



Chapter 3 ~ Reading

"A capacity and taste, for reading gives access to whatever has already been discovered by others. It is the key, or one of the keys, to the already solved problems. And not only so. It gives a relish, and facility, for successfully pursuing the {yet} unsolved ones." September 30, 1859.

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Lincoln – The Storyteller

LINCOLN’S YARNS AND STORIES

A Complete Collection of the Funny and Witty Anecdotes

that made Abraham Lincoln Famous as America’s Greatest Story Teller Full Text can be found at <http://www.gutenberg.org/dirs/etext01/lioys10.txt>

With Introduction and Anecdotes By Colonel Alexander K. McClure Profusely Illustrated
THE JOHN C. WINSTON COMPANY CHICAGO & PHILADELPHIA

ABRAHAM LINCOLN, the Great Story Telling President, whose Emancipation Proclamation freed more than four million slaves, was a keen politician, profound statesman, shrewd diplomatist, a thorough judge of men and possessed of an intuitive knowledge of affairs. He was the first Chief Executive to die at the hands of an assassin. Without school education he rose to power by sheer merit and will power. Born in a Kentucky log cabin in 1809, his surroundings being squalid, his chances for advancement were apparently hopeless. President Lincoln died April 15th, 1865, having been shot by J. Wilkes Booth the night before.

PREFACE.

Dean Swift said that the man who makes two blades of grass grow where one grew before serves well of his kind. Considering how much grass there is in the world and comparatively how little fun, we think that a still more deserving person is the man who makes many laughs grow where none grew before.

Sometimes it happens that the biggest crop of laugh is produced by a man who ranks among the greatest and wisest. Such a man was Abraham Lincoln whose wholesome fun mixed with true philosophy made thousands laugh and think at the same time. He was a firm believer in the saying, “Laugh and the world laughs with you.”

Whenever Abraham Lincoln wanted to make a strong point he usually began by saying, “Now, that reminds me of a story.” And when he had told a story every one saw the point and was put into a good humor. The ancients had Aesop and his fables. The moderns had Abraham Lincoln and his stories.

Aesop's Fables have been printed in book form in almost every language and millions have read them with pleasure and profit. Lincoln's stories were scattered in the recollections of thousands of people in various parts of the country. The historians who wrote histories of Lincoln's life remembered only a few of them, but the most of Lincoln's stories and the best of them remained unwritten. More than five years ago the author of this book conceived the idea of collecting all the yarns and stories, the droll sayings, and witty and humorous anecdotes of Abraham Lincoln into one large book, and this volume is the result of that idea.

Before Lincoln was ever heard of as a lawyer or politician, he was famous as a storyteller. As a politician, he always had a story to fit the other side; as a lawyer, he won many cases by telling the jury a story, which showed them the justice of his side better than any argument could have done. While nearly all of Lincoln's stories have a humorous side, they also contain a moral, which every good story should have. They contain lessons that could be taught so well in no other way. Every one of them is a sermon. Lincoln, like the Man of Galilee, spoke to the people in parables. Nothing that can be written about Lincoln can show his character in such a true light as the yarns and stories he was so fond of telling, and at which he would laugh as heartily as anyone. For a man whose life was so full of great responsibilities, Lincoln had many hours of laughter when the humorous, fun-loving side of his great nature asserted itself.

Every person to keep healthy ought to have one good hearty laugh every day. Lincoln did, and the author hopes that the stories at which he laughed will continue to furnish laughter to all who appreciate good humor, with a moral point and spiced with that true philosophy bred in those who live close to nature and to the people around them.

"In producing this new Lincoln book, the publishers have followed an entirely new and novel method of illustrating it. The old shop-worn pictures that are to be seen in every "History of Lincoln," and in every other book written about him, such as "A Flatboat on the Sangamon River," "State Capitol at Springfield," "Old Log Cabin," etc., have all been left out and in place of them the best special artists that could be employed have supplied original drawings illustrating the "point" of Lincoln's stories. These illustrations are not copies of other pictures, but are original drawings made from the author's original text expressly for this book. In these high-class outline pictures the artists have caught the true spirit of Lincoln's humor, and while showing the laughable side of many incidents in his career, they are true to life in the scenes and characters they portray. In addition to these new and original pictures, the book contains many rare and valuable photograph portraits, together with biographies, of the famous men of Lincoln's day, whose lives formed a part of his own life history."

No Lincoln book heretofore published has ever been so profusely, so artistically and expensively illustrated.

The parables, yarns, stories, anecdotes and sayings of the "Immortal Abe" deserve a place beside Aesop's Fables, Bunyan's Pilgrim's Progress and all other books that have added to the happiness and wisdom of mankind. Lincoln's stories are like Lincoln himself. The more we know of them the better we like them.

BY COLONEL ALEXANDER K. McCLURE.

While Lincoln would have been great among the greatest of the and as a statesman and politician if like Washington, Jefferson and Jackson, he had never told a humorous story, his sense of humor was the most fascinating feature of his personal qualities. He was the most exquisite humorist I have ever known in my life.

