

2016-2017



Grades  
K-12



**PRESIDENT  
LINCOLN'S COTTAGE**

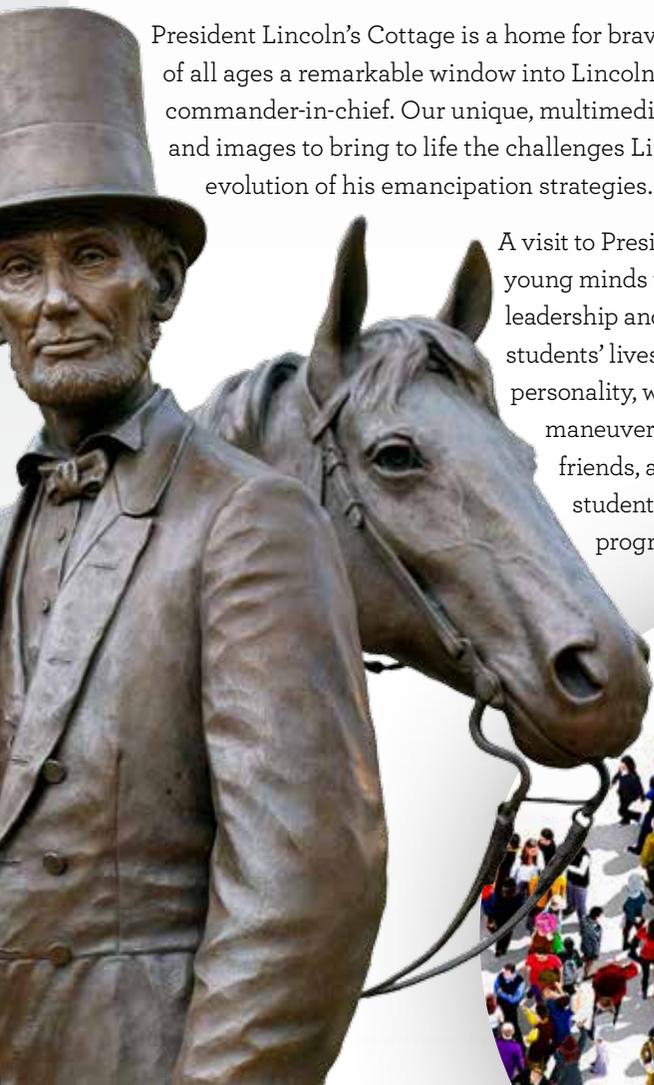
[WWW.LINCOLNCOTTAGE.ORG](http://WWW.LINCOLNCOTTAGE.ORG)

**President Lincoln's Cottage** is located on an uplifting hilltop in northwest Washington, DC. President Lincoln and his family resided here from June to November of 1862, 1863 and 1864. While living at the Cottage, Lincoln visited with wounded soldiers, spent time with self-emancipated men, women, and children, plotted Union wartime strategies, and developed the Emancipation Proclamation.

Opened to the public for the first time in 2008, President Lincoln's Cottage reveals Abraham Lincoln's presidency and private life—where it happened. Walking in President Lincoln's footsteps, visitors gain insight into his most influential ideas and decisions.

President Lincoln's Cottage is a home for brave ideas that offers students of all ages a remarkable window into Lincoln's life as father, husband, and commander-in-chief. Our unique, multimedia guided tour uses historical voices and images to bring to life the challenges Lincoln faced as president and the evolution of his emancipation strategies.

A visit to President Lincoln's Cottage inspires young minds to consider the example of Lincoln's leadership and character and his impact on students' lives today. Abraham Lincoln's personality, wartime decision-making, political maneuvers, and relationships with family, friends, and colleagues come to life for students and teachers through education programs at President Lincoln's Cottage.



