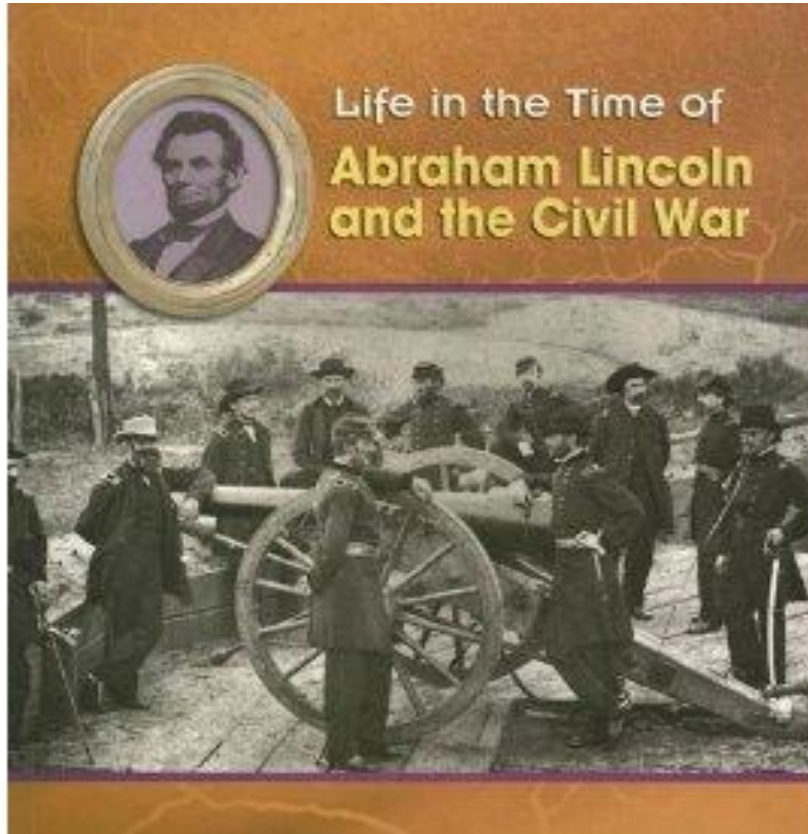


Lesson Cycle:
Abraham Lincoln and the Civil War



http://ecx.images-amazon.com/images/I/519Id0czhNL._SL500_AA300_.jpg

Expository Text: *Life in the Time of Abraham Lincoln and the Civil War*

By Lisa Trumbauer

RDNG 310, Dr. Finch
Summer 2011, M-TR 9:00am-12:00pm

Heather Gee
E00794687

TABLE OF CONTENTS

BEFORE READING

Description of Information Text/Content Information.....	4
Audience.....	4
Lesson Goals and Objectives.....	5-6
Pre-Assessments.....	6-7
Introduction of Book.....	7
Pre-Reading Strategies.....	7-9
Pre-Reading Vocabulary Strategy.....	9-10
KWL Chart (Student Handout).....	11
KWL Chart (Teacher's Guide).....	12
Anticipation Guide (Student Handout).....	13
Anticipation Guide (Teacher's Guide).....	14
Closed Word Sort (Student Handout).....	15
Closed Word Sort (Teacher's Guide).....	16
Concept Map.....	17
Preview in Context (Student Handout).....	18-20

DURING READING

Modes of Reading.....	22-23
Mini-Lesson/Think-Aloud- Reciprocal Teaching Strategy.....	23-25
Study Guide (Student Handout).....	26-30
Study Guide (Answer Key).....	31-34

AFTER READING

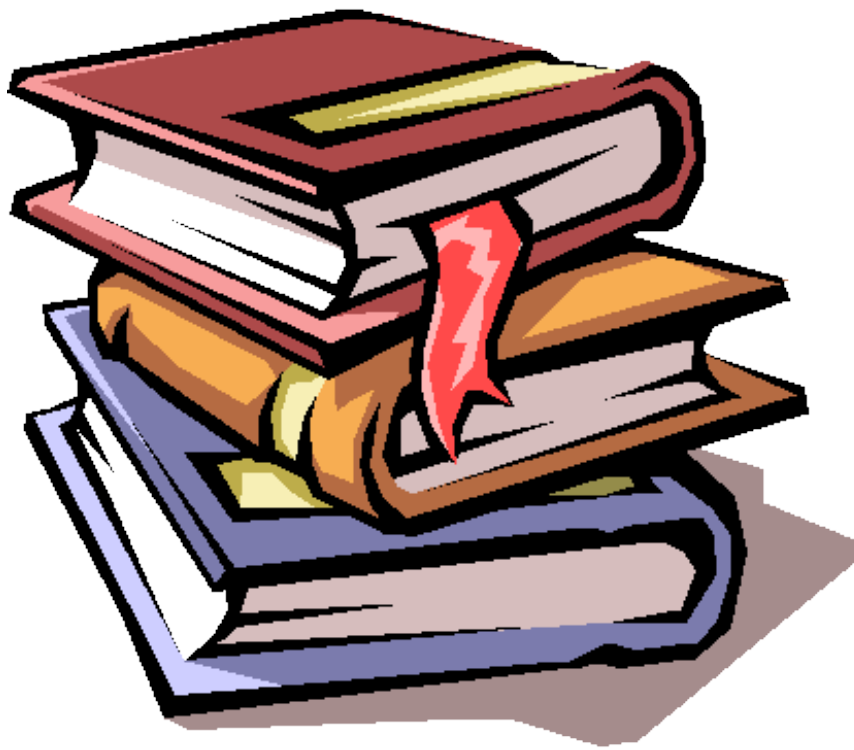
Checking for Understanding of the Expository Text.....	36
Exploring the Expository Text.....	36-37
Extending the Expository Text.....	37
Writing Assignment.....	37-39
Peer Review Checklist.....	40
Sample Article.....	41
Rubric.....	42-43

TEACHER RESOURCES

Differentiation Statement.....	45-46
Annotated Bibliography.....	47-50

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Before Reading



Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Lesson Plan: Abraham Lincoln and the Civil War

Part 1: Before Reading

Expository Text:

Bibliographical Information:

Trumbauer, L. (2008). *Life in the Time of Abraham Lincoln and the Civil War*. Chicago: Heinemann Library

Content Information:

This book starts by introducing Abraham Lincoln. It tells where he born, some of his child life, and how he became President. The book discusses events that lead up to the Civil War and how unfairly slaves were treated. The United States became divided and the Civil War began, while Lincoln was in office.

Many important events in history are stated in this book such as the Emancipation Proclamation, the battle at Gettysburg, the Gettysburg Address, and the shooting of Abraham Lincoln. Every illustration has a caption with an interesting fact.

The structure of the text is set up as sequence, describing events from 1809 when Abraham Lincoln was born to 1865 when the Civil War ends. The book has 32 pages and is divided into seventeen sections. Twelve sections are about an important event the happened before, during, or after the Civil War. The other five sections are located at the end of the text. These sections have a timeline, glossary, and other interesting facts.

The Flesch-Kincaid readability showed the text to be at a ninth grade level. This would seem unsuitable for fourth grade, but there are factors of why this was considered a higher level of readability. The text has long names of cities, battles, and documents that would affect the calculating of the readability. I consider this book to be appropriate for fourth grade because many long names are repeated throughout the book and vocabulary words will be introduced before reading. There are also many illustrations with captions to help support the text.

Audience:

This literacy lesson cycle is designed for a fourth grade class of twenty-four unique and diverse students. The students are diverse in terms of their race, interests, and learning styles. There are twelve girls and twelve boys in the class with Caucasian, African American, and Asian ethnicities.

The reading level for most of the students is at grade level, while few are a grade behind and a few are a grade ahead. Some students in the class have special needs, with disabilities including ADD and learning disabilities.

Learning Goals and Objectives:

The goals and objectives will come from the Michigan Department of Education Grade Level Content Expectations in English Language Arts for fourth grade.

Goals:

The fourth grade students will be able to:

1) Read and comprehend the informational text, *Life in the Time of Abraham Lincoln and the Civil War*. (Reading)

Objective: Students will classify what role Abraham Lincoln had in the civil war, the Emancipation Proclamation, the battle of Gettysburg, how Abraham Lincoln died.

Objective: Students will describe the main events and people of Abraham Lincoln and the Civil War through reading of this text and using various strategies to understand the vocabulary.

Objective: Students will identify the main points, ask questions, and make personal connections with the text.

