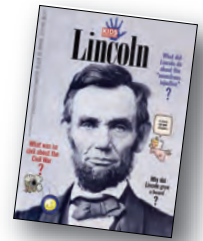




# Teacher's Guide



# Lincoln

## Dear Educator,

**G**et to know America's 16th president and learn more about why he is one of the most well-known and admired figures in history! While reading **KIDS DISCOVER *Lincoln***, your young historians will learn about the topics at right.

This Teacher's Guide is filled with activity ideas and blackline masters to help your students enjoy and learn more from *Lincoln*. Select or adapt the activities that suit your students' needs best.

Thank you for making **KIDS DISCOVER** a part of your classroom.

Sincerely,

**KIDS DISCOVER**

P.S. We would love to hear from you! E-mail your comments and ideas to [teachers@kidsdiscover.com](mailto:teachers@kidsdiscover.com)

## Meeting the Standards

✓ United States History: Era 5 Civil War and Reconstruction (1850-1877)  
– *National Standards for History*

✓ Visit [www.kidsdiscover.com/standards](http://www.kidsdiscover.com/standards) to find out more about how **KIDS DISCOVER** meets state and national standards.

PAGES	WHAT'S IN <i>LINCOLN</i>
2-3	<b>Lincoln</b> From frontier wilderness to national fame
4-5	<b>Lincoln's America</b> A time line of revolutionizing transportation and communication advances in Lincoln's lifetime
6-7	<b>The Path to the White House</b> Lincoln's personal and public path to presidency
8-9	<b>Slavery Splits the Nation</b> Slavery, racism, and the abolitionist movement divide the country
10-11	<b>Lincoln through the Ages</b> The changing face of Abraham Lincoln told in seven photographs from 1857-1865
12-13	<b>Presidency and War</b> The Civil War breaks out soon after Lincoln takes office
14-15	<b>"The President Is Shot!"</b> Just a few days after the Civil War ends, Lincoln is killed.
16-17	<b>"Now He Belongs to the Ages"</b> The Lincoln Memorial, Mount Rushmore, and the Gettysburg Address
18-19	<b>Student Activities</b> Make a log cabin, plus an acrostic, a map activity, and resources

## • IN THIS TEACHER'S GUIDE •

2 **Prereading Activities**

3 **Get Set to Read (Anticipation Guide)** 

4 **Discussion and Writing Questions**

5-6 **It's in the Reading (Reading Comprehension)** 

7 **Everything Visual (Graphic Skills)** 

8 **Cross-Curricular Extensions**

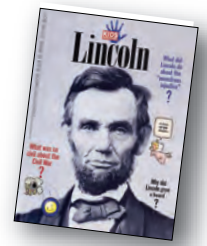
9-12 **Answer Keys to Blackline Masters**

[www.kidsdiscover.com](http://www.kidsdiscover.com)

**KIDS DISCOVER** • 149 Fifth Avenue, 12th Floor • New York, NY 10010 • T: 212-677-4457 • F: 212-353-8030



# PREREADING ACTIVITIES



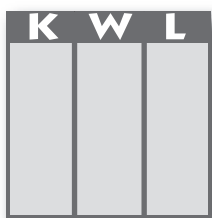
**B**efore distributing **KIDS DISCOVER *Lincoln***, activate students' prior knowledge and set a purpose for reading with these activities.

## Discussion

To get students thinking about how this topic relates to their interests and lives, ask:

- ✓ *Have you ever seen Lincoln's image? Where?*
- ✓ *How do you think life was different around 1850 than it is today?*

## KWL Chart



On chart paper, draw three columns and label them **K** ("What we Know"), **W** ("What we Want to know" or "What we think we Will learn"), and **L** ("What we Learned"). Ask: *What do you already know about Lincoln?*

List students' responses in the **K** column. In the **W** column, list students' questions and comments about what they want to learn or what they think they will learn by reading *Lincoln*. (See box below for key terms students may bring up.) At the end of the unit, have students fill in the **L** column listing what they learned. Finally, ask students to correct any inaccurate information in the **K** column.

