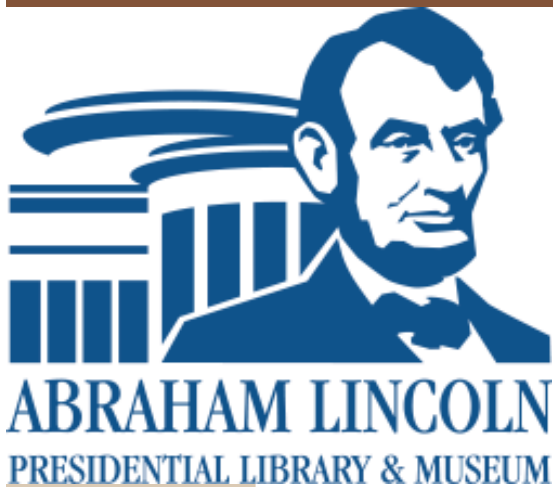


# EDUCATION

www.alplm.org



## Abraham Lincoln Presidential Museum Experience: Teacher Resource Packet

### Introduction

The Abraham Lincoln Presidential Library and Museum (ALPLM) presents the remarkable story of Abraham Lincoln in a way that is deliberately unconventional. Over 40,000 square feet of permanent exhibits enable you and your students to *experience* Lincoln's life and times through immersive spaces and interactive displays. The ALPLM

Education Department has prepared this packet to introduce curriculum resources to teachers. It will serve as an introduction to the ALPLM and help students and teachers make the most of their museum experience. It is our hope that these activities will provide you a foundation for making your visit to the Abraham Lincoln Presidential Museum an unforgettable educational experience.

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### The Museum

#### The Plaza

Your tour of the Abraham Lincoln Presidential Museum will begin in the Plaza--the heart of the museum. All exhibits open off this area, which also features life-size figures of the Lincoln family, and occasional living history performances. On the left, a log cabin from the time of Lincoln's boyhood provides entry to Journey One, The Pre-Presidential Years. To the right, a replica of the White House invites you to Journey Two, The White House Years.



#### The Journey, Part 1

Journey One focuses on Lincoln's pre-presidential life. Step back in time to 1817 and the Indiana frontier. Here you will find the Lincolns at home in their log cabin, and young Abe reading by the light of a dying fire. Travel with young Lincoln down the Mississippi River and view a New Orleans slave auction in all its cruelty. From this point you enter the second Berry-Lincoln Store in New Salem; immersive galleries, like the store, afford visitors a sense of period life while simultaneously encouraging them to visit the actual historic site ("Looking for Lincoln").

The Springfield Gallery provides an engaging overview of Lincoln's family, professional, and political life, including his courtship of, and marriage to Mary Todd. Sometimes these elements intersect humorously as you will see in "The Permissive Parent" exhibit.

Slavery again rears its ugly head in the Lincoln-Douglas Debates and a recreated "Old Main" from Knox College, the only historic structure associated with the debates that still stands. The Campaign of 1860 is put in perspective by a contemporary TV news anchor explaining the four-way race for the presidency, complete with 30-second campaign



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212 North Sixth St.  
Springfield, IL 62701

### School Tours at the ALPLM

School tours at the ALPLM are free! School groups must book their tours in advance through the Springfield Convention and Visitors Bureau. For more information, visit [www.visitspringfieldillinois.com](http://www.visitspringfieldillinois.com).

commercials for each candidate. The last stop in Journey One shows Lincoln leaving Springfield for Washington, D.C. on February 11, 1861.



View a New Orleans slave auction in all its cruelty.

### The Journey, Part II

Journey Two explores Lincoln's life in Washington, D.C. and during the Civil War. It begins in the White House where Mary Todd Lincoln is being fitted for her ball gown by her dressmaker Elizabeth Keckly, herself a free black woman. Displayed are gowns, reproduced from period drawings, of many of Mary's social rivals.

Seven states had already seceded from the Union when Lincoln took the oath of office. War broke out on April 12, 1861, when Fort Sumter in Charleston harbor was attacked. In the Whispering Gallery, a twisted, nightmarish hallway, political cartoons are shown, and unkind remarks are made about the President and Mrs. Lincoln. Walking through this gallery one sees

dramatically just how controversial a leader our 16<sup>th</sup> President was.

As you turn the corner, you enter Willie Lincoln's bedroom, where you see a very ill and bed-ridden

young boy on the very night of his mother's triumphant East Room ball introducing her makeover of the White House. Mary Todd Lincoln and the President are by his side, to comfort him. Willie died two weeks later. As you continue, you witness Mary Todd Lincoln grieving over the loss of her son.

The next gallery is a reproduction of the White House kitchen. The servants working in the kitchen are discussing the possibility of

emancipation, a subject at the heart of the next three galleries.

You proceed then to an exact reproduction of the cabinet room and a debate over the proposed proclamation. The War Gallery has a number of displays and interactive exhibits that help describe the tragedy and sacrifices of war. A wall size mural by noted artist Keith Rocco shows black soldiers in their assault on Fort Wagner, a battle immortalized in the film "Glory."

The Gettysburg Gallery depicts the famous battle of July 1863 as well as the aftermath that led to Lincoln's immortal address dedicating a military cemetery there.

The Tide Turns and Washington Celebrates are exhibits that illustrate the last months of Lincoln's Presidency, during which Lincoln wins re-election, the 13<sup>th</sup> Amendment is passed to end slavery, and the war finally ends. The Lincoln's celebrate by attending Ford's Theatre. They can be seen in the presidential box as John Wilkes Booth lurks just outside.

The last gallery recreates the Representatives Hall in Springfield's Old State Capitol, at the time of Lincoln's funeral.

### The Union Theater

The Union Theater, a fully automated special effects theater, presents *Lincoln's Eyes*,

a 17-minute production shown on multiple screens that tells the story of Abraham Lincoln as seen by his contemporaries—friend and foe. The state-of-the-art produc-

tion plunges you into the sometimes-angry public debate over freeing the slaves and takes us behind the scenes to better appreciate Lincoln's courage, vision and political skills.

### Holavision Theater

The Holavision Theater presents *Ghosts of the Library* a spectacular 9 minute show that incorporates a live actor with a series of holographic "ghosts." In a pre-show holding area you see a video hosted by the founding Director of the Abraham Lincoln Presidential Library and Museum, Richard

Norton Smith, who gives an overview of the Library and describes the various jobs people do to help preserve our past.

The *Ghosts of the Library* production has a live actor serving as the host. With the use of holograms, he helps us to understand why we collect items from our past. In this magical production, the story of our past comes alive before our eyes.

### Treasures Gallery

The Treasures Gallery provides an opportunity for people to view actual artifacts from Lincoln's life.



Items that Mary and the boys used are also on display. In the center of the gallery is a large cylinder that has an appearance of an up-side-down top hat. This

cylinder-like gallery is designed to display historically important handwritten documents from Lincoln's administration. The Gettysburg Address, the Emancipation Proclamation, and the Thirteenth Amendment are some examples of documents that could be seen. Documents in this gallery must be rotated in order to preserve them.

### The Illinois Gallery

The Illinois Gallery is a flexible gallery for exhibits from the ALPLM collection, as well as visiting exhibitions.

The first exhibit in the Illinois Gallery was "Blood on the Moon" which told the story of the assassination of Abraham Lincoln. This exhibit showcased a large collection of Lincoln assassination artifacts and images. Future exhibits include "Christmas at the White House," and "Mrs. President: From Martha to Laura."

### Restaurant

The Abraham Lincoln Presidential Library and

Museum Cafe offers in-house dining 10am to 4pm daily and until 8pm on Wednesdays. Group reservations and catered box lunches are available. Orders and group reservations must be placed 7 days prior to arrival. For menu items and prices, please contact the Museum Cafe directly at 217-523-2247 or fax: 217-523-2248.