# Learning at President Lincoln's Cottage

**On-site programs** are available for students in kindergarten through 12th grade and include a specialized tour of the Cottage and an interactive program component that meet Common Core and national standards of learning. Educator materials and lesson plans are available to prepare your students for their visit to President Lincoln's Cottage, provide logistical information for your on-site experience, and help facilitate meaningful post-program reflection. To download, visit our website at [www.lincolncottage.org](http://www.lincolncottage.org).

Additionally, the site offers distance learning programs that can be used in the classroom or computer lab for 4th-12th grade.



## Registration

To register for an education program at President Lincoln's Cottage, download a Reservation Application and Tour Guidelines packet from our website: [www.lincolncottage.org/visit/education](http://www.lincolncottage.org/visit/education).

When planning your student or teacher visit, please keep the following in mind:

- ◆ 3 weeks advanced reservations required.
- ◆ Send the complete form as an email attachment to [LincolnEd@lincolncottage.org](mailto:LincolnEd@lincolncottage.org) or send via fax to 202.829.0437.

- ◆ Submitting the application does not mean your program is confirmed.
- ◆ Upon receipt of the application, a representative from the Programs Department at President Lincoln's Cottage will contact you within 48 hours to either confirm or

reschedule your program. Confirmation emails are sent between 9am-5pm on weekdays only.

- ◆ Ample, on-site bus parking is available at no charge.
- ◆ Picnic tables are available on a first-come, first-served basis.

Cost for education programs at President Lincoln's Cottage is \$7 per student. A nonrefundable \$50 deposit is required to secure your reservation; final payment is due one week in advance of your visit. The Cottage welcomes District of Columbia Public Schools and Public Charter Schools to participate in its programs at no cost. Additional program and transportation scholarships are available to Title 1 Maryland and Virginia schools on a first come, first served basis. President Lincoln's Cottage is pleased to offer program and transportation scholarships thanks to the generous support of the Pulvermann Trust, the Newburger-Schwartz Family Foundation, and the Richard Schwartz Family Foundation. To inquire about these scholarships, please contact the Programs Department at [LincolnEd@lincolncottage.org](mailto:LincolnEd@lincolncottage.org).

President Lincoln's Cottage participates in the Arts and Humanities for Every Student program, an initiative of the DC Arts and Humanities Education Collaborative. Visit [www.dccollaborative.org](http://www.dccollaborative.org) to learn more about this organization that connects DC public school students with cultural and arts organizations around the city.

# core Education programs Grades K-12

Curriculum areas met  
by Cottage programs:

-  Art/Visual Arts
-  Social Sciences/Studies
-  Technology
-  Geography
-  Language Arts

All programs include a hands-on component in the Robert H. Smith Visitor Education Center and a modified tour of President Lincoln's Cottage.

## Lincoln's Hat

Grades K-3   



As a young man, Abraham Lincoln began forming his ideas on issues such as justice and freedom. As he grew, so too did his ideas. While living at the Cottage, President Lincoln developed his ideas on the Civil War and emancipation and turned these ideas into action. In *Lincoln's Hat*, students discover the ideas that President Lincoln developed from notes he stored inside his signature stovepipe hat. Lincoln's unique note-taking practice serves as a model to students as they develop their own creative ideas and



problem-solving skills on everyday decisions and complex issues. Following a reading of the book *Abe Lincoln's Hat* (K-1st grade) and *What Do You Do With an Idea?* (2nd-3rd grade), a hands-on activity provides students with a special place to keep their own powerful ideas.

*Program typically lasts 1.5 hours.*

## I See the President

Grades 4-5   

During the Civil War, President Lincoln commuted daily from the Cottage through the heart of Civil War Washington to the White House. Along the way, Lincoln encountered soldiers heading for the front lines; self-emancipated men, women, and children living in contraband camps; wounded soldiers; and Washington residents, such as Walt Whitman. These diverse people influenced Lincoln and his ideas on the Civil War and emancipation and taught him lessons that are still relevant to today's students. Lincoln's desire to exchange ideas with those around him in order to gain new perspectives and better understand important issues serves as a model to young minds as they learn to respect each other's ideas. In *I See the President*, students take on the role of the people President Lincoln interacted with on his daily commute, analyze their personal stories, and write a fable that teaches their classmates an important lesson.



