

## With A Little Help From My Friends

### Distance Learning Lesson Plan

3<sup>rd</sup>-5<sup>th</sup> Grade

Social Studies

#### BACKGROUND

In the 17 years Abraham Lincoln lived in his Springfield home, he experienced many changes, challenges, and victories that defined him as a family man, neighbor, lawyer, and politician. Between 1844 and 1861 he saw his family grow as Eddie, Willie, and Tad were born there. He also experienced the expansion of his house when in 1856 the second floor was completed. Unfortunately, he and his family went through a very difficult time when Eddie died in 1850. From the steps of this house they saw their first born, Robert, leave for college. It was the people of the neighborhood who saw firsthand the rise of Abraham Lincoln as the politician we all know and remember today.

#### LESSON OVERVIEW

On the day Abraham Lincoln was scheduled to leave Springfield, IL to start his new job as the new president of the United States in Washington, D.C., he made a few last remarks to the crowd that gathered at the Great Western Depot to say good bye. In his Farewell Address Abraham Lincoln said: "My friends - No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe every thing."

These words made it clear what Abraham Lincoln came to think about Springfield and its people. As the city of Springfield went from a small frontier town in 1837 to a thriving city in 1860, Abraham Lincoln went from a young lawyer to president elect of the United States. Lincoln evolved into a skilled politician in a changing city. While he lived in Springfield, Lincoln met many people along the way, several of them were welcomed to his home, while some of them also became his most trusted friends.

During this distance learning lesson plan, students will analyze primary documents to learn about Abraham Lincoln's life in Springfield and about the people who lived in his neighborhood. In addition, this lesson plan will prepare students for their virtual visit with a Park Ranger to Lincoln Home National Historic Site.

## LESSON OBJECTIVES

Students will be able to:

- Evaluate the role Abraham Lincoln and his neighbors had in shaping their own community.
- Analyze artifacts and primary sources to learn about the life of Abraham Lincoln, his family, and his neighbors in Springfield, Illinois.

## ESSENTIAL QUESTION

- *How can artifacts help us understand a person or time period?*

## STATE AND NATIONAL STANDARDS:

Illinois Learning Standards for Social Science:

- SS.H.2.3. Describe how significant people, events, and developments have shaped their own community and region.
- SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.
- SS.H.2.4: Using artifacts and primary sources, investigate how individuals contributed to and the founding and development of Illinois.
- SS.H.3.5. Explain probable causes and effects of events and developments in U.S. history.
- SS.H.2.5: Use information about a historical source-including the maker, date, place of origin, intended audience, and purpose-to judge the extent to which the source is useful for studying a particular topic.

National Standards:

- D2.His.2.3-5. Compare life in specific historical time periods to life today.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments.

## MATERIALS:

- Census Analysis Worksheet (PDF)
- 1860 Census (PDF)
- Map of Springfield, 1867 (JPEG)
- Map Analysis Worksheet by the National Archives (PDF)

## LESSON PROCEDURE

1. Introduce students to the essential question: *How can artifacts help us understand a person or time period?* Allow students to reflect on essential question to provide their own answer.
2. Teachers may visit [“The Lincolns in Springfield 1837-1847”](#) and [“The Lincolns in Springfield 1849-1861”](#) to provide a brief background on Abraham Lincoln’s history in Springfield.
3. Students will read and analyze the 1860 census record using the provided Census Analysis worksheet.
4. Students will read and analyze the 1867 map of Springfield by using the Map Analysis worksheet by the National Archives. Ask students to record findings on a separate sheet of paper.
5. After going over both documents individually, students will then share their findings to the rest of the group based on the questions found in analysis worksheets.
6. Ask students:
  - a. What can these primary sources tell us about Abraham Lincoln?
  - b. What can these primary documents tell us about Springfield in the 1860s?
  - c. What can these primary documents tell us about Lincoln’s neighbors?

## ASSESSMENT

1. Lead a discussion based on the lesson and students answers to the previous questions. Have students generate questions based on what they learned to ask Park Ranger during their virtual visit.