

Teaching with Museum Collections
Lincoln Home National Historic Site
www.nps.gov/history/museum



Reminder of the Past, Lincoln Keepsakes
Lesson Unit Plan

A. Header

- ❑ **Lesson Unit Plan Title: Reminder of the Past, Lincoln Keepsakes**
- ❑ **Developers Names, Titles, School Name and Location**
Peggy Dunn, University of Illinois;
Lisa Henry, Springfield Ball Charter School
Matthew Husky, Lanphier High School. Springfield, Illinois
Editor: Dr. Bill Kinzer, Lincoln Home National Historic Site
- ❑ **Lesson Grade Level: 5-9**
- ❑ **Number of Sessions and Length of Lessons: Five to seven 45-80 minutes session/activities**

B. Overview of this Collection-Based Lesson Unit Plan

- ❑ **Park Name:** Lincoln Home National Historic Site, Springfield, IL
- ❑ **Description**
Students in grades 3 (gifted) through 9 will engage in language arts, mathematics, art, social studies, literature, writing, science, economics and sociology activities, in a thematic unit focused on the Lincoln Home National Historic Site, in Springfield, Illinois. Resources include the collection of museum objects that represent the life and image of Abraham Lincoln.
Activities
Activity 1: Opening the Door: the Museum from the Past in Lincoln's Home
Activity 2: Pocket Change
Activity 3: Give Me "Credit"
Activity 4: Tasteful vs. Tacky: Souvenirs in our lives.
Activity 5: Lincoln Logs "Interesting Playthings Typifying the Spirit of America"
Activity 6: Creating a Classroom Souvenir Shop
- ❑ **Essential Question.**
 - What do you think are reasons that people buy replicas of famous people?
 - What has Lincoln's image come to represent?
 - What are the reasons that people of all nations collect images and objects representing Abraham Lincoln?

C. Museum Collections Used in this Lesson Unit Plan



National Park Service
Teaching with **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

Objects in the Lincoln Home National Historic Site museum collections

Activity 1:



- [Cabinet Card, Lincoln Home National Historic Site, LIHO 9457.](#)



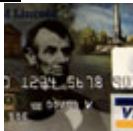
- [Figurine, Lincoln Home National Historic Site, LIHO 7257.](#)

Activity 2:



- [Plaque, Lincoln Home National Historic Site, LIHO 6246.](#)

Activity 3:



- [Credit Card, Lincoln Home National Historic Site, LIHO 9477.](#)

Activity 4:



- [Painting, Lincoln Home National Historic Site, LIHO 12881.](#)



- [Canes, Lincoln Home National Historic Site, LIHO 5399, LIHO 5400 and LIHO 7228.](#)



- [Mug, Lincoln Home National Historic Site, LIHO 7467.](#)



National Park Service
Teaching with **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>



- [Salt and Pepper Shakers, Lincoln Home National Historic Site, LIHO 9380.](#)



- [Christmas Ornament, Lincoln Home National Historic Site, LIHO 7455.](#)

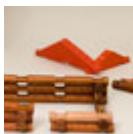


- [Christmas Ornament, Lincoln Home National Historic Site, LIHO 7132.](#)



- [Paperweight, Lincoln Home National Historic Site, LIHO 6687.](#)

Activity 5:



- [Toy \(Lincoln Logs\), Lincoln Home National Historic Site, LIHO 9474.](#)



- [Figurine, Lincoln Home National Historic Site, LIHO 7178.](#)



- [Model, Lincoln Home National Historic Site, LIHO 10368.](#)

Note:

-For thumbnails and large format images of all the museum objects used in this lesson unit plan please go to the National Park Service's Museum Management Program





National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

website at www.nps.gov/history/museum for downloading collection images from the web.

-Lincoln Home National Historic Site web page: www.nps.gov/liho

D. National Educational Standards

National Council of Teachers of Mathematics. Grades 5-9

- 1) NM-NUM.6-8.1: Understand numbers, ways of representing numbers, relationships among numbers, and number systems
- 2) NM-NUM.6-8.2: Understand meanings of operations and how they relate to one another
- 3) NM-NUM.6-8.3: Compute fluently and make reasonable estimates

Consortium of National Arts Education Associations Grades 5-9

- NA-VA.5-8.1 UNDERSTANDING AND APPLYING MEDIA, TECHNIQUES, AND PROCESSES
- NA-VA.5-8.2 USING KNOWLEDGE OF STRUCTURES AND FUNCTIONS
- NA-VA.5-8.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES
- NA-VA.5-8.5 REFLECTING UPON AND ASSESSING THE CHARACTERISTICS AND MERITS OF THEIR WORK AND THE WORK OF OTHERS
- NA-VA.5-8.6 MAKING CONNECTIONS BETWEEN VISUAL ARTS AND OTHER DISCIPLINES

National Council of Teachers of English Grades 5-9

- NL-ENG.K-12.1 READING FOR PERSPECTIVE
- NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE
- NL-ENG.K-12.3 EVALUATION STRATEGIES
- NL-ENG.K-12.4 COMMUNICATION SKILLS
- NL-ENG.K-12.5 COMMUNICATION STRATEGIES
- NL-ENG.K-12.6 APPLYING KNOWLEDGE
- NL-ENG.K-12.7 EVALUATING DATA
- NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS
- NL-ENG.K-12.11 PARTICIPATING IN SOCIETY
- NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

National Academies of Science- Grades 5-9

- NS.5-8.5 SCIENCE AND TECHNOLOGY

National Council for the Social Studies Grades 5-9

Civics

- NSS-C.5-8.1 CIVIC LIFE, POLITICS AND GOVERNMENT



National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- NSS-C.5-8.2 FOUNDATIONS OF THE POLITICAL SYSTEM
- NSS-C.5-8.3 PRINCIPLES OF DEMOCRACY

Economics

- NSS-EC.5-8.2 MARGINAL COST/BENEFIT
- NSS-EC.5-8.3 ALLOCATION OF GOODS AND SERVICES
- NSS-EC.5-8.7 MARKETS -- PRICE AND QUANTITY DETERMINATION
- NSS-EC.5-8.8 ROLE OF PRICE IN MARKET SYSTEM
- NSS-EC.5-8.9 ROLE OF COMPETITION
- NSS-EC.5-8.11 ROLE OF MONEY
- NSS-EC.5-8.14 PROFIT AND THE ENTREPRENEUR

History

- NSS-US.5-12.4 ERA 4: EXPANSION AND REFORM (1801-1861)
- NSS-US.5-12.5 ERA 5: CIVIL WAR AND RECONSTRUCTION (1850-1877)
- NSS-US.5-12.6 ERA 6: THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900)
- NSS-US.9-12.10 ERA 10: CONTEMPORARY UNITED STATES (1968 TO THE PRESENT)

International Society for Technology in Education Grade 5-9

- NT.K-12.1 BASIC OPERATIONS AND CONCEPTS
- NT.K-12.3 TECHNOLOGY PRODUCTIVITY TOOLS
- NT.K-12.4 TECHNOLOGY COMMUNICATION TOOLS
- NT.K-12.5 TECHNOLOGY RESEARCH TOOLS

E. Student Learning Objectives

To activate and develop historic memory that allows the use of artifacts to explore the concept of souvenirs, museum exhibits and collections as a means to represent the importance of material culture in society, past and present, using the Lincoln Home National Historic Site and its artifacts.

F. Background and Historical Context

The Lincolns prepared to go to Washington for the inauguration and sold or stored most of their belongings before they left. The house became rental property in 1861. After President Lincoln's death Robert Lincoln inherited the home and rented it out to Osborn Oldroyd. Oldroyd was a collector of Lincoln items and set up a museum in the parlor of the home. Robert Lincoln was upset that Oldroyd was charging admission for visiting the home/museum. He removed Oldroyd from the home and sold it to the State of Illinois in 1887 for one dollar with the stipulation that



National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

anyone who wanted to see the Lincoln Home was able to see it for free. Oldroyd was hired as the first caretaker for the state.

G. Materials Used in this Lesson Plan

- **Similar items.**
 - Activity #1- a bust of Abraham Lincoln or another famous person to illustrate the concept of what a bust is. Students should be able to handle this item.
 - Activity #2- pennies
 - Activity #3- Fake credit cards that can be found in junk mail
 - Activity #4- Teacher needs to bring a “souvenir” to share and model the presentation.
 - Activity #5- Lincoln Logs, Tinker Toys, Erector Set, Knex or Legos.
 - Activity #6- A newspaper, the telephone book or television or radio commercials that have been taped.
- **Activities Items**
 - Activity 1
 - A copy of “How to Read an Object”. One copy for each group or student.
 - A Blown up version or overhead transparency of the Cabinet Card picture of Osborn Oldroyd’s Museum of Lincoln items, Lincoln Home National Historic Site, LIHO 9457.
 - A copy of the Cabinet Card picture for each student, Lincoln Home National Historic Site, LIHO 9457.
 - Activity 2
 - Pennies for each student or have each student bring in a penny. You may have an enlarged penny to show attributes of the penny.
 - Bring in State quarters to show how they have been recently changed.
 - Activity 3
 - A copy of the Credit Card picture for each student. Lincoln Home National Historic Site, LIHO 9477
 - Activity 4
 - Picture of a Painting, Lincoln Home National Historic Site, LIHO 12881.
 - Pictures of Canes, Lincoln Home National Historic Site, LIHO 5399, LIHO 5400 and LIHO 7228.
 - Picture of a Mug, Lincoln Home National Historic Site, LIHO 7467.
 - Picture of Salt and Pepper Shakers, Lincoln Home National Historic Site, LIHO 9380.
 - Picture of a Christmas Ornament, Lincoln Home National Historic Site, LIHO 7455.
 - Picture of a Christmas Ornament, Lincoln Home National Historic Site, LIHO 7132.



