



I See The President

Grades 4 - 5

PRESIDENT
LINCOLN'S
COTTAGE

Dear Teacher,

Thank you for reserving I See the President 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 bookends to your on-site experience.

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 I See the President, students will take on the role of the people President Lincoln interacted with on his daily commute from his Cottage at the Soldiers' Home to the White House. During the Civil War, these every day people influenced Lincoln and his ideas on the Civil War and emancipation and taught him lessons that are still important to today's students. Lincoln's desire to exchange ideas with those around him in order to better understand important issues serves as a model to young minds as they learn to respect each others' ideas.

As a result of this program, your students will:

- Gain a better understanding of Civil War Washington by examining President Lincoln's commute from the Soldiers' Home to the White House;
- Demonstrate how to use creative writing techniques to develop effective skills in team work and idea sharing;
- Explore multiple perspectives on key issues Lincoln dealt with and apply his decision-making process to their own lives.

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 LincolnEd@savingplaces.org or 202-829-0436.

See you soon!

Sincerely,

Callie Hawkins

Callie Hawkins
Associate Director for Programs
President Lincoln's Cottage

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Activity One: Story - Storming

Definition

story-storming - a clever story that grows from a group of shared ideas

For the Teacher

Developmentally, 4th-5th grade students are beginning to consider a world beyond their own, and this story-storming activity will help them work together, building on each others' ideas to create a spontaneous story and prepare them to write a fable of their own during their visit to President Lincoln's Cottage.

Purpose

To use storytelling as a way to create an environment in which students respect and learn from one another's ideas.

★ **What you'll need**

A small, soft ball

A circle of chairs

Aesops Fables

Lesson Procedure

Have students sit in a circle in the center of the room, and review the different parts of a story: characters, setting, plot, and a beginning, middle, and end. Explain to students that during this story-storming activity, they will create a spontaneous group story in which each person will contribute a part of the story. One student will begin the story and pass the ball across the circle to the next student who will pick-up where the first student left off. The ball should move around the circle with each student listening carefully to the ideas of others so that they can add on to the story where the previous student ended. This should continue until each student has had a chance to contribute. To get things started, teachers should provide students with the first prompt and pass the ball to a student to get them involved.

Sample prompts:

Once upon a time, in a far away land...

One there lived a little boy who...

In the middle of the forest, five little squirrels...

When first introducing students to this activity, keep the "rules" open-ended to encourage creativity. As students become more confident sharing their ideas in front of their classmates, introduce new parameters. For example, during one story-storming session, suggest that the story has to take place in the mountains or on the beach, have them set the story in the past, or have them work together to set their own parameters. At the end of the story-storming session, review with students the story they created, and ask them to reflect on what they learned.

Sample questions:

Why was it important for you to listen carefully to the students who came before you?

What did you learn about your classmates during the story-storming activity?

Why is it important for people to share their ideas?

What can we learn from other peoples' ideas?

Taking it further

To prepare students for the fable writing activity at President Lincoln's Cottage, you can also set the parameters of the story-storming activity to teach or review fables. After your students are confident with story-storming, review with them the parts of a fable: characters, setting, problem, solution, and lesson or moral. If you have not yet taught fables in your class, you may want to read a familiar fable such as *The Tortoise and the Hare* from Aesop's Fables and have students help you identify these different parts. Repeating the same steps of story-storming outlined above, set the parameters so that students have to include talking animals as their characters, their story has to solve a problem, and they have to teach a lesson. While this may be a challenging activity for students, it will encourage them to work as a team to develop their problem-solving skills and their creativity will soar.



Activity Two: President Lincoln's Commute

Definition

primary source - a first-hand experience of an event

For the Teacher

This activity is designed to help you review or introduce the importance of primary sources to your students. By analyzing these images, students will move from merely looking at photographs to using them as sources of information, thereby gaining a better understanding of the people and places captured in them.

Purpose

To review with students or introduce them to the meaning of a primary source and the ways in which historians use these important sources to learn about the past.

★ What you'll need

- Primary Source Worksheets
- Credits for Photographs
- Pencils
- Internet access

Divide the students into 4 groups: Walt Whitman, Wounded Soldiers, Cavalry, and Contrabands. For purposes of the activity, simply refer to these as Groups 1-4 to your students, and do not reveal the names of the people. Introduce or review with your students what a primary source is and discuss examples of these types of sources.

Examples of primary sources:

- Letters
- Diaries
- Newspapers
- Photographs
- Maps
- Articles
- Interviews

Explain to students that historians use primary sources as clues to learn things about the past. In this activity, each group of students should receive a copy of the corresponding primary source worksheet (the Wounded Soldiers group should receive the worksheet with the interior hospital image).

