



Lincoln's Hat

Grades K - 3

PRESIDENT
LINCOLN'S
COTTAGE

Dear Teacher,

Thank you for reserving Lincoln's Hat at President Lincoln's Cottage. I am confident that your students will have a great experience, and I hope you will find the attached pre- and post-visit documents helpful.

At President Lincoln's Cottage, our mission is to engage the public in an exploration of Abraham Lincoln's leadership and ideas and nurture reflection and discourse on liberty, justice, and equality, the very issues Lincoln thought through while living at this place. By participating in Lincoln's Hat, students will discover President Lincoln's unique habit of storing his ideas inside his signature stovepipe hat and a hands-on activity provides your students with their own special place to keep their ideas. As a young boy, President Lincoln began forming his ideas on issues of justice and freedom. As he grew, so too did his ideas. While living at his Cottage, President Lincoln thought through his ideas on the Civil War and emancipation, and turned these ideas into action. Lincoln's unique note-taking practice serves as a model to your students as they develop their own creative ideas and problem solving skills on everything from everyday decisions to more complex issues.

As a result of this program, your students will:

- Gain a better understanding of the issues at the heart of the Civil War and the ways in which Lincoln's ideas about these issues grew and were nurtured at his Cottage at the Soldiers' Home;
- Recognize the importance of ideas and use Lincoln as a model to strategize new ways to turn those ideas into action;
- Create their own unique place in which to store their ideas.

Enclosed are educator materials specifically designed to help you:

- **Prepare** your students for their experience through thought-provoking activities;
- Arrange your visit to ensure the best possible on-site **experience**;
- Plan meaningful time for classroom **reflection** after your on-site program.

Other teacher materials are available on our website at www.lincolncottage.org. If you have additional questions, please contact the Education Department at lincoln_ed@nthp.org or 202-829-0436.