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- Picture of a Paperweight, Lincoln Home National Historic Site, LIHO 6687.
- Activity5
 - Picture of Toy (Lincoln Logs), Lincoln Home National Historic Site, LIHO 9474.
 - Picture of Figurine, Lincoln Home National Historic Site, LIHO 7178.
 - Picture of a Model, Lincoln Home National Historic Site, LIHO 10368.

H. Vocabulary

- Architect- one who designs and supervises the construction of buildings or other large structures.
- Artifact- an object produced or shaped by human craft, especially a tool, weapon, or ornament of historical interest.
- Bicentennial- A 200th anniversary or a celebration of it.
- Bust- A sculpture representing a person's head, shoulders, and upper chest.
- Cabinet card – a type of photograph from the mid 1800s, usually about 3" x 6" picture attached to a cardboard/very heavy paper card. The name and sometimes the information about the photographer are on the back of the card as advertising for the photographer.
- Caretaker- One who is employed to look after or take charge of goods, property, or a person; a custodian
- Centennial- A 100th anniversary or a celebration of it.
- Character-The combination of qualities or features that distinguishes one person
- Circulation- The condition of being passed about and widely known; distribution.
- Consumer Price Index (CPI) - a number used to calculate changes in the average level of prices for about 400 items typically bought by urban families. Items chosen by Bureau of Labor Statistics.
- Commercialization – To apply methods of business for profit.
- Copper- A ductile, malleable, reddish-brown metallic element that is an excellent conductor of heat and electricity and is widely used for electrical wiring, water piping, and corrosion-resistant parts, either pure or in alloys such as brass and bronze
- Credit- An arrangement for deferred payment of a loan or purchase
- Demand- The amount of a commodity or service that people are ready to buy for a given price
- Denomination- One of a series of kinds, values, or sizes, as in a system of currency or weights
- Engraver- a skilled worker who can inscribe designs or writing onto a surface by carving or etching
- Figurine- A small molded or sculptured figure; a statuette.
- Frontier- a wilderness at the edge of a settled area of a country.
- Goods- Commodities; wares
- Hoarder- a person who accumulates things and hides them away for future use



National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- Icon – An image; a representation
- Inflation- a general and progressive increase in prices
- Keepsake- Something given or kept; a memento
- Lincoln Memorial- memorial building in Washington containing a large marble statue of Abraham Lincoln
- Mementoes- A reminder of the past; a keepsake.
- Memorabilia- Objects valued for their connection with historical events, culture, or entertainment: posters, publicity photographs, and other movie memorabilia.
- Minting- To produce (money) by stamping metal; coin.
- Museum- A building, place, or institution devoted to the acquisition, conservation, study, exhibition, and educational interpretation of objects having scientific, historical, or artistic value.
- Myth- a popular belief or story that has become associated with a person, institution, or occurrence, especially one considered to illustrate a cultural ideal.
- Opposition- The act of opposing or resisting.
- Parlor- A room in a private home set apart for the entertainment of visitors.
- Patriotism- Love of and devotion to one's country.
- Profit- The gain in a business after all expenses are subtracted from money received.
- Purchasing power- The value of a particular monetary unit in terms of the goods or services that can be purchased with it.
- Roosevelt, Theodore- The 26th President of the United States (1901-1909).
- Tenant- One who pays rent to use or occupy land, a building, or other property owned by another.
- Sculptor- an artist who creates sculptures
- Services- The performance of work or duties
- Souvenir- A token of remembrance; a memento.
- Supplies- The amount of a commodity available for meeting a demand or for purchase at a given price.
- Zinc- A bluish-white lustrous metallic element used to form a wide variety of alloys including brass and bronze. It is used in roofing, gutters, and various household objects.

Encourage students to identify words which they are unfamiliar in the reading and add them to their group journal. Locating and writing the definition of these unfamiliar words will increase the vocabulary of all members of the group. Develop a class chart of new words from the reading for students who are building additional vocabulary, ESL students, or students with special needs.





National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

I. Teacher Tips

- ❑ Download and laminate color prints of the museum objects used in the lesson plan or download the pictures to the computer and project it from your LCD to your board or smart board.
- ❑ Use online collections; objects, documents, maps, and photographs to further student inquiry and to address student learning objectives.
- ❑ Set up a classroom area as a museum to display the museum items, objects or things that students bring into class.
- ❑ Remind students not to bring in anything from home unless they have their parent's permission. Perhaps send a note home describing the activity.

Activity 1- Have folders (or folded construction paper) pre-made for the groups with the picture of the Lincoln figurine, Lincoln Home National Historic Site, LIHO 7257, on the front. Use paper clips to put more than one picture on the front. These folders will be used throughout the remaining activities as the group folders.

Activity 2- Make the Penny Facts into a poster or overhead to help students who are visual learners

Activity 3- Make sure students bring art supplies. Cut out credit card shapes or use a die cut machine or cut them out of card stock and have students make their own credit cards.
-Send a note home to parents explaining the activity and reminding the students not to bring valuable things to school. If they have a picture of the object they can bring that instead.

Activity 4- Discuss the student souvenir with each individual student to determine that they understand the project and that it is appropriate for school.

Activity 5- When handing out the pictures of the artifacts, do not include the captions. Have the students try to figure out what they are.

Activity 6- Send notes home inviting the community to view the souvenir store. Do not photograph or videotape students who do not have their photographic release of information signed and on file

J. Lesson Implementation Procedures

Activity 1: Opening the Door: the Museum from the Past in Lincoln's Home

- 1) Student Learning Objectives:
 - a) Students will identify objects from the photograph of Oldroyd's museum as an entry to museums from the past in the Lincoln home.



National Park Service
 with **Teaching MUSEUM** Collections
 Management Program
<http://www.nps.gov/history/museum>

- b) Students will read and identify characteristics of an object by using the “How to Read an Object Worksheet”.
- c) Students will be introduced to the concept of souvenirs with the use of a picture of a Lincoln Bust artifact from the Lincoln Home National Historic Site.
- 2) Museum Collection Items Used in this Activity:
 - a) Each student needs a copy of the Cabinet Card picture, Lincoln Home National Historic Site, LIHO 9457.
 - b) A picture of the figurine, Lincoln Home National Historic Site, LIHO 7257
 - c) A picture of the Oldroyd Museum Card, Lincoln Home National Historic Site, LIHO 10253.- this describes the collection that is seen in LIHO 9457 and is the back of the card.
- 3) Materials Used in this Activity:
 - a) A copy of “How to Read an Object”. One copy for each group or student.
 - b) An enlarged version or overhead transparency of the Cabinet Card picture of Osborn Oldroyd’s Museum of Lincoln items, Lincoln Home National Historic Site, LIHO 9457.
 - c) Each student needs a copy of the Cabinet Card picture, Lincoln Home National Historic Site, LIHO 9457.
 - d) A bust of Abraham Lincoln or another famous person to illustrate the concept of what a bust is. Students should be able to handle this item.
 - e) An “Our Lincoln Log” folder for each group.
 - f) Chart paper
 - g) An “Our Lincoln Log” Journal for each group See Page 38/39
 - h) Family memorabilia interview log sheet



Our Lincoln Log





National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- 4) Vocabulary:
- a) Memorabilia- Objects valued for their connection with historical events, culture, or entertainment: posters, publicity photographs, and other movie memorabilia.
 - b) Museum- A building, place, or institution devoted to the acquisition, conservation, study, exhibition, and educational interpretation of objects having scientific, historical, or artistic value.
 - c) Bust- A sculpture representing a person's head, shoulders, and upper chest.
 - d) Parlor- A room in a private home set apart for the entertainment of visitors.
 - e) Tenant- One who pays rent to use or occupy land, a building, or other property owned by another.
 - f) Caretaker- One who is employed to look after or take charge of goods, property, or a person; a custodian
 - g) Figurine- A small molded or sculptured figure; a statuette.
 - h) Memento- A reminder of the past; a keepsake.
 - i) Cabinet card – a type of photograph from the mid 1800s, usually a picture about 3" x 6" attached to a cardboard/very heavy paper card with the name and sometimes the information about the photographer is on the back of the card as advertising for the photographer.
- 5) Tips for Teachers: Have folders (or folded construction paper) pre-made for the groups with the picture of the Lincoln figurine, Lincoln Home National Historic Site, LIHO 7257, on the front. You can paper clip it if you want to put more than one picture on the front.
- 6) Lesson Procedure:
- a) Activate the Lesson: Tell students they will be using objects from a National Park Service site as a source of learning and information. Explain that they will learn to look very closely at an object or set of objects to deduce historical, cultural and social information and to draw inferences about people, events, and life then and now. Ask questions that draw on observational skills, and develop activities that exercise powers of deduction, inference, and creativity based on this introductory lesson.
 - b) Do the following with the students:
 - i) Tell the students the following background information:
 - (1) Lincolns get ready to go to Washington for the inauguration. They sold or stored most of their belongings before they left and rented their home while they were gone. After Lincoln's death Robert Lincoln inherited the home and rented it out to Osborn Oldroyd. Oldroyd was a collector of Lincoln items and set up a museum in the parlor of the home. Robert Lincoln was upset that Oldroyd was charging admission for visiting the home/museum. He removed Oldroyd from the home and sold the house to the State of Illinois for \$.1.00 with the stipulation that anyone who wanted to see the Lincoln Home could do so for free. Oldroyd was hired as the first caretaker for the state.
 - ii) Divide class into small groups, hand out a group folder (or folded construction paper into a folder), and their Lincoln Log and assign a recorder to the group. Have students use their cabinet card photograph of the Osborn Oldroyd Museum





