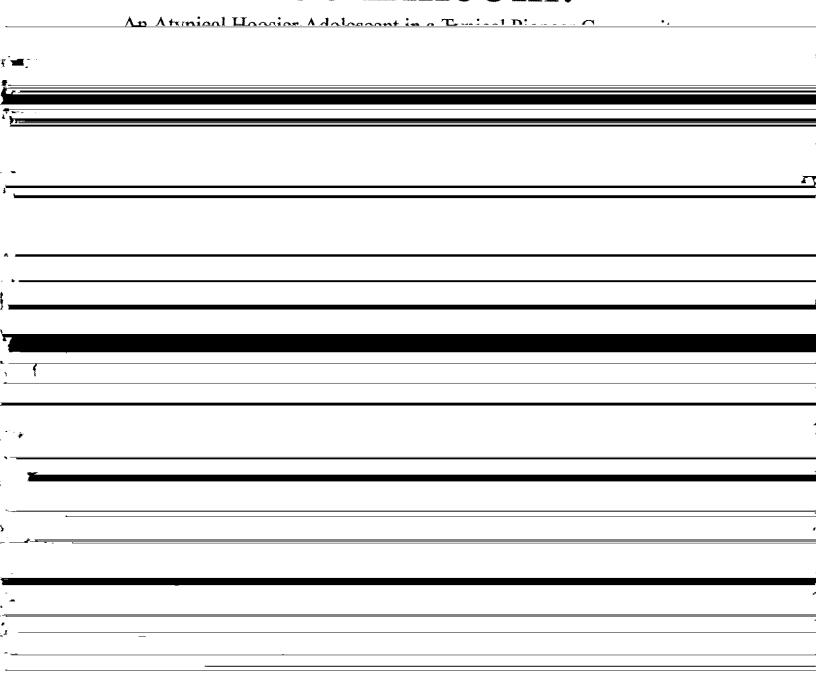
# Abe Lincoln:



#### Abe Lincoln: An Atypical Hoosier Adolescent in a Typical Pioneer Community

#### Scope

The scope of this project is three fold. First, utilizing primary and secondary sources, elementary students shall identify effects Lincoln's Hoosier years experiences had on one of your greatest presidents. Second, students shall discover the roles and occupations of settlers in a typical "backcountry" community. Finally, through Lincoln, students realize how determination can guide one in meeting and overcoming challenges before them.

Primary and connidary course metarials received one with content allowing many in

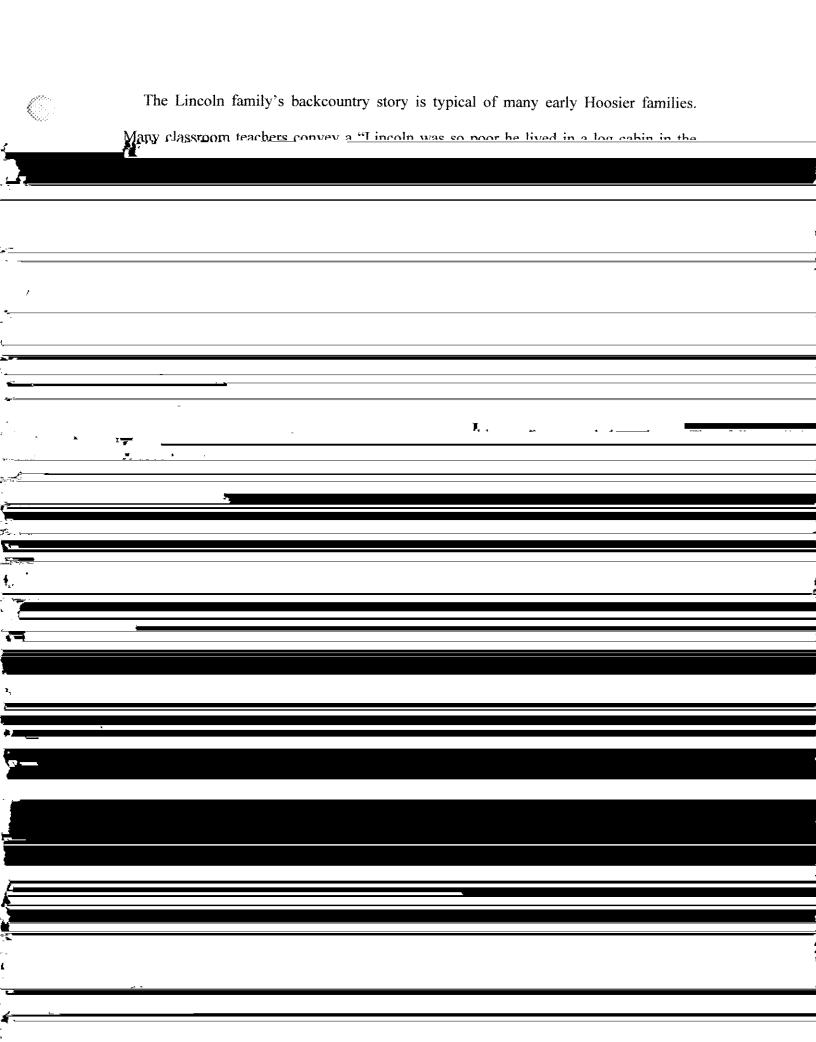
depth and exciting lessons and discussions on Abraham Lincoln, as well as the developing frontier. Lesson plans prepared focus on the project's scope while meeting

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And sadden with the view;	
And sadden with the view,	
The Addition is not as a con-	
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There's pleasure in it too	