### KEY TERMS

- |                             |                 |
|-----------------------------|-----------------|
| ✓ Emancipation Proclamation | ✓ Civil War     |
| ✓ Frederick Douglass        | ✓ Union         |
| ✓ Mary Todd Lincoln         | ✓ Confederate   |
| ✓ Mount Rushmore            | ✓ abolitionist  |
| ✓ Gettysburg Address        | ✓ slavery       |
| ✓ John Wilkes Booth         | ✓ assassination |

## Get Set to Read (Anticipation Guide)



Copy and distribute the **Get Set to Read** blackline master (page 3 of this Teacher's Guide). Explain to students that this **Anticipation Guide** will help them find out what they know and what misconceptions they have about the topic. **Get Set to Read** is a list of statements—some true, some false. Ask students to write whether they think each statement is true or false in the **Before Reading** column. Be sure to tell students that it is not a test and they will not be graded on their answers. The activity can be completed in a variety of ways for differentiated instruction:

- ◆ **Have students** work on their own or in small groups to complete the entire page.
- ◆ **Assign pairs** of students to focus on two statements and to become "experts" on these topics.
- ◆ **Ask students** to complete the **Before Reading** column on their own, and then tabulate the class's answers on the chalkboard, on an overhead transparency, or on your classroom computer.
- ◆ **Review the statements** orally with the entire class.

If you predict that students will need assistance finding the answers, complete the **Page Number** column before copying **Get Set to Read**.

## Preview

Distribute *Lincoln* and model how to preview it. Examine **titles, headings, words in boldface type, pictures, charts, and captions**. Then have students add new information to the **KWL** chart. If students will only be reading a few pages at one sitting, preview only the selected pages.

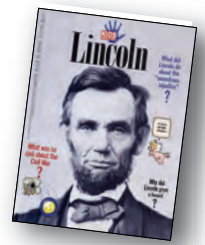
## BE WORD WISE WITH POWER VOCABULARY!

**Y**ou have exclusive access to additional resources including Power Vocabulary blackline masters for every available KIDS DISCOVER title! These activities introduce students to 15 specialized and general-use vocabulary words from each KIDS DISCOVER title. Working with both types of words helps students develop vocabulary, improve comprehension, and read fluently. Follow the links from your Teacher's Toolbox CD-ROM and find your title to access these valuable resources:

- ◆ Vocabulary cards
- ◆ Crossword puzzle
- ◆ Word find
- ◆ Matching
- ◆ Cloze sentences
- ◆ Dictionary list

◆◆◆◆◆ [www.kidsdiscover.com](http://www.kidsdiscover.com) ◆◆◆◆◆

**KIDS DISCOVER** • 149 Fifth Avenue, 12th Floor • New York, NY 10010 • T: 212-677-4457 • F: 212-353-8030



Name \_\_\_\_\_ Date \_\_\_\_\_

# Get Set to Read

What do you know about Abraham Lincoln? In *Before Reading*, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Lincoln**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading		After Reading	Page Number
_____	1. Lincoln was weak and sickly as a young man.	_____	_____
_____	2. When Lincoln was born, about 90 percent of Americans were farmers.	_____	_____
_____	3. Lincoln lost his first election.	_____	_____
_____	4. Lincoln had mixed feelings about slavery.	_____	_____
_____	5. Before the Civil War, some states allowed African Americans to vote.	_____	_____
_____	6. Lincoln was elected President even though he received hardly any votes in the South.	_____	_____
_____	7. The Civil War killed more Americans than any other war.	_____	_____
_____	8. Lincoln's main goal when the war began was to abolish slavery.	_____	_____
_____	9. Lincoln was killed because of a plot by several Southerners.	_____	_____
_____	10. Lincoln's face is carved into Mount Rushmore.	_____	_____



**Use the following questions as oral discussion starters or for journaling. For additional in-class discussion and writing questions, adapt the questions on the reading comprehension blackline masters on pages 5 and 6.**

**Pages 2–3**

✓ According to the map on page 2, how is America in 1809, when Lincoln was born, different than America today?

**Pages 2–3**

✓ Do you think voters liked the fact that Lincoln came from humble beginnings? Why or why not?

**Pages 4–5**

✓ What do you think is the most important event on the time line? Why?

