

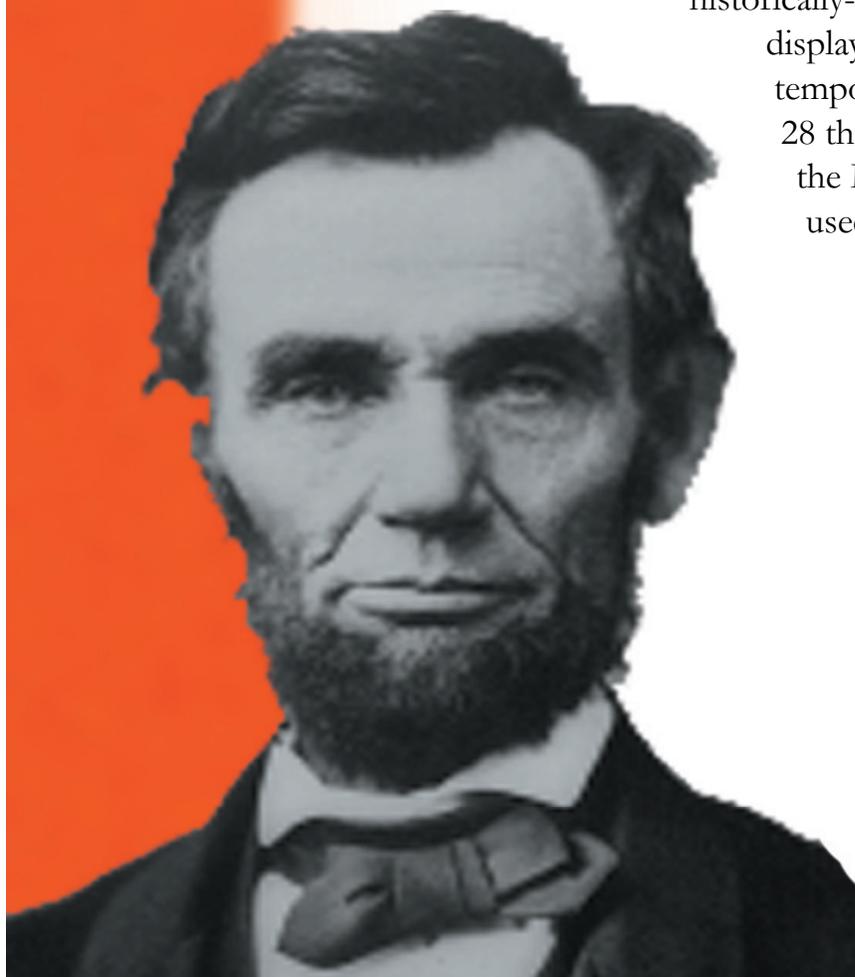
*Illinois Gallery
January 28 through
March 26, 2006*

Teacher Resource Guide

Mr. Lincoln's Attic

Recent Acquisitions of the Abraham Lincoln Presidential Library & Museum

The construction and opening of the Abraham Lincoln Presidential Library and Museum (ALPLM) in Springfield, Illinois generated a great deal of publicity and, over the past few years, motivated a number of individuals to rummage through their own attics looking for Lincoln-related items. As a result, the ALPLM has seen an increase in donations of especially rare and historically-significant artifacts. Many of these are now on display publicly for the first time in the newly opened temporary exhibit *Mr. Lincoln's Attic*, running January 28 through March 26, 2006 in the Illinois Gallery of the Museum. This Teacher Resource Guide can be used in conjunction with a tour of the new exhibit or on its own in the classroom.



Illinois Learning Standards

The lessons in this packet address the following Illinois Learning Standards.

Language Arts

State Goal 1 (A, B, C); 3 (A, B, C);
4 (A, B); 5 (A, B, C)

Social Science

State Goal 16 (A); 18 (A, B, C)

Fine Arts

State Goal 26 (B); 27 (A, B)

Why do we Collect?

The exhibits at the Abraham Lincoln Presidential Library and Museum are made possible because somebody at some time decided that these items had value and were worth keeping. In this lesson, students will explore the nature of collecting on a personal level and its importance to society at large.

Introduction: Discuss collecting with your students.

