



Chapter 2 ~ English/Language Arts

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"Books serve to show a man that those original thoughts of his aren't very new at all." Develop lessons that will encourage writing and language arts activities that may also include debates, creating classroom newspapers, reading Lincoln documents from the time period, writing letters and developing writing activities that will increase the students' ability to communicate both orally and in writing.

When Lincoln settled at New Salem in 1831 he could "...read, write and cipher to the rule of three, but that was all." Fletcher Ransom depicts Abraham Lincoln deeply absorbed in his books in what the artist depicts as what may have been a frequent scene in the New Salem community. Abraham Lincoln is credited with writing four poems from *The Collected Works of Abraham Lincoln* edited by Roy P. Basler, Marion Dolores Pratt, and Lloyd A. Dunlap. New Brunswick, New Jersey: Rutgers University Press, 1953 - entitled: "To Rosa" written in the autograph album of Rosa Haggard, the daughter of the proprietor of the hotel at Winchester, Illinois on September 28, 1858; Abraham Lincoln - verses found in the personal arithmetic book of Lincoln as a child 1824 - 1826; The Bear Hunt - This poem may be the third canto of Lincoln's "My Childhood's Home I See Again." 1846 but may stand on its own as a separate poem; and My Childhood Home I See Again - this poem was attached to a letter written from Springfield, Illinois on February 24, 1846 to Andrew Johnston and revised versions of the first canto of it in two other letters to Johnston, one from Tremont on April 18, and the other from Springfield on September 26

Oil Painting by Fletcher Ransom, 1935 with permission of the Illinois and Midland Railroad.

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Activity 2.1 ~ Poetry Lesson Instructions:

- ✘ Print copies of the “My Childhood’s Home I See Again” found at the end of this lesson with one copy for each group of two students working together on the poetry lesson.
- ✘ Students will read the poem and will be provided with background information about the poem from the curriculum materials.
- ✘ Students will be exposed to several types of poetry and students working in pairs will practice writing each of the different types

Review poetry appreciation, understanding, and some basic figurative language.

Procedure: In this activity children will compile a list of the things they look for in a friend and use that information to create a simple poem. Using a familiar topic may make poetry a little less daunting for some children.

WHAT YOU NEED: Pencils and paper Crayons, markers, or colored pencils

WHAT TO DO: On the chalkboard, brainstorm with children a list of characteristics that make a good friend. Then explain that these characteristics will be used to create a free-form class poem. You may want to write the following sample poem on the board to get the class started:

- 1.
2. *Good Friends*
- 3.
4. *A good friend*
5. *Encourages you*
6. *Plays with you,*
7. *Laughs with you,*
8. *Shares with you,*
9. *Talks with you,*
10. *Listens to you,*
11. *And NEVER,*
12. *NEVER,*
13. *NEVER,*
14. *Ever*
15. *Tells your secrets*
16. *To anyone.*

A good friend
is like a security blanket....

Have children create their free-form class poem using some of the characteristics from the brainstorming list. Encourage children to illustrate their poems.

TEACHING OPTIONS: Display poems in a special section of your school or classroom and invite others to come and enjoy them. Set aside time for a class poetry reading where children can share their individual poems with one another, invited parents, and/or another class in your school. Illustrate the poem.

How to Write a Cinquain: At the most basic level a cinquain is a five-line poem or stanza. Here are two variations.

Method Line 1 - a one word title
Line 2 - a 2 word phrase that describes your title or you can just use two words
Line 3 - a 3 word phrase that describes an action relating to your title or just actions words
Line 4 - a 4 word phrase that describes a feeling relating to your topic or just feeling words
Line 5 - one word that refers back to your title

Line 1 - two syllables
Line 2 - four syllables
Line 3 - six syllables
Line 4 - eight syllables
Line 5 - two syllables

How to Write a Name Poem: A Name Poem is a good way to teach children to focus the influence that people (friends and family) around them have.

Line 1 - your first name

Line 2 - "It means" then 3 adjectives that describe you

Line 3 - "It is the number" then any number you choose

Line 4 - "It is like" describe a color but don't name it

Line 5 - "It is " and name something you remember experiencing with family or friends that makes you smile to recall

Line 6 - "It is the memory of" and name a person who is or has been significant to you

Line 7 - "Who taught me" 2 abstract concepts (such as "honesty")

Line 8 - "When he/she" then refer to something that person did that displayed the qualities in line 7

Line 9 - "My name is" your first name

Line 10 - "It means" and in 1-2 brief sentences state something important you believe about life.

