

CONNECT TO LITERACY

Discuss the Text

CCSS.ELA-Literacy.RI.4.1, RI.4.3

Have students focus on these questions about the text:

- **Draw Conclusions** *What conclusions can you draw about Lincoln’s delivery of the Gettysburg Address? Keep in mind the length of the speech and the effect it had on the people.* (Accept reasonable responses. Students should point out that the speech was clearly well written and powerfully delivered to have such an impact on people.)
- **Hypothesize** *Hypothesize how different Lincoln may have been if he had grown up wealthy and spoiled. How do you think his childhood shaped his personality?* (Accept reasonable responses. Possible answer: Having to work so hard as a child shaped his ethics and helped him have compassion for others.)
- **Create** *Create a visual representation of the battles fought during the Civil War. Be creative in how you show the movement of both armies, the victories and losses, even how much each battle mattered in the outcome. Share your work with the class.* (Students should refer to the text for accurate information.)

Provide Prompts for Response

Offer prompts that allow students to explore the text:

- Create a story map that features the major events of Lincoln’s childhood.
- Explain how Lincoln’s life story has affected you and your understanding of hard work, dedication, and listening to your heart.
- Tell which details were new to you. What questions do you still have about Abraham Lincoln?
- Review the book. Give it a rating between one and four stars and explain why it earned that rating.

Connect with Writing: Informational Text

CCSS.ELA-Literacy.W.4.2, W.4.2b, W.4.2d, W.4.2e

**Introduce the Text Type and Assignment** Say: *An explanatory or informational text gives information. That doesn’t mean this writing is “dry” or boring! Informational texts give exciting facts and rich descriptions. They help us learn more about real objects, people, and places. While I was reading this text, I wanted to learn more about the people in Lincoln’s life, especially during his childhood. I was especially interested in learning about his stepmother, Sarah Bush Johnston. What kind of a woman had such a positive effect on Lincoln? I bet she was an extraordinary woman. Today, we’ll write to discuss a person from Lincoln’s life. Choose a person other than Lincoln from the text to research and write about.*

**Review Features** Review the features of informational text and be sure to display these features for students’ reference:

- an introduction that captures attention and focuses readers on the topic

- facts, definitions, and examples
- technical or historical terms and vocabulary
- text features to help readers keep track of information
- a strong ending that provides closure

**Model the Writing** Model the writing process as you begin a text that describes Sarah Bush Johnston. *I chose to write about Lincoln’s stepmother, Sarah. Sarah entered Lincoln’s life when he was 10 years old. Watch as I begin my model with an attention grabbing beginning:*

.....  
Sarah Bush Johnston entered Lincoln’s life because of a tragedy—his beloved mother had died, leaving behind Lincoln, his father, and sister. But Sarah, or as Lincoln called her, *Mama*, was nothing short of a miracle for the Lincoln family.  
.....

*Notice that I started with a situation that includes the powerful words tragedy and miracle. These words hook the reader’s attention and makes readers want to learn more.* Model one more paragraph of the text, showing how you think aloud as you add details that show how Sarah influenced Lincoln in a positive way.

**Support Writers** Display your model as students begin writing. Remind them that their writing should include facts, definitions, concrete details, and content-specific vocabulary. Support them as they create text features to add to their writing, such as process diagrams, maps, photographs, and so on.

**Revise and Edit** Show students how to revise and edit for specific points, such as:

- Precise content vocabulary
- Sentence variety
- Vivid verbs and enticing adjectives
- Factual information

**Share and Reflect** Allow time for students to share their work with an authentic audience. Then ask questions to guide self-reflection:

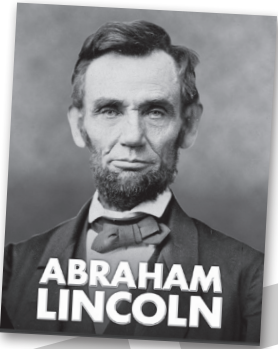
- For what purpose do we write informational text?
- What features did you include in your writing?
- What facts did you include? How did you verify those facts were accurate?
- What tips would you give a friend for explanatory writing?

