

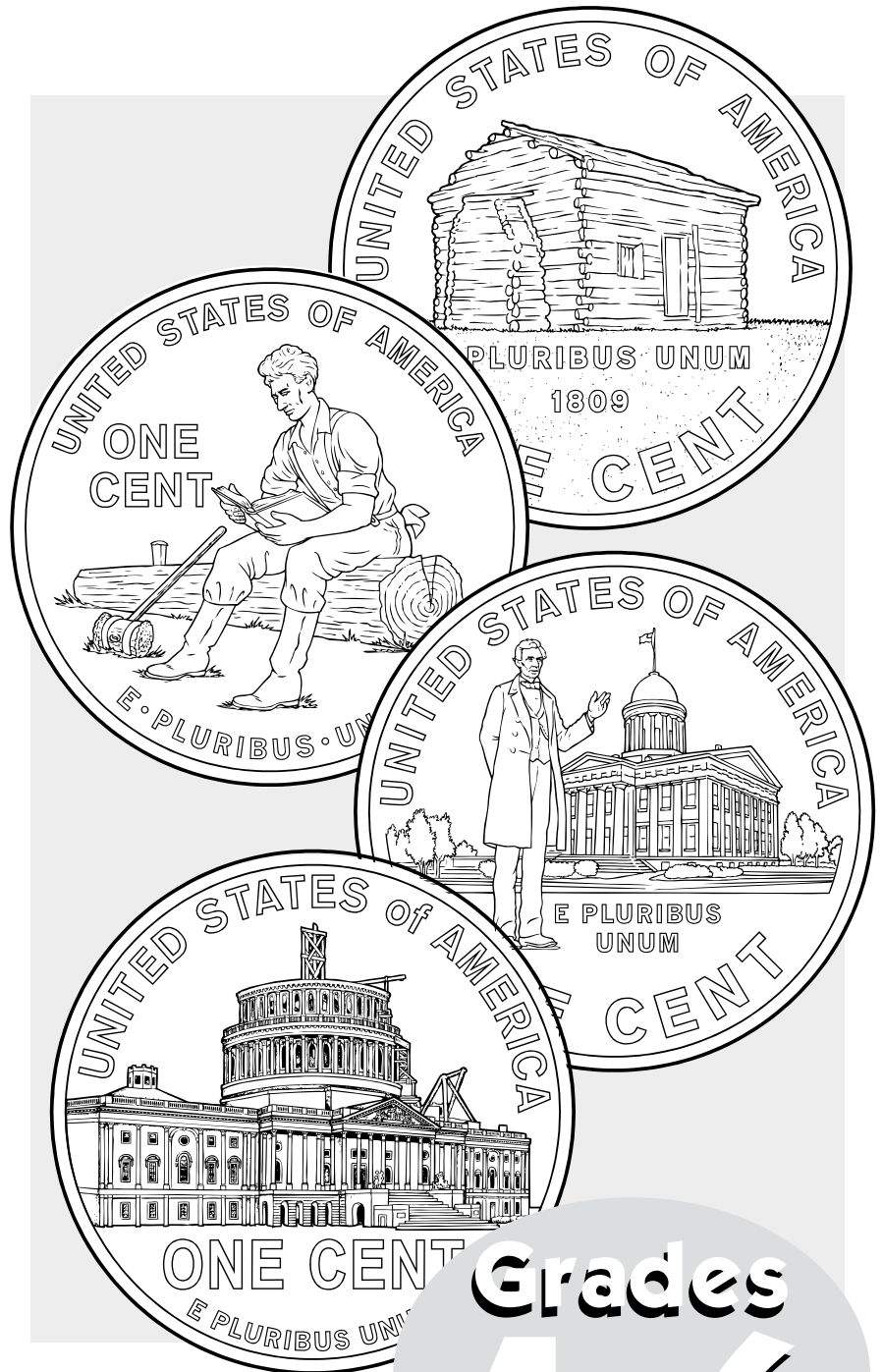
# 2009 Lesson Plans

## 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  
**4-6**

# 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.

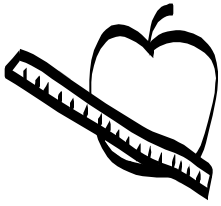


Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



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# Lincoln Lithograph

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## Based on the 2009 Lincoln Cent Reverses

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### OBJECTIVE

Students will identify important events and people in the life of Abraham Lincoln and their influence on his life.