Sincerely,

Callie Hawkins

Callie Hawkins
Curator of Education
President Lincoln's Cottage

table of contents

Prepare

Before Your Visit

1

Experience

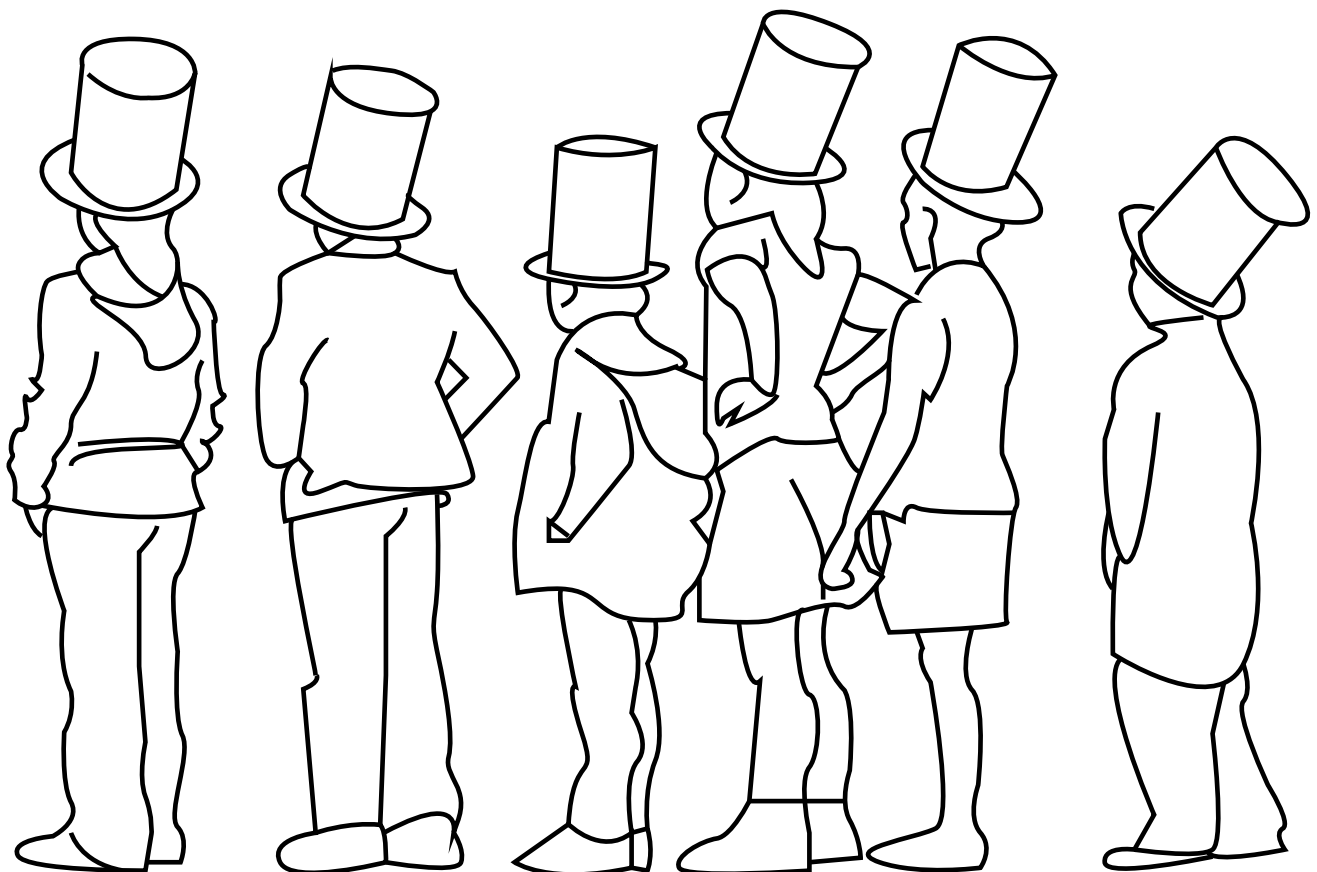
During Your Visit

6

Reflect

After Your Visit

9



Activity One: What's the Bright Idea? A Brainstorming Activity

Definition

brainstorm - a sudden clever plan or idea

For the Teacher

Brainstorming is a method of shared problem solving in which all members of a group spontaneously contribute ideas. Brainstorming is a valuable skill that helps students develop ideas, value others' ideas, and hone their own ability to problem solve. While brainstorming is a skill that needs to be taught to young students, this is easily achieved by taking advantage of everyday opportunities that arise in the classroom. "What's the Bright Idea?" is a brainstorming exercise that can be repeated throughout the year on topics across the curriculum.

Purpose

To encourage creative ideas on everything from simple questions to important ideas on difficult topics.

★ **What you'll need**

Whiteboard
Light bulb cut-out template
Markers/Crayons
Topic

Lesson Procedure

To ready students for the brainstorming activity, teachers should define what it means to brainstorm and provide each student with a pre-cut light bulb (template attached). Have each student decorate his or her own light bulb to include their first name. Explain to students that a light bulb is often used to symbolize a good idea. As you brainstorm ideas to your given prompt or topic, students should raise their light bulb when they have an idea they want to share with the rest of the class.

As you prepare to brainstorm with your class, remember that this activity is not limited to any particular subject or content area. In fact, the more you use this activity, the better students will be at brainstorming and thinking creatively. When choosing topics, you might first start with simple questions to get their creative juices flowing followed by more complex topics.

Suggested Topics:

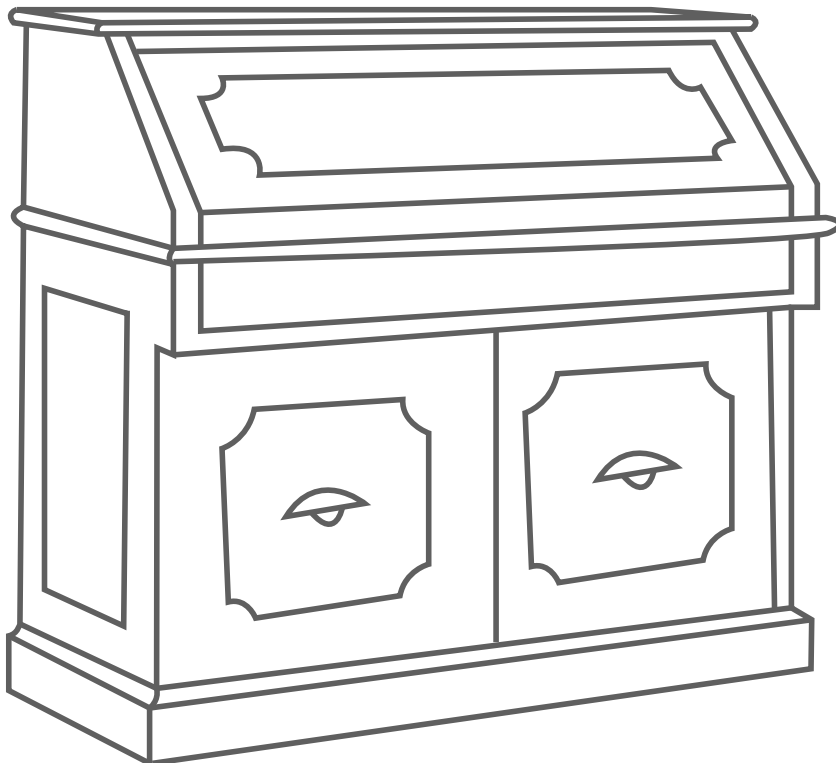
If it rains during recess, what indoor activities can we do?
What might happen if there were no tests in schools?
What does it take to be President of the United States?

