

Teacher's Guide for Appleseeds: Abraham Lincoln

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Teacher's Guide prepared by Gail Skroback Hennessey

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From A Log House to the State House (pages 2- 5)

- How did Lincoln's step mom, Sarah, play an important role in young Lincoln's life? (Encouraged his love of learning)
- What were some of the books which Lincoln read as a youth? (Aesop's Fables, Robinson Crusoe, Pilgrims' Progress and the Bible)
- What were some jobs of early Abe Lincoln? (Splitting logs, ran a ferry, guided a flatboat down Mississippi, worked at a general store)
- If you could choose a parent that made you do your homework and got on your case about school and your grades or one that didn't, which would you really prefer and why?
- We all have interests and ambitions for our lives. Have students share some of their ambitions for their lives.

Young Lincoln: Different from the State (pages 6- 7)

- Lincoln wanted to get an education. What did he say that made someone his best friend? (one that gave him a book)
- What did Lincoln's dad think about his son's thirst for learning? (waste of time for a farmer) Pretend you are Lincoln. What might you say to your dad to try and change his mind about learning and its importance?
- Do you think from the reading that Lincoln's dad was "hard" on him? Why, why not? Do you and your parents differ on things?
- What was Lincoln's thinking about wildlife? (didn't want to kill animals and refused to hunt).

Able-Bodied Abe (page 9)

- Find four facts descriptive facts about Lincoln.
- * Find four facts about how he used his physical appearance in things he did.
- Draw a picture of Abe Lincoln and write 5 facts learned about Lincoln on your picture.

Searching for Abe with the Three Macs (pages 10-12)

- Ask the students if they have gone to any famous historical sites making *text-to-text-connections* with the article. Encourage students to share their trip experiences.
- Discuss the role of an archaeologist. What kind of character traits do you need? (i.e.: patience, persistent, responsibility, etc.) What might be the positive/ negative aspects of being an archaeologist?
- What are several facts that you learned about young Abe from the reading? (cared about nature, helped with the crops, almost drowned as a boy)

Should He or Shouldn't He Grow a Beard? (page 15)

- Discuss what Grace Bedell did. (Wrote letter suggesting Lincoln grow a beard)
- Ask the students to think of a suggestion they could give our new president, Barack Obama.

Civil War President (pages 14- 17)

- Why didn't Lincoln stay in the White House during the war? (He wanted to see the troops and the battles)
- Ask the students which types of technology didn't exist during the Civil War and how it might effect what was going on (no television, telephones, computers, airplanes, etc.. communication was much slower and took days to relay information)
- Have students skim the article for five facts to share with the class.
- Write a diary entry pretending to be a soldier (north or south), Lincoln, Robert E. Lee or Geroge B. McClelland. Give your thought about what was happening. How did you feel? What were your goals? etc. Include two facts learned from the reading.

The Question of Slavery (pages 18- 21)

- Review the reading for possible vocabulary words which might need highlighting such as: *controversial, abolish, secede, emancipation, and necessity.*
- Make a graphic organizer on what it was like being a slave. Include at least 5 facts.
- Why did many in the south think that slavery was an economically necessary? (need for lots of people to work the tobacco and cotton crops)
- What was an abolitionist?
- Why was the south especially concerned about the election of Lincoln? (felt he'd try and end slavery)
- What was the Confederate States of America?(name for the states which seceded from the United States)
- Why did some question Lincoln's allowing African Americans to fight in the army? (if they could fight in a war , shouldn't the president work to end slavery?)
- What did the Emancipation Proclamation of 1863 say? (all slaves living in states fighting the U.S> government were free)

Two Great Men: Abraham Lincoln and Frederick Douglass (pages 22- 23)

- * What was Lincoln's goal for the Civil War? (unite the country)
- * What was Douglass' goal for the Civil War? (end slavery)
- With the historic election of President Barack Obama, times were very different when Douglass first tried to see Lincoln at the White House?(not allowed inside) What emotions do you think Douglass might experience if he'd lived to see the first African American become president of the United States?

Words of Wisdom (pages 24-27)

- Start by having the students read the Gettysburg Address found on page 27.
- Discuss vocabulary words which might need highlighting such as *consecrate, hallow, four score and seven, conceived, etc.*
- Have students summarize what the point of the speech was which Lincoln gave at the battlefield of Gettysburg.
- Read the rest of the article. Have groups of students review the reading for four comprehension questions to ask other groups of students.

The Lincoln Memorial (pages 28-29)

- * Have groups of students read the article and then make a graphic organizer of factual information learned about the Lincoln Memorial (at least 5 facts)
- Have students draw a picture of the Lincoln Memorial and write three specific facts learned about the memorial
- Pretend to be the Lincoln sculpture. Write a day about your life as people come to visit you. What do you hear? See? feel? etc.