Assessment of this Goal: I will assess the students by checking the following: Have the student document how much of the book they read each day. Was the student able to answer comprehension questions in discussions or written form? Was the student able to clarify the main ideas, events, and people of the text?

GLCE's:

R.WS.04.04: Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.IT.04.01: Students will identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.

R.CM.04.01: Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

2) Complete writing activities that will help students have a better understanding of the text. (Writing)

Objective: Students will complete a journal entry every other day throughout reading the text which summarizes what they have read, main events, people, and places. They will reflect on what they have read that day and what they wrote in their journals.

Objective: Students will construct a found poem from material found in the text.

Objective: Students will create a newspaper article after completing the reading of the text. The article will be on one event of Abraham Lincoln or the Civil War based on the knowledge they gained from the text and other sources.

Assessment of this Goal: I will assess the students by checking the following: Has the student followed the directions of the writing assignments? Did the student use correct information when summarizing information from the text? Did the student use information from the text to complete the written assignments?

GLCE's:

W.PR.04.02: Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).

W.PS.04.01: Students will exhibit personal style and voice to enhance the written message (e.g., in narrative text: strong verbs, figurative language, sensory images; in informational text: precision, established importance, transitions).

3) Participate and interact in group activities and discussions to have a further grasp of the text. (Speaking)

Objective: Students will participate in whole class, group, and partner discussions to clarify the main ideas and events in the text.

Objective: Students will present their speeches to the class that they wrote as part of the study guide during reading.

Assessment of this Goal: I will assess the students by checking the following: Did the student participate in whole class and group discussions? Did the student contribute their opinion? Did the students effectively convey their ideas in their speeches to the class?

GLCE's:

S.CN.04.03: Students will speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.

S.DS.04.01: Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

S.DS.04.03: Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.

4) Listen respectfully and attentively to others during discussions and presentations. (Listening)

Objective: Students will listen during whole class and group discussion while expressing their opinions and listening to their peers.

Objective: Students will listen to their peers during each student's presentation of their speech.

Assessment of this Goal: I will assess the students by checking the following: Did the student respect the opinion of others? Was the student quiet and courteous while other students were presenting their speeches? Was the student listening attentively to discussions and presentations?

GLCE's:

L.CN.04.02: Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

Pre-Assessments

1) KWL

Purpose: The purpose of the KWL is to find out the students prior knowledge on Abraham Lincoln and the Civil War. The students state what they already know and what they want to know before reading. After reading the students will add what they have learned from reading the text.

Procedure:

1. I will explain to the students that we are going to read a new book about Abraham Lincoln and the Civil War.
2. I will ask the students to think for a minute and then write down anything they think they know about Abraham Lincoln and the Civil War in the left hand column.
3. We will discuss as a class some facts we think we already know.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

4. This may raise some questions which I will tell the students to write what they want to learn in the middle column.
5. After reading the book and doing several activities about Abraham Lincoln and the Civil War the students will write down what they've learned in the right hand column. I will call on students discussing which of their questions were answered.

2) Anticipation Guide

Purpose: The purpose of an anticipation guide is to find each students prior knowledge on the text they are going to read. Using the main ideas from the text the students will decide which statements are true and which statements are false. They will fill out the chart before and after reading the text.

Procedure:

1. I will explain to the students that we are going to be reading a nonfiction book about Abraham Lincoln and the Civil War. I will tell the students all the information is factual and important.
2. I will pass out the anticipation guide and have the students look over the six ideas, marking what they think is true or false with a T or F.
3. We will discuss as a class after each student makes their guesses as to what sounds real, what doesn't, and why.
4. After reading the book and doing several activities on Abraham Lincoln and the Civil War the students will get their anticipation guides back out and state what they now think is true or false with a T or F.
5. We will go over what is true and false as a class, having students explain why certain information was correct and some wasn't.

Introduction of Book

I will introduce the book after finishing the pre-assessments. We will go over the front of the book, the title, and table of contents. After viewing the table of contents we will determine the organizational structure of the text is sequence.

1) Active Comprehension

Purpose: The purpose of having the students participate in a pre-reading activity is to create interest in the text and arouse curiosity. The students will pose questions about the text and get them wanting to read more.

Procedure:

1. The students will read the first two paragraphs on pages 4 and 5 of the text.
2. The students will discuss with the person next to them some questions about what they have read and what they want to find out as they read more.
3. We will write some questions on the front board.
4. The students will be reminded to look at the board to see if their questions are answered as they read more of the text.

Pre-Reading Strategies

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

1) Read-Aloud

Purpose: The purpose of the read-aloud is to introduce new vocabulary and concepts to the students. It will activate prior knowledge that the students already have on the subject. It is also a good way to model how to read a text. I will read the book *Freedom River* by Doreen Rappaport. This story is about an ex-slave, John Parker, who is part of the Underground Railroad. John rows slaves from Kentucky across the Ohio River into Ohio, a free state. This story is about John trying to save a reluctant family with a baby. This is appropriate for fourth grade because the concepts and vocabulary will not be too difficult. The story has beautiful illustrations and a plot that will keep the students interested and engaged. The book directly correlates with the Civil War and how the United States was separated by slave and free states.

Procedure:

1. To introduce the book I will show the cover of the text and read the title to the students. The students will make guesses as to what the book will be about. I will give the students some background information- this story is about a family who was part of the Underground Railroad- I will ask the students what they know about the Underground Railroad.
2. Before reading I will ask the students to predict what will happen and pose questions that they think will be answered.
3. During reading I will stop at various points asking the students to predict what will happen next. I will stop to clarify words or meaning by looking at the word in its context.
4. After reading we will summarize the book together. I will pose questions to foster a higher level of thinking. Questions might be: What connections from this book can you make with your own life? How does this help you understand how the United States was divided? Do you know someone who has risked their life to help someone else?

2) Closed Word Sort

Purpose: The purpose of a closed word sort is to get students to use their prior knowledge to group words into categories. The words will be associated with the Abraham Lincoln and the Civil War. This will introduce key ideas and vocabulary words from the text.

Procedure:

1. The students will get with one partner to do this activity.
2. I will give them a list of words associated with Abraham Lincoln and the Civil War.
3. The students will have about 10 minutes to place the words into the categories provided.
4. After they are finished we will discuss what words they thought belonged in each category. I will ask students for their rationale and write the correct answers on the board.

3) Concept Map

Purpose: The purpose of a concept map is to introduce students to key ideas about Abraham Lincoln and the Civil War from the text.

Procedure:

1. I will design a concept map for the students

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

2. I will give a concept map to each student to review before reading the text. This will help students become familiar with key ideas and concepts that will come up when they read the text.
3. The students and I will review the concept map together. I will remind the students that the book goes in a sequence following events that led up to the Civil War, battles, and major roles Abraham Lincoln had. The beginning of the book briefly gives information about Abraham Lincoln before he became president, which is also on the concept map.

Pre-Reading Vocabulary Strategy

1) Preview in Context

Purpose: The purpose of the preview in the context strategy is to let the students preview vocabulary words that they will need to know to read the text. The students use their prior knowledge and look at the context the word is in to figure out its meaning.

Procedure:

1. I will introduce five words to the class; Union, Confederates, Independence, Slavery, and Surrender. I write the words on the board with the page number and paragraph it can be found in. The words and passages are as follows:

Union: Page 14, Paragraph 1- “The Southern States decided that they should form their own country. They broke away from the United States, or the Union. In December of 1860, South Carolina was the first state to break away.”

Confederates: Page 19, Paragraph 1- “To emancipate something mean to free it. To proclaim something means to tell everyone. The Emancipation Proclamation told everyone that the slaves in the Confederate states were free.”

Independence: Page 6, Paragraph 1- “The United States at this time was a young country. Less than 100 years before, it has been rules by Great Britain. The United States had fought against British rule. It had won its independence and become its own country.”

Slavery: Page 10, Paragraph 1- “Most states in the North made slavery illegal, but most states in the South made slavery legal. Southern states had large plantation. Plantation owners grew cotton, tobacco, and other crops. They needed slaves to work in the plantation fields.”

Surrendered: Page 25, Paragraph 1- “In 1864 Abraham Lincoln was elected president again. On April 9, 1865, the Confederate Army surrendered to the Union Army. The Civil War was over. The United States was one country again.”