✓ Are there any events on the time line that surprised you? What are they and why were you surprised they were on the time line?

**Pages 6–7**

Lincoln rose from a humble background. Much of his early life he lived in log cabins he and his father built. Ask:

✓ Do you think it is still possible today for a person who is relatively poor and unschooled to become president? Explain your answer.

**Pages 8–9**

✓ How do you think Frederick Douglass's and Harriet Beecher Stowe's books helped fuel the passions of antislavery forces? Do you think books have such power today? What forms of communication do you think help fuel people's ideas today?



**Pages 10–11**

In a letter, Grace Bell suggested that Lincoln grow whiskers. Ask:

✓ Why do you think Grace Bell suggested that he grow whiskers? Do you think she is right? Do you think Grace's letter is the reason why Lincoln grew a beard?

**Pages 12–13**

Lincoln is considered a great president. Ask:

✓ What qualities do you think a person must have in order to become an outstanding president? Can you think of a president you admire? Which one? Why?

**Pages 12–13**

✓ If you were elected president today, what is the most important major change you would like to see take place during your presidency? Why?

**Pages 12–13**

During Lincoln's time, both the South and the North held very strong views about slavery. The differences in their ideas led to the Civil War. Ask:

✓ Do you think that the United States could ever have another Civil War, or War Between the States? If so, what issue do you think would divide the country? Which areas of the country would be on each side?


**Pages 14–15**

Abraham Lincoln was the first American president to be assassinated. Ask:

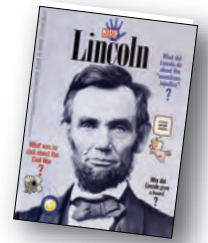
✓ Do you think that killing a president is a more serious crime than killing an ordinary citizen? Explain.

**Pages 16–17**

✓ Do you think that the United States is still dedicated to the proposition expressed in the Declaration of Independence and restated in Lincoln's Gettysburg Address, that all men are created equal? Explain.



**Students will love reading KIDS DISCOVER during silent reading time.**



Name \_\_\_\_\_ Date \_\_\_\_\_

## It's in the Reading

After reading **KIDS DISCOVER Lincoln**, choose the best answer for each question.  
Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

**1. Lincoln is one of the most admired figures in American history mainly because \_\_\_\_\_.**

- A. he was one of the first presidents from the wilderness
- B. he guided the United States through its greatest crisis
- C. he was both intelligent and funny
- D. he was a great speaker, writer, and lawyer



**2. The railroad was a key invention in American history because \_\_\_\_\_.**

- A. it enabled people to see more of the country
- B. it had a negative effect on agriculture
- C. it created less dependence on slavery
- D. it encouraged settlement in western areas



**3. The novel *Uncle Tom's Cabin* was published \_\_\_\_\_.**

- A. 100 years before the Civil War began
- B. a few years before the Civil War began
- C. during the Civil War
- D. after the Civil War had ended



**4. Lincoln's activities in his 20s show that he \_\_\_\_\_.**

- A. was not very ambitious
- B. was confused about what he wanted to do
- C. was committed to hard work and public service
- D. would one day become president



**5. Americans' attitudes toward Lincoln after the Senate election of 1858 show that \_\_\_\_\_.**

- A. he was an excellent public speaker
- B. the election was not fair
- C. he was not a good politician
- D. he won the election



**6. Before the Civil War, most Southerners believed that \_\_\_\_\_.**

- A. abolition was a good policy
- B. everyone should have slaves
- C. each person should decide whether to have slaves
- D. American territories should enter the Union as free states





**7. The Dred Scott decision was probably supported by \_\_\_\_.**

- A. Abraham Lincoln
- B. most abolitionists
- C. most Southerners
- D. most African Americans



**8. The political party that took a strong stand against slavery was the \_\_\_\_.**

- A. Whig party
- B. Democratic party
- C. Independent party
- D. Republican party



**9. Grace Bell's letter to Lincoln interests historians because \_\_\_\_.**

- A. it shows that children in the 1860s could write
- B. it may explain why Lincoln grew a beard
- C. it shows that Lincoln had support from many groups
- D. it explains why Lincoln won the election