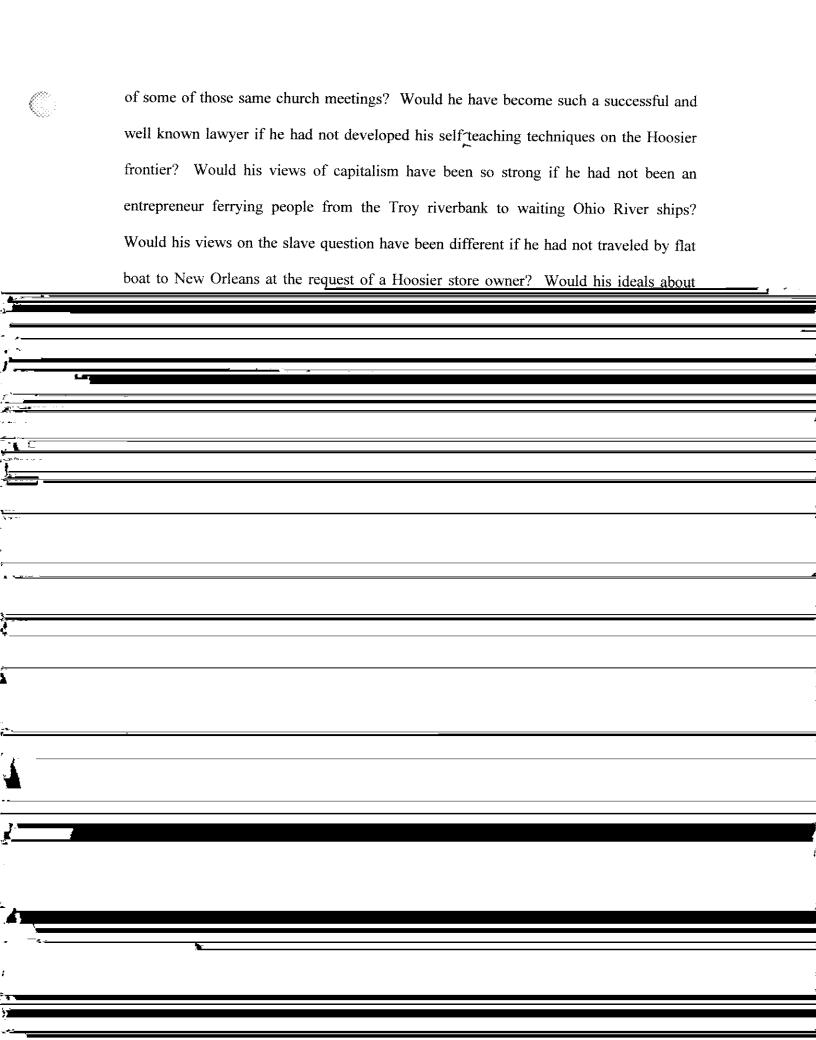
... The very spot where grew the bread

That formed my bones, I see.

How strange, old field, on thee to tread,



	Illinois. This determination eventually led him to the presidency of the United States
A	during its most difficult time. There is little doubt that this man sat goals for himself that
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	would guide him out of the "common" life style he did not want. William Miller notes
:	"[Lincoln] could have become a farmer like his father, but he fled from that alternative as
: : :	fast as his long legs would take him" (Miller 2002, 92). we therefore we well
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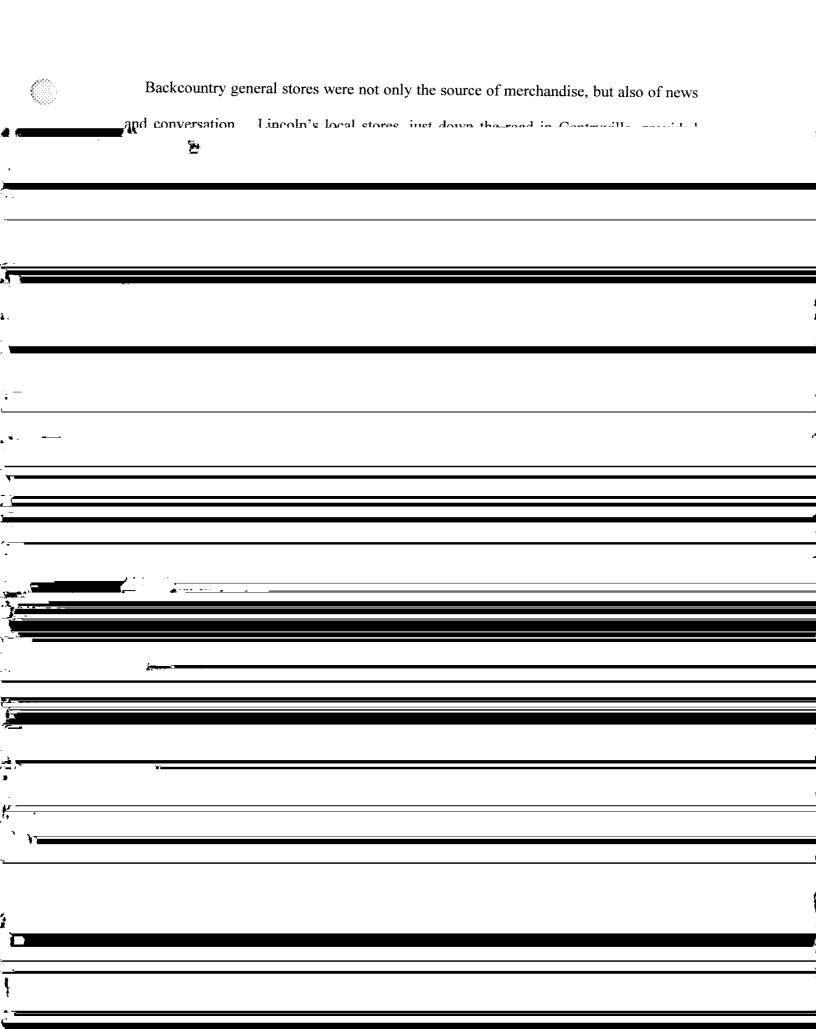
church, and became very familiar with, if not well versed in, the Bible. Miller writes about Lincoln "One cannot read much from Lincoln's own hand without becoming aware respect to the doctrines and beliefs of churchgoers in the villages in which he lived, there cannot be much doubt that he read and reread and came to know a good deal of the

Lincoln's church experiences also helped him in other important ways not so common

on the frontier. He developed public speaking techniques utilizing humor to make his

