



Part 1: Exploring Lincoln/Unit Activating Strategy

Time frame: One 60-minute period

Learning Outcomes: Students will understand and express Lincoln's legacy and the impact he has had in the aftermath of his assassination.

Learning Objectives: Students will explore the Ford's Theatre website to develop an understanding of the life and death of Abraham Lincoln.

Resources Used:

- Materials:
 - o Paper (for KWL chart and optional activity)
 - o Pencils
- Tech Requirements:
 - o Class set of computers with internet access or a computer with a projector
 - o Ford's Theatre website [link to: <http://www.fordstheatre.org/>].

Lesson Instructions:

A. Beginning (10 minutes)

a. Activity: Determine Understanding

i. Instructions:

1. Students should independently create a K-W-L chart demonstrating what they already **K**now and what they **W**ant to know about Abraham Lincoln. (Students will record what they **L**earn about Lincoln at the end of the lesson.)
2. Students share their current knowledge and desired learning with a partner.
3. Allow a few students to share something from their charts for the class.

ii. *Adjustments, Differentiation*

1. *For struggling students, do not require complete sentences. These students can just write down general concepts and then explain their thinking verbally.*

B. Procedure (45 minutes)

a. Activity: Explore Website

i. Instructions:

1. Begin by explaining to students they will begin an in-depth study of the life of Abraham Lincoln, with special emphasis on his legacy in the aftermath of his assassination.
2. As a whole group, explore the information on the Ford's Theatre website. Allow students to drive the session, calling on various



students or taking votes to pursue topics capturing students' interest. However, be sure to examine the following aspects of the website in order to establish background knowledge of Lincoln's legacy:

- a. Visit the Museum [page](#) within the historic site section under the "Visit" tab. View Lincoln's clothing, his pillow, and Booth's derringer pistol. Watch [this](#) video about the Lincoln Memorial and the evolution of its significance. Follow with a short group discussion addressing the following questions:
 - i. Why do we still have artifacts like the derringer today? Why do we keep them in a museum?
 - ii. What do you think the monument represents for our nation?
 - iii. Why do you think there so many protests, vigils, and other important events held at Lincoln's memorial?
- b. Visit the Lincoln Book Tower blog [post](#). Watch the "Time Lapse of Book Tower" video.
 - i. Students can turn and talk to a partner about why they think so many books are written about Abraham Lincoln.
- c. Watch a few "Leaders on Lincoln" [videos](#) on YouTube.
 - i. Be sure to assert the importance of the fact that some of our country's most influential members still look up to Lincoln and try to follow his example of leadership.

ii. *Adjustments, Differentiation*

1. *Since this portion is done as a whole group, little support is needed. However, consider the students you call on when answering the embedded questions. Ask more advanced students questions involving critical thinking, while less advanced students can answer more explicit questions.*
2. *To support students with lower reading ability, read all written quotes and information aloud. To challenge gifted students, require them to directly reference the videos to support their opinions (ask as follow-up questions).*

C. Conclusion (10 minutes): What impact has Abraham Lincoln had on our nation?

- a. Activity: Share Learning
 - i. Instructions:
 1. Students should fill in the Learn column of their K-W-L charts. These can be collected for assessment of knowledge.
- b. Activity: Extend Thinking (optional)
 - i. Instructions:
 1. Students can use a Venn diagram to compare and contrast Lincoln with another personal or public figure.



ii. *Adjustments, Differentiation*

1. *Struggling students can be pulled into a small group to complete this activity. Provide them with a commonly known figure and discuss as a group.*
2. *Additional challenge can be added by having students create a triple Venn diagram, comparing Lincoln to two other figures.*



Part 2: Book Study

Time frame: Five 60-minute periods

Learning Outcomes: Students will understand and express Lincoln's legacy and the impact he has had in the aftermath of his assassination.

Learning Objectives: Students will collect information about Lincoln's life and legacy through a small-group book study.

Resources Used:

- Materials:
 - o Class set of *Who Was Abraham Lincoln?* by Janet Pascal
 - o Paper (for note-taking)
 - o Pencils
 - o Post-it notes

Lesson Instructions: Repeat lesson daily for five sessions.

A. Beginning (5 minutes)

a. Activity: ABC Brainstorm

i. Instructions:

1. Students write all letters of the alphabet down the left side of a piece of paper. Some letters can be removed at the teacher's discretion.
2. For each letter, students try to list as many words or phrases beginning with that letter which describe or relate to Lincoln's life. This will be an on-going activity, so students do not need to fill in the entire brainstorm every day.

ii. *Adjustments, Differentiation*

1. *Struggling students can work on this with a partner or in a teacher-led small group. Additionally, the teacher can choose to focus on only a few letters rather than the entire alphabet.*
2. *To add challenge, students can think of multiple concepts for each letter.*

B. Procedure (50 minutes)

a. Activity: Book Study

i. Instructions:

1. Students should be put into groups of 4-5, each group having a designated supervisor to keep book circles on task.
2. Students should read 3 sections of *Who Was Abraham Lincoln?* daily, taking turns reading aloud.



