

LESSON PLAN

Abraham Lincoln

Level: Literacy, Low Beginning

Suggested Length: 1 or 2 class periods, depending on class time and level

Civics Test Questions

#60—What group of people was taken to America and sold as slaves?

#75—What was one important thing that Abraham Lincoln did?

#100—Name two national U.S. holidays.

Related Test Items:

#72—Name one war fought by the United States in the 1800s.

#74—Name one problem that led to the Civil War.

Reading Test Vocabulary

Abraham Lincoln

country, President

Presidents' Day, (Memorial)

come, is/was, lived

a, for, here, in, of, on, the, to, we

many, people

Writing Test Vocabulary

Lincoln

free, Civil War, President

Washington, DC

February

Presidents' Day

come, is/was, lived

in, of, on, the, to, we

people

Objectives:

Students will:

- learn about Abraham Lincoln's life
- identify Lincoln's role in U.S. history and the Civil War
- understand the concepts of slavery vs. freedom
- identify slavery as one of the problems leading to the Civil War
- explore ways that Lincoln is honored, using paintings and famous landmarks
- identify Lincoln as one president honored on Presidents' Day

Materials:

Wall maps of the world and the United States, calendar, five dollar bill, U.S. pennies

Handouts: **Abraham Lincoln**, **Abe Lincoln's Life**, **President Lincoln's Death**, **The Lincoln Memorial—A Special Place**, and **Abraham Lincoln Crossword**

8.5" x 11" visuals: **Slaves and plantation scenes**

Optional handouts (Literacy Level Writing Practice): **Abraham Lincoln**, **February**

Abraham Lincoln Lesson Answer Key



Lesson Overview and Notes to Teacher:

In planning this history lesson, determine if you want to cover this material in one or two class periods. The lesson focuses on Abraham Lincoln as a man and as a leader during the Civil War. The reading paragraphs have pictures and Word Banks to help students grasp the main ideas of the lesson. This lesson covers more advanced vocabulary than beginners will know, but it is **not critical** that the students produce every new word. The goal is to engage the students in the topic and help them learn the general knowledge included in the test items. For example, in the paragraph on the Lincoln Memorial, the students do not need to retain the information about the construction and historical use of the memorial. These details are introduced in order to demonstrate that even years after his death, Americans still honor Lincoln's leadership in significant ways.

Slavery and the Civil War are introduced in this lesson in order to establish Lincoln's role in that historical period.

However, these topics will be discussed in much more detail in another lesson.

One point to consider before beginning: If you have not taught the lesson on George Washington to this class, you may want to refer to that lesson for instructions on teaching the concepts of **leader** and **president**. Key vocabulary, such as **leader, important, remember, celebrate, and honor** can be taught and used by first having the students identify important leaders and historical figures in their native country. If you have already taught the Washington lesson, simply review that lesson's key vocabulary (if necessary) and then shift to Lincoln. Much of the content here involves interesting facts about Lincoln, including his childhood and assassination. Reiterate to your students that these facts are **not** on the Civics Test. Lastly, the Literacy Level Writing Practice handouts **Abraham Lincoln** and **February** help beginners practice spelling and handwriting while using content words from the lesson.

Introduction: Write the word **war** on the board. Ask the class **What is a war? (Fighting between two countries, etc.)** Point out that **war** is not pronounced as it is spelled; instead, **war** rhymes with **or, store, and more**. Give the students time to practice the correct pronunciation by modeling and having them repeat the word several times. Ask **What is Civil War?** Ask **Is/Was there a Civil War in your country?** Allow students to list which countries have engaged in (or are engaging in) civil war, and discuss if

there are any civil wars going on at the moment. Write the names of those countries on the board. Ask **What does Civil War mean? (one country divided in two parts, etc.)** Ask students **What are some causes of a civil war?** Students may answer **religion, economy, politics, leaders, land or borders**, etc. On the board, list the causes of civil war in students' native countries. Tell the class you will talk about the causes of the American Civil War and an important Civil War leader.

Warm-up: Tell the class **Let's talk about American history, or the past** and ask **Who are some important (or famous) presidents in America in the past?** They may answer **Washington, Lincoln, Kennedy**, etc. Ask the

students to spell out the names as you write them on the board. Tell them **We will study Abraham Lincoln today. He was the President during the Civil War. Tell them Later we will talk about the Civil War in America.**

