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An Introduction to Abraham Lincoln, Slavery, and the Civil War

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An Introduction to Abraham Lincoln, Slavery, and The Civil War

Grade: 2	Time: Eight 40-Minute Lessons	Subject: Language Arts (Writing), Social Studies	Written By: Meagan Sfrengeu
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Overview: During this lesson, students will work cooperatively while moving through 6 stations exploring Abraham Lincoln, slavery, and the Civil War. They will record their findings on graphic organizers, and reflect on their findings. Students will then use their organizers to create a one to three paragraph essay (amount of paragraphs will depend on students' writing level) informing their reader about the topic of their choosing (students will choose between Abraham Lincoln, Slavery, and the Civil War).

Goal: Students will research and collect information from multiple texts, reflect on their findings, and create an informative writing piece.

Objectives:

- During each station, students will complete the designated graphic organizer with 80% accuracy.
- By the end of the lesson, students will complete a reflection with 80% accuracy according to the reflection rubric.
- By the end of the lesson, students will write at least one paragraph with 80% accuracy according to The Write Tools Informative/Explanatory Rubric.

Investigative Question: Why are Abraham Lincoln, slavery, and the Civil War important to our nation's history?

Standards:

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

W.2.2 Write informative/explanatory texts in which they introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

16.A.1b Ask historical questions and seek out answers from historical sources (e.g. myths, biographies, stories, old photographs, artwork, other visual or electronic sources).

16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

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16.B.1 Explain the contributions of individuals and groups who are featured in biographies, legends, folklore, and traditions.

16.B.2d (US) Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and 20th century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt.

Materials:

- Organizers for each of the 6 stations (**W.2.8, RI.2.2, 16.A.2c, 16.B.2d**)
- Student Reflection page (**W.2.8, 16.B.1, 16.B.2d**)
- Reflection Rubric
- Writing Routine Packet- One for each topic (**W.2.2, 16.A.1b, 16.B.1, 16.B.2d**)
- The Write Tools Informative/Explanatory Rubric

Resources:

Books:

- If You Lived When There Was Slavery In America by Anne Kamma (3 Copies of the Introduction)
- A Picture Book of Abraham Lincoln by David A. Adler (3 Copies)
- If You Lived At The Time Of The Civil War by Kay Moore (3 Copies of p. 8-9)

Photos:

Title: Abraham Lincoln/ Baker

- URL: <http://www.loc.gov/pictures/item/2006677686/>
- Author/Creator: J.H. Bufford & Sons
- Date: 1865

Title: Abraham Lincoln

- URL: <http://www.loc.gov/pictures/item/92519554/>
- Author/Creator: Bufford, John H.
- Date: 1862

Title: Abraham Lincoln/ Photo by Brady; engraved by W.G. Jackman

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- URL: <http://www.loc.gov/pictures/item/91790047/>
- Author/Creator: Jackman, William G.
- Date: 1865

Title: [Abraham Lincoln]

- URL: <http://www.loc.gov/pictures/item/2008680916/>
- Author/Creator: Strobridge & Co.
- Date: 1877

Title: Abraham Lincoln/ Herline & Hensel

- URL: <http://www.loc.gov/pictures/item/2006677676/>
- Author/Creator: Herline & Hensel
- Date: Between 1860 and 1865

Title: "Pine Cottage", Civil War soldiers winter quarters

- URL: <http://www.loc.gov/pictures/item/2012649019/>
- Author/Creator: Brady, Matthew B.
- Date: 1863

Title: Full-length portrait of an unidentified civil war soldier

- URL: <http://www.loc.gov/pictures/item/2010647778/>
- Author/Creator: Ball & Thomas
- Date: Between 1860 and 1870

Title: Soldier Group

- URL: <http://www.loc.gov/pictures/item/cwp2003005502/PP/>
- Author/Creator: No Author/Creator Listed
- Date: Between 1861 and 1869

Title: Portrait of a Boy Soldier

- URL: <http://www.loc.gov/pictures/item/cwp2003001063/PP/>
- Author/Creator: Morris Gallery of the Cumberland, Nashville, Tenn.
- Date: Between 1860 and 1865

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Title: Drayton's Negro Quarters, Hilton Head, S.C.