Connecting Literacy and Content

Abraham Lincoln

Level Q  
Social Studies

Content: The life and history of Abraham Lincoln



Objectives

- Students will:
- learn about the life and history of Abraham Lincoln.
  - interpret a text feature: headings.
  - determine the sequence of events over a period of time.
  - do a close reading to answer questions about content.
  - define and use academic vocabulary related to Abraham Lincoln and his time period.
  - learn to break down multisyllable words when reading.
  - read grade-level prose with expression.
  - write to discuss a historical figure.

CONNECT TO SOCIAL STUDIES

Build Content Background

Engage Students

Show several photographs of Abraham Lincoln and ask: *Who is this? What do you know about this man? I know that this is a photograph of Abraham Lincoln. He was President of the United States during the Civil War.* Write *Abraham Lincoln* on chart paper. Record *President during Civil War* on the list. *What else do we know about Lincoln?* Have students turn and talk with partners and then capture relevant ideas on the list, such as “*Honest Abe*,” *grew up in log cabin*, and so on.

Use a Graphic Organizer

Draw a Five W’s Chart on the board. Explain: *We use a Five W’s Chart to record the Who, What, Where, When, and Why on a topic. Today’s text is about Abraham Lincoln and his life. Looking at our list, I see a few details that I can put into this chart. For example, during the Civil War can go into the When column.* Have students pair up. Give each pair a sticky note on which to write details that can go into any of the five columns. They can place their sticky note on the chart. After reading, return to the chart so that students can confirm or change their responses.

Who	What	When	Where	Why
Abraham Lincoln		During the Civil War		

Introduce the Content

Preview Abraham Lincoln

Give each student a copy of the text and explain: *This book is about the life of and history related to Abraham Lincoln. Lincoln was President during a very tumultuous time in our country. Take a look at the cover. How would you describe the expression on Lincoln’s face?* (Possible responses: serious, intelligent, honorable) Have students thumb through the book, paying attention to the visuals. *Aside from Lincoln’s life, what other events do you think we will read about?* Allow a few moments for students to turn and talk to share their predictions.

Preview Academic Vocabulary  
CCSS.ELA-Literacy.RI.4.4

Turn to pp. 44 and 45. Say: *This is the glossary. A glossary is a list of important words from the text that may be unfamiliar to the reader. This glossary lists the vocabulary words in alphabetical order and then defines each word.* Work through the glossary with students. *Many of these terms—such as secede and Whig—are unfamiliar to me. Referring to the glossary as I read will help me understand the content.* Thumb through the text with students. *These words appear in bold print throughout the text. This is a very helpful feature because it tells you which words are in the glossary and which are not.*

CONNECT TO SOCIAL STUDIES

Discuss Text Features

CCSS.ELA-Literacy.RI.4.7

Say: *Text features add to our understanding of the words on the page. This text includes headings that label and organize related information. Headings are different from chapter titles.* Turn to the heading on p. 5. Explain that headings serve two purposes; they tell the reader what the section is about, and they make it easy for us to find information when referring back to the text. Have students work in pairs to find and read the other headings. What will students read about? Can students think of a third way headings are helpful?

Focus on the Content

As you focus on the text, ask questions that require students to use varying depths of knowledge. Model how to determine the answer to a question before you pose additional questions. (A model is shown for the first question.)

- **Recall** (pp. 6–9) *Recall what you can about Lincoln’s early childhood before the age of 10.* (Possible responses: Lincoln was born in a log cabin in Kentucky. He spent very little time in school, yet loved to read. He grew up quite poor, but loved to help his family in any way he could. He moved to Indiana at age 7.)