His humor was always spontaneous, and that gave it a zest and elegance that the professional humorist never attains. As a rule, the men who have become conspicuous in the country as humorists have excelled in nothing else. S. S. Cox, Proctor Knott, John P. Hale and others were humorists in Congress. When they arose to speak if they failed to be humorous they utterly failed, and they rarely strove to be anything but humorous. Such men often fail, for the professional humorist, however gifted, cannot always be at his best, and when not at his best he is grievously disappointing. I remember Corwin, of Ohio, who was a great statesman as well as a great humorist, but whose humor predominated in his public speeches in Senate and House, warning a number of the younger Senators and Representatives on a social occasion when he had returned to Congress in his old age, against seeking to acquire the reputation of humorists. He said it was the mistake of his life.

He loved it as did his hearers, but the temptation to be humorous was always uppermost, and while his speech on the Mexican War was the greatest ever delivered in the Senate, excepting Webster's reply to Hayne, he regretted that he was more known as a humorist than as a statesman. His first great achievement in the House was delivered in 1840 in reply to General Crary, of Michigan, who had attacked General Harrison's military career. Corwin's reply in defense of Harrison is universally accepted as the most brilliant combination of humor and invective ever delivered in that body. The venerable John Quincy Adams a day or two after Corwin's speech, referred to Crary as "the late General Crary," and the justice of the remark from the "Old Man Eloquent" was accepted by all. Mr. Lincoln differed from the celebrated humorists of the country in the important fact that his humor was unstudied.

He was not in any sense a professional humorist, but I have never in all my intercourse with public men, known one who was so apt in humorous illustration as Mr. Lincoln, and I have known him many times to silence controversy by a humorous story with pointed application to the issue. His face was the saddest in repose that I have ever seen among accomplished and intellectual men, and his sympathies for the people, for the untold thousands who were suffering bereavement from the war, often made him speak with his heart upon his sleeve, about the sorrows which shadowed the homes of the land and for which his heart was freely bleeding. I have many times seen him discussing in the most serious and heartfelt manner the sorrows and bereavements of the country, and when it would seem as though the tension was so strained that the brittle cord of life must break, his face would suddenly brighten like the sun escaping from behind the cloud to throw its effulgence upon the earth, and he would tell an appropriate story, and much as his stories were enjoyed by his hearers none enjoyed them more than Mr. Lincoln himself. I have often known him within the space of a few minutes to be transformed from the saddest face I have ever looked upon to one of the brightest and most mirthful.

It was well known that he had his great fountain of humor as a safety valve; as an escape and entire relief from the fearful exactions his endless duties put upon him. In the gravest consultations of the cabinet where he was usually a listener rather than a speaker, he would often end dispute by telling a story and none misunderstood it; and often when he was pressed to give expression on particular subjects, and his always abundant caution was baffled, he many times ended the interview by a story that needed no elaboration. I recall an interview with Mr. Lincoln at the White House in the spring of 1865, just before Lee retreated from Petersburg.

It was well understood that the military power of the Confederacy was broken, and that the question of reconstruction would soon be upon us. Colonel Forney and I had called upon the President simply to pay our respects, and while pleasantly chatting with him General Benjamin F. Butler entered. Forney was a great enthusiast, and had intense hatred of the Southern leaders who had hindered his advancement when Buchanan was elected President, and he was bubbling over with resentment against them. He introduced the subject to the President of the treatment to be awarded to the leaders of the rebellion when its powers should be confessedly broken, and he was earnest in demanding that Davis and other conspicuous leaders of the Confederacy should be tried, condemned and executed as traitors.

General Butler joined Colonel Forney in demanding that treason must be made odious by the execution of those who had wantonly plunged the country into civil war. Lincoln heard them patiently, as he usually heard all, and none could tell, however carefully they scanned his countenance what impression the appeal made upon him. I said to General Butler that, as a lawyer pre-eminent in his profession, he must know that the leaders of a government that had beleaguered our capital for four years, and was openly recognized as a belligerent power not only by our government but by all the leading governments of the world, could not be held to answer to the law for the crime of treason.

Butler was vehement in declaring that the rebellious leaders must be tried and executed. Lincoln listened to the discussion for half an hour or more and finally ended it by telling the story of a common drunkard out in Illinois who had been induced by his friends time and again to join the temperance society, but had always broken away. He was finally gathered up again and given notice that if he violated his pledge once more they would abandon him as an utterly hopeless vagrant. He made an earnest struggle to maintain his promise, and finally he called for lemonade and said to the man who was preparing it: "Couldn't you put just a drop of the cratur in unbeknownst to me?" After telling the story Lincoln simply added: "If these men could get away from the country unbeknownst to us, it might save a world of trouble." All understood precisely what Lincoln meant, although he had given expression in the most cautious manner possible and the controversy was ended.

Lincoln differed from professional humorists in the fact that he never knew when he was going to be humorous. It bubbled up on the most unexpected occasions, and often unsettled the most carefully studied arguments. I have many times been with him when he gave no sign of humor, and those who saw him under such conditions would naturally suppose that he was incapable of a humorous expression. At other times he would effervesce with humor and always of the most exquisite and impressive nature. His humor

was never strained; his stories never stale, and even if old, the application he made of them gave them the freshness of originality.

I recall sitting beside him in the White House one day when a message was brought to him telling of the capture of several brigadier-generals and a number of horses somewhere out in Virginia. He read the dispatch and then in an apparently soliloquizing mood, said: "Sorry for the horses; I can make brigadier-generals."

