

Lesson Plan One

Abraham Lincoln: Great Learner and Great Leader

Students will investigate the life of Abraham Lincoln through participation in an Agree/Disagree activity, listening to stories related by the teacher, viewing a musical slide show, reading secondary and primary sources, analyzing information, and communicating learning by responding to an on-demand writing. The lesson focuses on Lincoln's attributes as a learner and leader.

Content: Social Studies

Grade Level: 3 – 5

Length: 2 - 3 days

Essential Questions:

1. Why is learning about Abraham Lincoln important to my life?
2. What difficulties did Abraham Lincoln face as a learner?
3. How did Abraham Lincoln become a great leader through his words?

Curriculum Standards:

National Center for History in Schools:

The student engages in historical analysis and interpretation and is able to comprehend a variety of historical sources. Therefore, the student is able to (a) describe the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) consider the historical context in which the event unfolded—the values, outlooks, options, and contingencies of the time and place; and (c) avoid “present-mindedness,” judging the past in terms of present-day norms and values.

NCTE Standards for English Language Arts:

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

Kentucky Curriculum Standards: SS-EP-5.1.1 and SS-05-5.1.1

Students will use a variety of primary and secondary sources to interpret the past, to describe significant events in the history of U. S., and interpret different perspectives.

AE: 5.1

Students organize information to develop or change their understanding of a concept.

AE: 1.11

Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Activities:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts.

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Background Information for Teacher:

This lesson presents the opportunity for students to explore the determination of a young learner who, despite limited formal opportunities, taught himself so fervently that he grew up ready to lead our country through its most difficult time. During the Civil War the survival of the United States as one nation was at risk with the ideals of liberty, equality, justice, and human dignity dependent on the outcome of the war. Primary and secondary sources will be analyzed by students as they investigate Lincoln's education and how he led the nation through his powerful, enduring words. The objective is for students to make personal connections to a truly great learner and leader as they face obstacles in their own lives and become motivated to persevere as Abraham Lincoln did throughout the challenges in his life.

Preparation of Materials and Resources:

Each student needs:

- copy of **Agree/Disagree Sheet**
- one copy of **Abraham Lincoln: Great Learner and Great Leader**
- copy of **Stovepipe Hat Organizer: Side 1 and Side 2**
- copy of **Gettysburg Address**

Teacher needs:

- one copy of **Agree/Disagree Statements**
- to make transparency of **Stovepipe Hat Organizer** (optional) -- or draw organizer on board
- familiarity with "Abraham Lincoln and Animals" section in lesson plan to tell information in story-like fashion
- equipment to project slide show (cable from computer to projector) NOTE: SLIDE SHOW OPENS WITH WINDOWS MEDIA PLAYER. CLICK ON FULL SCREEN FOR OPTIMAL VIEWING.
- display of books about Abraham Lincoln (optional). Numerous children's books and adult books are available. Many are listed in the references section of the lesson plan.

Procedures:

1. Activate Prior Knowledge:
 - a. Elicit student responses to the question:
WHAT DO YOU KNOW ABOUT ABRAHAM LINCOLN?
(Accept responses as informal assessment of student understanding.)
 - b. Distribute an Agree/Disagree sheet to each student. Direct students to react to teacher-read statements about Abraham Lincoln by flipping the sheet to either the “Agree” or “Disagree” side. Observe reactions to statements as informal assessment of prior knowledge.
 - c. Share correct answers to Agree/Disagree statements with students. ALL ARE TRUE AND ARE INTENDED TO CREATE INTEREST IN SOME OF THE MANY FACETS OF LINCOLN'S LIFE.
2. Concept/Skills Instruction:
 - a. Teacher: Share the story **Abraham Lincoln: Great Learner/Great Leader** (p. 6-8 in Resource File) with students in story-telling fashion to capture interest and appeal to student naturalistic intelligence.
 - b. Introduce musical slide show by telling students they will view portraits and photographs of Abraham Lincoln, museum scenes of his life, photos of his birthplace and boyhood home, as well as monuments and memorials built in his honor. BEGIN SLIDE SHOW WHICH GIVES AN OVERVIEW OF LINCOLN'S LIFE (length: about 6 minutes) Words to song are included in lesson materials.
 - c. Emphasize essential questions by writing them on the board and pointing out that student objectives for the lesson are to explore the life of Abraham Lincoln and find answers to the questions:
 - Why is learning about Abraham Lincoln important to my life?
 - What difficulties did Abraham Lincoln face as a learner?
 - How did Abraham Lincoln become a great leader through his words?
 - d. Give each student a copy of Abraham Lincoln: Great Learner and Great Leader and a copy of Stovepipe Hat Organizer (Side 1 and 2).
3. Guided Student Practice:
 - a. Have students label hat on Stovepipe Hat Organizer sheet. On Side 1, have them write Abraham Lincoln in top part of hat and Great Learner on brim. On Side 2, have students write Abraham Lincoln in top part of hat and Great Leader on brim. (Teacher can demonstrate with transparency or on board.)
 - b. Have students “Think, Pair, Share” as they read Abraham Lincoln: Great Learner and Great Leader. (Make student accommodations as needed. Teacher may need to model desired skill.) As selection is read, students are to cooperatively analyze in pairs the information and locate evidence that Abraham Lincoln was a great learner and a great leader. Summarizing information, students will write appropriate phrases denoting evidence on “parchment pages” on each side of the organizer.

