

Lesson Plan Three

Abraham Lincoln's Kentucky Influences

Abraham Lincoln was a very important president at a very critical time in American history. He was born in Kentucky and many of the people who influenced his life were also from Kentucky. Your product should give your readers/viewers insight into his life and any Kentucky influences you found in your research. Each student will have an opportunity to present their media pieces and we will have an opportunity to read the printed media.

Content: Social Studies

Grade Level: 6 – 8

Length: 5-7 days

Essential Questions:

1. How much influence did Kentucky play on Abraham Lincoln, especially during the White House Years?
2. Was Abraham Lincoln influenced by Kentucky during his early years, maybe even later through other means?
3. Identify a person from Kentucky who influenced Lincoln. Tell us about him/her.

Key Concepts/Skills:

Use primary and secondary sources to analyze and interpret information; organize information; communicate ideas.

Curriculum Standards:

6th Grade

SS-06-1.1.2

Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting, and enforcing appropriate rules and laws.

DOK 3

SS-06-2.2.1

Students will compare how cultures (present day) develop social institutions (family, religion, education, government, and economy) to respond to human needs, structure society, and influence behavior.

SS-06-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.

DOK 2

SS-06-4.3.2

Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3

7th Grade

SS-07-2.2.1

Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.

SS-07-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. DOK 2

SS-07-4.3.2

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D. DOK 3

8th Grade

SS-08-1.1.2

Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-08-2.2.1

Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.

SS-08-2.3.1

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-08-3.4.1

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2

SS-08-4.1.1

Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on the Earth's surface in United States history prior to Reconstruction.

DOK 3

SS-08-4.3.1

Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.

DOK 2

SS-08-4.3.2

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.

DOK 3

Procedures:

Each person should research and record interesting information from a variety of sources.

This information will be helpful in creating your timeline, feature article, brochure, diorama, movie maker or PowerPoint document.

For example:

Assemble a 2 column feature article similar to those in newspapers or magazines, or online versions of the same. If you use direct quotes, make sure to put them in quotation marks. Remember to cite your sources for quotes and any information you used. As editor, you have full control about what is included in your paper, including appropriate pictures to convey your story. The same process can be used to organize your thoughts as in a writer's journal.

You may write on:

- Lincoln's Life
- Lincoln's Kentucky Connections
- Slaves and/or the Underground Railroad
- Gettysburg Address & Emancipation Proclamation
- Influences made by Mary Todd Lincoln
- Influences from Henry Clay
- Time Capsule: Freedom in the 21st Century

****Make sure you keep a record of sources for your bibliography***.*

Suggested Tasks:

1. Make a timeline of significant events in Abraham Lincoln's life. What state is mentioned with this occurrence as a primary source? If Kentucky was not the primary source, could it have been a secondary source of influence through

- another person at the event? Why/Why not?
or
2. Collect interesting facts about President Lincoln's Kentucky life and include a photo. Turn this into a feature article, brochure, diamante, movie maker or a PowerPoint presentation.
or
 3. Discuss the Emancipation Proclamation, using any of the media forms listed in #2. In the presentation, discuss what was going on in Kentucky with slavery during this time (You may even consider giving a first person account of a slave traveling the Underground Railroad.)

Process:

Day 1: Introduction by walking through the lesson plan with students, explaining expectations. Show an example of each of the possible genres/methods of delivering information. Demonstrate proper use of citations and begin research if time permits.

Day 2: Students will begin research, noting which tasks they would like to pursue, and planning what they anticipate for their outcome.

Day 3: Following the Process, students will begin working on the final product.

Day 4: Same as Day 3.

Day 5: Some students may be finished with product. Have them look at the rubric to check their work, check spelling, grammar, etc.

Day 6 and 7 for those who may need extra time to finish product. Follow same procedure as day 5. Have those who are finished to work on additional Lincoln related activities-word search, scavenger hunt, view video tapes

Video Clip

- Play for class or encourage students to view short video clips:
 - Kentucky Influences – formative experiences
 - Fond Memories
 - Falling in Knob Creek
 - I Proposed to Mary Todd

Preparation of Materials and Resources:

Student needs:

- Copy of **lesson plan process**
- Copy of **Evaluation Rubric**
- Copy of **website links**
- Copy of **Diamante Instructions**
- Computer with web access and access to PowerPoint and Moviemaker software

Teacher needs:

1. Overview of Learning Objectives:
 - Learn about President Lincoln's life/Kentucky influences
 - Study resources to learn about history
 - Use multiple sources of information
 - Write in a variety of genres (timeline, feature article, brochure, diamante, movie maker, PowerPoint).
 - Cite sources appropriately
 - Use of pictures/illustrations
2. Resources:
 - Books, magazines
 - Computers with web access and access to PowerPoint and Moviemaker software
 - Familiarize self with computer programs needed for the variety of genres
 - Familiarize self with suggested websites for students review and proper format for citations
 - Familiarize self with other possible websites available for student review.
 - Print out copies of the lesson plan process, the evaluation rubric, the website links, and the copy of the Diamante Instructions.

Bloom's Taxonomy:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Multiple Intelligences:

- Verbal-linguistic
- Math-logical
- Spatial
- Bodily-kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalist

Materials/Resources:

Books, magazines, computer with web access and access to PowerPoint and Moviemaker software

Product/Assessment:

Students will be assessed on Feature Article, PowerPoint, brochure, diamante, or Moviemaker product.

Background Information for Teacher:

The life and legacy of Abraham Lincoln present many lesson possibilities. This lesson presents the opportunity for students to explore Abraham Lincoln's life and look at the influence Kentucky made upon him. During the Civil War the survival of the United States as one nation was at risk with the ideals of liberty, equality, justice, and human dignity dependent on the outcome of the war. Primary and secondary sources will be analyzed by students as they investigate Lincoln's life and how he was influenced by his early years in Kentucky and/or the influence people from Kentucky had upon his life.

Students Section:

This lesson plan has a link to web-based activities and games for student interaction. These activities are the interactive components from this lesson plan plus additional games and fun facts for the student. Overviews of the various components are listed below:

- List of web links
- Trivia Statements
- Video Clips
 - Kentucky Influences – formative experiences
 - Fond Memories
 - Falling in Knob Creek
 - I Proposed to Mary Todd

Games:

- Quizzes –“Test Your Knowledge # 1 and #2”
- Crossword puzzles
- Family Tree