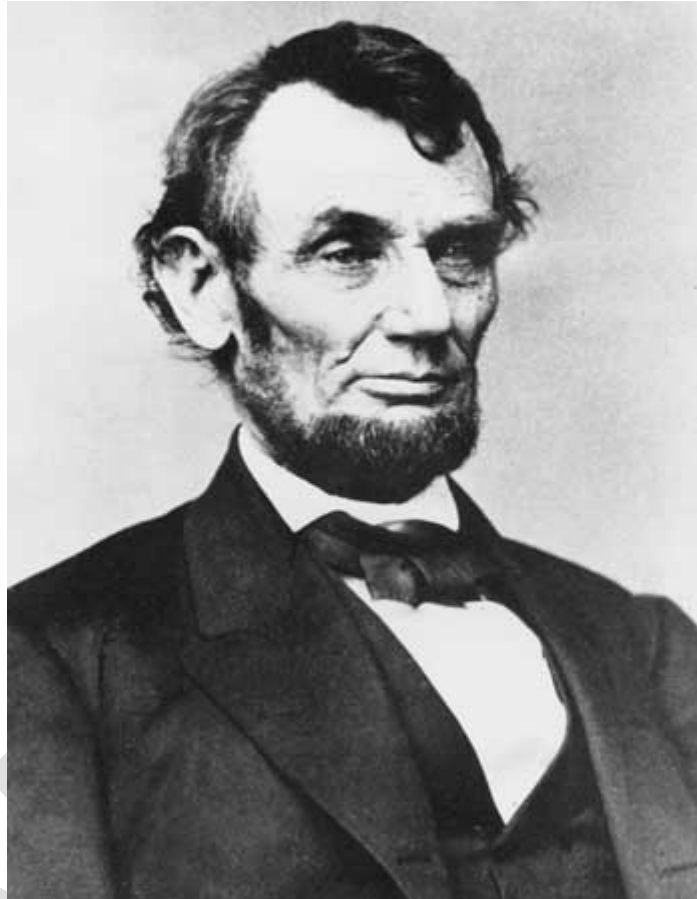


How Should We Remember Abraham Lincoln?



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Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small.

College, Career & Civic Life: C3 Framework for Social Studies State Standards

<p>Compelling Question</p>	<p>How should we remember Abraham Lincoln?</p>		
<p>Social Studies & ELA Standards</p>	<p>SS.2.2 SS.2.3 SS.2.4 SS.2.6 (Disciplinary Skills) SS.2.10 SS.2.12 (Content Themes) (ELA Skills)</p>		
<p>Why Inquire into this Topic?</p>	<p>To go beyond the traditional understanding of Abraham Lincoln and see how his words and actions helped to shape him into the political leader we have memorialized today.</p>		
<p>Supporting Question 1</p>	<p>Supporting Question 2</p>	<p>Supporting Question 3</p>	
<p>Who was "Honest Abe"?</p>	<p>How have Lincolns words lived on?</p>	<p>How do we already memorialize Abraham Lincoln?</p>	
<p>Featured Sources</p>	<p>Featured Sources</p>	<p>Featured Sources</p>	
<p>Read Works Video https://www.youtube.com/watch?v=wWKf56fgKCw</p>	<p>Quotes Bixby letter 9/11 Speech https://www.youtube.com/watch?v=AJAb4xfivNg</p>	<p>Virtual Field Trip of Lincoln Memorial</p>	
<p>Engaging with Source Materials Using Disciplinary Skills</p>	<p>Engaging with Source Materials Using Disciplinary Skills</p>	<p>Engaging with Source Materials Using Disciplinary Skills</p>	
<p>QFT Practice Paraphrasing</p>	<p>Talk Task Popcorn Sentence Hashtag Paraphrase</p>	<p>Web-Based Activities Talk Task</p>	

<p>Summative Performance Task</p>	<p>Independently, students will construct an informational writing piece around the following prompt, using pieces of evidence from their learning in the inquiry.</p> <p>Prompt: How should we remember Abraham Lincoln? Why do we memorialize him, and how can you help others remember him?</p>
<p>Taking Informed Action</p>	<p>Students create a new way to remember Abraham Lincoln in their own community.</p>
<p>Additional Background & Related Readings (hyperlinked when possible)</p>	<p>Prior to this inquiry, ensure that students have some knowledge of Abraham Lincoln, and what the country was like when he was president. It would also be helpful to design a task for students to elicit and capture student knowledge of Abraham Lincoln. Refer back to this prior knowledge throughout the inquiry.</p> <p>WCSD Librarians have provided a list of appropriate books to provide background.</p> <p>For teacher background building (and possible student extension) see:</p> <p>Several online read alouds at grade level</p> <p>BrainPopJr video on Abraham Lincoln</p>
<p>In the pages that follow, each supporting question will be accompanied by source material, questions, and tasks that provide students opportunity to engage with the content and interact with one another to make meaning and form an answer to the question. Some supporting questions may require only a single source of inquiry, while others may require multiple sources and perspectives.</p> <p>Following an inquiry into the supporting questions, students’ knowledge, skills and disciplinary thinking will be assessed with a performance task. Students will also be provided opportunities to take informed civic action. Background texts as well as extension texts are highlighted above and offer opportunities for a class or individual students to learn more deeply about the focus of this inquiry.</p>	