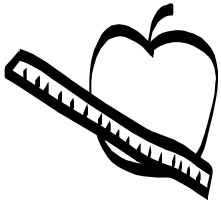
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “2009 Lincoln Cent Reverses” page
  - “Lincoln Life Organizer” worksheet
  - “Lincoln Portrait Rubric”
- Copies of the following:
  - “What Is Happening?” worksheet
  - “Lincoln Life Organizer” worksheet
  - “Lincoln Portrait Rubric”
- 1 copy of the Resource Guide (available at [www.usmint.gov/kids](http://www.usmint.gov/kids))
- Multiple copies of age-appropriate texts that contain information about Abraham Lincoln and his life, such as:
  - *Lincoln: A Photobiography* by Russell Freedman
  - *Abraham Lincoln (In Their Own Words)* by George Sullivan
  - *Abraham Lincoln (A MyReportLinks.com Book)* by Judy Alter
  - *America in the Time of Abraham Lincoln: The Story of Our Nation* by Sally Senzell Isaacs
- Chart paper
- 5x7 index cards (at least 1 per student)
- Computers with Internet access



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “2009 Lincoln Cent Reverses” page
  - “Lincoln Life Organizer” worksheet
  - “Lincoln Portrait Rubric”



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# Lincoln Lithograph

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- Make copies of each of the following:
  - “What is Happening?” worksheet (1 per student)
  - “Lincoln Life Organizer” worksheet (1 per student)
  - “Lincoln Portrait Rubric” (1 per student)
- Gather texts that contain information about Abraham Lincoln and his life (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about Lincoln’s Life and important events during that time period, including [www.usmint.gov/kids/campCoin/timeline/](http://www.usmint.gov/kids/campCoin/timeline/).
- Locate a previously read book or story for Session 1.



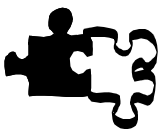
## GROUPINGS

- Whole group
- Small group
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

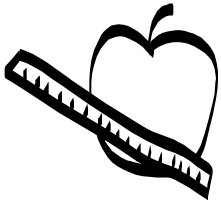
- Quarter
- Obverse (front)
- Reverse (back)
- Living picture (tableau or freeze frame)



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

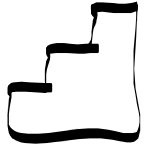
- Writing process
- Timeline
- Character
- Point of View
- Chronological order
- Caption



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# Lincoln Lithograph

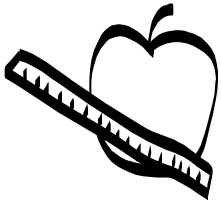
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## STEPS

### Sessions 1 and 2

1. Display the "2009 Lincoln Cent Reverses" overhead transparency or photocopy. With the students, examine the coin designs. Have the students identify the images and the writing included in these designs.
2. Distribute a "What is Happening?" worksheet to each student. Review with the students what a caption is. Have the students write a caption for each image on the worksheet.
3. Have the students share what they have written. Write down common ideas for each image on chart paper.
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. 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. Ask the students for examples of important events that have happened in their life. Refer to a book read in class in which a character changes because of some life event. Explain to the students that many people—even presidents—experience events that help shape their character and change their lives for better or worse.
6. Explain to the students the concept of a living picture, also known as a tableau or freeze frame. Tell them that they will be creating a living picture based on their research and a script they create. They will play a role and will pose in a living picture. The idea for the living picture will be one of the coin images. The teacher will then tap someone in the picture. That person will tell which character they represent and what part they play in the picture. They will also tell how their particular character influenced Lincoln or was influenced by Lincoln. If the character is Lincoln himself, then that person will tell what impact the time period had on Lincoln's life.
7. Display the "Lincoln Life Organizer" overhead transparency. Explain to the students that they will be researching Lincoln's life during the time period featured on



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# Lincoln Lithograph

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one of the coins, including important events that were occurring during that time period and any people who may have been part of Lincoln's life. Review the example given in the first row.

8. Distribute a "Lincoln's Life Organizer" worksheet to each student. Fill in the dates for the coin image's time period on the timeline with the students. Emphasize to the students that they will each be researching all the people and events for that period. Remind the students that the events they research and report need to have a direct influence on Lincoln, either at that time or later in his life.
9. Assign the students to groups of four. Allow the students time to research using the texts provided or computers in the computer lab.

