



# The Open Field Project

*with*

President Lincoln's Cottage

**Thank you for reserving a session of the Open Field Project 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. The Open Field Project provides inspiration for students to reflect on their own civic priorities and take action on issues that are important to them. In this virtual program, students bring Lincoln's work into their learning spaces and plant an idea garden with their seeds of their own ideas. Using their fully-stocked idea garden kit – sent in advance of the program – students learn about Lincoln's thought process and record their own bold ideas on seed paper, plant them in soil from the Cottage's own grounds, and watch them grow.

**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](http://www.lincolncottage.org). If you have additional questions, please contact us in the Education Department via email at [education@lincolncottage.org](mailto:education@lincolncottage.org).

**For the Teacher**

The Open Field Project comes with a kit of supplies for your students to create their very own idea garden during the program. Below please find additional information about the kit. We recommend unpacking the kit and familiarizing yourself with its contents before the program.

**Materials in Your Kit**

Your Open Field Project kit includes the following materials for each student:

- Seed paper (lightbulb or hat)
- Soil from the Cottage
- Thought bubble
- Bookmark
- Scent strip
- Peat pellet starter

**You Will Also Need**

Apart from the materials that come in your kit, please gather the following for your students, or let them know to have ready:

- A container for planting\*
- Some water
- A pen or pencil
- Paper towels or similar (for tidying)

\*see page 3 for some suggestions on different ways to plant the garden.

**Before Your Program**

If your students are learning from home, please be sure and distribute their materials to them in advance of the program. If they will be participating in the program from your classroom, you can prepare to distribute the materials during the program, or hand them out beforehand, as works best for you.

## Materials

# Choose Your Garden

### For the Teacher

We recommend deciding how your students will plant the seed paper with their ideas on it before the program starts, so you can prepare your space and the supplies accordingly. Below are some options we've found work well.



### Individual Containers

If your students are learning from home, or will want to take their plantings home, they should plant in individual containers. We recommend mason jars, coffee cans, or tupperwares. Students should have their container and some additional soil ready for the program.



### Classroom Tray

If you and your students would like to watch the garden grow in your classroom, you can plant in the black tray provided in your kit. You will want to soak all the peat pellets early in the program, and you may want to add some additional soil to the tray.



### In the Ground

If you have an outdoor garden space at your school, you can use a corner of it as your students' idea garden! Students will prepare their seed paper with ideas during the program, and then you should plan additional time after the program for them to plant their ideas outdoors.

## Activity One

# Then and Now

### For the Teacher

This activity is designed to give students practice analyzing primary sources. When students move from merely looking at photographs, documents, maps, 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 variety of primary sources about Lincoln and can gain further practice with these skills.

### What You'll Need

- Images of the Capitol, **for younger students** (see page 6)
- OR historic maps of Washington DC, **for older students** (see page 7-8)
- Pen and paper, or other writing tools

### Lesson Procedure

**For younger students:** 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?

Have students write a caption for each photo based on their conversation.

See the next page for the activity **for older students**.



## Activity One

# Then and Now

**For older students:** Show students one or both of the historic maps of Washington DC during the Civil War. You can print the maps on pages 7 and 8, but we recommend clicking each map to access the online version, on which students can zoom in and out. Ask students to compare and contrast these maps with a modern map of the city. Google Maps and OpenStreetMap.org are good options for sourcing a modern map online. Discuss with students:

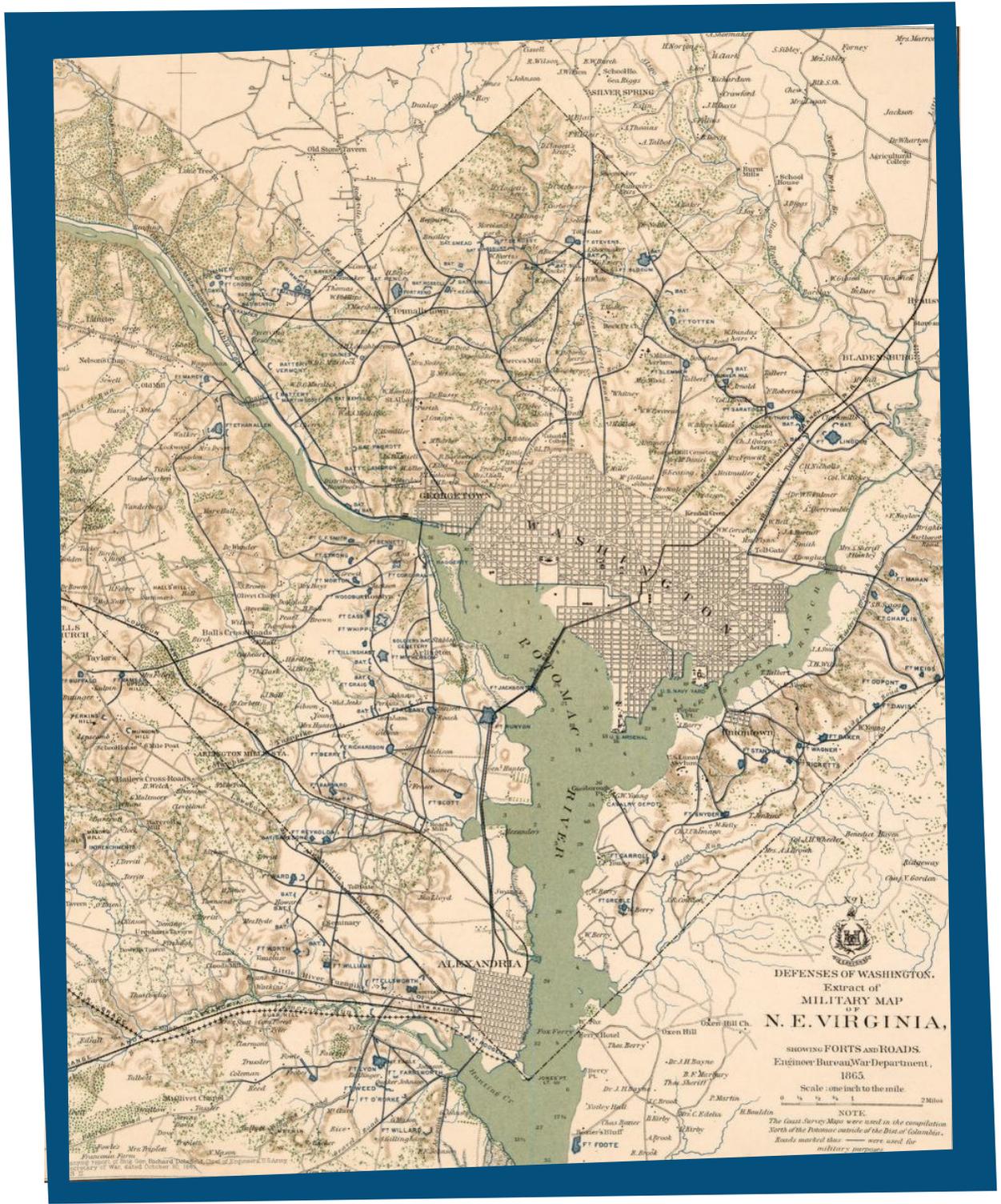
- What do you notice about the historic maps?
- What features are present in the modern maps but missing in the historic ones? (the Tidal Basin, the Smithsonian museums on the National Mall, the buildings beyond the inner core of the city, etc)
- What features are present in the historic map but missing in the modern one? (the Washington Canal, the forts surrounding the city, etc)
- The Cottage is visible on the Defenses of Washington map, labeled as "US Military Asylum." Given its location, why do you think Lincoln would have wanted to spend time there?
- What can the features of the historic map tell you about what life was like in DC during the Civil War? (For example, if there were forts surrounding the city, what would that have meant in terms of supplies and personnel - not to mention the emotional tenor of the city?)



