

Abraham Lincoln

Learning Beyond the Textbook

Schools exist for a variety of reasons one of which is to develop contributing citizens who are educated and passionate about improving their communities, their state and, ultimately, their nation. Many examples exist of famous people who did just this. Textbook companies that publish social studies materials have condensed the material to such a degree that many important and deep lessons are lost in the few pages of a textbook chapter dedicated to telling the story. New Dimension Media through CCC! Technology and curriculum support services return the integrity of deep learning that cannot be delivered by a textbook series alone.

High quality lesson plans use critical content (topics and facts) as a tool to help students understand concepts and generalizations that transfer through time and across cultures. (Lynn Erickson PHD, University of Montana, 2008)

When developing lesson high quality lesson plans, teachers should ask themselves the following questions:

** Do the ideas grow in sophistication?*

** Do the ideas become clearer from level to level because they are more specific (use more specific concepts)?*

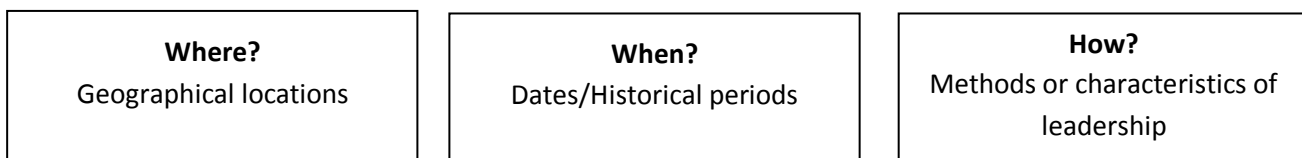
** Are the verbs active and present tense?*

** Are the ideas based in fact (truth)? Are the ideas important? Are the ideas developmentally appropriate?*

The graphic layout of this lesson is shown below:



Central Question: Who were our leaders?



So What?

What are the results or consequences of their leadership?

Do we need leaders? Can individual citizens be leaders?

Lesson Focus:

Students will compare and contrast the leadership of Abraham Lincoln with other leaders in history using a variety of curricular resources to answer the questions shown on page 1 of this lesson.

ILLINOIS:

Standards-driven Instruction

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. Apply the skills of historical analysis and interpretation.

B. Understand the development of significant political events.

C. Understand the development of economic systems.

D. Understand Illinois, United States and world social history.

E. Understand Illinois, United States and world environmental history.

HISTORICAL ERAS

Local, State and United States History (US)

- National expansion from 1815 to 1850
- The Civil War and Reconstruction from 1850 to 1877
- The emergence of the United States as a world power from 1890 to 1920

World History (W)

- Global unrest, change and revolution from 1750 to 1850
- Global encounters and imperialism and their effects from 1850 to 1914

Engaging Scenario:

You are going to be a “historical investigator” and help the curator of the Lincoln Museum prepare presentations for the 200th birthday of Abraham Lincoln in order to help visitors understand that leadership can result in both positive and negative consequences for citizens at both the local/national levels.

Students will work in cooperative groups based on a leader (or leaders) they choose to investigate and compare/contrast with Abraham Lincoln.

1. Choose a leader to investigate and compare/contrast with Abraham Lincoln
2. Research each leader’s style from a historical perspective
3. Using what you have learned, work with other groups to broaden your knowledge of leaders/leadership

Cooperative groups will display their findings by choosing one of the following:

- | | |
|----------------|-----------------|
| >model | <diagram |
| >poem | <creative story |
| >song | <cartoon strip |
| >dramatization | |

Use CCC! video resources to help students investigate leaders in history beyond a social studies textbook. A PowerPoint template has been created to help you with preparation for beginning this lesson/unit of study.

Tracking the Facts – Graphic Organizer

Leader	Historical Period	Issues	Geographical Locations	Leadership Characteristics

Going Deeper – Graphic Organizer

Leaders	Alike; how?	WHY?	Different; how?	WHY?
Historical Period				
Issues				
Geographical Locations				
Leadership Characteristics				

Create Your Own Lincoln Museum

Regardless of what type of project students choose, you can always take digital photographs of the projects and create your own museum approach to displaying students' work!

This can be used for a variety of uses including parent orientation, a video movie to show while parents wait for a school concert to begin or just for your own archiving to improve your teaching next year.



Teaching to Quality Standards – Using Rubrics to Help Eliminate Confusion

Exceeds Standards if more than ↓

Meets Standards if...

1. Visitors to the museum understand that Abraham Lincoln, like other leaders in history, experienced similar influencing factors of a historical period in time, geography, issues and leadership characteristics.
2. Visitors to the museum understand that Abraham Lincoln, unlike other leaders in history, experienced dissimilar influencing factors of a historical period in time, geography, issues and leadership characteristics.
3. Visitors to museum understand the positive and negative consequences of broad range of American leaders including Abraham Lincoln.

Working Toward Standards if less than ↑

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Learning Beyond CCC! Technology

At **New Dimension Media**, we realize that today's classroom needs resources from multiple sources. If you need more resources to support students' learning on Abraham Lincoln, we recommend you visit the following Internet sites for possible inclusion into your instruction:

Associated Content website found at:

http://www.associatedcontent.com/article/1037474/top_places_to_celebrate_abraham_lincolns.html

Provides numerous ideas for possible field trips:

Top Places to Celebrate Abraham Lincoln's 200th Birthday | Where to Go and What to See

Chicago History Museum website found at:

<http://www.chicagohistory.org/planavisit/upcomingevents/lincoln>

In 2009, the Chicago History Museum invites you to get to know Abraham Lincoln. February 12 marks the beginning of a year-long bicentennial celebration of Lincoln's birth. Throughout the year, the Museum will present a variety of exhibitions and programs that will uncover the complexities of Lincoln and reveal a man who was much like us—a spouse, a parent, a concerned citizen, a worrywart, and a dreamer.

Newsweek: A Whole Lotta Lincoln website found at:

<http://www.newsweek.com/id/137186/output/print>

Lincoln fever won't end in 2009. Next up: the 150th anniversary of his 1861-1865 presidency. And of his death. Teachers' expertise will need to continue to expand on this important historical topic.

The Poe Museum website found at:

<http://www.poemuseum.org/>

The year 2009 marks not only the 200th anniversary of Abraham Lincoln's birth, but also that of Edgar Allan Poe.

The **Educator Information Packet** is a great resource to anyone teaching Poe. The packet is the most concise source of biographical material on Poe the museum shop carries. Assembled by the museum, it is a one-stop guide to Poe's life and includes an additional sample lesson plan and a suggested reading list. Teachers can obtain a free copy of this packet on CD, go to

www.poe200th.com.

We hope you enjoy teaching this lesson/unit of study. Please feel free to request additional curriculum resources be developed by emailing jkratz@ndmquestar.com with your topic, grade level and pertinent details regarding your students' learning needs.