

Story Hour with Lincoln

Based on the 2010 Lincoln One-Cent Coin

Grades K and 1



OBJECTIVE

Students will learn about and identify major accomplishments of Abraham Lincoln.



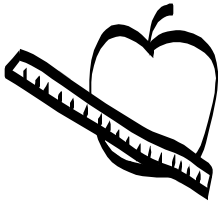
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “Lincoln Cent Images” page
 - “Lincoln Beard and Hat” template
 - “Lincoln Bookmark” template
- Copies of the following:
 - “Lincoln Cent Images” page
 - “Lincoln Beard and Hat” template
 - “Lincoln Bookmark” template
- 1 copy of a text that gives information about Abraham Lincoln, such as:
 - *Abe Lincoln’s Hat* by Martha Brenner
 - *Abe Lincoln and the Muddy Pig* by Stephen Krensky
 - *Mr. Lincoln’s Whiskers* by Karen B. Winnick
- Markers or Crayons
- Scissors
- Glue
- Yarn
- Construction paper (black)
- Tape
- Pencils
- Digital camera (optional)



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Lincoln Cent Images” page
 - “Lincoln Beard and Hat” template
 - “Lincoln Bookmark” template



Story Hour with Lincoln

- Make copies of each of the following:
 - “Lincoln Cent Images” page (1 per student) (optional)
 - “Lincoln Beard and Hat” template (1 per student) (1 for teacher)
 - “Lincoln Bookmark” template (1 per student)
- Locate a text that gives information about Abraham Lincoln (see examples under “Materials”).
- Prepare one Lincoln beard and hat before session 1. Cut parts out for each student (optional)



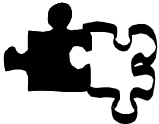
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Art
- Social Studies



TERMS AND CONCEPTS

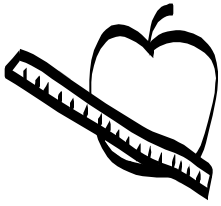
- Penny or one-cent coin
- Obverse (front)
- Reverse (back)



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Basic sentence writing
- President



Story Hour with Lincoln



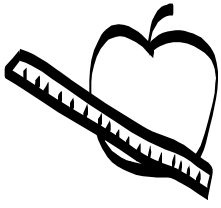
STEPS

Session 1

1. Ask the students what they know about Abraham Lincoln.
2. Display the “Lincoln Cent Images” overhead transparency or photocopy, mentioning that an image must be special to be on a coin. Tell the student that the man on the front of our pennies today is Abraham Lincoln, our 16th president. During the more than 100 years that the Lincoln design has appeared on the obverse (front), several different designs have been used on the reverse (back): first a wheat design, then the Lincoln Memorial; four designs were used in 2009; the Union shield design first appeared in 2010.
3. Distribute the “Lincoln Beard and Hat” template sheets and construction paper to each student. Provide a model of a completed hat and beard for students to see and explain that each student will be making a Lincoln beard and hat to wear while reading the selected text about Abraham Lincoln.
4. Walk students through the assembly process of the beard and hat. For additional support it may be helpful to pre-cut the pieces and place a sample on each table or shared work space.
5. Provide time for assembly of hats and beards.
6. At the end of the session if possible and within school regulations, take a digital photo of each student wearing their Lincoln beard and hat for use on their bookmark in Session 3.
7. Have the students write their names on their beards and hats. Collect them for use in Session 2.

Session 2

1. Introduce the students to the selected text on Abraham Lincoln. Preview the text and illustrations and allow students to generate observations about Abraham Lincoln.
2. Distribute the hats and beards from Session 1 and have the students wear them during the reading.
3. Read the text. During the reading, attend to any unfamiliar vocabulary.
4. After the reading, review the image on the back of the 2010 coin. Ask the students why the image may have been chosen for the coin.
5. Explain that the image on the coin represents the Union shield and the efforts of Abraham Lincoln to unite the country during a difficult time. Explain to the students that the Union shield used in the design was used widely during the Civil



Story Hour with Lincoln

War. The shield is a symbol that has different parts with different meanings. In the coin design, a banner inscribed “one cent” is draped across the shield, which tells the value of the coin. The 13 vertical stripes on the shield represent the 13 original states joined in one union to support the federal government, represented by the horizontal bar above. The bar is inscribed with the national motto, “E Pluribus Unum,” which is Latin for “out of many, one.”

