



## Lesson Plan Summary

### Magic Tree House #47: Abe Lincoln at Last!

#### Focus Question:

Who was Abraham Lincoln and what part did he play in American history?

#### DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Create an election propaganda poster.
- Use a photograph of Lincoln as a model to create a torn-paper collage portrait.
- Create detailed money decorated with historical details from Abraham Lincoln's life.
- Read the Gettysburg Address by dividing the whole class into groups.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Identify similes.
- Complete a biographical character map.
- Read the Gettysburg Address and various Lincoln quotes and translate into modern-day language.
- Hunt for parts of speech in the book.
- Write a persuasive speech as a part of Abraham Lincoln's election team.
- Present projects to class and explain how students connected to the text.
- Research and record significant events in the life of Abraham Lincoln.
- Analyze the changes to the White House over the years.
- Study corn grinding mills and quills and compare to present-day technology.

#### COMMON CORE STANDARDS ADDRESSED:

##### VISUAL ARTS:

- Creative responses to texts
- Artistic techniques (collages)
- Study models to create new art

##### DRAMATIC ARTS:

- Create meaning through dramatic readings.

##### READING:

- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices, including similes.
- Evaluate informational texts to gain new information.
- Evaluate primary-source documents.
- Identify parts of speech.

##### WRITING:

- Text types and purposes

##### SPEAKING AND LISTENING:

- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

##### SOCIAL STUDIES:

- Famous Americans
- American landmarks
- Changing technology

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## Cross-Curriculum Lesson Plan Magic Tree House #47: Abe Lincoln at Last!

### Lessons for Whole-Class Reading

#### Materials:

- Computer with a connection to a TV or interactive white board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- Chart paper for pre-reading knights and castles chart

#### Procedures:

1. Introduce Abraham Lincoln at Last! with a biographical character map. Distribute a copy of the map (included in the Accompanying Materials) to each student. Ask them to write what they already know or think they know about Abraham Lincoln.
2. Suggested activities to use with certain chapters:
  - Chapter 2: Introduce the history of the White House through photographs. Begin with present-day pictures, which can be found at this link: <http://www.whitehousemuseum.org/residence.htm>. For comparison, view pictures of the White House from 1825-1860, around the time Abe Lincoln at Last! takes place: <http://www.whitehousemuseum.org/special/renovation-1825.htm>. Finally, if students are interested in the entire history of the White House, a photographic timeline can be found at this link: <http://www.whitehousemuseum.org/residence-history.htm>.
  - Chapter 5: Young Abe Lincoln worked at a corn grinding mill. Take a cyber field trip to see what one looks like here: <http://www.squireboonecaverns.com/mill/main.htm>. What natural resources do students notice around the mill?
  - Chapter 9: If you're feeling adventurous, make corn bread with the class! Serve with butter and molasses, just like in the book.
  - Chapter 10: Practice writing with a quill. To make a quill, take a feather (you can buy them in bulk at a craft store) and cut the tip at a 45-degree angle using a sharp knife. You can also buy ink at the craft store—look for non-permanent ink!
3. Choose a project from the Project Menu:
  - Imagine you are on Abraham Lincoln's election team. Why should he be elected President of the United States? Prepare a 1-minute persuasive speech about his strengths as a leader and design a campaign poster to go with your speech.
  - Abraham Lincoln is known for many famous quotes. Using a computer with Internet access, go to <http://www.quoteland.com/author/Abraham-Lincoln-Quotes/1042/> to access some of his quotes. Pick three of your favorites. For each quotation, write it as he said it at the top of the paper; translate what it means at the bottom of the paper; and draw an illustration to go in the middle of the paper.
  - Find a photograph of Abraham Lincoln. (There are pictures of him in the Fact Tracker called Abraham Lincoln on pages 67 and 94, or you can look online or other library books.) Use black and white paper torn into pieces to make a portrait collage of Abraham Lincoln.

4. As an entire class, create a bank of historical money. Detailed instructions are included later in this document.
5. Extensions:
  - ELA: In Chapter 10, Annie quizzes Sam on his parts of speech. If your grade level has specific parts of speech to learn, this would be a great time to integrate a parts-of-speech study. After you've reviewed relevant parts of speech, ask students to flip to a page of their choice in *Abe Lincoln at Last!* and find as many examples of each part of speech as possible. You may even wish to set a timer and turn it into a class competition!
  - Social Studies: One of Abraham Lincoln's most famous speeches was the Gettysburg Address, which he gave in November, 1863. In this activity, students will create meaning from this speech.
    1. Read the speech aloud to the class. Does it make sense? Why not?
    2. Explain that English has changed over time, so if we "translate" the Gettysburg Address to today's English, it will make more sense. Divide students into pairs or small groups to write their translations. Discuss strategies for figuring out unknown words (context clues, reading ahead and coming back, look it up, etc.). Each group will need access to a dictionary. (A multiple-spaced copy of the Gettysburg Address is in the Accompanying Materials so you can simply print and cut it apart into as many groups as needed. Do keep whole sentences together, though!)
    3. Once students have finished their translations, do a group read. First, read the original Gettysburg Address. (Each group will read their own assigned text). Next, re-read the speech using the "translated" text. What did Abraham Lincoln mean when he gave this address? Why was it so important?



## Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the “Pick a Project” menu.

## Lessons for Literature Circles

- The “Penny’s Spell” cluster includes A Crazy Day with Cobras, Dogs in the Dead of Night, Abe Lincoln at Last!, and A Perfect Time for Pandas. In these books, Jack and Annie are trying to help Teddy, who accidentally turned a penguin into a stone statue, by finding four special things, each from a different time and place.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.

## Assessment

*All assessment materials are in the Accompanying Materials.*

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric



## How to Create a Bank of Historical Money

For this whole-class project, students will use the facts they are learning about Abraham Lincoln to create their own historical money. Display in “mint condition” for all to see!

### Materials:

- Abraham Lincoln biographical character maps (from beginning of unit)
- Different types of money: penny, nickel, dime, quarter, \$1, \$5, \$10, \$20 (can be real money or enlarged pictures to display on an interactive white board)
- Magnifying glasses
- Blank paper for money observations
- Chart paper for money Venn diagram
- Copies of Abraham Lincoln Fact Trackers for each student
- Paper to design historical money

### Procedures:

#### Day 1

1. Re-visit the Abraham Lincoln biographical character maps students filled out at the beginning of the unit. Students will work in pairs to check off facts supported in Abe Lincoln at Last!, correct facts from new learning through the book, and put a question mark by facts that were not mentioned in the book.
2. Allow students to rotate through money-examining stations. At each station, students will use magnifying glasses to make detailed observations of the different types of money. They will record their observations on the blank paper provided.
3. Once students have observed all types of money, regroup and discuss. Was there anything that was the same about the money? What were some differences? Construct a Venn diagram together.
4. Ask students if they noticed the people on the money. (Hint: Abraham Lincoln is on the penny and the \$5 bill.) Why do some people get to be on money?
5. Explain that as students continue their research about Abraham Lincoln, they will be collecting data to design their own historical money.

#### Day 2

1. Revisit money observations from yesterday. What is always on the front of money? (*a picture of the important person featured*) What about the back? (*a place or building*)
2. Students will continue their research about Abraham Lincoln by using the Fact Trackers. New facts will be added to their Abraham Lincoln biographical character maps. Students should include a minimum of two facts from each chapter and document the chapters next to their facts. Keep in mind that on their money, they will want a picture of Abraham Lincoln on the front and a place that is important to him on the back.
3. Research for the remainder of the time.

## Day 3

1. Allow students to share their favorite facts from their fact hunt yesterday with a partner.
2. Explain the parameters of the money creation. First, they need to decide the value of their money—it can be anything they'd like! They should also decide to design a bill (rectangle) or a coin (circle). The money will include the following:
  - Front
    - A detailed picture of Abraham Lincoln
    - The year of “minting/printing” (the current year)
    - The value of the money written across the bottom
    - The student’s signature near the bottom
    - 5 facts about Abraham Lincoln written around the edges of the money
  - Back
    - A detailed picture of a place that was important to Abraham Lincoln
    - The value of the money written across the bottom
    - 5 more facts about Abraham Lincoln written around the edges of the money
3. As students complete their research, allow them to begin designing their money.
4. When all students are done with their designs, share money in a “class bank”!
5. A rubric to grade student performance is included in the Accompanying Materials.



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**Abe Lincoln at Last! Unit:**  
**Accompanying Materials**

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

## My Abraham Lincoln Map

*Use the map below to write what you know about Abraham Lincoln! To use the map, draw lines from the picture of Abraham Lincoln out to white space on the page, where you will write one fact per line.*





### Social Studies Extension Lesson Materials

*Note: Cut this multiple-spaced speech apart. Give pieces to small groups to “translate” into modern English.*

#### Abraham Lincoln’s Gettysburg Address (November 1863)

**Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.**

**Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.**

**But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what**

they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

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

### Abe Lincoln at Last! Reading Guide

#### Chapter 1: The Third Thing

Words to Know

- gentle
- preserve

Words in Parts

- tiptoed
- misty
- outlawed

Vocabulary Words

- assassination
- crisis
- union

1. **Predict:** Why do you think Jack and Annie were dressed and ready to go 2 hours before school started? (p. 3)  
\_\_\_\_\_
2. Describe the setting. (p. 3-4) \_\_\_\_\_
3. What two special things did Jack and Annie find on their last missions? (p. 5) \_\_\_\_\_
4. Where will they go on their next mission? (p. 5) \_\_\_\_\_
5. **Text-to-Self:** What do you already know about Abraham Lincoln? \_\_\_\_\_
6. List three facts from the first page of Jack's book. (p. 6) \_\_\_\_\_
7. What is the third thing that they need to break the spell? (p. 7) \_\_\_\_\_
8. **Predict:** Why would a hero be holding a feather? \_\_\_\_\_
9. What will the liquid in the blue bottle do? (p. 7) \_\_\_\_\_