Other types of poetry – can be practiced with students after reading Abraham Lincoln’s poem included with this lesson.

✂ Do a Search on other poetry written by Abraham Lincoln to have copies for the classroom to share with the students.

- ✘ Include several poems written by Walt Whitman and by Carl Sandburg about Abraham Lincoln. Suggestions: Walt Whitman “O Captain, My Captain” with information about why he wrote this about Lincoln from America’s Story from the Library of Congress http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/gilded/whitman_1 - information about Walt Whitman and several other poems written about Abraham Lincoln
<http://www.spartacus.schoolnet.co.uk/USASwhitman.htm> ; Carl Sandburg biography and information about his writing on Abraham Lincoln
<http://carl-sandburg.com/biography.htm>
- ✘ Students will individually write two poems using two different styles of poetry of their choice about Abraham Lincoln.
- ✘ Students will write their poetry using a word processing program in Technology and will publish their poetry for a classroom or school bulletin board.
- ✘ A classroom poetry booklet could be developed by the students and shared with the school library.
- ✘ Students will choose one poem they have individually written and read it out loud to the class.
- ✘ Illinois Learning Standards: 1A.3a; 1A.3b; 1B.3a, 1B.3d; 2A.ea; 2A.3c, 2A.3d; 2B.3a; 3C.3a; 3C.3b; 4A.3b; 4A.3d; 4B.3a.

Abraham Lincoln's Poetry

"My Childhood Home I See Again" 1846

[I]

My childhood's home I see again,
And sadden with the view;
And still, as memory crowds my brain,
There's pleasure in it too.

O Memory! thou midway world
'Twixt earth and paradise,
Where things decayed and loved ones lost
In dreamy shadows rise,

And, freed from all that's earthly vile,
Seem hallowed, pure, and bright,
Like scenes in some enchanted isle
All bathed in liquid light.

As dusky mountains please the eye
When twilight chases day;
As bugle-tones that, passing by,
In distance die away;

As leaving some grand waterfall,
We, lingering, list its roar--
So memory will hallow all
We've known, but know no more.

Near twenty years have passed away
Since here I bid farewell
To woods and fields, and scenes of play,
And playmates loved so well.

Where many were, but few remain
Of old familiar things;
But seeing them, to mind again
The lost and absent brings.

[II]

But here's an object more of dread
Than ought the grave contains--
A human form with reason fled,
While wretched life remains.

Poor Matthew! Once of genius bright,
A fortune-favored child--
Now locked for aye, in mental night,
A haggard mad-man wild.

Poor Matthew! I have ne'er forgot,
When first, with maddened will,
Yourself you maimed, your father fought,
And mother strove to kill;

When terror spread, and neighbors ran,
Your dange'rous strength to bind;
And soon, a howling crazy man
Your limbs were fast confined.

How then you strove and shrieked aloud,
Your bones and sinews bared;
And fiendish on the gazing crowd,
With burning eye-balls glared--

And begged, and swore, and wept and prayed
With maniac laught[ter?] joined--
How fearful were those signs displayed
By pangs that killed thy mind!

And when at length, tho' drear and long,
Time smoothed thy fiercer woes,
How plaintively thy mournful song
Upon the still night rose.

The friends I left that parting day,
How changed, as time has sped! Young
childhood grown, strong manhood gray,
And half of all are dead.

I hear the loved survivors tell
How nought from death could save,
Till every sound appears a knell,
And every spot a grave.

I range the fields with pensive tread,
And pace the hollow rooms,
And feel (companion of the dead)
I'm living in the tombs.



I've heard it oft, as if I dreamed,
Far distant, sweet, and lone--
The funeral dirge, it ever seemed
Of reason dead and gone.

To drink it's strains, I've stole away,
All stealthily and still,
Ere yet the rising God of day
Had streaked the Eastern hill.

Air held his breath; trees, with the spell,
Seemed sorrowing angels round,
Whose swelling tears in dew-drops fell
Upon the listening ground.

But this is past; and nought remains,
That raised thee o'er the brute.
Thy piercing shrieks, and soothing strains,
Are like, forever mute.