Almost everyone, at one time in their life or another, has collected or displayed something. Some may have a scrap book or photo album. Some may have a souvenir from every vacation they have taken or a handful of seashells they picked up on the beach. They may not consider themselves collectors and may not consider that their collection is on display for others to enjoy. Some people collect more purposefully: as an investment, as part of a group, to preserve a piece of the past or to educate the public.



Discussion Questions

1. What do you collect?
2. Why did you start collecting it?
3. What have you learned from collecting?
4. Has your collection changed over time?
5. How or where do you keep or display your collection?
6. Do you know other people who collect the same things?
7. Describe other collections or famous collections you have seen.
8. Why do you think people collect things?
9. Why do museums collect?
10. Where do items in museums come from and why were they saved?
11. Would you ever donate your collection to a museum? Why or why not?
12. Is everything from the past worth saving? Discuss.

“So why collect all this old stuff? Because our past illuminates our future...As long as our story is told, our experience becomes your experience...And the best part of us lives on in you.”

—Thomas, *Ghosts of the Library*

Do Objects Talk?

Artifacts can tell us stories about our past. The story behind the artifact can tell us about the people who used it and the society in which they lived. Who owned this item? Who used this item? Who made this item? Questions like these can help us understand the past.

Objectives

In this lesson students learn to analyze an artifact. They will identify an object from their own lives which tells a story about their own past. They will take on the role of the exhibit professional in putting together an exhibit. First, the student will arrange a loan agreement with their family members to bring the object to school. They will coordinate the safe handling of the artifact in transit to their classroom. They will determine how the artifact will be displayed in a class museum. They will create an exhibit label to explain their artifact and its story. Finally, they will publicize their exhibit, open it to visitors and assist in interpreting their display.

Procedure

1. Using the Artifact Analysis Worksheet (page 5), have students examine an artifact from their classroom or one of the artifacts found in the Mr. Lincoln's Attic Flash Cards (page 4). Using their imagination, have students write a creative essay on a possible story behind their selected artifact. Note: You can find out the real story at the ALPLM exhibit *Mr. Lincoln's Attic*.

2. Using the Exhibit Artifact Brainstorming Worksheet (page 6), have students consider objects from home that tell a special, unusual or interesting story about themselves or their family. Students will choose one item from this worksheet to bring to class in order to create an exhibit.

3. Have students take home the Loan Agreement Form (page 7) and fill it out with the person who is loaning them the item for the class exhibit. Students are responsible for arranging and documenting the transport of their item to school.

4. At school, have students create an exhibit label that tells the story behind their object. Remember, a good label should be to the point and no longer than 50 words.

5. Arrange all the students' artifacts in a class exhibit.

6. Create brochures, posters or ads for your class exhibit.

7. Invite parents and school mates to view the exhibit. Students should be on hand to act as interpreters for the exhibit.

“These people may be gone, but they have left their words and possessions. In a mysterious way, these original objects connect us to the people and events of history and make them real.”

—Thomas, *Ghosts of the Library*

Vocabulary

Loan

Something given for only a short time and meant to be returned

Exhibitor

Person or people creating and putting on a display for others to see

Exhibit

A display put on for others to see

Lender

Person or people giving something for short term use

Credit

Recognition or approval for something someone did

Insurance

An agreement to protect property against loss.

Mr. Lincoln's Attic Flash Cards



Artifact Analysis Worksheet

Name: _____

1. Describe the physical qualities of the artifact. What material(s) is it made of: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, wood, plastic, or other materials.

2. Describe how that artifact looks and feels: shape, color, texture, size, weight, moveable parts, anything printed, stamped or written on the object.

3. Study the artifact.

A. What might it have been used for?

B. Who might have used it?

C. Where might it have been used?

D. When might it have been used?

4. What does this artifact tell us?

A. What does it tell us about technology or the culture of the people who made and used it?

B. Does the artifact tell us anything special about this period in history?

5. What questions do you have about this object that you can't answer?

6. Name a similar item today or an item that has replaced the function of this object?

Exhibit Artifact Brainstorming Worksheet

Name: _____

Artifact	Story it tells	Why I want to share it

I plan on bringing _____ to school for our class exhibit because:

Loan Agreement

Name of Exhibitor: _____

Exhibit Name: _____

Loan Period: From _____ To _____

Lending Institution/Individual: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____

Credit

If the lender chooses, a line of credit, the lender's name, will be appear on the exhibit label, telling all visitors where the object came from.