In addition, Springfield offers several lunch options for school groups. Many local restaurants can accommodate large groups when given advance notice. For more information on area restaurants visit the Springfield Convention and Visitor Bureau Restaurant Listings at [www.visitspringfieldillinois.com](http://www.visitspringfieldillinois.com).

### Museum Store

The Museum Store is a dynamic extension of the Library and Museum experience. The 3,500+ square foot space, located at the entrance-exit point of the Museum, boasts a wide range of compelling and one-of-a-kind merchandise, including replicas of the Museum's Lincoln artifact collection, books, toys, games, jewelry and souvenirs. When planning your school visit, factor in some time to shop. Chaperones or teachers must accompany their assigned groups to the museum store.

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*"See documents in  
Lincoln's own hand."*

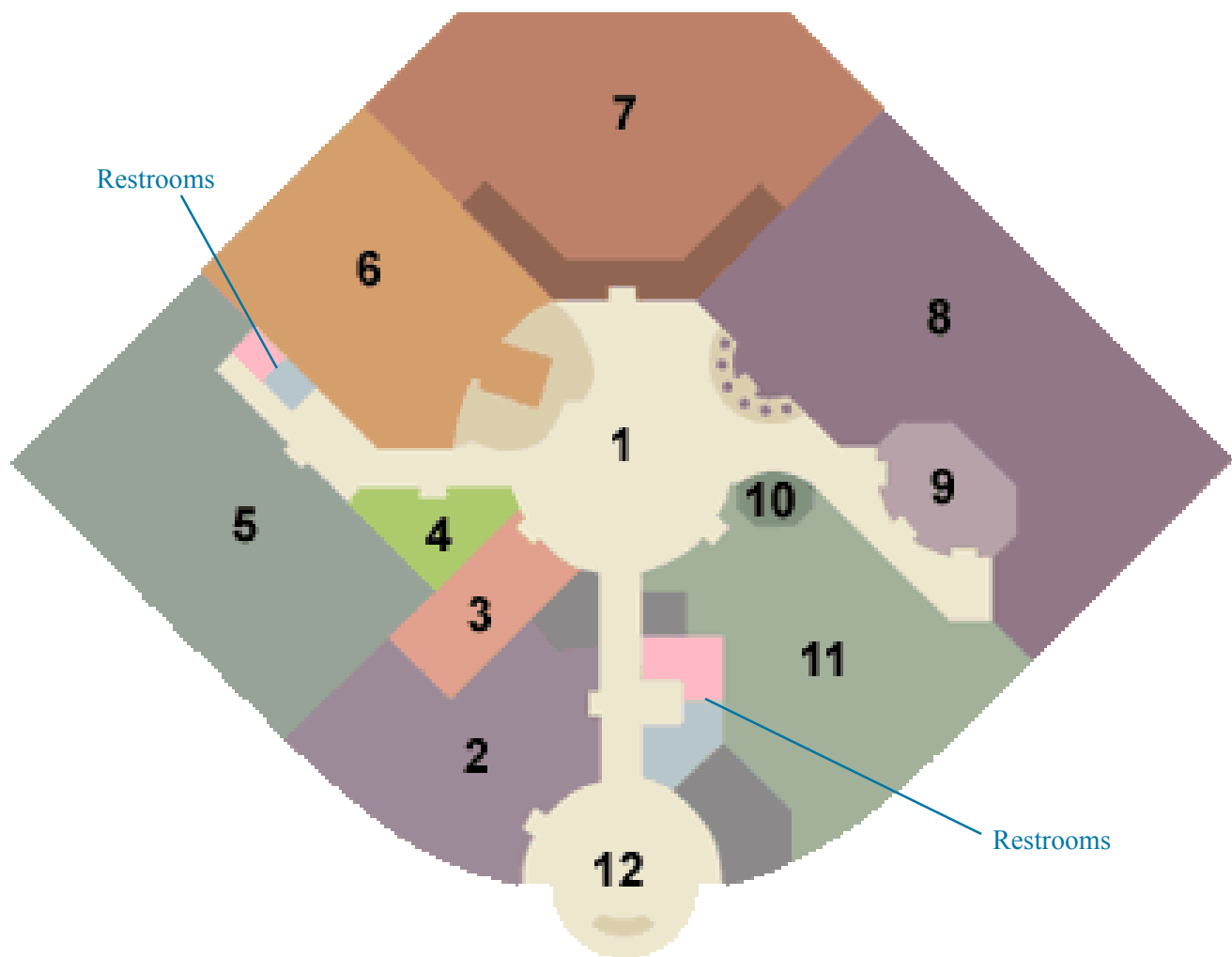
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*At the ALPLM the  
story of our past  
comes alive before  
your eyes.*



# Museum Map



1. The Plaza
2. Museum Store
3. The Illinois Gallery (Temporary Exhibits)
4. Mrs. Lincoln's Attic (Children & Family Play area for ages 3-12)
5. Museum Cafe
6. The Journey, Part I--The Pre-Presidential Years
7. The Union Theater--Lincoln's Eyes
8. The Journey, Part II--The White House Years
9. The Treasures Gallery
10. Ask Mr. Lincoln
11. Holavision Theater-- Ghosts of the Library
12. The Gateway



# Program Objectives and Overview

## Teaching Beyond the Textbook: Why take this field trip?

**I**ncorporating a visit to the ALPLM into your curriculum and utilizing the lesson plans and activities developed by the Education Department moves your class beyond their textbook in new and exciting ways. Museum studies have consistently shown that exposure to tangible examples of previously learned material plays a major role in facilitating long-term learning. The documents, artifacts and exhibits at the ALPLM reinforce material covered in your classroom. Moreover, because we as humans make sense of the world through social-interaction with others, the social experience offered by a field trip greatly enhances the learning occurring in the museum. Finally, the immersive exhibits at the ALPLM reach out to the many different learning styles of students of all ages, allowing them to make connections across time and giving them insight to and understanding of what happened in the past and why.

Museums have powerful stories to tell. By examining primary source material and seeing historic artifacts presented in original innovative ways, students learn that history is not simply stuff that happened a long time ago. Rather, students are exposed to the very real human characters that populated our past. They get a glimpse at their feelings, their very human emotions of pain, suffering, triumph and joy. And with every human story, there are complexities that go beyond black and white facts.

Using documents, diaries, letters, photographs, and other artifacts, the museum professional unravels these complexities and arrives at an interpretation of historical events, people and eras. The artifacts, exhibits, galleries and shows at the ALPLM reveal how all these pieces of history come together to create a story—HIS STORY. Through their visit, students learn the trade of professionals, and find themselves within a three-dimensional “document” to interpret and analyze themselves.

### Learning Standards

A visit to the Abraham Lincoln Presidential Museum meets the following Illinois Learning Standards. The individual activities and lesson plans laid out in this resource guide address additional standards and were created to enhance learning during and after the visit.

#### English Language Arts

*State Goal 1: Read with understanding and fluency.*

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials

*State Goal 4: Listen and speak effectively in a variety of situations*

- A. Listen effectively in formal and informal situations.

*State Goal 5: Use the language arts to acquire, assess and communicate information.*

- B. Analyze and evaluate information acquired from various sources.

#### Social Studies

*State Goal 14: Understand political systems, with an emphasis on the United States*

- F. Understand the development of United States political ideas and traditions.

*State Goal 15: Understand economic systems, with an emphasis on the United States*

- A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

*State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.*

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events
- C. Understand the development of economic systems.
- D. Understand Illinois, United States and world social history

*State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.*

- A. Understand relationships between geographic factors and society.
- B. Understand the historical significance of geography.

*State Goal 18: Understand social systems with an emphasis on the United States.*

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.



*Museums have powerful stories to tell.*

# Pre-Visit Preparation

With spectacular immersive environments, traditional exhibit galleries and high-tech special effects theaters, a visit to the Abraham Lincoln Presidential Museum promises a memorable day for all visitors. But for a teacher with a large group of school children in tow, navigating through the museum, while providing a meaningful learning experience, can be a daunting endeavor.

