

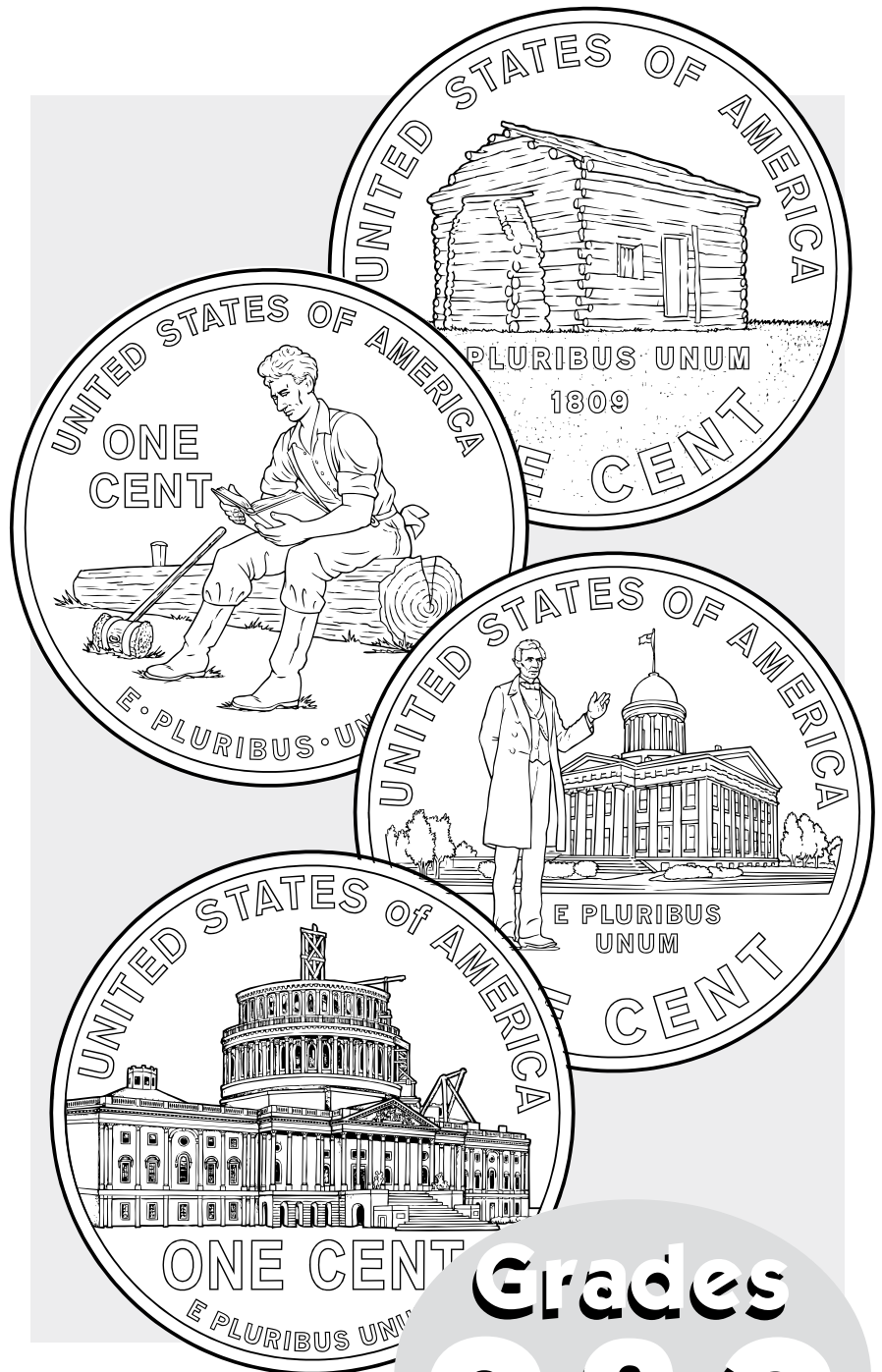
# 2009 Lesson Plans

## 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  
**2 & 3**

# 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.

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](http://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.

