

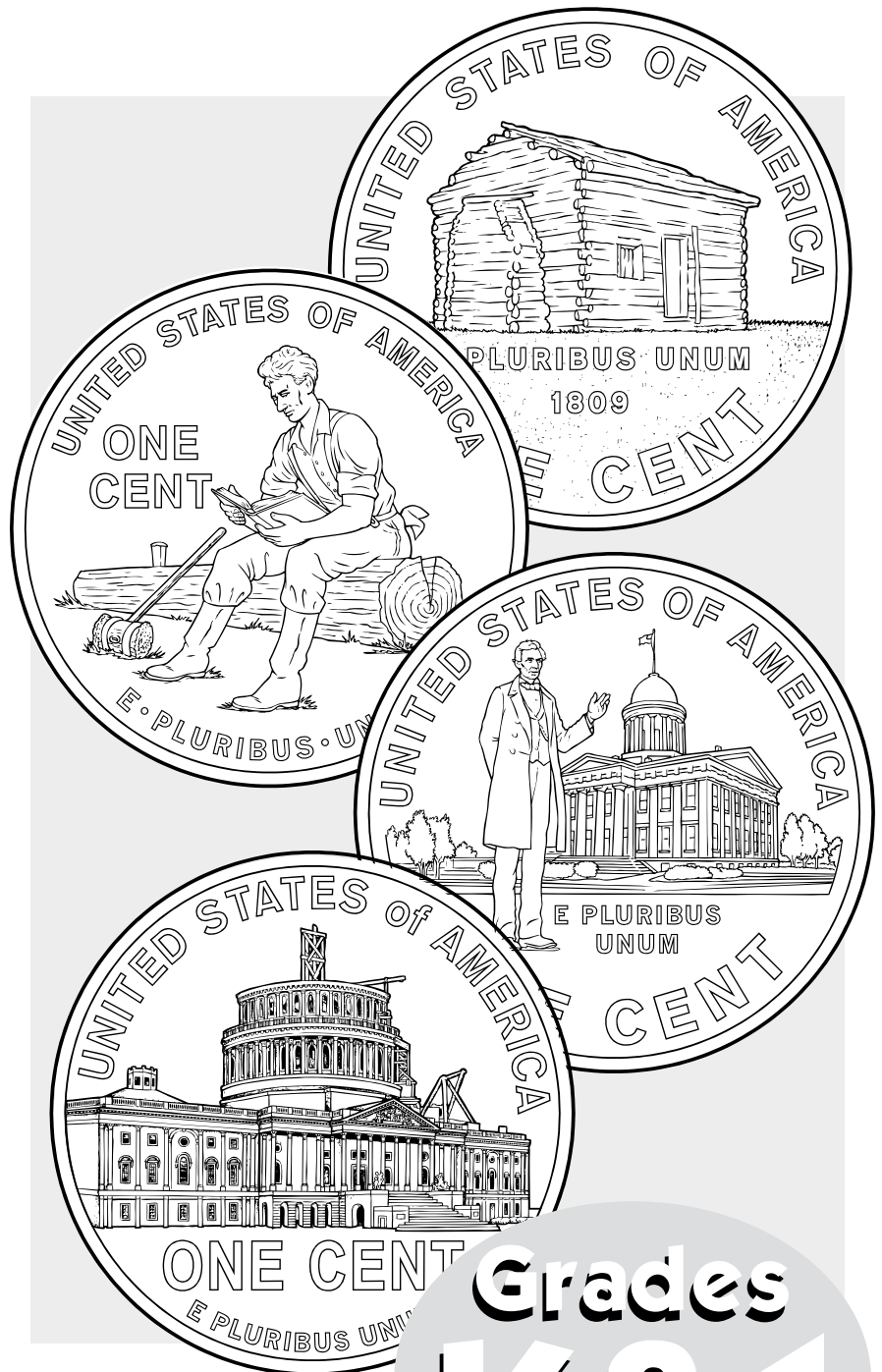
2009 Lesson Plans

2009 Lincoln Bicentennial One Cent Program

The Greatest Educational Change
America Has Ever Seen

This teaching guide includes:

- One teacher-friendly lesson plan that fits easily into your curriculum
- Reproducible student worksheets that support the lesson
- Fun facts and information on the new coin designs
- A map of the United States designating all the states



Grades
K&1

The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading this 2009 Lincoln Bicentennial One Cent Program lesson plan, you are able to bring the excitement of America's penny craze right into your own classroom.