## Before your visit...



*The goal of student-centered orientation is to set visiting students at ease by informing them about the practical aspects of their agendas for the field trip.*

### *Prepare Yourself*

- Read over all the materials found in your "Field Trip Confirmation Packet" which you will receive from the ALPLM Education Department upon booking your school tour.
- Utilize the complimentary Educator Passes in the packet to visit the museum *before* you bring your class.
- Visit the ALPLM web site at [www.alplm.org](http://www.alplm.org) to learn more about the exhibits and galleries.
- Study this Teacher Resource Packet—especially the section entitled "The Museum," which gives detailed descriptions of each exhibit, gallery and theater.

### *Prepare Your Chaperones*

- Encourage the chaperones in your group to visit the museum web site so they too are better prepared.
- Photocopy the Chaperone Policy handout included in your confirmation packet and distribute it to the chaperones prior to your visit.
- Identify for your chaperones the key themes or sections of the

exhibits you wish to emphasize on this trip.

### *Prepare Your Students*

Research reveals that providing pre-visit preparation has consistently enhanced the learning that takes place during a field trip. The most successful pre-visit preparation for any field trip is one that combines your agenda (your learning objectives for this trip), your students' agenda (their hopes and expectations for this trip) and our agenda (our idea of how museum visitors should interact with the exhibits). Below are three orientations which focus on each of these agendas. The best pre-visit preparation combines all three.

## *Student-Centered Orientation*

Museum studies have shown that visitors in organized groups are often denied an opportunity to orient themselves to the space in the same way individual visitors can and this has a significant consequences on their experience. The novelty of the informal learning environment can actually hamper the student's enjoyment of that place. In other words, if the destination is extremely novel for students, they often demonstrate a great deal of anxiety and nervous behavior, which in turn leads to increased social behaviors, such as chatting with friends or showing off, rather than paying attention to the teacher or the exhibits. While they are comforted by the presence of their friends, this increased social behavior directly impacts the object of the field trip—namely, learning.

Studies have also shown that children do not enter into field trips devoid of notions about what would or should occur. Even very young students can articulate what they expect to occur on a class trip. Just as you have an agenda in mind when you plan this outing, so too do your students. The student agenda usually involves two overriding concerns: the first is their practical concerns—seeing a favorite exhibit or an exhibit they have heard about, buying something in the gift shop, having fun on the bus and getting out of the normal school routine; the second is to learn about the offerings of the museum.

The most successful pre-visit preparation, then, is one that includes student-centered orientation. The goal of student-centered orientation is to set visiting students at ease by informing them about the practical aspects of *their* agendas for the field trip. Regardless of their own personal agenda for the trip, when students are armed with this knowledge *before* their visit, they know if that agenda will or won't be satisfied. Knowing that up front, allows them to concentrate on the "lesson" part of the trip. They are not distracted wondering, "What do they sell in the gift shop?" or "When are we going to eat?" Instead, they will be more prepared, more relaxed and more attentive.

## Lesson #1: A Visit to the Abraham Lincoln Presidential Museum

This lesson will provide students with an orientation to the ALPLM. They will learn the practical aspects of their visit, making them better prepared for a meaningful learning experience during their museum visit.

### Learning Standards

This student-centered orientation lesson addresses the following State of Illinois Learning Standards.

#### Language Arts

*State Goal 4: Listen and speak effectively in a variety of situations*

- A. Listen effectively in formal and informal situations
- B. Speak effectively using language appropriate to the situation and audience

*State Goal 5: Use the language arts to acquire, assess and communicate information*

- A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

#### Physical Development and Health

*State Goal 24: Promote and enhance health and wellbeing through the use of effective communication and decision-making skills*

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

### Grade Levels: 4-12

### Materials

Chalkboard  
Pens and notebooks  
Computers/Internet access  
Museum Visit Activity Sheet #1 (page 11)

### Procedure

1. Outline your field trip itinerary on the board for your students, or provide them with a handout on the day's events. Include a copy of the museum map from this guide.
2. Describe to your students what will occur the day of your field trip. Answer such questions as: Will you be in class first? What time will you leave school to go the museum? How will you get to the museum and where will you park? Will you be dropped off? Who will meet your bus? Will there be restroom breaks? When? Describe what you will do at the museum. Explain how you will divide into groups with the chaperones and assign groups. Tell them who the chaperones will be. Inform them of lunch plans and other tour stops you might be making. Let them know about the museum store and, if they are allowed to make purchases, when they will be given time to shop. Let them know what time you plan to leave the museum and when they can expect to be back at school.
3. Answer any additional questions students might pose.
4. Ask students who have already visited the ALPLM to share their experience with the class.
5. Describe the exhibits and the shows.
6. Invite students to browse the ALPLM web site.
7. Have students answer the following questions in writing:
  - a. What one thing are you looking forward to seeing or doing at the museum?
  - b. What do you hope to learn from this trip?
  - c. Based upon your research and class discussion, what two questions do you hope this field trip will answer?
8. Have students fill in the first question on the Museum Visit Activity Sheet #1 (page 11).

### Lesson #1 Objectives

Upon completion of the following student-centered orientation, students will:

- Know the day and time of their visit to the ALPLM and how long they will spend there.
- Know the schedule for visits to other sites that day if planned.
- Know how they are going to get to the ALPLM.
- Know their group assignment and chaperone's name.
- Have a basic understanding of the layout of the museum.
- Have a basic understanding of the offerings of the museum.
- Know that there is a gift shop in the museum and whether they are allowed to shop in it.
- Know the lunch plans for the day.
- Record in writing their own objectives for the field trip.







*The museum "code of conduct" often overshadows the learning experience.*

## Museum-Centered Orientation

Visits to a museum are different from visits to a shopping center, a sporting event or a petting zoo. There is a certain "code of conduct" involved in visiting all these places and for many students unfamiliar with the museum "code" it can be a foreboding place. Ask your students about their previous museum visits and you will discover the "code of conduct" often overshadows any learning that might have occurred. "We had to stay on the carpeted pathway" and "We couldn't touch anything" are common recollections of past experiences. Yet children have very little understanding for why these rules exist or how museums function in society at large.

A museum-centered orientation focuses on object-based teaching and introduces students to the techniques used by library and museum professionals in uncovering and interpreting history. By developing the process skills necessary in interpreting artifacts, examining primary source documents, studying exhibit labels and appreciating exhibits, students come to recognize how historic artifacts and documents can be used in the understanding and telling of historic stories. In the process, they gain an appreciation for the reasons behind the code ("We don't touch artifacts because we want to preserve them.") and a greater understanding of how to behave in a museum environment. Moreover, they learn how to "read" the museum, how to understand and process all the information they encounter, be it an historic photograph, an artifact or exhibit text. All of these skills enhance the learning experience.

## Lesson #2: What do you know about museums?

In this activity, students will gain a working knowledge of museum terminology which will allow them a greater understanding of the exhibits and artifacts at the Abraham Lincoln Presidential Museum. In addition, they will be better prepared for the other pre-visit and post-visit activities in this guide. They will gain an understanding of how museum professionals utilize a variety of source material to create exhibits and interpretive programs which explore our history. They will review appropriate behavior during their museum visit.

**Grade Level: 4-12**

### Learning Standards:

This museum-centered orientation lesson addresses the following State of Illinois Learning Standards.

#### English Language Arts

*State Goal 1: Read with understanding and fluency.*

A. Apply word analysis and vocabulary to comprehend selections.

*State Goal 3: Write to communicate for a variety of purposes.*

A. Use correct grammar, spelling, punctuation, capitalization and structure.

B. Compose well-organized and coherent writing for specific purposes and audiences.

C. Communicate ideas in writing to accomplish a variety of purposes.

*State Goal 4: Listen and speak effectively in a variety of situations.*

A. Listen effectively in formal and informal situations.

B. Speak effectively using language appropriate to the situation and audience.

*State Goal 5: Use the language arts to acquire, assess and communicate information.*

A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.

