

Abraham Lincoln Unit
Grade 4

The Early Indiana Years

Overview

Submitted by

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Abraham Lincoln – The Early Indiana Years

My name is Chuck Masterson and I am the fourth grade Social Studies teacher at Holy Spirit School in Evansville, Indiana. After attending the First Lincoln Institute in July of 2004, I decided to create an Abraham Lincoln teaching unit for my fourth grade Social Studies class. Because the amount of Lincoln information in our Indiana History textbooks is limited, I thought this would be a good

Since this teaching unit deals with Abraham Lincoln and

his years in Indiana. I share with my students in class

about his genealogy and family life, his first year in

Indiana, his early education, his personal tragedies, and his

ambitions. Together, we try to look at Abraham Lincoln not

To introduce this unit, the first thing I stress is that personal

achievement or success is earned through discipline.

Abraham Lincoln and to generate interest in his early life.

After they take this test, we grade and briefly discuss each

of the questions. I can now continue on with my unit.

they recorded for study purposes when we have our posttest evaluation at the end of the unit.

To begin working on the unit I talk about and assign my students two separate projects to work on. The first project

is about the genealogy of Abraham Lincoln. We will work on that as we go along with our unit. With this project I give my students a website, "Abraham Lincoln Links", where together we can go to trace and record Abraham Lincoln's ancestry. Using a genealogy tree supplied by the people at Willard Library, we chart four generations of Abraham Lincoln's ancestry. When we complete this assignment I then give my students a second genealogy tree

family members, family Bible trees, or any other source that they may have available. Each student will present his or her own genealogy tree to their classmates at the end of the unit.

It is my hope that the...

begin this project by looking at pictures from two books

“Where Lincoln Walked,” and a book by Bill Harris,

“Homes of the Presidents.” I explain to my students that

when Thomas Lincoln and his family arrived in Indiana in

I then connect the students into

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then cooperatively work on designing and building it.

a home by themselves. There were those rare times when they did receive help from their neighbors, especially during the winter construction of their cabin. To succeed everyone in the Lincoln family had to work hard and work

together to survive the winter.

Frontier Days, 1809 – 1837”, and Raymond Bial, “Where

Lincoln Walked” Through these books we studied

about the Abraham Lincoln who was born to meager and

humble beginnings in Kentucky and about his parents, Tom

better. I explain to them that Thomas Lincoln was not thrilled with his son's desire to go to school, but wanted him to help as much as possible on the farm. It was

Abraham Lincoln's stepmother Sarah, also known as Sally,

who encouraged him to read and learn as much as possible.