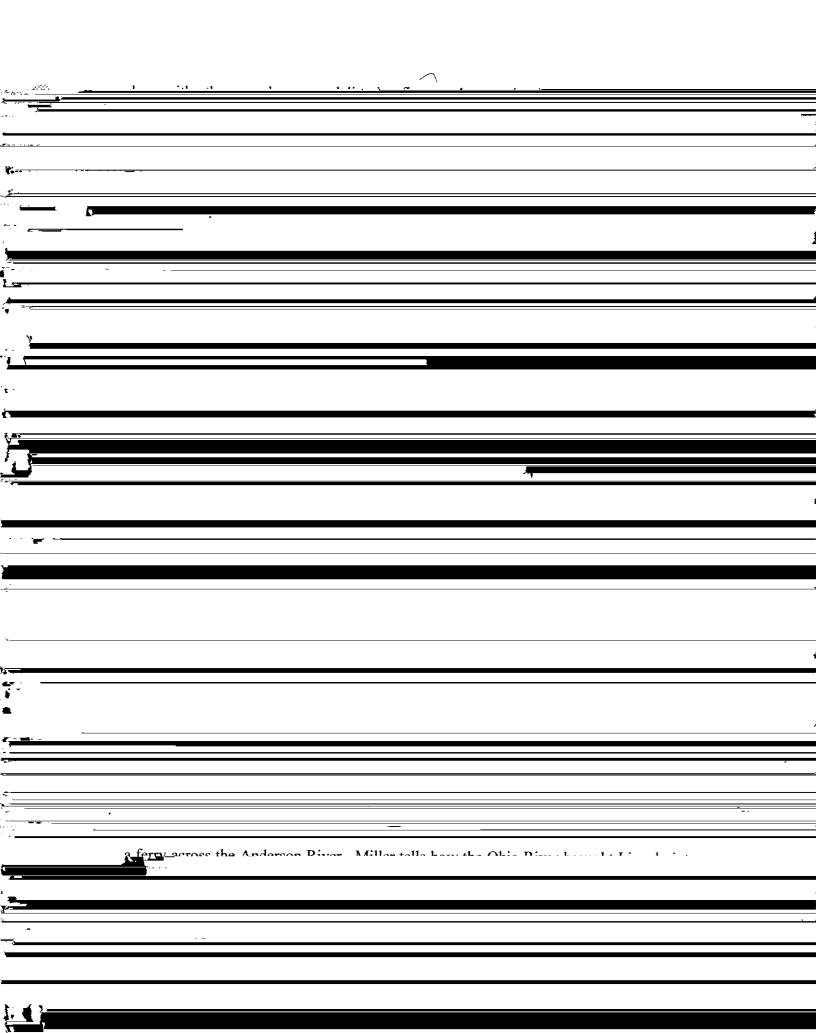
Bible" (Miller 2002, 49).

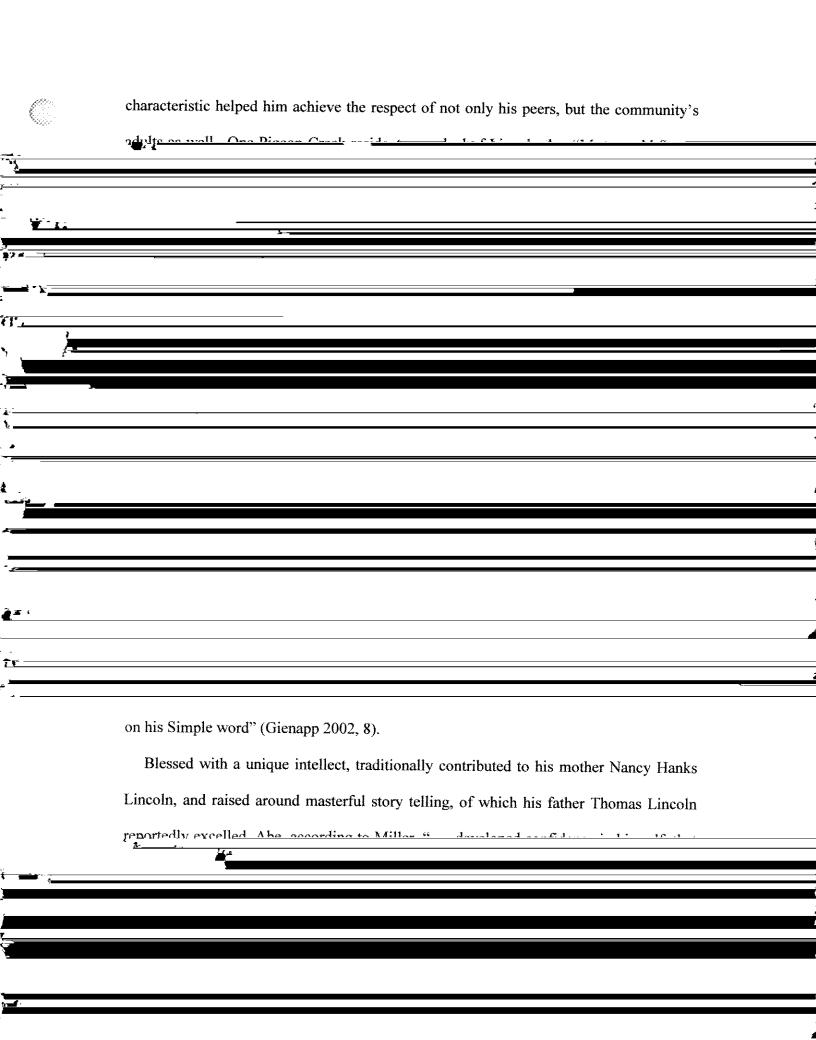
the hairs of our head; and He will not forget the dying man, who puts his trust in Him." (Holzer 2000, 34). These thoughts certainly reflect beliefs of a religious man. Pinneer schools like churches of the 1910's and 1930's and 1930's social center for the community. While formal educational experiences in the Little Pigeon Community were barely regular during Abraham's youth, he made the best of it,



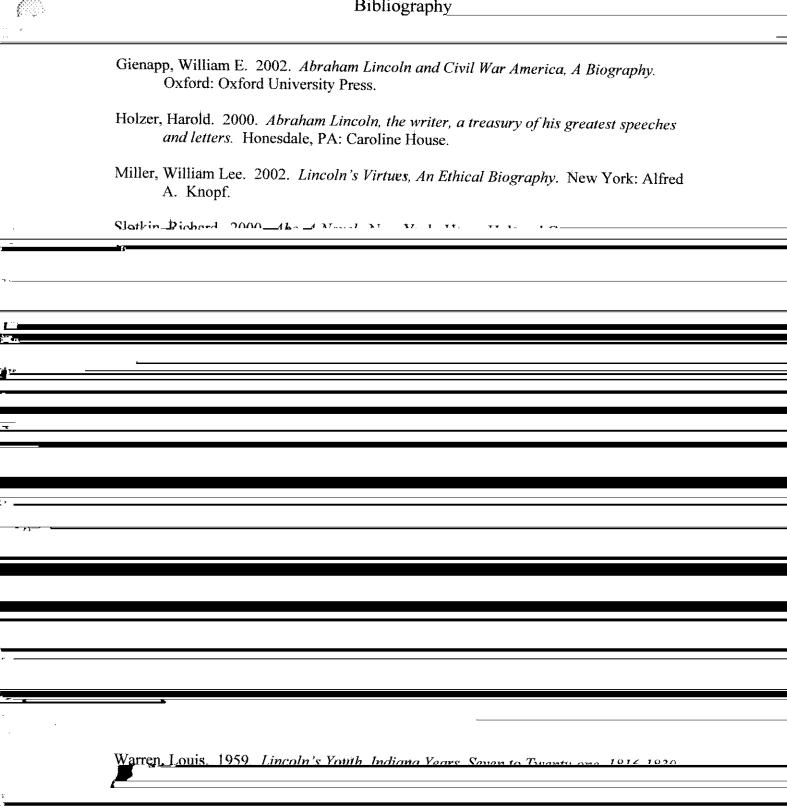
As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy.