3. After each section, they should pause to discuss their learning and take notes on at least three facts per section, including citation information (page and paragraph number). This should be student-directed; the teacher only assists and contributes as necessary, ensuring students stay focused and on-task.
- ii. *Adjustments, Differentiation*
 1. *Dependent on the class makeup, there are two good options for grouping:*
 - a. *Option 1: Students can be mixed together with gifted, average, and struggling students evenly dispersed throughout the groups, while the teacher circulates through the room, assisting as necessary. Gifted students can serve as group supervisors, and strugglers benefit from the assistance of their higher-performing peers. This will work best if strugglers are comfortable with (or capable of) either reading aloud or allowing other students to simply read to them.*
 - b. *Option 2: High and average students can be grouped together and work more independently, while strugglers can work in a group with the teacher. This will work best with students with especially low reading and comprehension levels. For accountability, students in the independent groups should show their notes for each day's work.*
- C. Conclusion (5 minutes): Who was Abraham Lincoln?
- a. Activity: Share Learning
 - i. Instructions:
 1. At the end of each lesson, students should write on a Post-it note the most impressive or important thing they learned about Lincoln and what character trait they feel it demonstrates.
 2. Share a few ideas, if time allows.
 - ii. *Adjustments, Differentiation*
 1. *Students can write in complete sentences or short phrases, as appropriate for their ability level.*
 2. *High-achievers can challenge themselves to complete as many Post-it notes as possible in the time allotted.*
 - b. Activity: Extend Thinking (optional)
 - i. Instructions:
 1. Students can choose a character trait Lincoln exhibits and construct support for chosen traits using examples from the text.
 - ii. *Adjustments, Differentiation*
 1. *Struggling students should do this in a teacher-led small group setting.*



Part 3: Analysis of Primary Sources

Time frame: One 60-minute period

Learning Outcomes: Students will see the importance of having access to primary sources of information.

Learning Objectives: Students will analyze and interpret primary sources to draw conclusions about people's assessment of Lincoln's character.

Resources Used:

- Materials:
 - o Copies of primary sources (class set or enough for a small group)
 - o Paper (for note-taking)
 - o Highlighters
 - o Pencils

Lesson Instructions:

A. Beginning (5 minutes)

a. Activity: Table Talk

i. Instructions:

1. Define "source" as a whole group.
2. Students talk with their tablemates about the meaning of the word "primary" and create a group definition of a primary source.
3. Each group shares their definition. Use student definitions to create a class definition.

ii. *Adjustments, Differentiation*

1. *To ensure every group can come up with a relevant definition, make sure each group has at least one student with critical thinking capacity.*
2. *Be prepared to tweak student definitions in order to ensure the class definition is accurate.*

B. Procedure (45 minutes)

a. Activity: Analyze Primary Sources

i. Instructions:

1. Distribute copies of primary sources for students to reference throughout the lesson. Remind students that a primary source offers firsthand knowledge of an event, recorded by someone alive during that particular time period. This can include newspaper articles, journal entries, creative works, photographs, etc.
2. As a whole group, discuss the 10 primary sources, and examine each to determine the impression Lincoln made on people within that time



period. Analyze the meaning of each piece, as well as the implications for people's view of Lincoln and his presidency.

3. Students should take notes on each piece on a separate sheet of paper.

ii. *Adjustments, Differentiation*

1. *Students with writing difficulties should be provided an incomplete set of notes that already include the title and author of each piece to shorten the amount of writing required.*
2. *Rather than approaching this as a whole group, high-achievers can be allowed to work in a small group to analyze sources, while other students work with the teacher.*

C. Conclusion (10 minutes): How do primary sources enhance our knowledge of history?

a. Activity: Share Learning

i. Instructions:

1. Students should write a short paragraph describing how primary sources enhance our knowledge of history.

ii. *Adjustments, Differentiation*

1. *For students with writing difficulties, the paragraph can be shortened or done in a small-group setting.*
2. *Advanced students should include specific examples from the lesson, as well as outside examples of primary sources and their utility.*



Part 4: Research Paper

Time frame: Five 90-minute periods

Learning Outcomes: Students will develop an understanding of the components of a research paper.

Learning Objectives:

Students will create a five-paragraph research paper, including an introduction, conclusion, and analysis of three reference sources.

Students will communicate Lincoln's legacy through firsthand accounts of reactions to his assassination.

