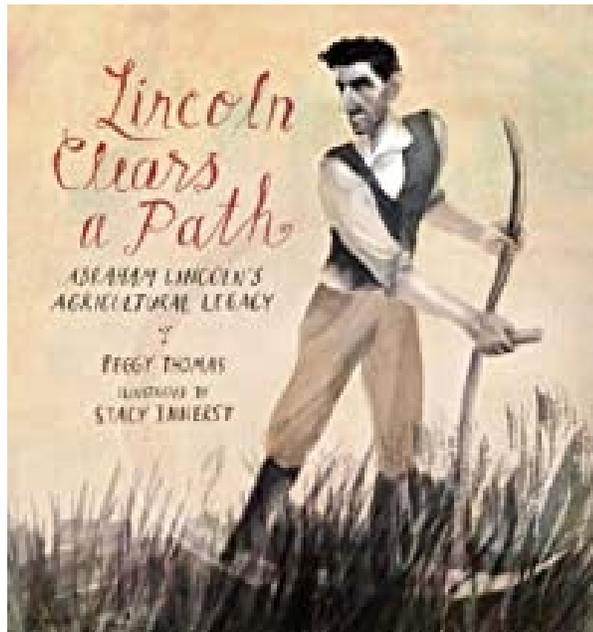


Classroom Activities
and Lesson Plans
for
LINCOLN CLEARS A PATH

by Peggy Thomas



Life of Abraham Lincoln - KWL Lesson

Grades 3-5

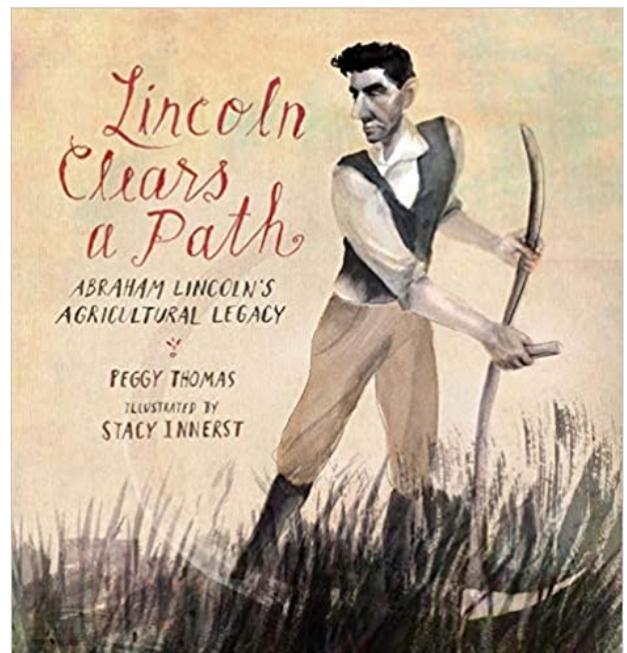
Objectives

Students will:

- Interpret information presented visually, orally, or quantitatively
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Recognize the relationship between geography, economics, and history in social studies.
- Identify people in positions of power and how they can influence people's rights and freedom

Materials

- Book – **LINCOLN CLEARS A PATH** by Peggy Thomas
- KWL Worksheet
- Pencils
- Picture of Abraham Lincoln
- Chart paper or another way to record student answers



Lesson Directions

1. Pass out the KWL sheets to each student, then hold up the picture of Abraham Lincoln. Ask if the students recognize who this is. Explain that they will be learning more about Lincoln, but first you would like to know what knowledge they already possess. Give them the opportunity to write down everything they think they know about Lincoln on their sheet.
2. Ask the students to read some of their answers on their KNOW list. Record the answers on the chart paper.
3. Ask them if there are things they would like to LEARN about Abraham Lincoln. Ask them to record their ideas on their own papers.

4. After students have written their own lists of things they want to learn, give them the opportunity to share with the class. Record their answers on the chart.
5. Explain that you will be reading a biography about Abraham Lincoln. Tell the students to listen for facts that are new to them.
6. Read *LINCOLN CLEARS A PATH* by Peggy Thomas.
7. Discuss as a class the new facts they learned from reading the book. Record these facts on the chart and have student record them on their KWL sheet.
8. Ask the students if there are any other questions that they would like to add to the *want to LEARN section*. Give them an opportunity to add their questions and explain they will have the opportunity to study more in this unit.