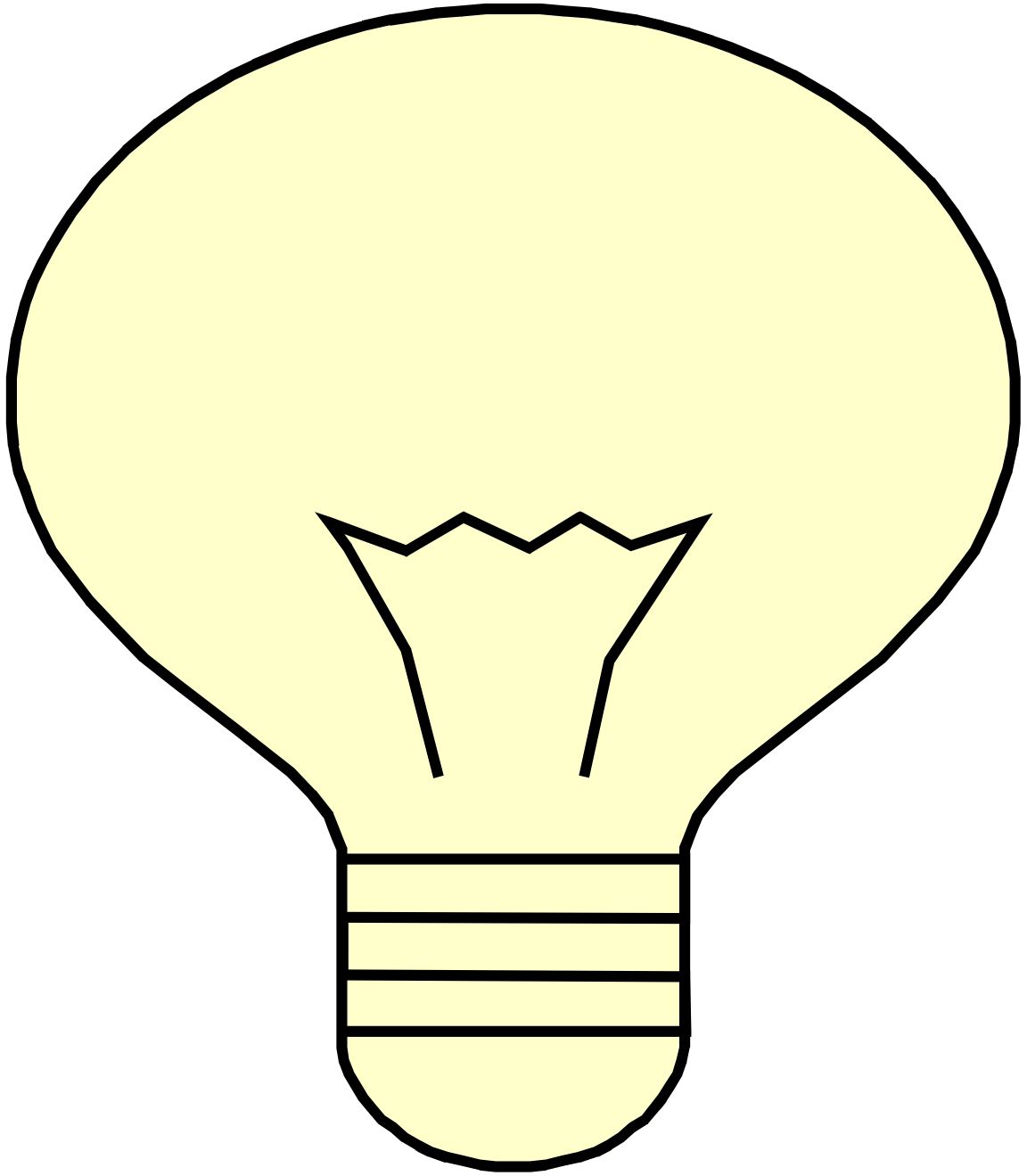
Record each student's ideas on the whiteboard and leave them there, and once the activity is over, copy as many ideas as possible onto a piece of paper or in a notebook. Students often don't think their ideas are important. Keeping these ideas for reference when brainstorming a similar topic, or for reference, gives validation to earlier ideas.