B. Analyze and evaluate information acquired from various sources.

C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

#### Social Studies

*State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States and other nations.*

A. Apply the skills of historical analysis and interpretation.

### Lesson #2 Objectives

Upon completion of the following museum-centered orientation activities, student will:

- Identify and define common terms utilized in relation to libraries and museums.
- Understand that the papers and artifacts preserved in libraries and museums can tell us about the past.
- Appreciate the importance of collecting and preserving historic documents and artifacts in institutions such as libraries and museums.



*State Goal 18: Understand social systems, with an emphasis on the United States.*

- B. Understand the roles and interactions of individuals and groups in society.

### **Physical Development and Health**

*State Goal 24: Promote and enhance health and wellbeing through the use of effective communication and decision-making skills.*

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict

### **Materials:**

- Museum and Library Vocabulary Sheet (page 10)
- Class journals or notebooks/pens or pencils
- Internet Access/Computer (optional)

### **Procedure:**

1. Review museum vocabulary words as a class.
2. Have students write definitions of the vocabulary words. You may want to give a vocabulary quiz.
3. Make a list on the blackboard of museums/libraries/exhibits the students have visited. Have students utilize their new vocabulary when describing their experience at these institutions.
4. Ask students to respond in writing to the following prompts:
  - Describe your most memorable museum visit. Was it good or bad? Why?
  - Did any museum employees assist you on your tour? How and in what way?
  - List what you like about museums. List what you don't like about them.
5. Divide the class into groups. Assign a curator, a historian and a docent in each group. Give the group a broad or simple topic and ask them to brainstorm how they would create an exhibit on that subject. Sample topics might include cars, hairstyles, holidays or their favorite musician. Or they can be related to a more complex historical event or person, such as the Civil War or Abraham Lincoln.
6. Ask the students to brainstorm the following questions in their group discussion and give examples of:
  - What items might they use to create their exhibit?
  - Where might they find those items?
  - How would they showcase those items in the exhibit?
  - What tasks would the curator do to make the exhibit happen? The historian? How would the docent interpret the exhibit to the public once completed?
7. Have the students write down their findings or present them to the class.

### **Additional Activities**

1. Have the students bring in an "artifact" for their exhibit and create a label or interpretive text for that item.
2. Have students utilize the internet in researching and writing a report on the many career options in libraries and museums.



*Different museum environments promote different museum experiences.*



*Many different professionals work in museums.*

# Museum & Library Vocabulary

**Archives** – A place where important and historical materials (documents, papers, records, memorabilia, photographs, etc.) are kept.

**Artifact** – Something created by humans usually for a practical purpose; especially, an object remaining from a particular period in history.

**Autobiography** – A written history of a person about his or her own life.

**Biography** – A book written about a person's life.

**Collection** – A group of objects gathered for study, exhibition, or as a hobby.

**Culture** – The skills, arts, customs, and language of people in a given period of time; civilization.

**Curator** – The person in charge of a collection in a museum.

**Docent** – A person who leads guided tours or assists visitors in a museum.

**Documents** – Anything printed, written, etc. that is relied upon to record or prove something.

**Exhibit** – To display a collection in a gallery. A display in a museum or gallery.

**Gallery** – A display room in a museum or a place for exhibiting art.

**Historian** – A writer of, or authority on, history. Someone who records, writes and researches about the past.

**Label** – The printed explanation for a museum exhibition or document.

**Legacy** – Anything that is handed down from one's ancestor or a person from the past.

**Memories** – Recollections of an image, a time, or past event.

**Microfilm** – A film on which documents, newspapers, or images are photographed at a reduced size for storage.

**Museum** – A building for preserving and exhibiting artistic, historical, or scientific objects.

**Oral History** – A person's own memory of a past event.

**Portrait** – A painting or photograph of a person, usually of one's face.

**Primary Source** – An original record of an historical event such as a document, report, map, photograph, letter, journal, drawing, newspaper, oral history, or memory created by people who participated in or witnessed events of the past.

**Secondary Source** – An analysis or a restatement of a primary sources; for example, reference materials, books, CD-Roms, encyclopedias, magazines, newspapers, video tapes, audio tapes, and television.

*A working knowledge of museum terminology can enhance the visitor experience.*

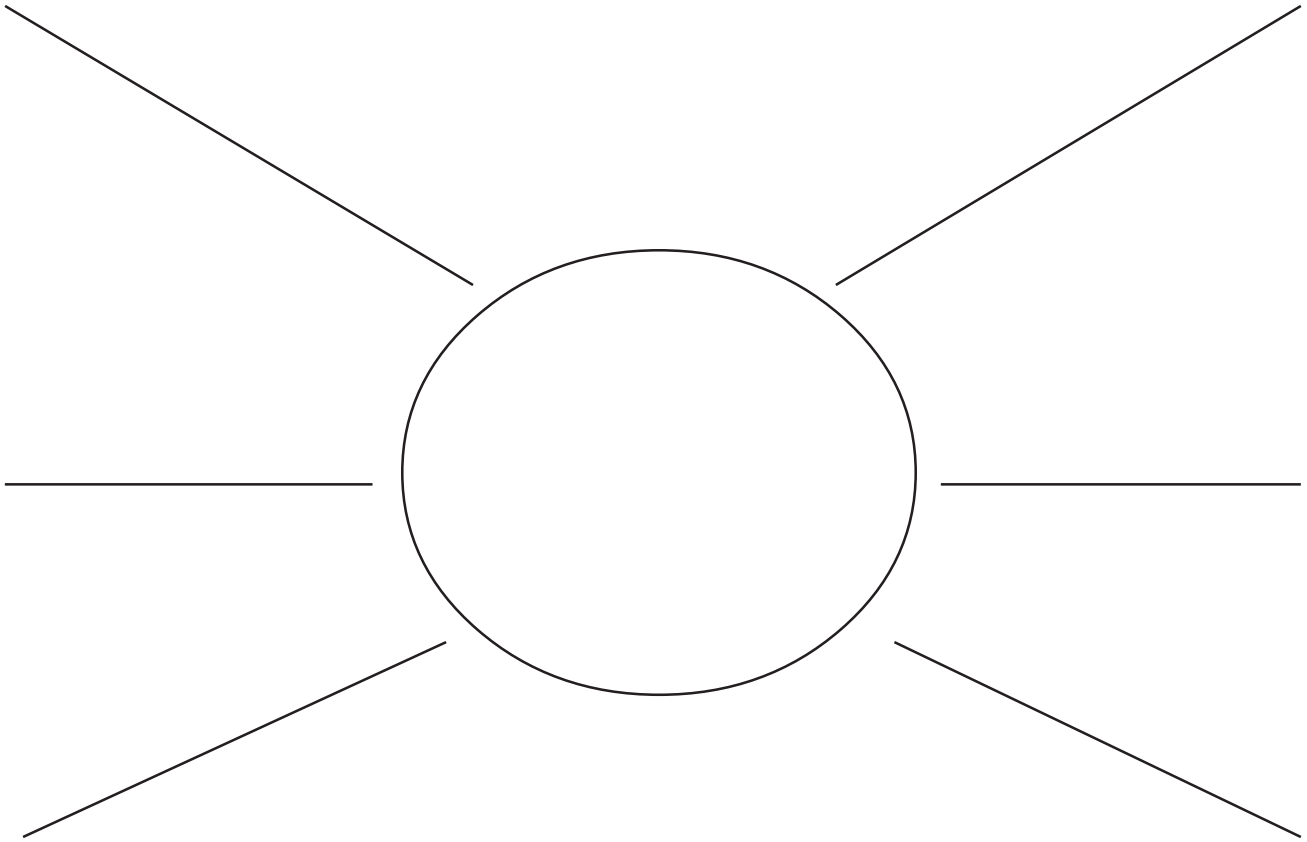


# Museum Visit Activity Sheet #1

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Name: \_\_\_\_\_

1. Think of one question you hope this field trip will answer. Write the question in the circle below.



2. Add words or pictures on the lines to show what you found at the museum.

3. Explain in writing what your diagram shows.

4. What more do you want to find out based upon what you have already learned?

## Lesson #3: Primary & Secondary Sources

Bringing primary sources into the classroom exposes students to multiple perspectives on historic issues and helps them develop analytical abilities. When students work with primary sources they ask questions, think critically, make inferences and develop reasoned explanations and interpretations of past events.

