks are, and what they are used for. Students must be able to understand and use descriptive adjectives.

Technology Skills: None

Standards

Illinois Learning Standards: 1, 1.B.2a, C, 1.C.2a, 1.C.2b
2, B, 2.B.2a
4, A, .4.A.2b, B, .4.B.2a, .4.B.2b,
5, C, 5.C.2b,
16, A, 16.A.2a, 16.A.2b, 16A2c, B, 16.B.2d

For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/

Actions

Description of Teacher Actions:

Activating Prior Knowledge or Anticipatory Set

Brainstorm what we know about Abraham Lincoln, how appearance can be affected by experiences and what we can tell about a person from a picture.



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Student Investigative Activities

Activity One:

Each group of two or three students is given an identical set of primary source images of Abraham Lincoln (10 in all).

1. Students study the primary source images and attempt to arrange in chronological order.
2. Once images are placed in order, students guess Lincoln's age in each image and record their guesses on Post-it Notes on the back of each image.
3. When all groups have finished ordering and assigning ages to images, reveal the correct order of the images and age for each Lincoln.

Assessment is an informal assessment of group participation.

Activity Two:

Prior to beginning, place one set of the primary source Images and accompanying dates from Activity One on a bulletin board timeline. The timeline will be used in Part 3, the images may help focus thoughts for the KWL chart.

1. As a class, create a KWL chart.
2. Determine what the students already know about Abraham Lincoln (K) and what they are interested in learning (W) after viewing the primary source images.
3. After completing the "W" portion of the chart, introduce the selected Lincoln biographies.
4. Each student is required to read at least two different biographies by an assigned date. Once completed, the class will regroup to complete the "L" portion of the KWL chart.

Activity Three:

Discuss important events in Abraham Lincoln's life utilizing the KWL chart constructed during Part 2,.

1. As a class, choose events to add to bulletin board timeline. Events chosen may coincide with the primary source images present on the timeline, but should also include events that took place throughout the life of Lincoln.
2. The teacher may develop a basic quiz over important events in Lincoln's life to be used as an assessment of Parts Two and Three of the learning experience.

Activity Four:

Students are divided into 3 groups each assigned one of three images of Abraham Lincoln. For this portion of the learning experience, use images spanning Lincolns career. For example, "Abraham Lincoln: President Elect", Abraham Lincoln: Last Sitting four days before his assassination at Ford's Theater April 14, 2865" and the early image presumed to be Lincoln.



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1. Groups study and analyze the image by discussing and completing the Photo Analysis Questionnaire.
2. Using the completed Photo Analysis Questionnaire as well as the timeline constructed during Part Three of the learning experience, groups discuss the events in Abraham Lincoln's life leading up to the date of their image, and what effect these events may have had on Lincoln's character and appearance.
3. Following this discussion, groups brainstorm a list of what items a memory box or scrapbook, owned by the Abraham Lincoln in their primary source image, might contain. These items should then be constructed or gathered and placed in a box or scrapbook.
4. Groups present completed memory boxes or scrapbooks to the class, and explain contents. A scoring rubric for the memory box/scrapbook is attached.
5. An informal assessment of group participation may also be used for this portion of the learning experience.

Best Instructional Practices:

Teaching for Understanding

Having students construct and then present memory boxes provides them with an opportunity to demonstrate an understanding of what was learned.

Literacy Instruction/Reading Comprehension

Having students read a variety of Lincoln biographies and then use the information garnered to complete a KWL chart allows students to demonstrate comprehension.

Differentiated Instruction

The variety of tasks incorporated into the learning experience (photo analysis, sequencing, reading comprehension, group discussion, and project construction) demonstrate best practices in differentiated instruction.



