



Seventh Street Challenge

with

President Lincoln's Cottage

Thank you for reserving a Seventh Street Challenge program with President Lincoln's Cottage! We're confident that your students will have a great experience, and we hope you will find the attached pre- and post-program materials helpful.

At President Lincoln's Cottage, our mission is to reveal the true Lincoln and continue the fight for freedom. While in residence at the Cottage, Lincoln used his daily commute through the heart of Civil War Washington as an opportunity to reflect on the challenges of his presidency and to learn from those he encountered along the way. As they participate in the Seventh Street Challenge, students trace Lincoln's route from the White House, up the 7th Street Turnpike, and home to the Cottage – participating in scavenger-hunt-style challenges to find thematic objects within their own homes as they go – and, in so doing, build their own capacity for meaningful daily problem-solving.

Enclosed are educator materials specifically designed to help you:

- **PREPARE** your students for their experience through thought-provoking activities
- Arrange your program for the best possible **EXPERIENCE**
- Plan meaningful time for students to **REFLECT** after your program

Other resources and materials are available on our website at www.lincolncottage.org. If you have additional questions, please contact us in the Education Department via email at education@lincolncottage.org.

Activity One**Lincoln's Commute****For the Teacher**

President Lincoln commuted daily from the Cottage to the White House for three summers of his presidency. During the program, your students will delve into the details of the commute, but this activity is designed to familiarize them with the places and people he encountered along the way.

What You'll Need

- Lincoln's Commute video
- Group discussion materials

Lesson Procedure

Review the definition of a commute with students, and explain that they'll be learning more about President Lincoln's journey. View the Lincoln's Commute video with students. Discuss as a group:

- Where did Lincoln start and end his commute?
- How might the people he encountered have felt when they saw him along the way?
- Why does it matter who Lincoln talked with while in Washington?
- Lincoln had the option to stay at the White House all the time. Why do you think he would choose to commute instead?

**Access the Video Here**

Activity Two

Then and Now

For the Teacher

This activity is designed to give students practice analyzing photographs as primary sources. When students move from merely looking at photographs, documents, or other texts to understanding them as sources of information, they develop their historical thinking skills and become savvier consumers of media. During the program, your students will encounter a wide variety of historical images and can gain further practice with these skills.

What You'll Need

- Images of the Capitol (see page 4)
- Pen and paper, or other writing tools

Lesson Procedure

Show students both images of the Capitol building, one from 1860 and the other from 2020. Ask them to compare and contrast the photos. You can use the following questions to guide discussion:

- What do you notice first in each photo?
- What are the similarities you see? The differences?
- What clues do we see in each photo about when they were taken? Are there other pieces of information the photo can give us about the time?
- What do you wonder about these photos, or the building depicted in them?

For younger students: Ask students to write a brief caption for each photograph, based on what they know or what they wonder.

For older students: Have students research a historic photograph of their own community (the school, their neighborhood, a town landmark), and write a paragraph explaining the photo and what it depicts for others.

Then and Now



Photo Credits

Then and Now

Photo #1

This photograph, from September 1860, depicts the West Front of the Capitol and shows the deteriorating Washington City Canal in the foreground. In album: Benjamin Brown French "Photographs," p. 39. Library of Congress Prints and Photographs Division.

Photo #2

This photo depicts the West Front of the Capitol as it looks today. The photo was taken in February, so the normally green grass of the National Mall is in its browned winter state. Andy Montes de Oca, 2020. Used under a Creative Commons license via Unsplash.



During Your Program

Please share this packet with each teacher who is participating in the virtual field trip, so that you can all use them to prepare your students for their experience!

President Lincoln's Cottage requires that at least one school staff member or teacher be present in the virtual classroom during the program. Please also keep us informed about any virtual classroom norms you have been using with your students, and any accessibility needs so that we can do our best to accommodate them.

If you need to change or cancel your program, please let us know within 24 hours of your scheduled program time. Virtual field trips can be re-scheduled once for no additional charge.

Recommendations and Troubleshooting

The virtual field trip can take place on the platform of your choice. Please communicate with us about what works best for you! If you need assistance troubleshooting the day of your program, please reach out by emailing us at **education@lincolncottage.org**.

