Lincoln 2.0
Based on the 2010 Lincoln One-Cent Coin
Grades 4 through 6

OBJECTIVE

Students will be able to identify and analyze the challenges that Abraham Lincoln faced during his presidency in relation to keeping the Union intact.

MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
    - "Lincoln Cent Images" page
    - "Project Facts and Research" worksheet
    - "Multimedia Project" plan and rubric
- Copies of the following:
    - "Lincoln Cent Images" page
    - "Project Facts and Research" worksheet
    - "Multimedia Project" plan and rubric
- Computer access with multimedia software access
- Bookmark age and school appropriate web sites with information about Abraham Lincoln and the Civil War.

PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
    - "Lincoln Cent Images" page
    - "Project Facts and Research" worksheet
    - "Multimedia Project Plan w/Rubric" worksheet
- Make copies of each of the following (one per student):
    - "Lincoln Cent Images" page
    - "Project Facts and Research" worksheet
    - "Multimedia Project" plan and rubric
- Schedule computer lab time for research.
- Prep multimedia software for student use.
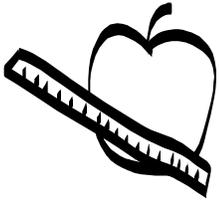
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GROUPINGS

- Whole group
- Individual
- Small Group

CLASS TIME

Four 45- to 60-minute sessions

CONNECTIONS

- Social Studies
- Language Arts
- Technology

TERMS AND CONCEPTS

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

## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Symbolism
- United States History
- Presidents

STEPS

Session 1

1. 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 one-cent coins today is Abraham Lincoln, our 16th president. During the more than 100 years that the Lincoln design has appeared on the obverse (front) of this coin, several different designs have been used on the reverse
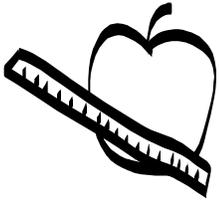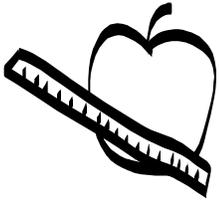
Lincoln 2.0

(back): first a wheat design, then the Lincoln Memorial; four designs were used in 2009; the Union shield design first appeared in 2010.

2. 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 shield symbol has different parts. The Union shield used in the design dates back to the 1780s. This symbol was used widely during the Civil War (1860s).

3. Discuss with the students what each piece of the union shield represents. In the current coin design, a banner inscribed "one cent" is draped across the shield, showing the coin's denomination (face value). 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" ("out of many, one").

4. Ask the students what they know about Abraham Lincoln.

5. On chart paper, create a graphic organizer with the word "Union" in the center. Conduct a class discussion about the political climate of the United States or "Union" in the years leading up to and through the Civil War. Ask the students to think about the challenges that Abraham Lincoln would have faced as the president. As a class, create a summary statement of these challenges. Record this statement and leave it up in the class for students to record and refer to.

6. Distribute the "Project Plan and Rubric" worksheet to each student group. Review the guidelines of the project. Have the students choose the type of presentation they will prepare and the area they will be covering. Explain that the students, in pairs or groups, will be given computer lab time to research their topics and that each of the groups will complete a presentation about the challenges that Abraham Lincoln faced as president.

7. Collect the project plans and hold them for the next session.

Session 2

1. Distribute one "Project Facts and Research" worksheet to each student. Divide the class into pairs or small groups and explain that the groups will be researching the challenges of Lincoln's presidency in the years leading up to and through the Civil War. Have the groups refer to the class summary from the previous session and then generate their own summary as a group regarding the challenges Lincoln faced during his presidency.

2. Review the worksheets from the previous session and answer any questions.

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3. Introduce the students to the research process and the difference between valid and questionable sources online. Explain the categories of web sites (.gov, government; .mil, military; .com, commercial; .org, organization; .edu, higher education; .net, Internet service provider). Review the proper way to cite Internet sources and to incorporate information into their work without plagiarizing or violating intellectual property laws.