**Learning Standards:** The following learning standards are addressed by this lesson:

### English Language Arts

*State Goal 1:* Read with understanding and fluency.

- A. Apply word analysis and vocabulary to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

*State Goal 2:* Read and understand literature representative of various societies, eras and ideas.

- A. Understand how literary elements and techniques are used to convey meaning.
- B. Read and interpret a variety of literary works.

*State Goal 3:* Write to communicate for a variety of purposes.

- A. Use correct grammar, spelling, punctuation, capitalization and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

*State Goal 4:* Listen and speak effectively in a variety of situations.

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

*State Goal 5:* Use the language arts to acquire, assess and communicate information.

- A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.

- C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

### Social Science

*State Goal 16:* Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other Nations.

- A. Apply the skills of historical analysis and interpretation.

*State Goal 18:* Understand social systems, with an emphasis on the United States.

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B. Understand the roles and interactions of individuals and groups in society.

### Physical Development and Health

**State Goal 24:** Promote and enhance health and well-being through the use of effective communication and decision-making skills.

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

### Fine Arts

**State Goal 27:** Understand the role of the arts in civilizations, past and present.

- A. Analyze how the arts function in history, society and everyday life.
- B. Understand how the arts shape and reflect history, society and everyday life.

#### Primary Sources are:

- Uninterpreted sources of information
- Original records from the past
- Created by people who participated in or witnessed events of the past

### Materials:

- Source Identification Sheet (page 13)
- Pen/Pencil
- Notebooks/Journal

### Background:

#### Primary and Secondary Sources

Historians use many sources to answer questions about the past. All sources fall into two categories: primary sources and secondary sources. Primary sources are original records that have survived from the past. Letters, photographs, and artifacts are examples of primary sources. Secondary sources are accounts of the past written or created sometime after an event happened.

### Lesson #3 Objectives

Upon completion of the following museum-centered orientation activities, student will be able to:

- Distinguish between primary and secondary sources.
- Assess the credibility of primary sources.
- Identify a variety of primary sources to better understand a historical period.



# Source Identification Worksheet

Name: \_\_\_\_\_

Scenario: You are a historian writing a book on Marilyn Montrose, a famous actress. Marilyn was married to Oscar winner Chance Wilson. On March 5, 1995, Marilyn and Chance were injured in a car crash involving a Central High school bus and a Channel 5 news van. Chance Wilson went to prison for reckless driving.

1. Analyze the sources listed below to determine whether they are primary or secondary. List them in the appropriate columns.

Primary Source	Secondary Source

Primary Sources are:

- Uninterpreted sources of information
- Original records from the past
- Created by people who participated in or witnessed events of the past

Secondary Sources are accounts of past events, compiled from primary sources--usually after the fact.

- A. Book by Henry Sleeze, *Marilyn Montrose: The Unauthorized Biography*, published 2004
- B. *New York Times* article "Montrose and Wilson recuperate in hospital," March 6, 1995
- C. Marilyn Montrose's Diary
- D. Channel 5 news footage taken moments after the wreck
- E. Transcript of Chance Wilson's trial
- F. Letter from Marilyn to Chance in prison, November 1, 1996
- G. Book entitled *A History of Central High, 1800-2000*, published 2003
- H. Photographs taken of the accident scene by Billy Jones a student on the school bus
- I. The damaged hub cap from Chance Wilson's car
- J. The police report from the accident
- K. A letter from Sally Smith, a student on the Central High bus, to her grandma describing the accident, January 23, 2004
- L. *Enquirer Magazine* article, "Aliens caused the accident," March 9, 1995
- M. Autobiography of Chance Wilson published in 2000
- N. *Celebrity Magazine* article, "Ten years later," published March 5, 2005
- O. The bloody and torn sweater Marilyn Montrose was wearing the night of the accident
- P. *Chance and Marilyn: A Romance to Remember*. NBC television documentary, 1992
- Q. Marilyn Montrose interview on *Gerry King Live*

2. Using the questions below, discuss as a class the credibility of each source and how it might be used in trying to reconstruct the story of the accident. Rate each source on a scale of 1 to 5 (5 being the best).

## Is Your Source Reliable?

Use these questions to help you decide.

- Who created the source and why? Was it created through a spur-of-the-moment act, a routine transaction, or a thoughtful, deliberate process?
- Did the author have firsthand knowledge of the event? Or, did she report what others saw and heard?
- Was the creator of the source a neutral party, or did he have opinions or interests that might influence his account?
- Did the recorder produce the source for personal use, for one or more individuals, or for a large audience?
- Was the source meant to be public or private?
- Was the author's motive to inform or persuade others? Did the recorder have reasons to be honest or dishonest?
- Was the information recorded during the event, immediately after the event, or after some lapse of time? How large a lapse of time?

3. Whose voice is missing from the sources listed? Brainstorm other sources that might add to your understanding of the events of March 5, 1995.

**Other sources I could use are:**

- 1.
- 2.
- 3.
- 4.
- 5.

**These sources would help me because:**

## Procedure:

1. Discuss the differences between primary and secondary sources with your students.
2. Go over the above list and give examples of how the following items might help a historian trying to uncover facts from the past.
3. Pass out the Source Identification Worksheet and go over the fictional scenario described on it.
4. Working individually or in groups, have students identify the sources on the worksheet as primary or secondary.
5. As a class, use the questions on the back of the worksheet to prompt discussion on the credibility of sources.
6. Brainstorm other possible sources a historian might use to better understand the fictional scenario.

## Some Examples of Primary Sources

- Letters
- Diary/Journal
- Photographs
- Newspapers from the period
- Artwork
- Oral History Interview
- Receipts
- School Records
- Political Cartoons
- Movies/Film/Video
- Clothing
- Artifacts/Objects
- Buildings
- Tombstones
- Legal Records
- Hospital Records
- Birth/Death Records
- Emails
- Recipes
- Songs/Music

## Other Activities:

1. Have students record a list of all the primary source materials they create on a given day that a historian from the future might find useful in understanding their life.
2. Ask students to think of a story from their own family history. Have students bring in a primary source that sheds light on that family story. A photograph is an obvious example but ask students to be creative—a birth announcement, grandma's famous meatloaf recipe, uncle's letters from the war—are just a few ideas.

## Content-Based Orientation

Content-based orientation is probably the most common way we attempt to prepare our students for their field trips. The preparation focuses on the historical concepts or themes the students will encounter during their visit. It can also involve familiarizing students with the historical characters they are likely to meet and any unfamiliar vocabulary they might find in the exhibits.

## Lesson #4: Abraham Lincoln Time Line Scavenger Hunt

Using the ALPLM website, students will search a timeline of Lincoln's life for answers to questions in order to learn more about the life and legacy of the sixteenth president.

**Grade Level:** 4-12

## Learning Standards

### English Language Arts

*State Goal 1:* Read with understanding and fluency.

- A. Apply word analysis and vocabulary to comprehend selections.

*State Goal 3:* Write to communicate for a variety of purposes.

- A. Communicate ideas in writing to accomplish a variety of purposes.

*State Goal 4:* Listen and speak effectively in a variety of situations.

- A. Listen effectively in formal and informal situations.

*State Goal 4:* Listen and speak effectively in a variety of situations.  
B. Speak effectively using language appropriate to the situation and audience.

*State Goal 5:* Use the language arts to acquire, assess and communicate information.

A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.

- B. Analyze and evaluate information acquired from various sources.