If students are learning from home, please encourage them to mute during the program unless called upon, and to have their cameras on if possible. If students are connecting from the classroom, please be prepared to assist with calling on students, and to be sure students are close to the microphone when asking questions.

Visit Us

President Lincoln's Cottage is open to the public nearly every day of the year. For more information about how you or your students and their families can visit us onsite, check out our website at **www.lincolncottage.org**.

Standards of Learning

In addition to the below standards, this program meets the Collaborative for Academic, Social, and Emotional Learning (**CASEL**)'s framework for social-emotional learning across the following core competencies:

- Self-awareness: Recognition of values
- Self-management: Goal-setting, Self-motivation
- Relationship skills: Communication, Self-management
- Social awareness: Perspective-taking, Empathy, Appreciating diversity, Respect for others
- Responsible decision-making: Identifying problems, Solving problems, Evaluating, Reflecting, Ethical responsibility

Common Core

Grades 3-5

CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Grades 6-8

CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.SL.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.8.1.C Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

C3 Framework

Grades 3-5

D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.

D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society.

D2.His.2.3-5. Compare life in specific historical time periods to life today.

D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.

D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.

D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

Grades 6-8

D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.

D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.

D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Activity One

Expand on Your Idea

For the Teacher

During the program, your students brainstormed problems in their community that matter to them, and used President Lincoln's approach as a model for working to solve those problems. For Lincoln, time spent in reflection at the Cottage was an important part of his process in developing his ideas. For students, reflection can help develop higher-level thinking strategies, reinforce that their ideas and perceptions are valuable, and help them connect the past with the present. This activity is designed to help them flesh out their ideas for helping their community, further develop their problem-solving skills, and encourage real-world action.

What You'll Need

- Reflection worksheet

Lesson Procedure

After participating in the Seventh Street Challenge program, provide each student with their own copy of the reflection worksheet (attached). Set aside about 20 minutes for students to complete their worksheets. You can also discuss their ideas as a group.

For younger students: Please use the worksheet on page 10

For older students: Please use the worksheet on page 11



Expand on Your Idea

I care about solving the problem of _____ in my community. I want to help _____.



Draw your idea!

What's one thing you could do today, or maybe next week, to get started on solving the problem?

What's a question you have about how to turn your idea into action?

Who can help you make this idea happen?

Expand on Your Idea

Describe a problem in your community that you care about solving. Why does it matter to you?

What's **one thing you could do today**, or maybe next week, to get started on solving the problem?

What kind of **resources** do you need to make this idea happen? Describe the supplies you'll need, and the people or places that could support you in working on it.

Activity Two

Document Your Commute

For the Teacher

During the program, your students learned about the people and places Lincoln encountered on his commute from the Cottage to the White House. This activity is designed to help them expand their learning by creating documentation of their own community and the routes they take through it. This activity can be completed digitally or in hard copy, as best suits your learning environment.

What You'll Need

- Map of your town or neighborhood
- Drawing materials
- Map of President Lincoln's commute (see page 13)

Lesson Procedure

Ask your students to create an annotated map of a route they travel regularly. (For example, from home to school, to sports practice, to the park, etc). Use the map of President Lincoln's commute as an example. Students should note landmarks they pass along the way, people they encounter regularly, and any other notable features or objects. Have students document using pictures (drawn or photographed) or artifacts (a unique leaf, a rock from the front yard, etc), and attach these to the map in the appropriate location. Be sure that students include at least one annotation related to the community concern they identified during the program. Where do they see this problem in their community?

For younger students: We suggest reviewing major landmarks as a group to start. to help familiarize students with the map. Students may also enjoy identifying the location of their houses as a group.

For older students: Consider having students use a geolocation service like Google My Maps, a video sequence, or a dynamic presentation Prezi to present their route. For an additional challenge, have students document both the present state of their landmarks and something about the landmark's history.

During the summer and fall of 1862–1864, President Abraham Lincoln and his family lived in a cottage on the pastoral grounds of the Soldiers' Home in Washington, D.C. 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.