6. Display the “Lincoln Bookmark” template overhead transparency and explain the directions.
7. Distribute a “Lincoln Bookmark” template to each student. Tell the students that now they are going to complete the sentence portion of the worksheet with one fact they have learned about Abraham Lincoln (“Today I learned that Abraham Lincoln...”).
8. Allow an appropriate amount of time to complete this activity.
9. Have the students write their names on the bookmark templates. Collect the templates to use in the next session, when students will complete them.

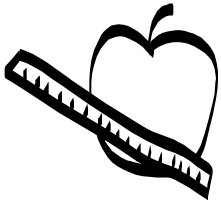
Session 3

1. Review the information on Abraham Lincoln from Sessions 1 and 2.
2. Return the “Lincoln Bookmark” template to each of the students.
3. Display the overhead transparency of the “Lincoln Bookmark” template.
4. Model for the students how they will complete the front of the bookmark. If possible, have the students use the digital photos you took and assemble the front of the bookmark using a digital photo software template (the space is about 2 by $2\frac{3}{8}$ inches). If this is not available, students may either cut and tape their photos onto the bookmark or draw themselves on the front of the bookmark.
5. Allow an appropriate amount of time for the class to complete this activity.
6. Review what the students wrote on their bookmarks and collect the bookmarks. Allow the students to use the bookmarks when they check books out from the school or class library.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ bookmarks for understanding of the lesson objectives.



Story Hour with Lincoln



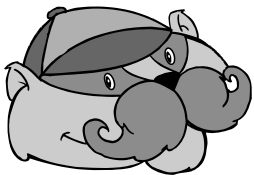
ENRICHMENTS/EXTENSIONS

- As a class, collect one hundred pennies for the 100th day of school. Showcase the different designs that have been featured on pennies through the years on a bulletin board. Find more information on the different penny designs at www.usmint.gov/kids/coinNews/circulating/01centCoin.cfm.
- Have students research a different president and create a bookmark with facts about this president.
- Have students help create a bulletin board in class that honors Presidents' Day and the month of February.



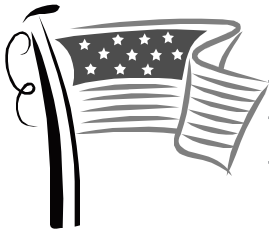
DIFFERENTIATED LEARNING OPTIONS

- Allow the students to work in pairs.
- Write out facts about Abraham Lincoln for the students to choose from and to copy onto their bookmarks.

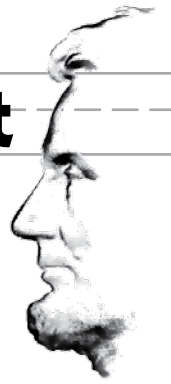


CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students learn more about Abraham Lincoln through the 2009 Lincoln Bicentennial One Cent Program lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/cents/_k01.pdf.
- Have students learn more about presidents through the Presidential \$1 Coin lesson plan for grades K and 1 at www.usmint.gov/kids/teachers/lessonPlans/presidential/2007/_k01.pdf.



Lincoln Beard and Hat



Directions:

1. Cut out one beard and four hat brims from black construction paper. Tape two other pieces of black construction paper together by the short ends to make a long strip (22 inches).
2. Have a friend wrap the strip around your head and mark the size, then tape the ends together where marked, forming a cylinder.
3. Place the hat brim sections on a desk and flip two over so they form an oval. Fold the tabs up.
4. Tape or glue the tabs around the rim of the cylinder. The ends may overlap, but try to space them evenly so the oval has the proper shape.
5. Finally, adhere the ends of the brim sections to each other to form one brim.
6. The beard can be worn by punching holes in the ends and tying on an open rubber band or by folding pieces of tape in a loop and applying them to the back.