National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

in the parlor of the Lincoln home and identify as many objects from the parlor as they can in their log (3-5 minutes). Have each group or students report 1-5 things that they discovered from the picture and record the items on a class chart depicting the collection of items they have identified from the cabinet card

- iii) Ask the students some of the following guiding questions:
 - (1) What objects do you notice in large quantities?
 - (2) Why do you think there are so many _____?
 - iv) Post the list, on an oversized chart paper or on the board, with the enlarged picture so that students can continue to add to the list.
 - v) Ask the students if anyone found the bust of Abraham Lincoln in the picture. Have everyone put their finger on it when they have found it.
 - (1) Define a bust. See Vocabulary (Students should keep it in their vocabulary in their Lincoln museum folder or they can have a certain place in the group's Lincoln Log)
 - vi) Tell them about the figure that they are looking at.
 - (1) 1876- Lincoln's image has long been used on souvenirs. In 1876, during the Centennial Capitol Exhibition in Philadelphia celebrating the 100th anniversary of the Declaration of Independence, Lincoln was included in a greatest Americans category. Many people took home frosted glass busts like this one that was made at the Exhibition. This figurine was 14.5 cm tall and 8.8 cm wide.
 - vii) Each group will have the bust on the front of the folder. Read and explain the directions for the "How to Read an Object" assignment. Answer any questions and hand out the form to the recorders for each group. As an example, answer the first question together on function and purpose as a class. Remind the students that it may not be possible to answer all questions. If they cannot answer it they need to put N/A next to the question. Have a similar object (see page 4) for students to handle.
 - (1) Provide support to students who are having difficulty.
 - (2) At the completion of reading the object the teacher will have the students brainstorm the last question. What else would have been helpful to complete your investigation?
 - (3) Consider having the students post their findings or pair-share the information. Have students put the activity in their Lincoln folder for assessment. See checklist for assessment of "How to Read an Object" assignment.

▪ Was the group able to complete the list?	Yes ___	No ___
▪ Was the group able to provide written answers?	Yes ___	No ___
▪ Did the group work together?	Yes ___	No ___
▪ Did the group participate in the brainstorming activity?	Yes ___	No ___
 - (4) Independently have students write an answer to the following question. What do you think are reasons that people buy replicas of famous people? Support your opinion.
- 7) Extension Activity #1
1. Research information about Osborn Oldroyd or Robert Lincoln and his donation of the Lincoln home to the state of Illinois. See Resource List.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

2. Students will complete a letter writing activity. Have students write a mock letter to John McClarey, a gifted Decatur, Illinois sculptor who focused his art on Lincoln, to ask him questions about his work. In completing the letter writing activity students will exchange letters with another student in class and write a response to the letter pretending they are John McClarey. Students will use their online research to answer the questions posed. Teachers may need to provide additional assistance to students who cannot find the answer to the question. Both the initial letters and the letter responses will be posted together to share with the whole class.
Online Research Resources: <http://webpages.charter.net/lincolnbooks/McClarey.html>,
<http://www.cook-witter.com/mcclarey/John%20McClarey.htm>,
<http://showcase.netins.net/web/creative/lincoln/news/mcclarey.htm>
3. Interview a member of the family for the "Family Memorabilia Interview." Complete and return for day 2. Have students bring in any photographs of objects or the objects themselves to be added to the classroom museum.



National Park Service
 Teaching ^{with} **MUSEUM** Collections
 Management Program
<http://www.nps.gov/history/museum>

Family Memorabilia Interview

Name: _____

Family Member Interviewed: _____

Date: _____

Directions: Students will interview a family member about collecting memorabilia as a part of the lesson on Abraham Lincoln and souvenirs that are collected to represent the memories of a good vacation, an important individual in history, or something we find exciting and intriguing. Most people collect something from silver spoons to fishing lures that help to activate the memory of something from the past. Students will use the information collected in this interview to assist them in identifying their own interests in collecting and the importance of souvenirs in the material culture of our society. Please provide as many answers as you can. If you do not have an answer, put N/A next to the question.

1. Do you collect anything?

2. What kinds of things do you collect?

3. How old were you when you started collecting?

4. What is the favorite thing you have collected?

5. Why?

6. What is the most you have ever spent on a souvenir? _____

7. Did members of your family collect anything? What?

8. How many of the items do you have in your collection? _____

9. Do you have anyone else's collection and who, if anyone inspired you to begin collecting?

2006 PDunn, LHenry.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

9) Resources


- <http://webpages.charter.net/lincolnbooks/McClarey.html>- John McClarey's website
- Robert Lincoln
 - http://en.wikipedia.org/wiki/Robert_Lincoln
 - www.spartacus.schoolnet.co.uk/USAlincolnR.htm
 - <http://members.aol.com/RVSNorton1/Lincoln59.html>
 - www.suite101.com/article.cfm/presidents_and_first_ladies/89601
 - www.mrlincolnwhitehouse.org/inside.asp?ID=16&subjectID=2
 - <http://home.att.net/~rjnorton/Lincoln66.html>
- Osborn Oldroyd
 - <http://battleofchampionhill.org/history/oldroyd.htm>
 - www.ilabdatabase.com/member/detail.php3?custnr=&membernr=1661&ordernr=30766 – Oldroyd's book on the assassination of Abraham Lincoln
 - <http://battleofchampionhill.org/oldroyd.htm> - his civil war diary
 - <http://battleofraymond.org/oldroyd.htm> -more of his civil war diary
 - www.nps.gov/liho/homehist.htm- Lincoln Home chronology
 - <http://tourofdc.org/tours/FordsTheatre/>- view where Oldroyd's collection ended up.
 - Photographic Print of Lincoln Home with Osborn Oldroyd standing out front. An 1890 dry plate photograph can be seen at Lincoln Home National Historic Site, LIHO 8317.

Activity 2: Pocket Change

- 1) Student Learning Objectives:
 - a) Students will observe the picture of the plaque of Abraham Lincoln and activate prior knowledge about currency.
 - b) Students will engage in acquisition of knowledge about the penny and survey their belief about the elimination of the penny in U.S. currency.
 - c) Students will discuss the celebration and importance of centennials and bicentennials by utilizing national monuments and coins.
 - d) Students will increase their knowledge of the value of money, the Consumer Price Index and will participate in mathematic computation and comparison.
- 2) Background- In 1909, as a part of the Centennial celebration of Lincoln's birthday, the U.S. Mint issued a new penny with Lincoln on the front. The sculptor who created the design was Victor Brenner, chosen by Theodore Roosevelt. Later Brenner cast just three plaques of the design, imbedding the new penny in each.
- 3) Museum Collection Items Used in this Activity:
 - a) Picture of the Plaque of Abraham Lincoln, Lincoln Home National Historic Site, LIHO 6246
- 4) Materials Used in this Activity:
 - a) Each student will need at least 1 penny and additional pennies for comparison if needed.
 - b) Chart paper for reporting
 - c) "Now and Then" Chart
 - d) Art Materials



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- e) "Our Lincoln Log" Group Journal
- f) Calculator or computer calculation for students with special needs.
- g) Large Penny or a blown up picture of a penny
- 5) Vocabulary:
 - a) Centennial- A 100th anniversary or a celebration of it.
 - b) Bicentennial- A 200th anniversary or a celebration of it.
 - c) Zinc- A bluish-white, lustrous metallic element that is brittle at room temperature but malleable with heating. It is used to form a wide variety of alloys including brass, bronze, various solders, and nickel silver. It is also used in galvanizing iron and other metals for electric fuses, anodes, and meter cases, and in roofing, gutters, and various household objects
 - d) Copper- A ductile, malleable, reddish-brown metallic element that is an excellent conductor of heat and electricity and is widely used for electrical wiring, water piping, and corrosion-resistant parts, either pure or in alloys such as brass and bronze
 - e) Lincoln Memorial- memorial building in Washington containing a large marble statue of Abraham Lincoln
 - f) Engraver- a skilled worker who can inscribe designs or writing onto a surface by carving or etching
 - g) Sculptor- an artist who creates sculptures
 - h) Minting- produce (money) by stamping metal; coin.
 - i) Theodore Roosevelt- The 26th President of the United States (1901-1909).
 - j) Denomination- One of a series of kinds, values, or sizes, as in a system of currency or weights
 - k) Consumer Price Index (CPI) - a number used to calculate changes in the average level of prices for about 400 items typically bought by urban families. Items chosen by Bureau of Labor Statistics.
- 6) Tips for Teachers:
 - a) Make the Penny Facts into a poster or overhead to help students who are visual. 
- 7) Lesson Procedure:
 - a) Pass out the picture of the Plaque of Abraham Lincoln, Lincoln Home National Historic Site, LIHO 6246, to each group.
Ask the students to look at the penny that they have and ask them who is on the front. Then tell them that they are going to find out why Lincoln was put on the front of the penny. Tell the students about the picture. In 1909, as a part of the Centennial celebration of Lincoln's birthday, the U.S. Mint issued a new penny with Lincoln on the front. The sculptor who created the design the penny is Victor Brenner, chosen by Theodore Roosevelt. Later Brenner cast just three plaques of the design, imbedding the new penny in each.



b) Share the following Penny Facts.