**10. Lincoln issued the Emancipation Proclamation \_\_\_\_.**

- A. before the Civil War began
- B. during the Civil War
- C. just before the Civil War ended
- D. a few years after the Civil War ended



**11. The public response to Lincoln's assassination is most accurately described as \_\_\_\_.**

- A. a mixed reaction
- B. widespread fear
- C. intense grief
- D. apathy



**12. The purpose of the first sentence of the Gettysburg Address is \_\_\_\_.**

- A. to remind people of the country's birth
- B. to describe the beginning of the Civil War
- C. to give thanks to Civil War soldiers
- D. to criticize the practice of slavery



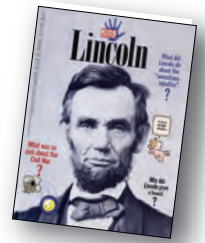
**13. What do you think Abraham Lincoln's greatest achievement was?  
Explain why, using specific details.**

---

---

---

---



Name \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

Maps can show what a place was like at a particular time in history. Look at the maps on pages 2 and 12. (You may also wish to refer to a present-day United States map.) Then answer the questions.

1. About what percentage of the present-day mainland United States did the states of the United States cover in 1809?

---

---

2. How many states were in the United States in 1809?

---

---

3. What parts of today's United States did Spain possess in 1809?

---

---

4. About what percentage of mainland United States was covered by the Louisiana Purchase?

---

---

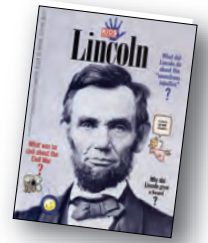
5. Look at the map on page 12. Name five midwestern states that had been added to the United States by 1861. Name two western states that had been added.

---

---

---

---



**H**ave students try these activities to expand their knowledge and interest in Abraham Lincoln.

## Geography, History, Art

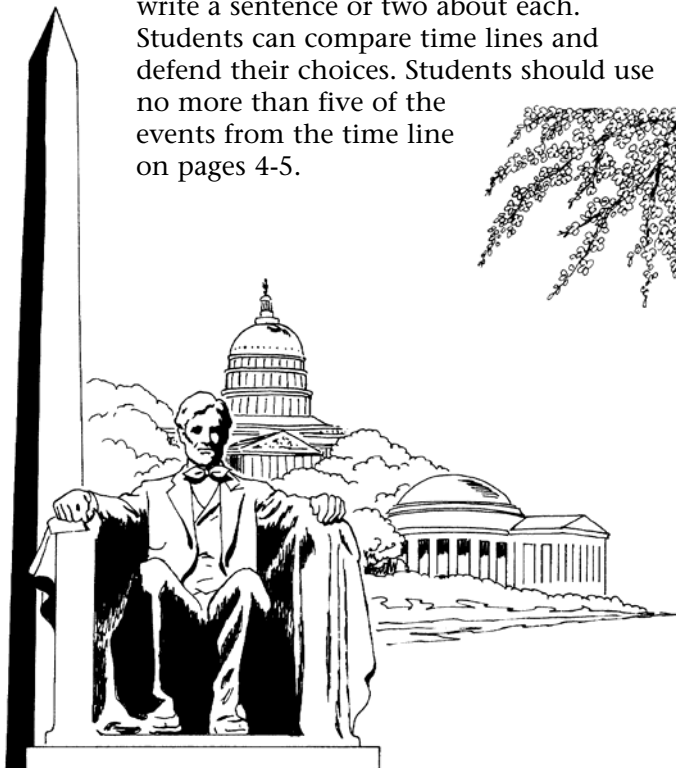
Have students make a map of the United States in 1861. They may wish to use the maps on pages 12 and 19 as a guide. Students should label the names of the states and color them in according to whether they were part of the Union or the Confederate States of America. Then have students do research to find out the sites of battles that took place during the Civil War. Students should mark the site on the map and add the location name and date. Encourage students to do further research on one of these battles and its significance in the war.

## History, Language Arts

Have students memorize the Gettysburg Address (featured on page 16), or part of it, depending on the age and ability of the students. Unfamiliar words should be explained and discussed so that the full meaning of the document becomes clear. Call on volunteers to recite the speech “with feeling” to the class.