There are many who believe that Mr. Lincoln loved to tell obscene or profane stories, but they do great injustice to one of the purest and best men I have ever known. His humor must be judged by the environment that aided in its creation. As a prominent lawyer who traveled the circuit in Illinois, he was much in the company of his fellow lawyers, who spent their evenings in the rude taverns of what was then almost frontier life.

The Western people thus thrown together with but limited sources of culture and enjoyment, logically cultivated the story teller, and Lincoln proved to be the most accomplished in that line of all the members of the Illinois bar. They had no private rooms for study, and the evenings were always spent in the common barroom of the tavern, where Western wit, often vulgar or profane, was freely indulged in, and the best of them at times told stories which were somewhat "broad;" but even while thus indulging in humor that would grate harshly upon severely refined hearers, they despised the vulgarian; none despised vulgarity more than Lincoln.

I have heard him tell at one time or another almost or quite all of the stories he told during his Presidential term, and there were very few of them which might not have been repeated in a parlor and none descended to obscene, vulgar or profane expressions. I have never known a man of purer instincts than Abraham Lincoln, and his appreciation of all that was beautiful and good was of the highest order. It was fortunate for Mr. Lincoln that he frequently sought relief from the fearfully oppressive duties, which bore so heavily upon him. He had immediately about him a circle of men with whom he could be "at home" in the White House any evening as he was with his old time friends on the Illinois circuit.

David Davis was one upon whom he most relied as an adviser, and Leonard Swett was probably one of his closest friends, while Ward Lamon, whom he made Marshal of the District of Columbia to have him by his side, was one with whom he felt entirely "at home."

Davis was of a more sober order but loved Lincoln's humor, although utterly incapable of a humorous expression himself. Swett was ready with Lincoln to give and take in story land, as was Lamon, and either of them, and sometimes all of them, often dropped in upon Lincoln and gave him an hour's diversion from his exacting cares. They knew that he needed it and they sought him for the purpose of diverting him from what they feared was an excessive strain.

Of all the Presidents of the United States, and indeed of all the great statesmen who have made their indelible impress upon the policy of the Republic, Abraham Lincoln stands out single and alone in his individual qualities. He had little experience in statesmanship when he was called to the Presidency. He had only a few years of service in the State Legislature of Illinois, and a single term in Congress ending twelve years before he became President, but he had to grapple with the gravest problems ever presented to the

statesmanship of the nation for solution, and he met each and all of them in turn with the most consistent mastery, and settled them so successfully that all have stood unquestioned until the present time, and are certain to endure while the Republic lives.

In this he surprised not only his own cabinet and the leaders of his party who had little confidence in him when he first became President, but equally surprised the country and the world. He was patient, tireless and usually silent when great conflicts raged about him to solve the appalling problems, which were presented at various stages of the war for determination, and when he reached his conclusion he was inexorable. The wrangles of faction and the jostling of ambition were compelled to bow when Lincoln had determined upon his line of duty.

He was much more than a statesman; he was one of the most sagacious politicians I have ever known, although he was entirely unschooled in the machinery by which political results are achieved. His judgment of men was next to unerring, and when results were to be attained he knew the men who should be assigned to the task, and he rarely made a mistake. I remember one occasion when he summoned Colonel Forney and myself to confer on some political problem, he opened the conversation by saying: "You know that I never was much of a conniver; I don't know the methods of political management, and I can only trust to the wisdom of leaders to accomplish what is needed."

Lincoln's public acts are familiar to every schoolboy of the nation, but his personal attributes, which are so strangely distinguished from the attributes of other great men, are now the most interesting study of young and old throughout our land, and I can conceive of no more acceptable presentation to the public than a compilation of anecdotes and incidents pertaining to the life of the greatest of all our Presidents.

<A.K. McClure>



Lincoln the Wrestler by Fletcher Ransom. Used with permission of the Illinois & Midland Railway Co.

Student Storytelling – More than ‘Once Upon a Time...’

What Is Storytelling? Librarian-storytellers have usually relied upon published sources for material for storytelling. Ellin Greene defined storytelling as: "...an art...recreating literature-taking the printed words in a book and giving them life. (World Book Encyclopedia, 1976)"



Folklorists find this definition unacceptable, however, since they are studying storytellers who have learned their stories orally. Anne Pellowski attempted to draft a definition acceptable to both the folklorist and the librarian-storyteller. She defines storytelling as: "the art or craft of narration of stories in verse/ and or prose, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and/or other accompaniment and may be learned from oral, printed, or mechanically recorded sources; one of its purposes may be that of entertainment. (*World of Storytelling*, p.15)"

This broad interpretation generally meets our needs. It should be noted, however, that some of our great storytellers, both past and present, not only told stories, but also collected them. Ruth Sawyer, great librarian-storyteller, collected and told stories. She shares her experiences in collecting stories in her book, *My Spain; A Storyteller's Years of Collecting* (Viking Press, 1967). Contemporary storytellers, such as Richard Chase [Blue Ridge Mountains] and Diane Wolkstein [Haiti], also combine collecting original stories with their storytelling activities. Stories come from the spoken arts; from real experiences; from watching, listening, reading and cataloging experiences for future use.