- C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

## Lesson #4 Objectives

Upon completion of the following content-based orientation activity, student will be able to:

- List at least 10 facts about Abraham Lincoln.
- Navigate an online interactive timeline of Lincoln's life to find answers to their questions.
- Formulate further inquiry questions about the life of Abraham Lincoln.
- Identify a variety of primary sources to better understand a historical period.

## Social Studies

*State Goal 14:* Understand political systems, with an emphasis on the United States.

D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

E. Understand the development of United States political ideas and traditions.

*State Goal 16:* Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Apply the skills of historical analysis and interpretation.

B. Understand the development of significant political events.

C. Understand the development of economic systems.

D. Understand Illinois, United States and world social history.

## Materials:

- Chalkboard
- Timeline Scavenger Hunt Questions (page 17)
- Pen/Pencil
- Internet Access/Computers

## Preparation:

1. As a class make list of facts about Abraham Lincoln and write them on the board.
2. Make another list of facts that you would like to find out about Abraham Lincoln.

## Procedure:

1. Demonstrate the interactive timeline on the life of Abraham Lincoln at [www.alplm.org](http://www.alplm.org). Allow students to become familiar with the timeline.
2. Pass out a hard copy of the questions for the students to use when looking for the information.
3. Working individually or in groups, have the students use the timeline on the ALPLM website to find and record the answers to the questions.
4. Review the answers as a class.
5. Refer back to the list of facts the class made about Lincoln. Were the facts correct? Did the class find out some new information about Lincoln?
6. Were some questions left unanswered? Can they be answered using the timeline?
7. Have students record two or three questions about Lincoln they hope to have answered by their visit to the museum.

## Lincoln Timeline Scavenger Hunt Answers

- |                                 |                                     |  |
|---------------------------------|-------------------------------------|--|
| 1. March 3, 1837                | 10. John Wilkes Booth was           | 17. He won his first bid for the State |
| 2. On December 20, 1860, South  | trapped in a barn, shot and         | Legislature on August 4, 1834.         |
| Carolina was the first state to | killed.                             | He served four consecutive two-        |
| secede from the Union.          | 11. March 9, 1832                   | year terms.                            |
| 3. President Jackson            | 12. He moved his family to Illinois | 18. The Republican party nominated     |
| 4. Sarah Bush Johnston. She     | in 1830.                            | Lincoln for president. He              |
| had three children from her     | 13. Their son Edward (Eddie) died   | defeated Stephen A. Douglas,           |
| first marriage.                 | and their son William (Willie)      | John C. Breckinridge, and John         |
| 5. November 4, 1842.            | was born.                           | Bell.                                  |
| 6. Lee surrendered on April 9,  | 14. Lincoln received license to     | 19. Willie died on February 20.        |
| 1865 at the Appomattox Court    | practice law.                       | 20. Secretary of War Edwin Stanton     |
| House.                          | 15. Lincoln and Douglas debated     | 21. In 1843 Robert Todd Lincoln was    |
| 7. She died in childbirth.      | in 1858. Douglas won the            | born and in 1853 Thomas (Tad)          |
| 8. December 6, 1847             | Senate seat.                        | Lincoln was born.                      |
| 9. Abraham Lincoln was born on  | 16. Lincoln left for Washington,    | 22. William H. Herndon                 |
| February 12, 1809 in            | D.C. to be sworn in as              | 23. Issued September 22, 1862; took    |
| Hodgenville, Kentucky.          | president.                          | effect January 1, 1863                 |
|                                 |                                     | 24. "Our American Cousin"              |
|                                 |                                     | 25. Lincoln is buried in Oak Ridge     |
|                                 |                                     | Cemetery in Springfield, Illinois.     |



**Name:** \_\_\_\_\_

### **Lincoln Timeline Scavenger Hunt Questions**

Using the Interactive Timeline at [www.alplm.org/timeline/timeline.html](http://www.alplm.org/timeline/timeline.html) answer the following questions.

1. On what date does Lincoln make his first public speech against slavery?
2. Which state was the first to secede from the Union in 1860?
3. Who appointed Lincoln as postmaster in New Salem?
4. Who did Thomas Lincoln, Abraham's father, marry in 1819?
5. When did Abraham Lincoln marry Mary Todd?
6. Where and on what date did Lee surrender to Grant?
7. How does Abraham Lincoln's sister Sarah die?
8. Lincoln won the nomination from the Whigs to run for the House of Representatives. He won the election and took his seat in Congress on what date?
9. When and where was Abraham Lincoln born?
10. What happened on April 26, 1865?
11. On what date did Lincoln first announce his candidacy for State Legislator?
12. When did Thomas Lincoln move his family to Illinois?
13. Name a happy event in Lincoln's life that happened in 1850. Name a sad event.
14. Why is the date September 9, 1836 important?
15. In what year do Lincoln and Douglas debate each other for a Senate seat? Who won?
16. Why does Lincoln leave Springfield on February 11, 1861?
17. When did Lincoln first win his bid for the State Legislature? How many terms did he serve?
18. What party nominated Lincoln for president? Name the three candidates he defeated.
19. What personal tragedy did Abraham and Mary face in the White House in 1862?
20. After Lincoln died, who said "He now belongs to the ages"?
21. What is important about the years 1843 and 1853?
22. Who does Lincoln start a law partnership with in 1844?
23. When does Lincoln issue the Emancipation Proclamation?
24. John Wilkes Booth assassinated President Lincoln at Ford's Theater. What was the name of the play the Lincoln's went to see?
25. In what town is Abraham Lincoln buried? What is the name of the cemetery?

## Additional Resources for Content-Based Preparation

The ALPLM Education Department is continually developing lesson plans and curriculum to help teachers effectively prepare students for a visit to the ALPLM. Visit us at [www.alplm.org/education](http://www.alplm.org/education) for additional teacher resources including exhibit vocabulary, biographical sketches and bibliographies.

## During Your Visit...

### *Your Arrival*

When your group arrives at the ALPM they will be greeted by a staff member or volunteer who will share with them some of the rules and policies of the museum. All of these rules have been provided in your confirmation packet. The greeter will also provide you with stickers which will serve as your “ticket” into the museum. You will then divide into your groups and move directly past the ticket counter, through the turnstiles to the Plaza.

Before the turnstiles, you will pass one set of restrooms. You are welcome to use these before entering the museum, especially if you have traveled a long distance. However, due to the proximity of these restrooms to the turnstiles, large groups waiting outside these facilities can cause congestion. If your group can wait, please be advised there are other restrooms inside the museum.

### *Getting Oriented*

The Plaza is a large, open area. All of the galleries, exhibits and shows are arranged around this central hub, which becomes an orientation point.

From here you will begin your exploration of the museum. You will find a large map here, as well as volunteers to assist with directions and/or questions. This is the only area of the museum where photography is allowed.

Tours through the ALPM are self-guided. While staff and volunteers will be on-hand to answer questions and offer assistance, they do not provide guided, interpretive tours. Instead, visitors are free to explore the exhibits at their own pace, directed by their own interests. As a result, there is no “one way” or “best way” to see the museum. Depending on the number of visitors at any given time, some areas may be busier or more crowded than others. We do not encourage large

groups to go through the exhibits in exactly the same order as this can lead to congestion and bottlenecks.

### *How to Go Through the Exhibits*

Because every group moves through exhibit spaces at different rates of speed, it is difficult to advise a one-size-fits-all approach, especially if your time is limited. To determine how to get the most out of your visit, consider several of the following factors.

First, what are your objectives for this visit? What are you hoping to achieve? Is it a broad understanding of the life of Lincoln? Are you more interested in exploring the issue of slavery and the impact of the Emancipation Proclamation? Is your class studying Civics? Or are they more focused on collecting, preserving and “doing” history? All of these considerations can play a factor in how you move through the museum.

What grade level(s) are you bringing? Younger students may find some exhibits too difficult to grasp. Older students might benefit from a more in-depth study of only specific portions of the exhibits.

