



I See the President

with

President Lincoln's Cottage

Thank you for reserving an I See the President 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. Lincoln's search for additional perspectives serves as a model to young minds as they develop interpersonal awareness and learn to respect each other's ideas. In I See the President, students represent the perspectives 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.

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 exercise 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 exercise 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 documents 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?
- What are the differences between the two photos?
- 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?

To round out the exercise, ask students to write a brief caption for each photograph, based on what they know or what they wonder.

Optional extension: Have students research a historic photograph of their own community (the school, their neighborhood, a local 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 field trip, so that you can all use them to prepare your students for their experience!

President Lincoln's Cottage requires one adult chaperone for every 10 students visiting. Please also keep us informed about any classroom norms or accessibility needs we should be aware of so that we can do our best to accommodate them.

We recommend planning to arrive 15 minutes before your scheduled program start time. Late arrivals may result in a modified program, and President Lincoln's Cottage reserves the right to cancel programs if a group is more than 30 minutes late. It is not possible to extend operating hours for tardy groups.

Your final count of students and adults is due a week before your visit. If you need to change or cancel your program, please let us know as soon as possible. Field trips can be re-scheduled once for no additional charge.

Lunches

Picnic tables are available on a first-come, first-serve basis on the rear lawn of the Robert H Smith Visitor Education Center. Please remember to dispose of all trash in the receptacles provided. The Creative Minds Playspace is off-limits to President Lincoln's Cottage visitors.

Directions

The best address to use for GPS is 140 Rock Creek Church Rd NW, Washington DC 20011. Enter the campus at Eagle Gate and proceed to the parking lot. Your tour will begin at the Robert H Smith Visitor Education Center. You can also find more detailed directions on our website at **www.lincolncottage.org**.

If you need assistance or have further questions, please reach out by emailing us at **education@lincolncottage.org**. President Lincoln's Cottage staff will be in touch about the most up-to-date logistical and safety information for your trip.

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: Integrating personal and social identities, Linking feelings, values, and thoughts
- Self-management: Setting personal and collective goals, Using planning and organizational skills
- Social awareness: Taking others' perspectives, Recognizing strengths in others, Showing concern for the feelings of others, Identifying diverse social norms, including unjust ones
- Relationship skills: Communicating effectively, Practicing teamwork and collaborative problem-solving, Resolving conflicts constructively, Showing leadership in groups
- Responsible decision-making: Identifying solutions for personal and social problems, Learning to make a reasoned judgment after analyzing information, data, facts, Recognizing how critical thinking skills are useful both inside & outside of school

Common Core

Grade 4

CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.SL.4.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 5

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.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.

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

D2.His.10.3-5. Compare information provided by different historical sources about the past.

D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.



Activity One

Expand on Your Idea

For the Teacher

During the program, your students learned about Lincoln's work on one of the biggest challenges of his presidency: the problem of slavery. 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 exercise is designed to help them develop their own ideas for helping their community and encourage real-world action.

