

**Title:** “Traveling the Lincoln Trail to Abraham Lincoln’s childhood”

**Grade Level:** 3<sup>rd</sup> Grade

**Subject Matter:** Social Studies

**Targeted Audience:** Small groups

**Time Frame:** 40-45 minutes

**Taught by:** Amanda Randolph

### **Goals-**

**I. Cognitive:** The students will understand how the Lincoln family got to the United States by looking at the Lincoln Heritage trail as well as the different hardships the Lincoln family encountered while moving about throughout Abe’s childhood. . They will also understand some differences from the 1800s to present (such as way of travel and homes).

**II. Affective:** The students will appreciate the many advances we have in the present day as well as respect the hardships of Abraham’s childhood life compared to some of their own lives.

### **Standards-**

#### **IL Standard:**

**Goal 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

#### **NETS Standard:**

**II.** Time, Continuity, and Change

**III.** People, Places, and the Environment

### **Objective of the lesson**

After listening about Lincoln’s ancestors traveling around the U.S. eventually settling in Virginia before later moving to Kentucky the students will be able to correctly map this journey known as the start of the Lincoln Heritage Trail on their U.S. map. While then discussing Lincoln’s birth and childhood the students will be able to identify different important locations such as Lincoln’s birth town, and the many moves made by the Lincoln family throughout Abe’s childhood. To enrich the birth and childhood of Lincoln in a hands-on activity, students will then create their own “life sketch” through writing and drawing upon hearing Abraham Lincoln’s own personal “life sketch”. Upon finishing, and if time permits, the students will then be given the opportunity to share a little bit about their “life sketch”.

### **Materials needed**

Map of the U.S. around 1809

Map of the Lincoln Heritage Trail

Colored pencils (red, yellow, blue)

Lined paper and white construction paper for “life sketch”

Pencils

Different pictures on Abe’s Childhood and traveling in the 1800s

(log cabin home, traveling by horse in the 1800s..etc.)

## Resources

*Abraham Bicentennial*. Lincoln's Birth & Childhood. Retrieved January 29, 2008, from <http://www.lincolnbirthplace.com/birthchildhood.asp>

McGovern, A. (1966). *If you grew up with Abraham Lincoln* Scholastic, INC. *Perry County Indiana: life is better*. The Lincoln Heritage Trail. Retrieved January 30, 2008, from <http://www.perrycountyindiana.org/tours/lincoln.cfm>

*The White House*. Abraham Lincoln. Retrieved January 29, 2008, from <http://whitehouse.gov/history/presidents/all16.html>

## Focusing Activity

The teacher will discuss with the student's Abe's ancestors settling in Virginia and moving to Kentucky as well as the many different moves that Abe himself took during his childhood. While discussing this topic with the students, the teacher will keep students interested by asking questions and having students record the different moves by way of making their own visual Lincoln Trail on a map of 1800 U.S.

After this discussion the teacher will give the students a crossword to fill out which briefly questions the comprehension of the new material given to the students.

**I. Purpose of this activity:** The purpose of this activity is to help the students better understand where Abe Lincoln's family settled when coming to America and be aware of the many different places Abraham Lincoln traveled to throughout his childhood. This activity hopefully also made the students more aware of some of the differences from 1780-1816 compared to today.

## Instructional Input/Content Knowledge

- “Does anyone know how Lincoln’s family made it to the United States?”
- “Has anyone ever heard of the Lincoln Trail?”

### -HOLD UP PICTURE OF THE LINCOLN TRAIL-

- “Well, the Lincoln Heritage Trail is a route which traces Abe Lincoln’s life from his birthplace to the many different places he lived throughout his life. Today, we are not only going to trace the Lincoln Trail on our own maps, but also find out a little about how his ancestors got to Kentucky and little bit about Abe’s family life growing up.
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- “Before we see where Abe was born and where he traveled as a boy, we need to know that how Abe’s ancestors got to Kentucky and a little bit about Abe’s father, Thomas’s life.
- “Can anyone explain who someone’s ancestors are?” (some of the first people in your family to ever travel and settle to the United States for freedom, your great-great-grandparents, the ones who were in the U.S. before you were even born!)
- “In finding where your ancestors, like your great-great-grandparents are from you have to do a lot of different research. A lot of Abraham Lincoln’s ancestors settled along what

you may know as the 13 colonies. One person who we do know more about is Abe Lincoln's grandfather, Captain Abraham Lincoln. He brought his family, including who we know as Abe's dad, Thomas, from the state of Virginia where he grew up over to the state of Kentucky way back in 1782!"

- "Who can find Virginia on our map?"
- "Good Job!, Why doesn't everyone take out their map and with their yellow colored pencil shade in the whole state of Virginia to show the place where his grandfather Captain Abraham Lincoln had settled in America and then draw a line from Virginia all the way to Kentucky."