Helpful Hints

- Practice! Students will learn to think more creatively and be more willing to share their ideas if brainstorming is a regular part of classroom activities.
- Be enthusiastic. Enthusiasm is contagious, and if you're excited about students' ideas, they will be excited for themselves and their classmates.
- Choose topics well. Do not choose topics with a limited number of possible responses.
- Encourage divergent thinking. Remember quality over quantity! Encourage students to come up with ideas that are unique and different.
- Read their ideas aloud. Students love hearing their ideas repeated out loud.
- Count the ideas and set goals with the students. For example, once you reach 40 ideas, ask them if they think they can reach 50, or even 60! This will give them great encouragement to continue brainstorming!

** Taken from "Ten Steps to Better Brainstorming" by Marie W. Sloane
<http://findarticles.com>*





Activity Two: Frontier Foundations

Definition

frontier - an undeveloped area

For the Teacher

Abraham Lincoln was born in the Kentucky frontier in 1809. Although he had only about one year of formal education, a young Abe realized the importance of words and ideas. As he grew older, Abraham Lincoln worked hard to turn these words and ideas into action and these actions changed American history. How could a young boy with little schooling become President of the United States?

Purpose

Abe Lincoln's road to Washington began in a small log cabin on the frontier. It was in this cabin that Abe's early ideas took root, continued to grow, and became the foundation for life-long action. Through Abe Lincoln's example, students will understand the importance of their ideas in shaping who they can become.

★ What you'll need

Abe Lincoln: The Boy Who Loved Books by Kay Winters ([click here](#) to purchase)

"What's the Bright Idea?" lesson plan and light bulb cut-out

Natural and colored craft sticks

Markers

Craft glue

Colored construction paper

Lesson Procedure

With your students, read aloud, *Abe Lincoln: The boy who loved books* by Kay Winters. As a class, use the brainstorming activity from "What's the Bright Idea?" to discuss Abraham Lincoln's early life on the frontier.

Suggested topics:

What hardships did the family face?

If Abraham did not get to attend school, what do you think he spent his days doing?

Why were young Abraham Lincoln's ideas important?

Why do you think we often call Abraham Lincoln, "Honest Abe?"

Have students independently brainstorm some of the ideas that were important to young Abe Lincoln (eg. education, hard work, reading, etc.). Give each student 9, natural colored craft sticks. With a marker have the students write a different idea on the far left and right sides of each of the 9 sticks. These "idea sticks" will become the walls for students' log cabin! Using construction paper and craft glue, have students attach their craft sticks (with the words facing up), stacking one stick on top of the other until they have the basic shape of the log cabin. Using 2 natural colored craft sticks, have students attach their craft sticks

diagonally to the top of the cabin to make a roof. Using 1 colored craft stick, which you have cut into 1/4's, have students attach these in a square on top of the log cabin to create a window. Out of construction paper, cut a door and chimney for each student to attach to their log cabin. After each student has created his or her own log cabin, have them share their ideas (and cabins) with the rest of the class!



.....During Your Visit.....

Please share this packet with each participating teacher, and prepare your students for their visit to President Lincoln's Cottage by using the activities in this packet!

President Lincoln's Cottage (PLC) requires one adult chaperone for every 10 students, with the exception of I See the President, which requires a minimum of 4 adults per class of 25 students.

Please contact the Education Department at 202-829-0436 if the number of students changes.