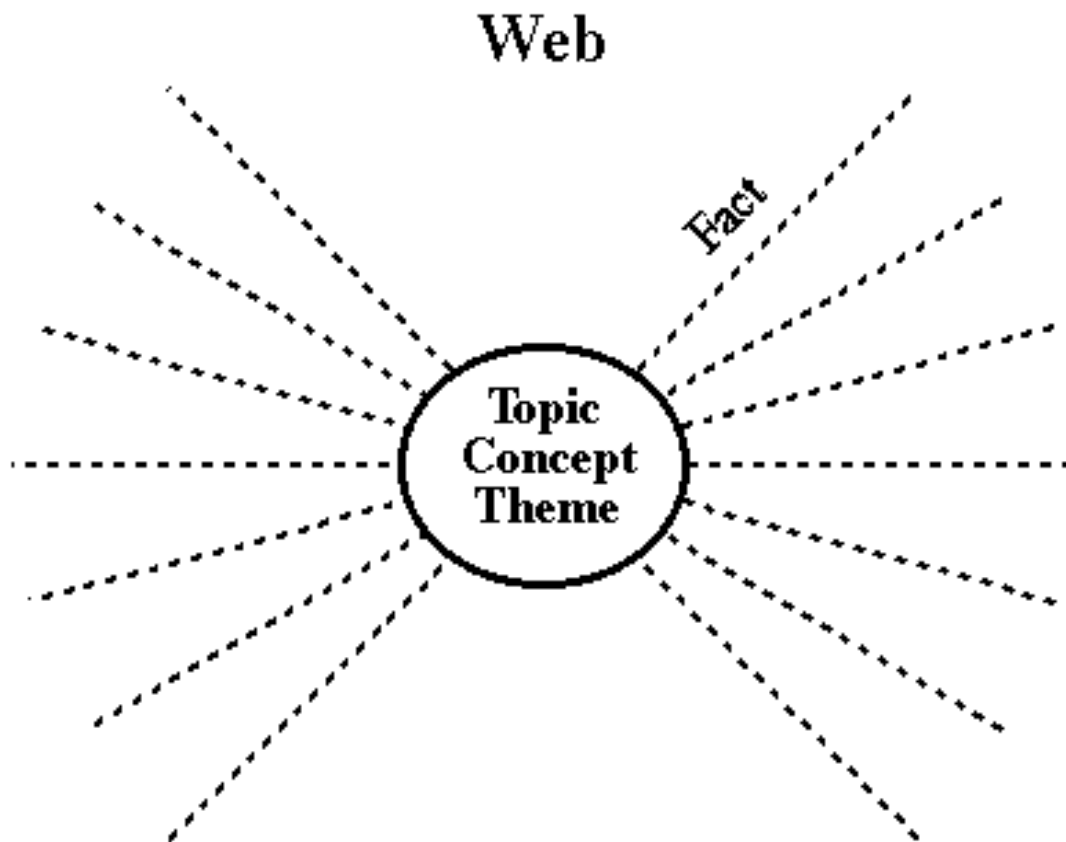
Why Tell Stories? Why go to all the time and effort to prepare stories for telling? The following are some purposes garnered from various sources. The aims of storytelling can be:

- (1) Sharing and creating a common experience in storytelling aids in the development of a child's ability to interpret events beyond his immediate experience (Baker, p. 17). The child's worldview is expanded through story experiences in a non-threatening and loving atmosphere. Storytelling is an exceptionally personal experience.
- (2.) Introduce the child to oral language patterns. The child needs wide experience with spoken language, if the child is to achieve success in reading (Baker, p. 17).
- (3.) Develop a child's listening skills. (Baker, p. 17)
- (4.) Develop a positive attitude on the part of the child for books and reading. Storytelling is an excellent means of introducing the children to the wonderful world of books. Be sure to have a supply of books on hand so that children can read books similar to stories told. (Baker, p. 18)
- (5.) Contribute to the social and cognitive development through shared experiences...to feel joy for another's happiness or sadness at their misfortunes. (Baker, p. 18)
- (6.) Contribute to the child's mental health. Help the child cope with his own conscious self by giving the child structure for his own daydreams and fantasies (Bettelheim, p. 7)
- (7.) Aid in development of an ethical value system. (Scott, p. 23)
- (8.) Introduce classic tales which all well-informed people should know.
- (9.) Aid in vocabulary development.
- (10.) Entertain and amuse the child.
- (11.) Enrich the various areas of the curriculum, as English, history or science.
- (12.) Help the child appreciate his own cultural heritage, as well as the heritage of others