#### Chapter 2: Pirate Captain

Words to Know

- mansion
- citizens

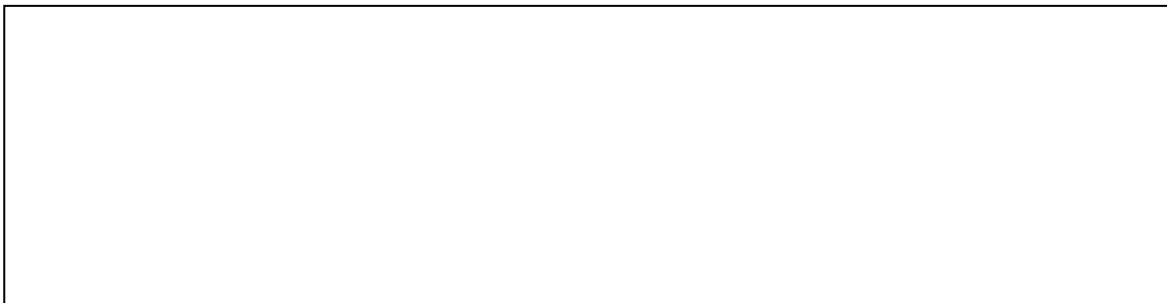
Words in Parts

- undershirt
- carriageway

Vocabulary Words

- grove
- stately
- maniac

1. Draw Jack and Annie in their outfits described on p. 9.



2. Jack and Annie realized that they've worn these clothes before on which adventures? (p. 10) \_\_\_\_\_
3. **Infer:** Why would they have worn similar clothing on these three adventures? \_\_\_\_\_
4. What surprises Annie about the White House during Abraham Lincoln's time? (p. 13) \_\_\_\_\_
5. **Text-to-Self:** How would you use a feather to give hope? \_\_\_\_\_
6. What problem do Jack and Annie encounter while they are in the tree house? (p. 14) \_\_\_\_\_

7. **Infer:** If Willie and Tad think the tree house is theirs because it is in their yard, who could they be? (p. 15)

8. Why does this chapter have the title it does? (p. 16)

9. Jack spoke "crossly" to Tad. Write 2 synonyms for the word "cross." (p. 19)

10. Why did Jack leave the bag behind? (p. 19)

### Chapter 3: Hide! Hide!

#### Words to Know

- salute
- drapes

#### Words in Parts

- unpredictable
- frantically

#### Vocabulary Words

- mature
- insane

1. **Predict:** Why do you think Tad and Willie know the president?

2. Why are there so many people at the White House today? (p. 22)

3. **Text-to-World:** In present times, would you be able to march straight into the White House if someone said you were the president's friend? Why or why not?

4. What does Jack find unusual when Tad is banging on the piano in the parlor? (p. 25)

5. How does Tad force Jack to come with him? (p. 26)

6. Where does Tad take Jack? (p. 28)

7. What does Tad do after the president puts on his shoes? (p. 30)

### Chapter 4: Willie!

#### Words to Know

- shriek
- appointment

#### Words in Parts

- restless
- briskly

#### Vocabulary Words

- escort
- dignified

1. Why does Tad get away with attacking Abraham Lincoln? (p. 31)

2. What problem does Jack face after Abraham Lincoln leaves the room? (p. 33-34)

3. Who was the woman on the couch that was talking to Annie? (p. 35)

4. Who were all the people in the parlor? (p. 35)

5. Why is Tad even more excited than usual? (p. 35)

6. Who is Mr. Nicolay? (p. 37)

7. **Predict:** Why do you think Annie tries to get Willie's attention?

### Chapter 5: Leave Now!

#### Words to Know

- delegates
- foreign

#### Words in Parts

- misspoke

#### Vocabulary Words

- scowl
- brink

1. Why does Mr. Nicolay think that Jack and Annie will not be able to meet with Abraham Lincoln? (p. 43)

2. Why doesn't Jack want to meet with the president unless they are alone? (p. 45)

3. What do Jack and Annie use the magic potion to wish for? (p. 47)

4. After Jack and Annie drink the potion and make their wish, the author uses several literary devices. On page 48, identify:

- a. Onomatopoeia: \_\_\_\_\_  
b. Simile: \_\_\_\_\_

### Chapter 6: Trust the Magic

#### Words to Know

- moccasins

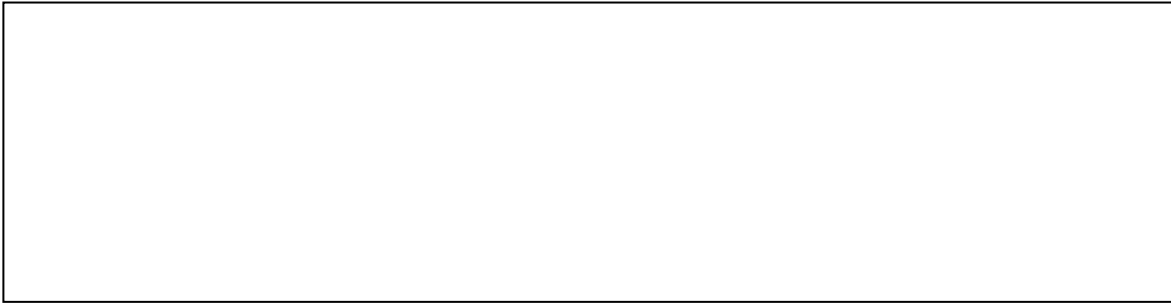
#### Words in Parts

- coonskin

#### Vocabulary Words

- reins

1. Where did the magic potion take them and why? (p. 49) \_\_\_\_\_  
\_\_\_\_\_
2. Draw the boy they meet from the description provided on page 50.



3. What happens to the boy when Annie asks about Abraham Lincoln? (p. 52) \_\_\_\_\_
4. What does the boy have to do before he can take them to Abraham Lincoln? (p. 52) \_\_\_\_\_  
\_\_\_\_\_
5. List the steps to use a corn grinding mill. (p. 55) \_\_\_\_\_  
\_\_\_\_\_
6. What happened to Sam as he was grinding the corn? (p. 56) \_\_\_\_\_  
\_\_\_\_\_

### Chapter 7: Sam's Farm

#### Words to Know

- concussion
- pulse

#### Words in Parts

- unhitched

#### Vocabulary Words

- gangly
- murmured

1. What are symptoms of a concussion? (p. 58-59) \_\_\_\_\_
2. What problem do they face with finding a doctor? (p. 59) \_\_\_\_\_
3. How do they get Sam home? (p. 60) \_\_\_\_\_  
\_\_\_\_\_
4. Why does Jack think Sam's family is poor? (p. 62) \_\_\_\_\_
5. What is unusual about Sam's cabin? (p. 63) \_\_\_\_\_
6. Why is Jack unsure about staying to take care of Sam? (p. 65) \_\_\_\_\_
7. What is Sam's bed made of? (p. 65) \_\_\_\_\_
8. Where are Sam's parents? (p. 66) \_\_\_\_\_

### Chapter 8: Into the Rough

#### Words to Know

- rough

#### Words in Parts

- underbrush

#### Vocabulary Words

- udder

1. Why can't Sarah sleep? (p. 68) \_\_\_\_\_
2. What are Sam's chores? (p. 69-70) \_\_\_\_\_
3. **Predict:** Sam says the spring is "through the rough." What do you think that means? \_\_\_\_\_  
\_\_\_\_\_

4. What simile does Jack use to express how hard it is to get the ax out of the wood? (p. 71) \_\_\_\_\_
5. What gives the rough its name? (p. 76) \_\_\_\_\_
6. What do Jack and Annie hear in the rough? (p. 77) \_\_\_\_\_
7. **Predict:** What do you think is making that sound? \_\_\_\_\_

Chapter 9: Corn Bread and Molasses

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• molasses</li> <li>• tattered</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• <u>l</u>adled</li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• brambles</li> <li>• thrashing</li> <li>• crude</li> </ul>

1. How do Jack and Annie deal with the growling? (p. 78) \_\_\_\_\_
2. What do they see when they get back to the cabin? (p. 79) \_\_\_\_\_
3. What are Sam's stools made of? (p. 81) \_\_\_\_\_
4. Why doesn't Sam go to school? (p. 83) \_\_\_\_\_
5. How does Sam still learn? (p. 83) \_\_\_\_\_
6. Why does Jack think the cabin is a miracle? (p. 84) \_\_\_\_\_
7. Why hasn't Sam had meat since Pa left? (p. 85) \_\_\_\_\_

Chapter 10: Readin' and Writin'

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• quill</li> <li>• mattress</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• black<u>be</u>rry</li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• fable</li> <li>• rickety</li> </ul>

1. Fill out the Parts of Speech chart below as Annie quizzes Sam.

Part of Speech	Definition	Examples
Conjunction		
Interjection		

2. What does Sam wish he had? (p. 89) \_\_\_\_\_
3. What are some things Sam likes to write with? (p. 89) \_\_\_\_\_
4. What is Sam's favorite way to write? (p. 89) \_\_\_\_\_
5. What does Sam hear outside? (p. 90) \_\_\_\_\_
6. Who else was on the wagon? (p. 91) \_\_\_\_\_
7. What does Sam give to Jack and Annie? (p. 96) \_\_\_\_\_
8. **Predict:** What do you think Sam was going to tell Jack and Annie? (p. 97) \_\_\_\_\_

Chapter 11: Abe Lincoln at Last!