Resources Used (please use the "Site name [Link to: url]" format for any hyperlinks):

- Materials:
 - o Copies of primary sources (used from Part 3)
 - o Copies of research paper requirements (one per student)
 - o Index cards (at least one per reference source)
 - o Highlighters
 - o Pencils

Lesson Instructions:

A. Beginning (5 minutes)

a. Activity: 3-2-1 Summary

i. Instructions:

1. Students will use an index card to write a 3-2-1 summary, including 3 elements a research paper should have, 2 places to get information, and 1 question they have about writing a research paper.

ii. *Adjustments, Differentiation*

1. *This can alternatively be done in a small-group setting. Also, prompts can be used in order to get students thinking about number and content of paragraphs, citing evidence, etc.*

B. Procedure (80 minutes)

a. Activity: Writing a Research Paper

i. Instructions:

1. Describe research paper requirements to students:
 - a. 5-6 paragraphs
 - b. Introductory paragraph (at least 3-5 sentences) should contain a hook sentence to grab the reader's attention, support it with

students' opinions of Lincoln's important contributions to our country, and contain a thesis sentence outlining the rest of the research paper.

- c. Body paragraphs 1 and 2 (at least 5-7 sentences) should begin with a description of the reference source. Then analyze the meaning of a primary source and describe what the author reveals about Lincoln's character through their depiction of the aftermath of Lincoln's assassination. Cite reference sources.
 - d. Body paragraph 4 (at least 6-8 sentences) should begin with a description of the reference source. Then describe some of Lincoln's major contributions during his life as well as through his death, using *Who Was Abraham Lincoln?* as a reference. As in the other body paragraphs, students should describe what these events illuminate about Lincoln's character and cite their reference source.
 - e. Conclusion paragraph (at least 3-5 sentences) should be a paraphrased reversal of the introductory paragraph, reiterating the thesis, stating an opinion of Lincoln and his legacy, and ending with a theme to summarize what one can learn from our nation's sixteenth president.
2. In Lesson 8, begin by having students create reference source cards on index cards, including quotations and summaries of information gleaned from each source. For each detail sentence, students should have a reference card with citation information, thus providing a blueprint for writing the actual essay.
 3. In Lesson 9, students should use their reference cards and sources to write the introductory and first body paragraph, followed by peer editing.
 4. In Lesson 10, students will compose the second body paragraph, followed by peer editing.
 5. Students will finish their essays and peer editing in Lesson 11.
 6. Lesson 12 will consist of one-on-one teacher-student final editing sessions before students complete a final draft.
- ii. *Adjustments, Differentiation*
1. *Students who struggle with reading can choose visual representations for their sources, while advanced students can choose more complex sources.*
 2. *Rather than approaching this as a whole group, high-achievers can be allowed to work in a small group to analyze sources, while other students work with the teacher.*
 3. *Students with strong writing can analyze an additional source in another paragraph.*



4. *Paragraphs may also be eliminated as necessary to accommodate strugglers and facilitate success. These students may also work in a small group with more intense teacher assistance.*
 5. *Students also have an extra-credit opportunity if they create some sort of visual representation of Lincoln's legacy (e.g., a painting or drawing, sculpture, PowerPoint, collage, etc.).*
- C. Conclusion (5 minutes): What can you infer about Lincoln's character through his impact on others?
- a. Activity: Exit Slip
 - i. Instructions:
 1. Students will produce "exit slips" by showing daily progress.



Part 5: Presentation

Time frame: One 60-minute period

Learning Outcomes: Students will understand and express Lincoln's legacy and the impact he has had in the aftermath of his assassination.

Learning Objectives: Students will discuss Abraham Lincoln's achievements and contributions to society both then and now.

Resources Used:

- Materials:
 - o Student research papers
 - o Index cards
- Tech Requirements:
 - o Projector (for showing paragraphs as they are shared)

Lesson Instructions:

A. Beginning (10 minutes)

a. Activity: Presentation Tips

i. Instructions:

1. Students should make a list of tips to remember while giving a presentation.
2. Have students each share a tip and create a class list of 5-10 important tips and remind students to follow these guidelines as they give presentations.

- a. Be sure to remind students to project their voice, face their audience, and make eye contact while presenting paragraphs. Also, remind them that audience members should be facing the speaker and giving them full attention.

B. Procedure (50 minutes)

a. Activity: Present Paragraphs

i. Instructions:

1. Give students a few moments to choose the paragraph they feel most clearly highlights Lincoln's most defining traits. Students will only read aloud one paragraph each.



2. Use the projector to let students project their paragraphs as they are read aloud by the author.
- ii. *Adjustments, Differentiation*
 1. *Students with writing difficulties should have the paragraph checked by a teacher first in order to ensure coherence.*
 2. *Students with reading difficulties should have teacher support, as necessary.*
- C. Conclusion (Following the reading of each student's paragraph): What can you infer about Lincoln's character through his impact on others?
 - a. Activity: Two Stars and a Wish
 - i. Instructions:
 1. After reading a paragraph, allow the speaker to call on three audience members: two to give compliments and one to give a suggestion for improvement (Two Stars and a Wish).