Penny facts:

1. There are 132 billion pennies in circulation today.
 2. 10 to 14 billion pennies are produced each year = 50 pennies for each American.
 3. 2/3 of the pennies will be stashed in a drawer or jar somewhere by the end of the year out of circulation.
 4. A pound of pennies is worth \$2.
 5. Content of pennies is 2.5% copper and 97.5% zinc = 3% of the U.S. zinc consumption.
 6. Banks charge their customers \$2 to count \$50 of pennies.
 7. 1st penny was produced, in 1792, when the U.S. Congress approved the production of the penny.
 8. The cost to produce the penny in 1994, .072 cents.
 9. The cost today (2006) is .0123 cents.
 10. The penny produces a profit of over 40 million dollars each year.
 11. The penny was the first coin minted in the United States. 11,178 copper cents were distributed in the first year.
 12. The official name of the coin is one cent, not the penny.
 13. Lincoln faces right on the coin while all other faces on U.S. coins face left.
- www.pennies.org/facts.html

c) Survey your students by a show of hands.

Do you think we should get rid of the penny?

d) Discussion with students-

- o Ask what is a centennial?
- o What is a bicentennial?
- o Centennial- Congress created a commission in 1906, for the centennial of Lincoln's birth that led to the Lincoln penny and the building of the Lincoln Memorial. The Lincoln penny was the first U.S. cent to include the words "in God we Trust." Congress gave permission for the use of these





National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- words during Lincoln's presidency. It is also the only U.S. coin to depict the same person on both sides of the coin. Ask the students to find the second Lincoln on their penny. (See resource list for Lincoln Memorial site)
- o Bicentennial- Congress also commissioned a new penny to be minted for the bicentennial of Lincoln's birth in 2009 with the back depicting a picture of each state that Lincoln lived in during his life. What are the three states and one territory that Lincoln lived in?
See Resource List.

e) The good old days of money:

In a student discussion ask the following questions for a whole class discussion on the value of money. Do you think that the value of money has changed? How?

There are several ways to calculate the value of money. The first is the Consumer Price Index. It compares how much items cost in certain years. An example is that one dollar in 1862 equals 6 cents in 1997.

$$\text{\$1 (1862)} = \text{\$.06 (1997)} \text{ or } \text{\$16 (1997)} = \text{\$1 (1862)}$$

How do researchers arrive at this number? Take how many goods a set amount of money would buy today and divide it by the amount of goods that the same amount of money would buy in a certain year in the past.

Use CPI to find out what \$1 today would buy in 1862.

** For additional information on CPI- Foundations for Teaching Economics: Introducing young individuals to an economic way of thinking. Creating a Student Price Index Lesson Plan. http://www.fte.org/teachers/lessons/prize/creating_index.htm -As part of their lesson plan, this site also provides additional economics lessons for teachers to use to increase students economic knowledge and understanding.



Name: _____ Date: _____

Now and Then Chart

Calculate to find the correct answer and choose two items of your own to calculate.

What item we are comparing	Now	Calculation	Then
Book bag	\$ 24.95	$\$ 24.95/16=$	1.49
1 lb. of salt	\$ 15.00	$\$ 15.00/166=$	\$.90
Blue jeans	\$ 49.79	$\$ 49.79/16=$	\$ 3.11

Get students into groups for 2-3 minutes to discuss their then and now choices and have their reporter tell the class one or two of the groups favorites. Create a class chart to display the calculations. Have the students put their worksheet in their folders of assessment.



Money Fact: “The Civil War was one of the most devastating events in the history of our country. It lasted from 1861 to 1865 and has been estimated to have cost about \$6.6 billion dollars. Using that number in 1860 dollars, the cost today would be \$154 billion using the CPI and \$124 billion using the GDP deflator, or about one-fourth the current US defense budget. Using the unskilled wage index, however, it would be \$1 trillion, by GDP per capita the cost is close to \$2 trillion; and as a fraction of GDP it is \$19 trillion, or over a 150% of our current GDP.” Additional money facts from history can be found online at <http://eh.net/hmit/>

8) Extension Activity #2

1. At the conclusion of the penny lesson students will survey friends and neighbors asking, “Do you think that the penny should be kept in circulation?” Create a bar graph to represent your findings. Students then bring their individually created bar graphs into class to create a class bar graph. Display the bar graph in the class.
2. Have students research the most famous artist they have never heard of – Frank Gasparro. There are one billion copies of his work around the globe.
<http://www.npr.org/programs/atc/features/2001/oct/011003.penny.html>
-Complete an essay of at least 3 paragraphs about Frank Gasparro.
3. Complete one activity from the U.S. Mint for kid’s site. <http://www.usmint.gov/kids>
4. Students find one fact that they did not already know before about the Lincoln Memorial.
<http://www.nps.gov/linc/>
5. Penny Notes Have each student find one book with some relationship to money that they will read, produce a complete citation of the work, and list five important facts that they learned from reading the book. Have students write this on the blown up penny. On the front of the blown up penny report sheet, students will put the title of the book, their name and then the facts that they learned on the back. Penny notes will be posted in the classroom so that all students can review other book titles to stimulate their interest in reading.




8) Resources:

- a) Econ Ed Link: www.econedlink.org/lessons
- b) The Consumer Price Index: A measure of Inflation:
www.statcan.ca/english/kits/social/cpi1.htm
- c) Foundations for Teaching Economics: creating a Student Price Index:
www.fte.org/teachers/lessons/prize/creating_index.htm
- d) Americans for Common Cents <http://www.pennies.org/MNTFACT2.html>
- e) Cent (United States Coin) [http://en.wikipedia.org/wiki/Penny_\(U.S._coin\)](http://en.wikipedia.org/wiki/Penny_(U.S._coin))
- f) U.S. Treasury <http://www.ustreas.gov>
- g) The Value of Money <http://www.sls.lib.il.us/reference/por/features/98/money.html>
- h) Bicentennial Commission 2009 <http://www.lincolnbicentennial.gov>



Activity 3: Give Me "Credit"

- 1) Student Learning Objectives:
 - a) Using the credit card, Lincoln Home National Historic Site, LIHO 9477, students will activate their knowledge about images and characteristics of Abraham Lincoln on everyday items.
 - b) Students will brainstorm where they have seen other Lincoln images.
 - c) Students will create a credit card representing themselves as a famous person.
 - d) Students will identify and define their character traits.
- 2) Background - Lincoln's image turns up in many unusual locations, including a credit card design for a Springfield, Illinois bank. When the bank first opened its headquarters in Springfield, it wanted to identify itself as a friendly and personal "hometown" bank, not a national corporation. As a way to appeal to the local population, it offered a credit card with images specifically associated with Springfield including an image of Abraham Lincoln and the Lincoln Home.
- 3) Museum Collection Items Used in this Activity:
 - a) Credit Card- Lincoln Home National Historic Site, LIHO 9477
- 4) Materials Used in this Activity:
 - a) Copy of the Credit Card for each student and/or a die cut the size of a credit card
 - b) Chart paper
 - c) Art Materials
 - d) Fake credit cards that can be found in junk mail
 - e) Character Education Lesson Plans is an option to develop student's knowledge of character traits.
 - f) A Group "Our Lincoln Log" folder for each group.
- 5) Vocabulary:
 - a) character-The combination of qualities or features that distinguishes one person
 - b) credit-An arrangement for deferred payment of a loan or purchase
 - c) Memento- A reminder of the past; a keepsake.
 - d) Keepsake- Something given or kept; a memento
 - e) Figurine- A small molded or sculptured figure; a statuette.
 - f) Souvenir- A token of remembrance; a memento.
- 6) Tips for Teachers:
 - a) Send a note home to parents explaining the activity and reminding the students not to bring valuable things to school. If they have a picture of the object, they can bring that instead. 
 - b) Make sure students bring art supplies. As an alternative, cut out credit card shapes; use a die cut machine or cut them out of card stock and have students make their own credit cards.
- 7) Lesson Procedure:
 - a) Pass out a copy of the Credit Card- Lincoln Home National Historic Site, LIHO 9477, to each student.



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

In 2001, Visa designed a credit card for a Springfield bank with an image of Lincoln, his home, the Old State Capitol and Lincoln's Tomb.


Ask students:

- Why do you think Lincoln's image was put on this credit card? (Have each student respond in a whip)

Use what you heard to pose other questions.

- What does the bank want people to think of their bank based on these images?
- Would you get a credit card that looks like this?
- Would it mean that you would share the characteristics of the images on the card?
- What characteristics do these images represent about Abraham Lincoln?

Split the class into their groups. Have the students brainstorm and have their recorder keep track of the many places that they see Lincoln's image. Have groups share 2-4 of their responses and create a class chart.

b) Have the students turn over their picture of the Lincoln credit card and make their own credit card that represents their character traits. Have them pair-share and put their personalized credit card in the group folder. 

c) Assessment: Can the students define their own character? Yes _____ No _____

* If students are having difficulty with the identification of character there are some additional resources in the Resource List on Character Education Lesson Plans.

8) Extension Activity #3

- a) Have students ask family and friends where they have seen Lincoln's image throughout the community.
- b) Have students ask parent/guardian about one to three souvenirs that they have and then ask them to be ready to tell those stories in class the next day.

9) Resources

Character Education Lesson Plans Link- <http://www.ncpublicschools.org/nccep/lp/lp16.html> -this has multiple lessons that will allow teachers to pick and choose those that will be most easily implemented and meet the needs of their classroom. Other character education lesson plans can be substituted for this resource.


