



Learning with Lincoln Institute

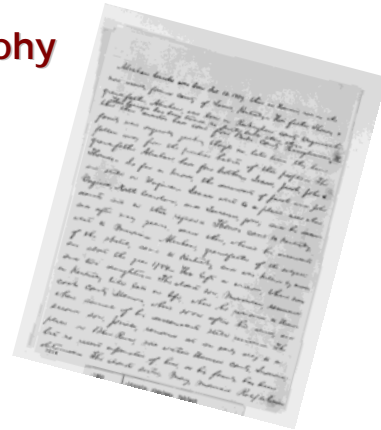
Sponsored by Teaching with Primary Sources at Eastern Illinois University and Southern Illinois University Edwardsville
Endorsed by the Abraham Lincoln Bicentennial Commission



An Illustrated Abraham Lincoln Autobiography

by Catherine Fassero

In groups, students will examine and summarize events of Lincoln's life using sections of the Abraham Lincoln's autobiographical notes to create an illustrated timeline in power point or Timeliner.



Overview

Objectives:

After completing the activity, students will be able to:

- Examine an autobiography as a primary source.
- Apply vocabulary skills to comprehend Lincoln's autobiography.
- Interpret the autobiography illustrating important events in Lincoln's life.

Understanding Goal:

(Student target in kid friendly language): I can read and summarize important events in Lincoln's life using a primary source.

Investigative Question:

How can using the primary source, Lincoln's autobiography, help us interpret and summarize events in the life of our 16th president?

Time Required:

3-5 approximately 50 minute class periods

Grade Level:

4 - 8

Topic:

Presidents/ Abraham Lincoln/ Social Studies

Era:

National Expansion and Reform 1815-1860

Illinois Learning Standards:

Language Arts: 1A, 2B

For information on specific Illinois Learning Standards go to www.isbe.state.il.us/ils/



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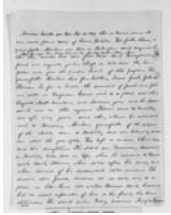
Preparation

Background for Lesson:

Students should have some basic knowledge of Abraham Lincoln before completing the illustrated timeline activity. Some suggested activities include: creating a KWL chart to activate any political/personal knowledge of Abraham Lincoln, reading biographies and completing 3-2-1 comprehension activities (3 important facts I would like to discuss relating Lincoln and his life 2 questions I would ask Lincoln if I could talk with him 1 way in which I think I might be like him), investigating and creating timelines, and calculating ages using known dates.

Library of Congress Items:

Title: Abraham Lincoln, [May-June 1860] (Autobiographical Notes)



Collection or Exhibit

Abraham Lincoln Papers at the Library of Congress







Media Type:

Image

URL:

<http://memory.loc.gov/cgi-bin/ampage?collId=mal&filename=mal1/032/0321400/malpage.db&recNum=0>

Additional Materials:

-  LCD projector showing Abraham Lincoln's Original autobiography <http://memory.loc.gov/cgi-bin/ampage?collId=mal&fileName=mal1/032/0321400/malpage.db&recNum=0>
-  Transcribed copy of autobiography for each student.
-  Pre-recorded tape of teacher reading autobiography.
-  Divided sections of autobiography for each group with defined vocabulary words.
-  Copy of vocabulary words or blank vocabulary sheet if having students define the words.
-  Rubric of summary and timeline for each student.



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Procedure

Description of Teacher Actions:

Day 1

1. Open the LOC web site and display the original autobiography to students making sure to stress the importance of this being a primary source and autobiography written 148 years ago.
2. Pass out translated copies of autobiography and a list of defined vocabulary to each student * The vocabulary sheet is intended for younger students. (See Below)
3. Read the translated pages to students while scrolling through the original pages on the LOC website.
4. Stop to check for understanding and summarize what each section means. THINK PAIR, SHARE * Older and more advanced students could possibly read and summarize each section on their own. Using specific sections of this text would also be a great source to complete a lesson on the use of context clues.
5. Collect autobiography and vocabulary sheets for use on the next day

Day 2-3

1. Pass out the autobiography and vocabulary sheets.
2. Finish reading the autobiography as a class and explain to students that they are going to work with partners to create an illustrated timeline using the format below. The teacher will then scan each group's event in power point or Timeliner
3. Break students into groups and pass out their assigned section of the autobiography.
4. Explain that students are going to read the assigned section of the autobiography again with their partners. A Prentice Hall reading guide and possible reflection questions have been included to check for understanding during the partner read. (A taped recording of the teacher reading each section will be available, if needed.)
5. After students have read the assigned section again they must come up with a date and title that will describe an event that took place in Lincoln's life. (Example: 1809 Abraham Lincoln was born)*** Some groups will use their math skills to figure out the approximate date using the age of Lincoln according to the autobiography.
6. Once the date has been established a few sentences are needed to clarify the event (Example: On February 12, 1809, Abraham Lincoln was born. His mom's name was Nancy and his dad's name was Thomas.)



