

**Title :** Lesson 1 – What Kind of Person Was Abraham Lincoln?

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**Key Words:** emancipator, lawyer, family man, character, citizen

**Grade Level:** second grade

**Time Allotted:** 45 minutes

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Lesson Overview</b>     | The children will examine primary sources to identify the character traits of Abraham Lincoln in other roles of his life to determine if he was a good citizen. The children will move to different stations where there will be a collection of Lincoln related documents attached to posters. One station will have primary documents that show Abraham Lincoln as a family man, one will show Abraham Lincoln as a lawyer and one will show Abraham Lincoln as the great emancipator. |
| <b>Guiding Question(s)</b> | What kind of family man was Abraham Lincoln and why?<br>What kind of lawyer was Abraham Lincoln and why?<br>Was Abraham Lincoln a great emancipator and why?<br>Was Abraham Lincoln a good citizen and why?                                                                                                                                                                                                                                                                              |

### **Learning Objectives (SWBAT – Students Will Be Able to)**

- The students will be able to use photographs to determine character traits that describe Abraham Lincoln as family man, lawyer and emancipator.
- The students will formulate an opinion as to what type of citizen Abraham Lincoln was based on their examination of primary documents.
- Students will be able to formulate an opinion as to whether or not Abraham Lincoln was a great emancipator.

### **Standards of Learning** Civics 2.10, 2.11

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
- d. demonstrating self-discipline and self-reliance
  - e. practicing honesty and trustworthiness
- 2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller , Jackie Robinson and Martin Luther King, Jr. as Americans whose contributions Improved the lives of other Americans.

## **OAH Historical Skills Taught:**

### Historical Comprehension:

- Students will describe Lincoln as a family man, lawyer and emancipator through the eyes and experiences of those who were there as revealed through their letters, photographs and artifacts.

### Historical Analysis and Interpretation:

- Students will be able to identify character traits of Abraham Lincoln that made him a good president by comparing primary documents.

## **Assessment Tool(s):**

Formative- students will complete a graphic organizer to record their observations and reflections as they examine the primary documents.

## **Materials/Resources**

- Teaching tips chart with general information
- Teacher made posters with primary documents showing Lincoln as a family man, lawyer and emancipator (See primary documents below)
- *Abraham Lincoln Character Traits* graphic organizer where children will record observations and reflections about Lincoln as a family man, lawyer and emancipator (Children will need a graphic organizer for each station)
- Leslie, Tonya (2008). Abraham Lincoln, A Life of Honesty  
Minnesota. Bellwether Media  
Summary: This is a book from the People of Character series. It is a brief biography that explains who Abraham Lincoln is and highlights his important achievements.

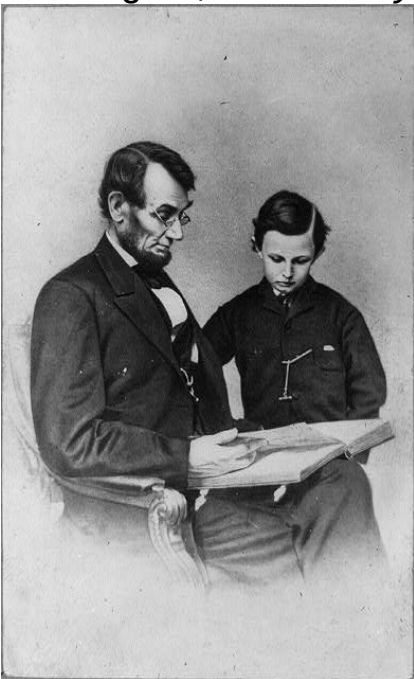
- *Lincoln at Home*. Prints and Photographs, Washington, D.C. Library of Congress



<http://www.loc.gov/pictures/resource/pga.03434/>

Summary: This is a photograph of Lincoln with his family.

- *Abraham Lincoln and his son Tad looking at an album of photographs*. Prints and Photographs, Washington, D.C. Library of Congress



<http://www.loc.gov/pictures/resource/cph.3a10735/>

Summary: This is a photograph of Lincoln with his son Tad.