Launched in 2009, the Program is a 1-year coin initiative commemorating four major aspects of the life of President Abraham Lincoln. Approximately every twelve weeks (four times), a new limited-edition cent that displays one of the four Lincoln designs is released into general circulation.

As it has every year of the 50 State Quarters(R) Program, the United States Mint is offering the public for free three new lesson plans (for grades K and 1, 2 and 3, and 4 through 6). All are designed to bring to life the President who fought to preserve the Union during the American Civil War. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative cent reverses to help inspire students to learn about the life of this great President.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 2009 Lincoln Bicentennial One Cent Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "Connections" section will show you ways to supplement the penny activities with fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's "H.I.P." about coins: they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the sixteenth President of the United States, Abraham Lincoln. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 2009 Lincoln Bicentennial One Cent Program!

We hope you find these resources to be a valuable addition to your classroom.

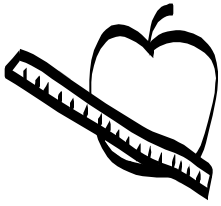


Visit us online at
www.usmint.gov/kids



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In Mr. Lincoln's Shoes

Based on the 2009 Lincoln Cent Reverses



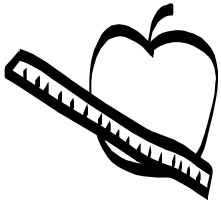
OBJECTIVE

Students will demonstrate basic map skills. Students will understand cardinal directions and use a compass rose.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “2009 Lincoln Cent Reverses” page
 - “Life of Lincoln I and II” double worksheet
 - “Lincoln’s Compass Rose” worksheet
 - “Mapping the Class” worksheet
- Copies of the following:
 - “2009 Lincoln Cent Reverses” page
 - Four full-page cent reverse images: “Lincoln’s Boyhood in Kentucky,” “Lincoln’s Youth in Indiana,” “Lincoln’s Career in Illinois,” and “Lincoln’s Presidency in Washington, DC.”
 - “Life of Lincoln I and II” double worksheet
 - “Lincoln’s Compass Rose” worksheet
 - “Mapping the Classroom” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about Abraham Lincoln, such as:
 - *A Picture Book of Abraham Lincoln* by David Adler
 - *Abe Lincoln: A Boy Who Loved Books* by Kay Winters
 - *Meet Abraham Lincoln* by Patricia Pingry
 - *Abraham Lincoln (Rookies Biography)* by Wil Mara
- 1 copy of a text that gives information about maps and cardinal directions, such as:
 - *Me On The Map* by Joan Sweeney
 - *We Need Directions* by Sarah E. DeCapua
 - *Looking at Maps and Globes* by Carmen Bredeson
 - *Maps and Globes* by Jack Knowlton
 - *My Map Book* by Sara Fanelli
- Chart paper
- Markers



In Mr. Lincoln's Shoes

- Scissors
- Glue
- Construction paper
- Tape
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2009 Lincoln Cent Reverses”
 - “Life of Lincoln I and II” double worksheet
 - “Lincoln’s Compass Rose” worksheet
 - “Mapping the Class” worksheet
 - Timeline using the four images from the “Life of Lincoln” worksheet
- Make copies of each of the following:
 - “2009 Lincoln Cent Reverses” page (1 per student) (optional)
 - “Life of Lincoln I and II” double worksheet (1 per student)
 - “Lincoln’s Compass Rose” worksheet (1 per student)
 - “Mapping the Classroom” worksheet (1 per student)
 - Four full-page coin image worksheets to display on four walls in the classroom
- Cut the “Life of Lincoln I and II” double worksheet into two worksheets, “I” for Session 1 and “II” for Session 2.
- Locate a text that gives information about Abraham Lincoln (see examples under “Materials”).
- Locate a text that gives information about maps and cardinal directions (see examples under “Materials”).