- URL: <http://www.loc.gov/pictures/item/2010651631/>
- Author/Creator: Moore, Henry P.
- Date: 1862

Title: Family of Slaves at the Gaines' House

- URL: <http://www.loc.gov/pictures/item/96511694/>
- Author/Creator: Houghton, G.H.
- Date: 1861 or 1862

Title: The First Cotton-Gin

- URL: <http://www.loc.gov/pictures/item/91784966/>
- Author/Creator: No Author/Creator listed
- Date: 1869

Title: Uncle Tom's Cabin

- URL: <http://www.loc.gov/pictures/item/var1994000655/PP/>
- Author/Creator: H.A. Thomas Lith. Studio
- Date: 1878

Title: In The Cotton Field

- URL: <http://www.loc.gov/pictures/item/93503993/>
- Author/Creator: Stephens, H.L.
- Date: 1863

Description of Procedure:

1. Set up each station with the corresponding materials and resources. (**Connect, Wonder, Investigate, and Construct**)
 - Station 1: Abraham Lincoln Photos
 - 3 copies of each primary source photo
 - copies of organizer

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- Station 2: Abraham Lincoln Information
 - 3 copies of A Picture Book of Abraham Lincoln by David A. Adler
 - copies of organizer
 - Station 3: Slavery Photos
 - 3 copies of each primary source photo
 - copies of organizer
 - Station 4: Slavery Information
 - 3 copies of the Introduction from If You Lived When There Was Slavery In America by Anne Kamma
 - copies of organizer
 - Station 5: The Civil War Photos
 - 3 copies of each primary source photo
 - copies of organizer
 - Station 6: The Civil War Information
 - 3 copies of the Introduction from If You Lived At The Time Of The Civil War by Kay Moore
 - copies of organizer
2. Split students into groups of 3.
 3. Three groups will work at each station (the same three groups will rotate through each station together, but will work as three individual groups). Students will complete two stations per day. Organizers should be completed by students working with their peers within their groups (one organizer per student). These groups will rotate between the six stations. **(Connect, Wonder, Investigate, and Construct)**
 4. On day 4, the students will use the organizers that they completed during the stations to complete the reflection page on their own. **(Reflect)**
 5. On days 5-8, students will use the Writing Routine to complete a paragraph where they will choose one topic they learned about during their stations and write about why that topic is important to our nation's history. **(Express)**

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Evaluation:

- Days 1-4: Students will choose one topic to reflect upon and complete the reflection handout independently with the help of the organizers completed during the stations. The reflection will be assessed based upon the attached rubric.
- Days 5-8: Students will use the topic they completed the reflection on (Lincoln, Slavery, or Civil War) and write an informative/explanatory piece on that topic. The writing piece will be assessed according to The Write Tools Informative/Explanatory Writing Rubric.

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Lesson Reflection

Planning

When I first began the planning process, I wasn't sure of the direction that I wanted to go. One challenge that I ran into was figuring out how to use the primary sources with a second grade class. I would have liked to use letters as some of the sources in my lesson, but the handwriting would have been too difficult for my students to decipher, and the reading level of the letters would have been too high.

As soon as I figured out which primary sources that I wanted to use and my investigative question, the planning went relatively smoothly. I really liked that one of the requirements of this lesson was that we had to use the different phases of the inquiry cycle. It forced me to really expand the lesson for students to think more in-depth about Abraham Lincoln, slavery, and The Civil War. It provided for higher level thinking skills, and allowed me to expand my lesson. I also liked that I had to come up with an investigative question. This allowed me to focus my lesson on what I really wanted the students to gain from the lesson. I enjoyed combining the primary sources with literature sources so that the students could discover and develop knowledge of the different topics. It was a nice break for them from the teacher-directed lessons that are usually taught in our social studies curriculum.