Activity 3.1 ~ Step by step approach to writing

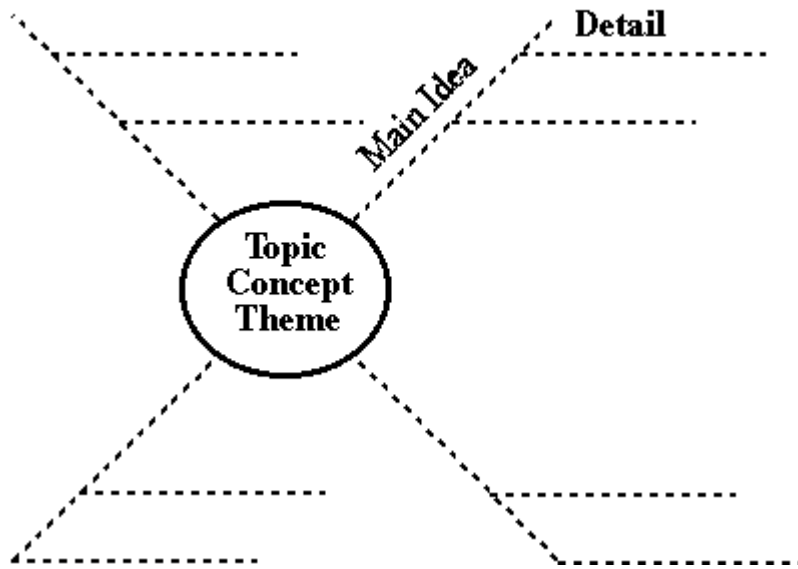
The author follows a process through a series of well-planned stages to create an organized and well-developed story.

First, selection of the topic you wish to write about. You might want to use a brainstorming web to help you determine which areas you know the most about or are willing to research in order to create a great story. Create a web like the one below and add all the facts you know or want to know about to write your story. You can then review them using pros (+) and cons (-) to help you make a good selection.



Second, Now that a topic has been selected, the writer must organize the subtopics that will be included in the piece of writing. Using another web map that looks like a spider will help with this process. This will be your blueprint that shows the paragraphs and your supporting thoughts that will help you build each paragraph. You will add the sequence you want your story to take as you develop this web.

Spider Map



This outline will help us stay focused on the statements that will be made in the paragraphs we will write. This web can be our outline.

Third. You can now begin to write with all the excitement you can find. You are working on your **FIRST COPY**. You will want to use lots of adjectives, adverbs and colorful descriptions as you write your story.

Fourth. When you are done writing, have a parent or trusted skilled friend **PROOF READ** your work for spelling and grammar errors.

Fifth. Now you have the beginnings to **EDIT** your work to improve the way the sentences flow, changing awkward wording, adding or removing words to make the sentences more polished

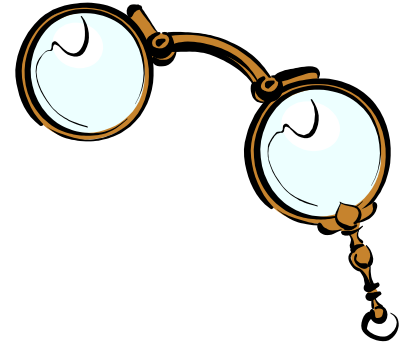
Sixth. Your polishing is complete and all that is left is to prepare the **FINAL DOCUMENT** on a word processor. Print your story when you are finished and then... you are ready for the **FINAL STEP**.

Telling Your Story - you will practice reading your story to yourself, then out loud several times in front of the mirror, then to your parents or a trusted friend before you are ready to stand in front of the class and read your story.

Congratulations - You have become a storyteller.



Abraham Lincoln Anecdotes



“He was what might unkindly be called almost a professional humorist, the master of a thousand startling stories, delightful to the hearer, but possibly tiresome in written reminiscence, but we know too well that gifts of this kind are a compatible with sadness as they certainly are with deadly seriousness.” Lord Charmwood p.70

The Circuit Lawyer

(From Keith Knoblock, A. Lincoln: The Circuit Lawyer 1839-1859 McLean County. 1977.)

Before Abraham Lincoln became President of the United States, he was a lawyer, but not the kind that stayed in one place. He traveled with a group of other lawyers and a judge. They went to the county seats of the counties of the Eighth Judicial Circuit. If you know about electric circuits and how the electricity travels through them, it's like that, but only the lawyers traveled from town to town. If they started at Springfield, that would be the beginning of the circuit, and then when the circuit was finished, they would end up where they started. Being a lawyer in McLean County wasn't a year round deal. Most of the time there were only two weeks of court cases there out of a year.

Being a circuit court lawyer was not very fun. They traveled in terrible conditions. Good was terrible, and in the earlier days they slept on floors of inns, but then later they were able to sleep two in a bed with four beds to a room. They also shared their beds with bedbugs, mosquitoes, and lice. That's not the worst of it. Then they wanted to take a bath, they would pour the water into the little tub, and sometimes it would freeze right away.

Transportation counted a lot when it came to the circuit. At first, they just used horses. Abe Lincoln had a rented horse. He called it an “old nag.” His horse’s name was Old Buck. After they used horses, they moved to buggies. Using a buggy, it took two days to get from Bloomington to Springfield, but after the train came in the 1850’s, it was another story. They were able to go from Bloomington to Springfield in two hours.

Abe Lincoln got the name “The Circuit Rider” because of his work on the Eighth Judicial Circuit Courts.

The Five-Dollar Joke

During the court term in 1850, Abraham Lincoln and another lawyer friend were spectators at a trial. During the testimony, Mr. Lincoln heard something that made him think of a funny story he had heard. He started telling his friend the story, and the friend began laughing out loud.

This made the judge angry. He said to Mr. Lincoln, “Is this your court or mine?” He fined Mr. Lincoln’s friend \$5.00 for contempt of court.

Later, the judge called Mr. Lincoln’s friend up to the bench and asked him to tell him the funny story Mr. Lincoln had related. After hearing the story, the judge started laughing too. He changed his mind about the fine and gave the money back!