Activity 4: Tasteful vs. Tacky: Souvenirs in our lives

1) Student Learning Objectives:

- a) Students will demonstrate an understanding of what a souvenir is by bringing one to class and sharing it with the class.
- b) Students will engage in photo analysis of the Lincoln Home National Historic Site, LIHO 12881 by completing the "Photo Analysis Worksheet."
- c) Students will create a class definition of tasteful and tacky and will evaluate artifacts from the Lincoln Home National Historic Site to determine what category they fall into.
- d) Students will brainstorm what can become a souvenir and complete the "Souvenir Design Criteria Worksheet" to demonstrate their knowledge and understanding of what is a souvenir.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- 2) Background- People have been collecting things that represent places where they have been and people whom they have honored for centuries. Each person values different items and aspects of their everyday life to provide reminders of their experiences and feelings. Souvenirs can activate the memory of a previous activity or honoring a person from the past.
- 3) Museum Collection Items Used in this Activity:
 - a) Picture of a Painting, Lincoln Home National Historic Site, LIHO 12881.
 - b) Pictures of Canes, Lincoln Home National Historic Site, LIHO 5399, LIHO 5400 and LIHO 7228.
 - c) Picture of a Mug, Lincoln Home National Historic Site, LIHO 7467.
 - d) Picture of Salt and Pepper Shakers, Lincoln Home National Historic Site, LIHO 9380.
 - e) Picture of Christmas Ornaments, Lincoln Home National Historic Site, LIHO 7455 and LIHO 7132.
 - f) Picture of a Paperweight, Lincoln Home National Historic Site, LIHO 6687.
- 4) Materials Used in this Activity:
 - a) Copies of each of the following for each group:
 - i) Picture of a Painting: Lincoln Home National Historic Site, LIHO 12881.
 - ii) Pictures of Canes: Lincoln Home National Historic Site, LIHO 5399, LIHO 5400 and LIHO 7228.
 - iii) Picture of a Mug: Lincoln Home National Historic Site, LIHO 7467.
 - iv) Picture of Salt and Pepper Shakers, Lincoln Home National Historic Site, LIHO 9380.
 - v) Picture of Christmas Ornaments, Lincoln Home National Historic Site, LIHO 7455 and LIHO 7132.
 - vi) Picture of a Paperweight, Lincoln Home National Historic Site, LIHO 6687.
 - b) Teacher needs to bring a "souvenir" to share and model the presentation.
 - c) NARA Photo Analysis Worksheet- one for each student,
<http://www.archives.gov/education/lessons/worksheets/photo.html>
 - d) A Group "Our Lincoln Log" folder for each group.
- 5) Vocabulary:
 - a) Souvenir- A token of remembrance; a memento.
 - b) Tacky- to be determined by the students
 - c) Tasteful- to be determined by the students
- 6) Tips for Teachers: Make sure that you discuss the student souvenir with each individual student to determine that they understand the project and that it is appropriate for school. 
- 7) Lesson Procedure:
 - a) Have students quickly show and tell their souvenir that they brought into class. Have students tell the class what it is and why it was collected. (Teacher can have the students keep their souvenir in the classroom museum for the rest of the day. Each souvenir needs an identification card with student's name, the name of the object, and a one sentence description of the object.)
 - b) Take the picture of the painting, Lincoln Home National Historic Site, LIHO 12881, and cut it into as many pieces as you have classroom groups.
 - i) Provide each group with a copy of the photo analysis worksheet from
<http://www.archives.gov/education/lessons/worksheets/photo.html>



National Park Service
 with **Teaching MUSEUM Collections**
 Management Program
<http://www.nps.gov/history/museum>

Photo Analysis Worksheet

Step 1. Observation																																									
A.	Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.																																								
<hr/>																																									
B.	Use the chart below to list people, objects, and activities in the photograph.																																								
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; padding: 5px;"><u>People</u></th> <th style="width: 33%; padding: 5px;"><u>Objects</u></th> <th style="width: 33%; padding: 5px;"><u>Activities</u></th> </tr> </thead> <tbody> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> <tr><td style="height: 40px;"> </td><td> </td><td> </td></tr> </tbody> </table>			<u>People</u>	<u>Objects</u>	<u>Activities</u>																																				
<u>People</u>	<u>Objects</u>	<u>Activities</u>																																							
Step 2. Inference																																									
	Based on what you have observed above, list three things you might infer from this photograph.																																								
<hr/> <hr/> <hr/> <hr/>																																									
Step 3. Questions																																									
A.	What questions does this photograph raise in your mind?																																								
<hr/> <hr/> <hr/>																																									



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- ii) Have students share their group findings from their photo analysis worksheet and provide a full size copy of the painting to the groups. See extension activity #8 on Reverse Painting on glass related to the painting used in this exercise, Lincoln Home National Historic Site, LIHO 12881.
- iii) Have students discuss in their small groups what is a definition for tasteful and tacky and write their best answers in the group journal.
- c) Split your class into five small groups. Give each group a picture of one of the following souvenir objects from the Lincoln Home National Historic Site: Mug, LIHO 7467; Salt and Pepper Shakers, LIHO 9380; Christmas Ornament, LIHO 7455; Christmas Ornament, LIHO 7132; Paperweight, LIHO 6687.
 - i) Using their group journal definition of tacky and tasteful students will determine if their souvenir is tacky or tasteful. Each group will provide in writing the characteristics of their souvenir that are either tasteful or tacky.
 - ii) Have the students report out their findings and have the class decide who should get the "Tacky and Tasteful" Awards.



- d) Ask the students to brainstorm what can become a souvenir? Discuss the students' answers and create classroom criteria for what a souvenir can be. Discuss with students how celebrity trash and anything that they may have used, touched or owned can become a souvenir. Ask students about what kind of souvenirs might be collected from people that they think are celebrities. At the conclusion of the classroom discussion the teacher will use the photograph of the canes from the Lincoln Home National Historic Site, LIHO 5399, 5400 and 7228. Ask the students what they believe the objects are in the picture and if they are souvenirs. Then read the captions to the students. Demonstrate that anything associated with Lincoln was considered a souvenir after he was elected to the Presidency.
- e) Students have had an opportunity to view and discuss souvenirs from the Lincoln era; small group discussions will begin with answering the following question: What kind of Lincoln souvenir would you design and develop for the Lincoln Bicentennial in 2009?
 - i) Each student will need their own criteria list for their souvenir.



National Park Service
 with **Teaching MUSEUM** Collections
 Management Program
<http://www.nps.gov/history/museum>

Name: _____

Date: _____

Souvenir Design Criteria Worksheet

Name of souvenir	The purpose of the souvenir.	How does this celebrate the bicentennial?	Do you think that this would sell? Why?

2006 PDunn, LHenry, MHusky

Write at least one 5 sentence paragraph for each souvenir created.
 What else do I need to know to create a souvenir?




- 8) Extension Activities #4
- a) Reverse Painting on Glass, Lincoln Home National Historic Site, LIHO 12881.
Metropolitan Museum of Art-provides information about reverse painting on glass during the Federal period in a four page article. Reverse painting enjoyed its greatest popularity in America during the early 1800s. Used in clocks and mirrors, this unusual art form requires the artist to paint the design on one side of the glass while it must be viewed from the other. Scenes must be painted in mirror image. This form of painting was replaced by the modern decal.
http://www.metmuseum.org/works_of_Art/objects_conservation/fall_2003/glass.asp
 - i) From a scene in their lives they create a decal that represents reverse glass painting. For more information- <http://www.nawcc.org/school/reverse/reverse.htm> This site provides examples of reverse painting by Lee Davis.
 - b) Folk Art related to walking sticks. Provide students with a definition of folk art.
 - i) *Whittling a Southern Tradition*
<http://www.jantjeblokhuismulder.com/articles/davidallen.shtml>. A piece on David Allen describing the southern tradition of whittling.
 - ii) *Walking stick carving-Louisiana's Living Traditions.*
http://www.louisianafolklife.org/LT/Virtual_Books/Keeping_It/creole_book_keep_walk.html. A profile of an article by Susan Roch "The Journey of David Allen: Transformations through Public Folklore." In Public Folklore, ed. Robert Baron and Nicholas Spitzer.
 - iii) *How to make a Walking Stick* <http://www.sticksite.com/makestick.htm> This is a 20 page website with directions on how to make Diamond Willow sticks and other walking sticks. Teachers can discuss the health benefits of walking as part of this lesson.

Activity 5: Lincoln Logs - Interesting Playthings Typifying the 'Spirit of America'

- 1) Student Learning Objectives:
 - a) To assist students in making a connection between playthings and their meanings by using Lincoln Logs and its connection with the 'Spirit of America'.
 - b) Students will complete a KWHL chart in their group journal "Our Lincoln Log."
 - c) Students will research the history of Lincoln Logs and orally present relevant historic facts.
 - d) Students will compare and contrast artifacts using the Tri-Venn diagram and artifacts from the Lincoln Home National Historic Site, LIHO 9474, 7178 and 10368.
- 2) Background- John Lloyd Wright, in the early 1900s, used his architectural skills to design playthings for children that represented the spirit in the country that was related to the historic past of Abraham Lincoln. As part of this lesson, students will complete more in depth research about Lincoln Logs and John Lloyd Wright, whose father was Frank Lloyd Wright, the world famous architect.
- 3) Museum Collection Items Used in this Activity:
 - a) Picture of Toy (Lincoln Logs), from the Lincoln Home National Historic Site, LIHO 9474.