4. Have the students write their names on the worksheets. Collect the worksheets for use in the next sessions.

Sessions 3 and 4

1. Provide students access to the computer lab. Redistribute the "Project Facts and Research" worksheets and allow time to complete the worksheet.

2. Have the groups lay out how they will be using their researched information in their projects.

3. Allow time for the groups to complete their projects.

Session 5

Have the groups present their completed projects to the class.

ASSESSMENT

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

ENRICHMENTS/EXTENSIONS

- Assemble a binder with each student's CD in it and cover art. Allow students to check out the album and bring it home to show their families.
- Invite other classes to come and take an interactive tour of the presidency of Abraham Lincoln.
- Have the students create a viewing guide and quiz for other students to complete after viewing the project.
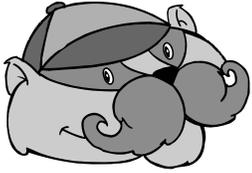
DIFFERENTIATED LEARNING OPTIONS

- Provide assembled facts about Abraham Lincoln and the Civil War for students to work from.
- Allow students extra time to complete the project.
- Have students work in smaller groups for individual assistance.
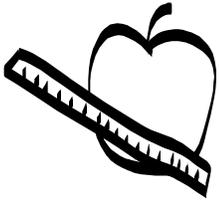
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CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students learn more about Abraham Lincoln through the 2009 Lincoln Bicentennial One Cent Program lesson plan for grades 4 through 6 at www.usmint.gov/kids/teachers/lessonPlans/cents/_0406.pdf.

- Have students learn more about presidents through the Presidential $1 Coin lesson plan for grades 4 through 6 at www.usmint.gov/kids/teachers/lessonPlans/presidential/2007/_0406.pdf.
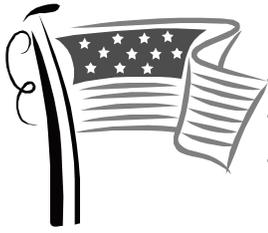
Name _____

Project Facts and Research

SITE EVALUATION CHECKLIST

1. **Purpose—**What is the purpose of the site? What type (.gov, .com, etc.)?
2. **Currency—**Is the information up-to-date? When was it posted and updated? Are there broken links?
3. **Authority—**Who is the author? What are the author's credentials? Are reliable references provided?
4. **Objectivity—**Is the site biased? Does the bias affect the information?
5. **Relevance—**Is the content well-written? Is it appropriate for your intended use?

CITE THE SITES

Be sure to use your class format for your citations and include the site's name and URL (page address).

RESEARCH NOTES

Union	War
_____	_____
_____	_____
_____	_____
Lincoln quotes _____	Lincoln quotes _____
_____	_____
_____	_____
_____	_____

Government	Slavery
_____	_____
_____	_____
_____	_____
Lincoln quotes _____	Lincoln quotes _____
_____	_____
_____	_____
_____	_____

Soldiers	Honesty
_____	_____
_____	_____
_____	_____
Lincoln quotes _____	Lincoln quotes _____
_____	_____
_____	_____
_____	_____

Name _____

Multimedia Project
Plan and Rubric

Objective: You will be able to identify and analyze the challenges that President Abraham Lincoln faced in relation to keeping the Union intact. You will make a presentation on your findings.

In your presentation, be sure to include:

- Quotes and related information about Lincoln and his presidency in regards to the Union, Slavery, War, Government, Honesty, and Soldiers.
- Images (original, cleared, or copyright-free) to represent each theme.