Abe and the Pigs

Source: The Christian County Historical Society.

Story from Mrs. Fraley's 4th Grade, Taylorville, Illinois.

One day Abraham Lincoln, the tall, lanky lawyer, was arguing a case in the old Christian County courthouse in Taylorville, Illinois. This courthouse was a small, white frame building on stilts situated in the heart of downtown Taylorville. There

was open space under the structure where all kinds of animals could take shelter. The inside of the building was a plain large room with wooden benches for its seats. At the end of each row of benches sat a much-needed spittoon, for in Lincoln's days many of the men chewed tobacco and had to spit out the juice.

The building also had a floor above the courtroom, which often times was used by the visiting attorneys. They could rest here, and upon occasion, even spend the night.

A trial was in session. Mr. Lincoln was pleading his case when a noise became so loud that the judge and jury had difficulty hearing. The noise grew increasingly louder. Finally Mr. Lincoln suggested that a recess was in order. Then Mr. Lincoln walked out the door and down the steps, whereupon he issued a "Writ of Quietus" and chased the noisy pigs from underneath the building. Thereafter, the trial resumed.

The Shabby Lawyer

Source: Knoblock, Keith. *A. Lincoln: The Circuit Lawyer 1839 - 1859* McLean County. 1977.

C. J. Daugherty, Bent School, Bloomington, Illinois

Lincoln and his fellow lawyers on the Eighth Judicial Circuit used the second McLean County courthouse building. The McLean County courthouse that Lincoln practiced in was built in 1836 and was used until 1868. The court terms usually lasted a week and were held in April or May or October. Lincoln's first court case in McLean County was to be in 1837. When he arrived for the court, he looked like a rustic or shabby country person. His client dismissed him on the spot and got another lawyer.



Activity 3.2 ~ Historic Fiction Writing Extension Activity

Students can use primary sources to create historical fiction. A unit plan that utilizes the family histories and the special collections within the Library of Congress as sources for writing original historical fiction. Students will collect histories from their families and families in the community concentrating on the time of Abraham Lincoln. They will research collections in the Library of Congress and use photographs from the collections. These photographs can be springboards for the creation of the fiction.

A. Language Arts, The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

Narrate a personal account which:

- * creates a coherent, organizing structure appropriate to purpose, audience, and context.
- * establishes a point of view and sharpens focus
- * uses remembered feelings.
- * selects details that best illuminate the topic & connects events to self & society.

B. Language Arts, The learner will use and evaluate information from a variety of sources.

Analyze and evaluate informational materials that are read, heard, and/or viewed by: summarizing information, determining the importance of information, making connections to related topics/information, monitoring comprehension, drawing inferences, generating questions, extending ideas.

Create a research product in both written and presentational form by:

- determining purpose, audience, and context
- choosing a relevant topic.
- selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.

- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- citing sources used.
- employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

C. Computer Technology, The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information

- Select and use technology tools to collect, analyze, and display data.
- Use word processing/desktop publishing for assignments & projects
- Research, create, publish, and present projects related to content areas using a variety of technological tools.

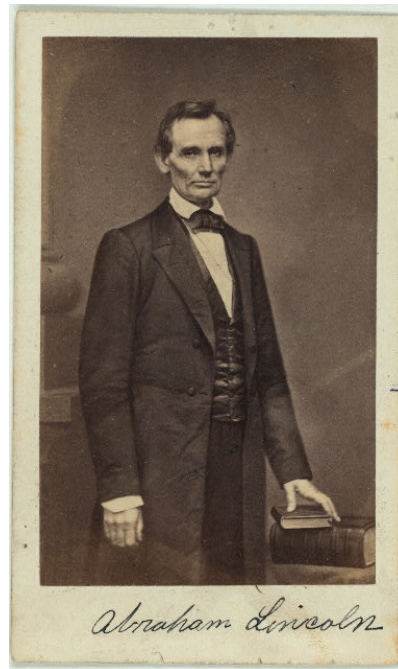
Enabling Objectives

- A. The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.
- a. The student will create an original piece of historical fiction based on readings of researched material
 - b. The student will create a believable main character based on research (feelings, actions, consequences should be authentic)
 - c. The student will choose a historic event (complete with setting) to include in the story.
- B. The learner will use and evaluate information from a variety of sources
- a. The student will use the Library of Congress to research period personal histories
 - b. The student will access information from families in the community for personal accounts
 - c. The student will access the collections of Library of Congress for primary sources
- C. The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.

- a. The student will use the internet to access the Library of Congress collections.
- b. The student will use a word processor to write his/her story.
- c. The student will choose a presentation format (PowerPoint, video tape, web page) for final product.

Terry Linquist's Criteria for good historical fiction criteria:

- present a well-told story that doesn't conflict with historical records,
- portray characters realistically,
- present authentic settings,
- artfully fold in historical facts,
- provide accurate information through illustrations, and
- avoid stereotypes and myths.



Source: Matthew Brady

Activity 3.3 ~ Fiction Story Diagram NAME: _____

TITLE: _____

Setting:
Where:
When:



Major Characters:
Minor Characters:



Plot/Problem:



Event 1:

Event 2:

Event 3:



Outcome:

Activity 3.4 ~ Story Maps



are graphic organizers that can be useful in helping a student analyze or write a story. This type of analysis is especially good for examining fables and folktales.