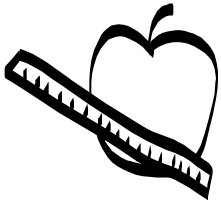
GROUPINGS

- Whole group
- Individual work

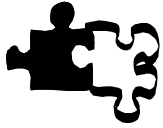


CLASS TIME

Three 20- to 30-minute sessions



In Mr. Lincoln's Shoes



CONNECTIONS

- Mathematics
- Art
- Social Studies



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Timeline
- Compass rose
- Cardinal directions (north, south, east, west)
- Symbol



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Maps
- Sequence
- President

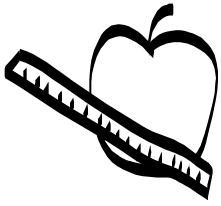


STEPS

Session 1

1. Describe the 2009 Lincoln Bicentennial One Cent Program for background information, if necessary. Tell the students that the United States Mint will recognize the bicentennial of Abraham Lincoln's birth and the 100th anniversary of the production of the Lincoln cent by issuing four different one-cent coins in 2009. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. While the obverse will continue to bear the likeness of President Lincoln currently on the penny, the reverse will change to bear four different designs, each representing a different period in Abraham Lincoln's life. The four periods are:

- Boyhood in Kentucky (1809–1816)
- Youth in Indiana (1816–1830)
- Career in Illinois (1830–1861)
- Presidency in Washington, DC (1861–1865)

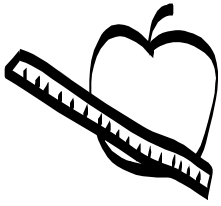


In Mr. Lincoln's Shoes

2. Display the "2009 Lincoln Cent Reverses" overhead transparency or photocopy, mentioning that an image must be specially chosen to be on a coin. Ask the students what they know about Abraham Lincoln.
3. Introduce the students to the selected text on Abraham Lincoln. Preview the text and illustrations and allow students to generate observations about Abraham Lincoln.
4. Read the text. During the reading, attend to any unfamiliar vocabulary.
5. After the reading, review the images on the coins. Ask the students why they think the images may have been chosen.
6. Explain that each image represents one of the four major parts of Abraham Lincoln's life.
7. Display the "Life of Lincoln I and II" overhead transparency. Discuss with the students which aspects of Lincoln's life are shown in the images. Explain that each happened at different times and in different states. Ask the students which order they think the events occurred in. Explain that a timeline is a schedule of events. Model a timeline for the students on chart paper using the past week's events.
8. Distribute the "Life of Lincoln I" worksheet and a "2009 Lincoln Cent Reverses" worksheet to each student. Tell the students that now they are going to put the events in order so they can create a timeline of Lincoln's life. They are to cut out the events from the "Life of Lincoln I" worksheet and glue them in order as a vertical timeline onto the back of the "Lincoln Cent Redesign Reverses" worksheet.
9. Allow an appropriate amount of time for the students to complete this activity.
10. As a class, share the timelines. Display a completed timeline on an overhead transparency using the "Life of Lincoln I" worksheet images.
11. Collect the students' worksheets.

Session 2

1. Review the information from Session 1 on Abraham Lincoln.
2. Display the classroom map of the United States as well as the overhead transparency of the "Life of Lincoln I and II" worksheet.
3. Explain to the students that, as a class, they are going to trace the life journey of Abraham Lincoln using a compass rose. Discuss the journey Lincoln must have taken to have lived in so many places.
4. Introduce the students to the selected text on maps and cardinal directions. Preview the text and illustrations and allow students to generate observations about maps and cardinal directions.
5. Read the text. During the reading, attend to any unfamiliar vocabulary.

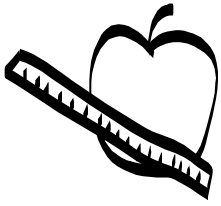


In Mr. Lincoln's Shoes

6. After the reading, discuss maps and cardinal directions with the students. Ask them to identify the cardinal directions. Have them write each direction on a piece of construction paper.
7. As a class, label the classroom with the cardinal direction labels you just created.
8. Tell the students they will be making a compass rose to help them travel to the places that Lincoln travelled. Tell the students that a compass rose is a circle with arrows that point north, south, east, and west, the cardinal directions, on a map (or a compass). Explain to the students that cardinal directions will help them know which direction to go when they follow Abraham Lincoln's journey on the map.
9. Display the overhead transparencies of the "Lincoln's Compass Rose" worksheet and the "Life of Lincoln I and II" worksheet. Explain to the students that they are about to take a walk through Lincoln's life. Using the map, they will place the images from their worksheet onto their compass rose, then help you place the coin images around the classroom.
10. Distribute the "Lincoln's Compass Rose" worksheet and the "Life of Lincoln II" worksheet to the students.
11. Have them cut out the four boxes from the "Life of Lincoln II" worksheet and place the events on the "Lincoln's Compass Rose" worksheet. Begin by leading them to glue the Kentucky image at the south position, then north to Indiana, west to Illinois and finally east to the District of Columbia.
12. Allow an appropriate amount of time for the class to complete this activity.
13. Review the worksheets as a class, then collect them.
14. Have the students direct you in hanging the four full-page coin images in their proper places on the four walls of the classroom.