2. I will read each passage aloud to the class.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

3. Each student will be given a preview in context worksheet. The students will read the passage while thinking about the key questions given to them. After giving some time to think about the word and key questions they will write down their meaning of the word.
4. As a class, we'll discuss the meaning of each word. We will look at each word individually while I pose the following questions:
 - a. What do you know about this word?
 - b. Where have you heard this word before?
 - c. What do you think the word means?
 - d. How does the text help with the meaning of this word?
5. To conclude, the students will look up the meaning of each word in the dictionary and write it on their preview in context worksheet.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Name: _____

KWL
Abraham Lincoln and the Civil War

Directions: Before reading, fill in the K and W boxes with what you already know and what you want to know. You can add to the W box as you read and have more questions. Fill in the L box after you have read the text.

What I K now	What I W ant to know	What I L earned

Name: _____

KWL (Teacher's Guide)

Abraham Lincoln and the Civil War

Directions: Before reading, fill in the K and W boxes with what you already know and what you want to know. You can add to the W box as you read and have more questions. Fill in the L box after you have read the text.

What I Know	What I Want to know	What I Learned
<ul style="list-style-type: none">• What do you know about Abraham Lincoln?• What do you know about the Civil War?• Do you know when the Civil War was?• Can you name any important events that happened in the Civil War?• Do you know how the Civil War started?	<ul style="list-style-type: none">• What do you think you will learn about Abraham Lincoln?• What do you think you will learn about the Civil War?• What questions do you have about the Civil War?• Based on what you know about Abraham Lincoln and the Civil War, how do you think the structure of the book will be set up?	<ul style="list-style-type: none">• What did you learn about Abraham Lincoln?• What did you learn about the Civil War?• Did you learn anything that surprised you?

Name: _____

Anticipation Guide: Abraham Lincoln and the Civil War

Directions: Read the following statements regarding Abraham Lincoln and the Civil War. In the Before Reading column write whether you think the statement is True or False with a T or F. After you have read the text read the statements again to see if you would change any of your answers based on the new information you have learned.

Before Reading	Statements	After Reading
	Most Northern states were slave states and most Southern states were free states.	
	The United States fought Canada in the Civil War	
	Abraham Lincoln believed slavery should be legal.	
	African American's fought in the Civil War.	
	The North won the Civil War and Slavery became illegal.	
	Abraham Lincoln was shot and died shortly after the Civil War ended.	

Name: _____

Anticipation Guide: Abraham Lincoln and the Civil War

Answer Key

Directions: Read the following statements regarding Abraham Lincoln and the Civil War. In the Before Reading column write whether you think the statement is True or False with a T or F. After you have read the text read the statements again to see if you would change any of your answers based on the new information you have learned.

Before Reading	Statements	After Reading
	Most Northern states were slave states and most Southern states were free states.	F (False)
	The United States fought Canada in the Civil War	F (False)
	Abraham Lincoln believed slavery should be legal.	F (False)
	African American's fought in the Civil War.	T (True)
	The North won the Civil War and slavery became illegal.	T (True)
	Abraham Lincoln was shot and died shortly after the Civil War ended.	T (True)

Closed Word Sort

Directions: On a separate piece of paper sort the words below into the following categories:

- 1) People of the Civil War**
- 2) Union States**
- 3) Confederate States**
- 4) Events of the Civil War**
- 5) Contributions Abraham Lincoln made during the Civil War**

Slaves
Illinois
Tennessee
Attack of Fort Sumter
Emancipation Proclamation
North Carolina
White soldiers
Ohio
Kentucky
Harriet Tubman
Battle at Gettysburg
South Carolina
Pennsylvania
African American Soldiers
Georgia
Louisiana
The 13th Amendment
Mississippi
Virginia
The Gettysburg Address
Alabama
Michigan
Abraham Lincoln
The United States Separates
The Confederacy Surrenders

Closed Word Sort

Answer Key

Directions: On a separate piece of paper sort the words below into the following categories:

1) People of the Civil War

Slaves
White soldiers
Harriet Tubman
African American Soldiers
Abraham Lincoln

2) Union States

Illinois
Ohio
Pennsylvania
Michigan

3) Confederate States

Tennessee
North Carolina
Kentucky
South Carolina
Georgia
Louisiana
Mississippi
Virginia
Alabama

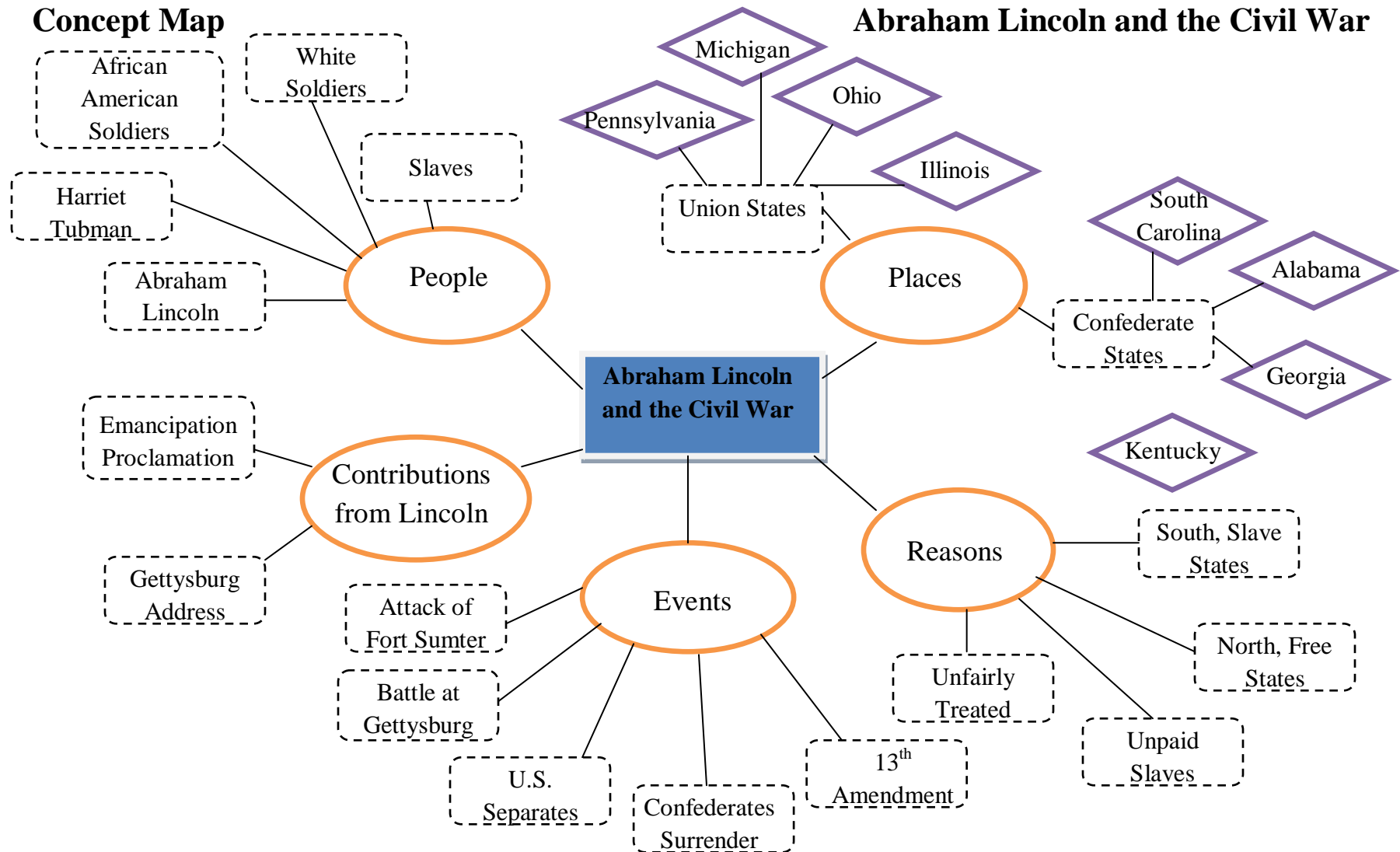
4) Events of the Civil War

Attack of Fort Sumter
Battle at Gettysburg
The United States Separates
The Confederacy Surrenders
The 13th Amendment

5) Contributions Abraham Lincoln made during the Civil War

Emancipation Proclamation
The Gettysburg Address

Concept Map



Name: _____

Preview in Context

Abraham Lincoln and the Civil War Vocabulary Terms

Directions: Read each of the vocabulary words in its context to determine the meaning. Write your meaning of the word after thinking about the questions presented to you and clues in the context. After we discuss the words, look up the definition in the dictionary and write it in the space provided.