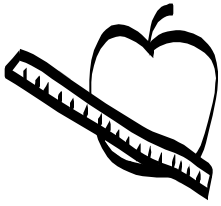


Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



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# A Question, Mr. Lincoln!

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## Based on the 2009 Lincoln Cent Reverses

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### OBJECTIVE

Students will use interviewing skills to gather information. Students will describe key events in Lincoln's life.



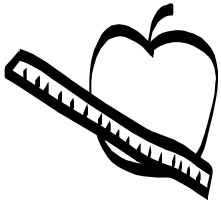
### MATERIALS

- 1 overhead projector
- 1 overhead transparency or photocopy of the “2009 Lincoln Cent Reverses” page
- Copies of each of the following:
  - “Ask Me” worksheet
  - “Meet Mr. Lincoln” worksheet
  - “A Question, Mr. Lincoln!” worksheet
  - “2009 Lincoln Cent Reverses” page
  - “Role Play Plan and Rubric”
  - “As Mr. Lincoln Might Say...” 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
  - *Abraham Lincoln: Lawyer, Leader, Legend* by Justine & Ron Fontes
- Various texts about Abraham Lincoln
- Computers with Internet access
- Chart paper
- Pencils and paper
- Construction paper (11x14)
- Markers
- Colored pencils
- Scissors
- Yarn



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “2009 Lincoln Cent Reverses” page



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# A Question, Mr. Lincoln!

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- Make copies of each of the following:
  - “Ask Me” worksheet (1 per student)
  - “Meet Mr. Lincoln” worksheet (1 per student)
  - “A Question, Mr. Lincoln!” worksheet (1 per student)
  - “2009 Lincoln Cent Reverses” page (1 per group)
  - “Role Play Plan and Rubric” (1 per student)
  - “As Mr. Lincoln Might Say...” worksheet (1 per student)
- Locate a text that gives information about Abraham Lincoln (see examples under “Materials”) for the reading in session 1.
- Gather pictures showing various stages of Abraham Lincoln’s life for Session 1.
- Reserve the computer lab for one session.
- Bookmark Internet sites that contain general information about Abraham Lincoln.
- Gather various texts about Abraham Lincoln to use in sessions 3 and 4.



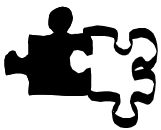
## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



## CLASS TIME

- Five 30- to 45-minute sessions



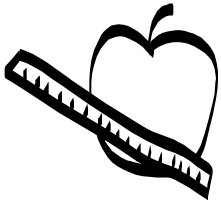
## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

- One-cent coin
- Obverse (front)
- Reverse (back)
- Interview



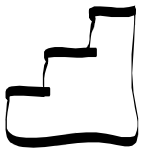
# A Question, Mr. Lincoln!



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

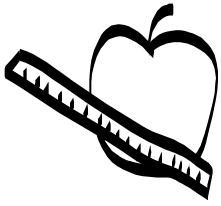
- President
- Sequencing



## STEPS

### Session 1

1. Create a K-W-L chart on chart paper. As a class, discuss the facts and information the students already know about Abraham Lincoln. Record the students' responses in the "K" column of the chart.
2. Introduce the students to the selected text about Abraham Lincoln. As a group, preview the text.
3. Read the text. During the reading, attend to any unfamiliar vocabulary and concepts. Discuss and chart any new information the students learn about Abraham Lincoln during the reading. After concluding the text, review the new information about Abraham Lincoln. Explain to the students that they will be doing further research about the life of Abraham Lincoln.
4. Describe the 2009 Lincoln Bicentennial One Cent Program. 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. If necessary, add the definition of the word "bicentennial" to the chart paper. 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:
  - Birth and early childhood in Kentucky (1809–1816)
  - Formative years in Indiana (1816–1830)
  - Professional life in Illinois (1830–1861)
  - Presidency in Washington, DC (1861–1865)
5. Display the "2009 Lincoln Cent Reverses" overhead transparency or photocopy. Ask the students why they think the periods depicted are important to Lincoln's life and why they think these periods were chosen to be on the coin.
6. Review the K-W-L chart and add student questions to the "W" column of the chart in the form of questions they might ask Lincoln in an interview.
7. Distribute a "Meet Mr. Lincoln" worksheet to each of the students and explain how



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# A Question, Mr. Lincoln!