Now fare thee well--more thou the *cause*,
Than *subject* now of woe.
All mental pangs, by time's kind laws,
Hast lost the power to know.

O death! Thou awe-inspiring prince,
That keepst the world in fear;
Why dost thos tear more blest ones hence,
And leave him ling'ring here?

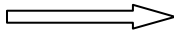
Link to the primary document source in Lincoln's Handwriting
<http://www.loc.gov/rr/program/bib/prespoetry/al.html>

Activity 2.2 ~ Walt Whitman Cyberspace Scavenger Hunt



Today you will be examining the life of Walt Whitman on the Internet. For each section below, follow the directions.

Go to



The Walt Whitman Archive

<http://www.whitmanarchive.org/>

To answer the following questions, you will need to click through the various sections of the site. Be sure to click on the “Biography” and the “Introduction”.

1. When was Walt Whitman born and where? _____

2. Walt Whitman’s brothers and sisters were: _____

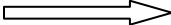
3. How old is Walt Whitman when he quits school and works as an office boy for a lawyer? _____

4. When did he take out a copyright on the first edition of *Leaves of Grass*? _____

5. Find three important events that occurred in Walt Whitman’s life in 1865? _____

6. List the names of several poems written by Walt Whitman from 1865 – 1871

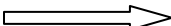
_____	_____
_____	_____
_____	_____
_____	_____

Go to 

Images of Whitman

<http://www.whitmanarchive.org/gallery/>

Choose a picture from the gallery, write the number below the picture on the first line and determine approximately how old Whitman is in the picture. Write a description of Walt Whitman after reviewing one of the pictures you find. What do you think of this poet and author after seeing his picture? Picture Number _____ Age _____

Go to 

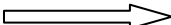
The Poetry of Walt Whitman

<http://www.sigebal.com/walt/waltbio.html>

After reading this page, list five new pieces of information you have obtained about Walt Whitman:

1. _____
2. _____
3. _____
4. _____
5. _____

This page suggests that "Leaves of Grass" transcends _____

Go to 

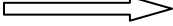
O Captain! My Captain!

<http://www.bartleby.com/142/193.html>

Read the poem you find at this site.

1. Who did Walt Whitman write this poem about?

2. What do you think happened to the person Whitman is writing about in this poem?

Go to 

Quotations by Walt Whitman
[http://www.quotationspage.com/quotes/Walt Whitman/](http://www.quotationspage.com/quotes/Walt%20Whitman/)

Read the quotations by Walt Whitman. Look through the list and pick one quote you think best represents Walt Whitman. Do not automatically choose the first quote you see! Follow the link to the “11 other quotations in other collections.”

Write the quote below and explain why you choose the quote.

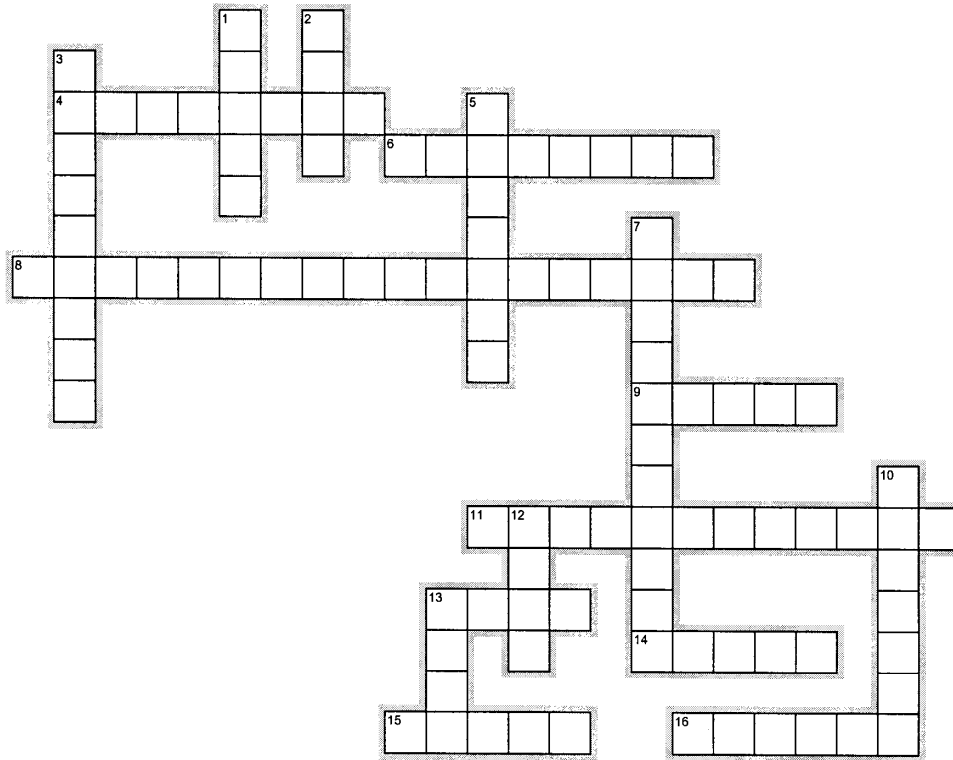
Quote:

What does the quote tell you about Walt Whitman?

My Name is _____

Activity 2.3 ~ Abraham Lincoln's Life Crossword

Created by Peggy Dunn with EclipseCrossword — www.eclipsecrossword.com



Word bank

BOOTH DOUGLAS EMANCIPATION FORD FOUR GETTYSBURG ADDRESS GRANT ILLINOIS
INDIANS KENTUCKY MARY NANCY REPUBLICANS SARAH SIXTEENTH THOMAS WHIG

Across

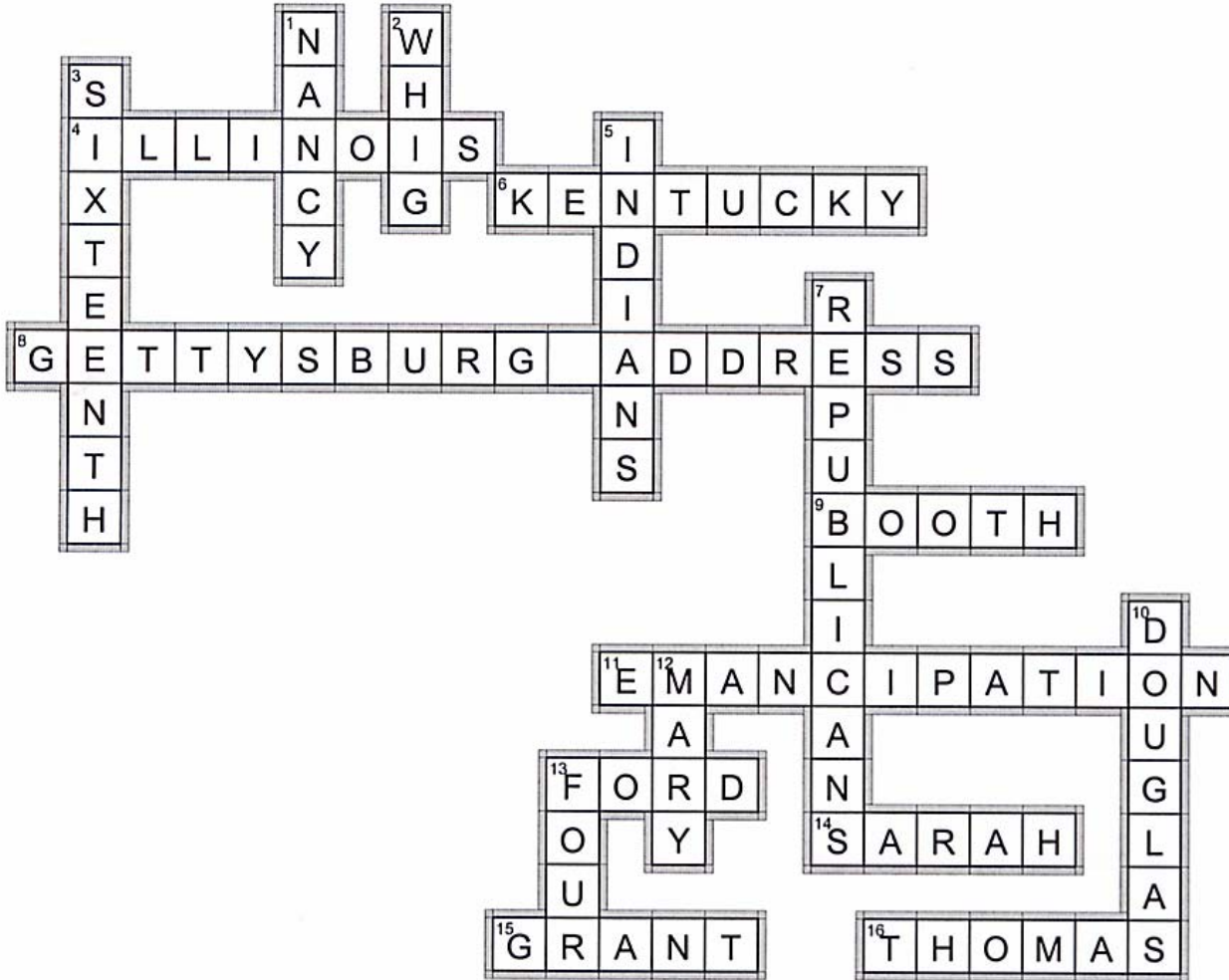
4. In what state did the Lincoln family finally settle?
6. The name of the state Lincoln was born in is
8. The name of one of Lincoln's famous speeches is
9. This man shot President Lincoln
11. Lincoln wanted to provide this to the slaves
13. The name of the theater in which Lincoln was shot is
14. Lincoln's stepmother was named
15. A Civil War general from Illinois is
16. Lincoln's father was