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- b) Picture of Figurine, Lincoln Home National Historic Site, LIHO 7178.
- c) Picture of a Model, Lincoln Home National Historic Site, LIHO 10368.
- 4) Materials Used in this Activity:
 - a) Classroom Model KWHL chart for students to replicate in their Lincoln Log
 - b) Copies of the Lincoln Home National Historic Site artifacts, LIHO 9474, 7178 and 10368.
 - c) Copies of the Tri-Venn Diagram Worksheet for each group.
 - d) Lincoln Logs, Tinker Toys, Erector Set, Knex or Legos.
 - e) "Our Lincoln Log" folder for each group.
- 5) Vocabulary:
 - a) Figurine- A small molded or sculptured figure; a statuette.
 - b) Architect- one who designs and supervises the construction of buildings or other large structures.
 - c) Patriotism- Love of and devotion to one's country.
 - d) Artifact- an object produced or shaped by human craft, especially a tool, weapon, or ornament of historical interest.
 - e) Frontier- a wilderness at the edge of a settled area of a country.
 - f) Myth- a popular belief or story that has become associated with a person, institution, or occurrence, especially one considered to illustrate a cultural ideal.
- 6) Tips for Teachers: When handing out the pictures of the artifacts, do not include the captions. 
- 7) Lesson Procedure:
 - a) Give the students their own "My Lincoln Log" Make them by copying the "My Lincoln Log" cover and as many of the additional pages as are needed to create the "My Lincoln Log" journal. These can be pre-made or the students can make his or her own.
 - b) Activate student background knowledge. Create a KWHL chart to identify students' previous knowledge of Lincoln's childhood. See the example of the KWHL chart for this exercise: below.

K What do I know?	W What do I want to know?	H How will I learn it?	L What did I learn?

- c) Have students create their own KWHL chart in their Lincoln Log. The students will be expected to continue to add to their KWHL chart during this lesson. Students' ability to complete this exercise will be used as one of the assessment tools for this activity.
- d) Lincoln Log History-
 - i) Students will be divided into five groups to read and research the history of Lincoln Logs. While they are reading they need to collect what they think is important information.
 - ii) Each group will present the relevant historic facts for the entire class.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- (1) <http://toys.about.com/od/hotnewtoyreleases/a/toyhalloffame2.htm>- The Toy Hall of Fame
 - (2) http://www.drtoy.com/toy_history/index.html- Dr. Toy Toy's History
 - (3) <http://www.chicagohs.org/AOTM/dec97fact4.html>- Artifacts at the Chicago Historical Society
 - (4) http://en.wikipedia.org/wiki/Lincoln_Logs
 - (5) <http://Lincolnlogs.knex.com>- Lincoln Logs official website
- e) Each student receives a copy of the following artifacts: Toy, Lincoln Home National Historic Site, LIHO 9474; Figurine, Lincoln Home National Historic Site, LIHO 7178; Model, Lincoln Home National Historic Site, LIHO 10368. Do not give the students the captions for the pictures. Using the pictures and a Venn diagram, have students compare and contrast the visual elements of the three artifacts from the Lincoln Home National Historic Site.



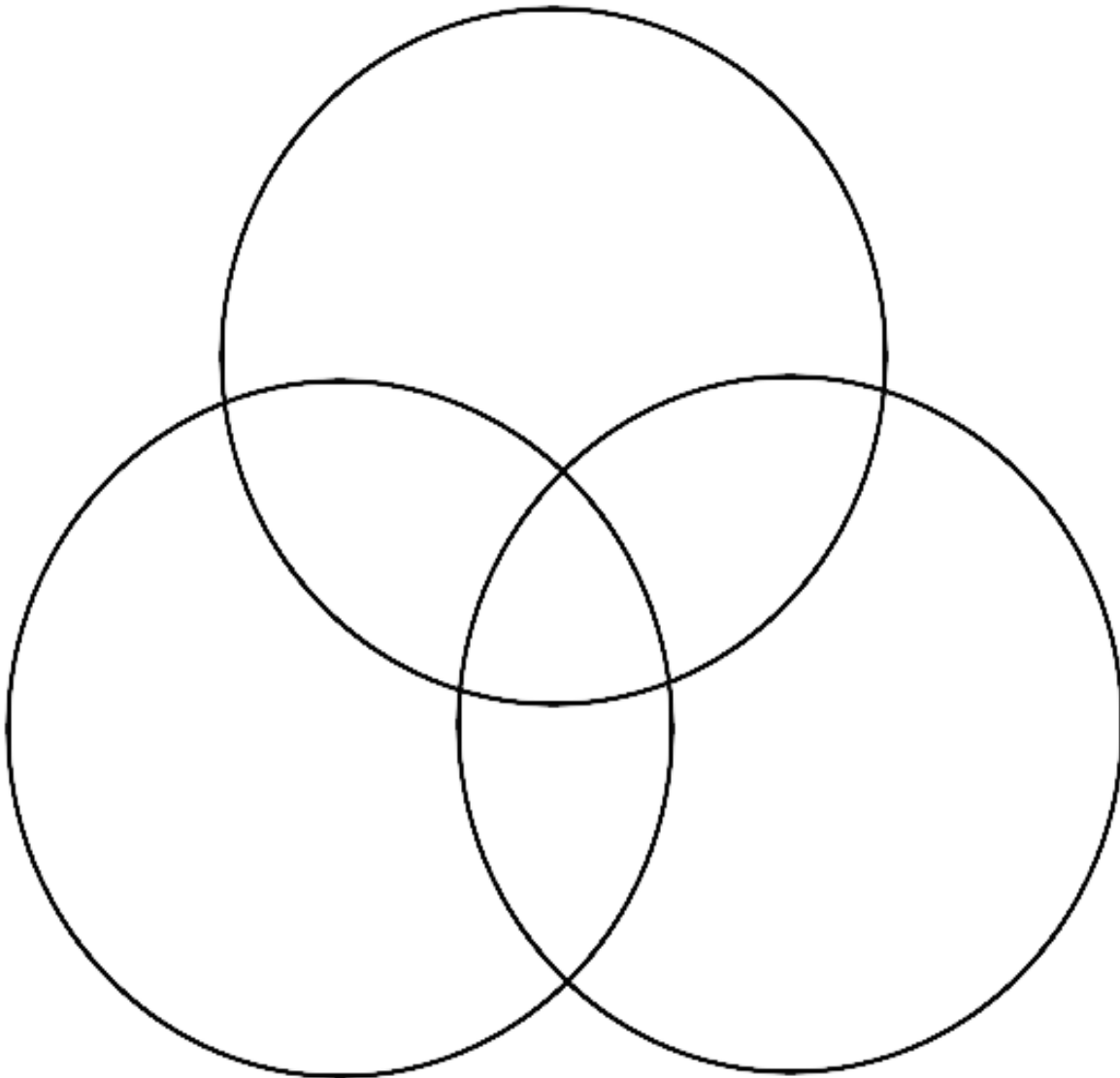
Name: _____

Date: _____

Compare and Contrast Lincoln Home Historic National Site Artifacts

Toys: Interesting playthings typifying the "spirit of America"

Complete the Venn diagram below by labeling each circle with the following: Toy, Figurine and Model. Observe the artifacts and any similarities and differences in the artifacts.





National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

1. Extension Activity #5

- a. Toying with the frontier myth. Using the knowledge gained from this lesson, students will create a story about living in a log cabin. The students will need to determine and include in their story the following:
 - i. The state that they live in.
 - ii. Who built the cabin?
 - iii. What does the cabin look like?
 - iv. Draw a floor plan for your cabin.
 - v. Give your cabin a name.
 - vi. Tell who lives there. Make sure that each character has an age and a name. Complete a character list.
 - vii. Tell the story of the people who live in the cabin, in first person (your name as the narrator or as the main character). The story must be a minimum of three pages and no more than five. (Adjust for Individualized Education Plans)
 - viii. Draw an exterior picture of your cabin for the cover of your story.
 - ix. Paper requirements:
 - a. Double spaced
 - b. 12 point Times New Roman font
 - c. Illustrations must be in color. (Students should color with crayon, colored pencils or marker- teacher discretion)
 - d. Name, Date and Title must be on the cover page.
 - e. Put a blank page at the end for comments and observations of your work.
 - f. Post all stories or put them in your classroom library for display.

*******Optional Extra Credit Project for this Activity is to suggest to students that they develop, design, and create a three dimensional model of their cabin. The choice of materials is the student's decision; but teacher approval is necessary for all materials prior to students beginning the project.**

- b. John Lloyd Wright- the inventor of the construction Toy.
 - i. Using the article from History Today, April 1, 1993, on John Lloyd Wright <http://www.highbeam.com>, develop a classroom lecture on the spirit of America, used by John Lloyd Wright to market his toy. Teachers may also include information on Frank Lloyd Wright, John Lloyd Wright's father. Frank Lloyd Wright inventor profile <http://www.ideafinder.com/history/inventors/wright.htm>
- c. Learn more about the History of Toys and Games. <http://www.ideafinder.com/history/category/toys.htm>
 - i. Erector Set <http://www.ideafinder.com/history/inventions/erectorset.htm>
 - ii. Tinker Toys <http://www.ideafinder.com/history/inventions/story087.htm>



National Park Service
Teaching with MUSEUM Collections
Management Program
<http://www.nps.gov/history/museum>

2. Resources

a) [Lincoln Logs](#)

by Jules M., Colonel Seletz / Paperback (April 2002) / Denlingers Pub Ltd
Lincoln Logs is historical fiction that describes a town created solely by the logging industry at the end of the nineteenth century.

b) [Block Building for Children: Making Buildings of the World With the Ultimate Construction Toy](#)

by Les Walker, Lester R. Walker, Witold Rybczynski (Introduction) / Hardcover (1995) / Overlook Pr.