*Program typically lasts 2 hours but can be modified into a shorter program.*



## Lincoln's Toughest Decisions: Debating Emancipation

Grades 6-12, College Students, and Adults



Abraham Lincoln's presidency was marked by the development of big ideas and nation-changing actions. A key element of Lincoln's collaborative process was to consult the ideas of those around him while leading the country through turmoil toward a new birth of freedom. Lincoln's approach provides a model for

students to develop their own decision-making skills as they strive to understand the value of conflicting ideas and building support to achieve positive change in modern society. In *Lincoln's Toughest Decisions: Debating Emancipation* — an award-winning program that puts students in the role of President Lincoln's closest advisors — students use touch-screen monitors to explore historical documents and recreate the heated discussions that President Lincoln had with his Cabinet over emancipation.

*Program typically lasts 2 hours but can be modified into a shorter program.*

## Students Opposing Slavery

Grades 9-12

Students Opposing Slavery (SOS) is a grassroots youth engagement program that encourages high school students to join the fight to end modern slavery. This network of modern abolitionists raises awareness on modern slavery and helps students develop the tools they need to continue Lincoln's fight for freedom in their own communities.



For more information on how you and your students can be involved in SOS and the 2015 SOS International Summit, contact Callie Hawkins at [CHawkins@lincolncottage.org](mailto:CHawkins@lincolncottage.org).

## FOR EDUCATORS

## Living Lincoln: A Workshop for Teachers

During his presidency, Abraham Lincoln developed a unique leadership style that continues to resonate with today's leaders. In *Living Lincoln: A Workshop for Teachers*, a museum educator facilitates an interactive workshop for school leaders that uses Lincoln's pragmatic style as a model for helping students develop the skills they need to be effective leaders. In this workshop, educators receive a customized tour of the Cottage, a resource packet of reflection activities and lesson plans, and an introduction to *Lincoln's Toughest Decisions: Debating Emancipation*.

## Civil War Washington Teacher Fellows

The Civil War Washington Museum Consortium, including President Lincoln's Cottage, Ford's Theatre Society, Frederick Douglass National Historic Site, and Tudor Place Historic House and Garden, offers week-long, summer workshops for educators. These workshops provide a place-based approach to exploring Washington during the Civil War, as teachers spend time at each participating site, discover Civil War neighborhoods through walking tours, and leave with an array of resources to use in their classrooms. For more information on the *Civil War Washington Teacher Fellows* program, please contact [LincolnEd@lincolncottage.org](mailto:LincolnEd@lincolncottage.org).



## EXERCISE



During Abraham Lincoln's presidency, the United States was embroiled in its most divisive conflict in history. The Civil War pitted North against South, brother against brother and divided Americans along both geographic and racial lines. Despite overwhelming national discord, Lincoln advocated for unity and was ultimately successful in his efforts to keep the United States together. For this reason, Lincoln is considered to be the most unifying figure in American history according to a 2013 poll conducted by The Atlantic and The Aspen Institute.

Our world is certainly different than Lincoln's, but we once again find ourselves in a moment in time when much of the national conversation is focused on that which divides us. And while the concept of unity is not a new one, we tend to emphasize what separates us from one another, rather than focusing on what brings us together.

Each school year brings a new class of students with their own unique personality, likes, dislikes, and life experiences that shape the way they look at the world and each other. It is easy to focus on the differences, and it is important to understand the unique skills individuals bring to the classroom, but what would happen if we began to look at how these differences unite us and make our classrooms stimulating and dynamic? Would this lead to greater empathy among classmates? How might this impact student dialogue and tolerance? How might this approach lead to greater understanding and acceptance of others as students develop? Build unity in your classroom, your school, or the entire community with the sample exercises, and celebrate the "oneness" that unites us all!