1) Union

Page 14, Paragraph 1

“The Southern States decided that they should form their own country. They broke away from the United States, or the Union. In December of 1860, South Carolina was the first state to break away.”

Think about these key questions:

1. When the United States separated, what were the two new countries called?
2. Where have you heard of the word Union before?
3. What is the passage telling you about the word?

My Definition: _____

Dictionary Definition: _____

2) Confederates

Page 19, Paragraph 1

“To emancipate something mean to free it. To proclaim something means to tell everyone. The Emancipation Proclamation told everyone that the slaves in the Confederate states were free.”

Think about these key questions:

1. Were the slaves free in the North or South states?
2. What is the passage telling you about this word?

My Definition: _____

Dictionary Definition: _____

3) Independence

Page 6, Paragraph 1

“The United States at this time was a young country. Less than 100 years before, it has been ruled by Great Britain. The United States had fought against British rule. It had won its independence and become its own country.”

Think about these key questions:

1. Do you know what the word ‘independent’ means?
2. Is there a holiday celebrating this? What does that holiday mean?
3. Does it sound like independence is a good or bad thing?

My Definition: _____

Dictionary Definition: _____

4) Slavery

Page 10, Paragraph 1

“Most states in the North made slavery illegal, but most states in the South made slavery legal. Southern states had large plantations. Plantation owners grew cotton, tobacco, and other crops. They needed slaves to work in the plantation fields.”

Think about these key questions:

1. What does it mean to be a slave?
2. Were the north free states?
3. What is the passage telling you about this word?

My Definition: _____

Dictionary Definition: _____

5) Surrendered

Page 25, Paragraph 1

“In 1864 Abraham Lincoln was elected president again. On April 9, 1865, the Confederate Army surrendered to the Union Army. The Civil War was over. The United States was one country again.”

Think about these key questions:

1. Who won the Civil War?
2. Have you heard this word before? If so, where?

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

3. What is the passage telling you about the word?

My Definition: _____

Dictionary Definition: _____

During Reading



Lesson Plan: Abraham Lincoln and the Civil War

Part 2: During Reading

Modes of Reading:

The fourth graders are at varying reading levels of reading ability. Some students are below, at, or above level. I will address their reading needs as follows:

Below Level Readers:

- Below level readers will take part in Interactive Guided Reading lessons with the teacher and text. These books will have some concepts and vocabulary that may be new to the students, they will benefit from the teacher being right there. The students will read the book quietly to themselves as I come around to listen to each child individually. We will stop at words or concepts that need clarification and answer corresponding questions on the study guide. During the lesson I will encourage the students to make predictions, connections, and to look at the pictures and context to figure out an unfamiliar word. Any parts of the text that prove to be too difficult, I will read aloud as the students follow along and ask questions for clarification.

The below level readers will do the Reciprocal Teaching Strategy with the rest of the class, but I will provide them with more guidance and support, whereas, the rest of the class will be working independently or with a partner.

I may use Cooperative Reading with some students if I see they are using reading strategies correctly and understanding most of the concepts and vocabulary.

At Grade Level Readers:

- Most of the students will be at grade level reading and will participate in Cooperative Reading lessons. The students will get with a partner and read the assigned text silently. After reading the text they will discuss with their partner what they have read. Before the students read the assigned text for the day I will go over the study guide questions. I will remind the students to work on the questions with their partner after they've finished the assigned reading.

The at grade level readers will do the Reciprocal Teaching Strategy while reading. With their partner the students will complete the four date paper for each section of the book.

Above Level Readers:

- These students will do Independent Reading. They will read the assigned sections and study guide independently. After reading the assigned section and completing the study guide questions the students will get with a partner to discuss the reading and answers they found.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

The above level readers will do the Reciprocal Teaching Strategy and completing the four door paper independently and then discussing what they wrote with a partner.

Mini-Lesson: Reciprocal Teaching Strategy

Purpose: The purpose of the Reciprocal Teaching Strategy is to help students comprehend and analyze this text and any other text read in the future. This strategy has students use a step-by-step process to make predictions, ask questions, clarify words and concepts, and summarize the text to have a further understanding of what they are reading. When the students make predictions and ask questions while reading they become more involved in the text. When the students read further they get to answer their questions and find out if their predictions were correct.

Introduction:

“Students, today we are going to begin the expository text *Life in the Time of Abraham Lincoln and the Civil War*. We will be using the Reciprocal Teaching Strategy while reading. As you remember, we will make predictions before and during reading, write or ask questions as they come up, clarify words or concepts that need further understanding, and summarize what we have read at the end of each section. Your job is to read the text and record your predictions, questions, words and concepts for clarifying, and a summary on the four door paper at the end of each section.”

Modeling Predicting:

Look over the front cover and back cover of the book and read the title.

“From examining the front cover I predict the story takes place a long time ago because the cover picture is in black and white. I predict that the book will be about Abraham Lincoln because there is a picture of him on the cover. It has the words “Civil War” in the title and on the back of the book, so I predict this book will also be about a War.

I am going to read aloud the first two pages (pages 4-5) and make more predictions about the book:

I read that Abraham Lincoln moved from Kentucky to Illinois when he was 21 years old. I predict the book might have something to do with why he moved from the south to the north.

It says that Abraham Lincoln was the 16th president so I predict the book will tell about events that happened during his presidency.”

Guided Practice: Students will read chapter two (pages 6-7) and make two predictions on their four door paper. The students will share their predictions with their partner, we will then share discuss the predictions as a class before we continue.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Modeling Questioning: (after reading aloud the first chapter; pages 4-5)

I will tell the students that as they read they will come across information they will have questions about. It's important to write down these questions to see if we find the answers in the text as we continue to read. I will tell the students to remember the five "W" question words while reading; *who, what, where, when, and why*. This will help generate questions and get more information from the text. I will tell the students to write their questions in "I wonder" format, which I will model for them:

"I wonder what were Abraham Lincoln's different jobs."

"I wonder why Abraham Lincoln moved from Kentucky to Illinois."

Guided Practice: Students will write one more "I wonder" question about the first chapter (pages 4-5). The students will write two more "I wonder" questions after reading chapter two (pages 6-7). They will write down their questions on their four door paper. The students will discuss their questions with their partner and we will go over them as a class after reading.

Modeling Clarifying: (after reading chapter 1; pages 4-5)

"I've never heard the word "frontier" before. From the context it seems to mean a place to live where not many other people did because that's where Abraham Lincoln's log cabin was. I'm not too familiar with the word "elected". I've heard people say it when it's time to vote for a president. From the context it seems to mean it's what you do to choose someone for a position in the government."

Guided Reading: Students will write down two more words or concepts after reading chapter two (pages 6-7) on their four door paper. We go over words and concepts as a class for further clarifications.

Model Summarizing: (after reading chapter 1; pages 4-5)

I will tell students that summarizing helps us to think about what we have read and make sense of it. A summary is a short account of what the text or part of the text was about. I will tell the students they can start their summaries with "In this section, I learned..." I will give the students an example of how to write a summary after reading chapter one (pages 4-5):

"In chapter one, I learned Abraham Lincoln was the 16th president. Lincoln was born in Kentucky and eventually moved to Illinois where he was elected to the Illinois state government. Elect means to choose someone by voting."

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Guided Practice: Students will write down at least a two sentences summary of chapter one (pages 4-5) in their four door paper. The students will share their summaries with their partner, where they will be edited, recorded, and shared with the class.

Independent Practice:

The students will continue to use the Reciprocal Teaching Strategy throughout reading the entire book. They will record and complete a four door paper for each chapter. The students will do this by reading the first paragraph, make a prediction, and recording it on the four door paper. They will come up with at least two questions after reading the first two paragraphs and record them on their four door paper. As the students continue to read they will develop words and concepts that needs clarifying and write a brief summary of the chapter, not more than three or four sentences. These will also be recorded on their four door paper.

Metacognition:

After modeling the strategies of the Reciprocal Teaching Strategy for the first few sections, the students will be asked what strategy helped them to read and recall the text and why this strategy was helpful for them.