	(Holzer 2000, 38)
	Lincoln also received a great deal of influence from a local blacksmith. The
	blacksmith shop, a necessity for a developing frontier community, served an important
	role in day to day life. It was important not only for the goods crafted by the artisan, but
	for the issues discussed while sitting near the smaldering force. For I incoln bounder
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neighborhood boys, to his effort of self-education, and from his confidence of public speaking to the debating of emotional issues, this young man set his goals and did not give up in achieving them. When he, along with his family, left his Little Pigeon friends for Illinois in 1830, there is little doubt about the impression he left on the community. Within the next three decades, if not during his stay as a member of their community, most of those friends realized Abe Lincoln was definitely an atypical Hoosier adolescent in their typical pioneer community.



# Abe Lincoln:

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# Digitized Lincoln Collections

Primary Sources on Abraham Lincoln's Indiana Years

## Digitized Lincoln Collections Primary Sources on Abraham Lincoln's Indiana Years

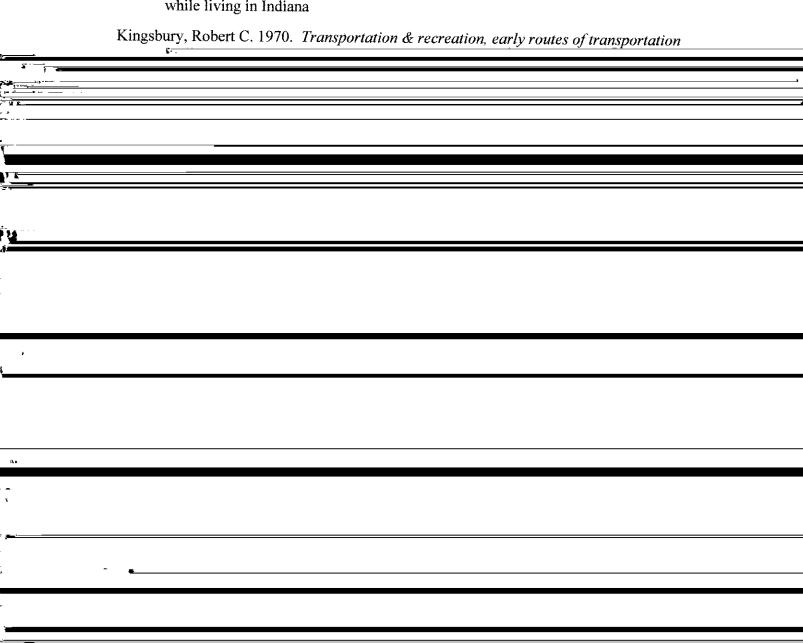
Church of Christ Constituted Regular Babtis, Little Pigeon Church, Warreen County Indeanne Teritory (1816 TO 1842). [online]. Rootsweb [accessed 22 October 2004]. Available from the World Wide Web: (http://www.rootsquest.com/~jmurphy/spencer/f2774.htm)

original membership records (transcript) of the Little Pigeon church

Indiana's storyteller, connecting people to the past [online]. Indianapolis: The Indiana Historical Society [accessed 18 October 2004]. Available for the World Wide Web:

(http://www.indianahistory.org/library/digital\_image/digitalpics.html#lincoln\_other)

Images of Lincoln Sum Book Leaf, dated from 1824-26(?), and written by Lincoln while living in Indiana



Writings on Abraham Lincoln, speeches and writings [online]. Abraham Lincoln On Line [accessed 18 October 2004]. Available from the World Wide Web: (http:// showcase.netins.net/web/creative/lincoln/autobiog.htm)

Autobiographical entries submitted by Lincoln and including family genealogy and happenings in Indiana

Writings on Abraham Lincoln, speeches and writings [online]. Abraham Lincoln On Line [accessed 18 October 2004]. Available from the World Wide Web: (http://showcase.netins.net/web/creative/lincoln/speeches/poetry.htm)

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# Abe Lincoln:

An Atypical Hoosier Adolescent in a Typical Pioneer Community

# Lesson Plans

#### Lesson: Hoosier Bear Hunt

Fifth Grade Social Studies and Language Arts By: Lee Bilderback

Goal: Students will gain an insight on pioneer life by reading and discussing a poem popular during Lincoln's Indiana years.