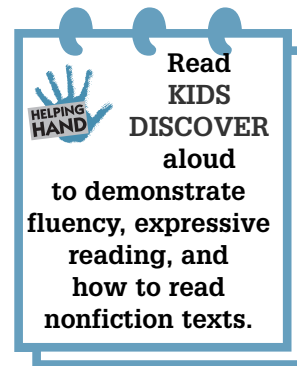
## History


Have students work in groups and make their own time lines of the 19th century. They should choose 20 events that they feel are important and write a sentence or two about each. Students can compare time lines and defend their choices. Students should use no more than five of the events from the time line on pages 4-5.



## Science

Several important inventions or improvements to inventions were made in Lincoln’s lifetime, including the photographic process, the telegraph, the sewing machine, and the steam locomotive. Just a few of these inventions are featured on the time line on pages 4 and 5. List these inventions or improvements on the board. Ask students to come up with questions they have about these inventions and write these on the board also. Have each student select one invention and do research to answer the questions. Students may wish to dress up as the inventor and share the information they learned “in character.”



 **Read  
KIDS  
DISCOVER  
aloud**  
to demonstrate  
fluency, expressive  
reading, and  
how to read  
nonfiction texts.

## Language Arts, History

Have students imagine they could meet someone who was alive during the Civil War. Ask: Who would you want to meet? Why? What would you like to ask the person? Have students write ten questions they would like to ask the person in an interview.

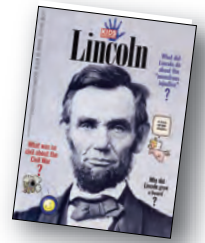
## History

The Thirteenth Amendment to the Constitution abolished slavery. Have students work in groups and find out what the other amendments are and when they were passed.

## Music

Have students research songs that were popular during the Civil War, such as “When Johnny Comes Marching Home” and “Tenting Tonight.” If anyone can play these tunes on the piano, he or she might teach the class these Civil War tunes. Also, several Internet sites have audio recordings of these songs that you can play for students.





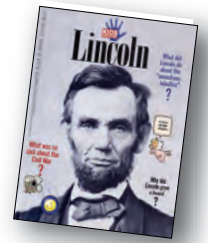
Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Get Set to Read

What do you know about Abraham Lincoln? In Before Reading, write *true* if you think the statement is true. Write *false* if you think the statement is not true. Then read **KIDS DISCOVER Lincoln**. Check back to find out if you were correct. Write the correct answer and the page number where you found it.

**CHALLENGE:** Rewrite each false sentence in a way that makes it true.

Before Reading	After Reading	Page Number
_____ 1. Lincoln was <del>weak and sickly</del> <b>physically strong</b> as a young man.	_____ <i>False</i>	_____ <i>p. 2</i>
_____ 2. When Lincoln was born, about 90 percent of Americans were farmers.	_____ <i>True</i>	_____ <i>p. 4</i>
_____ 3. Lincoln lost his first election.	_____ <i>True</i>	_____ <i>p. 6</i>
_____ 4. Lincoln <del>had mixed feelings about slavery</del> <b>thought slavery was “a monstrous injustice.”</b>	_____ <i>False</i>	_____ <i>p. 8</i>
_____ 5. Before the Civil War, some states allowed African Americans to vote.	_____ <i>True</i>	_____ <i>p. 8</i>
_____ 6. Lincoln was elected President even though he received hardly any votes in the South.	_____ <i>True</i>	_____ <i>p. 9</i>
_____ 7. The Civil War killed more Americans than any other war.	_____ <i>True</i>	_____ <i>p. 13</i>
_____ 8. Lincoln’s main goal when the war began was to <del>abolish slavery</del> <b>keep the Union together.</b>	_____ <i>False</i>	_____ <i>p. 13</i>
_____ 9. Lincoln was killed because of a plot by several Southerners.	_____ <i>True</i>	_____ <i>p. 14</i>
_____ 10. Lincoln’s face is carved into Mount Rushmore.	_____ <i>True</i>	_____ <i>p. 16</i>



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## It's in the Reading

After reading KIDS DISCOVER *Lincoln*, choose the best answer for each question.  
Fill in the circle.