### Grade Level:

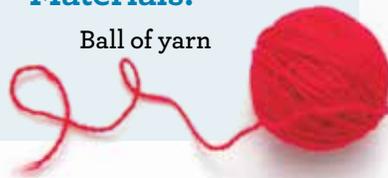
K-12 (each of these exercises is scalable for all grade levels)

### Time:

45 minutes

### Materials:

Ball of yarn



## PROCEDURE

This exercise is separated into three sections, with each section building on the one before. If time allows, consider doing all three sections in one class period, or you can do one section each day for several days.

To begin, have students sit in a circle on the floor. Find the loose end on the spool of yarn and hold onto it. Share a positive statement about yourself with students. Once you have shared, roll the ball of yarn to a student across the circle and ask them to share a positive statement about him or herself. Once they have shared, the student should hold onto a section of the yarn and roll the ball to another student to then share something positive about him or herself. The speaker should not pass the ball of yarn to the classmate to their immediate right or left, but should choose someone across the circle or someone with a couple people between them. Repeat this until each student has shared something positive about themselves with the class. Once each student has shared, remind them to hold onto a section of the string before rolling the ball of yarn to the next person. Once the exercise is complete, ask students to describe to you what they have created. What does this web of yarn say about them as individuals? What does it say about them as a community? Why is it important to share positive things about yourself? Why is it important to hear positive things about your classmates?

Once the students have shared a positive statement about themselves, collect the yarn and wrap it back into a ball. Staying in the circle, start this exercise over, but this time ask the students to share something positive about each other. Start the exercise by finding the loose end of the yarn and roll it to a specific student. Once the student has grabbed the ball of yarn, say something positive about that student. You might tell them you've noticed they're kind to their peers, or they're willing to help when others need it, etc. Each student will continue until everyone has had an opportunity to say something positive, or share something they appreciate about one of their classmates. In this exercise, make sure that students steer clear from general compliments. You want them to speak to something they

genuinely value about their classmates. Ask students to reflect on hearing positive things from each other. How did it make you feel to hear this from a classmate? What does this reveal about your community? Has this changed the way you "see" your classmates?

Collect the yarn and wrap it into a ball one last time. Once again, collect the loose end of the yarn and start a conversation to share something you have participated in recently, like to eat, enjoy reading, are nervous about completing, etc. Roll the ball of yarn to a student who will add to your part of the conversation. For example, if you share that you are nervous about an upcoming observation of your classroom the principal plans to do, the student might share strategies that they used to overcome their own nerves during a particular situation. That student will hold onto a section of the yarn and roll the ball to another student who will add more to the conversation. At the conclusion of the exercise, ask students to stand up while holding onto their section of the yarn. What do they notice about the interconnected web they've created? What would happen if even one person dropped their yarn? How have these exercises helped them build unity among their classroom? How will this unity impact other conversations they have for the rest of the year?

At the conclusion of this exercise, consider cutting a piece of the yarn for students to wear as a bracelet, or encourage them to each take a piece of the yarn to make a chain you can display in the classroom as a display of unity. You might consider continuing this method of dialogue and sharing at the start of each class by having students circle up and share quickly about their day, how they are feeling about something that's happening in the news or in their community, etc.

## TAKING IT FURTHER

To help build interconnectedness beyond your classroom, consider approaching your principal about doing a school-wide or system-wide day of unity! UNITY, an interactive community installation created by Nancy Belmont to promote "human connection, an appreciation of diversity and a realization that we all have something

in common." To learn more about UNITY and to download a how-to manual, visit [www.unityproject.net](http://www.unityproject.net). To see UNITY in action, watch the video Upworthy created by searching "We Live Big" on Upworthy's Facebook page!





“May our children and our children’s  
children to a thousand generations,  
continue to enjoy the benefits conferred  
upon us by a united country ...”

● ABRAHAM LINCOLN

*October 4, 1862*



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*For information on upcoming  
education and public programs  
visit [www.lincolncottage.org](http://www.lincolncottage.org).*

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