Block Building for Children is a great way for kids and parents to play together, and of course is also perfect for budding young architects. Each project is accompanied by detailed plans, photographs and a stunning line drawing to fire the imagination, and the text for each project puts it in its historical context.

www.ideafinder.com/history/inventions/lincolnlogs.htm

Activity 6: Creating a Classroom Souvenir Shop

1) Student Learning Objectives:

- a) Students will complete a culminating activity that allows them to use all of the accumulated knowledge from their activities to develop a classroom souvenir shop.
- b) Students will determine the cost of the product that they have previously created by calculating the cost to produce the souvenir and the cost to market the souvenir.
- c) Students will write an advertisement for their individual souvenir; this can include a newspaper ad, a commercial, a banner, a poster, a sandwich board or technology: PowerPoint or interactive media.
- d) Optional: Students will have an opportunity to realistically assess, with the resources in the extension activities, the feasibility of starting a souvenir store.

2) Background- The development of a culminating activity for this unit of activities is the classroom souvenir shop. This provides all students with an opportunity to participate in creating this shop/museum exhibit for the classroom and to share with other grades in the school, parents, and the community. The tie to the world of work allows the teacher to discuss vocations related to the museum, national parks, libraries, curators, and other positions necessary to manage and produce both museum exhibits and a business in the community. Students may investigate further world of work links with research into specific types of jobs related to the museum world of work as part of the conclusion of these activities. (Optional World of Work Connections). Students also connect civic engagement with the balloting activity.


3) Museum Collection Items Used in this Activity: Post the pictures from the museum collection on poster board or the classroom bulletin board as reminders of the souvenirs in the collection of the Lincoln National Home Park Site artifact collection.

4) Materials Used in this Activity:

- a) A newspaper, the telephone book or television or radio commercials that have been taped.
- b) Portfolio folder for each student
- c) Invitations created with technology



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- d) Ballots
 - e) Ballot box
 - f) Pens or pencils
 - g) Poster board
 - h) Have technology available
 - i) "Our Lincoln Log" folder for each group.
- 5) Vocabulary:
- a) Inflation-a general and progressive increase in prices
 - b) Circulation-The condition of being passed about and widely known; distribution.
 - c) Profit-income from a business.
 - d) Hoarder-a person who accumulates things and hides them away for future use.
 - e) Purchasing power-The value of a particular monetary unit in terms of the goods or services that can be purchased with it.
 - f) Opposition-The act of opposing or resisting.
 - g) Credit-An arrangement for deferred payment of a loan or purchase.
 - h) Goods-Commodities; wares.
 - i) Services-The performance of work or duties
 - j) Supplies-The amount of a commodity available for meeting a demand or for purchase at a given price.
 - k) Demand-The amount of a commodity or service that people are ready to buy for a given price.
- 6) Tips for Teachers: Make sure that invitations are sent to the community to view the souvenir store. NOTE: Make sure that no photographs or videotapes are made of students who do not have their photographic release of information signed and on file. 
- 7) Lesson Procedure:
- a) Develop a unique or unusual Lincoln souvenir to sell in the New Lincoln Bicentennial Souvenir Contest.
 - i) Have students participate in the development of a portfolio that includes the following:
 - (1) A marketing plan including
 - (a) Where it will be sold.
 - (b) The target audience and what their age is.
 - (c) A memorable slogan.
 - (d) Appropriate labeling and packaging.
 - (e) The desired profit....determine wholesale cost and retail price.
 - (2) A print of an advertisement or a commercial for the souvenir
 - b) Students will create invitations to invite several other classes, the principal and other members of the community to view their souvenir store. Ballots will be developed by the class for the visiting mock customers who will vote for their favorite Lincoln souvenir. At the conclusion of the souvenir store project the votes will be tallied and posted on the outside of the classroom door to inform the students of the school's favorite Lincoln souvenir. The top five souvenirs will be displayed.



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- c) Assessment is based upon the following three elements. The criteria for completion will be determined by the classroom teacher.
 - 1- Completion of souvenir
 - 2- Completion of marketing plan
 - 3- Completion of an advertisement
- 8) Extension Activity #6
 - a) Using lesson plans from the "Practical Money Skills for Life" at http://www.practicalmoneyskills.com/english/at_school/teachers/ these lessons are divided by grade level and topic areas
 - b) The checklist for going into business. This checklist intends to bridge the gap between the dream of going into business and the reality of starting a business. It shows a checklist as a comprehensive guide to create a business plan and determine if the idea is feasible. <http://www.businesslead.com/starting.htm> (This site is to help someone determine if they want to go into business).
- 9) Resources
 - a) EconEdLink- economic lesson materials for K-12- "Did you get the message?" (advertising)- Teachers can browse all of the lessons by both grade level and topic. www.econedlink.org
 - b) McRel Lesson plan resources on economics- www.mcrel.org/lesson-plans/economics/econlessons.asp
 - c) Teacher resources to provide a lecture or discussion on business success and failure.
 - i) Redefining Business Success <http://www.springerlink.com> search for the title.
 - ii) American Sociological Review Vol57, No 2 (April 1992) pp.227-242.
 - iii) Business Success and Failure www.bized.ac.uk/educators/level2/busactivity/lesson/success1.htm - lesson plans with activities.

K. Evaluation/Assessment for Measurable Results

- Activity #1- How to Read an Object.
- Activity #2- Now and Then Chart
- Activity #3- Defining Character
- Activity #4- "NARA Photo Analysis Sheet", Souvenir Design Criteria Worksheet
- Activity #5- KWHL Chart, Compare and Contrast TriVenn Diagram
- Activity #6- Teacher Created Souvenir Criteria.

Products include:

- Multimedia productions such as audio, photography or videos
- Art: painting, printmaking, sculpture, hand-built related objects



National Park Service
with **Teaching MUSEUM Collections**
Management Program
<http://www.nps.gov/history/museum>

- ❑ Language arts: short stories, handmade illustrated books, advertising posters, and storytelling.
- ❑ Classroom museum exhibits “Souvenir Shop” including similar objects, replicas, and copies of primary sources documents, with student-written interpretive labels.
- ❑ Written press releases, brochures and posters for the exhibit
- ❑ Text and graphics for TV and computer spots

L. Extension and Enrichment Activities

M Resources

Teachers may wish to maintain an updated list of the references such as books, materials and sources used in developing the lesson to include in the resources section as students continue to use and develop additional resources for these activities. These resources can include the following:

- ❑ Bibliography
- ❑ Annotated related web sites with URL addresses
- ❑ Related organizations
- ❑ Overheads or power point presentation
- ❑ Catalog cards on museum objects used in the lesson plan
- ❑ Charts, such as “How to Read an Object”
[http://www.nps.gov/history/museum/tmc/docs/How_to_Read_an_Object.pdf]

Abraham Lincoln Literature

Books



*Denotes books that require good readers to complete them.

Bail, Raymond. *Where Lincoln Walked*. (New York: Walker & Co.), 1997.

Bayne, Julia Taft. *Tad Lincoln's Father*. (Lincoln: University of Nebraska Press), 2001.

Collier, James Lincoln. *The Abraham Lincoln You Never Knew*. (Connecticut: Children's Press), 2003.

Coolidge, Olivia. *The Apprenticeship of Abraham Lincoln*. (New York: Charles Scribner's Sons), 1974.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- D'Aulaire, Ingrid and Edgar. *Abraham Lincoln*. (New York: Doubleday), reprint 1957.
1940 Caldecott Winner.
- *Donald, David Herbert. *Lincoln*. (New York: Simon and Schuster), 1995.
- Dyba Thomas J. and George L. Painter. *Seventeen Years at Eighth and Jackson: The Lincoln Family in their Springfield Home*. (Lisle, Illinois. IBC Publications), 1985.
- Eastern Acorn Press. *Abraham Lincoln: Civil War Times Illustrated Special Edition*. (U.S. Center for Cultural Resources), 1984.
- Emery, Tom. *Eddie: Lincoln's Forgotten Son*. (Carlinville, IL: History in Print), 2002.
- Freedman, Russell. *Lincoln: A Photobiography*. (New York: Clarion Books), 1985.
- Fruits, Jean. *Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address*. (New York: Grosset & Dunlop), 1993.
- Gross, Ruth Belov. *True Stories about Abraham Lincoln*. (New York: Lothrop, Lee & Shephard Books), 1993.
- Hanchett, William. *Out of the Wilderness: The Life of Abraham Lincoln*. (Lisle, IL: IBC Publications), 1985.
- Hanser, Richard & Donald Hyatt. *Meet Mr. Lincoln*. (New York: Ridge Press), 1960.
- Hargrove, Jim. *Encyclopedia of Presidents: Abraham Lincoln*. (Chicago: Children's Press), 1988.
- Harness, Cheryl. *Young Abe Lincoln: The Frontier Days. 1809- 1837. and Abe Lincoln Goes to Washington. 1837-1865*. (Washington, DC: National Geographic Society), 1997.
- Holzer, Harold, Ed. *Abraham Lincoln: The Writer. A treasury of his greatest speeches and letters*. (Pennsylvania: Boyds Mills Press), 2000.
- *Harold Holzer. *Lincoln as I knew Him*. (Chapel Hill, NC: Algonquin Press), 1999.
- Horsely Jack E. *Lincoln the Lawyer: His Circuit Riding Days*. (New Albany, IN: Giles Publishing Co.), 2002.
- Jacobs, William Jay. *Lincoln*. (New York: Charles Scribner's Sons), 1991.
- January, Brendan. *Cornerstones of Freedom: The Emancipation Proclamation*. (New York: Children's Press), 1997.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- Jennison, Keith W. *Humorous Mr. Lincoln*. (Vermont: The Countryman's Press), 1965.
- Judson, Clara Ingram. *Abraham Lincoln: A Friend of the People*. (New York: Follett Publishing Co.), 1950.
- Kent, Deborah. *Cornerstones of Freedom: the Lincoln Memorial*. (New York: Children's Press), 1996.
- Lincoln, Abraham. *The Gettysburg Address*. (Boston: Houghton Mifflin Co.), 1995.
- Lorant, Stefan. *Lincoln: A Picture Story of His Life*. (New York: W.W. Norton & Company) 1969.
- Meltzer, Milton, ed. *Lincoln in His Own Words*. (San Diego: Harcourt Brace & Jovanovitch Co.), 1993.
- *McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. (New York: Oxford University Press), 1988.
- Mosher, Kiki. *Learning about Honesty from the Life of Abraham Lincoln*. (New York: The Rosen Publishing Group, Inc.), 1996.
- Monjo, F. N. *Gettysburg: Tad Lincoln's Story*. (New York: Windmill Books, Inc., E.P. Dutton & Co., Inc.), 1976.
- Monjo, F. N. *Me and Willie and Pa: The Story of Abraham Lincoln and his son Tad*. (New York: Simon & Schuster), 1973.
- North, Sterling. *Abe Lincoln: Log Cabin to the White House*. (New York: Random House), 1956.
- Otfinoski, Steven. *Abraham Lincoln: America's 16th President*. (Connecticut: Children's Press), 2004.
- Ostendorf, Lloyd. *Abraham Lincoln: The Boy, The Man*. (New York: Lamplight Publishing Inc.) Reprint 1977.
- Ratford, Victoria. *Meeting Mr. Lincoln*. (Chicago: Ivan R. Dee), 1998.
- Richards, Kenneth. *Cornerstones of Freedom: The Gettysburg Address*. (Chicago: Children's Press), 1992.
- Rhodemhamel, John, and Thomas Schwartz. *The Last Best Hope of Earth: Abraham Lincoln and the Promise of America* exhibition catalog. (California: Huntington Library), 1993.
- Roberts, Jeremy. *Abraham Lincoln*. (Minneapolis, MN: Lerner Publications), 2004.
- Sandak, Cass R. *The Lincolns*. (New York: Crestwood House), 1992.
- Sandburg, Carl. *Abe Lincoln Grows Up*. (New York: Harcourt, Brace, and Jovanovitch), 1926, 1928.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