Down

1. The name of Lincoln's mother was
2. Lincoln belonged to this party
3. Which president was Abraham Lincoln?
5. Who shot Lincoln's father?
7. Another name for the Whig Party is
10. The famous debates included Lincoln and
12. Abraham Lincoln's wife's name is
13. How many children were in the Lincoln family?

Abraham Lincoln's Life

Created by Peggy Dunn with EclipseCrossword — www.eclipsecrossword.com



Across

- ILLINOIS — In what state did the Lincoln family finally settle?
- KENTUCKY — The name of the state Lincoln was born in is
- GETTYSBURG ADDRESS — The name of one of Lincoln's famous speeches is
- BOOTH — This man shot President Lincoln
- EMANCIPATION — Lincoln wanted to provide this to the slaves
- FORD — The name of the theater in which Lincoln was shot is
- SARAH — Lincoln's stepmother was named
- GRANT — A Civil War general from Illinois is
- THOMAS — Lincoln's father was
- INDIANS — Who shot Lincoln's father?
- REPUBLICANS — Another name for the Whig Party is
- DOUGLAS — The famous debates included Lincoln and
- MARY — Abraham Lincoln's wife's name is
- FOUR — How many children were in the Lincoln family?

Activity 2.4 ~ Lincoln's Life Before Springfield ~ Word Search

Name _____



Date _____

Lincoln's Life Before Springfield

Find each of the following words.

FAMILY	POSTOFFICE	FRONTIER	RAILSPLITTING
HOMESPUNCLOTHING	WAGONS	DECATUR	FLATBOATS
ILLINOIS	SANGAMONRIVER	SPRINGFIELD	KENTUCKY
RIVERS	AXE	VILLAGE	NEWSALEM
INDIANA	LOGCABIN	GENERALSTORE	

R A I L S P L I T T I N G I P I V N R I X C I L F I
A M S I U S S P R I N G F I E L D I E M E L T S L O
G E R O T S L A R E N E G E O A S B N A F P E N S M
A I E P O S T O F F I C E V S F I A O G O I B A F C
E A C I N L H L A I N C R D S R O C I F F F N T S I
I N D I A N A V W N R S C I C S N G A T U G L N A E
I S C E S F R O N T I E R B L U I O O S A F I F K T
H O M E S P U N C L O T H I N G L L E M T N S R E S
O O D E C V A L P V O L W B U M L H O I T T E X N E
E S M E T R I P R R F I A D N R I N R T S I A T T O
F E I T C M V L L L A I G U G B R I V E R S V O U O
L A S E O A A G L B N E O S F I A S R P L W R E C T
W I T A L P T A K A O S N E V W E L R S R A F N K T
F I N F E A C U N L G A S E I F L A T B O A T S Y O
M G F A M I L Y R K I E R N E W S A L E M G M L L F
S I R U I S R E S E R R V E O S I C N A G U T I L T