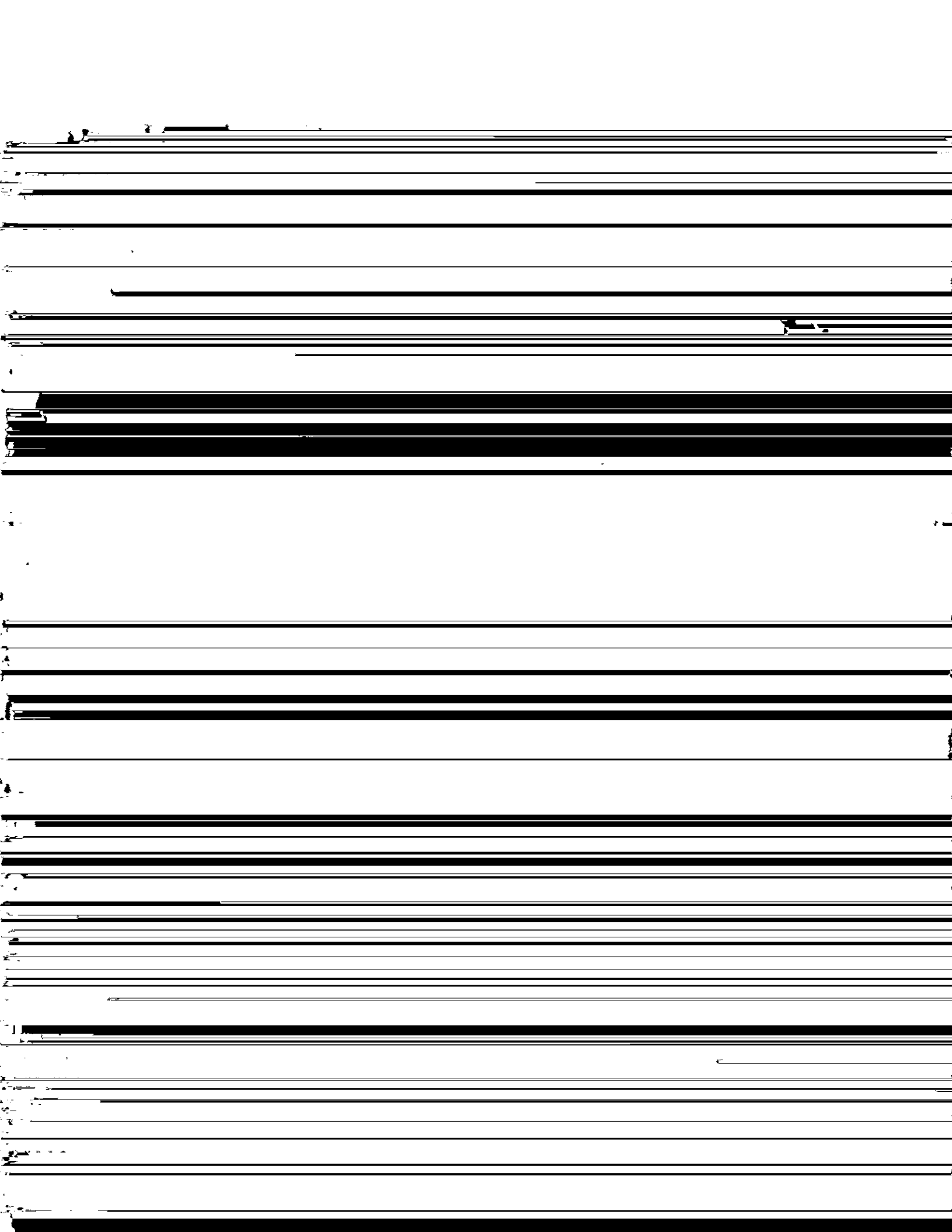
She was the one who saw that Abraham went to school

even over his father's objections. I tell them that in total,

Abraham Lincoln had less than one year of formal

education. However, because he loved to read and was

interested in learning about things, his education



dedication and hard work becomes more and more evident

as Abraham Lincoln's life proceeds.

I then point out to the students that Abraham Lincoln was
extremely fortunate to have not one but two mothers who

loved him dearly. Both Nancy Hanks Lincoln and Sarah

On the other hand, I also explain to the children that this was not always the case with his father, Thomas Lincoln.

Thomas Lincoln did not approve of the time Abraham was spending on reading and wanting to be educated. He felt that this time could be better used in helping do the huge

of obstacles and roadblocks. Quite possibly the negative feelings Thomas Lincoln expressed towards his son's education probably motivated Abraham Lincoln to try even harder. The more difficult the road is, the harder we work

both Abraham and his sister Sarah. I then talk about the

death of his mother. Next, I talk about the

sickness. Her last comment to Abraham and his sister Sarah

For my students there is always the feeling of sadness and
pain after a tragedy. For them death is an even more

how big or small is dependent on encouragement,

dedication and hard work. Abraham Lincoln

Bibliography

Bial, Raymond. *Where Lincoln Walked.*

New York: Walker and Company, 1998.

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Lesson Plans

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Lesson Plans – Charles Mc...

Day One

Direction: Who was Abraham Lincoln?

- Present this question to the students. Write down their answers on the board as they are given.
- Using a simple time line for Abraham Lincoln's life, help the students to fit their answers to the correct time period.

(2)

Day Two

Direction: The student writing journals

- Hand out journals to each of the students.
- Explain to the students that as we move along in the unit they will use the journals to record information, write down questions or comments they may have, and use the information they have for study purposes when they have the posttest.
- Suggest to the students that the journal could also be used as a daily diary to write their observations of each day's work.
- Stress to the students that the journal entries should be

(3)

• Have the students discuss their journals.

- their journal.
- In their journal ask the students to write comments or questions about anything done for today or otherwise.

Day Three

Direction: Comments and questions

- Discuss any comments or questions from the journals

(4)

- Display the books about Abraham Lincoln from our

library and tell them that they can be checked out for their own use at any time.