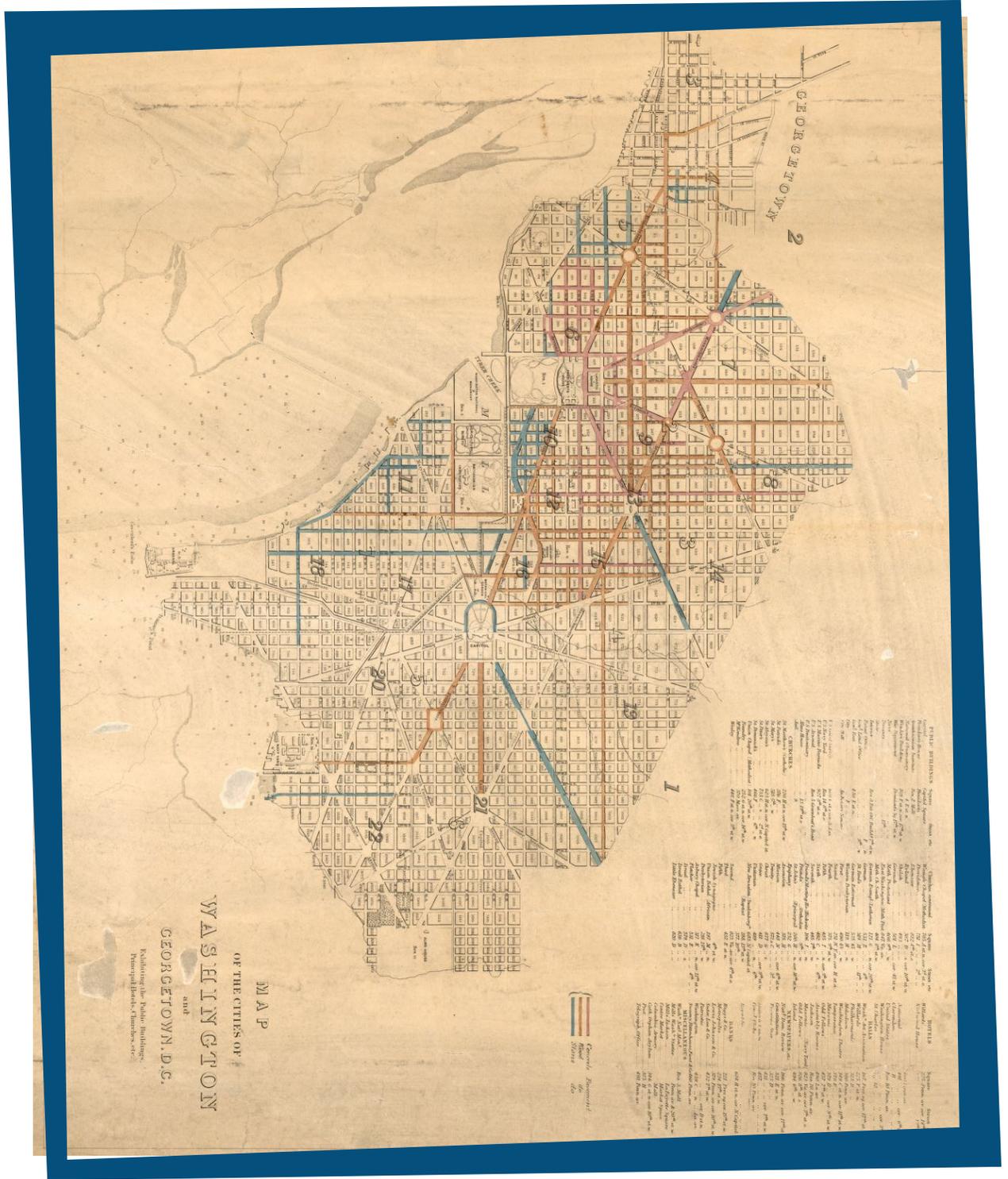
# Then and Now



# Then and Now



# 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.

### Map #1

Defenses of Washington. This map shows the city of Washington, DC as it appeared during the Civil War, along with parts of Maryland and Virginia. In addition to forts, roads, and other major buildings, it shows landowners surrounding the city (small italicized names). Richard Delafield, United States War Department Engineers. 1865. Library of Congress Geography and Map Division.

