

Title: Lesson 2 – A day in Lincoln’s School Life (45 Minute lesson)

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Key Words – past, present, leader, tools

Grade Level – First Grade

Time Allotted: 45 minutes

Lesson Overview: The students will experience what school may have been like for Abraham Lincoln. They will be exposed to activities that took place in a one room school house. They will practice some of the songs and lessons taught during the time when Lincoln went to school.

Guiding Question(s):

What were schools like in the past? What are schools like in the present? How are the schools of the past different from the schools of the present? How are schools of the past similar to schools of the present? What was school like for Abraham Lincoln?

Learning Objectives (SWBAT)

- Students will identify with what school was like for Abraham Lincoln.
- Students will compare the activities experiences with the activities they normally experience at school.
- Students will be exposed to choral reading, having to erase a lesson and rewrite on same piece of cardstock (slate), praying, and singing patriotic songs.

Virginia History and Social Science SOL

1.2 The students will describe the stories of American leaders and their contributions to our country, with an emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Essential Historical Skills Taught:

Chronological Thinking:

Students will distinguish between schools in the past and the present.

Historical Comprehension:

Students will describe what schools were like when Abraham Lincoln went to school by reading about and examining tools that he used.

Assessment Tool(s): Have students complete sheet “School for me, school for Lincoln”. They should draw or write to show an example of what school is like for them and what school is like for Lincoln.

Materials/Resources Needed:

- Card stock that will serve as their slates
- Pencils
- Patriotic song Document

- Bible verses Document
- Blab School Schedule Document
- Worksheet "School for me, school for Lincoln".
- Intro/Conclusion Powerpoint

Modifications:

Have students work share with a partner before completing assessment.

Have students write in their journals about their experience of Lincoln's school.

Ask students to share ways to improve the experience next year. What do you think we could add to make it more realistic?

Instructional Procedures/Process:

1. If wooden benches are available; when the students come in have their desks moved to one side of the classroom. Have wooden benches arranged so that they are separated so that boys can sit on one side and girls on the other. If benches are not available have chairs lined up in rows to represent benches. Chairs should be arranged so that there is a clear division between boys and girls.
2. When they enter tell them that boys must sit on one side and girls on the other.
3. Tell them they are going to experience what it may have been like for Abraham Lincoln to go to a blab school. A school where all of the lessons are said aloud.
4. Have them bow their heads and say a generic prayer "Dear God, Please watch over us as we go about our school day, Amen".
5. Tell students that the card stock will represent a slate. Slates were used over and over again and they couldn't just get a new piece of paper when they were done with their work. Pass out bible verse written on card stock in pencil. Read it aloud to the students and tell the students they must then all read it at the same time.
6. Sing a patriotic song; you may want to pass out a copy of the song to work on reading fluency.
7. Tell them to erase the bible verse and copy down the new verse on the board.
8. Patriotism was also taught in schools and they would copy and recite things to practice being good citizens. Have written on the chalk board "Then contented with my state, Let me envy not the great, since true pleasures may be seen, on a cheerful village green."
9. Tell students that an important part of education was learning manners.
10. Call a student up to model a proper introduction. "Hello, might I introduce you to Ms. Paeschke?"
11. Ask them to practice introducing each other.

12. Ask them to erase their slates (card stock) and write their math facts (make the math facts more challenging than your student's current level.). May want to have two-digit addition problems $22+11=$, $44+10=$, $50+20=$, $91+3=$, $54+10=$, etc.

Closure: Refer back to the Intro/Conclusion Power Point. Call on students to answer each question. Make Venn-diagram comparing and contrasting what school was like long ago and today.

Have each student complete sheet "School for me, school for Lincoln".