

Title: “From Farmer to President”

Grade Level: 3rd grade

Subject Matter: Social Studies

Target Audience: Small group

Time Frame: 40-50 minutes

Taught by: Lynnsey Fisher

Goals:

I. Cognitive: The students will understand the many responsibilities Abraham Lincoln has during his lifetime through his employment. They will make connections between what his jobs were then and what they may be like now. Students will also understand the importance of specific jobs in our society.

II. Affective: The students will develop an appreciation for the responsibilities some jobs require as well as respect the hard work it takes to perform certain jobs.

Standards:

IL Standards:

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

State Goal 18 – Understand social systems, with an emphasis on the United States.

NCSS Standards:

II. Time, Continuity, & Change – c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past

IV. Individual Development & Identity – h. work independently and cooperatively to accomplish goals

Objective:

Students will be studying Abraham Lincoln’s various jobs and responsibilities growing up. Through group reading, students will further examine Lincoln’s employment history by reading specific duties he held during these jobs. To apply this knowledge, students will discuss how these jobs may be performed differently today. To expand this knowledge into a hands-on activity, students will create a portrait of Abraham Lincoln and listing his jobs on his top hat. If time permits, students will review by playing a game giving the students the chance to work as a team.

Materials:

Butcher paper

Markers

Masking tape
Construction paper
Glue
Pencils/Pens
Crayons (black, white)
Abraham Lincoln's Jobs reading passages
Lincoln's Jobs Memory game

Resources:

Alter, Judy. (2002). *Abraham Lincoln: A myreportlinks.com book*. (Pgs. 15, 17, 28-29) Berkeley Heights, New Jersey: Enslow Publishing.
Freedman, R. (1987). *Lincoln: A photobiography*. (Pg. 18-25) New York, New York: Clarion Books.
Kolpas, Norman. (1981). *Abraham Lincoln*. (17, 23-24, 28) New York, New York: McGraw-Hill.

Focusing Activity:

The teacher will begin the day's lesson by asking the students to share their activity from the previous week that they were not able to finish during the period. The teacher will then go on to ask the students what they want to be when they grow up as a preface to discussing the different jobs Abraham Lincoln held from his teenage years until his death. While discussing occupations the students would like to have, the teacher will ask the students about the importance of those jobs as well as the jobs Lincoln held. The teacher will ask the students to help her make a list of Lincoln's jobs on butcher paper as a method of keeping them engaged.

After the list has been constructed, the teacher will read with the students a worksheet describing with detail some of the specific jobs Abraham Lincoln had.

I. Purpose of the activity:

The purpose of this activity is to make connections between Lincoln's jobs in the past with jobs the students may be interested in later their lives. By discussing the responsibilities, similarities and differences of Lincoln's jobs, students will have a better understanding and appreciation for the way jobs are done now. Also, students will be able to appreciate the way Lincoln went from a "backwoods boy" to become President of the United States.

Instructional Input/Content Knowledge:

- "Abraham Lincoln had LOTS of jobs before he became President. What do you all want to be when you grow up?"
- "Why are those jobs important?"
- "What kinds of responsibilities go along with those jobs?"

- *“Abraham Lincoln had many jobs. Who can name one of the jobs he had when he was growing up?”*
- The students will volunteer as possible and write the jobs they come up with on the left side of a “T” chart on butcher paper for the group. The teacher will prompt students as needed to ensure they have listed farmer, storekeeper, postmaster, lawyer, congressmen and president.
- The teacher will go through each job one by one (**in accordance to the Lincoln’s jobs worksheet**) and ask the students to make a description about what that job might have been like in the 1800’s.
- *“Why were each of these jobs important? Are they important now?”*
- After discussion, the teacher will pass out the *Abraham Lincoln’s Jobs* reading sheet for the group to read with one another.
- *“Now we’re going to read about how exactly these jobs were performed by Abraham Lincoln in the 1800’s.”*
- The students will read one passage a piece out loud, receiving help or prompting as necessary.