- *Reading the Emancipation Proclamation*. Prints and Photographs,

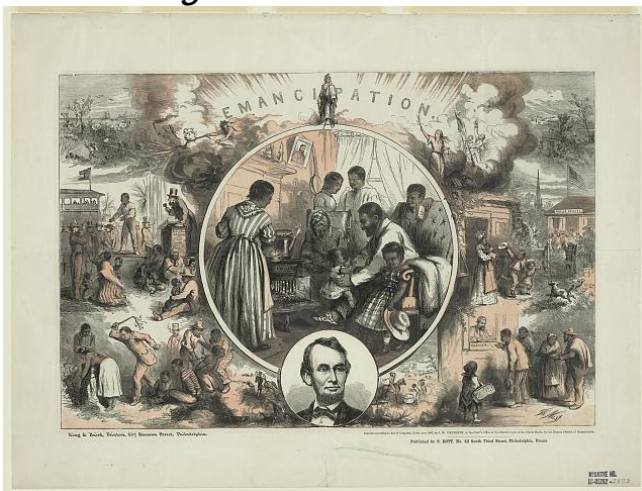
Washington, D.C. *Library of Congress*



<http://www.loc.gov/pictures/resource/cph.3a08642/>

Summary: This is a picture of slaves reading about the Emancipation Proclamation in the newspaper.

- *Emancipation*. Prints and Photographs, Washington, D.C. *Library of Congress*



<http://www.loc.gov/pictures/resource/pga.03898/>

Summary: This is a poster showing life before emancipation and life after emancipation for black Americans.

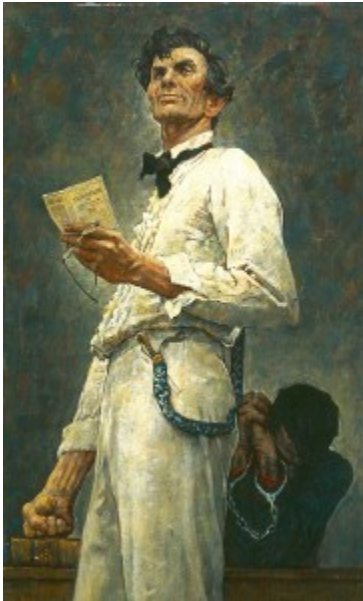
- *Lincoln Defending Duff Armstrong.*



<http://www.mrlincolnandfriends.org/inside.asp?pageID=105&subjectID=11>

Summary: This is an illustration of Lincoln in a courthouse Defending Duff Armstrong. In this illustration, Lincoln is speaking to the jury.

- *Lincoln for the Defense.* Courtesy of the Norman Rockwell Museum



<http://www.nrm.org/?s=abraham+lincoln>

Summary: This is a painting done by Norman Rockwell showing Abraham Lincoln as a defense lawyer.

### **Modifications (to meet needs of diverse learners)**

- Students will be heterogeneously grouped to allow children with higher ability to work with children of lower ability.
- Using think, pair, share during discussions will help those students who are less secure feel more confident sharing to the whole group.

- Children with writing difficulty will be allowed to dictate information for the graphic organizer and paragraph
- Children with higher ability will be able to go above and beyond on both their graphic organizer as well as their paragraph.

### **Instructional Procedures/Process (How will you guide your students through this activity)**

- Before introducing the children to the primary documents ask, “Who knows anything about Abraham Lincoln”?
- The teacher will list their responses on the chart.
- Teacher will read Abraham Lincoln a Life of Honesty to the children.
- After reading, project the following quote by Abraham Lincoln on a chart or screen, “Perhaps a man’s character was like a tree, and his reputation like its shadow; the shadow is what we think of it, the tree is the real thing.”
- Ask the children what words they notice and what they think Abraham Lincoln meant by that quote.
- Before sharing answers, the children will do a think, pair, share where they turn to a partner and share their ideas. After a minute, they will share their ideas with the group.
- After sharing, write the word character on the board and discuss what that means and what type of character words would describe a good citizen. List some of those words on a chart.
- Next, introduce the children to the posters with the primary documents and will give them their graphic organizers. The teacher will attach the primary documents to butcher paper or other large sheets of paper to make a poster.
- The posters will be separated into stations, Lincoln as a family man, lawyer and emancipator.
- The students will be divided into three groups. These groups will rotate through the three stations.
- Teacher should monitor groups and check for understanding.
- Each group should spend no more than 10 minutes at each station.
- As the children rotate through the stations, they will examine the documents and fill out their Abraham Lincoln Character Traits graphic organizer. They will have to write what they see, what they know about Lincoln’s character and then document how they know it.

**Closure (Activity/Procedure that brings the lesson back to the guiding question)**

- At the end of the exploration time, the students will circle all the words on their graphic organizer that they think best describes Lincoln's character traits from each station and will turn in their organizers to refer to for the next lesson.