### Session 3

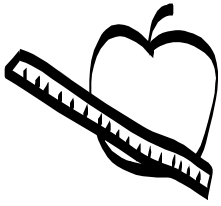
1. Review with the students the idea of the living picture and remind them of the research they did during the previous session. Display the "Lincoln Portrait Rubric" overhead transparency and review it with the students.
2. Have the students meet in the groups of 4 from the previous session. Distribute a "Lincoln Portrait Rubric" to each student. Explain to the students that each group will create a living picture and determine what characters will be in the picture. They will need to sketch how they want the living picture to look. They will then write a rough draft of a script, indicating what each person will say to convey the information they researched from the previous session. Tell the students that props and costumes are optional, and that each of the students in each group must participate in the picture.
3. Allow the students time to draw their picture and write their draft scripts.
4. Have the students edit each other's rough drafts.
5. Collect the draft scripts.

### Session 4

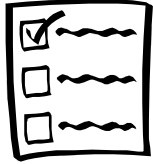
1. Review the idea of a living picture. Return the script drafts to the students.
2. Review the "Lincoln Portrait Rubric."
3. Have the students write their final scripts on large index cards. Allow time for the students to practice their living pictures.

### Session 5

1. Have the students perform their living pictures.
2. Have the students complete the rubrics individually.
3. Collect the rubrics.



# Lincoln Lithograph



## ASSESSMENT

- Use the “Lincoln Portrait Rubric” to evaluate whether they have met the lesson objectives.
- Check the “Lincoln Life Organizer” worksheet for accuracy.



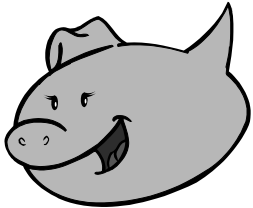
## ENRICHMENTS/EXTENSIONS

- Have the students perform for another class or a younger grade level.
- Take pictures of the “living pictures” and have the students design a picture book by adding the text from their scripts.



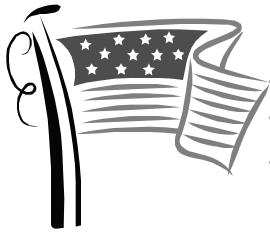
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to record or videotape each group reading their parts.
- Provide video/multimedia resources on Lincoln’s life.



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

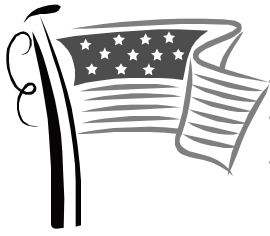
- Have students continue learning about Abraham Lincoln by using the “Life of Lincoln” lesson plan (based on the Illinois quarter) at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2003/0406.rtf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2003/0406.rtf).
- Have the students do the “Whose Head Goes Here?” Teacher Feature relating to the controversy over putting Lincoln’s head on the penny in 1909 at [www.usmint.gov/kids/teachers/features/2003/01.cfm](http://www.usmint.gov/kids/teachers/features/2003/01.cfm).



# 2009 Lincoln Cent Reverses







Name \_\_\_\_\_

# What Is Happening?

**Directions:** Look at each of these coin images and write a caption on the lines below it.

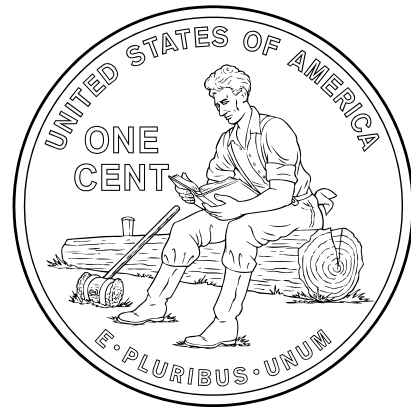


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Name \_\_\_\_\_

# Lincoln's Life Organizer

Time Period: \_\_\_\_\_

Lincoln's age range during period: \_\_\_\_\_

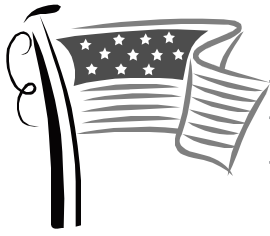


## TIMELINE OF EVENTS

\_\_\_\_\_

## TABLE OF INFLUENCES

DATE PERSON/EVENT	RELATIONSHIP TO LINCOLN	IMPORTANCE	INFLUENCE
<b>1815:</b> Young Abraham attends school in a log schoolhouse	Self	Lincoln's first school experience.	Lincoln develops an interest in reading and educating himself.