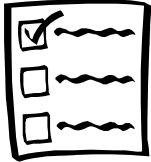
Session 3

1. Review the previous sessions and discussions on maps and cardinal directions. Re-visit the directions labeled in the classroom and their location.
2. Explain to the students that sometimes maps are made using symbols or pictures to represent different things. Ask the students what symbols could be used to represent various things in the classroom. Record student responses on chart paper along with the symbol.
3. Display the "Mapping the Classroom" overhead transparency. Tell the students that they are going to create a map of the classroom. Tell them they can either use the symbols from the class chart or their own. Remind them to draw the symbols in the proper location using the compass rose that is on their map.
4. Distribute a "Mapping the Classroom" worksheet to each student. Allow them an appropriate amount of time to complete this activity.



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5. Share the maps as a class and display them.
6. Review the maps and cardinal directions as a class.



ASSESSMENT

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



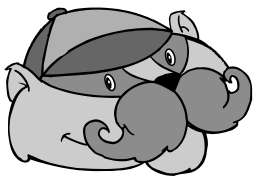
ENRICHMENTS/EXTENSIONS

- Have students create maps of the school using a compass rose.
- Have students research other presidents and the places where they lived. Have students map out these places using cardinal directions.
- Have students create maps of their neighborhood.



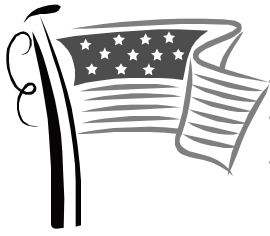
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use premade pictures to complete their maps.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about maps with the 2006 Return to Monticello nickel lesson plan at www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/_k-monticello.pdf.
- Have students learn more about sequential order with the 2005 Keelboat nickel lesson plan at www.usmint.gov/kids/teachers/lessonPlans/wjns/2004/_k-keelboat.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.
- Have students learn more about presidents by playing Presidential Portraits as a class at www.usmint.gov/kids/games/presidentialPortraits.



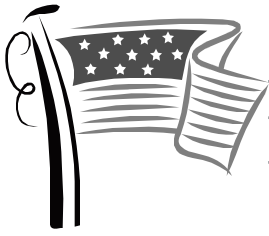
2009 Lincoln Cent Reverses





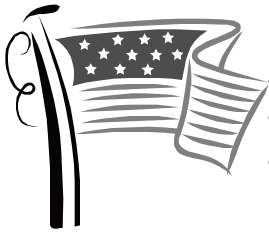
Cent Reverse #1
Lincoln's Boyhood in Kentucky





Cent Reverse #2
Lincoln's Youth in Indiana

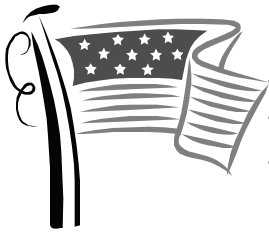




Cent Reverse #3

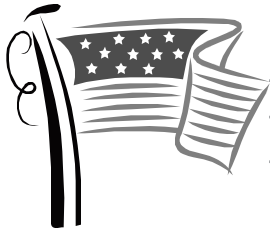
Lincoln's Career in Illinois





Cent Reverse #4
Lincoln's Presidency in Washington, DC





Name _____

Life of Lincoln I

Directions: Cut out the boxes and glue them onto the back of the "2009 Lincoln Cent Reverses" worksheet in the order the events happened.



ILLINOIS



KENTUCKY



WASHINGTON



INDIANA



Name _____

Life of Lincoln II

Directions: Cut out the boxes and glue them onto the "Lincoln's Compass Rose" worksheet in the order and direction Abraham Lincoln moved to the states.