Implementation

Originally, I had planned for this lesson to be taught as eleven thirty-minute lessons with one station being done per lesson, one day for the reflection, and four days for the paragraph. On the first day of the lesson, I realized that the first station only took the students about 15-20 minutes to complete. I had them move on to the second station and adjusted the rest of the lesson. I edited my lesson plan to eight forty-minute sessions with two stations per day. I had planned to use three books- two of which students would be reading an excerpt of (the introduction). Originally, at the stations with the books If You Lived at the Time of the Civil War and If You Lived When There Was Slavery In America, I had placed the books with the pages that the students were to read marked with post-it notes and two copies of just the introduction of the book. Even though I reiterated that the copies and the book were the exact same thing, students still raced for the book. So that this did not happen, I made an extra copy of the introduction and removed the books from the station. In the station with the book If You Lived at the Time of the Civil War, the students had a hard time completing the organizer with the correct information, so I had the students use two different pages from the book to complete the organizer, and changed it in the lesson plan. This seemed to fix the issue students had completing the organizer.

Overall, I think the lesson went well. The students were able to work in their groups, complete the organizers, and seemed to enjoy learning about Lincoln, slavery, and The Civil War. They were able to reflect on their learning, and write a paragraph explaining the importance of each topic about which they learned. Students had many questions about how to complete the reflection and paragraph, but once they were asked to read the directions and the questions one more time, they were able to complete both the reflection and paragraph. There were instances where students needed to be

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reminded to share the materials, stay on task, and work as a team, but this is pretty common in second grade. At the end of the lesson, my students expressed that they enjoyed learning about Lincoln, slavery, and The Civil War in this lesson format.

Name _____

Who? What? When? Where? Why? How?- Station 1

Directions: Look at the pictures in the station. Use the pictures to help you answer the questions. Write your answer in the box next to the question.

<p>Who? Who do you think is in the pictures?</p>	
<p>What? What do you think the person is doing in the pictures?</p>	
<p>When? When do you think the pictures were taken or drawn?</p>	
<p>Where? Where do you think this person lived?</p>	
<p>Why? Why do you think this person is important?</p>	
<p>How? How do you think this person lived?</p>	

Name _____

Who? What? When? Where? Why? How?- Station 2

Directions: Read the book at the station. Use the book to help you answer the questions. Write your answer in the box next to the question.

Who? Who is the book about?	
What? What did the person do in the book?	
When? When did the person live?	
Where? Where did the person live?	
Why? Why is this person important?	
How? How did this person become famous?	

Name _____

Who? What? When? Where? Why? How?- Station 3

Directions: Look at the pictures in the station. Use the pictures to help you answer the questions. Write your answer in the box next to the question.

<p>Who? Who do you think is in the pictures?</p>	
<p>What? What do you think the people are doing in the pictures?</p>	
<p>When? When do you think the pictures were taken or drawn?</p>	
<p>Where? Where do you think the people in these pictures live?</p>	
<p>Why? Why do you think these people are important?</p>	
<p>How? How do you think these people lived?</p>	

Name _____

Who? What? When? Where? Why? How?- Station 4

Directions: Read the passage at the station. Use the passage to help you answer the questions. Write your answer in the box next to the question.

<p>Who? Who is the passage about?</p>	
<p>What? What is the passage about?</p>	
<p>When? When did the people in the passage live?</p>	
<p>Where? Where did the people live?</p>	
<p>Why? Why are these people important?</p>	
<p>How? How did these people live?</p>	

Name _____

Who? What? When? Where? Why? How?- Station 5

Directions: Look at the pictures in the station. Use the pictures to help you answer the questions. Write your answer in the box next to the question.

<p>Who? Who do you think is in the pictures?</p>	
<p>What? What do you think the person or people are doing in the pictures?</p>	
<p>When? When do you think the pictures were taken or drawn?</p>	
<p>Where? Where do you think this person or these people live?</p>	
<p>Why? Why do you think this person or these people are important?</p>	
<p>How? How do you think this person or these people lived?</p>	

Name _____

Who? What? When? Where? Why? How?- Station 6

Directions: Read the passage at the station. Use the passage to help you answer the questions. Write your answer in the box next to the question.

<p>Who? Who is the passage about?</p>	
<p>What? What is the passage about?</p>	
<p>When? When did the event in the passage take place?</p>	
<p>Where? Where did the event in the passage take place?</p>	
<p>Why? Why is this event important?</p>	
<p>How? How did this event get started?</p>	

Name _____

Reflection

Directions: You have just learned about three topics that are important to our country's history. Circle one topic from the list and use the organizers that you worked on in the stations to complete this reflection:

Stations 1 and 2: Abraham Lincoln

Stations 3 and 4: Slavery

Stations 5 and 6: The Civil War

1. Tell three things that you learned during these stations:

2. Tell one thing you thought was interesting and why:

3. Did you like learning about this topic? Why or why not?

Name _____

Why do you think it is important to learn about this topic?