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Attachments

Library of Congress Resources

Title: Abraham Lincoln: President-elect		
	Collection or Exhibit	Prints and Photographs
	Media Type:	Photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a18217))+@field(COLLID+cph))
Title: Abraham Lincoln: Immediately prior to Senate nomination, Chicago, Illinois		
	Collection or Exhibit	Prints and Photographs
	Media Type:	Photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a36988))+@field(COLLID+cph))
Title: [Lincoln: Last sitting four days before his assassination at Ford's Theater April 14, 1865]		
	Collection or Exhibit	Prints and Photographs
	Media Type:	Photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a03647))+@field(COLLID+cph))
Title: Abraham Lincoln, head-and-shoulders portrait, facing left		
	Collection or Exhibit	Prints and Photographs
	Media Type:	photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c12729))+@field(COLLID+cph))
Title: Abraham Lincoln, head-and-shoulders portrait, facing front, in Washington, D.C.]		
	Collection or Exhibit	Prints and Photographs
	Media Type:	photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a15289))+@field(COLLID+cph))
Title: Abraham Lincoln, three-quarter length portrait, seated, facing right		
	Collection or Exhibit	Prints and Photographs
	Media Type:	photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(ppmsc+00052))+@field(COLLID+pf))
Title: Abraham Lincoln, head-and-shoulders portrait, facing front		
	Collection or Exhibit	Prints and Photographs
	Media Type:	photo
	URL:	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c32820))+@field(COLLID+cph))





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Title:		Abraham Lincoln, three-quarter length portrait, seated, facing front	
	Collection or Exhibit	Prints and Photographs	
	Media Type:	photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a14822))+@field(COLLID+dag))	
Title:		Abraham Lincoln, head-and-shoulders portrait, facing slightly right	
	Collection or Exhibit	Prints and Photographs	
	Media Type:	photo	
	URL	http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3c32135))+@field(COLLID+cph))	



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Sample Memory Box Grading Rubric

	A	B	C	D	F
Box/ Container	An appropriate box or container used to hold items.	--	Box or container is used to hold items, but does not fit the activity.	--	The memory items are not contained within a box or container.
Items	The memory box contains five or more items.	The memory box contains four items.	The memory box contains three items.	The memory box contains two items.	The memory box contains one item.
Historical Accuracy	All items are appropriate for the time period being analyzed.	Most items are appropriate for the time period being analyzed.	Some items are appropriate for the time period being analyzed.	Few items are appropriate for the time period being analyzed.	None of the items are appropriate for the time period being analyzed.
Neatness	All materials constructed/arranged in a neat and orderly fashion.	--	Most materials constructed/arranged in a neat and orderly fashion.	--	Materials are constructed/arranged in a sloppy manner.
Presenta- tion	Presentation was well rehearsed and smooth. Speakers were very easy to hear and understand. All group members took part in the presentation.	Presentation was rehearsed and smooth. Speakers were mostly easy to hear and/or understand. A majority of group members took part in the presentation.	Presentation was rehearsed or smooth. Speakers were easy to hear or understand. Approximately half of group members took part in the presentation.	Presentation was not practiced or smooth. Speakers were difficult to hear or understand. A minority of group members took part in the presentation.	Presentation was not practiced or smooth. Speakers were difficult to hear and understand. One group member did most of the talking.
Group Effort	All group members worked well together and participated equally.	Most group members worked well together, and participated equally.	Some group members worked well together and participated equally.	Few group members worked well together and participated equally.	Group members did not work well together or participate equally.



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Photo Analysis Questionnaire

Names _____

Date _____



With your group, study the photograph you have been given and complete the following questionnaire.

Study Abraham Lincoln's appearance in this photo – his clothes, his face.

1. Write a few sentences to describe the Abraham Lincoln in this photo. Use descriptive adjectives. Imagine you are describing the photo to someone who cannot see it.

2. What emotion is Abraham Lincoln displaying in this photo? Is he happy, sad, or showing some other emotion? What details from the photo helped you decide?



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3. What do you think Abraham Lincoln is thinking about in this photo? Think about the things you've read and learned about Lincoln as well as his appearance to help you answer this question.

4. How old do you think Abraham Lincoln looks in this photo? What details helped you decide on your answer?

5. After writing your answer, raise your hand to find out Lincoln's actual age in this photo. Was your guess older or younger?

6. What would you say to the Abraham Lincoln in this photo if you could meet him?