ILLINOIS



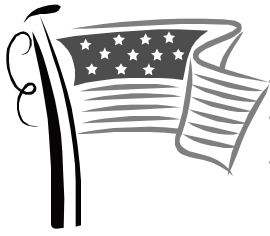
KENTUCKY



WASHINGTON



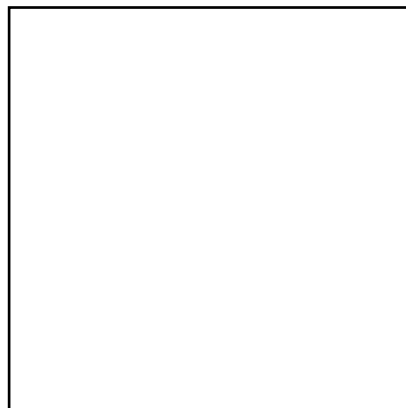
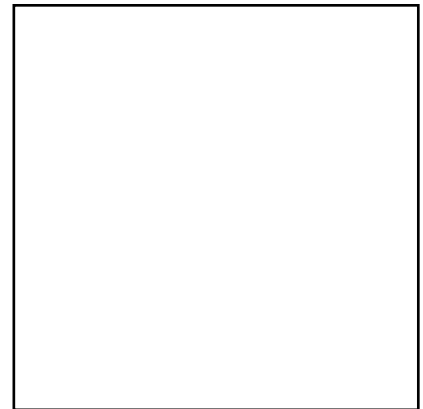
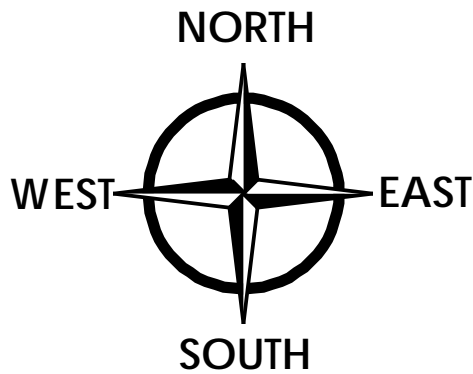
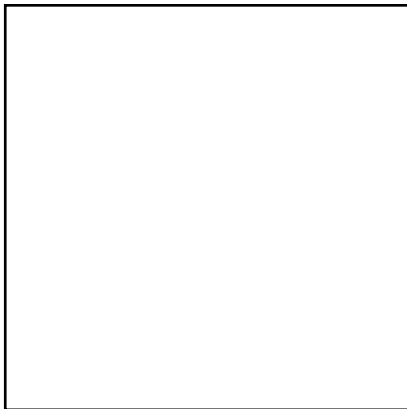
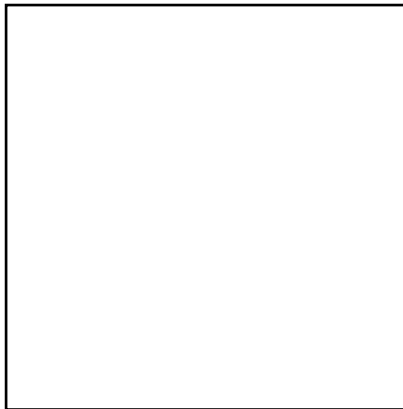
INDIANA

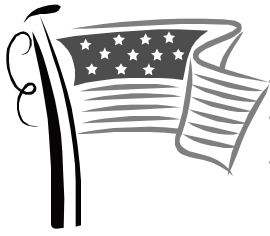


Name _____

Lincoln's Compass Rose

Directions: Cut out the four boxes from the "Life of Lincoln" worksheet and glue them onto the compass rose in the direction they are located. Start with Kentucky below "South."