Please consult with the bus company in advance of the trip to ensure ample time is allowed for prompt arrival. It is suggested that you plan to arrive at least 15 minutes before your scheduled start time. Modifications may be made to programs if a group is late, and President Lincoln's Cottage reserves the right to cancel programs if a group is more than 30 minutes late.

Arrival

As you enter the Eagle Gate, please advise guard that you are on-site for a program at President Lincoln's Cottage. Buses must load and unload in the visitor parking lot and can remain there for your visit. A PLC staff member will meet you in the parking lot to escort you into the Robert H. Smith Visitor Education Center to begin your program.

Please have all student and teacher/chaperone numbers ready to provide to President Lincoln's Cottage staff before the program begins.

Depending on the size of your group, it may be necessary to split them evenly into smaller groups. Each smaller group will participate in the same activities but will do so according to rotations determined by President Lincoln's Cottage education staff. Upon receipt of your Reservation Application, PLC staff will notify you if this is necessary. If so, please take care of this before arriving on site.

Lunches

Picnic tables are available on a first come, first served basis just behind the Robert H. Smith Visitor Education Center. Please remember to dispose of all trash in the trash cans provided on the grounds.

If you plan to have box lunches delivered by an outside vendor, please provide President Lincoln's Cottage education staff with the name of the vendor, estimated time of arrival, number of lunches, and on-site group contact name before your arrival to the Cottage. If PLC staff does not have this information, they will NOT accept the delivery.

Museum Store

All student groups are invited to visit our museum store located in the Robert H. Smith Visitor Education Center. We do ask that students be accompanied by an adult chaperone on a ration of 1 adult/10 students. We also have goody bags available for advance purchase. If you would like to arrange for student goody bags, please indicate this on your Reservation Application.

Directions

Location: President Lincoln’s Cottage is located on the Armed Forces Retirement Home (AFRH) campus in northwest Washington, D.C.

Entrance: Eagle Gate is at the intersection of Rock Creek Church Road NW and Upshur Street NW, 20011. This is the only open gate. There is no official street address.

NOTE: 3700 North Capitol Street is *not* an entrance.

Parking: Free on-site parking is available.

Metro:

- Use the WMATA Trip Planner for all bus or rail travel itineraries.
- Enter “SOLDIERS HOME” as your final destination.
- Print or transcribe your itinerary and make sure you bring it with you.

RAIL: Georgia Avenue/Petworth (Green & Yellow Lines) is 1 mile from Eagle Gate and is the closest metro station to President Lincoln’s Cottage.

BUS: The H8 Metro Bus stops at “Rock Creek Church Rd NW and Upshur Street NW” within feet of the Eagle Gate entrance.



Driving from Downtown DC:

Drive north on 16th Street NW or Georgia Avenue NW. Turn right on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

Driving from Maryland:

Take I-495 to Georgia Avenue southbound exit. Travel approximately 5 miles south on Georgia Avenue NW (you’re getting close when you pass Buchanan, Allison, and Webster Streets). Turn left on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

Driving from Virginia:

Take I-66 eastbound to Constitution Avenue NW. Turn left on 18th Street NW. Turn right on H Street NW. Turn left on 16th Street NW. Turn right on Upshur Street NW. Upshur Street terminates at Eagle Gate; continue through the gate.

Standards of Learning Covered in Lincoln's Hat

Language Arts

Kindergarten

- K.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.
- K.LD-Q.2. Share information, opinions, and questions, speaking audibly in coherent sentences.
- K.LD-Q.4. Use appropriate tone and inflection to express ideas, feelings, and needs.
- K.LD-Q.5. Follow directions that involve one- or two-step related sequences of action.
- K.LD-V.9. Sort common objects into basic categories (e.g., colors, shapes, foods).
- K.IT-E.2. Retell important facts from a text heard or read.
- K.LT-U.3. Ask and answer questions about the important characters, settings, and events.
- K.W-I.1. Draw pictures and/or use letters or phonetically spelled words to tell a story.
- K.W-E.3. Draw pictures and/or use letters or phonetically spelled words to give others information.

1st Grade

- 1.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, and listening politely to the ideas of others.
- 1.LD-Q.2. Listen attentively by facing the speaker.
- 1.LD-Q.4. Give, restate, and follow oral directions that involve two unrelated sequences of action.
- 1.LD-O.5. Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.
- 1.IT-E.2. Respond appropriately to questions based on facts in text heard or read.
- 1.LT-S.8. Identify words that the author selects in a literary selection to create a graphic visual experience.
- 1.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.
- 1.EL.2. Write in complete sentences.