HAT BRIM 1/4

BEARD



Name _____

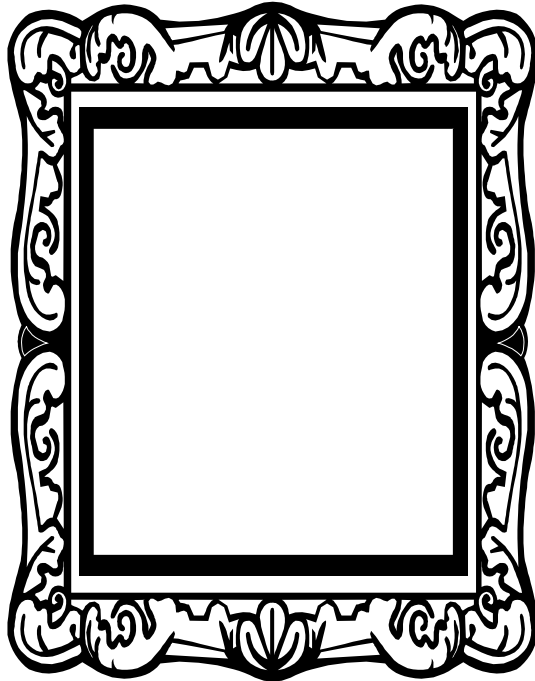
Lincoln Bookmark



Directions:

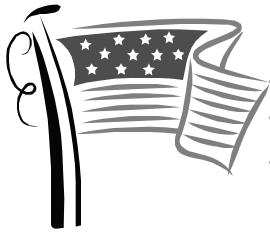
Finish the sentence in the right panel to record what you learned about President Abraham Lincoln. Paste or draw your picture inside the frame, then color the left panel. Cut the bookmark out on the dashed line and fold it in half on the dotted line. Happy reading!

My Abraham Lincoln Bookmark

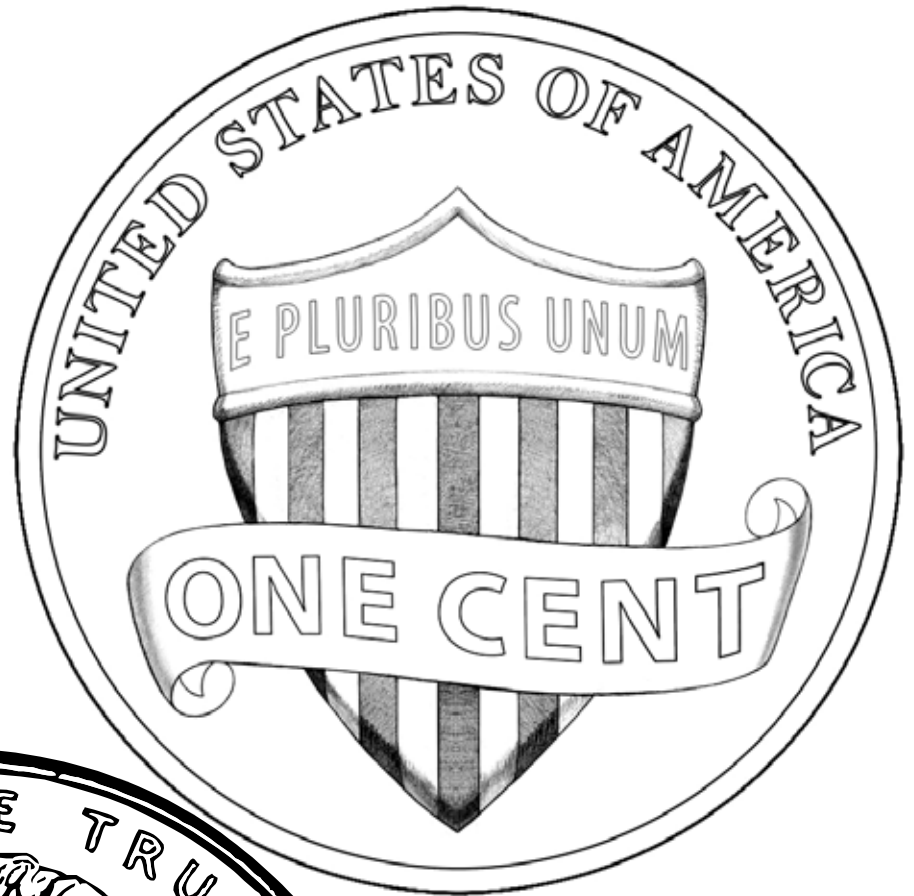


Today I learned that Abraham Lincoln _____

Vertical lines for writing the sentence.



Lincoln Cent Images



The United States of America