Next consider the time factor. Do you want to see everything? Or is it more important that you explore just a few areas in depth? In addition, the scheduled show

times might impact which exhibits you see. If you only have a limited amount of time in the museum, the theater schedules may direct your tour. For example, if you depart one gallery and find the show has already started, rather than wait for the next show, you might want to move on to another exhibit and come back to the theater later.

### *One Approach: The Big Picture*

The most popular approach to touring the museum is a chronological one. Visitors start with Journey One, the log cabin, which explores Lincoln’s boyhood through his time in Springfield to his departure for Washington, D.C. and the White House. Although every visitor is different, the average amount of time spent in this journey is twenty to thirty-five minutes.



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***"All of the galleries, exhibits and shows are arranged around the Plaza."***

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When you exit Journey One, you find yourself at the Union Theater and its twenty-minute presentation, “Lincoln’s Eyes.” This is a wonderful overview of the life of Lincoln.

Exit the Union Theater and enter Journey Two, the White House. This journey explores Lincoln’s presidency and the Civil War through his assassination and funeral. This journey is considerably longer. Allow at least forty-five minutes to visit Journey Two.

From Journey Two, visit the Holavision Theater and its production of “Ghosts of the Library.” The show is preceded by a four-minute video discussing the importance of libraries and the value of the collections they hold. The “Ghosts” show, a nine-minute special effects production, explores how historians know what they know and how documents and artifacts to reveal stories from our past. Exit the theater directly into the Treasures Gallery where you can see these original artifacts first hand.

Round out your tour with a visit to the Illinois Gallery where you will find our rotating and temporary exhibits. See the flier in your Teacher Confirmation Packet for information on the current display.

All patrons are asked to exit through the museum gift shop.

### **Teaching While You Tour**

Please be advised that there is little to no space within the exhibit galleries to pull your group aside and offer a lesson. Stopping to teach to a group of ten students can cause a bottleneck behind you and we ask that you be aware of the other visitors as you bring your group through.

### **On-Site Activities**

The following activities can be used during a visit to the ALPLM. The Museum Experience Questionnaire (page 21) is useful for older students, while the Museum Activity Sheet #1 & #2 (pages 11 & 23) are suited for younger ones.



## **Lesson #5: Museum Experience Questionnaire**

Scavenger hunts or questionnaires have long been a popular tool amongst teachers and museum professionals for enhancing field trip tours. When used properly, these activities can focus students, encourage critical thinking, emphasize a theme and promote discussion both in the museum and upon return to the classroom.

### **Learning Standards:**

#### **English Language Arts**

*State Goal 1: Read with understanding and fluency.*

- A. Apply word analysis and vocabulary skills to comprehend selections.
- B. Apply reading strategies to improve understanding and fluency.
- C. Comprehend a broad range of reading materials.

*State Goal 3: Write to communicate for a variety of purposes.*

- A. Use correct grammar, spelling, punctuation, capitalization and structure.
- B. Compose well-organized and coherent writing for specific purposes and audiences.
- C. Communicate ideas in writing to accomplish a variety of purposes.

*State Goal 4: Listen and speak effectively in a variety of situations.*

- A. Listen effectively in formal and informal situations.
- B. Speak effectively using language appropriate to the situation and audience.

*State Goal 5: Use the language arts to acquire, assess and communicate information.*

- A. Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.
- B. Analyze and evaluate information acquired from various sources.
- C. Apply acquired information concepts and ideas to communicate in a variety of formats.

### **Lesson #5 Objectives**

Upon completion of the following activity, student will be able to:

- Be able to identify one key theme in the museum.
- Identify three important events in Lincoln’s life.
- Utilize museum exhibits to answer questions and defend arguments.
- Articulate verbally and in writing their impressions of the museum and its content.

## Social Science

*State Goal 14: Understand political systems, with an emphasis on the United States*

- A. Understand and explain basic principles of the United States Government.
- B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- C. Understand the election processes and responsibilities of citizens.
- D. Understand the role and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- E. Understand the development of United States political ideas and traditions.

*State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.*

- A. Apply the skills of historical analysis and interpretation.
- B. Understand the development of significant political events.
- D. Understand Illinois, United States and world social history.

*State Goal 18: Understand social systems with an emphasis on the United States.*

- A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.
- B. Understand the roles and interactions of individuals and groups in society.
- C. Understand how social systems form and develop over time.

## Materials:

Museum Experience Questionnaire (page 21)  
Pencils  
Clipboards or notebooks (optional)

## Procedure:

1. Using the Museum Experience Questionnaire, assign *no more than three* questions per area to each student. The areas are: The Plaza, Journey 1, Journey II, Union Theater, Treasures Gallery, Ghosts of the Library.
2. Provide chaperones with the questions their group will be covering.
3. Armed with their questions, have students tour the museum. Note: Most of the questions require some reflection. Some questions will be answered in more than one area of the museum. Students should jot down ideas as they move through the exhibits and formulate a more complete answer after departing the museum. *Please advise students not to lean on exhibit cases or museum walls when taking notes.*
4. Back in the classroom discuss the students' answers as a class.
5. Follow up on class discussion with the following writing prompts:
  - One main theme of the museum exhibits was....
  - Discuss the following statements in relation to your museum visit.
    - “Lincoln became a legend. And that’s the problem. We haven’t seen him clearly since.”
    - “Lincoln didn’t free the slaves.”
    - “Mary Lincoln fought her own war in Washington.”
  - Pretend you are one of Lincoln’s advisors and advise him on the following issues:
    - How to win his 1860 bid for president.
    - Signing the Emancipation Proclamation.
    - Suspending *habeas corpus*.

*Follow up on the Museum Experience Questionnaire in the classroom after your visit.*



# Museum Experience Questionnaire

*Assign no more than three questions per area to a student.*

## The Plaza

Who are the members of the Lincoln family standing in the Plaza? Which family member is missing and why?

How does the arrangement of the museum help to tell the tale of Lincoln's life?

The exhibit designers chose large symbolic structures to help tell the story of Lincoln's life? What do these structures say to the visitor? Is it effective?

Who are the figures outside the White House and why might they want to see Lincoln?

Just for Fun: Find the penny.

## Journey One: The Pre-Presidential Years

What book is Lincoln reading while he is sitting on a fence? What later event involved this book?

What experiences in Lincoln's early life might have helped prepare him for the White House?

What kinds of challenges might come with living in a one room cabin?

Why is Lincoln's journey to New Orleans important?

How does the slave auction exhibit make you feel? What impact might such a scene have had on Lincoln?

What events occurred in New Salem that led Lincoln to move to Springfield?

Do Lincoln and Mary Todd seem like a likely couple? Why or why not?

How did Lincoln earn a living in Springfield and how might this have helped prepare him for the White House?

What kind of a parent was Lincoln? Give examples to support your answer.

"Popular sovereignty" was a subject that Lincoln and Douglas debated in 1858. What is "popular sovereignty"?

How did Lincoln gain publicity all over the country from debates held in Illinois only?

How many presidential candidates were in the Presidential election of 1860 and what did each candidate support?

How does the 1860 election compare with current elections?

## The Union Theater: "Lincoln's Eyes"

List some things that the artist sees in Lincoln's eyes.

What is the difference between Lincoln the man and Lincoln the legend?

*On-site activities can focus students and encourage critical thinking.*

## **Journey Two: The Presidential Years**

Who is helping Mary Lincoln get dressed? What is her relationship to Mary Lincoln and why is it unusual?

Why is such a large room in the museum given to showcasing dresses? Whose dresses are they? What themes are explored in this space?

List some symbols in the political cartoons that portray Lincoln. What do they mean? Do they show Lincoln as good or bad?

How do some of the things being said about the Lincolns make you feel? Are you surprised by this exhibit? Does this happen to Presidents today?

Why are the Lincolns dressed in party clothes in the scene where Willie is sick? Some have called this scene ironic. Would you agree?

What are the servants talking about in the White House kitchen?

What do the Cabinet members think of Lincoln's announcement of the Emancipation Proclamation?