**** SHOW STUDENTS PICTURE FROM FREEDMAN BOOK, PAGE 23 ****

- *“Were our predictions right? Are these jobs the same today? How are they different?”*
- *“Lincoln also spent time as a surveyor, militiaman and other things, he was awfully busy! But now let’s look a little more into his successes as a storekeeper.*
- The teacher will tell the students about Lincoln’s successes as storekeeper in New Salem.
- *“Around 1830, Lincoln and his family moved back to Illinois where a man named Denton Offutt was planning on opening the general store in New Salem with Abraham. By 1831, Abraham was working the counter at the store and sleeping in a room in the back.”*
- *“He quickly developed a reputation around the village by telling stories and being friendly. Around this time, New Salem was still very new and had only about 100 people living there!”*

**** SHOW STUDENTS PICTURE IN FREEDMAN BOOK, PAGE 17 ****

- *“Do you know how many people live in Charleston?” (About 20,000)*
- *“Even though Lincoln was an excellent storekeeper, he felt very ambitious to gain an education. A schoolmaster from New Salem named Mentor Graham loaned Abraham Lincoln books so he could continue to read while he was at work.”*
- *“The store wasn’t getting much business and it eventually shut down while Lincoln continued some work in politics. He lost in the elections he ran in so he tried his hand and being a merchant again with a man named William Berry.”*

**** SHOW STUDENTS PICTURE IN FREEDMAN BOOK, PAGE 21 ****

- *“Have you ever tried doing something and it didn’t work out? Did you try again?”*
- *“Even though Lincoln’s stores didn’t succeed, he did a lot for the town of New Salem. After he did some more political work, he came back to New Salem to find that the town was near disappearing. By 1840 it had become a ghost town.”*
- *“Do you think we would know anything about New Salem today if it wasn’t for Abraham Lincoln? New Salem even has a historical site now where lots of visitors come to learn about the town and Lincoln’s life there. Have any of you ever been there?”*
- The teacher will emphasize the importance of hard work and connect discussion to how hard work can pay off: i.e. Lincoln working his way up from a farmer to President.
- *“People can do great things if they set their mind to them. New Salem would be completely forgotten about if Abraham Lincoln hadn’t gone there when he was younger with the ambition of being a storekeeper. Had he not done that, he may not have become the lawyer, the congressman, or even the President that we study him for today.”*

Response Activity:

I. Procedure:

The teacher will re-emphasize the importance of every job in our society. To remind the students of the hard work Abraham Lincoln put into everything he did to reach his way to presidency, students will create a portrait of Abraham Lincoln using torn construction paper and write the job titles he held on his top hat.

II. Directions:

The teacher will begin by showing the students her model. She will explain how to rip each color of each piece to make his or her own portrait of Abe Lincoln. The teacher will also remind students that they are creating art and its okay to be original, the tearing makes every person’s Lincoln unique. The students will label Lincoln’s hat with a white crayon with “PRESIDENT” displayed prominently on the rim of his hat.

Teacher Model

- Clear and supportive directions
- Positive reinforcement and encouragement of creativity
- Teacher shows group and example of how to tear paper
- Teacher displays her example of the Lincoln portrait she made for the group

Conclusion:

- With any remaining time, students will play a short game of *Abraham Lincoln Memory* focusing solely on Abraham Lincoln’s jobs.

- Teacher will review discussions of the day, asking students what they remember as well.
- *“So we’ve learned that Abraham Lincoln had many jobs and that they were all very important. What’s so important about all of these jobs? Why is it important for us to be hard workers in our own communities?”*
- Teacher will then give a short introduction about next week’s lesson.
- *“Everyone did such a great job participating today! Next week we’re going to learn a little bit more about Abraham Lincoln during his Presidency and finally start talking a little more about the Civil War!”*