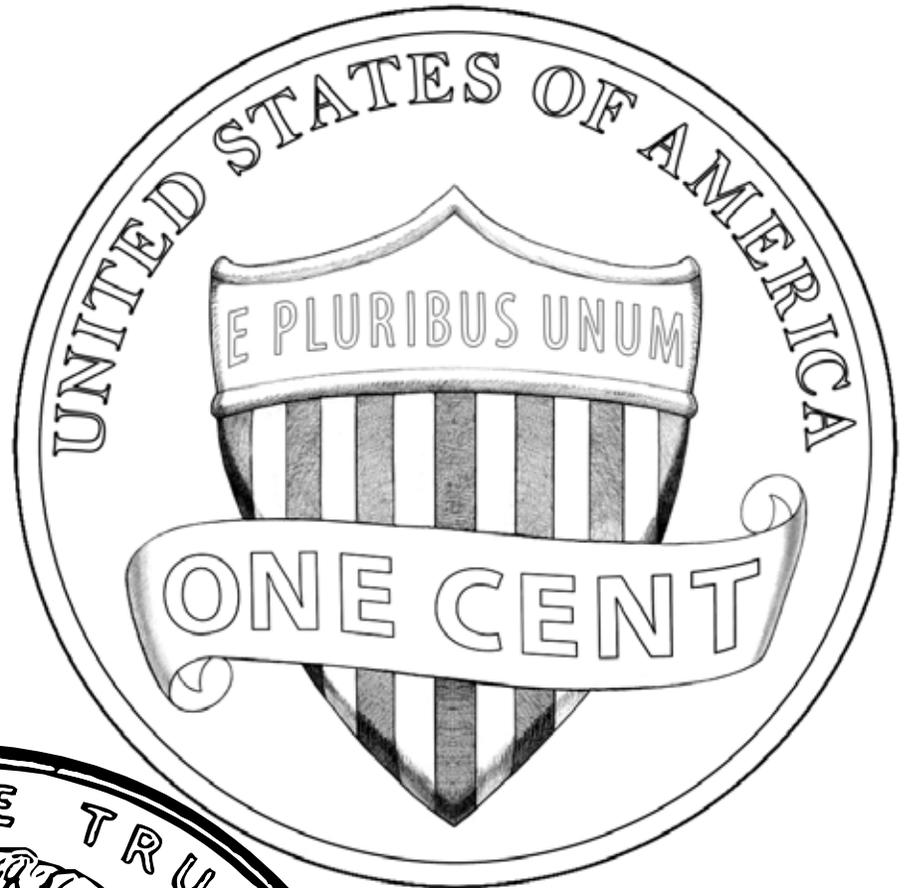Your presentation can be in multimedia or non-multimedia form.

- Multimedia formats include: a PowerPoint® presentation, a Web page, a series of entries in your blog, or a podcast with a listening guide.

- Non-multimedia options are: a detailed poster or a scrapbook.