- Group #1-Primary Source Worksheet Photograph #1
- Group #2-Primary Source Worksheet Photograph #2
- Group #3-Primary Source Worksheet Photograph #3
- Group #4-Primary Source Worksheet Photograph #4

Explain to students that President Lincoln interacted with each of these groups of people or visited these places on his daily commute from the Soldiers' Home to the White House. Have students examine their photographs and answer the questions to try to uncover new information about the people and places in these images.

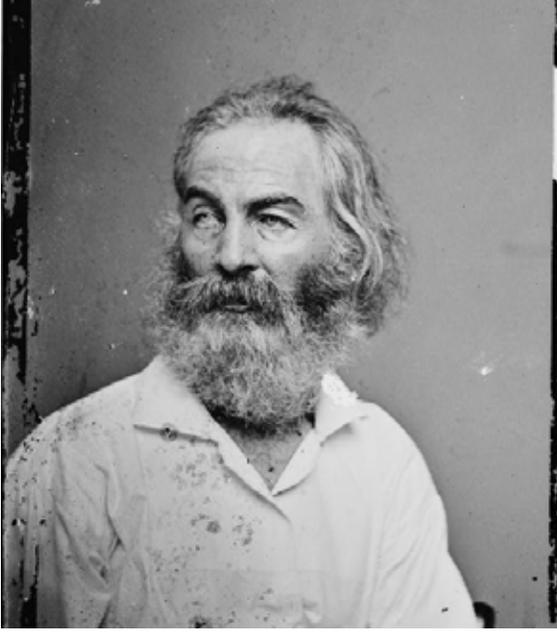
Once students have answered the questions on their worksheet, watch the Lincoln's Commute, Online film. On this animated website, your students can travel with President Lincoln on his daily commute to discover even more people and places he met along the way! During the film, students will discover the people or place their photograph represents. Students in Groups #2 and #3 may need a little additional help, as their photographs are of people or places referred to in the film, but not specifically depicted.

To watch this film, visit our website at <http://www.lincolncommute.org>

*Teacher note: students should remain in the same groups for your trip to President Lincoln's Cottage.



Photograph #1



Who?

Who do you think is the subject of this picture?

Who might have taken this picture?

Who might have been the intended audience?

What?

What does this photograph include?

What is missing?

When?

When do you think this photograph was taken?

Where?

Where do you think the photograph was taken?

Where do you think it was displayed?

Why?

Why do you think the photograph was taken?

Photograph #2



Who?

Who do you think is the subject of this picture?

Who might have taken this picture?

Who might have been the intended audience?

What?

What does this photograph include?

What is missing?

When?

When do you think this photograph was taken?

Where?

Where do you think the photograph was taken?

Where do you think it was displayed?

Why?

Why do you think the photograph was taken?

Photograph #3

Who?

Who do you think is the subject of this picture?

Who might have taken this picture?

Who might have been the intended audience?

What?

What does this photograph include?

What is missing?

When?

When do you think this photograph was taken?

Where?

Where do you think the photograph was taken?

Where do you think it was displayed?

Why?

Why do you think the photograph was taken?



Photograph #4



Who?

Who do you think is the subject of this picture?

Who might have taken this picture?

Who might have been the intended audience?

What?

What does this photograph include?

What is missing?

When?

When do you think this photograph was taken?

Where?

Where do you think the photograph was taken?

Where do you think it was displayed?

Why?

Why do you think the photograph was taken?

Photograph Credits for Primary Sources Worksheets

Photograph #1:

WALT WHITMAN

This photograph of Whitman was taken in Washington, D.C. between 1864 and 1865.

Library of Congress

Photograph #2:

WOUNDED SOLDIERS

This photograph was taken in 1864 in a ward at Harewood Hospital.

Library of Congress

Photograph #3:

CAVALRY

This photograph of Private Willard A. Cutter was taken in the 1860s. Though Private Cutter was not a part of President Lincoln's Cavalry, he did protect President Lincoln during his time at the Soldiers' Home.

Abraham Lincoln Presidential Library and Museum

Photograph #4:

CONTRABANDS

This photograph of a contraband camp near Washington, D.C. was taken in the 1860s.

National Archives and Records Administration

.....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.