-Students Shade VA in with yellow and draw a yellow line from VA to KY-

- "How do you think they traveled from Virginia to Kentucky back in 1782?" "Do you think they got in a car and drove on the road to Kentucky, arriving in just a few hours? No? Well, why not?" (They didn't have cars yet! They probably rode on a horse and buggy which took them many long and hard days until finally arriving!)

-SHOW HORSE TRAVELING PICTURE-

- "After his father's family settled in Kentucky, his grandfather, Captain Abraham Lincoln got shot by an Indian, so Abe's father Thomas Lincoln had to help in taking care of his family doing a lot of chores around the house and help with his families move to another county in Kentucky where in 1806 he later met and married his wife Nancy."
- "After getting married, Thomas and Nancy moved to yet another city in Kentucky called Elizabethtown where they bought a farm to live on and called it the Sinking Spring farm."
- "Do any of you live on a farm? Do you have a special name for your farm?"
- "Three later they decided to move again after his father was having trouble keeping the farm ownership, this time to a place called Hodgenville, Kentucky where on February 12, 1809 Abe Lincoln was born in a very small, old, wooden log cabin."

-SHOW LOG CABIN PICTURE-

- "Were any of you born in a small log cabin on a farm?"
- "No!?! Well, what kind of place were you born? (hospital) Do you think that way back in 1809 they had these type of buildings? (No, a lot of times the babies were born in their own family house even without a doctor!)
- "Why don't we get out a blue color pencil and since its so important to know that Abraham Lincoln was born in Hodgenville, KY let's all make a little blue star inside Kentucky so that we can remember what state Lincoln was born in!"

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-Students Make a blue star in KY-

- "Although the Lincoln's loved their farm in the middle of the woods full of birds and wild animals there were not many people and so when Abe was only 2 years old the Lincoln family moved to Knob Creek Farm, still staying in Kentucky though."

-SHOW PICTURE OF LINCOLN'S FAMILY(STATUE)-

- “Lincoln lived on this farm until he was about 7 years old when people were again trying to tell his family that they didn’t not have the right to stay on the farm. Because of this his family packed up and traveled many days to Indiana.”
- “They loaded up 2 horses with their bedding, pots, and pans and traveled through Kentucky, over the Ohio River, and through many miles of dark woods until they came upon Perry County, Indiana.”
- “*Who can show me where Indiana is on the map? Today if we wanted to travel from Kentucky to Indiana do you think it would take us days? (No) Why not? (Because we can get in a car and drive down what we know of today as “roads”)*”
- “So we’re really lucky we don’t have to rely on horses, aren’t we?”
- “*Can you imagine wanting to go on vacation all the way to Florida or Texas and having to go by horses, it would take forever - luckily we have other ways like cars, trains, or even airplanes!*”
- “We better show on our maps that the Lincoln’s moved again so why don’t we get back out our red colored pencil and where are we going to draw the trail leading from Kentucky to? (Indiana)

-Students use the red colored pencil to make a trail from the star in KY to IN-

- “Although we heard a lot about the Lincoln family moving today, there still is a lot more places that Abe got to travel to throughout his life that we’ll probably get to hear Ms. Fisher talk about next week! So for now why don’t you go ahead and put your maps in your folder because we are going to do an activity so we can all get to know a little bit about you and some of your childhood, just like we got to hear some about Abe’s childhood!”

**Response Activity**

**I. Procedure:**

The teacher will explain to the students that even after becoming President, Abe’s childhood was still very important to him, so important that he wrote many “life sketches” about himself.

After explaining this, the teacher will explain how important to remember some important experiences and events in our own childhood. To enrich this emphasis, the teacher will have the students write and create their own “life sketch”.

**II. Directions:**

The teacher will ask the students what some things are that they might want to include in their sketch. Examples may include:

- Place of their birth
- Parents and any siblings
- Special pets or other people in their lives
- Where they lived and went to school
- If they moved, where’d they move from and to
- Hobbies they particularly enjoy

After discussing a few ideas, the teacher will hand out white and lined paper and then ask the students to write at least 5 sentences about their life and then draw a picture to go along with it.

After the students finish their life sketches, if time permits, the teachers will share their own life sketches and then ask for volunteers to quickly share a little bit about their own life sketch. If time comes short the teacher will explain that maybe next week those remaining students who would like to share could.

### **Teacher Model**

- Clear and supportive directions and procedures are provided
- Teacher checks for comprehension during the discussion
- Teacher displays an example of a “life sketch”

### **Conclusion**

“Today we began our journey through the life of Abraham Lincoln and you all came up with wonderful ideas of how life was different during Abraham Lincoln’s childhood compared to your own.”

“What is one thing you can tell me that you either found very interesting or that you might have not known before today?”

“Next week we are going to begin with Abraham Lincoln’s family and some of the many different hobbies Abraham Lincoln enjoyed!”

“Don’t forget to decorate your Abe name tag for next week so that we can all continue to learn each other’s names.”