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to use it. Allow the students time to complete the worksheet.

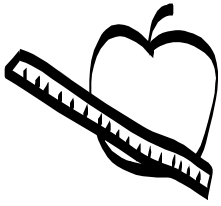
8. Review and collect the worksheets.

## Session 2

1. Display the “2009 Lincoln Cent Reverses” transparency and the K-W-L chart from session 1. Review the images and the chart with the students.
2. After reviewing their “W” questions for Abraham Lincoln, tell the students that asking someone questions to learn more about a person (usually to report later) is called an interview. Interview questions are usually about one specific topic and worded to encourage detailed answers rather than “yes” or “no”
3. Divide the class into pairs, making each student either a “1” or a “2.” Explain to the students that they will take turns interviewing and being interviewed by their partner. Distribute an “Ask Me” worksheet to each student. Explain that the topic of the interviews will be the student’s family.
4. Have the “1” students interview the “2” students and note the responses on the “Ask Me” worksheet. After a sufficient amount of time, have the pairs change roles.
5. Discuss the interviews. Remind the students that an interview is usually about one specific topic. Ask the students what other topics they would like to learn more about and who they could interview to find the answers.
6. Display the K-W-L chart. Review the student questions for Abraham Lincoln in the W column and the “Lincoln Cent Redesign Reverses” overhead transparency.
7. Divide the class into 4 groups. Distribute a “2009 Lincoln Cent Reverses” page and an “A Question, Mr. Lincoln!” worksheet to each group.
8. Assign one of the four images to each group and ask them to circle on their worksheets the image they have been assigned. Review the meaning of each of the images with the students.
9. Explain to the students that they will think of questions they would ask Abraham Lincoln if they had the chance. They need to create 4 to 6 questions focusing on the period of Lincoln’s life that their image represents and record them on the left side of the “A Question, Mr. Lincoln!” worksheet.
10. Allow the students sufficient time to complete the worksheet.
11. As a class, review each group’s questions. Then collect the worksheets.

## Sessions 3 and 4

1. Display the K-W-L chart and review the material from the previous sessions.
2. Display the “2009 Lincoln Cent Reverses” overhead transparency or photocopy.



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# A Question, Mr. Lincoln!

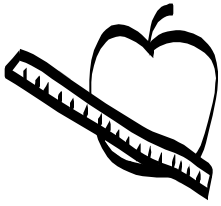
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Review the each image and the significance those periods represent in Lincoln's life.

3. Redistribute the worksheets from Session 2.
4. Explain to the students that they will be going to the computer lab to find the answers to their questions. Remind the students that they will need to record their answers in the second column of the "A Question, Mr. Lincoln!" worksheet.
5. The students will share their findings through a role play. Each group will be interviewing "Abraham Lincoln" (played by one of the students in the group.)
6. Distribute a "Role Play Plan and Rubric" to each of the students. Display both worksheets and review the directions and content for both.
7. Have the students assign roles and complete the "Role Play Plan" worksheet.
8. Take the students to the computer lab and allow them sufficient time to find the answers to their questions and complete their worksheets. If possible, allow the group to split up and have some students look through texts about Abraham Lincoln for their answers.
9. Once the groups have completed the "A Question, Mr. Lincoln!" worksheet, allow them time to work on their role plays.
10. Collect the students' worksheets.