Name: _____

Study Guide- *Life in the Time of Abraham Lincoln and the Civil War*

1. What government did Abraham Lincoln work for before he became president? (pg. 5- Bloom's: Knowledge; QAR: Right There Question)

2. Who did the United States win its independence from? (pg. 6- Bloom's: Knowledge; QAR: Right There Question)

3. How many states did the United States start with? (pg. 7- Bloom's: Knowledge; QAR: Right There Question)

4. Why did the early leaders not want one big government to have too much power? (pg. 8- Bloom's: Analysis; QAR: On My Own Question)

5. Based on your knowledge of slavery, why wouldn't someone want to be a slave? (pg. 9- Bloom's: Application; QAR: Think and Search Question)

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

6. Why did most Southern states have slaves? (pg.10- Bloom's: Knowledge; QAR: Right There Question)

7. How would you have created the plantations in the South differently so that they wouldn't need slaves? (pg. 10-11- Bloom's: Synthesis; QAR: On My Own Question)

8. If you were living in a northern state, would you have taken part in the Underground Railroad, helping slaves to escape? Why or why not? (pg. 12- Bloom's: Evaluation; QAR: On My Own Question)

9. Who was the President of the Confederate States? (pg. 14- Bloom's: Knowledge; QAR: Right There Question)

10. Name four states that were part of the Confederacy. (pg. 14- Bloom's: Comprehension; QAR: Right There Question)

-
-
11. Why would the Confederate Army attack Fort Sumter, which is in a Confederate State? (pg. 16- Bloom's: Analysis; QAR: On My Own Question)

-
-
-
-
12. Why was the attack on Fort Sumter such a major event? (pg. 16- Bloom's: Comprehension; QAR: Think and Search Question)

-
-
13. When did Abraham Lincoln become president? (pg. 17- Bloom's: Knowledge; QAR: Right There Question)

-
-
14. Compare and contrast the Union Army to the Confederate Army. (Bloom's: Analysis; QAR: Author and Me Question)

-
-
15. Read the paragraph on page 19, explain who wrote the Emancipation Proclamation and what it means. (pg. 25- Bloom's: Comprehension; QAR: Right There Question)
-
-

16. Why was it an important victory when the Union Army won the battle at Gettysburg? (pg. 20- Bloom's: Evaluation; QAR: On My Own Question)

17. Who did the Gettysburg Address honor? (pg. 21- Bloom's: Knowledge; QAR: Right There Question)

18. If you were a black American during the time of the Civil War would you have fought in the War? Why or why not? (pg. 22-23- Bloom's: Evaluation; QAR: On My Own Question)

19. How did the black American soldiers earn respect from the white American soldiers? (pg. 23- Bloom's: Knowledge; QAR: Right There Question)

20. Explain why you think the Union Army kept winning battles in the Civil War? (pg. 24- Bloom's: Analysis; QAR: Author and Me Question)

-
21. When was Abraham Lincoln elected president again? (pg. 25- Bloom's: Knowledge; QAR: Right There Question)
-
-

-
22. What happened when the Confederate Army surrendered to the Union Army? (pg. 25- Bloom's: Comprehension; QAR: Right There Question)
-
-

-
23. Where did the Confederacy surrender to the Union? (pg. 25- Bloom's: Knowledge; QAR: Right There Question)
-
-

-
24. When and how did Abraham Lincoln die? (pg. 27- Bloom's: Knowledge; QAR: Right There Question)
-
-

-
25. Compose a short speech that you could have given about any event during Abraham Lincoln and the Civil War. (Bloom's: Synthesis; QAR: On My Own Question)
-
-
-
-
-
-
-

Name: _____

Study Guide- *Life in the Time of Abraham Lincoln and the Civil War*

ANSWER KEY

1. What government did Abraham Lincoln work for before he became president? (pg.5- Bloom's: Knowledge; QAR: Right There Question)

The Illinois State Government

2. Who did the United States win its independence from? (pg.6- Bloom's: Knowledge; QAR: Right There Question)

Great Britain

3. How many states did the United States start with? (pg.7- Bloom's: Knowledge; QAR: Right There Question)

13 States

4. Why did the early leaders not want one big government to have too much power? (pg.8- Bloom's: Analysis; QAR: On My Own Question)

One big government with too much power might take too much control and try to take over, like Great Britain did.

5. Based on your knowledge of slavery, why wouldn't someone want to be a slave? (pg. 9- Bloom's: Application; QAR: Think and Search Question)

When you are a slave you belong to someone else. Slaves don't get paid for all their hard work and have to do everything the owner says. If slaves don't listen to the owner they might be beaten.

6. Why did most Southern states have slaves? (pg.10- Bloom's: Knowledge; QAR: Right There Question)

Most Southern states had large plantations. Plantation owners grew cotton, tobacco, and other crops. The owners needed slaves to work in the fields for them.

7. How would you have created the plantations in the South differently so that they wouldn't need slaves? (pg. 10-11- Bloom's: Synthesis; QAR: On My Own Question)

Answers will vary, but their opinions must be supported by the text.

8. If you were living in a northern state, would you have taken part in the Underground Railroad, helping slaves to escape? Why or why not? (pg. 12- Bloom's: Evaluation; QAR: On My Own Question)

Answers will vary, but their opinions must be supported by the text.

9. Who was the President of the Confederate States? (pg. 14- Bloom's: Knowledge; QAR: Right There Question)

Jefferson Davis.

10. Name four states that were part of the Confederacy. (pg. 14- Bloom's: Comprehension; QAR: Right There Question)

Four of the following is correct: South Carolina, Alabama, Florida, Georgia, Louisiana, Mississippi, Texas, Virginia, North Carolina, Tennessee, or Arkansas.

11. Why would the Confederate Army attack Fort Sumter, which is in a Confederate State? (pg. 16- Bloom's: Analysis; QAR: On My Own Question)

The Confederate Army attacked Fort Sumter because South Carolina had just become a Confederate State and the Fort was still under the Union Army.

12. Why was the attack on Fort Sumter such a major event? (pg. 16- Bloom's: Comprehension; QAR: Think and Search Question)

The attack on Fort Sumter was such a major event because it's what started the Civil War.

13. When did Abraham Lincoln become president? (pg. 17- Bloom's: Knowledge; QAR: Right There Question)

Abraham Lincoln became President in 1861.

14. Compare and contrast the Union Army to the Confederate Army. (Bloom's: Analysis; QAR: Author and Me Question)

The Union Army was in the northern part of the United States. The Union had a much bigger population, better artillery, and wore dark blue uniforms. The Confederate Army believed slavery should be legal, were liberals, and wore grey uniforms.

15. Read the paragraph on page 19, explain who wrote the Emancipation Proclamation and what it means. (pg. 25- Bloom's: Comprehension; QAR: Right There Question)

The Emancipation Proclamation was written by Abraham Lincoln. It proclaims the freedom of all slaves in the Confederate states.

16. Why was it an important victory when the Union Army won the battle at Gettysburg? (pg. 20- Bloom's: Evaluation; QAR: On My Own Question)

The Union Army winning the battle at Gettysburg was an important victory because it meant the Union was that much closer to winning the Civil War and setting all the slaves free.

17. Who did the Gettysburg Address honor? (pg. 21- Bloom's: Knowledge; QAR: Right There Question)

The Gettysburg Address honored all the soldiers who had died in the battle at Gettysburg.

18. If you were a black American during the time of the Civil War would you have fought in the War? Why or why not? (pg. 22-23- Bloom's: Evaluation; QAR: On My Own Question)

Answers may vary, but opinions must be supported by the text.

19. How did the black American soldiers earn respect from the white American soldiers? (pg. 23- Bloom's: Knowledge; QAR: Right There Question)

The black American soldiers fought well and hard for the Union Army, earning respect from the white American Soldiers.

20. Explain why you think the Union Army kept winning battles in the Civil War? (pg. 24- Bloom's: Analysis; QAR: Author and Me Question)

Answers may vary, but opinions must be supported by the text.

21. When was Abraham Lincoln elected president again? (pg. 25- Bloom's: Knowledge; QAR: Right There Question)

Abraham Lincoln was elected President again in 1864.

22. What happened when the Confederate Army surrendered to the Union Army? (pg. 25- Bloom's: Comprehension; QAR: Right There Question)

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

The United States became one country again.

23. Where did the Confederacy surrender to the Union? (pg. 25- Bloom's: Knowledge; QAR: Right There Question)

The Confederacy surrendered to the Union at the Appomattox Court House in Virginia.