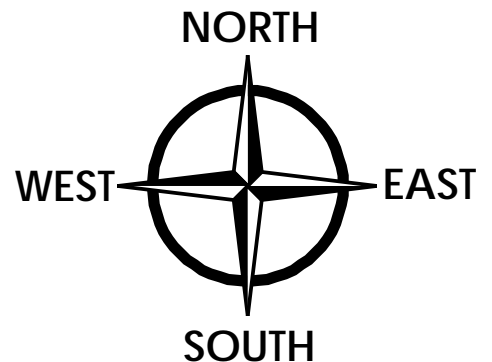




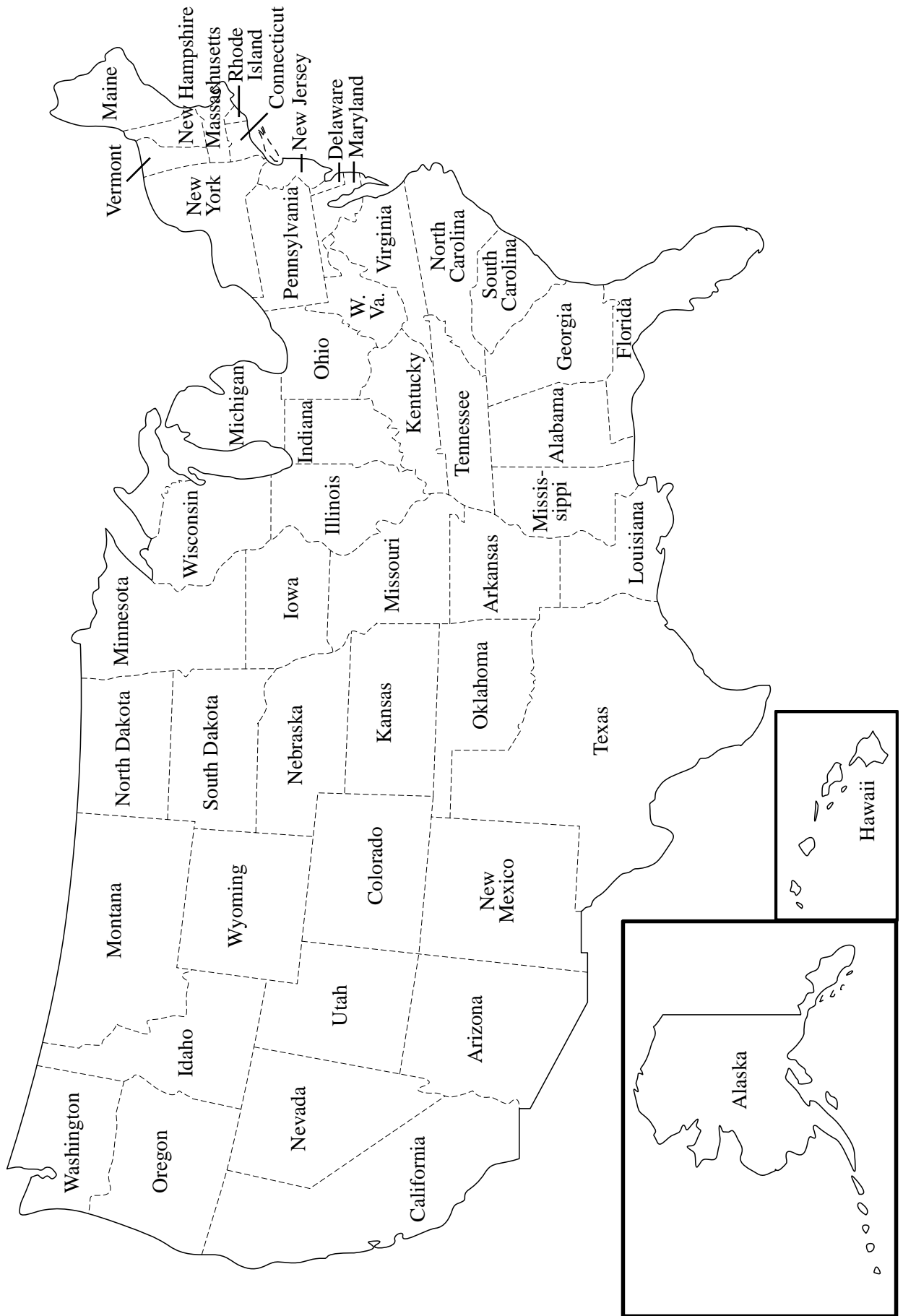
Name _____

Mapping the Class

Directions : Draw a map of your classroom using symbols. You may use the symbols from the class chart. Be sure the symbols are placed in the right direction. Use your compass rose!



