



From Abe-to-Z

with

President Lincoln's Cottage

Thank you for reserving a session of From Abe-to-Z: A Q&A 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 living at the Cottage, Lincoln wrestled with the biggest challenges of his presidency – including the development of the Emancipation Proclamation. From Abe-to-Z provides students an opportunity to learn more about Lincoln's time in residence at the Cottage and his work to end slavery. Students can get their questions answered about the nation's 16th president, the Cottage itself, and Lincoln's brave ideas.

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

A Place For Thinking

For the Teacher

During the program, students will learn about how Lincoln used the Cottage as a retreat and a place to work through the complicated decisions about the future of the nation that were facing him as president. This activity jumpstarts students' own thought process on what makes a place a good place for thinking.

What You'll Need

- Activity worksheet

For younger students, please use the worksheet on page 3

For older students, please use the worksheet on page 4

Lesson Procedure

Provide each student with a copy of the activity worksheet. Give students 10-20 minutes to complete their worksheet, and then ask a few students to share about their answers. Once you have heard about several places students use to think, begin to collate, as a group, the attributes of these places that make them work for your students. You can add answers to the board and then ask students to look for patterns. Do different people need different things to do their best thinking? Even though we all have different places, what do these places have in common?

Explain to students that, when Lincoln came to the Cottage, he was looking for a good place for thinking, a good place to generate ideas, and that during the program they will learn more about what made this place work for him.

A Place For Thinking

Abraham Lincoln did some of his best thinking at the Cottage.

Where do you go when you have something complicated to think about? Draw that place. Then, add yourself to the picture!



Why does this place work for you?

A Place For Thinking

Abraham Lincoln did some of his best thinking at the Cottage, further away from the pressures that came with being downtown and working at the White House. **Where do you go when you have something complicated to think about?** Describe this place in as much detail as possible.

What about this place makes it a good place for thinking?

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:

- Social awareness: Perspective-taking, Empathy, Appreciating diversity, Respect for others
- Relationship skills: Communication, Social engagement
- Responsible decision-making: Evaluating, Reflecting, Ethical responsibility

Common Core

Grades K-2

CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text

CCSS.ELA-LITERACY.SL.K.1.A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B Continue a conversation through multiple exchanges.

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-LITERACY.SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.2.1.B Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grades 3-5

CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

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, & 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, & make comments that contribute to the discussion & link to the remarks of others.

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.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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.B Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.8.1.D Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

Grades 9-10

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grades 11-12

CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS.ELA-LITERACY.SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

C3 Framework*Grades K-2*

- D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community.
- D2.Civ.10.K-2. Compare their own point of view with others' perspectives.
- D2.Civ.14.K-2. Describe how people have tried to improve their communities over time.
- D2.His.2.K-2. Compare life in the past to life today.
- D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change.
- D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.
- D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

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.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.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- 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.

Grades 9-12

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

“ The activity packet and hands on materials I think were phenomenal. As we try to figure out ways to **engage students virtually**, [you] showed how to do this so creatively. ”

- Laura
Teacher Fellow



Activity Two

A Home For Brave Ideas

For the Teacher

During the program, your students learned about Lincoln's surroundings at the Cottage, and got their questions answered about the ideas he was working on while in residence. 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 review what they learned about Lincoln's work and make connections to issues that matter to them today.

What You'll Need

- Reflection worksheet

Lesson Procedure

After participating in the From Abe-to-Z session, 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 12

For older students: Please use the worksheet on page 13



A Home For Brave Ideas

Draw or write your answers.



What big problem was Lincoln working on?

What was his idea for solving it?



What's **your** idea for making the world better?

What did you learn that surprised you?



A Home For Brave Ideas

Lincoln was working on solving the problem of slavery in the United States. **What problem do you care about solving today?** Why does this issue matter to you?

What can you take from **Lincoln's example** as you work on solving this problem?

What's **one question you still have** after the program?