### Map #2

Map of the Cities of Washington and Georgetown. This map shows the gridded streets of the City of Washington and its neighbor, Georgetown, along with major buildings. Only color-marked streets were paved in the 1860s. Unknown cartographer, c. 1860. Library of Congress Geography and Map Division.



## Activity Two

# Brave Idea Brainstorming

### For the Teacher

During the program, students will be learning about Lincoln's ideas and his work to solve a problem the nation was facing. This activity 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, **for younger students**
- Copies of the worksheet on page 12 **for younger students**
- Real-world prompt, **for older students**

### 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?

**For younger students:** Start by brainstorming all together, as a group, the solution to a problem of your choice. You can choose a problem a protagonist is facing 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. (Con't on next page)

## Activity Two

# Brave Idea Brainstorming

Then, have students choose three of the problems from the group list that matter the most to them. Have them record their choices using the top hat template on page 12. Lincoln used to keep slips of paper with his ideas tucked into his top hat, and your students can do the same! Students can come back to these ideas during the program, when they choose a big idea to move forward with to work towards one of their civic priorities.

**For older students:** Before you begin, decide on a prompt to use for this activity. You can use a broad civic value, like freedom or equality, or have students choose a real-world issue they care about, like climate change or homelessness. Starting with a blank piece of paper, have students write the prompt and circle it, creating a bubble. Give students 5 minutes to free associate. They should write new thoughts, feelings, ideas, or questions around the first bubble, and connect the bubbles together to illustrate the path of their ideas. See page 13 for an example bubble diagram.

Some tips for success:

- Encourage students to keep the contents of the bubbles to just a few words
- Use colorful pens or markers for vibrant diagrams
- Remind students to write constantly as best they can, rather than stopping for revisions along the way