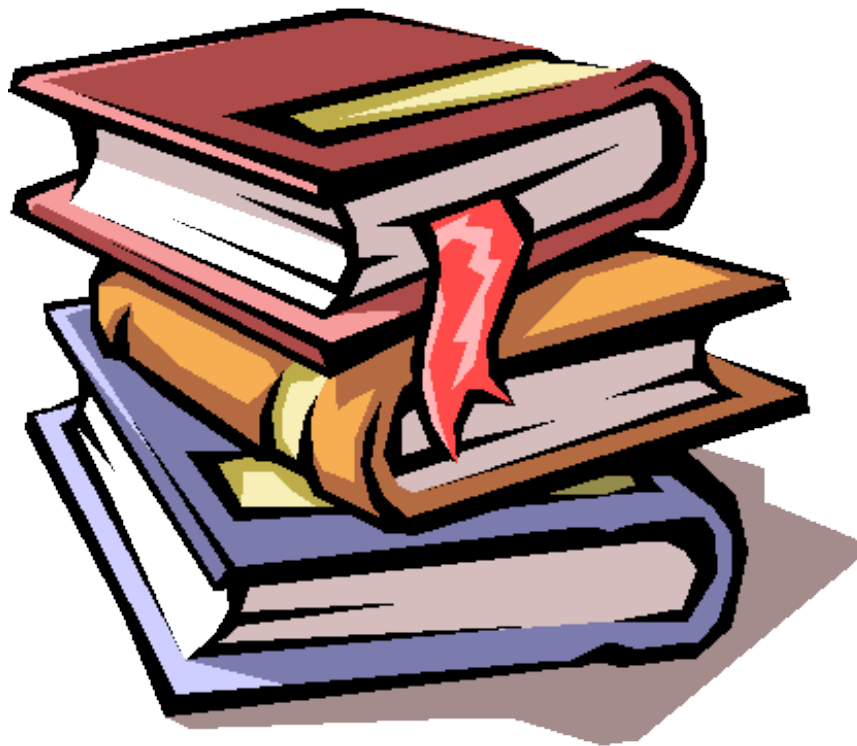
24. When and how did Abraham Lincoln die? (pg. 27- Bloom's: Knowledge; QAR: Right There Question)

Abraham Lincoln died on April 14, 1865 after being shot by John Wilkes Booth.

25. Compose a short speech that you could have given about any event during Abraham Lincoln and the Civil War. (Bloom's: Synthesis; QAR: On My Own Question)

Answers will vary.

After Reading



Lesson Plan: Abraham Lincoln and the Civil War

Part 3: After Reading

Checking for Understanding of the Expository Text

1) KWL Chart (L section)

Purpose: The purpose of the L section of the KWL chart is for students to see what they have learned after reading the text. Students will look at what they already knew and what they wanted to learn before reading. When the students complete the L section it will allow them to see how much they have learned and whether they learned what they wanted to. The students will finish their chart with a partner to see what their partner learned and answer any remaining questions about Abraham Lincoln and the Civil War.

Procedure:

1. The students will look over the K and W sections of the KWL chart.
2. They will complete the L section with a partner with what they have learned from the text. I will tell the students to think about the people, places, and events of Abraham Lincoln and the Civil War while completing the chart.
3. As cooperative learning the students will work with a partner to discuss what they have learned. The students will hear what others learned and could possibly answer anything they were still not sure about from their W section of the chart.

2) Anticipation Guide (After Reading Section)

Purpose: The purpose of completing the Anticipation Guide after reading is for the students to compare what they originally thought about Abraham Lincoln and the Civil War to what they know now, after reading the text. The class discussion after completing the Anticipation Guide is for students to compare their opinions and see what other have learned through reading the text.

Procedure:

1. The students will complete the After Reading section of their Anticipation Guide.
2. We will discuss the answers as a class. We will discuss whether their answers changed, why some did, and why some didn't.

Exploring the Expository Text

1) Students Speech

Purpose: The purpose of having the students write speech is for the students to share with the class wrote they wrote as their speech as part of their study guide, completed during reading. The students will be using their speaking and listening skills as part of this activity, which is fulfilling two of the goals for this lesson cycle. This activity also lets the students put into writing and then speak their opinion and views about Abraham Lincoln and the Civil War. The students can present the knowledge they gained from reading the text to the class. The students will be using additional resources to help create their speeches.

Procedure:

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

1. The students will have already written a short speech that they could have given about any event during Abraham Lincoln and the Civil War. (Part 2 Study Guide Question 25)
2. The students will review their speeches thinking about anything they might want to add to them. The students will visit either of these websites to add anything else to their speech: http://www.americaslibrary.gov/jb/civil/jb_civil_subj.html or <http://www.whitehouse.gov/about/presidents/abrahamlincoln>.
3. The students will revise and edit their speeches.
4. Each student will present their speech to the class.

Extending the Expository Text

1) Found Poem

Purpose: The purpose of a found poem is for students to use key words and phrases found in the text to create a poem. When the students have to use key words and phrases it requires them to think and reflect on what they read in the text. The students have to fully understand a concept about Abraham Lincoln and the Civil War in order to convey their message and create their found poem.

Procedure:

1. The students will choose one major event about Abraham Lincoln or the Civil War and will write a poem about it.
2. The students will be told they have to use some of the key words and phrases from the text to describe the event in their poem.
3. After the students have found key words or phrases from the text they will construct their poem.
4. Once the students have finished their poems, they will be put into groups of four. The students will share their poems within their groups.

Writing Assignment (Using the FAT-P Process)

The students will complete a writing assignment after finishing the reading of the expository text on Abraham Lincoln and the Civil War. They will be writing a newspaper article on one of the main events of Abraham Lincoln and the Civil War. The students will choose the event they want to write about. The students can only write about one event and use vocabulary and ideas from the text.

Prewriting:

The prewriting activities will help the students to get their ideas down on paper of what they need to include in their newspaper article. The students will be using the FAT-P process to support their writing while making their article. The article will be four paragraphs long; a beginning, body, and conclusion. I will offer a lot of assistance during the prewriting, as it is the most important process and needs to be done well in order to have a good article.

Format: The writing assignment will be done as a newspaper article, which will have four paragraphs.

Audience: The students will be pretending they are a reporter and are writing to the citizens of their community during the time of Abraham Lincoln and the Civil War.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Topic: The topic of the newspaper article will be about one major event of Abraham Lincoln and the Civil War.

Purpose: The purpose of this writing assignment is for the students to inform the citizens of their community about the major event of Abraham Lincoln and the Civil War.

Newspaper Article Content:

The first paragraph of the article will be something to grab the reader's attention. The student will need to come up with something to get the reader interested such as "An unexpected event" or "Many people lost their lives today". The student must also tell the reader what they will be talking about in the article.

The second paragraph will give the events setting. The student must include the city and state and when the event occurred. The students must also include specifics of the setting, whether it was in the Confederate or Union states.

The third paragraph must include specific historical information about the event. This can come from the text they read or an outside source. The student must include three pieces of information about what happened at the event and people involved. The students must also include new vocabulary words the student learned through reading the text.

The fourth paragraph will be the conclusion of the article. This must paragraph must include what happened as a result of the event. The student will also inform why this event was an important part of Abraham Lincoln and the Civil War.

The article must have a title, their name as the author, and at least one picture (they can get from the text or on line).

NOTE** We will brainstorm as a class different topics to use as the major event for the newspaper article. I will write the ideas on the board, the students can pick from one on the board or come to me with a topic of their own choosing. Topic ideas could be: The Fort Sumter Battle, the Emancipation Proclamation, the Battle of Gettysburg, The Gettysburg Address, or the Confederacy Surrendering.

Modeling:

Before the students begin I will model how to write a newspaper article. I will begin by showing the students where they can gather information from. I will inform the students they can use their text, poems, journals, and study guides for getting information to write the article. I will show the students on the board what I expect of them in every paragraph.

I will remind the students of the two websites used for writing their speeches (http://www.americaslibrary.gov/jb/civil/jb_civil_subj.html and <http://www.whitehouse.gov/about/presidents/abrahamlincoln>). These websites can be accessed for more information to write their newspaper article.

I will show the students the sample newspaper article (attached) that I created, it meets all the requirements for the assignment. We will read the article together by taking turns to read each paragraph. We will stop after every paragraph to look at the board to make sure it includes all the criteria for the assignment.

Drafting:

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

After we have brainstormed ideas to write our articles about, I will write them all on the board. If a student has a different idea in mind they will have to ask me about it before beginning. I will remind the students to use their text, poems, journals, and study guide to gather information for writing their article. The students will be allowed to use the internet if we agree it is necessary.

The students will be reminded that this is just a draft and it does not have to be perfect. The content in the article draft is the most important during this stage. Spelling and grammar will not be looked at until all the content is there. I will be looking to see that historical information is included, this would be the date, place, people, and key points of the event.

