

# Honesty

*Abraham Lincoln* by Amy L. Cohn & Suzy Schmidt, 2002, 0-439-47716-6

This Book Kit was planned by Elizabeth DeWitt Grade Level: Fifth Grade
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**Lesson Objective:** Students will be able to define honesty and be able to recognize it in their own lives by recording it in their journals.

**Background Knowledge:** Students will have already had an introduction about the Civil War and slavery. They will be familiar with the causes of the Civil War and its outcome.

## Instructional Procedures:

**Experience:** Read the book *Abraham Lincoln*. Discuss with the students that Abraham Lincoln was respected by lots of people.

**Express:** Ask the students to give examples from the book of occasions when Lincoln was honest.

**Experience:** Dramatically tell the story about why Lincoln is called "Honest Abe."

**Express:** Ask the students what they think honesty is and what people who live honestly do and say. As a class, come up with a definition of honesty.

**Label:** If the students don't come up with an appropriate definition of honesty, tell them that honesty is the quality or characteristic of being fair, just, truthful, and morally upright. Relate to students that Lincoln got his nickname because he was consistently honest with the people he dealt with. People who are honest are not only people who we want to be around, they are people who we trust, and who feel good about themselves.

## Applications:

1. In a class discussion, make a thought web and brainstorm as a class the reasons why someone might choose to lie. Discuss why each reason has flaws. Have students in small groups make another web, but this time brainstorm the reasons someone might tell the truth. They should also discuss the consequences of telling the truth. Have the each group share at least one reason they discussed.
2. Give each student an honesty journal. Explain to all students that they should record all their encounters with honesty for one week. Remind students to record their feelings and the consequences of the actions

they observe. Students should also write down their definition of honesty and change it as needed as they make their observations.

3. **Concrete Object:** Give each student a penny. Remind the students of Lincoln's nickname. Tell students to keep the penny in their pocket. Every time that the students feel the penny, they should remember to be honest in both what they say and do.

**Evidence of Student Learning:** For one week students will record events in their life that require them to be honest. They will record their feelings during the event, their actions, and the outcome. At the end of the unit students will turn in these journals and they should be checked for completion and thoughtfulness.

**Materials for the Lesson:** Lincoln story, Honesty journals (cover template provided), mapping computer program or overhead, and a penny for each child (concrete object instructions).

## **Why Abraham Lincoln is called Honest Abe** (Story to be used with lesson) -

In managing the country store, as in everything that he undertook for others, Lincoln did his very best. He was honest, civil, and ready to do anything that would encourage customers to come to the place: full of pleasantries, patient, and alert.

On one occasion, finding when he counted over his cash late at night that he had taken a few cents from a customer more than was due, he closed the store and walked a long distance to make good the deficiency.

At another time, discovering on the scales in the morning the weight he had used to weigh out a package of tea for a woman the night before, he realized that he had given her too little for her money. He weighed out what was due, and carried it to her, much to the surprise of the woman, who had not known that she was short in the amount of her purchase.

Innumerable incidents of this sort are related of Lincoln. We do not have space to tell of the alertness with which he sprang to protect defenseless women from insult, or feeble children from tyranny—for in the rude community in which he lived, the rights of the defenseless were not always respected as they should have been. There were bullies then, as now.

Remember to be



HONEST!

## Game: LINCOLN MEMORY

Instructions: After carefully reading the book, *Abraham Lincoln*, find a partner and play this game. Mix up the cards and then lay them down so that Lincoln's picture is face up on all the cards. Then take turns choosing two cards at a time, trying to find the two facts that match. Each card is a part of a fact or question. One example might be: "Lincoln was born on this" and its match would be, "A cornhusk mattress." If you get a match on your turn you can go again. If the two cards you choose do not match, then flip the cards over again and it is your partners turn to try. Once all cards have been matched, count up how many cards you have to see who wins.

Number of  
sons

Four

Lincoln  
often kept  
papers in  
this

Inside his  
hat

Important  
document  
that freed  
the slaves

Emancipation  
Proclamation



Lincoln's  
total  
amount of  
schooling

1 year

Lincoln's  
occupation  
in New  
Salem

Surveyor,  
mail carrier,  
soldier, shop  
keeper

Lincoln's  
Wife

Mary  
Todd



Lincoln's  
Birthplace

Kentucky

Lincoln's  
Nickname

Longshanks

State  
Lincoln  
moved to  
at age 7

Indiana

## Math

Abraham Lincoln was very TALL! In his autobiography Lincoln said that he was **6 feet and 4 inches tall**. How tall are you? First, use a piece of string to measure how tall you are. Next, measure the string with the tape measure. Finally, compare your string with the Abraham Lincoln string. Can you find the difference in inches between your height and Lincoln's?

## Oral Reading

During the Civil War Lincoln gave a very famous and powerful speech called the Gettysburg Address. In the speech Lincoln discusses his pride for the country and principles it was founded upon. Below is the Gettysburg address. Read President Lincoln's famous speech and make sure you are practicing good fluency reading with expression.

### GETTYSBURG ADDRESS

**Gettysburg, Pennsylvania - November 19, 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 battlefield 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 cannot dedicate -- we cannot 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.*

### Comprehension

Abraham Lincoln is very famous because of the things that he said. Some of these quotes were mentioned in the book. Those and others are listed below. Choose one of the quotes and discuss with a partner what you think the quotes are about. Can it be applied to your life? Write in your journal what you and your partner discussed. Draw a picture to illustrate the quotation.

- "A house divided against itself cannot stand."
- "All I am, or can be, I owe to my angel mother."
- "And in the end it's not the years in your life that count. It's the life in your years."
- "Every one desires to live long, but no one would be old."
- "I do the very best I know how - the very best I can; and I mean to keep on doing so until the end."
- "My friend's the one who has a book I ain't read yet."
- "With the fearful strain that is upon me night and day, if I did not laugh I should die."
- "I am a slow walker, but I never walk backward"

### Writing/Research

Lincoln was involved in many important events in history. Choose one of the large events in Lincoln's life that was discussed in the book and write a newspaper article about the event. Make sure to include a newspaper heading, a picture, and a caption for the picture. If you need more information you can find it online at

<http://www.historyplace.com/lincoln/index.html> or  
<http://members.aol.com/RVSNorton/Lincoln2.html>.

### Writing—Adjectives

The book focuses a lot on describing Lincoln's physical attributes. Using good fifth-grade adjectives, write a descriptive paragraph about Lincoln.

After writing your paragraph, share it with a partner. Once you have both read your paragraph, try drawing a picture of Lincoln. If you finish, you can compare your description and pictures with real photographs of Lincoln.

### **Social Studies—Civil War**

When Lincoln was president the Civil War was going on. During the Civil War the nation was divided. Several states withdrew from the union and were called the Confederate states. On the Civil War map provided, color all the Union states blue and color the Confederate states red. If you need help, look at our classroom map of the US. After labeling the map, research reasons why certain states withdrew from the union with a partner.

#### CONFEDERATE STATES (RED)

- South Carolina
- Mississippi
- Florida
- Alabama
- Georgia
- Louisiana
- Texas
- Virginia
- Arkansas
- Tennessee
- North Carolina
- Missouri
- Kentucky

#### UNION STATES (BLUE)

- California
- Connecticut
- Delaware
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Missouri
- New Hampshire
- New Jersey
- New York
- Ohio
- Oregon
- Pennsylvania
- Rhode Island
- Vermont
- Wisconsin

(Blank U. S. maps can be downloaded from the Internet)

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