## Session 5

1. Redistribute the students' worksheets from the previous sessions.
2. Have the students perform their role plays for the class. Remind the class that they will need the information given in the role plays later.
3. After each group presents, ask what city was connected with that group's period of Lincoln's life. Mark that city on a classroom map and connect the cities (in chronological order) with yarn to show the path his life took.
4. After all the groups have presented, distribute an "As Mr. Lincoln Might Say..." worksheet to each student. Explain to the students that they will write 4 journal entries, one for each phase of Lincoln's life, based on the one-cent coin designs and the groups' presentations. Model a journal entry for the first period (Lincoln's birth and boyhood) for the students.
5. Review the directions with the students, reminding them that they are writing the entry not as themselves, but as if they were Abraham Lincoln. Allow them time to write their entries.
6. Collect the students' worksheets.
7. Review the K-W-L chart and add to the "L" column of the chart.
8. Invite students to share some of their journal entries. Display the journal entries and map in the classroom.



# A Question, Mr. Lincoln!



## ASSESSMENT

- Use the students' worksheets and class participation to evaluate whether they have met the lesson objectives.
- Assess students' role plays and journal entries for understanding of the life of Abraham Lincoln.



## ENRICHMENTS/EXTENSIONS

- Have students visit [www.whitehouse.gov](http://www.whitehouse.gov) for additional information about the presidents.
- Have students perform their role plays for another class.
- Have students research quotes by Abraham Lincoln and create a quote collage.
- Have students create a scrapbook depicting the life of Abraham Lincoln using facts and pictures.



## DIFFERENTIATED LEARNING OPTIONS

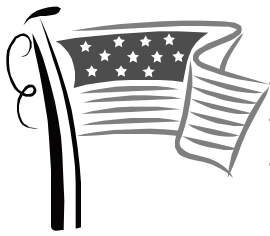
- Allow students to record the information using a scribe.
- Provide the students with pictures to help with journal entries.
- Allow the students to work in pairs for the journal entries.



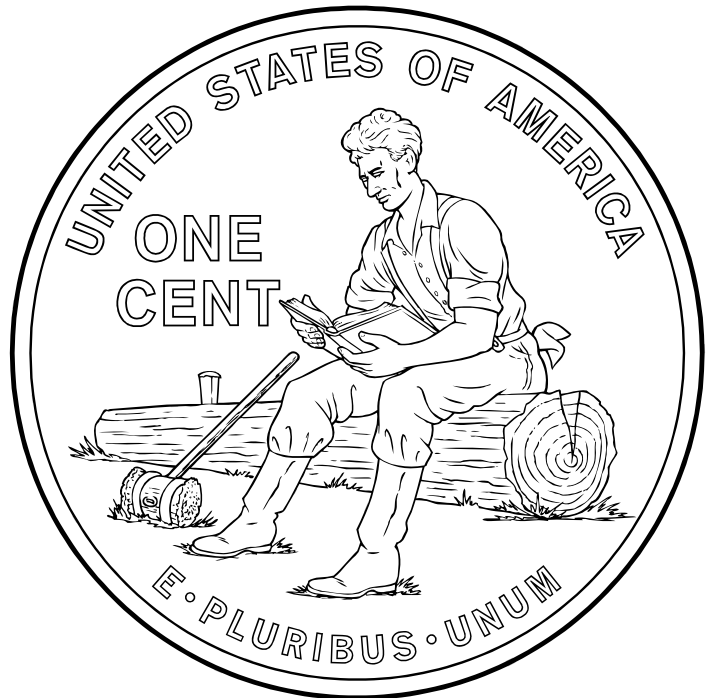
## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn about Abraham Lincoln and other United States Presidents through the Presidential \$1 lesson for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/presidential](http://www.usmint.gov/kids/teachers/lessonPlans/presidential).
- Have students play the Presidential Portraits game at [www.usmint.gov/kids/games/presidentialPortraits/](http://www.usmint.gov/kids/games/presidentialPortraits/).





# 2009 Lincoln Cent Reverses





Name \_\_\_\_\_

# Ask Me

An interview is a time to meet with someone and ask questions to learn about a person. In an interview, the questions are usually about one specific topic. Ask your partner the questions below and note the answers in the spaces. Then make up questions of your own to find out more.