Name \_\_\_\_\_

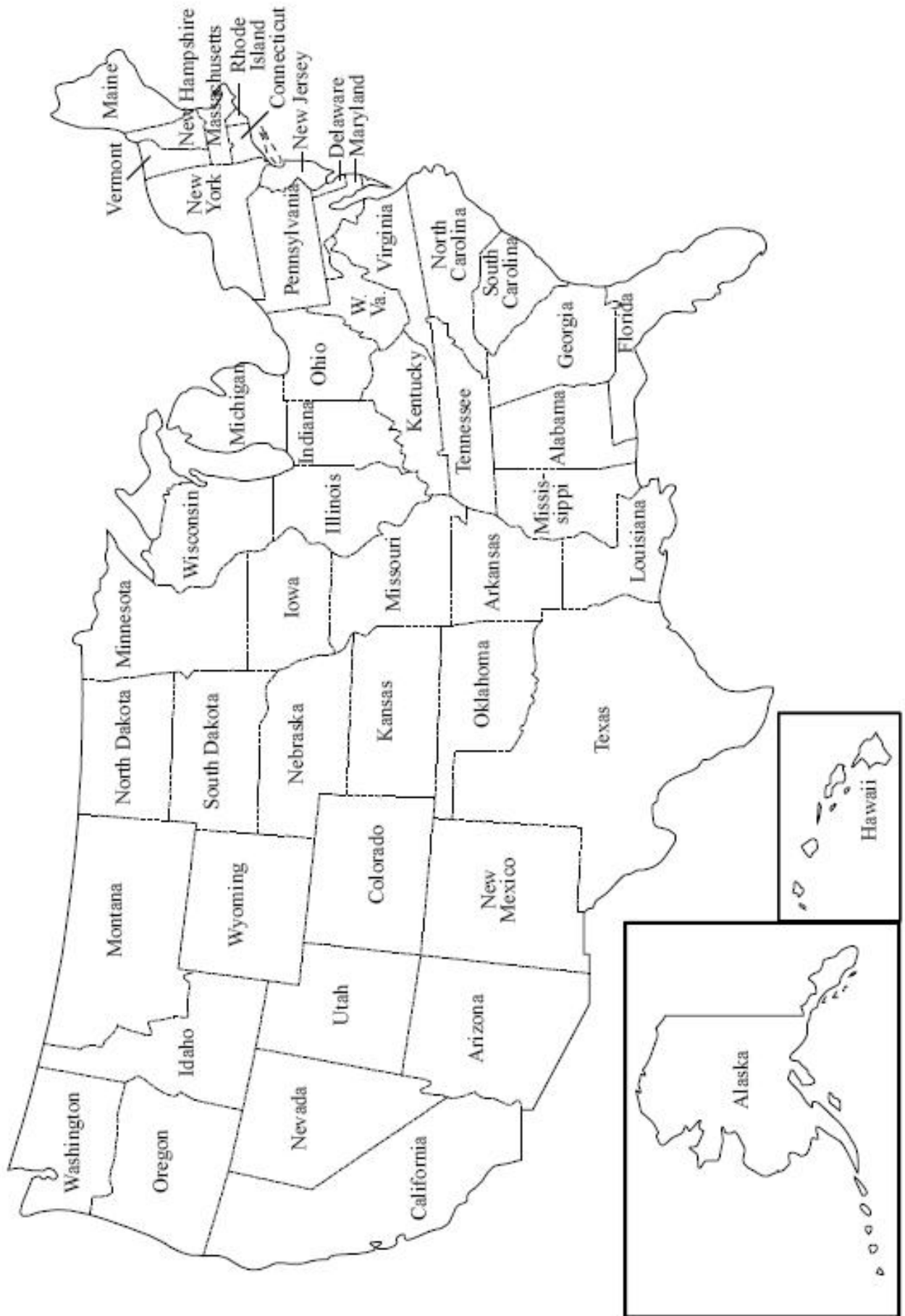
# Lincoln Portrait Rubric



CATEGORY	4	3	2	1	SELF	TEACHER
<b>Historical Accuracy</b>	All information seemed accurate and in chronological order.	Almost all information was accurate and in chronological order.	Most information was accurate and in chronological order.	Little information was accurate or in chronological order.		
<b>Role</b>	Point of view and presentation were consistently in character.	Point of view and presentation were often in character.	Point of view and presentation were sometimes in character.	Point of view and presentation were rarely in character.		
<b>Knowledge Gained</b>	Influences on Lincoln were given, numerous, and clearly explained.	Character's influences on Lincoln were given and explained.	At least one influence on Lincoln was given and explained.	Influence on Lincoln was not given or not explained.		
<b>Required Elements</b>	More information was included than was required.	All required information was included.	Most required information was included.	Little required information was included.		
<b>TOTALS</b>						



# The United States of America



# Reproducible Coin Sheet

## Obverse



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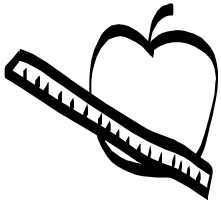
### TO MAKE DOUBLE-SIDE COINS

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.