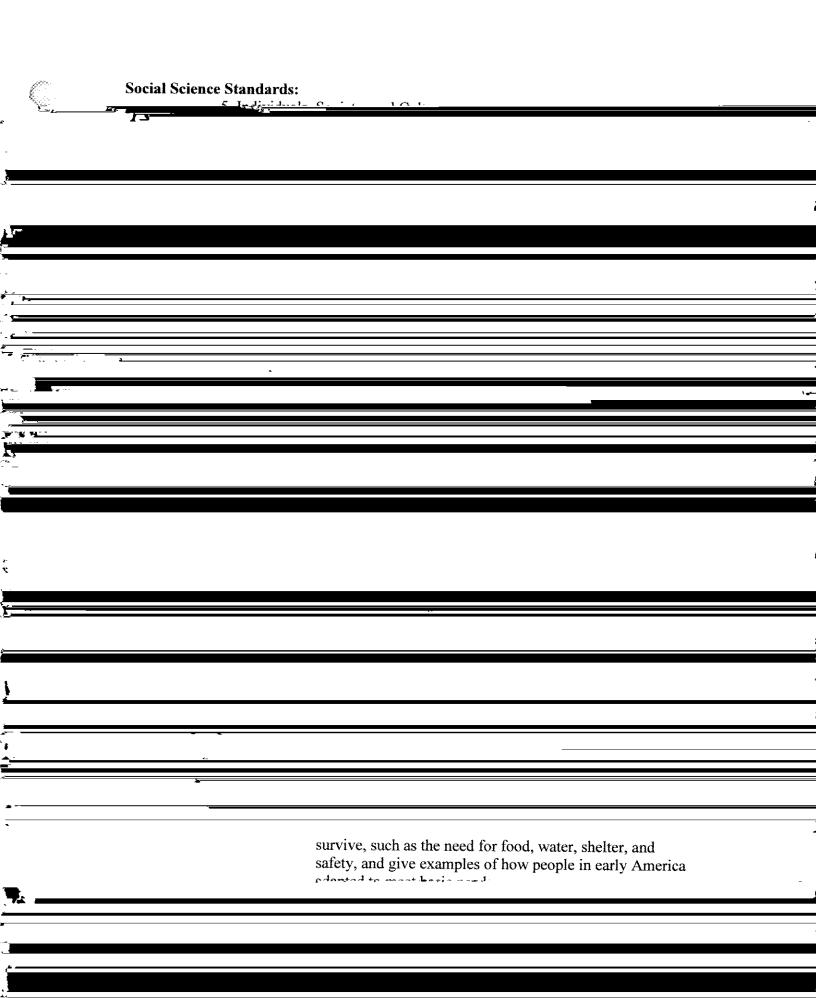
**Objectives:** 

- 1. Students will identify how pioneers hunted in order to make their homes safe.
- 2. Students will compare/contrast the basic needs of the 1820's with
- 3 Students will analyze the poem to gather meaning.
- 4. Students will write the steps in "hunting" the bear in sequential order.
- 5. Students will identify symbolism used in the poem.

Materials:

- 1. Hoosier Bear Hunt sheet
- 2. Venn Diagram overhead
- 3. paper
- 4. markers

		5. book construction materials
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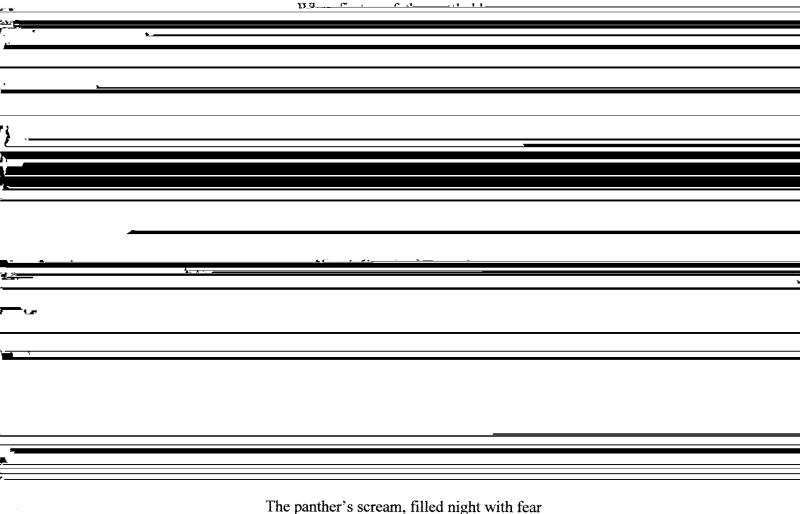


#### Hoosier Bear Hunt

#### by Abraham Lincoln

From Lincoln's Youth, Indiana Years, 1817-1830

A wild-bear chace [sic], didst never see? Then hast thou lived in vain, Thy richest bump of glorious glee, Lies desert in thy brain

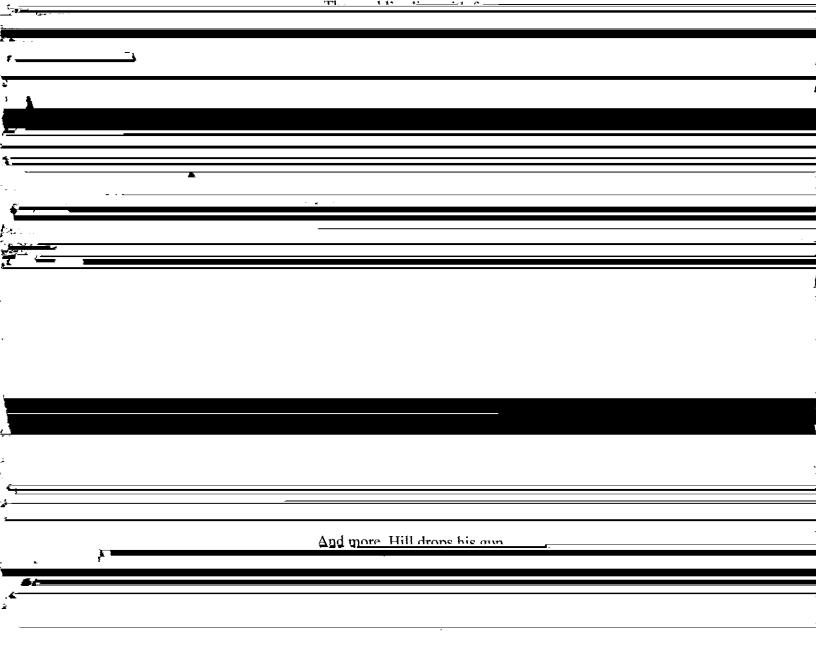


And bear preyed on the swine.

But wo for Bruin's short lived fun, When rose the squealing cry; Now man and horse, with dog and gun, For vengeance, at him fly.

And fresh recruits are dropping in To join the merry corps:
With yelp and yell,-a mingled dinThe woods are in a roar.

And round, and round the chace [sic] now goes,



Now sorely pressed, bear glances back, And lolls his tired tongue; When as, to force him from his track, An ambush on him sprung.

Across the glade he sweeps for flight,
And fully is in view.
The dogs, new-fired, by the sight,
Their cry, and speed, renew.

The forement area now mach his way

## Hoosier Bear Hunt

	Name:	Date:	
	Directions: Read the Housier B.	ear Hunt. On the lines provided, list the events	
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## Lesson: Honestly, Honest Abe!