Lincoln's Life

KWL Chart

Name _____

Date _____

What I **KNOW** –

What I **WANT** to know –

What I have **LEARNED** –



Abraham Lincoln Timeline Lesson Part One

(this lesson will take place over 2-3 class periods)

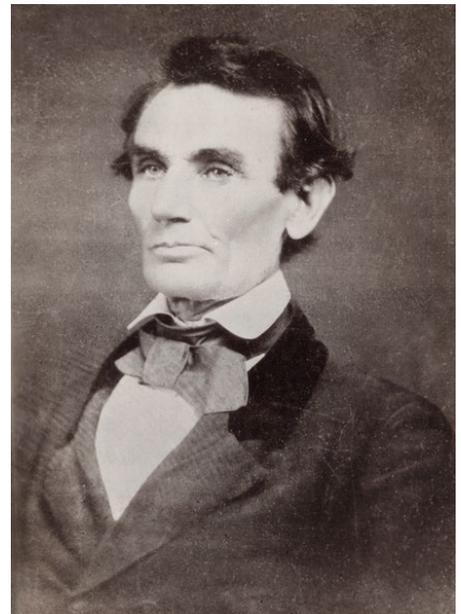
Objectives

Students will:

- Distinguish between past, present, and future time periods.
- Develop timelines that display important events and eras from world history.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Materials

- index cards
- markers
- yarn
- paperclips
- Book – **LINCOLN CLEARS A PATH**
by Peggy Thomas
- KWL worksheets from previous lesson
- additional library books about Lincoln
- access to computer and internet
- paper and pencil to record notes
- sample timeline included with lesson plan



Lesson Directions

1. Have the students pull out their KWL worksheet from the previous lesson. Review with them what they learned from the book **LINCOLN CLEARS A PATH** and what they would like to know.
2. Show student the book and explain that when creating a picture book, an author cannot include every detail of a person's life because it would be too long. Often the author will give more details in authors notes that are included in the back of the book.
3. Read the Author's notes on Lincoln's life to the class.
4. Discuss the events and their importance in American history. Encourage students to ask questions and write down additional information they would like to learn.

5. Divide the students into teams of three to four students. Tell them they will be a research team working to build a timeline of Abraham Lincoln's life.
6. Explain that a timeline is a graph of events in the order they happened. Show the sample timeline to the students. They will need to create a list of important dates in the life of Abraham Lincoln. They may use the book LINCOLN CLEARS A PATH, other library books, and internet sites. Today they will collect the information they need for the timeline. Each timeline must include a minimum of 15 events.
7. Give the class time for research.

Recommended research sites from author Peggy Thomas:

agclassroom.org/gan/index.htm

thelincolnlog.org/

lincolncottage.org

mrlincolnswhitehouse.org



Abraham Lincoln Timeline Lesson Part Two

(This lesson will take place over 2-3 class periods)

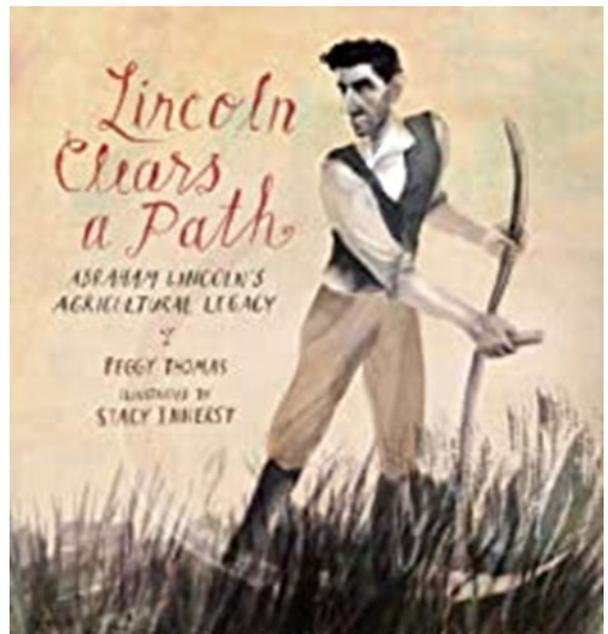
Objectives

Students will:

- Distinguish between past, present, and future time periods.
- Develop timelines that display important events and eras from world history.
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Materials

- index cards
- markers
- yarn and paper clips OR posterboards and glue
- paperclips
- Book – **LINCOLN CLEARS A PATH**
by Peggy Thomas
- KWL worksheets from previous lesson
- additional library books about Lincoln
- access to computer and internet
- paper and pencil to record notes



Lesson Directions

1. Evaluate your class to see if they will need one or two class periods to complete the timeline project.
2. Have students gather with their assigned research team. Explain that as they find information that they want to include on their timeline they should record it on an index card with the date. They may also illustrate the event if they want to.
3. Once they have at least 15 event cards, (they may do more) they can create their timeline.
4. Give each group a piece of yarn or string at least six feet long. Help them find a place to “hang” their timeline. Alternatively, you may want them to mount the notecards on poster board.

5. Once each group has completed their timeline, allow class time to discuss what they learned.
6. You may want to invite another class, family, or staff in to view the timelines and allow the students to explain them.



7.

Sample Timeline - Abraham Lincoln

1809 - Abraham Lincoln, born February 12, 1809, Hardin County, Kentucky.

1817 - Settled in Perry County, Indiana

1818 - October 5, Mrs. Thomas Lincoln (Nancy Hanks) died.

1830 - March, Lincoln family moves into Illinois, near Decatur.

1831 - Works for himself: boatbuilding, sawmilling, river-pilot shopkeeper

1832 - Ran for Illinois state representative but failed.

1834 - Elected to State legislature as Whig

1837- Became an attorney in Springfield, Illinois.

1842- Married Mary Todd

1861 - March 4, inaugurated sixteenth President.

1861- April 12, Civil War began

1862- February 20, Willie Lincoln died

1862 -May 15, signed the Department of Agriculture Act

1862- May 20, signed the Homestead Act

1862- July 1, Signed the Pacific Railway Act

1862- July2, signed the Morrill Act

1862 - September 22, emancipation announced.

1864 -November 8, Reelected President

1865 - March 4, inaugurated for the second term.

1865 -April 14, assassinated in Ford's Theater



Campaign for Lincoln

(This lesson will take place over 2-3 class periods)

Objectives

Students will

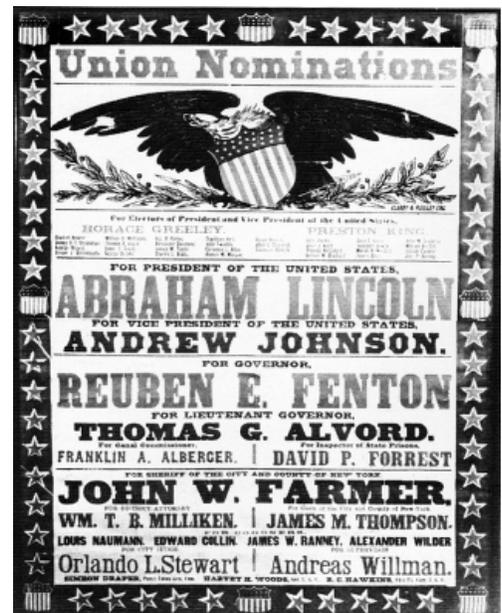
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Interpret information presented visually, orally, or quantitatively.
- Explain how events are related chronologically to one another.
- Distinguish between long-term and immediate causes and effects of a current event or an event in history.