Revising:

The students will be doing a peer edit to each other's papers. The students will pass their paper to the person sitting to their right. As a class we will go over the Peer Revising Checklist given to them. The students will carefully read the first paragraph silently, we will make sure the criteria needed for that paragraph is there. The students will write on the Peer Revising Checklist what they need to fix or just do a check if it is correct. We will continue to do this for every paragraph.

Editing:

After the students have completed each other's Peer Revising Checklist and revised their articles using the suggestions from their peers they will begin to edit their articles. I will tell the students that spelling and grammar must be correct from this point forward. The students will be told to look in their text to find the spelling of a new vocabulary word. Students will also be allowed to use the dictionary, ask one another, and ask me for the correct spelling of words.

Publishing:

Since the students are creating a newspaper article, the final product must be typed. I will go over as a class in the library how to set up a newspaper article on the computer, such as putting the article into columns.

When all the articles are complete I will compile them altogether as one large class newspaper. The newspaper will be set outside our classroom for the students, parents, and visitors to look at.

Abraham Lincoln and the Civil War Newspaper Article

Peer Revising Checklist

Paragraph #1:

- ☐ The opening sentence grabs the reader's attention.
- ☐ The event that will be discussed is introduced.

Paragraph #2:

- ☐ The date of the event is stated.
- ☐ The name of the city and state where the event took place is included.
- ☐ Any additional information about the setting of the event is included.

Paragraph #3:

- ☐ At least three details about the event are included.
- ☐ Key people involved in the event are named.
- ☐ At least three new vocabulary words from the text are used.

Paragraph #4:

- ☐ What happened as a result of the event is included.
- ☐ Why this event was significant during Abraham Lincoln and the Civil War is included.

Headline:

- ☐ The title of the article is written on the top of the paper.
- ☐ The title is short and gives the main idea of the article.

Pictures:

- ☐ At least one picture is used.

Sample Article

Fort Sumter Battle

By Heather Gee



Pictured above is Fort Sumter in ruins after the battle.
<http://www.civilwarstory.nstemp.com/links/fort-sumter.html>

An unexpected event took place these past two days when the first battle of the Civil War began at Fort Sumter.

The battle started two days ago, April 12 and ended yesterday April 13, 1861. The people of Fort Sumter, South Carolina were caught off guard at this coastal defense center.

Six days before this event South Carolina had just broken away from the United States and became part of the Confederacy. Yet, Fort Sumter remained a Union fort. The Confederacy wanted Fort Sumter to

surrender to the Confederate Army. Major Robert Anderson declined and the Confederate Army attacked Fort Sumter. The battle lasted 34 hours until the fort surrendered. No one from the Union or Confederate Army was killed. Fort Sumter now lies in ruins below dirt and debris of the two day battle.

As a result of this unexpected event, the Civil War has officially begun. The United States is now at war with one another. This event shows how bad of shape our country is in. Abraham Lincoln goes on to write the Emancipation Proclamation letting all slaves in the Confederate states to be free.



Pictured above is a Union and Confederate Soldier. Union Soldiers where dark blue and Confederate Soldiers where gray uniforms.
http://www.masonicsourcebook.com/civil_war_soldiers-union_confederate.GIF

Heather Gee
 July 5, 2011
 RDNG 310
 Lesson Cycle

6+1 Trait Writing Model: Abraham Lincoln and the Civil War Writing Assignment

Teacher Name: **Heather Gee**

Student Name: _____

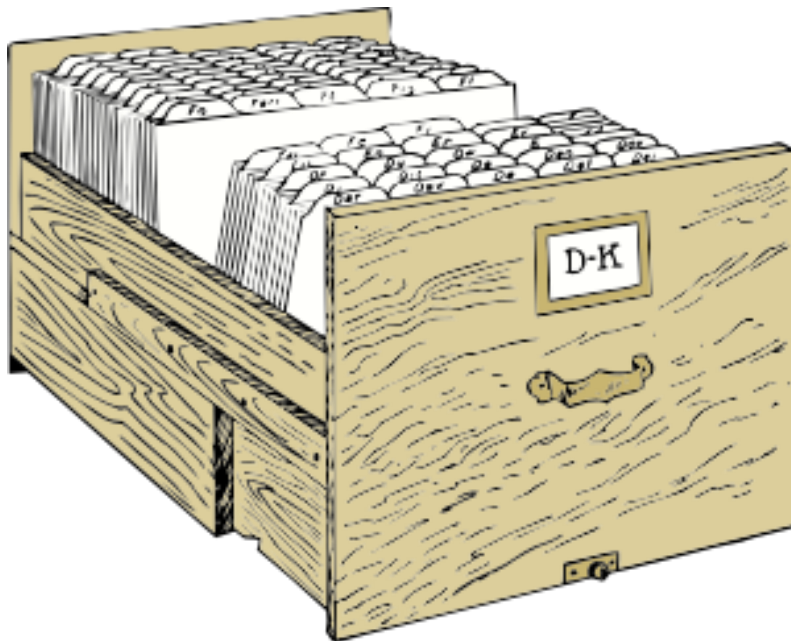
Category	4	3	2	1
Focus on Topic (Content)	There is one clear focused topic or major event of Abraham Lincoln and the Civil War. The main idea stands out and is supported by detailed information.	The one clear topic or major event, but general supporting information.	The topic or major event is somewhat clear, more supporting information is needed.	The topic or major event is not clear. There is almost no supporting information.
Sequencing (Organization)	Details are in a logical order, keeping the reader's interest. There are four paragraphs, each containing the information according to the checklist.	Details are placed in a logical order, but not in a way that keeps the reader's interest. There are four paragraphs, containing most of the information on the checklist.	Some details are not in a logical order, keeping the reader distracted. There are less than four paragraphs missing most of the information on the checklist.	Most details are not in a logical order. The writing is completely unorganized. There are less than four paragraphs missing with most of the information on the checklist not being met.
Introduction (Organization)	The introduction grabs the reader's attention and states the focused topic or major event.	The introduction states the focused topic or major event, but is not particularly attention grabbing.	Some of the focused topic or major event is in the introduction. It does not effectively grab the reader's attention.	There is no clear introduction of the focused topic or major event.
Sentence Structure (Sentence Fluency)	All sentences are well constructed with varied structure.	Most sentences are well constructed with varied structure.	Most sentences are well constructed but have similar structure.	Most are run on sentences with no structure.
Word Choice	Writer uses words and phrases that can draw pictures in the readers mind and the placement of words are accurate. A variety of vocabulary words are used.	Writer uses words and phrases that can draw pictures in the readers mind, but placement of words is forced. A few vocabulary words are used.	Writer uses words that communicate clearly, but lacks variety. Only one or two vocabulary words are used.	Writer uses little vocabulary that does not communicate or spark interest to the reader. Some jargon is used, but in the wrong context. No vocabulary words are used.

Commitment (Voice)	The writer successfully uses several reasons to show why the reader should want to know or care about the topic.	The writer successfully uses one or two reasons why the reader should want to know or care about the topic.	The writer attempts to make the reader want to know or care about the topic, but is not really successful.	The reader made no attempt to make the reader want to know or care about the topic.
Capitalization & Punctuation (Conventions)	The writer makes no capitalization or punctuation errors, making the paper very easy to read.	The writer makes one or two capitalization or punctuation errors, but the paper is still easy to read.	The writer makes a few errors in capitalization and punctuation, making the paper a bit difficult to read.	The writer makes many capitalization and punctuation errors that catch the reader's attention so much it is very difficult to read.
Grammar & Spelling (Conventions)	The writer makes no errors in grammar or spelling that distract the reader from the content.	The writer makes one or two grammar or spelling errors that distract the reader from the content.	The writer makes three or four errors in grammar or spelling that distract the reader from the content.	The writer makes more than four grammar or spelling errors that distract the reader from the content.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are not credible and are not cited correctly.

Date Created: July, 28, 2011 1:46 pm

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Teacher Resources



Differentiation Statement

Content:

I determined the readability of the text using the Flesch-Kincaid readability formula. It found various passages of the text to be at a ninth grade reading level. I determined this book to be at a fourth grade reading level because several factors contributed to why it would be at a higher reading level. The text has long names of cities, battles, and documents that would affect the calculating of the readability. I consider this book to be appropriate for fourth grade because many long names are repeated throughout the book and vocabulary words will be introduced before reading. There are also many illustrations with captions to help support the text.