What You'll Need

- Reflection worksheet on page 10

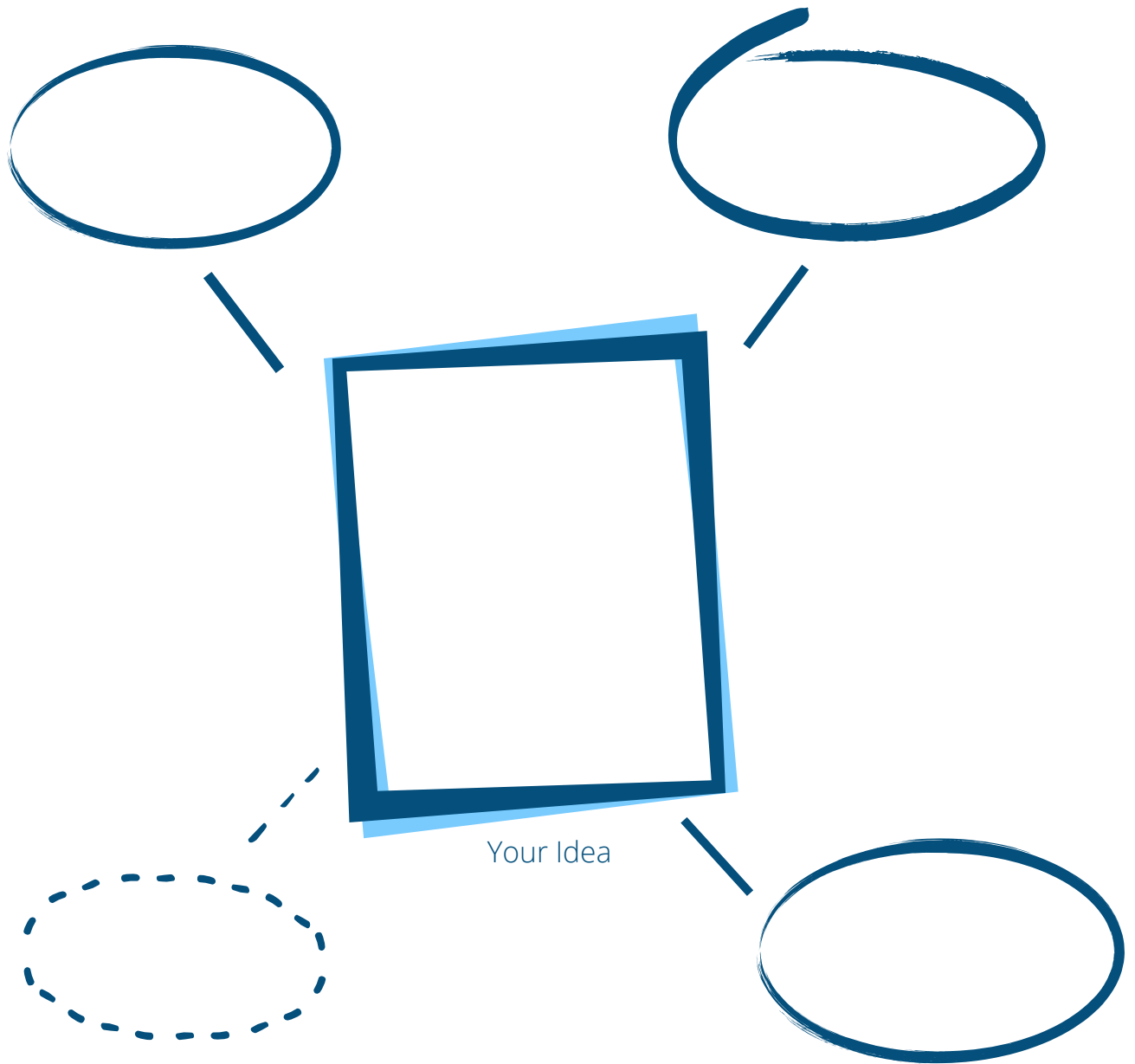
Lesson Procedure

After participating in the I See the President program, provide each student with their own copy of the reflection worksheet (attached). Review with students that Lincoln was working on ending slavery, and ask them: What is a problem in the world you care about solving? Students should write or draw this idea in the central box of the worksheet. Then, have students fill out the surrounding bubbles with the other people who will be involved in this idea. Some example questions include:

- Who can help you with your idea?
- Who might have different ideas than you about how to solve this problem?
- Who else would care about how this idea comes out?

Students should add additional bubbles as necessary. Encourage them to notice how others' perspectives and contributions are intertwined with their idea. Then, given all of this exploration, have them complete the worksheet by filling out the final question at the bottom. Let's turn ideas into action!

Expand on Your Idea



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

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 exercise 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 12)

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. Depending on your students' familiarity with maps, you may want to review 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.

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. Also encourage students to think about their community. Who in their community might need help? Where do they see or encounter these people in their daily routes?

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, DC. 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.