- *Sandburg, Carl. *Abraham Lincoln: The Prairie Years and the War Years*. (New York: Harcourt, Brace, and Jovanovich), 1926.
- Shorto, Russell. *Abraham Lincoln and the End of Slavery*. (Brookfield, CT: Millbrook Press), 1991.
- *Stevens, Walter B. *A Reporter's Lincoln*. (Lincoln, NE: University of Nebraska Press), 1998.
- Sullivan, George. *In Their Own Words: Abraham Lincoln*. (New York: Scholastic, Inc.), 2000.
- Sullivan, George. *Picturing Lincoln*. (New York: Clarion Books), 2000.
- Thomas, Benjamin. *Lincoln's New Salem*. (Carbondale, IL: Southern Illinois University Press), 1954.
- Unsworth, Constance Reep and Thomas Reep. *Abe Lincoln and the Frontier Folk of New Salem*. (Connecticut: Southfarm Press), 2001
- Waldron, Larry. *Lincoln Parks: The Story Behind the Scenery*. (K. C. Publications), 2000.
- Walsh, John E. *Moonlight: Abraham Lincoln and the Almanac Trial*. (New York: Martin Press), 2000.
- Warren, Louis. *Lincoln's Youth: Indiana Years 1816 – 1830*. (Indianapolis, IN: Indiana Historical Society), 2002.
- *Wilson, Douglas L. *Honor's Voice: The Transformation of Abraham Lincoln*. (New York: Alfred A. Knopf), 1998.
- *Winkle, Kenneth J. *The Young Eagle: The Rise of Abraham Lincoln*. (Texas: Taylor Publishing Co.), 2001.
- Winnick, Karen B. *Mr. Lincoln's Whiskers*. (Honesdale, PA: Boyds Mills Press), 1996.
- Zall, Paul M., Ed. *Abe Lincoln Laughing: Humorous Anecdotes from Original Sources by and about Abraham Lincoln*. (Knoxville, TN: University of Tennessee Press), 1995.
- Zall, Paul M., ed. *Lincoln on Lincoln*. (Lexington, KY: University of Kentucky Press), 1999.

Magazines and Journals for Young People

- "The Rise of Segregation (Slavery)", *Kids Discover*, January 2006.
- "Preparing for war (Civil War)" by Barbara Hagen. *Cobblestone*, November 2005.
- "You are all green alike (Abraham Lincoln)" by Betty J. Gair. *Cobblestone*, November 2005.
- "The 10% Plan (Proclamation of Amnesty and Reconstruction)" by Heather Cox. *Footsteps* September –October 2004.
- "Cavalry Counts. (Unravel the code)" by Ruth Tenzer Feldman. *Cobblestone*, December 2002.



National Park Service
with Teaching **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

"Freedom's Victories – A Century Apart" by Trudi L. Riley. *Footsteps* November-December 2002.

"Poor Abe! (Science Scoops): Mental health of Abraham Lincoln" by Stephen James O'Meara. *Odyssey*, December 2001.

"Reconstructing America. (Abraham Lincoln's Reconstruction Plan after the Civil War)" by Craig E. Blohm. *Cobblestone*, February 2001.

"Footsteps Resources." *Footsteps*, January 1999.

"The aftermath. (Results of the U.S. Civil War)." *Kids Discover*, August – September 1997.

"Wild times at the White House." *National Geographic World*, October 1992.

Specific *Cobblestone* Issues Related to Abraham Lincoln, the Civil War, the Presidency and his life. These specific issues have online teacher lesson plans and additional resources focused on the topic of each of the issues. Links should be double checked prior to sharing with the students to determine that the links are still active for the subject area they are linked to as these may change over time. http://www.cobblestonepub.com/resources_cob_tgs.html

November 2005: "Manassas: Tale of Two Civil War Battles"

February 2005: "Women in the Civil War"

December 2004: "Shay's Rebellion"

January 2004: "The Navy in the Civil War"

February 2003: "The Underground Railroad"

December 2002: "The Cavalry in the Civil War"

January 2002: "The Compromise of 1850"

September 2000: "The White House: An American Symbol"

December 1999: "Children in the Civil War"

December 1998: "Battle of Vicksburg"

1998 Special Edition "The Civil War"



Our Lincoln Log

Group Name:

Group Members:



National Park Service
Teaching with **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

















N. Site Visit

This includes a visit to the park or a similar site, such as a local county museum or historical society. The teacher developers of this unit of lesson activities suggest that the classroom teacher identify historic areas close to their home school to extend the museum historic experience for the students. Speakers for the classroom may be identified from these sites for classroom visits corresponding to the activities in the lessons or as extensions to the lessons.

If use of the virtual field trip option is chosen, review the following visit options and determine if email to the institution or park site may be an option to interact with staff. Consider establishing a phone conversation in the classroom, using a speakerphone, to talk with the institution or park site staff during the lessons. Use of the pre-visit protocol will assist the students in developing questions that can be posed and the teacher can work with the students' questions to develop a list of appropriate questions to pose to the staff member. Ask students to take notes in their journals during the phone conversation with the park staff or institution staff member.

Contact the historic site or park for teacher materials to assist in the preparation for an on-site or non-site visit in advance to allow the teacher time to review the materials and present lessons that will assist their students in an inquiry experience with the site and information.

□ Pre-visit:

Before the visit, have students visit the institution's website for an overview or provide brochures and other written/visual materials about the site. Have each student develop 2-3 questions to guide the visit. Work with park interpreters and museum staff to arrange the visit with challenging activities. Staff members may have some excellent suggestions for activities that can be accomplished in the classroom if the students will not be attending an on-site visit to the park or historic site.

□ Site visit:

At the site, have students select at least two objects to analyze. Provide "How to Read an Object" sheets. There should also be an object sketch sheet (white space to make a detailed sketch of the objects). For younger students, develop a "scavenger hunt" object list to encourage close observation skills. A scavenger hunt can be developed for the virtual tour of the park site or historic site in advance with the URL addresses included for the students attached to the object or artifact they are looking for in the virtual site.

□ Post-visit: See extension activity list for ideas for post-visit student presentation ideas.

Virtual visit: Assign an activity that requires a virtual tour of the park web site, and other virtual exhibits of other National Park Service sites and museums on the same topic.



National Park Service
Teaching ^{with} **MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>



National Park Service
with **Teaching MUSEUM** Collections
Management Program
<http://www.nps.gov/history/museum>

Lincoln Home Historic Site Tours and Photos

<http://www.nps.gov/liho/photos.htm>

[Lincoln Home tour](#)

[Lincoln Neighborhood tour](#)

[Lincoln Home through the Years](#)

[Lincoln Home Exhibits](#)

[The Lincoln Depot](#)

Springfield Convention and Visitors Bureau

<http://www.visit-springfieldillinois.com>

Virtual Tour of Springfield

<http://www.springfield-vr.com/>

Looking for Lincoln

<http://www.lookingforlincoln.com/>

Time Magazine Looking for Lincoln Photo Essay

<http://www.time.com/time/photoessays/lincoln/>

Lincoln Home National Historic Site

Souvenir "Lincoln" Documents

<http://www.nps.gov/liho/souvenir.htm>

Lincoln Souvenirs Google Image Search

For examples of pictures of souvenirs that might be shown in the classroom

<http://images.google.com/images?q=Lincoln%20souvenirs&hl=en&lr=&sa=N&tab=wi>

The Cavalcade of America Radio Show

"Keepsakes" with Raymond Massey 1951

A story of items which belonged to Lincoln during his lifetime.

<http://www.otrcat.com/cavalcadeofamerica.htm>