Source A

Compelling Question	Supporting Question
How should we remember Abraham Lincoln	Who was "Honest Abe"?
<p style="text-align: center;"><u>Engaging with the Source Instructions</u></p> <ol style="list-style-type: none"> 1. After eliciting prior knowledge from students about Abraham Lincoln, provide each student with the text and picture below. Read the text aloud as students follow along. (Vocabulary and comprehension questions are available from Readworks. Engage the whole class with a few of the questions to ensure basic comprehension.) 2. Move students into groups of three or four. Ask student groups to develop supporting questions based upon the first three paragraphs of the text and the picture. All questions are good questions. Each group should be asked to think of as many questions as they can with a minimum of 10 questions. The teacher should support this effort. 3. Have groups share out their questions. As much as possible, document questions so that the class can see them and refer back to them throughout the inquiry process. 	
<p>Source Citation: https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#!articleTab:content/</p>	

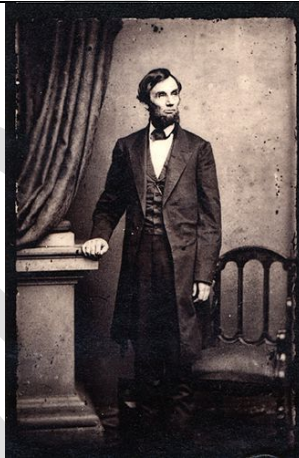


Photo of Abraham Lincoln

Abraham Lincoln is one of the most respected presidents in United States history. He was the sixteenth president of the United States. He led the country during the American Civil War. This was one of the hardest times in America’s history.

Lincoln was born in Kentucky. He had a very hard time when he was young. His mom died when he was ten years old. His family moved several times. Lincoln could not go to school for very long. He had to work instead to help his family make money.

Even though Lincoln had been through bad times, he loved to be funny and tell jokes. Lincoln was also known for being honest. People called him “Honest Abe.”

Source B

Compelling Question	Supporting Question
How should we remember Abraham Lincoln?	Who was "Honest Abe"?
<u>Engaging with the Source Instructions</u>	
<ol style="list-style-type: none"> 1. Watch the “Honest Abe Lincoln” video with no instructions. 2. Before watching it a second time, explain to students that this is a secondary source rather than a primary source because it’s a re-telling of these events. Then remind students of the last lines in the Read Works Article, “Lincoln was also known for being honest. People call him “Honest Abe.” Now watch the video and ask students to listen for examples that support this claim. 3. After the video, with varying amounts of small group talk and whole group share out based on your formative assessment of student understanding, discuss examples from the video that support the claim that Lincoln was known for being honest. 4. Provide students with the transcript of the video and ask them to do the following: <ul style="list-style-type: none"> • Restate the claim: “Abraham Lincoln was known for being honest.” • With a partner, read the transcript and summarize two examples that support the claim. • Using the template provided students will fill in Claim, Evidence, and Reasoning based on the transcript. 5. Students will likely need support to develop reasoning from the evidence that supports the claim. Please use the following example of a Think Aloud to provide support <ul style="list-style-type: none"> • (e.g. “ Hmmm. Lincoln borrowed a book from a neighbor and it got ruined by rainwater. Immediately he went to the neighbor to apologize. WOW, that’s brave.... I bet that was hard for him to do. It says he had to work for 3DAYS in the corn field to pay for the book. That’s a long time! This example shows that he was honest, even though he knew he would have a consequence. But he told the truth about what happened anyway.” 	
<p>Source Citation: https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#!articleTab:content/ https://www.youtube.com/watch?v=wWKf56fgKCw CER template</p>	
<p>Video Transcript: February 12th is the birthday of Abraham. Lincoln was born in 1809 in a log cabin near Hodgenville, Kentucky. Long before he became President, Lincoln's friends and acquaintances called him Honest Abe. When he was a boy in Indiana, he borrowed a book about George Washington from a neighbor Josiah Crawford. After rainwater ruined it, he went straight to Crawford and owned up to what had happened. He spent three days in Crawford's cornfield working to pay for the book. When Lincoln was a young storekeeper in New Salem Illinois he accidentally shortchanged a customer by six and a quarter cents. As soon as he discovered the error, he closed the shop and walked six miles to pay the money back. Lincoln's store was not a success. He and his partner, William Berry, went into debt trying to make a go of it. The store winked out* anyway. His link included and left him owing a great deal of money, especially after Berry died. He could have done what so many others in similar situations did simply head west for new frontiers and leave the debt behind. But, he resolved to stay. For a young man of his means it was a large burden. He called it with grim humor his “national debt”. It took him several years, but he paid it all back. His reputation as a lawyer caused people to say “he'll be fair and square”. One time he forced a law partner to give back half the theme* the man had charged a client. “That money comes out of the pocket of a poor demented girl”, he said and” I would rather starve than swindle her”. It's no coincidence that one of our most beloved presidents was a man who held himself to the highest standards of truthfulness.</p>	