A Lesson on the Abe Lincoln's Character Fourth Grade Indiana History, Fifth Grade Social Studies, Language Arts, Character Education

By: Lee Bilderback

Goal: Students will discover how different events may affect one's character.

**Objectives:** 

Materials:

- 1. Students will identify typical occupations found on the frontier
- 2. Students will recognize individuals and occupations effecting Lincoln while he lived in the Little Pigeon Community
- 3. Students will identify economic patterns on the frontier.
- 4. Students will present plays using expressive reading
- 5. Students will recognize traits of positive character

1. d'Aulaire Ingri and Edgra Parin d'Aulaire. 1939. Abraham Lincoln.

Marry Vanley Dandan Devel L. D. 1

5.7.10 Deliver an informative presentation about an important idea . . . develop the topic with simple facts, details, examples, and explanations.

#### **Social Studies Standards:**

5.5.2 Give examples of groups who made up communities in early America, and compare the different ways that communities were organized.

Sources:

d'Aulaire Ingri and Edgra Parin d'Aulaire. 1939. *Abraham Lincoln*. New York: Bantam Doubleday Books.

Harness, Cheryl. 1996. Young Abe Lincoln, The frontier days, 1809-1837. Washington. D.C.: National Geographic Society.

Slotkin, Richard. 2000. *Abe, A novel.* New York: Henry Holt and Company.

Warren, Louis. 1959. Lincoln's youth, Indiana years, seven to twenty-one, 1816-1830. Indianapolis: Indiana Historical Society.

Webster's new collegiate dictionary. 1981. Springfield, MA: G. C.

Marriam Company

#### **Activities:**

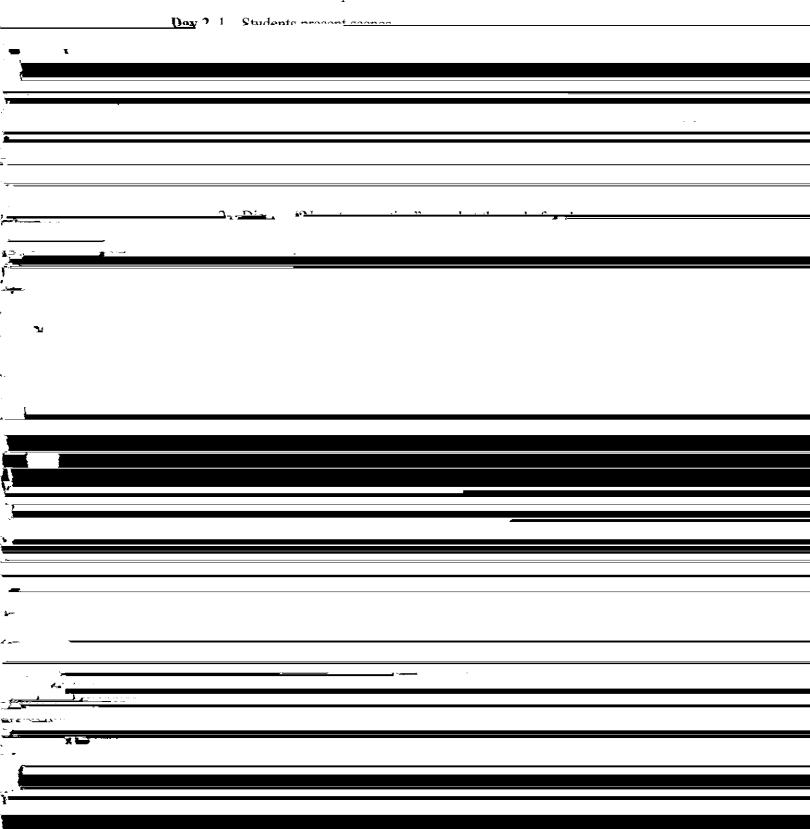
Day 1 1. Define character

Character: moral excellence and firmness.

Source: Webster's New Collegiate Dictionary. 1981.

2. Brainstorm how positive character provides one with greater success and happiness.

- 8. James Taylor at Troy ferry/Abe getting paid for delivering passengers to steamboat
- 9. James Gentry at Gentry Store/asking Abe to go on flat boat trip
- c. students practice scenes



## **But Mom...**Nancy Hanks Lincoln and Abe Lincoln discuss helping others

Cast:

Nancy Hanks Lincoln, Abe Lincoln, and Narrator

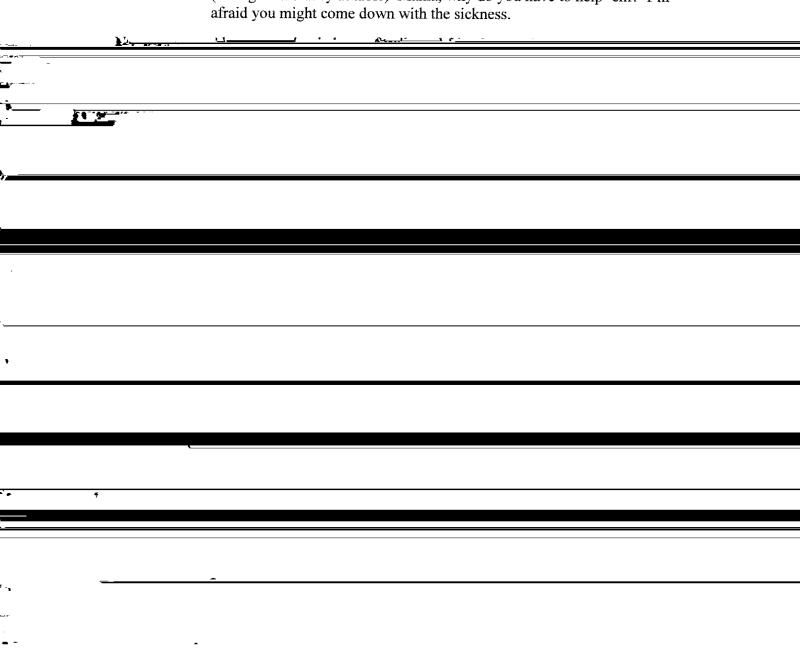
Narrator:

During the early 1800's a strange sickness appeared in many pioneer communities in southern Indiana. People would get dizzy and weak and shake all over! Most of the people catching this disease died. Over half the population of Dubois County, Indiana, adjacent to Lincoln's Spencer County home, died. The Lincoln's neighbors and relatives, Tom and Elizabeth Sparrow, came down with the sickness. Abe's mother, Nancy Hanks Lincoln, went to help her aunt's family. Watch as Abe and his mother discuss helping others. The setting is the Lincoln's Indiana cabin

in 1818.