The students are at varying levels of reading, so I will use different modes of reading for below, at, and above level readers. Below level readers will participate in interactive Guided Reading with the Teacher. At level readers will participate in Cooperative Reading, where they will work with a partner. Above level readers will read independently, they will be working with a partner only after their work is finished.

Process:

I will help the varying level of students by building background knowledge before reading the expository text. I will do this by reading a read aloud about the Abraham Lincoln and the Civil War that introduces the subject to the class. I will use an Anticipation Guide, not only to assess the students' prior knowledge, but to introduce new concepts to them and get them motivated to learn more. I will also introduce new vocabulary words before we begin reading by using the Preview in Context Strategy. The students will be using the Reciprocal Teaching Strategy while reading, which I model for them before using. This will help the students to organize what they are learning on their four door papers. After reading the text the students will integrate reading and writing by demonstrating their knowledge in a Newspaper Article.

Products:

The different learning styles of the students in my class are addressed throughout my lesson in the following ways:

Verbal-Linguistic: The students will be writing a newspaper article about one major event during the time of Abraham Lincoln and the Civil War. The students will be creating a short speech about any event during the War. During reading the students will be writing what they learn on their four door papers using the Reciprocal Teaching Strategy.

Visual-Spatial: The students will be given a concept map before reading, which will allow the students to visually see the concepts and ideas that are going to be introduced in the text.

Interpersonal: The students will be participating in several partner and group discussions during the text. The students will also participate in cooperative and paired reading

Heather Gee

July 5, 2011

RDNG 310

Lesson Cycle

activities. They will be brainstorming and be using the peer review after reading when writing the newspaper articles.

Intrapersonal: The students will be responding to the text throughout their reading by writing in their journals independently. Summarizing what they have read, main events, people, and places. They will reflect on what they have read that day and what they wrote in their journals.

Annotated Bibliography

Books:

Collier, James Lincoln. (2003). *The Abraham Lincoln You Never Knew*. New York: Scholastic.

The book gives great detail of Abraham Lincoln's life. It includes dispells misconceptions about Lincoln and includes four chapters. This book gives a lot of detail of major events Lincoln took part in such as the Gettysburg Address. The book also contains a map of what were the Union and Confederate states, Union Territories, and major Civil War battle sites.

Harness, Cheryl. (1996). *Young Abe Lincoln: The Frontier Days, 1809-1837*. Washington, D.C.: National Geographic Society.

Nonfiction. Cheryl Harness tells the tale of Abe's childhood. The book begins when Abe was born to his parents and a happy older sister. Harness explains how Abe's family moved out of Kentucky, where slavery was legal, to Indiana. Abe had a lot of chores and worked hard with his father. Abe's mother got sick and passed away when Abe was only 9-years-old. Abe's father got remarried and Abe now had a step-mother. Abe's step-mother got him deeply involved with school and reading. Abe got older and had many different jobs; boatman, honest postmaster, storekeeper, and wrestler. On Abe's 21st birthday he and his family moved to Illinois. Abe studied law and became represented his neighbors at the Illinois General Assembly. The book ends with Abe traveling to Springfield, Illinois to see what's in store for him next.

Harness, Cheryl. (1997). *Abe Lincoln Goes to Washington: 1837- 1865*. Washington, D.C.: National Geographic Society.

Nonfiction. This book begins where Harness', *Young Abe Lincoln*, left off. Abe arrived in Springfield, Illinois as a lawyer. People of the city came to him when they had legal trouble with money, murder, or romance. Abe married Mary Todd, who was also interested in books and politics. Slavery began to tear the country apart, some believed there should be slaves and others believed everyone should be free. Abe was against slavery and tried running for president, but didn't win. Abe ran again for president and was elected. The civil war was going on between the north and the south of the United States. Abe wrote the Emancipation Proclamation, allowing the slaves to be free and fight in the war. The civil war ended and the north had won. In 1865 Abe and his wife went to see a play, where he was shot by John Wilkes Booth and later died. The book ends talking about all the good Abe did for our country in his life and how hard he worked to do it.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Krull, Kathleen. (2010). *Lincoln Tells a Joke: How Laughter Saved the President (and the country)*. New York: Houghton Mifflin Harcourt Publishing Company.

Fiction. The book begins describing Abraham Lincoln's life and how he made jokes and filled laughter in the air to keep up people's spirits. The book has quotes of Abraham Lincoln making jokes or clever remarks from eyewitnesses or hear say. The book describes how laughter and happiness can get people through even the worst of times, like the Civil War.

Lewis, J. Patrick. (2007). *The Brothers' War: Civil War Voices in Verse*. Washington, D.C.: National Geographic Society.

Fiction. In this book the author takes on the voices of soldier, citizens of the Union and Confederacy, and slaves. It describes both sides of the war based on real facts. The book is set up in the form of poems written by someone living during that time, describing the Civil War and how it impacted different people's lives.

Olson, Kay Melchisedech. (2005). *The Assassination of Abraham Lincoln*. Minnesota: Capstone Press.

Nonfiction. This book is constructed as a comic book. It shows scenes with word boxes coming from people's mouths. The book plays out the story of Abraham Lincoln getting shot at Ford's Theatre to the capture and killing of John Wilkes Booth. The book has side captions describing why Booth killed Lincoln and details of the Civil War.

Pinkney, Andrea David. (2001). *Dear Mr. President*. New York: Winslow Press.

Fiction. The book begin with an introduction of the Civil War. It describes how the nation became divided and our country was fighting one another. The rest of the book is fictional letters between Abraham Lincoln and a slave girl. While the letters are fictional, the information in them is based on facts. On the bottom of every page is a caption explaining the picture on the page and a website to find more information.

Rappaport, Doreen. (2000). *Freedom River*. New York: Jump at the Sun.

Fiction. This book is about John Parker, an ex-slave who is now part of the Underground Railroad. John was born in Kentucky as a slave and now lives on the other side of the Ohio River in Ohio. Many slaves wanted to escape across the Ohio River to get into Ohio, a slave free state. John would row his boat across the Ohio River at night and bring slaves into Ohio and then further North. This story is about a family he tries to save from Kentucky. The family is afraid to go with John with fear that their master might harm their baby. John gets the baby from the master and rows the family across the Ohio River. The family makes it to freedom.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

Rossi, Ann. (2005). *Freedom Struggle: The Anti-Slavery Movement in America 1830-1865*. Washington, D.C.: National Geographic Society.

Nonfiction. The book begins talking about how African Americans came to America from Europe for freedom and in exchange had to work for a master for a certain number of years. Many of the masters treated the slaves badly and unfairly. The book has quotes from African Americans about what it was like being a slave. Frederick Douglass was born a slave, his master taught him to read, even though it was against the law. Douglass escaped and fought for equality of all people. Douglass gave speeches about how badly slaves were treated and how there must be a change. Boycotts were started where people wouldn't buy slaves hoping they would stop being sold, but not many people joined the boycott and it didn't work. The book discusses the Underground Railroad, how slaves and Caucasians worked together to help slaves escape to the north. The civil war began between the north and south, Abraham Lincoln wrote the Emancipation Proclamation and the north eventually won the war. The book ends with how Douglass fought for equal rights until he died in 1895.

Trumbauer, L. (2008). *Life in the Time of Abraham Lincoln and the Civil War*. Chicago: Heinemann Library

Nonfiction. This book starts by introducing Abraham Lincoln. It tells where he born, some of his child life, and how he became President. The book discusses events that lead up to the Civil War and how unfairly slaves were treated. The United States became divided and the Civil War began, while Lincoln was in office. Many important events in history are stated in this book such as the Emancipation Proclamation, the battle at Gettysburg, the Gettysburg Address, and the shooting of Abraham Lincoln. Every illustration has a caption with an interesting fact.

Websites:

Civil War. (2011). Retrieved June 25, 2011, from http://www.americaslibrary.gov/jb/civil/jb_civil_subj.html

This website gives details about the Civil War. It explains how the Civil War was started and different events that went on during that time. The website has over twenty links to read nonfiction stories about the Civil War including when and why different states joined either the Union or Confederacy. The website also has many pictures that students are allowed to use.

Abraham Lincoln. (2011). Retrieved June 25, 2011, from <http://www.whitehouse.gov/about/presidents/abrahamlincoln>.

Heather Gee
July 5, 2011
RDNG 310
Lesson Cycle

This website describes Abraham Lincoln growing up until the time he was shot and died by John Wilkes Booth. It states what president he was and the time frame of when he was president. The website also describes the great things he did while in office.