**\*\*Park Name**

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| Homestead National Monument of America |

**\*\*Lesson Plan Title (255 characters maximum)**

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| The Legacy of Abraham Lincoln |

**Original Lesson Hyperlink**

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| <http://www.nps.gov/home/forteachers/classrooms/hsact68post3.htm> |

**Editor**

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| Georgia Tsin |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

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| In this lesson, students will answer the following essential question: What is a legacy? How are legacies established? Can legacies change?  Students will identify aspects of a text that reveal an author’s point of view or purpose. Students will distinguish among fact, opinion, and reasoned judgment in a text. |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_x\_ Middle School: Sixth Grade Through Eighth Grade

\_\_\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

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| <http://www.nps.gov/common/uploads/teachers/assets/images/mwr/park/home/582385FD-155D-4519-3EA595E80576A89F/582385FD-155D-4519-3EA595E80576A89F.jpg> |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

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| President Lincoln and Major General John A McClemand in Antietam, Maryland. |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Select Grade Level: 6th – 8th Select Subject Area: English Language Arts Standards**  **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. |

**\*\*State Standards:**

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| **Select State: Nebraska**  **Select Subject:**   **History Select Grade Level:** 6-8th  **Check off State Standards:**  Social Studies 8.4.2a and Social Studies 8.4.4c |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_\_x\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

\_\_x\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_x\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_x\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_\_x\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

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**Lesson Duration**

**Time to complete this lesson plan in minutes (25 characters maximum)**

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| One 50 minute class period |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| In "The Legacy of Abraham Lincoln" students will look at the legacy of Abraham Lincoln and why it exists.    The Homestead Act and President Lincoln unit is broken up into five lesson plans, taking 45-50 minutes to complete, targeting sixth through eighth grade students.  A class does not have to complete every lesson in the unit - each lesson comes with its own set of objectives and resources.  This is lesson 5 of the unit that focuses on the “Legacy of Lincoln”.  President Abraham Lincoln made the Homestead Act a law by signing it on May 20, 1862. This law gave 160 acres of land away to individuals who met certain requirements. In order to file a claim, an individual had to be at least 21 years of age or be the head of household. This law allowed women to file claims and own land. The act also required a person to be a citizen of the United States or declare intention to gain citizenship. This allowed many European immigrants, African-Americans and others to stake claims as well. Many railroads and western towns sent representatives to European countries to entice people to move to the United States. These representatives showed pictures of beautiful towns with tree-lined streets and rich soil for farming.  The applicant of a claim had to file an affidavit with the local land office stating they met the conditions required by the law. At this time, the claimant would pay a fee of $12 for filing the paperwork.  Once the filing was complete, there were additional requirements to meet in order to receive the patent and title to the land. A person had to build a home, live on the land, make the land his/her permanent residence, and work the land for a period of 5 years.  Many people who came to claim land paid for the services of a locator. This person would assist them in finding an unclaimed tract of land. Many locators showed individuals land near their own claim in order to "settle" the country and have neighbors nearby.  After living on the land, building a home, and farming the land for 5 years, it was time to "prove up." This simply required the homesteader to find two individuals who would serve as witnesses. These witnesses had to state they had known the homesteader for 5 years, knew the claimant had tilled the land and grown crops. With witnesses in tow, a claimant would proceed to the land office to "prove up," paying another small filing fee of $6 and having both witnesses sign the final documents. Afterwards, the claimant would receive a final certificate or patent to the land, having met all the conditions.  Homesteading by the Numbers:  10 Percent of U.S. land given away under the Homestead Act.  30 Number of states in which homestead lands were located.  40 Percent of homesteaders that "proved up" their claims earned a deed from the federal government.  123 Years the Homestead Act was in effect.  160 Acres in a typical homestead claim.  4,000,000 Approximate number of claims made under the Homestead Act.  27,000,000 Total number of acres distributed by the Homestead Act. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