(Demonstrate on transparency or on the board, giving guidance as needed.)

- c. Discuss and compare organizer responses. Accept reasonable responses.
 - d. As instruction ends for this part of the lesson, have students complete an “Exit Slip” for assessment. They could choose to list a fact they learned from any part of the lesson or write a question, feeling, observation, or personal connection with the day’s lesson. The “Exit Slip” can provide teacher with insight for proceeding with remaining parts of the lesson.
 - e. Review concepts from previous parts of lesson. Give students a copy of Gettysburg Address sheet. Discuss background information at top of sheet. As students work in pairs, have them read the speech orally at low voice level, use dramatic gestures for emphasis, and talk about its importance. Then, ask students to listen as teacher (or selected student) reads the speech. Have students respond on the back of the sheet by drawing a symbol, illustration, or word art picture to show their personal interpretation and reaction to the speech.
4. Closure:
Review concepts of the lesson and refer to the essential questions written on the board. Ask students to respond to the on-demand writing prompt. Use rubric on prompt to score writing and assess learning of lesson concepts.
5. Enrichment/Extension:
- a. Following close of the lesson, post a quotation of Abraham Lincoln on the board daily for several days with a “one minute” reference to it and its meaning. Students could react to each quotation in their journals. Many quotations are available, and some are listed in a sheet in the Resource File.
 - b. Inform students that a new Lincoln penny is being designed for release in 2009 by the U. S. Mint.
 - c. Make students aware that the nation started celebrating the bicentennial of Lincoln’s Birth on February 12, 2008. Ask them to review events in connection with Abraham Lincoln Bicentennial Celebration at www.lincoln200.gov
 - d. Encourage students to do further research and independent studies on Abraham Lincoln using references listed in lesson plan. Many other resources are available.
 - e. Invite a Lincoln historical interpreter to speak to the class.
 - f. Reserve a traveling trunk that includes reproduction of artifacts, photographs, curriculum guides and other resources. Reservations can be made by calling (270) 358-3137 or writing to the following address:

Abraham Lincoln Birthplace National Historic Site,
C/O Stephen A. Brown
2295 Lincoln Farm Road
Hodgenville, KY 42748

(Read more about the Traveling Trunk Program at www.nps.gov/abli/)

- g. Video Clips: Play for class or encourage students to view short video clips:
- **1st Inaugural Address**
 - **2nd Inaugural Address**
 - **Gettysburg Address**
 - **My First Day in Office**

Key Concepts/Skills:

Use primary and secondary sources to analyze and interpret information; organize information; communicate ideas.

Bloom's Taxonomy:

- Knowledge
- Application
- Synthesis
- Comprehension
- Analysis
- Evaluation

Multiple Intelligences:

- Verbal-linguistic
- Bodily-kinesthetic
- Interpersonal
- Naturalist
- Spatial
- Musical
- Intrapersonal

Materials/Resources:

- Text
- Illustration/Graphic
- Audio
- Technology
- Article
- Information Guide
- Visual

Products/Assessments:

- Graphic Organizer
- Cooperative Activity
- Exit Slip
- Observe/Participation
- On Demand Writing

Students Section:

This lesson plan has an accompanying website for students that contain activities and games for student interaction. These activities are the interactive components from this lesson plan plus additional games and fun facts for the student. Overviews of the various components are listed below:

Information on Abraham Lincoln:

- Great Learner/Great Leader Article
- Gettysburg Address (written and video)
- Abraham Lincoln and Animals article
- Abraham Lincoln Slide Show (or Lyrics to song)
- Video Clips
 - 1st Inaugural Address
 - 2nd Inaugural Address
 - Gettysburg Address
 - My First day in Office

Games:

- Quiz (Note: these are the same questions from the agree/disagree statements—but they have been changed so that all of the answers are not true.)
- Crossword puzzles
- Word search
- Coloring page