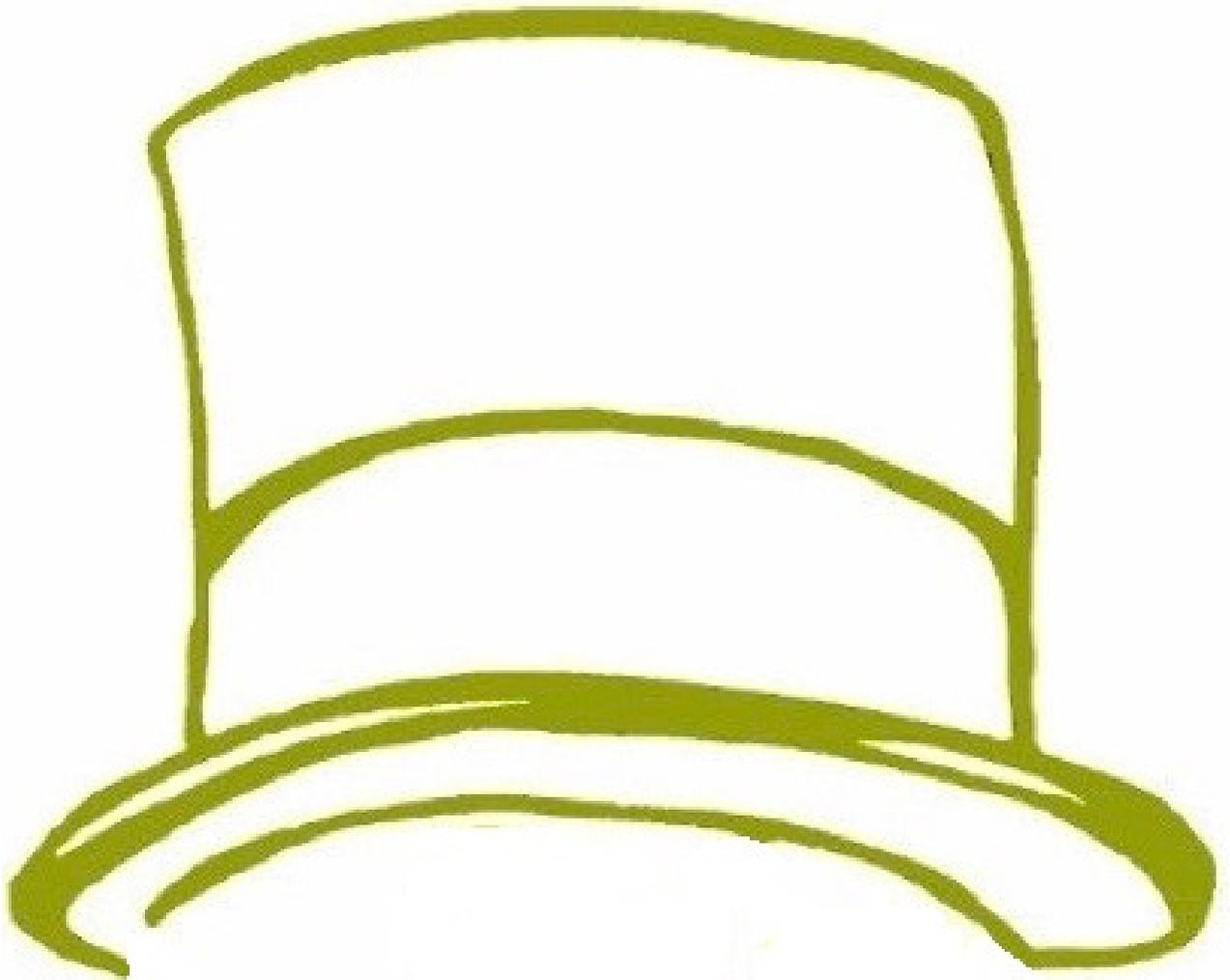
Once students have free associated for 5 minutes, have them take time to review their ideas. Discuss:

- What came up that was surprising?
- Are there any clear groupings of their ideas as they emerged?
- If they had to pick 3 bubbles to summarize their thinking, which would they choose?

For added clarity, you can ask students to mark up their bubble diagram in a new color, or star bubbles that matter to them, or similar.