**Person interviewed:** \_\_\_\_\_

**Topic:** Family

1. How many people are in your family? \_\_\_\_\_

\_\_\_\_\_

2. Where do you and your family live? \_\_\_\_\_

\_\_\_\_\_

3. How many brothers do you have? \_\_\_\_\_

\_\_\_\_\_

4. How many sisters? \_\_\_\_\_

\_\_\_\_\_

5. What is your family's favorite thing to do together? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

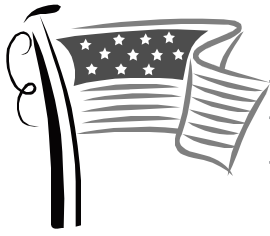
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7. \_\_\_\_\_

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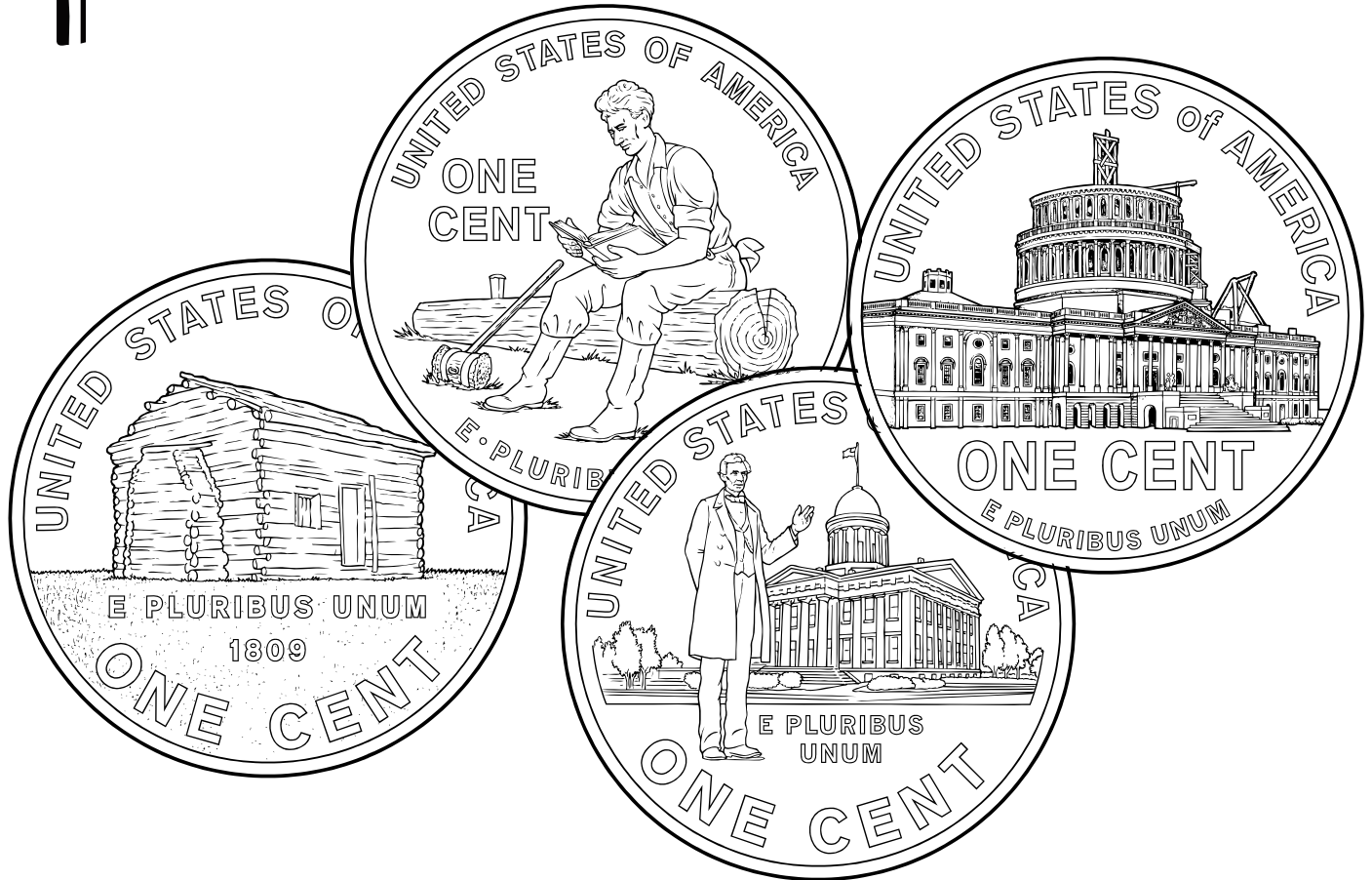
8. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# Meet Mr. Lincoln