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• daze</li> <li>• creases</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• <u>s</u>oftened</li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• astonished</li> </ul>

1. What connection does Jack make between their mission and Sam's gifts? (p. 99) \_\_\_\_\_

2. What surprise awaits them in the carriageway? (p. 99) \_\_\_\_\_  
\_\_\_\_\_
3. What connection does Abraham Lincoln have with Jack and Annie? (p. 101) \_\_\_\_\_  
\_\_\_\_\_
4. Who was Sam? (p. 101) \_\_\_\_\_
5. Why is Abraham Lincoln confused? (p. 102) \_\_\_\_\_
6. **Infer:** How do Jack and Annie know the outcome of the Civil War, but Abraham Lincoln does not? (p. 105)  
\_\_\_\_\_

Chapter 12: The Feather of Hope

<u>Words to Know</u> • typhoid
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<u>Words in Parts</u> • annoyance
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<u>Vocabulary Words</u> • glacial
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1. What sad news does Annie read about their new friends in her book? (p. 110) \_\_\_\_\_  
\_\_\_\_\_
2. In Jack's reasoning, why is hope such an important thing? (p. 111) \_\_\_\_\_  
\_\_\_\_\_
3. What are some things Jack and Annie are lucky to have? (p. 112) \_\_\_\_\_  
\_\_\_\_\_
4. **Text-to-Self:** What are you lucky to have? \_\_\_\_\_  
\_\_\_\_\_

**If you could meet Abraham Lincoln, what question would you ask him?** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

### Abe Lincoln at Last! Reading Guide (KEY)

#### Chapter 1: The Third Thing

##### Words to Know

- gentle
- preserve

##### Words in Parts

- tiptoed
- misty
- outlawed

##### Vocabulary Words

- assassination
- crisis
- union

1. **Predict:** Why do you think Jack and Annie were dressed and ready to go 2 hours before school started? (p. 3) \_\_\_\_\_
2. Describe the setting. (p. 3-4) Jack and Annie are leaving their house early in the morning on a spring day.
3. What two special things did Jack and Annie find on their last missions? (p. 5) They found a green jewel and a white-and-yellow flower.
4. Where will they go on their next mission? (p. 5) They will be going to Washington, D.C., during the time of Abraham Lincoln.
5. **Text-to-Self:** What do you already know about Abraham Lincoln? \_\_\_\_\_
6. List three facts from the first page of Jack's book. (p. 6) Abraham Lincoln was president from March 1861 until April 1865. He was assassinated. He was our president during the Civil War. He wanted the states to stay together and he didn't like slavery.
7. What is the third thing that they need to break the spell? (p. 7) They need a single feather from a hero's hand.
8. **Predict:** Why would a hero be holding a feather? \_\_\_\_\_
9. What will the liquid in the blue bottle do? (p. 7) It's a magic potion that will grant a wish for one thing to help them on their mission.

#### Chapter 2: Pirate Captain

##### Words to Know

- mansion
- citizens

##### Words in Parts

- undershirt
- carriageway

##### Vocabulary Words

- grove
- stately
- maniac

1. Draw Jack and Annie in their outfits described on p. 9.



2. Jack and Annie realized that they've worn these clothes before on which adventures? (p. 10) They went to the prairie and later helped Clara Barton in the Civil War wearing similar clothing.
3. **Infer:** Why would they have worn similar clothing on these three adventures? The adventures are occurring in the same period of history.
4. What surprises Annie about the White House during Abraham Lincoln's time? (p. 13) Anyone could walk into the White House whenever they wanted to!
5. **Text-to-Self:** How would you use a feather to give hope? \_\_\_\_\_
6. What problem do Jack and Annie encounter while they are in the tree house? (p. 14) They are spotted, and the boy who sees them insists that they are in HIS tree house!
7. **Infer:** If Willie and Tad think the tree house is theirs because it is in their yard, who could they be? (p. 15) They would have to live in the White House, so they might be Abraham Lincoln's children.



- Why does this chapter have the title it does? (p. 16) When Tad comes up into the tree house, he pretends he is a pirate captain taking over the "ship."
- Jack spoke "crossly" to Tad. Write 2 synonyms for the word "cross." (p. 19) Angry, mad
- Why did Jack leave the bag behind? (p. 19) Tad was being too curious, and Jack didn't want him to know about his Abraham Lincoln book.