Guided Practice: Distribute the handout **Abraham Lincoln**. Guide the students through the paragraph or, if they are ready, allow them to try the reading by themselves. If they work on their own, point out the Word Bank and the first example, **leader**. Explain that they should find the correct word in the Word Bank and copy the last letters into the blank in order to form the whole word. If you want to teach the paragraph to the whole class as a group, point out the first picture on the handout before reading the sentences. Ask **Who's this?, What's his name?**, etc. Then

model each sentence 2-3 times out loud for students to hear. Point out the Word Bank on the handout and have the students choose the correct word to copy in the blank. Then have the students repeat each sentence line by line. Have them spell out the missing word aloud as you write it on the board for them to copy. When you reach blanks containing missing dates, dictate the dates and write them on the board for the students to copy on their papers. (NOTE: Students will not be tested on these particular dates; however, during the Civics Test, applicants may need

to understand or produce the following year dates: 1776, 1787, 1800s, 1803, 1812, 1900s. Remind the class that these Lincoln dates are **interesting, but NOT ON THE TEST**. Model the common pronunciation of dates (18-0-9, 18-60, etc.) so that the students begin to comprehend and read year dates aloud. See the **Answer Key** for all missing vocabulary and dates. Point out that **What group of people was taken to America and sold as slaves?, Name one war fought by the United States in the 1800s, What was one important thing that Abraham Lincoln did?, and Name two national U.S. holidays** are items on the Civics Test.

On the handout **Abraham Lincoln**, the information about Lincoln freeing the slaves is introduced. Show the class the 8.5" x 11" pictures of slaves and plantations in America. Make copies for students to examine in small groups or make transparencies of the images to use on an overhead projector. Ask **Who/What is in the picture?, What are they doing?**, etc., and allow students to discuss what they see. (This section and pictures are meant to be an introduction to slavery as it ties to Lincoln. There will be more elaboration on slavery and the Emancipation Proclamation in the lesson on the Civil War.) You will need to help the students understand the word **slave**, as a person who **does not have freedom** or who **is not free**. To check the students' comprehension of the words **slaves** and **free people**, put a chart on the board with three

columns, labeled **CAN THEY...**, **SLAVES**, **FREE PEOPLE**. As you review each point with the class, write YES or NO in the column for each group.

CAN THEY.....	SLAVES	FREE PEOPLE
make money?		
travel?		
own land or a house?		
attend school?		

Ask the students if there were or are slaves in their native countries. Using a world map, show the class where Africa is and explain that Africans were bought and sold as slaves in America until the 1800s. Demonstrate hand-cuffs and shackles, and the idea of "selling" human beings into slavery. Point out that **What group of people was taken to America and sold as slaves? and Name one problem that led to the Civil War** are items on the Civics Test. To further clarify and distinguish the vocabulary words, **slave** and **slavery**, write on the board **SLAVES=PEOPLE** and **SLAVERY=PROBLEM**. One possible answer to the Civics Test item **Name one problem that led to the Civil War** is **slavery**. The applicant will also study and hear the word **slave** in other Civics Test items, such as **What is one important thing that Abraham Lincoln did? (Freed the slaves)**.

Practice: Continue the same method reviewing the reading paragraphs with the handouts **Abe Lincoln's Life, President Lincoln's Death, and The Lincoln Memorial—A Special Place**. Refer to the **Answer Key** for information to fill in the blanks. For the handout **President Lincoln's Death**, there is an opportunity to teach the word assassinated since it is an important aspect in understanding Lincoln's death (and it comes up again in discussion of Dr. Martin Luther King, Jr.) Explain **When a famous person is killed, we**

say "assassinated." Go over the examples given. Then ask the students if they can recall any other famous person who was assassinated and they can fill in that person's name and the year he/she was assassinated. The handout on the Lincoln Memorial is for reading purposes only. The pictures lend themselves to discussion and comment if your students are ready. Note that the photo of Colin Powell is of his speech during a naturalization ceremony at the Memorial in April 2009.

Evaluation: The handout **Abraham Lincoln Crossword** reviews the key vocabulary and serves as a more light-hearted wrap-up activity for a serious topic. This puzzle is different from a traditional crossword in that the clues are pictures rather than a word or word phrase, and the items are not numbered in the usual fashion. This puzzle is designed for the students to use familiar lesson words by recognizing the picture cue and filling in the

blanks under each picture. Once the word is filled in, the students should locate the same beginning letters on the puzzle and fill in the correct word using the letters supplied. Many literacy level students may find the "across and down" aspects of a crossword confusing, so it might be helpful to draw the puzzle on the board to do together or use an overhead projector.

Follow-Up Extension: Have the class examine pennies and five dollar bills. Ask them to identify the images of the man and the building on the coins and paper money.

Additional Writing Practice for Literacy/Low Beginning Students: Handouts **Abraham Lincoln** and **February** are included for optional copy work. Students

can practice writing words from the Reading and Writing Vocabulary lists or from the Civics Test. Each handout includes related sentences or phrases from the test.



Slaves on a Southern plantation in May 1862.
Courtesy of the Library of Congress, LC-DIG-ppmsca-04324.



*Auction and Negro Sales, Whitehall Street, Atlanta, Georgia, 1864.
Courtesy of the Library of Congress, LC-DIG-cwpb-03351.*



*African Americans preparing cotton for the gin on Smith's Plantation, Port Royal Island, South Carolina.
Courtesy of the Library of Congress, LC-DIG-cwpb-00747.*