Describe reactions, both pro and con, to the Emancipation Proclamation.

How does the Emancipation Proclamation make it easier for black troops to fight in the war?

What is the total casualty number on the Civil War in Four Minutes? How does this presentation make you feel?

Choose one soldier from the "Eight Soldiers' Stories." Put yourself in that soldier's shoes. How does his story make you feel?

Were there any women soldiers in the war? What did they do? How did they dress?

How did Lincoln find out about casualty figures during the war? What was his reaction and how did the war affect him?

The North and South fought at Gettysburg, Pennsylvania for three days in July, 1863. What else is Gettysburg famous for and why?

What good thing happened to Lincoln in 1864? Did it affect the war?

Why are the Lincolns smiling and happy at the theater? What does he say to her?

How did the public image of Lincoln change after his death? What were some ways the change was shown?

## **Treasures Gallery**

Choose an artifact that you find interesting. Describe it and explain why it appeals to you.

Is it important that we preserve these artifacts? Why?

Why do we as a people build museums to showcase these objects?

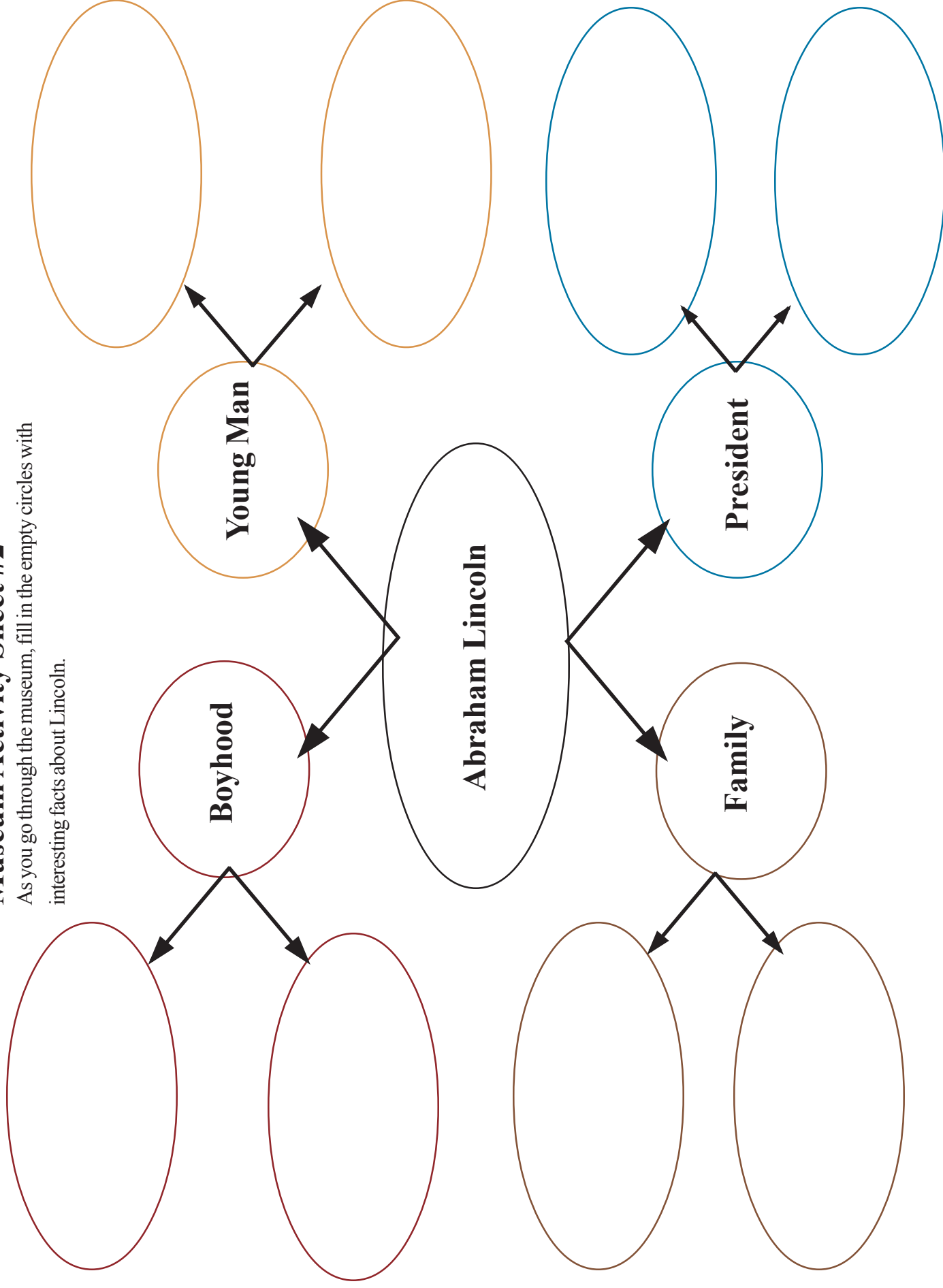
## **"Ghosts of the Library"**

How do the collections in the library reveal stories about our past?

Are there ghosts in the library? Explain your answer.

# Museum Activity Sheet #2

As you go through the museum, fill in the empty circles with interesting facts about Lincoln.



## After Your Visit...

**R**einforce the excitement your museum experience has generated. Post-trip activities build upon the students' learning and enthusiasm. The goal of the post-visit activity is to reinforce important vocabulary and concepts, to review the information learned and to creatively interpret that new material. Ask your students what they enjoyed most, what was most surprising and what new information they acquired. What did they see that related to something they learned in the classroom? Student observations can be turned into creative class projects such as posters, dioramas, bulletin boards, etc. Some of the Pre-Visit and On-Site activities in this packet include Post-Visit follow up. Other ideas are listed below.

### Post-Visit Activities



*Reinforce the excitement of your museum visit with post-visit activities.*

You are a critic for a major newspaper. Write a critique/review of the Abraham Lincoln Presidential Museum. How did you feel about the exhibits? How old should you be to see the exhibit? Review the theater presentations. Use newspaper and magazine critics to provide guidance for form, language, and structure.

Choose one historical figure from the Museum and collect information about them. Photocopy letters, pictures and other important papers and arrange them into a collage. Try adding three-dimensional objects to your collage. Write a story or poem about your important person, including details about how his or her story intrigued you, and attach it to the collage.

Possible historical figures include:

Abraham Lincoln	A Civil War soldier
Mary Todd Lincoln	Edwin Stanton
The Lincoln children	Thomas, the historian
John Wilkes Booth	Sojourner Truth
Stephen A. Douglas	Fredrick Douglass
Elizabeth Keckly	

Take on the personality of a historical figure from the museum and write a journal entry as that person. The entry should include their feelings about their particular situation, their impression of Lincoln and their thoughts on the political issues of the day. Possible historical figures include those listed above as well as, a Confederate or Union soldier, their wife or child, a slave, or an abolitionist.

Compose a pictorial "comic strip" or story board about the life and legacy of Abraham Lincoln and your visit to the museum.

Produce a presentation for your class about the life and times of Abraham Lincoln. Create a PowerPoint show and tell, poster, short report, radio show, or video.

Themes might include:

Lincoln's childhood	Emancipation Proclamation
Lincoln the lawyer	Gettysburg
The Lincoln-Douglas Debates	Civil War Generals
1860 election	Assassination of Abraham Lincoln
Mary Todd Lincoln	Lincoln's legacy
Black troops in the war	

Create your own presidential ad campaigns for the elections of 1860 and 1864. Make sure to represent all the candidates.

Act out selections from the Lincoln-Douglas Debates. Create campaign posters to support both candidates.

Discuss and reflect on the importance of history in finding better solutions for the future. Discuss if Lincoln's ideals of freedom and democracy are apparent today. Have we learned from Lincoln? What is American democracy? What is Lincoln's legacy to our vision of American democracy? Can leaders today learn from Lincoln's own struggles with American civil liberties?