### Chapter 3: Hide! Hide!

#### Words to Know

- salute
- drapes

#### Words in Parts

- unpredictable
- frantically

#### Vocabulary Words

- mature
- insane

- Predict:** Why do you think Tad and Willie know the president? \_\_\_\_\_
- Why are there so many people at the White House today? (p. 22) They all want jobs from the president.
- Text-to-World:** In present times, would you be able to march straight into the White House if someone said you were the president's friend? Why or why not? No—they have much more security now!
- What does Jack find unusual when Tad is banging on the piano in the parlor? (p. 25) No one tells him to stop, even though he is being very annoying.
- How does Tad force Jack to come with him? (p. 26) He tells Jack that if he doesn't come with, he will scream very loudly.
- Where does Tad take Jack? (p. 28) He takes Jack to the president's bedroom while Abraham Lincoln is in his dressing room!
- What does Tad do after the president puts on his shoes? (p. 30) He crawled out from under the bed and attacked Abraham Lincoln.

### Chapter 4: Willie!

#### Words to Know

- shriek
- appointment

#### Words in Parts

- restless
- briskly

#### Vocabulary Words

- escort
- dignified

- Why does Tad get away with attacking Abraham Lincoln? (p. 31) Abraham Lincoln is his dad.
- What problem does Jack face after Abraham Lincoln leaves the room? (p. 33-34) Tad left him under the bed, and then maids come in to clean.
- Who was the woman on the couch that was talking to Annie? (p. 35) It was Tad and Willie's mom.
- Who were all the people in the parlor? (p. 35) They were Mrs. Lincoln's relatives.
- Why is Tad even more excited than usual? (p. 35) It is their first week in the White House.
- Who is Mr. Nicolay? (p. 37) He is Mr. Lincoln's secretary.
- Predict:** Why do you think Annie tries to get Willie's attention? \_\_\_\_\_

### Chapter 5: Leave Now!

#### Words to Know

- delegates
- foreign

#### Words in Parts

- misspoke

#### Vocabulary Words

- scowl
- brink

- Why does Mr. Nicolay think that Jack and Annie will not be able to meet with Abraham Lincoln? (p. 43) His schedule is filled with meetings.
- Why doesn't Jack want to meet with the president unless they are alone? (p. 45) He thinks others would find their question about the feather silly and laugh at them.
- What do Jack and Annie use the magic potion to wish for? (p. 47) They wish to have a private meeting with Abraham Lincoln.

4. After Jack and Annie drink the potion and make their wish, the author uses several literary devices. On page 48, identify:
- Onomatopoeia: Whoosh, roar
  - Simile: "The earth shook, like a speeding train passing by."

#### Chapter 6: Trust the Magic

##### Words to Know

- moccasins

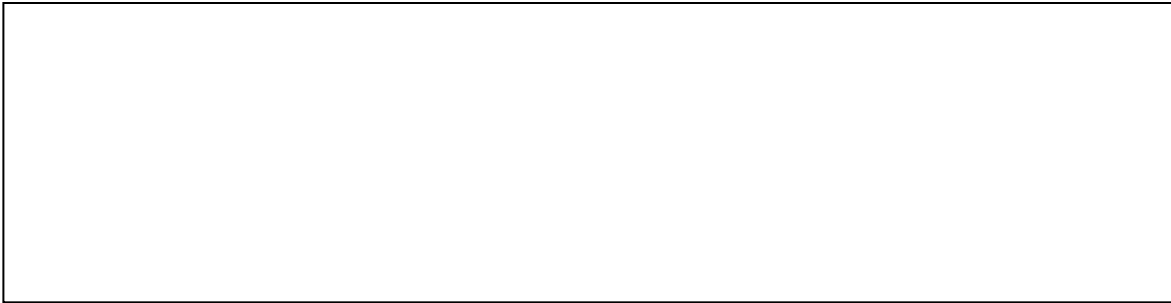
##### Words in Parts

- coonskin

##### Vocabulary Words

- reins

- Where did the magic potion take them and why? (p. 49) It took them to the country in hopes that if Mr. Lincoln needed a break, he would ride his horse into the country.
- Draw the boy they meet from the description provided on page 50.



- What happens to the boy when Annie asks about Abraham Lincoln? (p. 52) His eyes light up.
- What does the boy have to do before he can take them to Abraham Lincoln? (p. 52) He has to go to the mill to grind some corn.
- List the steps to use a corn grinding mill. (p. 55) 1. Pour the corn kernels into a funnel over the barrel. 2. Hitch your horse to the straps on the metal rods. 3. Walk the horse in a circle.
- What happened to Sam as he was grinding the corn? (p. 56) The wind spooked his horse, so she kicked him in the head.

#### Chapter 7: Sam's Farm

##### Words to Know

- concussion
- pulse

##### Words in Parts

- unhitched

##### Vocabulary Words

- gangly
- murmured

- What are symptoms of a concussion? (p. 58-59) A concussion makes your head hurt and your ears ring.
- What problem do they face with finding a doctor? (p. 59) The nearest doctor is 35 miles away!
- How do they get Sam home? (p. 60) Annie held him as they both rode the horse, and Jack led the horse as he walked.
- Why does Jack think Sam's family is poor? (p. 62) His "farm" is nothing but a cabin and shed.
- What is unusual about Sam's cabin? (p. 63) It has no windows and no door.
- Why is Jack unsure about staying to take care of Sam? (p. 65) They need to go find Abraham Lincoln.
- What is Sam's bed made of? (p. 65) His bed is made of corn husks and dried leaves.
- Where are Sam's parents? (p. 66) His dad is in Kentucky and his mom died last year.