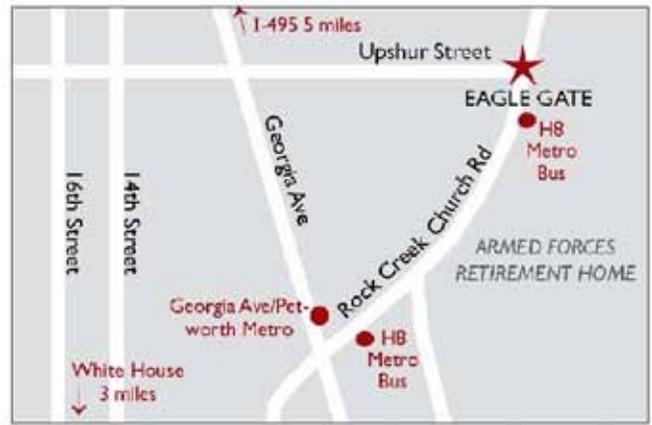
Parking: Free on-site parking is available.

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

Language Arts

4th Grade

Topic: Language Development – Discussion

- Follow agreed-upon rules for class discussion and carry out assigned roles in self-run group discussions, including posing relevant questions, building on the ideas of others, and contributing information or ideas

Topic: Literary Text – Theme

- Compare the moral lessons of several fables

Topic: Literary Text – Fiction

- Describe a character's traits, relationships, and feelings, using evidence from the text

Topic: Writing – Imaginative Writing

- Write stories that organize plot events in an order that leads to a climax

5th Grade

Topic: Language Development – Discussion

- Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member and defining individuals' roles and responsibilities

Topic: Informational Text – Document and Procedural Text

- Interpret details from text to complete a task, solve a problem, or perform procedures

Topic: Literary Text – Fiction

- Identify the plot and its components

Visual Arts

4th Grade

Topic: Investigate and Understand Historical and Cultural Dimensions of the Visual Arts and Construct Meaning in the Diverse Ways in Which Human Experience is Expressed Across Time and Place (Historical and Cultural Context)

- Describe an historic district observing the architecture and landscape, speculate how it has changed since its original construction
- Describe a local historical house, sharing observations about how the structure and the objects in it present a picture of life in another era

Topic: Connect and Apply What is Learned in the Visual Arts to Other Art Forms and Subject Areas, Visual Culture and Communications, and to Careers (Connections, Relationships, and Applications)

- Draw diagrams, maps, graphs, timelines, or illustrations to communicate ideas or tell a story about a historical event

5th Grade

Topic: Connect and Apply What is Learned in the Visual Arts to Other Art Forms and Subject Areas, Visual Culture and Communications, and to Careers (Connections, Relationships, and Applications)

- Design a poster that illustrates a theme

Social Studies

4th and 5th Grades

Topic: Chronology and Cause and Effect

- Students explain how the present is connected to the past, identifying both similarities and difference between the two, and how some things change over time and some things stay the same
- Students summarize the key events of the era they are studying and explain the historical contexts of those events

Topic: Geographic Skills

- Students judge significance of the relative location of a place and they analyze how relative advantages or disadvantages can change over time
- Student identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique characteristics of those places

Topic: Historical Research, Evidence, and Point of View

- Students differentiate between primary and secondary sources and know examples of each
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture
- Students use non-text 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

commute - to travel regularly from one place to the next

For the teacher: Without realizing it, students commute from home to school and back every day. Along the way they pass buildings, people, and trees that they have likely never noticed!

★ What you'll need

Map of your hometown

Markers

Map of President Lincoln's commute

Lesson Procedure

Locate a modern map of your town. Distribute a copy of this map to every student. As a class, identify several landmarks in your town (City Hall, Library, Your School, etc). Have each student mark these buildings on his or her map. Ask each student to locate and mark the general area of his or her own house.

*If your classroom has technological capabilities, you might try Google Maps as a way to create specific maps to show students' commute route. To learn more, visit www.maps.google.com

Ask your students to create a map of their commute route from home to school (use the attached map of President Lincoln's commute as an example!). Over the next week, students should follow the map of their commute route and create a "Commute Chronicle" in a journal or notebook about the objects, people, and architecture along their daily commute. During the week, students should record the familiar sights, sounds, and smells they pass every day, as well as new and unexpected occurrences. Students should also illustrate their "Commute Chronicle" with sample leaves they've collected, pictures they've taken or drawn from the car window, and observations about the landscape. At the end of the week, students should update their map to reflect all of the new things they discovered on their commute from home to school and share this with the rest of the class.

The questions below will help students look more closely at their every day route:

- In what direction did you travel?
- On average, how long did it take you to commute from home to school? On which day did it take you the least amount of time? On which day did it take you the most time? Why?
- Did you notice any changes to your commute from the beginning to the end of the week?
- Did you pass any people on your commute? Where do you think they were going?
- Describe the streets you traveled to get from your house to your school.
- What types of buildings did you see?

President Lincoln's COMMUTE

President Lincoln's daily three-mile commute from the Cottage to his office at the White House took him through the heart of Civil War Washington. How has the city changed since then? What would you see if you traveled Lincoln's path today?