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| \*Legacy – How something is remembered or how the memory is handed down in history  \*Public Perception – How the public or large groups of people think or feel |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| \*Print off the articles and group them into two sets: The first set includes “Abraham Lincoln Impact and Legacy” and “The People at the Polls”. The second set is a chapter from “Abraham Lincoln and the Election of 1864”.  \*Make enough copies of the article sets so that each pair of students can have one set. Half the class should have one set and the other half should have the other set.  \*Make one copy per student of – “Lincoln’s Legacy Research” and “Lincoln’s Legacy: Changing Over Time”. |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

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| 1. What is a legacy? How do you get a legacy? Can a legacy change? In history, legacies are created and often changed over time. As people learn more about an individual the perception that they have of that person may change for the positive or become more negative. Think of a person today that is not viewed as popular. Do you think that 150 years from now the perception of that person will be the same? History has many examples of changing legacies; one is that of John Adams. While serving as the second President of the United States, Adams was not well liked. Later in life Americans began to view the ex-president with more favor. More recently a widely popular biography and subsequent HBO movie series has made Adams a much more popular individual in the eyes of many Americans. 2. In this activity students will look at the legacy of Abraham Lincoln and determine why that legacy exists as it does and compare that public perception to an earlier time prior to his death. |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

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| 1. Students should be placed into small groups of no more than 2 students. Each group will have a different set of research materials. The groups will complete “Lincoln’s Legacy Research” graphic organizer to research Lincoln’s public perception before his death and today. 2. Ask the groups to partner up with another group that had a different set of resources to answer the reflection questions. 3. Students should share their answers to the reflection questions. |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

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| Now that students have a clear understanding of Lincoln’s public perception during his time and today, ask students to complete “Lincoln’s Legacy: Changing Over Time” individually or in pairs. |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

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| Lincoln’s Legacy Articles |

**Summary (how does the material function in the lesson?):**

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| Students will read these articles to gain knowledge of Lincoln’s public perception. These articles can be grouped into two sets. The first set includes “Abraham Lincoln Impact and Legacy” and “The People at the Polls”. The second set is a chapter from “Abraham Lincoln and the Election of 1864”. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #2**

**Title (255 characters maximum):**

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| Lincoln’s Legacy Research |

**Summary (how does the material function in the lesson?):**

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| This graphic organizer is to be completed using the articles. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Material #3**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

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| Lincoln’s Legacy: Changing Over Time |

**Summary (how does the material function in the lesson?):**

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| This assessment should be given to every student. Additionally, excelling students can use this assessment to extend their thinking about legacies of current leaders. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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**Summary (how does the material function in the lesson?):**

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**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| \*Struggling learners could be given just one article instead of a complete set. The best article for struggling readers is the titled “Abraham Lincoln: Impact and Legacy”.  \*Struggling learners could be partnered in mixed-ability groups. |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

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| \* Give students an additional copy of “Lincoln’s Legacy: Changing Over Time”. The student can choose a present leader, celebrity, or even themselves. They will write or illustrate how that individual is perceived currently and predict how the public will perceive that individual in the future. Then, the student will explain their reasons for that prediction. |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

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| This lesson plan is part of a larger curriculum unit on the Homestead Act and President Lincoln for grades sixth through eighth. To view the entire curriculum or other individual lesson plans, please click the links below.  Lesson 1: [Getting to Know the Homestead Act](http://www.nps.gov/home/forteachers/classrooms/upload/HSACT68Pre1-2.pdf) Lesson 2: [Homestead Act Paperwork](http://www.nps.gov/home/forteachers/classrooms/upload/HSACT68Pre2.pdf) Lesson 3: [Homesteading by the Numbers](http://www.nps.gov/home/forteachers/classrooms/upload/HSACT68Post1.pdf) Lesson 4: [Legacy of the Homestead Act](http://www.nps.gov/home/forteachers/classrooms/upload/HSACTPost2.pdf) |