The United States of America



Reproducible Coin Sheet

Obverse



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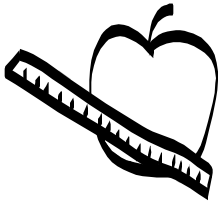
TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

Reproducible Coin Sheet

Reverse





2009 Lincoln Cent Themes

Aspect 1: Birth and Early Childhood in Kentucky

Abraham Lincoln was born in a log cabin near Nolin Creek, three miles south of present-day Hodgenville in Hardin (now Larue) County, Kentucky, on February 12, 1809, the second child of Thomas and Nancy Hanks Lincoln. He was named after his paternal grandfather.

The Lincoln family lived on 30 acres of the 228-acre Knob Creek Farm near Hodgenville from the time Abraham was two-and-a-half until he was nearly eight years old. It was here that he grew big enough to carry water and gather firewood.

The coin's design features a log cabin that represents his humble beginnings in Kentucky.

Aspect 2: Formative Years in Indiana

In the fall of 1816, Thomas and Nancy Lincoln left Kentucky for southern Indiana, settling in Spencer County. As he grew older, young Abraham became skilled at using a plow and, especially, an axe. Although the demands of frontier life left little time for formal schooling, his parents instilled in him a love for books and Abraham educated himself by reading such works as *Life of Washington*, *The Autobiography of Benjamin Franklin*, *Robinson Crusoe*, and *1001 Arabian Nights*, all by the age of 11. He could often be seen carrying a book along with his axe.

In October 1818, the family suffered a terrible tragedy when Nancy died from drinking contaminated cow's milk. For Abraham, whose mother had encouraged him to read and explore the world through books, it was a devastating blow. Thomas later married Sarah Bush Johnston, a kind stepmother who helped raise Abraham as her own.

The coin's design depicts a young Lincoln reading while taking a break from working as a rail splitter in Indiana.

Aspect 3: Professional Life in Illinois

In 1830, Thomas decided to move the family to Illinois, where he had relatives and where the soil was rich and productive. Early on, Abraham took a variety of jobs, including piloting a steamboat, but he was beginning to develop a serious interest in politics. In 1834, he was elected to the Illinois General Assembly, and began studying the law in earnest. In September 1836, he received a law license and embarked on the career that would propel him to the White House.

In April 1837, he settled in the new Illinois state capital, Springfield. Here, he met and married Mary Todd and their first child, Robert Todd Lincoln, was born in August 1843.

Lincoln continued to make a name for himself as a lawyer, and in 1846 he won election to the U.S. House of Representatives as a member of the Whig Party.

Illinois Senator Stephen Douglas was up for reelection in 1858, and in June the state Republican convention nominated Lincoln for the seat. The series of famous Lincoln-Douglas debates took place that fall, and while he did not win the seat, Lincoln's logic, moral fervor, elegant language, and debating skills transformed him into a national figure. At the 1860 Republican convention, he secured the nomination for President and was elected that fall.

The coin's design depicts him as a young professional standing in front of the state capitol building in Springfield, Illinois.

Aspect 4: Presidency in Washington, DC

When Lincoln took office on March 4, 1861, the nation was already on the verge of civil war, and fighting soon broke out at Fort Sumter, South Carolina. Shortly after the Battle of Antietam, in late 1862, Lincoln issued the Emancipation Proclamation, declaring all slaves in rebel territory free as of January 1, 1863. The Union victory at Gettysburg, Pennsylvania, on July 3, 1863, marked a crucial turning point in the war in favor of the North.

The summer of 1864, however, proved to be one of the most difficult of Lincoln's Presidency, and his reelection was in doubt. Peace negotiations began, but collapsed, and his cabinet was divided. But the war-time President prevailed easily that November, carrying 22 of 25 participating states. The war ended with General Robert E. Lee's surrender to General Ulysses S. Grant on April 9, 1865, at Appomattox Court House, Virginia.

Just five days later, on April 14, President Lincoln was mortally wounded by an assassin, John Wilkes Booth, while watching a play at Ford's Theatre in Washington. Army physicians worked to save him throughout the night, but he never regained consciousness and died at 7:22 a.m. the next morning at the age of 56.

The coin's design for aspect four of Lincoln's life features the half-finished United States Capitol dome, symbolizing a nation torn apart by civil war and the resolve Lincoln showed as he guided the country through its most grave crisis.

It was in front of the rising dome that Lincoln began his Presidency and under the completed dome that his body lay in state, having made the ultimate sacrifice to preserve the Union and defend freedom and democracy.