Do you wish to have a credit line? Yes _____ No _____ OR

Do you wish to remain anonymous? Yes ___ No _____

Credit Line: _____

(credit line as it will appear in the exhibit)

May the exhibitors reproduce the object in brochures, posters, etc. to publicize the exhibit? Yes _____ No _____

Choose one: _____ Insurance to be provided by exhibitor

_____ Insurance to be provided by lender

_____ Insurance waived (no insurance needed)

Please provide special instructions for packing, transporting, and installing the object: _

Description of object: _____

Condition of object (to be completed by lender): _____

I have read and agree to the conditions outlined in this loan agreement. I certify that I am the owner and/or can enter into this agreement.

Signature of Lender(s) _____ Date _____

Signature of Exhibitor _____ Date _____

What's in a Name?

Names have meaning. Parents choose names for their children for all sorts of reasons. The name might be a family one or the name of someone famous. Perhaps it was very popular at the time of the child's birth. Or maybe they simply liked the sound of it.

Introduction

The intentions of Abraham Lincoln Marovitz's parents are obvious. They chose to name their fourth son after the 16th President. The impact upon the young Marovitz was extraordinary. He became a life-long student of Lincoln, studied law and, in 1938, became the first Jewish person ever elected to the Illinois State Senate. He also collected every book ever written about Abraham Lincoln's legal career. His collection included over 450 books, more than 100 prints and photographs and many other Lincoln-related items. He donated his collection, some of which is on display in *Mr. Lincoln's Attic*, to the Abraham Lincoln Presidential Library and Museum in 2002.

Objectives

In this lesson, students will investigate the meanings behind their name and how their name may or may not influence their lives. They will use the techniques of Oral Historians to interview family members about their name origins.

Procedure:

1. Using the Internet, have students research the meaning and origins of their names. Students should document their findings in a notebook or class journal.
2. Using the Oral History Interview Worksheet, have students interview parents, relatives or other family members to discover the origins of their name. Brainstorm in class possible questions students might ask to discover the origins of their name.
 - Why did you choose my name?
 - Did you consider other names?
 - What is the nationality or origin of my last name?
 - Do you know other people with my name?
3. Upon completion of the interview, have students record their thoughts in a notebook or classroom journal using the following writing prompts:
 - What I heard that surprised me was...
 - Something I learned from the interview was...
 - One thing I thought was important from the interview was...
 - I have a question or would like to know more about...
4. Based upon their research findings, have students create a collage to express the origins of their name. Using art paper, have students write their name in large print in the center of the paper. Using crayons, markers, pens, etc. have students fill in the paper with drawings, symbols and designs that reflect the origin and meaning of their name, as well as their own personality.
5. Have each student present their art work to the class, explaining how the symbols and designs express the origins and meaning of their name.

Oral History Interview

What Is Oral History?

Oral history is a way to gather information from people who took part in past events. Historians gather this information by interviewing people and recording their answers. Oral histories are created when one person interviews another person about a specific time period in their life or their memories of a specific topic. The interviewer takes the person's responses and creates a text of their words and their story, told through their point of view.

Steps to Completing the Oral History

- Select a person you wish to interview
- Obtain their permission
- Set up an interview time and location
- Plan your questions and write them out on the Oral History Interview Worksheet
- Conduct the interview and record the answers

Interview Manners

- Be on time.
- Be prepared. Have your questions ready, your worksheet out, and your pen or pencil with you.
- Be polite.
- Provide time for the person to answer questions. Do not interrupt.
- Say thank you at the end of the interview.

Discussion Questions

1. How was Judge Abraham Lincoln Marovitz's life affected by his name?
2. How might your name influence your life?
3. Can you think of other people whose names have influenced their lives?
4. Abraham Lincoln was known as Honest Abe. Why? Did he like that name?

Oral History Interview Worksheet

Interview with: _____

Interviewed by: _____

Topic: _____

Date of Interview: _____ Place of Interview: _____

Question #1 _____

Question #2 _____

Question #3 _____

Question #4 _____

Follow up question: _____

Based upon the answers given in the interview, ask another question to learn more information. This question should not be prepared in advance.

Additional Notes:

Can a letter change History?

In 1860, eleven-year-old Grace Bedell penned a letter to then presidential candidate Abraham Lincoln, suggesting that he might “look a great deal better” with whiskers. Her letter touched Lincoln. In fact, he grew a beard. Grace Bedell met Lincoln in person the following year as his inaugural train journeyed to Washington, D.C. The meeting had a profound impact upon the rest of her life.