Story map graphic organizers help the student identify the elements of the story and the theme or moral of the story. Some of the many elements of a story include the important characters (their appearance, personality traits, and motivations), the setting of the story (time

and place), the problem faced by the characters, how the problem is approached, and the outcome.

There are many types of story maps that examine different elements of the story (and reveal different structures within a story).

- Some summarize the beginning, middle and end of a story.
- Some list the 5 W's: the who, when, where, what, and why of a story.



<http://www.enchantedlearning.com/graphicorganizers/star/storystar.shtml>

- Some list the title, setting, characters, the problem, the solution and the moral or theme of the story.
- Some list a complex chain of events that summarize all key elements of the story, in chronological order.
- Some, like a storyboard, are mostly pictorial, and illustrate the major events of a story in chronological order.

Activity 3.5 ~ Storytelling and Social Studies



Lincoln - The Railsplitter by Fletcher Ransom
Colored Lithograph of oil painting. Use Courtesy
of the Illinois Midland Railroad

Folktales are shelved in the non-fiction section of the library under "Social Sciences" (398.2). Studying a folktale offers a window into the culture from which it comes, as well as a mirror of humanity, since universal concerns are reflected in the world tales.

Deeply Investigating A Folktale

Have the students research folktales in the 398.2 section of the library. Have each select a folktale and investigate some of the following topics to gain insight into the context in which the tale might have been told.

Global Reference

Find the location on a world map of the country or culture from which the story comes. Research the geography and topography of the setting.

Historical Timeframe

Place the tale in a timeframe of history. (Pre-industrial, ancient world, modern times, mythical time etc.) Who collected the folktale and when? Is the print version obtained an original source document (told or written by an indigenous member of the culture), or a third person account (anthropologist, folklorist, writer)?

Geographic/ Historical Transportation

Has the tale traveled in any type of Diaspora? If so, in which culture can the earliest version be found? Are there interesting variations of plot told in other cultures? Are the variations connected to the source or have the variations on the theme resulted from a universal element addressed by the plot?

Specific Cultural Context

To be able to authentically understand or include accurate details in the retelling of the folktale, have students research the following background information:

- *What are, or were, the dominant religious or philosophical influences on the story?*
- *When or why would the story be told? (As entertainment, ritual, sacred observance, education, etc.?)*

To better understand the life style of the people who told this tale:

- *Research any housing, tools or attire of the culture described or mentioned in the folktale.*
- *Research any aspects of daily life or customs reflected by the folktale.*

Science

How does the environment of the tale's setting affect the story? If animals or natural elements are included, are the animals accurately or metaphorically depicted? Does the topography determine the action?

Math

Create a timeline of the plot. Investigate structures in the plot: equations or balancing elements, cause-and-effect situations, sequences, prediction, etc.

Higher Thinking Skills

Have students analyze the plot for its metaphorical levels. Compare versions of the plot from different cultures. Create an original retelling of the plot using descriptive language, dialogue, and an awareness of underlying metaphor.

Extensions Into:

Visual Arts

Have students create:

- *A painting or drawing of a poignant moment*
- *A picture book based on a folktale*
- *A poster advertising a Storytelling Festival*
- *A story mural*

Art History: *Have students research paintings or sculpture inspired by the elements in the story or by myth, legend, or folklore in general. After learning the artwork's background tale, have students orally present both the artwork and its accompanying story.*

Expressive Arts: Drama/Literature: *Have students create:*

- *A play based on a folktale*
- *A radio show based on the plot*
- *A ballad that retells the plot*
- *A retelling of the plot as a story with descriptive detail and dialogue*

Illinois Learning Standards: <http://www.isbe.state.il.us/ils/Default.htm>

National NCTE Standards

http://www.education-world.com/standards/national/lang_arts/english/k_12.shtml

Lincoln Booklist



Abraham Lincoln's desire to learn and his efforts to educate himself have become legendary. Lincoln grew up in poverty in Kentucky and Indiana, where he had little formal education and minimal access to books. As a boy, he would often read at night by the light of the fire in his family's cabin.

THE BETTMANN ARCHIVE

Abe Lincoln Goes to Washington, 1837-1865 by Cheryl Harness.

Washington D.C: National Geographic Society, 1997. Ages 9-12. This sequel to *Young Abe Lincoln* uses many full-page, detailed pictures and maps to show readers Lincoln's move to Springfield, his marriage, his political career, and, finally, his assassination.

Abraham Lincoln by Larry Metzger.

New York: F. Watts, 1987, Ages 9-12. Follow the life of the 16th president through his early career as lawyer, lawmaker, and abolitionist. The author emphasizes Lincoln's personal life as well as his political accomplishments.

Abraham Lincoln: To Preserve the Union by Russell Shorto.

Englewood Cliffs, NJ: Silver Burdett Press, 1991. Ages 10+. Part of "The History of the Civil War" series, this biography includes a detailed time line and many great photographs of Lincoln.

The Boys War: Confederate and Union Soldiers Talk About the Civil War by Jim Murphy.

New York: Clarion Books, 1990. Ages 10+. The book includes diary entries, personal letters, and lots of photographs of boys, sixteen years old or younger, who fought in

the Civil War. These young soldiers are followed from the thrill of enlistment through the rigors of camp to the chaos of the battlefield.