Abe:

(sitting with Nancy at table) Mama, why do you have to help 'em? I'm



## To Read or Not to Read Thomas and Abe Lincoln debate reading and working

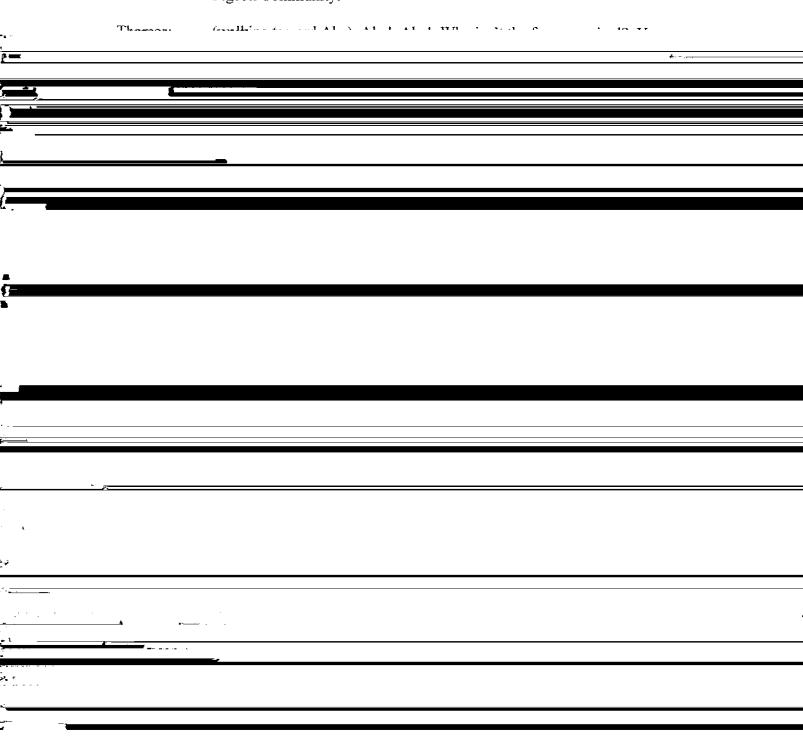
Cast:

Thomas Lincoln, Abe Lincoln, and Narrator

Narrator:

Abe Lincoln loved to read. He wanted so much to learn about the world around him. His father had differing views. Thomas Lincoln felt like boys should work on the farm and not worry as much about reading and studying. The setting of this scene is on the Lincoln Farm in the Little

Pigeon Community.



## So You Love to Read... Good for You! Sally Bush Johnston Lincoln talks to Abe about his love of reading

Cast:

Sally Bush Johnston Lincoln, Abe Lincoln, Narrator

Narrator:

After the death of Abe's mother, Thomas Lincoln married Sally Bush Johnston. Abe didn't know Sally until the day his dad drove up to the Lincoln cabin with her three children and her in his wagon. Over time,

Sally brought something with her that young Abraham wanted dearly . . . books to read! The scene is the Lincoln cabin. Sally: Abe! A-bra-ham! Come her for a moment. Abe: (running in from outside) Yes, ma'm. I brought somethin' with me from Elizabethtown. Your dad told me how

# Doing What's Right is Right! Nathaniel Grigsby, Matthew Gentry, Abe Lincoln, Narrator Cast:

## **Teacher's Pet?**Abe Lincoln helps a student with spelling

Cast:

Mr. Crawford (teacher), Abe Lincoln, Ann Roby, Narrator

Narrator:

Abraham and his sister Sarah attended the Crawford School. The school was a one room log schoolhouse. Every Friday there would be a "spelling match." Lincoln was the best speller in the school and most people knew

known to help them if he could. During one match he helped his friend Ann Roby. This scene is set in the school house on a Friday afternoon.



## All the News that's Fit to Print! William Jones talks with Abe Lincoln about some issues of the day

Cast: William Jones, Abe Lincoln, Narrator

Narrator: Abe worked in a general store with William Jones. Jones knew Abe liked

to read newspapers. Since most newspapers were delivered and sold at

as Vincennes and Louisville told about events, especially politics, to a standard the animater Tomas also litrad to diamen malition

#### A Half Dollar for Your Thoughts!

Abe gets paid for helping passengers board a steamboat

Cast:

Man 1, Man 2, Abe Lincoln, Narrator

Narrator:

Man 1:

Man 2:

Abe:

Man 1.

One of Lincoln's earliest jobs was working with a ferry boat along the Ohio River near Troy, Indiana. Lincoln apparently loved this job, and at

realized the importance of hard work and determination in making money. This was an important event during Lincoln's Indiana years. The scene is on the Ohio River at Troy.

Excuse me young man, but Mr. James Taylor told us to see you.

Yes, we were told you'd row our belongings and us out to the steamer waiting in the river.

Yes, I can do that for you.

Great! Kindly heln us load our trunks. What is your name young man?

#### So You Want to Travel?

Cast: James Gentry, Abe Lincoln, Narrator

Narrator: James Gentry was one of the wealthiest men in the Little Pigeon

## Lesson: The Little Pigeon Community

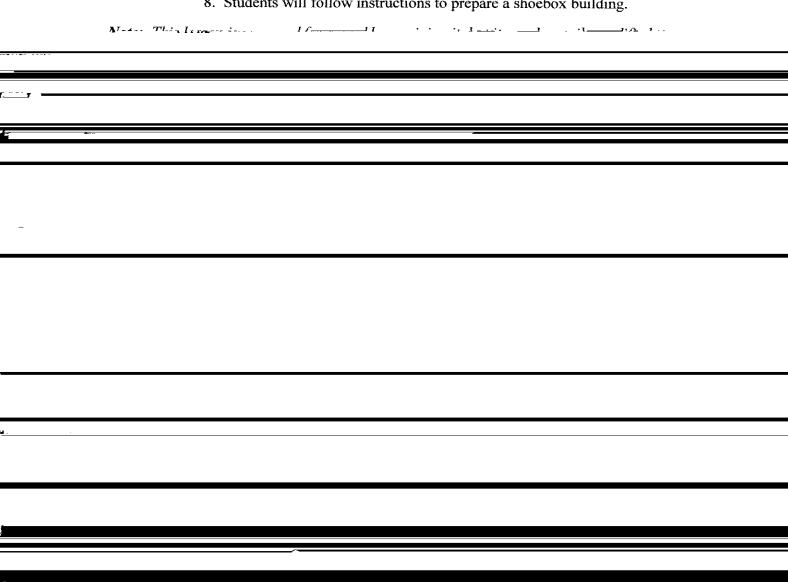
#### A Mini Unit on Backcountry Communities Fifth Grade Social Studies and Language Arts

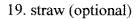
By: Lee Bilderback

Goal: Students will discover roles and occupations in a typical frontier community.