Grace Bedell's Letter to Lincoln

NY
Westfield Chatauque Co
Oct 15. 1860

Hon A B Lincoln
Dear Sir

My father has just home from the fair and brought home your picture and Mr. Hamlin's. I am a little girl only eleven years old, but want you should be President of the United States very much so I hope you wont think me very bold to write to such a great man as you are. Have you any little girls about as large as I am if so give them my love and tell her to write to me if you cannot answer this letter. I have got 4 brother's and part of them will vote for you any way and if you will let your whiskers grow I will try and get the rest of them to vote for you you would look a great deal better for your face is so thin. All the ladies like whiskers and they would tease their husband's to vote for you and then you would be President. My father is a going to vote for you and if I was a man I would vote for you to but I will try and get every one to vote for you that I can I think that rail fence around your picture makes it look very pretty I have got a little baby sister she is nine weeks old and is just as cunning as can be. When you direct your letter dir[e]ct to Grace Bedell Westfield Chatauque County New York

I must not write any more answer this letter right off
Good bye
Grace Bedell

Lincoln's Response to Grace Bedell

October 19, 1860
Springfield, Illinois

Miss. Grace Bedell
My dear little Miss.

Your very agreeable letter of the 15th. is received.

I regret the necessity of saying I have no daughters. I have three sons — one seventeen, one nine, and one seven, years of age. They, with their mother, constitute my whole family.

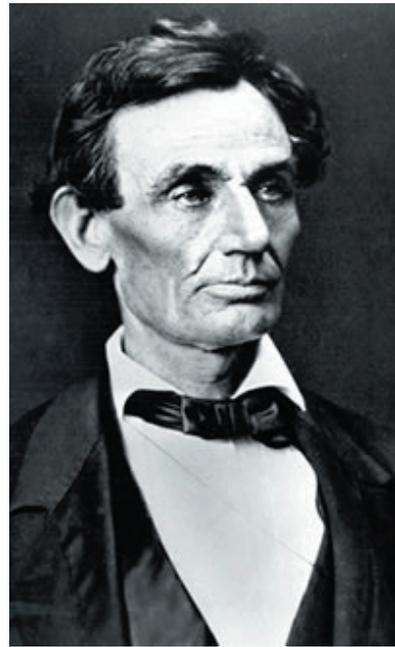
As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now? Your very sincere well-wisher

A. Lincoln

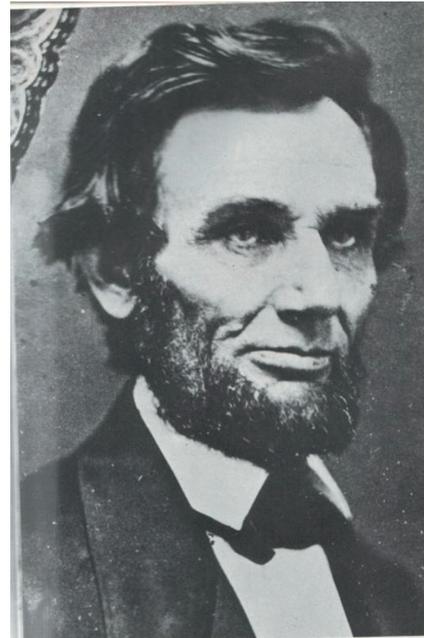


Discussion Questions

1. How can a letter change history?
2. Why do you think Lincoln was persuaded by Grace's letter?
3. What famous person would you like to write to and what would you say in your letter?
4. Do you write letters? How often and to whom?
5. Do you receive letters? From whom? Do you keep them? Why? Where do you keep them?
6. How might you express yourself differently in a letter than in person?
7. Grace Bedell's original letter in her own handwriting is located in the Detroit Public Library. How might the use of email, telephones and text messaging impact future historians and collectors?



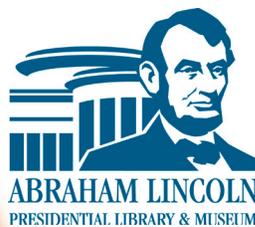
June 1860



February 1861

Write a letter to...

- A friend
- A relative
- A public official
- A soldier
- A celebrity
- A role model
- A newspaper



Department of Education
212 North Sixth Street
Springfield, IL 62701