Find your answers on the pages shown in the book icon next to each question.

1. Lincoln is one of the most admired figures in American history mainly because \_\_\_\_\_.

- A. he was one of the first presidents from the wilderness
- B. he guided the United States through its greatest crisis (*main idea*)
- C. he was both intelligent and funny
- D. he was a great speaker, writer, and lawyer



2. The railroad was a key invention in American history because \_\_\_\_\_.

- A. it enabled people to see more of the country
- B. it had a negative effect on agriculture
- C. it created less dependence on slavery
- D. it encouraged settlement in western areas (*cause and effect*)



3. The novel *Uncle Tom's Cabin* was published \_\_\_\_\_.

- A. 100 years before the Civil War began
- B. a few years before the Civil War began (*sequence*)
- C. during the Civil War
- D. after the Civil War had ended



4. Lincoln's activities in his 20s show that he \_\_\_\_\_.

- A. was not very ambitious
- B. was confused about what he wanted to do
- C. was committed to hard work and public service (*generalization*)
- D. would one day become president



5. Americans' attitudes toward Lincoln after the Senate election of 1858 show that \_\_\_\_\_.

- A. he was an excellent public speaker (*draw conclusions*)
- B. the election was not fair
- C. he was not a good politician
- D. he won the election



6. Before the Civil War, most Southerners believed that \_\_\_\_\_.

- A. abolition was a good policy
- B. everyone should have slaves
- C. each person should decide whether to have slaves (*main idea*)
- D. American territories should enter the Union as free states



7. The Dred Scott decision was probably supported by \_\_\_\_\_.

- A. Abraham Lincoln
- B. most abolitionists
- C. most Southerners (*draw conclusions*)
- D. most African Americans



8. The political party that took a strong stand against slavery was the \_\_\_\_\_.

- A. Whig party
- B. Democratic party
- C. Independent party
- D. Republican party (*details*)



9. Grace Bell's letter to Lincoln interests historians because \_\_\_\_\_.

- A. it shows that children in the 1860s could write
- B. it may explain why Lincoln grew a beard (*details*)
- C. it shows that Lincoln had support from many groups
- D. it explains why Lincoln won the election



10. Lincoln issued the Emancipation Proclamation \_\_\_\_\_.

- A. before the Civil War began
- B. during the Civil War (*sequence*)
- C. just before the Civil War ended
- D. a few years after the Civil War ended



11. The public response to Lincoln's assassination is most accurately described as \_\_\_\_\_.

- A. a mixed reaction
- B. widespread fear
- C. intense grief (*generalization*)
- D. apathy



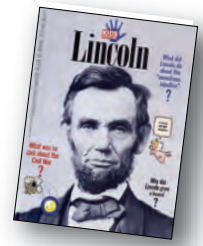
12. The purpose of the first sentence of the Gettysburg Address is \_\_\_\_\_.

- A. to remind people of the country's birth (*summary*)
- B. to describe the beginning of the Civil War
- C. to give thanks to Civil War soldiers
- D. to criticize the practice of slavery



13. What do you think Abraham Lincoln's greatest achievement was?  
Explain why, using specific details.

*Answers will vary. Students should use specific details.*



Name **ANSWER KEY** \_\_\_\_\_ Date \_\_\_\_\_

## Everything Visual

Maps can show what a place was like at a particular time in history. Look at the maps on pages 2 and 12. (You may also wish to refer to a present-day United States map.) Then answer the questions.

1. About what percentage of the present-day mainland United States did the states of the United States cover in 1809?

*about 25 percent (about one-quarter of present-day mainland United States)*

2. How many states were in the United States in 1809?

*18*

3. What parts of today's United States did Spain possess in 1809?

*the western regions that are the states of California, Nevada, Arizona, Utah, and Colorado today and the region that is Florida today*

4. About what percentage of mainland United States was covered by the Louisiana Purchase?

*about 33 percent (about one-third of mainland United States)*

5. Look at the map on page 12. Name five midwestern states that had been added to the United States by 1861. Name two western states that had been added.

*Minnesota, Wisconsin, Michigan, Iowa, Illinois, Indiana, Missouri; California and Oregon*