TRT: Stephanie Massaro

Original LP in Ed Portal: http://www.nps.gov/libo/forteachers/classrooms/lesson-plan.htm

**\*\*Park Name**

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| [Lincoln Boyhood National Memorial](http://www.nps.gov/libo/index.htm) |

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

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| **What Would YOU Do?** |

**\*\*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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| Abraham Lincoln learned many lessons on responsibility while growing up in Indiana.  This lesson allows the teacher and students to share and talk about responsible actions. |

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

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

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

\_\_\_ 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

X\_ 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/libo/869D7A11-DCD4-9C85-0039E51109FEBCDB/869D7A11-DCD4-9C85-0039E51109FEBCDB.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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| Hoeing the Garden |

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

**Want more information about Common Core? Go to** [**http://www.corestandards.org/**](http://www.corestandards.org/)

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| **Grade Level: 2 Subject Area: English Language Arts** **Common Core Standards:** [CCSS.ELA-Literacy.W.2.3](http://www.corestandards.org/ELA-Literacy/W/2/3/)Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |

**\*\*State Standards:**

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| **State: Indiana Subject: Curriculum Standards Grade Level: 2** **State Standards**2.2.5, 2.2.7 |

**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.

\_\_X\_ **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.

\_\_\_ **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.

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

relationships for NEW situations.

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

criteria to support opinions and views.

**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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| 30 – 45 minutes  |

**\*\*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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| As a young boy growing up in Indiana, Abraham Lincoln learned and practiced the act of taking personal responsibility. Abraham borrowed a biography of George Washington from his neighbor, Josiah Crawford. By some accident the book was exposed to ruined by a rainstorm. Young Abraham acknowledged to Mr. Crawford his accountability. Abraham agreed to work off this debt to Mr. Crawford by pulling fodder (cut the tops from corn) for two days |

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

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| Post-it note pads, copies of worksheets, poster board, books on Lincoln's life\*Print copy of student reading for all students |

**\*\*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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**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc.**

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| Background reading for students <http://www.studentreasures.com/abraham-lincoln-for-kids.html>Tell the following story to students: As a young boy growing up in Indiana, Abraham Lincoln learned and practiced the act of taking personal responsibility. Abraham borrowed a biography of George Washington from his neighbor, Josiah Crawford. By some accident the book was exposed to ruined by a rainstorm. Young Abraham acknowledged to Mr. Crawford his accountability. Abraham agreed to work off this debt to Mr. Crawford by pulling fodder (cut the tops from corn) for two days.Part 1: Teacher: Share a personal experience from your childhood in which you were faced with a dilemma (i.e. borrowing something and losing it, stealing, breaking something that didn't belong to you). Leave out the ending of the story, allow the students to pair up and share about possible ways to resolve the situation. Encourage the students to brainstorm as many resolutions as possible. Have them write their endings on sticky notes.Write the words "Responsible" and "Irresponsible" as headings on the board. Discuss and categorize the brainstormed outcomes as a class and place the sticky notes on the board under the appropriate headings as determined by the class.Part 2: Journal: Have the students write about a time they were faced with a difficult situation and had the opportunity to practice responsibility and what the outcomes of their choices were.Part 3: Worksheet: Refocus on the story about Abraham working off a debt because a borrowed book was ruined. Discuss how he took responsibility and worked to repay the cost of the book. Have the students pick out other dilemmas in Lincoln's life and identify how he demonstrated responsibility in each situation. Use a timeline of Lincoln's life or books that share events that took place in his childhood to provide more situations for the students to consider if necessary. (worksheet: Young Abraham Lincoln - Responsibility)Part 4: Everyday Dilemmas: In groups, brainstorm dilemmas that students may run into during the school year and how a responsible person would respond. (create slogans, i.e. " if you borrow it, bring it back")Have students create posters depicting a young Abraham Lincoln responding responsibly (using the slogans in school settings). Allow each group to present their poster to the rest of the class and explain how they think a young Abraham Lincoln would have responded. |

**\*\*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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**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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| Journal Choices |

**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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| http://www.nps.gov/libo/forteachers/classrooms/loader.cfm?csModule=security/getfile&pageID=425410 |

**Material #2**

**Title (255 characters maximum):**

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| Everyday Dilemmas  |

**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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| http://www.nps.gov/libo/forteachers/classrooms/loader.cfm?csModule=security/getfile&pageID=425412 |

**Material #3**

**Title (255 characters maximum):**

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| Background for Students – Abraham Lincoln Biography  |

**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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| http://www.studentreasures.com/abraham-lincoln-for-kids.html |

**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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**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 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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**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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| Have students use a computer or Abraham Lincoln book to research and be able to complete Abraham Lincoln timeline worksheet.  |

**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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| Abraham Lincoln Timeline Worksheet with Answer Keyhttps://www.teachervision.com/tv/printables/TCR/1576906396\_033\_key.pdfhttp://www.studentreasures.com/abraham-lincoln-for-kids.html |

**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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