Second Grade

- 2.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, waiting one's turn, speaking one at a time, listening politely to the ideas of others, and gaining the floor in respectful ways.
- 2.LD-Q.5. Give, restate, and follow oral directions that involve a series of unrelated sequences of action.
- 2.LT-U.2. Identify cause and effect of specific events in a biography.
- 2.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.

3rd Grade

- 3.LD-Q.3 Respond to questions with appropriate elaboration and detail.
- 3.LD-O.5 Give presentations about experiences or interests that have a recognizable organization using appropriate eye contact, adequate volume, and clear pronunciation.
- 3.Lt-F.10 Identify who is telling the story or speaking in a poem.

Social Studies

Kindergarten-3rd Grade

- K.1. Broad Concept: Students demonstrate an understanding of the concept of location.
- 5. Identify the location and features of places in the immediate neighborhood of the student's home or school
- K.2. Broad Concept: Students describe the way people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, having fun).
- K.6. Broad Concept: Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.

History and Chronology

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
2. Students correctly apply terms related to time.

Historical Research, Evidence, and Point of View

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students pose relevant questions about events they encounter in historical documents.
3. Students distinguish fact from fiction.
4. Students use nontext primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

Activity One: Reflect and Connect

Definition

reflection - to think deeply about an action, idea, or event that has already happened

For the Teacher

Time for reflection about his ideas on the Civil War and emancipation was an important part of President Lincoln's time at his Cottage! Like brainstorming, time dedicated for reflection helps students develop higher-level thinking strategies, strengthens their problem solving skills, helps students recognize that their perceptions are important, and helps young minds connect the past with the present. While this activity is specifically designed to reflect on your visit to President Lincoln's Cottage, it can easily be replicated for reflection on other topics.

Purpose

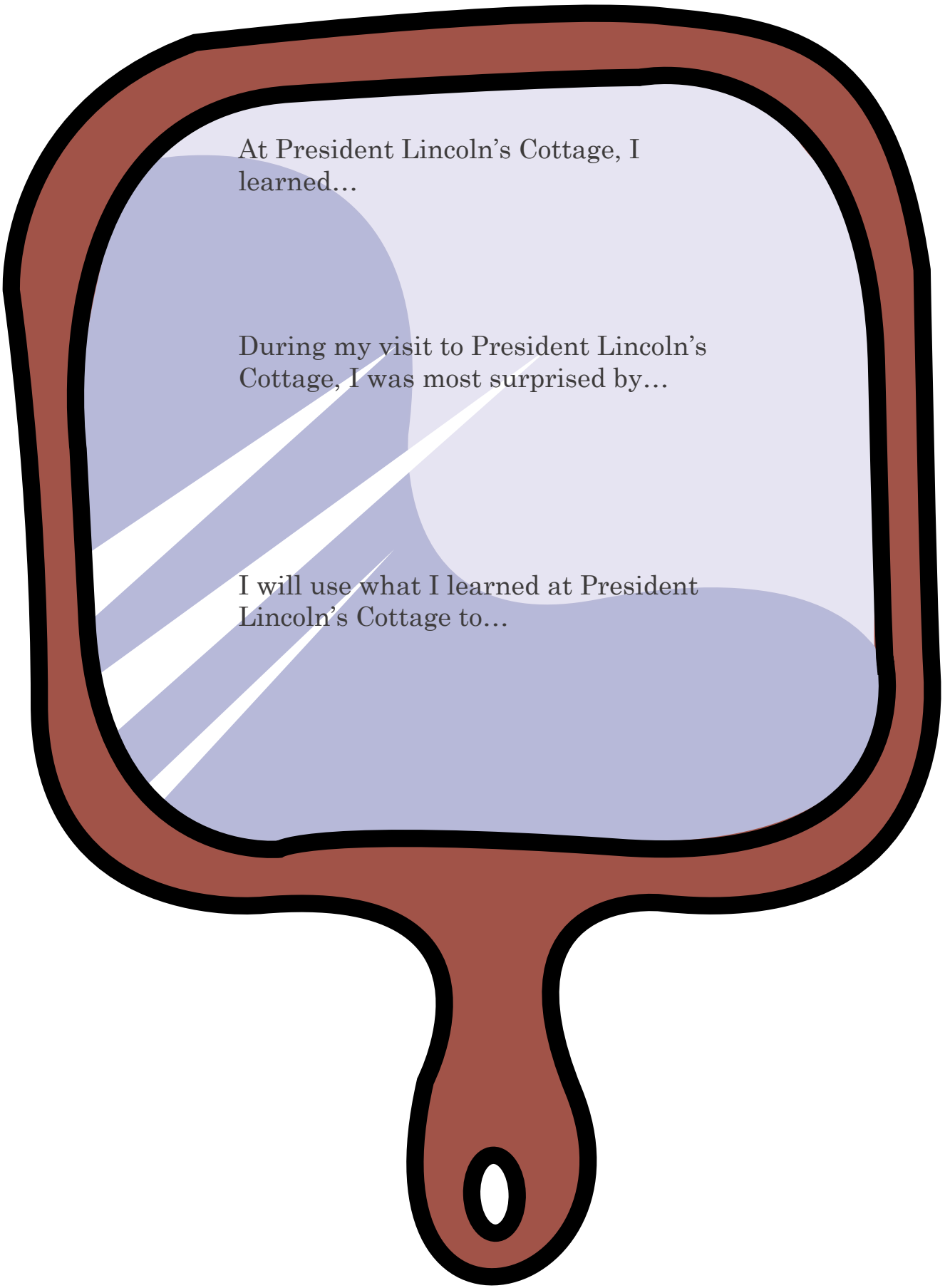
To help develop students make meaning of their visit to President Lincoln's Cottage and to develop their higher-level thinking and problem solving skills.