Commander in Chief Abraham Lincoln and the Civil War by Albert Marrin.
New York: Dutton's Children's Books, 1997. Ages 12+. Using Lincoln's own words and many pictures, this book shows the very real person behind the hero.

Lincoln: A Photobiography by Russell Freedman.
New York: Clarion Books, 1987. Ages 9-12. The great photos and samples of Lincoln's writings earned this book the 1988 Caldecott Award. It begins with Lincoln's boyhood and includes his courtship and marriage to Mary Todd. The focus then shifts to his career as country lawyer, and ends with the complex issues of the Civil War.

A Memorial for Mr. Lincoln by Grant Ashabranner. Illustrated by Jennifer Ashabranner.
New York: G. P. Putnam's Sons, 1992. This describes the long search for the right memorial and location of the Lincoln Memorial. The planning and building by Henry Bacon the architect, Daniel Chester French the sculptor, and Jules Guerin, who painted the murals in the memorial, is illustrated.

Voices from the Civil War: A Documentary History of the Great American Conflict by Milton Meltzer.
New York: Thomas Y. Crowell, 1989. Ages 12 and up. Primary source documents from ordinary people expressing the passions and prejudices of the times in letters, diaries, memoirs, interviews, ballads, newspaper articles, and speeches.

Where Lincoln Walked by Raymond Bial.
New York: Walker and Co., 1997. Ages 9-12. Beautiful color photos of the places, buildings, and objects important to Lincoln fill each page of this biography. Each picture has its own caption, which explains its significance.

Young Abe Lincoln: The Frontier Days, 1809-1937 by Cheryl Harness.
Washington D.C: National Geographic Society, 1996. Ages 9-12. What was it like growing up on the frontier in the 1800's? What experiences and interests did Abraham Lincoln have that led him to the presidency? This outstanding picture book shows what life might have been like for Young Abe.

List Compiled by Wendy Woltjer, Young Adult Librarian, Canton Public Library

A Children's Bibliography of Abraham Lincoln by Reading Level is Available from the Lincoln National Home site at
<http://www.nps.gov/liho/children.htm>



Virtual Field Trips

Many times it is difficult to provide field trips for classrooms in today's education finance structure. Technology has provided educators with an alternative and below the teacher will find a list of virtual field trips related to this curriculum to share with the students in the classroom via the computer, LCD projector, and white boards or light classroom wall. Students can do preparatory work in relation to a field trip, exactly as you would have them complete if you were leaving the classroom. They need to get ready to bring their background knowledge, questions, and ideas of the importance of the trip, and ability to use their imagination to "see" the sites without being there. Some of the field trips are movies, others photographs or slide shows. Please preview the trips prior to taking your students virtually out of the classroom to help them focus on the theme, importance, or relevance of the trip.



Historical Museum Guide for Illinois <http://www.censusfinder.com/illinois-historical-museums.htm> listed by County, whether they have exhibits, a virtual tour, photos only



Hancock County Historical Museum
http://www.hancockhistoricalmuseum.org/vir_museum.htm



McHenry Co Illinois Railway Museum
<http://www.irm.org/tour/index.html>



Menard County Lincoln's New Salem State Historic site
<http://www.lincolnsnewsalem.com/tour.cfm>



Sangamon County – Illinois Governors Mansion Tour

<http://www.state.il.us/gov/mansion2/htmls/quicktime.html>

Illinois Old State Capitol <http://www.springfield-vr.com/oc-1.html> and

Museum of Funeral Customs <http://www.funeralmuseum.org/vtour.shtm>



Lincoln Home National Historic Site Tour (National Park Service)

<http://www.nps.gov/liho/home/home.htm>



Illinois and Michigan Canal Virtual Tour

<http://dnr.state.il.us/lands/landmgt/parks/i&m/main.htm> The trail follows the historic route of the I & M Canal. The canal became the final link in an all-water route between the east coast and the Gulf of Mexico. Built between 1836 and 1848, the canal helped transform Illinois from a sparsely settled wilderness to a prosperous, populous state. DNR will take you on a virtual tour of the eastern and western section of the canal providing you with historical information, pictures, sounds, and videos.



The OPPS Virtual Field Trip page <http://oops.bizland.com/vtours.htm>

Students are given a directive to “Submit a travel plan to your teacher once you return. Your travel plan may contain your destination, sites you saw, what you liked best and least, and whether you would return in the future!” This could be a student extension assignment.



Special Historic Photo Tours Related to Abraham Lincoln

<http://showcase.netins.net/web/creative/lincoln/sites/sites.htm>



Lincoln’s Boyhood National Park Indiana <http://www.nps.gov/libo/>



At Home in a House Divided: 1850 – 1890 Illinois State Museum

<http://www.museum.state.il.us/exhibits/athome/1850>

Let us know if you find other virtual or photo tours of historic sites about Abraham Lincoln by emailing us at pphsp@uis.edu with our thanks. The best of the history on the web can be found at <http://www.besthistorysites.net/LessonPlans.shtml> with lesson plans on history subjects beyond the scope of this curriculum



David Davis Mansion – Bloomington, IL.

<http://www.state.il.us/HPA/hs/Davis.htm>