Materials

- paper for posters and flyers
- markers
- Book **LINCOLN CLEARS A PATH** by Peggy Thomas
- Timelines from past lesson
- Computer access if using PowerPoint option

Lesson Instructions

1. Review with the class the book **LINCOLN CLEARS A PATH** and the timelines they have created. Remind them of the many accomplishments Lincoln had **BEFORE** his reelection campaign in 1864.
2. Explain that Lincoln faced a tough campaign because many people were tired of the civil war. They were angry that President Lincoln had not ended the war and thought someone else might do a better job.
3. Tell the class that they are going to be campaigning for Lincoln to be re-elected. They need to use their knowledge to convince other people that he is the best man for the job. They can make a campaign poster, write a speech, create a promotional flyer, or make a PowerPoint presentation to persuade people to vote for Lincoln. They must include five reasons why Lincoln should be reelected.
4. Explain that students will present their campaign promotions to the class.
5. You may have the students work as individuals or teams. Allow the students enough time to do the research, fact check, and creation. Allow one full class period for students to present their campaigns.



The Lincoln Review

Objectives

Students will

- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Interpret information presented visually, orally, or quantitatively.
- Explain how events are related chronologically to one another.
- Distinguish between long-term and immediate causes and effects of a current event or an event in history.

Materials

- Lincoln Review Crossword puzzle
- Lincoln Clears A Path Word Search
- Book - **LINCOLN CLEARS A PATH**
By **Peggy Thomas**

Lesson Instructions

1. Review the book with the class. Ask them what they have learned about Lincoln. What surprised them? What was most important to them?
2. Tell the students they will need to remember what they have learned to compete the review puzzles. Pass out the puzzles to the students.
3. Have them work independently to complete the review puzzles.



Lincoln Clears A Path

Name _____



Can you find these words?

agriculture
frontier
liberty
railroad

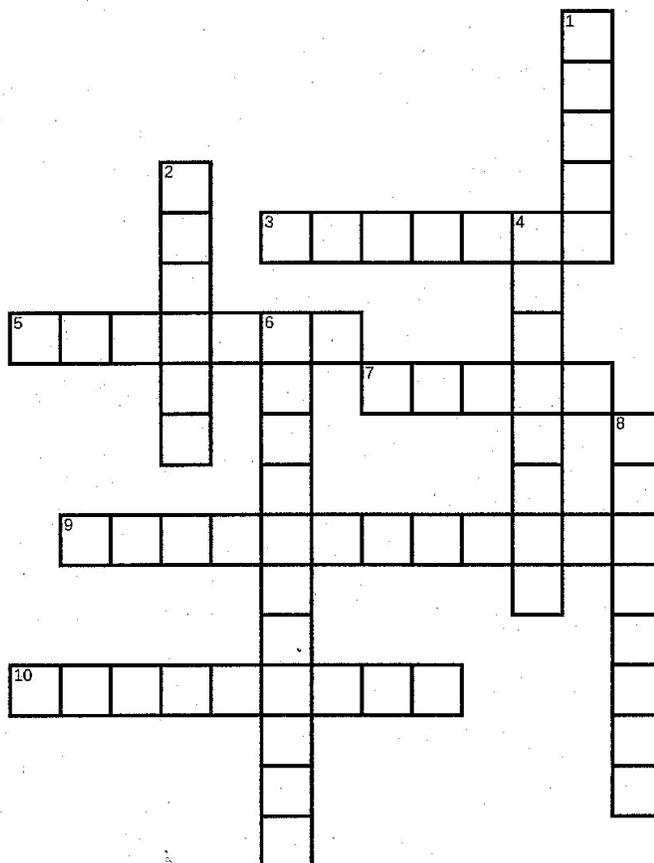
Civil War
homestead
pioneer
USDA

emancipation
Illinois
politics

farmer
Indiana
president

flatboat
Kentucky
pumpkins

Lincoln Review



Across

- 3 The type of seed Lincoln planted that washed away
- 5 The act that established trainlines across America.
- 7 Lincoln was born in a log
- 9 The proclamation that freed enslaved people.
- 10 The act that allowed African Americans to own land.

Down

- 1 During the Civil War the North was known as the
- 2 Lincoln's son who died in 1862
- 4 Lincoln became a legislator for this state.
- 6 Lincoln established the department of
- 8 State where Lincoln was born.

Crossword Puzzle Answers

Across

- 3. pumpkin
- 5. Railway
- 7. Cabin
- 9. Emancipation
- 10. Homestead

Down

- 1. Union
- 2. Willie
- 4. Illinois
- 6. Agriculture
- 8. Kentucky