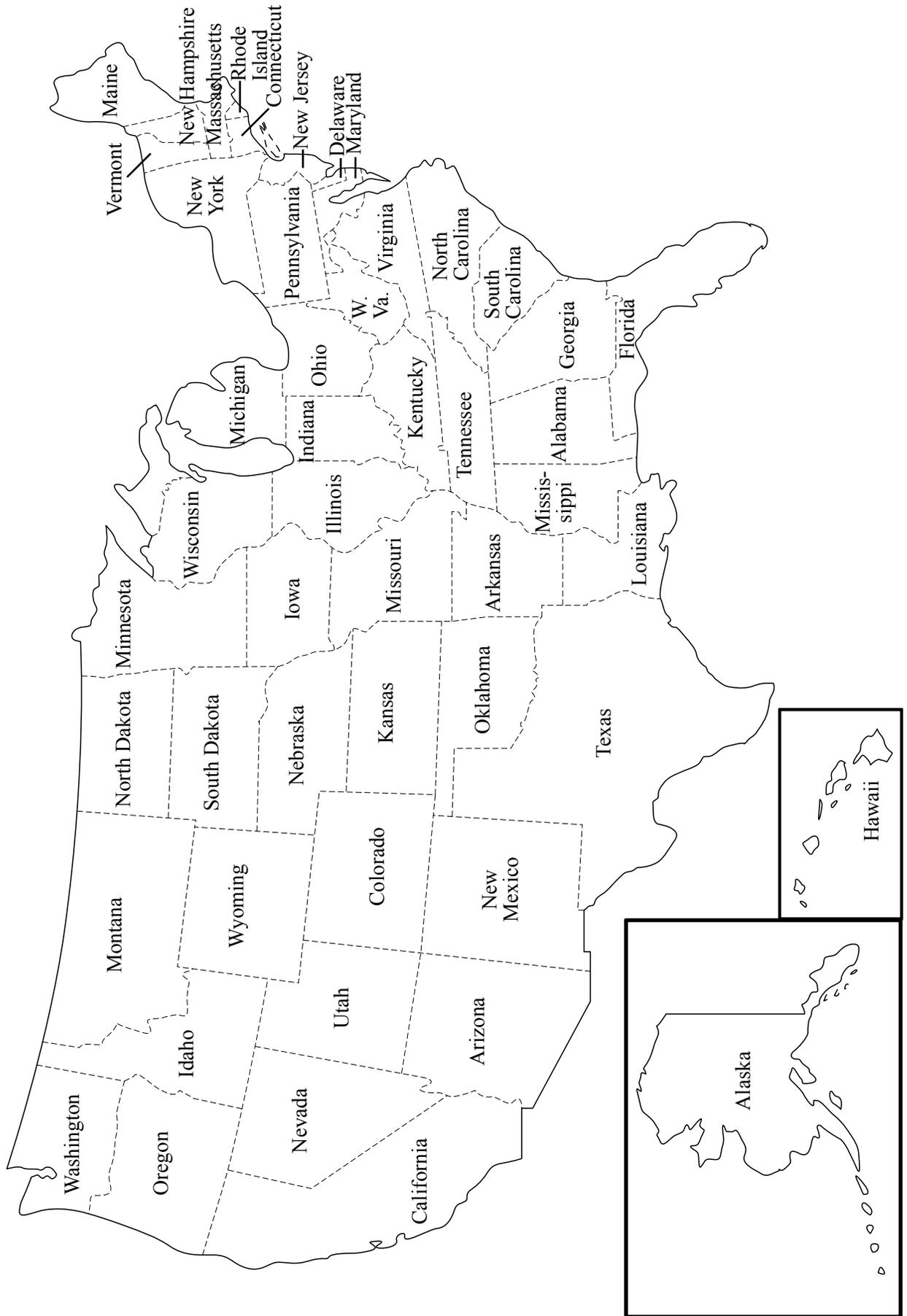| CATEGORY	4	3	2	1	Self	Teacher
Presentation	Well-rehearsed with smooth delivery that consistently holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.		
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.		
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.		
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.		
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.		
Workload	Was divided and shared equally by all team members.	Was shared fairly by all team members, though workloads may vary from person to person.	Was divided, but one person is viewed as not doing his/her fair share of the work.	Was not divided OR several group members are viewed as not doing their fair share of the work.		
Miscellaneous						
Totals						

TEACHER COMMENTS

Grades Four Through Six

Lincoln Cent Images

Grades Four Through Six

The United States of America

Maine

New Hampshire

Massachusetts

Rhode Island

Connecticut

New Jersey

Delaware

Maryland

Vermont

New York

Pennsylvania

W. Va.

Virginia

North Carolina

South Carolina

Georgia

Florida

Michigan

Ohio

Indiana

Kentucky

Tennessee

Alabama

Mississippi

Louisiana

Wisconsin

Illinois

Missouri

Arkansas

Minnesota

Iowa

Nebraska

Kansas

Oklahoma

Texas

North Dakota

South Dakota

Colorado

New Mexico

Montana

Wyoming

Utah

Arizona

Idaho

Washington

Oregon

Nevada

California

Hawaii

Alaska

Reproducible Coin Sheet
Obverse

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."

Grades Four Through Six

Reproducible Coin Sheet
Reverse

Grades Four Through Six