

**Title:** “How did Abraham Lincoln become our 16<sup>th</sup> President?”

**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 Abraham Lincoln became the United States’ 16<sup>th</sup> President by listening and reading about his road into politics and then into Presidency because of his strong feelings about the divided nation and slavery going on at that time. They will also understand some of the different cruel things going on with slavery and the different time periods throughout Abraham Lincoln’s life via a stovepipe hat timeline they will construct.

**II. Affective:** The students will appreciate the undivided nation we live in today as well as the many different cruel things going on then that Abraham Lincoln took a stand and addressed the nation about.

### **Standards-**

#### **IL Standard:**

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

**16.B.1** Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions

#### **Standard:**

##### ***VI. Power, Authority, & Governance***

f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;

h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

##### ***X. Civic Ideals & Practices***

j. recognize and interpret how the “common good” can be strengthened through various forms of citizen action.

### **Objective of the lesson**

After reviewing several main events in Lincoln’s adult life, students will construct a timeline by pasting events in sequential order on a stovepipe hat. If time allows, the students will be given a fun I-spy activity which requires them to work independently or as a team to find the certain objects in a picture of Abraham Lincoln’s inauguration speech.

### **Materials needed**

Election map of 1860

I-Spy photo activity  
Light-colored colored pencil, crayon, or highlighter (to mark on I-Spy activity)  
Black stovepipe hat cutouts (made from black construction paper)  
White strips of paper with the different years and events typed out  
Scissors  
Glue sticks

## **Resources**

*American presidential election, 1860*. [Map/Still]. Retrieved February 12, 2008, from Encyclopedia Britannica Online: <http://www.britannica.com/eb/art-67666>

Freedman, R. (1987). *Lincoln: A photobiography* (pp. 27-72). 215 Park Avenue South, New York, NY: Clarion Book.

Idea of timeline and parts taken from:

*Scholastic*. Timeline of Abe Lincoln's Life. Retrieved February 12, 2008, from <http://content.scholastic.com/browse/article.jsp?id=11386&FullBreadCrumb=%3Ca+href%3D%22%2Fbrowse%2Fsearch.jsp%3Fquery%3DAbraham+Lincoln+timeline%26c1%3DCONTENT30%26c17%3D0%26c2%3Dfalse%22%3EAll+Results+%3C%2Fa%3E>

## **Focusing Activity**

The teacher will ask the students to recall a few of the different jobs which were discussed in the previous lesson to gauge how much information the students knew about the different jobs Abraham Lincoln had. After discussing some of the jobs which were discussed in the subsequent lesson the teacher will go into more detail about Abraham Lincoln as a lawyer and his “road to Presidency”.

This “road to Presidency” which the teacher will discuss with the students will include a little bit of information about Lincoln as a lawyer, meeting his wife and having children, his seat in Congress followed by his stand against a nation of “half free and half slaved”, and this his candidacy and victory into the presidential office.

After this discussion the students will recall and expand this information by putting together a timeline of important events. The timeline will require students to cut out strips of paper and paste on a black stovepipe hat in order from his birth to death from bottom to top.

**I. Purpose of this activity:** The purpose of this activity is to help the students better understand Abraham Lincoln’s different jobs in the field of law and politics as well as the many different events taking place throughout our land which required Abraham Lincoln to take and stand and be honest and brave to his fellow countrymen. This activity will not only provide students with the information but then allow them to recall these important events and put them in order in a timeline.

## **Instructional Input/Content Knowledge**

*“Who can tell us some of the jobs we learned about Abraham Lincoln having last week?  
“Who can remember one or two of the last big jobs Abraham Lincoln had before he became President?” (Lawyer, congressman)*

*“Well, that’s right, Ms. Fisher told us last week that in 1837 Abraham Lincoln was able to practice the law in the state of Illinois, never taking a case where he would have to lie to win, adopting the nickname “Honest Abe”.*

*“After traveling around taking case after case, he met a lovely lady and after knowing her for quite a few years in 1842 Abraham got married.”*

*“Who can tell us who he married?” (Mary Todd)*

*“That’s right! Abraham married Mary Todd and soon bought the only home Lincoln ever owned which was in Springfield, IL. As some of you might know that throughout the next few years they together had a total of four boys!”*

Show picture of Mary Todd and Abe PG 26

*“Last week we also learned that in 1846 what was Abe elected into?” (Congress)*

*“Well, in 1846 Abe was elected into the United States Congress while at that time the country was at war with Mexico and at the time when slavery was starting to spread, even beyond the South, so more and more people were owning and controlling slaves.”*

Show picture of slave family on plantation PG. 49

*“Who can tell me what a slave is and what sorts of things you’ve learned slaves had to do?”*

*“Yeah, being a slave wasn’t much fun at all, and Lincoln from the windows of the Capitol building could see all of these slave pens where blacks were waiting to be shipped south.”*