How were the things you wrote in your organizer in the first station about this topic the same as what you wrote during the second station about this topic?

How were the things you wrote in your organizer in the first station about this topic different than what you wrote during the second station about this topic?

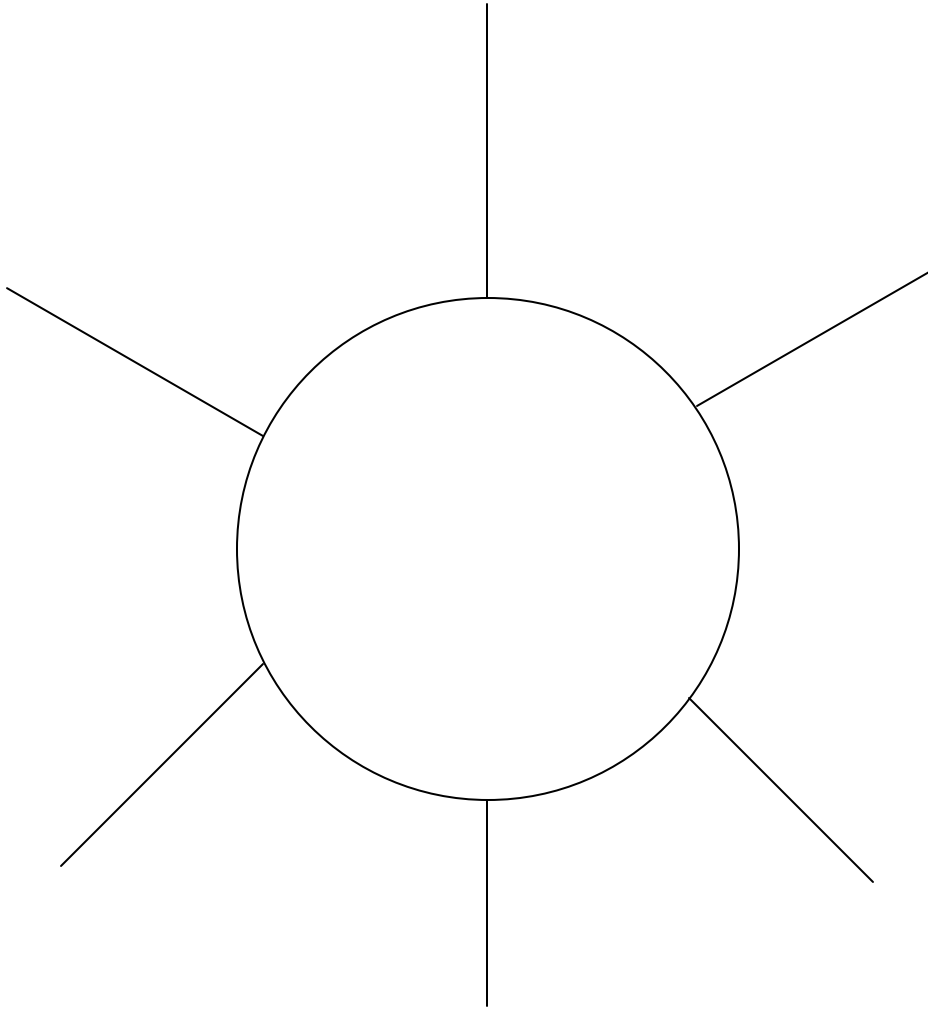
Name _____

Read and Analyze Prompt

You have learned about three important topics in our country's history. Choose one topic and write a paragraph telling why the topic you chose is important to our country's history. Be sure to tell why it is important, and give details about each reason.

Stop and Think

Brainstorm



Pick and Choose

Plan

T= _____

Big Ideas	Supporting Details

C= _____

Color Code

Topic Sentences

Simple Declarative Sentence
(SDS)

Number Statement
(NS)

Question
(Q)

2 Part
(SS)

Turn and Talk