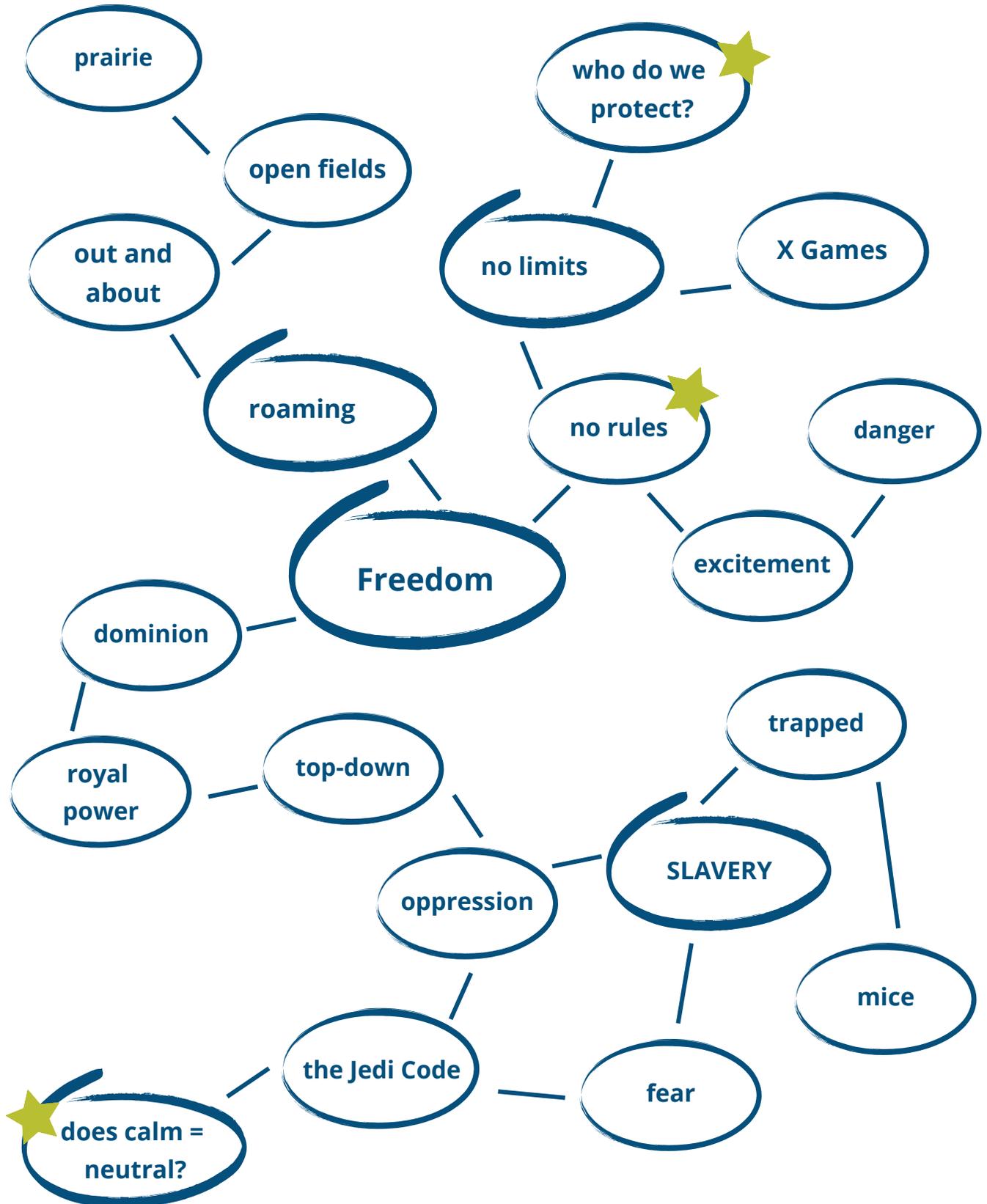
# Brave Ideas Brainstorming

Abraham Lincoln kept his ideas inside his signature top hat.  
Write your ideas here!



# Brave Ideas Brainstorming

Example bubble diagram



## 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](mailto: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](http://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
- 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.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.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.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

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.

### *Grades 9-10*

CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

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.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

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 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.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.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

“ 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 One

# Idea Garden Care

### For the Teacher

During the program, your students got started on planting their idea garden. Below is some information you all can use to help their garden(s) thrive!



## Planting Tips



- Press the seed paper into the soil. Folding the paper is ok!
- When first planted, add enough water to soak the paper.
- Place your garden where it will get lots of sunlight. Near a south-facing window is a good choice!
- Lightly water the garden daily until the seeds sprout.
- Going forward, water the garden thoroughly about twice a week.

## Activity Two

# 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, help them think concretely about next steps, and encourage real-world action.

### What You'll Need

- Reflection worksheet

### Lesson Procedure

After participating in the Open Field Project 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 21

**For older students:** Please use the worksheet on page 22



# Expand on Your Idea

I care about solving the problem of \_\_\_\_\_ in my community. My idea is to \_\_\_\_\_.



Draw your idea!

What's one thing you could do today, or maybe next week, to get started on working on your idea?

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What's a question you have about how to do your idea?

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Who can help you make this idea happen?

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# Expand on Your Idea

**Describe in more detail the idea you wrote on your seed paper.  
Why does this issue 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.