I would like to meet Abraham Lincoln (when) \_\_\_\_\_

because \_\_\_\_\_

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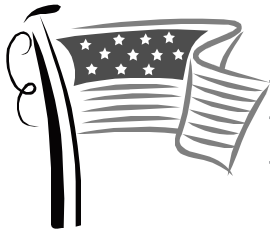
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Name \_\_\_\_\_

# A Question, Mr. Lincoln!

Group members' names \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Stage of Lincoln's life \_\_\_\_\_

City/location \_\_\_\_\_

## QUESTIONS

## ANSWERS

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

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4. \_\_\_\_\_

\_\_\_\_\_

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5. \_\_\_\_\_

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6. \_\_\_\_\_

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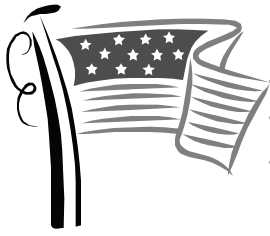
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Name \_\_\_\_\_

# Role Play Plan and Rubric

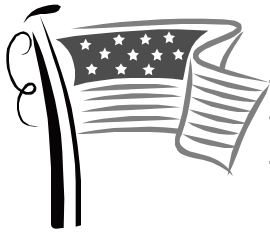
Teacher's name \_\_\_\_\_

**Directions:** Complete the chart below by listing everyone in your group and what role each person will be playing (such as Mr. Lincoln and the interviewer).

## WHO IS?

STUDENT NAME	ROLE PLAYING

CATEGORY	4	3	2	1	SELF	TEACHER
<b>Role</b>	Consistently in character.	Mostly in character.	Sometimes in character.	Rarely in character.		
<b>Presentation</b>	Consistently spoke loudly and clearly and interacted with other group members.	Often spoke loudly and clearly and interacted with other group members.	Sometimes spoke loudly and clearly and interacted with other group members.	Rarely spoke loudly and clearly or interacted with other group members.		
<b>Historical information</b>	All seemed accurate and in chronological order.	Most seemed accurate and in chronological order.	Some was accurate and in chronological order.	Very little was accurate or in chronological order.		
<b>Completeness</b>	Information was more than complete.	Information was complete.	Information was almost complete.	Information was clearly incomplete.		
<b>TOTAL</b>						



Name \_\_\_\_\_

# As Mr. Lincoln Might Say...

## Boyhood

Today ?

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Education

Today ?

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

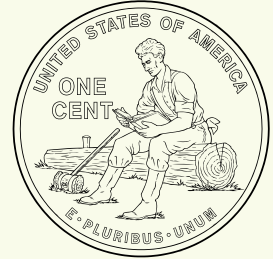
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## Jobs

Today ?

Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

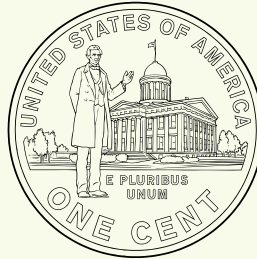
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## Presidency

Today ?