Show picture of the slave markets PG. 47

*“Although the South were for the most part okay with slavery, people in the north outlawed slavery, some even wanting to stop slavery from being allowed anywhere in the land.”*

*“Do you think that allow slavery wasn’t allowed in the north the blacks still had the same rights as the whites?” (no!)*

*“No, the blacks had to follow strict laws like pay taxes but not vote, they had trouble finding jobs, and they couldn’t even attend schools!”*

*“After his term ended in Congress he went back to his law office,, until around 1854 when he was upset about Congress’s new decision to allow the people living in certain territories decide whether they wanted to own slaves or not and whether to be a free state and enter what they called the Union, or become a slave state, one which allowed slaves.”*

*“Because Abe was so upset he stopped his law practice and traveled all across Illinois and around the nation speaking against slavery and standing up for what he believed was wrong!”*

*“He wanted to continue to influence the public that slavery was wrong and so he tried to take, Stephen Douglas’s Senate seat. Does anyone know who Stephen Douglas was? (a guy who thought all of this slavery was okay, he was a rival of Abe Lincoln)*

*“Abe fought saying that a country which was divided, half slave and half free couldn’t stand”*

*“Although Abe lost the election to take seat in the Senate, in 1860 so many people loved Abraham Lincoln that he became mentioned around the nation as a possible candidate for President. Abe at first thought No! I am not fit for being President! But then went on*

*campaigning to become the next president.”*

*“On Election Day on November 6, 1860 these were the results:*

Show students the map of the Election of 1860

*“If the states shaded blue (meaning that Lincoln won in that state) was more than any other(standing for the different candidates) then Lincoln won.”*

*“From looking at this map, who won?”(Lincoln)*

*“Well, if you closely look at the map you’ll see that Lincoln captured more votes than any other candidate, he had done it! He had been elected President!”*

*“He gave his inauguration speech on March 4, 1861 at the capital building with army men lining the hill watching for trouble, and millions of people waiting to hear Abe’s first speech as president.”*

Show students picture of his inaugural speech PAGE 66

*“Do you think he was nervous? Would you be nervous having to speak in front of all of those people?” (Yes, I would be too!)*

*“So although Lincoln was now president, he couldn’t forget of all the trouble going on with slavery in the United States with half free and half slaves. Within only TWO WEEKS of his inauguration speech, states started leaving the Union and joining the South’s choice on slavery, one state, South Carolina even though in the South flew the Union flag at Fort Sumter, refusing to give up and going against the state governor’s orders.*

*“Has anyone ever heard about Fort Sumter before in history class?”*

*“Well, After learning that Fort Sumter was running out of supplies, the president made one of his first decisions to defend the property. He notified the governor that he was sending Union ships with supplies to the fort. However, on the cold morning of April 12, in the city of Charleston, South Carolina cannons started open fire on Fort Sumter and the American Civil war had begun.”*

Show students the pictures of the attack on Ft. Sumter

*“Do you think Abe had a lot of decisions to make now?”*

*“Do you think that sometimes the right choice to make was hard for him?”*

*“Next week we are going to get into the Civil war and learn even more about the North and the South and some of the different things which went on.”*

*“For now though, we’re going to put together a timeline so that we can discuss some of the different very important events which occurred throughout Abe’s life, some which we have discussed already, and others more about the civil war which we may discuss in our future lessons!”*

## **Response Activity**

### **I. Procedure:**

The teacher will explain to the students that there were many important events, which occurred throughout different times of his life (some of which we have discussed in the past three weeks and others which we will continue to discuss in our future lessons) and the importance of remembering important and ordered events throughout ones’ lifetime.

After explaining this, the teacher will hand out the needed materials and have the students cut and paste these events in order on the provided black stovepipe hat.

### **II. Directions:**

The teacher will ask students if they can take turns reading the different dates and

events which are typed out on the sheet.

After reading through these events, the teacher will ask the students to carefully cut out the strips of paper and then put them to the side. After students have cut out the strips of paper the teacher will hand out the black stovepipe hats and ask the students which strip would go on the bottom of the hat if I said I wanted to put the events in order, from the earliest date on the bottom to the most recent date on the top of his hat.

After putting all of the strips onto the hat, the teacher will ask students which event we left off with today and how excited they are to hear about the rest of the events left to come in the remaining lessons.

### **Teacher Model**

- Clear and supportive directions and procedures are provided
- Teacher checks for comprehension during the discussion
- Teacher displays an example of the stovepipe hat timeline

### **Conclusion**

If time permits, the students will be given a fun I-spy activity which will allow students to work as a team or individually to find the given hidden objects in the picture of Abraham Lincoln's inauguration speech.

*“Today we finally got through our journey up until Abraham Lincoln becoming our nation's 16<sup>th</sup> president and up until where the Civil War is just about to begin!”*

*“Get excited because next week we are going to get into the Civil War and Mrs. Fisher I'm sure has something pretty fun and new for us all to learn about!”*