#### Chapter 8: Into the Rough

##### Words to Know

- rough

##### Words in Parts

- underbrush

##### Vocabulary Words

- udder

- Why can't Sarah sleep? (p. 68) She hears wolves and wildcats all night and is too scared to sleep.
- What are Sam's chores? (p. 69-70) He has to split wood, milk the cow, get water from the spring, make corn bread, and do his homework in the speller book.

- Predict:** Sam says the spring is “through the rough.” What do you think that means? \_\_\_\_\_
- What simile does Jack use to express how hard it is to get the ax out of the wood? (p. 71) “It’s like trying to pull the sword from the stone.”
- What gives the rough its name? (p. 76) It is a tangled, wooded area with no clear walking path.
- What do Jack and Annie hear in the rough? (p. 77) They hear a growl.
- Predict:** What do you think is making that sound? \_\_\_\_\_

**Chapter 9: Corn Bread and Molasses**

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• molasses</li> <li>• tattered</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• <u>ladled</u></li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• brambles</li> <li>• thrashing</li> <li>• crude</li> </ul>

- How do Jack and Annie deal with the growling? (p. 78) They run back from where they came.
- What do they see when they get back to the cabin? (p. 79) Sam is out of bed and chopping wood.
- What are Sam’s stools made of? (p. 81) They are tree stumps.
- Why doesn’t Sam go to school? (p. 83) He stays home to do chores while Pa is gone.
- How does Sam still learn? (p. 83) His sister Sarah goes to school and then shares what she learned. Sam does homework to practice.
- Why does Jack think the cabin is a miracle? (p. 84) All of it was made by hand without using any machines or nails.
- Why hasn’t Sam had meat since Pa left? (p. 85) He killed a turkey once and then realized it was beautiful, so he hasn’t killed any animals since then.

**Chapter 10: Readin’ and Writin’**

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• quill</li> <li>• mattress</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• <u>blackberry</u></li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• fable</li> <li>• rickety</li> </ul>

- Fill out the Parts of Speech chart below as Annie quizzes Sam.

Part of Speech	Definition	Examples
Conjunction	Joins words and sentences together	And, but, because
Interjection	Expresses a sudden passion of the mind	Alack, alas, fie, oh man, wow, woah

- What does Sam wish he had? (p. 89) He wishes he had more books.
- What are some things Sam likes to write with? (p. 89) He likes to write in the dust, sand, snow, dirt floor, or on wooden shovels with charcoal.
- What is Sam’s favorite way to write? (p. 89) He likes using his quill pen and blackberry ink.
- What does Sam hear outside? (p. 90) He hears his father’s wagon.
- Who else was on the wagon? (p. 91) Sam’s pa brought back his new wife and her children Elizabeth, Matilda, and John from Kentucky.
- What does Sam give to Jack and Annie? (p. 96) He gives them a quill made from the feather of a goose and a small bottle of ink made from the roots of a blackberry bush.
- Predict:** What do you think Sam was going to tell Jack and Annie? (p. 97) \_\_\_\_\_

**Chapter 11: Abe Lincoln at Last!**

<u>Words to Know</u>
<ul style="list-style-type: none"> <li>• daze</li> <li>• creases</li> </ul>

<u>Words in Parts</u>
<ul style="list-style-type: none"> <li>• <u>softened</u></li> </ul>

<u>Vocabulary Words</u>
<ul style="list-style-type: none"> <li>• astonished</li> </ul>

- What connection does Jack make between their mission and Sam’s gifts? (p. 99) He gave them a quill, which is a pen made from a feather.
- What surprise awaits them in the carriageway? (p. 99) Abraham Lincoln is walking towards the grove of trees.

3. What connection does Abraham Lincoln have with Jack and Annie? (p. 101) He remembers spending the day with them long ago outside his log cabin in Indiana.
4. Who was Sam? (p. 101) Sam was young Abraham Lincoln.
5. Why is Abraham Lincoln confused? (p. 102) Jack and Annie haven't aged in the time that has passed.
6. **Infer:** How do Jack and Annie know the outcome of the Civil War, but Abraham Lincoln does not? (p. 105) They have gone back in time, so they already know what happened during the Civil War.