Date \_\_\_\_\_

\_\_\_\_\_

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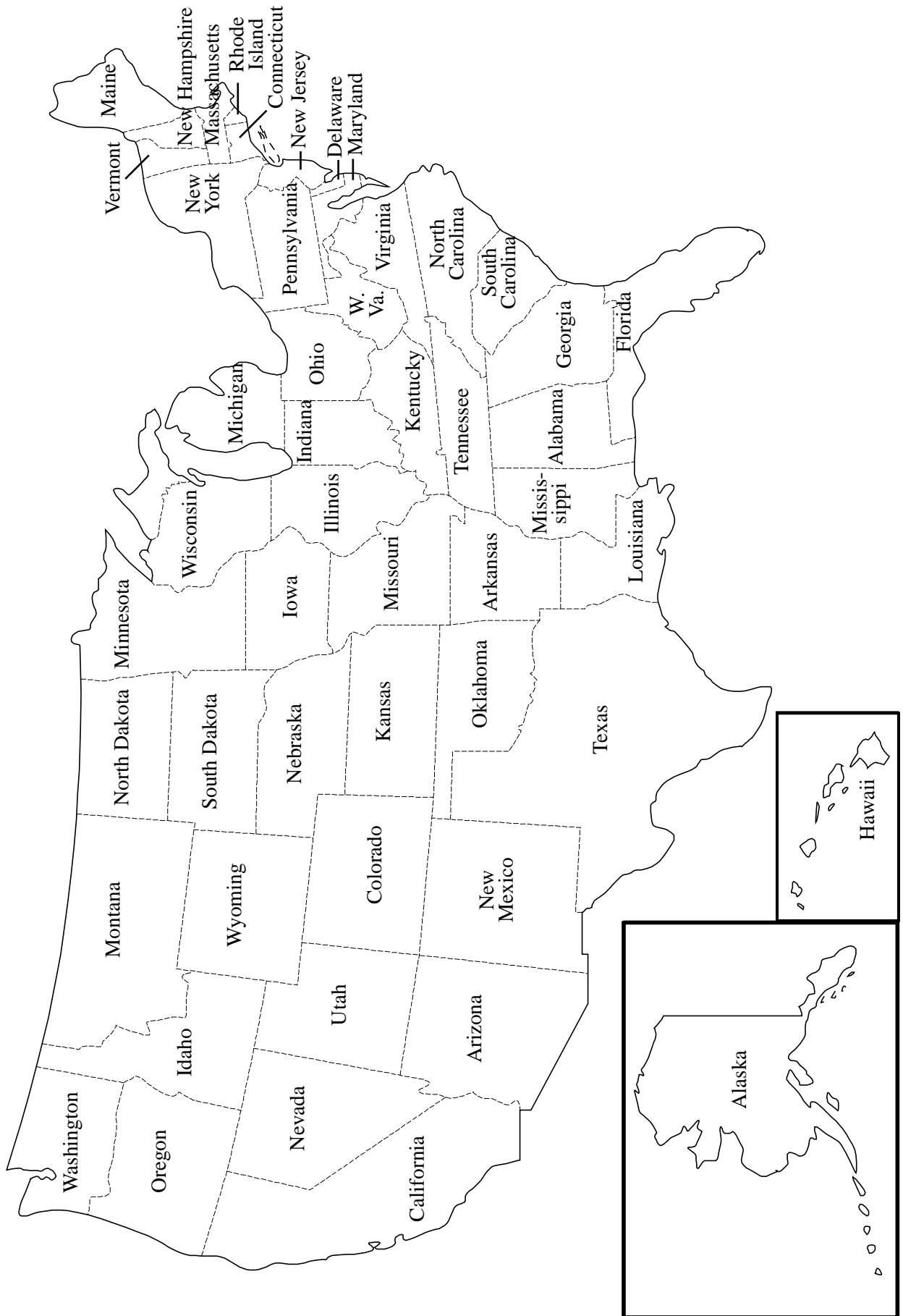
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# The United States of America



# Reproducible Coin Sheet

## Obverse



Obverse © 1999 U.S. Mint  
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### TO MAKE DOUBLE-SIDED COINS

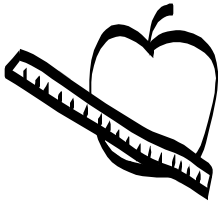
1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially 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.