- Pass out to the students a listing for books about

(5)

- Use the Raymond Bial, Jim Hargrove, and Bill Harris books to show pictures to the students the types of cabins that Abraham Lincoln would have lived in.

Kentucky and Indiana.

- Explain to them what types of temporary shelters were used before a cabin was built. Discuss with them both two sided and three sided shelters (half shelters and half camps).
- Discuss with the students the advantages and disadvantages of these structures.
- Read to the students excerpts of the Louis A. Warren book about the probable construction of a log cabin.
- Ask for comments and questions about log cabins.

(6)

- Pioneer Day in the spring.
- Separate the students into their groups and give them time to discuss their project

(7)

- Explain that Abraham Lincoln's interest in reading and books helped him

(8)

Direction: Abraham Lincoln's greatness

- Ask the students to give reasons why they think Abraham Lincoln achieved greatness in his lifetime. Ask them to explain their responses.
- List these comments on the board.
- Ask the students to look for common ideas and thoughts. List them separately.
- Look at their listings and try to dwell on the following:

engagement, dedication, leadership, courage, sacrifice, integrity, compassion, humility, perseverance, and vision.

(9)

- Collect and display the genealogy tree for each student.
- Ask the students to get out their Abraham Lincoln genealogy tree.
- Ask the students to walk around the room and look at each one briefly. Ask them to compare their trees to

the Lincoln tree.

- When they look to be finished have them return to their seats.

- Ask the students if they saw any similarities and differences and record them on the board.
- Whatever their responses comment favorably on their choices.

• Explain to the students that the genealogy tree is a record of the family history of a person.

(10)

Direction: Journals and the posttest.

- Explain to the students that before viewing the displays tomorrow a short posttest will be given.

them. It will include what we have discussed in class
these post covers...

Day Nine

Direction: Wrap up of the unit

- Finish any project presentations from yesterday.
- Answer any questions about the shelter and log cabin presentations.

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Teaching Resources

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Printed Materials

Elementary

Andersen, LeVere, "Mary Todd Lincoln" (Biography), Discovery Books, 1975. (Newburgh)

Andersen, LeVere, "Tad Lincoln" (Biography), Garrard Publishing, 1971. (McCollough)

Andersen, LeVere, "Tad Lincoln, President's Boy" (Biography), Merrill

(McCollough)

Fradin, Dennis Brindell, "Lincoln's Birthday" (Fiction), Enslow Publishers, 1990. (McCollough)

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Judson, Karen, "Abraham Lincoln" (Biographical), Enslow Publishers, 1998. (McCollough)

Kay, Helen "Lincoln: A Big Man" (Fiction) Hastings House, 1958. (Holy Spirit)

Kent, Deborah, "Lincoln Memorial, Cornerstones of Freedom" (Informative), Children's Press, 1996. (Holy Spirit)

Kolbas, Norman. "Abraham Lincoln" (Biography) McGraw Hill, 1981

(Newburgh)

Krensky, Stephen, "Abe Lincoln and the Muddy Pig" (Fiction), Aladdin Books, 2002. (Newburgh)

Kunhardt, Edith "Honest Abe" (Fiction) Greenwillow Books, 1993

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Sherrow, Victoria, "Big Book of U.S. Presidents" (Informative), Templar Company, 1994. (Holy Spirit)

Shorto, Russell, "Abraham Lincoln and the End of Slavery" (Informative),

Shorto, Russell, "Abraham Lincoln, To Preserve the Union" (Historical), Silver Burdett Press, 1991. (McCollough)

Sullivan, George, "In Their Own Words: Abraham Lincoln" (Informative), Scholastic, 2000. (Newburgh)

Turner, Ann, "Abe Lincoln Remembers" (Fiction), Harper Collins, 2001. (Newburgh)

History 500.401 – Teaching Resources

Video Materials

Elementary

“American History: The Early Years to 1877”, Glencoe, McGraw-Hill,
1997, Grade: 04-08, Time: 010

“Civil War”, Glencoe, McGraw-Hill, 1997, Grade: 04-08, Time: 010

“Lincoln – The Kentucky Years”, Holding Company, Inc., 1993, Grade:
04-12, Time: 018

Websites

Elementary

<https://brno.ott.net/~sinstor/teach/00.html>