Chapter 12: The Feather of Hope

Words to Know

- typhoid

Words in Parts

- annoyance

Vocabulary Words

- glacial

1. What sad news does Annie read about their new friends in her book? (p. 110) Willie died of typhoid fever in 1862, and then Abraham Lincoln was assassinated four years after they met him.
2. In Jack's reasoning, why is hope such an important thing? (p. 111) Sometimes we can't explain why sad things happen, but we can hope they will make sense one day.
3. What are some things Jack and Annie are lucky to have? (p. 112) They are lucky to go to school, have breakfast with their parents, have a nice house with heat and running water, have comfortable beds, and have lots of books.
4. **Text-to-Self:** What are you lucky to have? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**If you could meet Abraham Lincoln, what question would you ask him?** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

### Pick a Project!

Now that you've finished reading Abe Lincoln at Last!, pick a project to share with the class. Here are your options:

Imagine you are on Abraham Lincoln's election team. Why should he be elected President of the United States? Prepare a 1-minute persuasive speech about his strengths as a leader and design a campaign poster to go with your speech.

Find a photograph of Abraham Lincoln. (There are pictures of him in the Fact Tracker called *Abraham Lincoln* on pages 67 and 94, or you can look online or other library books.) Use black and white paper torn into pieces to make a portrait collage of Abraham Lincoln.



Abraham Lincoln is known for many famous quotes. Using a computer with Internet access, go to <http://www.quoteland.com/author/Abraham-Lincoln-Quotes/1042/> to access some of his quotes. Pick three of your favorites. For each quotation, write it as he said it at the top of the paper; translate what it means at the bottom of the paper; and draw an illustration to go in the middle of the paper.

#### Rubric:

	3	2	1
<b>Directions</b>	Student followed all directions.	Student followed some directions.	Student followed few directions.
<b>Detail</b>	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
<b>Creativity</b>	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
<b>Time</b>	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

Total: \_\_\_\_\_ /12= \_\_\_\_\_

Comments:

**Student Grading Rubrics for Historical Money Bank: Use these to send grade reports home.  
Multiple are on a page to save paper!**

Historical Money Rubric		Name: _____	
	3	2	1
<b>Research</b>	Student fills out Abraham Lincoln fact map with accuracy and details. At least 2 facts per Fact Tracker chapter.	Student fills out Abraham Lincoln fact map with some details. 1-2 facts per Fact Tracker chapter.	Student does not complete Abraham Lincoln fact map with accuracy and details. 0-1 facts per Fact Tracker chapter.
<b>Money design: Front</b>	Includes all 5 elements detailed in directions.	Includes 3-4 elements detailed in directions.	Includes 0-2 elements detailed in directions.
<b>Money Design: Back</b>	Includes all 3 elements detailed in directions.	Includes 2 elements detailed in directions.	Includes 0-1 elements detailed in directions.
<b>Time Management</b>	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
<b>Total: _____/12=_____</b>		<b>Comments:</b>	

Historical Money Rubric		Name: _____	
	3	2	1
<b>Research</b>	Student fills out Abraham Lincoln fact map with accuracy and details. At least 2 facts per Fact Tracker chapter.	Student fills out Abraham Lincoln fact map with some details. 1-2 facts per Fact Tracker chapter.	Student does not complete Abraham Lincoln fact map with accuracy and details. 0-1 facts per Fact Tracker chapter.
<b>Money design: Front</b>	Includes all 5 elements detailed in directions.	Includes 3-4 elements detailed in directions.	Includes 0-2 elements detailed in directions.
<b>Money Design: Back</b>	Includes all 3 elements detailed in directions.	Includes 2 elements detailed in directions.	Includes 0-1 elements detailed in directions.
<b>Time Management</b>	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
<b>Total: _____/12=_____</b>		<b>Comments:</b>	

Historical Money Rubric		Name: _____	
	3	2	1
<b>Research</b>	Student fills out Abraham Lincoln fact map with accuracy and details. At least 2 facts per Fact Tracker chapter.	Student fills out Abraham Lincoln fact map with some details. 1-2 facts per Fact Tracker chapter.	Student does not complete Abraham Lincoln fact map with accuracy and details. 0-1 facts per Fact Tracker chapter.
<b>Money design: Front</b>	Includes all 5 elements detailed in directions.	Includes 3-4 elements detailed in directions.	Includes 0-2 elements detailed in directions.
<b>Money Design: Back</b>	Includes all 3 elements detailed in directions.	Includes 2 elements detailed in directions.	Includes 0-1 elements detailed in directions.
<b>Time Management</b>	Time was used wisely throughout the project.	Time was used wisely for most of the project.	Time was rarely used wisely during the project.
<b>Total: _____/12=_____</b>		<b>Comments:</b>	

**Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!**

**Literature Circles Rubric**

Name: \_\_\_\_\_ Book Title: Abe Lincoln at Last

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

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Name: \_\_\_\_\_ Book Title: Abe Lincoln at Last

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Literature Circles Rubric**

Name: \_\_\_\_\_ Book Title: Abe Lincoln at Last

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Literature Circles Rubric**

Name: \_\_\_\_\_ Book Title: Abe Lincoln at Last

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

**Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.**

**Book Title: Abe Lincoln at Last!**

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
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20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1