★ *What you'll need*

Reflection worksheet

Lesson Procedure

After your visit to President Lincoln's Cottage, provide each student with his or her own copy of the Reflection worksheet (attached). Set aside at least 15 minutes after your trip to have students fill out their worksheet.



At President Lincoln's Cottage, I learned...

During my visit to President Lincoln's Cottage, I was most surprised by...

I will use what I learned at President Lincoln's Cottage to...

Activity Two: Documenting your Daily Commute

Definition

mural - a very large painting that tells a story and is applied directly to a wall
Retreat-a place that provides peace and quiet

★ What you'll need

“View of the Soldiers’ Home in Lincoln’s Time”-attached
 “What’s the Bright Idea?” lesson plan and light bulb cut-outs
 Butcher paper
 Markers, paint, crayons, or colored pencils

Lesson Procedure

During their visit to President Lincoln’s Cottage, your students analyzed the mural, “View of the Soldiers’ Home in Lincoln’s Time” (attached) by William Woodward located in the atrium of the Robert H. Smith Visitor Education Center. This mural tells the story of the Lincoln family’s time at the Cottage and helps students understand why the family moved out to the Cottage, their retreat, from June to November of 1862-1864. For review, ask your students why the Lincoln’s decided to move 3 miles out of the city to live at the Soldiers’ Home. Record their answers on the board.

Sample answers:

To get away from the heat and “busy-ness” of downtown Washington

A quiet place to mourn the death of their son Willie

A place to gather and relax with family and friends

A quiet place for President Lincoln to think through his ideas about the Civil War and emancipation

Repeat the brainstorm activity from “What’s the Bright Idea?” to have students share with the class a place that is special to them. To go further, have them also identify when and why they go to that place.

Sample responses:

Have they had a bad day?

Did they argue with a sibling?

Do they go there to read a book, or quietly play a game?

Remind students that this “place” does not have to be a house. It can be a shady spot under a tree, a rocking chair on the porch, a busy shopping mall, or a quiet place in their bedroom. Working together, students should design a class mural of all of the special “places” they have identified. They should brainstorm how their images might work together to create a story about their special places and why they like to go there. Prepare a piece of butcher paper and supply them with markers, paint, crayons, or colored pencils for their mural. Find a place on the wall in your classroom and display the students’ completed work.

Taking it further

Once students have completed their mural, take a picture and send it to President Lincoln’s Cottage! We’ll display students’ artwork on our website!



“View of the Soldiers’ Home in Lincoln’s Time” by William Woodward, 2001. ©President Lincoln’s Cottage