



Lincoln's Hat

with

President Lincoln's Cottage

Thank you for reserving a session of Lincoln's Hat 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. 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, articulate their values, and practice self-awareness and problem-solving skills

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

Brave Idea Brainstorming

For the Teacher

During the program, students will be learning about Lincoln's ideas and his work to solve the problems the nation was facing, including slavery. This exercise provides students with tools to brainstorm their own ideas, individually and as a group, and get excited about problem-solving.

What You'll Need

- Pen and paper, or other writing tools (we suggest colorful markers!)
- Example problem

Lesson Procedure

Explain to students that you are going to be brainstorming solutions to a problem. Some tips for great brainstorming:

- Promote enthusiasm - give students positive feedback about their ideas
- Encourage divergent thinking - encourage students to come up with ideas that are unique and different
- Set goals - can students get to 40 ideas? 25 unique connections?

Start by brainstorming all together, as a group, the solution to a problem of your choice. You can choose a problem a protagonist faces in a book students are reading, or create your own imaginary problem. Choose a problem that is open-ended and has many possible solutions. As students think of possible solutions, write their ideas up where everyone can see. If you like, you can have students write their own ideas, with each student using a different colored marker.

Next, ask students to brainstorm real-world problems that matter to them. Who in their community needs help? What problem in the world do they want to help solve? Collect as many ideas as possible as a group. Then, have each student choose three of the problems from the group list that matter the most to them. Students will come back to these ideas during the program, when they can record their ideas in their very own top hat, just as Lincoln did!

Activity Two

Who is Abraham Lincoln?

For the Teacher

Abraham Lincoln consistently ranks near the top of the list for Americans' favorite presidents. But what is it about him that people admire so much? Lincoln's determination, his commitment to listening to others' perspectives, and his action on ending slavery might all make the list. This exercise helps students get familiar with Lincoln's life and work, which they will learn more about while onsite at the Cottage.

What You'll Need

- A copy of *I Am Abraham Lincoln*, by Brad Meltzer

Lesson Procedure

With your students, read aloud *I Am Abraham Lincoln* by Brad Meltzer. If you prefer, you can also use a read-along video for the book, which are readily available online. Discuss the book with your students. Some good topics for discussion might include:

- Where did Lincoln grow up? Why did he move to Washington DC?
- What is a president? What do presidents do?
- Why was it important to Lincoln to learn how to read?
- What's a time you stood up for somebody else (or for yourself)? How did it feel to do that?
- What is a problem in the world that you want to help solve?



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: Linking feelings, values, and thoughts
- SOCIAL AWARENESS: Identifying diverse social norms, including unjust ones
- RELATIONSHIP SKILLS: Seeking or offering support and help when needed, Standing up for the rights of others
- RESPONSIBLE DECISION-MAKING: Identifying solutions for personal and social problems

Common Core

Kindergarten

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

CCSS.ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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

Grade 1

CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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.

Grade 2

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.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

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.

Grade 3

CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.SL.3.1.B 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.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.

C3 Framework

Grades K-2

D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

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.

D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2. Identify ways to take action to help address local, regional, and global problems.

Grade 3

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

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

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

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.

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.

Activity One

A Home For Brave Ideas

For the Teacher

During the program, your students learned about Lincoln's experience at the Cottage, and about the brave 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 exercise 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 Lincoln's Hat 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.



A Home For Brave Ideas

Draw or write your answers.



What big problem was Lincoln working on? What was his brave idea to help solve it?



What did you learn that surprised you?



Now that you have a hat full of your great ideas, what do you need to do next to make your idea happen?

Activity Two

A Place For Thinking

For the Teacher

During the program, students learned 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 exercise helps students reflect on what makes a place a good place for thinking.

What You'll Need

- Activity worksheet
- Large piece of butcher paper (optional)
- Markers or other writing tools

Lesson Procedure

Review with students: why did Lincoln come to the Cottage? What was he thinking about there? What made it a good place for thinking for him?

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. Remind students that their answer doesn't have to be a home, like Lincoln was using - it could be a specific room where they live, outside, somewhere away from home, or etc.

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?

If time allows, you can also have students create a collaborative mural of a Home for Brave Ideas by having them copy their drawings onto a large piece of butcher paper or similar. Their mural can then be displayed in your classroom or another learning space!

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?