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7. A colored hand-drawn picture is also required to explain the event

Day 4-5

1. After students finish with the hand drawn event, each group will work with the teacher to input their information into the class power point or Timeliner software. (For younger students, a class timeline is sufficient. However, for older students individual or group timelines would be more age appropriate)

Extension

Ideas:

Students can

1. create a timeline of their own lives
2. calculate dates from information given in autobiography
3. write their own autobiography
4. create an autobiography or biography in a bag using 10 significant events in the student's life
5. determine meaning of the nonfiction text by using context clues
6. define and use vocabulary words in autobiography

Evaluation

Evaluation

Teacher monitoring of student responses during discussion and group work

Independent reading guide with reflection questions.



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Attachments

Rubric

Timeline : An Illustrated Abraham Lincoln Autobiography

Student Name: _____

CATEGORY	4	3	2	1
Content/Facts/Dates	Facts and dates were accurate for the event reported on the timeline. (4 sentences facts)	Facts and dates were accurate for almost all events reported on the timeline (75%) . (3 sentences-facts)	Facts and dates were accurate for the event reported on the timeline (25%). (1-2 sentences-facts)	Facts and dates were often inaccurate for the event reported on the timeline. (0 sentences)
Title	The event has a creative title that accurately describes the event.	The event has an effective title that accurately describes the material.	The timeline has a title that is easy to locate.	The title is missing.
Time Use	Classroom time was used to work on the project. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time. Conversations were not disruptive and focused on the work.	Classroom time was used to work on the project the majority of the time, but conversations often were disruptive or did not focus on the work.	Student did not use classroom time to work on the project and/or was highly disruptive.
Learning of Content	The student can accurately describe 75% (or more) of the group's event/date without referring to it.	The student can accurately describe 50% of the group's event /date on the timeline without referring to it .	The student can describe the group's event/date on the timeline if allowed to refer to it.	The student cannot describe the group's event.



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Vocabulary in Autobiography: (www.dictionary.com)

whiter-where

lineage-family

Quakers-religious society of friends

descendents-deriving from an ancestor

obtained-gained

eldest-oldest

bunglingly-clumsily

A.-Abraham Lincoln

conveyance-communicating

sons-in-law-husband of someone's daughter

afflicted-to suffer

ague-fever with chills, bone aches

succeeding-those that follow

Ills-Illinois

impracticable-not passable

obviate-prevent and anticipate

Denton Offutt-person

timber-woods

ludicrous-ridiculous

thereupon-following

conceived-the idea

whim-an odd idea

enterprise-project

acquaintance-someone you know: not a friend

previously-before the idea as conceived

contracted-agreed in writing

clerk-job in an office

mill-factory

detained-to keep from going, delay

engineers-manages

mentioned-something said briefly

pursuance-carries out a plan

intention-purpose

indefinitely-not clear

mentioned-said briefly

campaign-military

expedition-journey

warrant-justification/warrant authorization for payment

popularity-being popular

canvasses-to conduct a survey

repeal-to withdraw

represented-to serve as the official

precinct-district of a city

avowed-declared

insignificant-not important

portion-amount

procured-to being about

canvass-try to get votes to run
for office

earnest-important

protest-not approved

ratified-to confirm approve

regard-show respect

examination-inspection

inhabited-lived in

provoked-to anger

Whigs-19th century British

political party

amendment-to change
(constitution)

hostility-act of war

transferred-pass from one to
another

unnecessary-not necessary

molesting-to interfere/annoy

thereof-of that or it

unconstitutional-doesn't follow
laws

levying-starting

vested-protected by law

principal-main

divert-district/turn aside from a
path

accordance-follow rules

advocated-pleading for the
cause of another

opposition-not agreeing/
opposing

nomination-nominate to office
(like a president)

earnestness-seriousness

superseded-replaced

aroused-to stir a strong reaction

delegate (like for president)