#### **Objectives:**

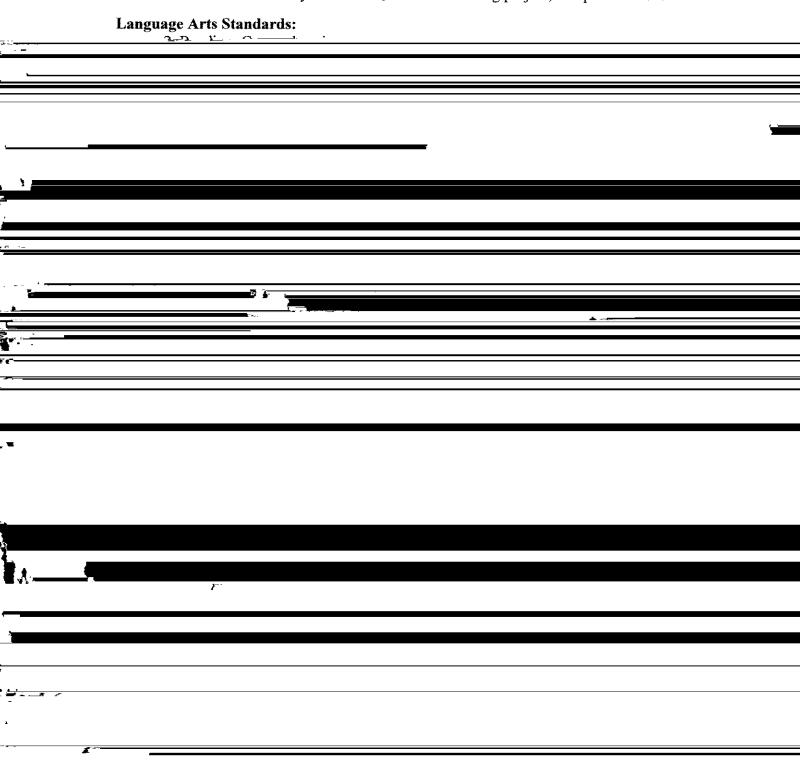
- 1. Students will identify typical occupations found on the frontier.
- 2. Students will recognize individuals and occupations effecting Lincoln in the Little Pigeon Community.
- 3. Students will identify economic patterns on the frontier.
- 4. Students will master basic research skills.
- 5. Students will prepare research data using writing process.
- 6. Students will write complete paragraphs based upon their research.
- 7. Students will present research orally.
- 8. Students will follow instructions to prepare a shoebox building.

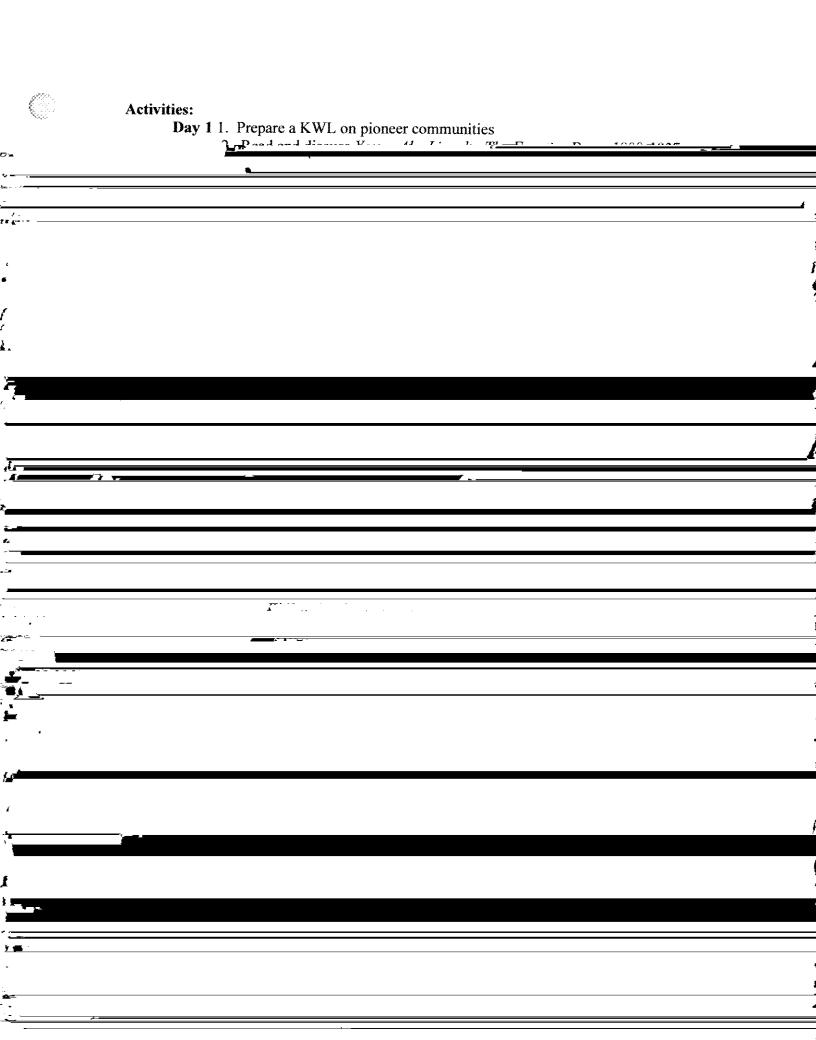




20. small pebbles (optional)

- Assessment: 1. Content mastery is assessed through questioning and project completion.
  - 2. Skill mastery is determined by completion of Little Pigeon Community Data Sheet, shoebox building project, and presentation.





# Little Pigeon Community

Data Sheet

	Names:
	1. Pioneer Settler/Occupation:
1 1111111111	2. Data about the Pioneer Settler/Occupation:
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	3. Sources:
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