**Model** *This question is asking me to recall all I can about Lincoln’s childhood. As I look at page 6, I see several details I could recall. The text says he was born in a log cabin in the Kentucky frontier and that he had less than a year of formal schooling. That is pretty amazing! Reading on, I see that he moved to Knob Creek Valley at age two.*

**Collaborate** *The next heading on page 7 is Schooling. The text says that Lincoln walked 4 miles to a one-room school that only had a teacher once in a while. Partners, read together. Read to find out additional details to recall.*

**Provide independent practice** Have students look over pp. 8–9, including the text boxes and photographs, to gather details they could recall later on. Remind students that when we recall, it is not necessary to memorize entire sentences, but rather important details on a subject.

**Summarize** *We’ve listed many details that would be easy to recall later on. We used the text, text boxes, and photographs to gather recallable information about Lincoln’s childhood.*

- **Infer** (p. 9) *Consider the story of when Lincoln shot the wild turkey at age 8. What can you infer about Lincoln based on this story?* (Possible responses: Lincoln was a sensitive person who did not enjoy violence of any sort. He was gentle and saw the value in all life.)
- **Cite Evidence** (pp. 10–15) *Cite evidence that reveals that Lincoln was an intelligent, hard working, ethical, and open-minded person.* (Accept reasonable responses. Possible answers: He mostly schooled himself; He was typically the leader when playing with others; He did not mind hard work and, in fact, enjoyed earning his own money; He stayed with his family as an adult to ensure they were settled and comfortable in their new home.)
- **Hypothesize** (pp. 15–17) *Hypothesize how Lincoln’s “luck” may have been different had he been unfriendly, lazy, and dishonest.* (Accept reasonable responses. Possible answer: If Lincoln had been unfriendly, lazy, or dishonest, he never would have made the friends and connections he made. No one would have offered him opportunities that helped lead him to the Presidency.)
- **Tell** (p. 26) *Tell what the state of the nation was like when Lincoln took office in 1861.* (Students should mention that there was great tension between the Northern and Southern states. In fact, when Lincoln took office, seven states had seceded already.)
- **Analyze** (p. 32) *What was the effect of hiring Ulysses S. Grant as commander of the Union Army? How did it affect the nation physically? What about emotionally?* (The Union Army began winning more battles. This bolstered people’s spirits and gave many hope.)

Discuss Concepts

Ask:

- *What is the Emancipation Proclamation?* (a statement written by Lincoln that declared freedom for all slaves in the Confederate States)
- *Explain where, when, and how Lincoln died.* (Lincoln was shot by John Wilkes Booth on April 14, 1865, in the Ford Theater. Lincoln died in bed the next morning.)
- *Why is it important to understand the life and history of Abraham Lincoln?* (Answers will vary. Sample response: He was the President at a time when our country was at war with itself. His actions helped bring an end to slavery and reunified the nation.)

**Apply Concepts** Have students return to the timeline on p. 42. Enlarge this timeline on a bulletin board or on the wall. Have students work in pairs or small groups to add to it. They might add photographs of historical incidents that occurred during the same year, additional details on sticky notes, and so on. They can add their findings and examples to the chart and then introduce them to the group.

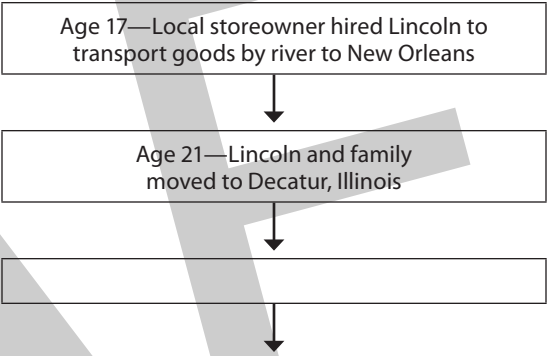
CONNECT TO LITERACY

Determining Sequence of Events

CCSS.ELA-Literacy.RI.4.3, RI.4.5

**Introduce the Strategy** Say: *The sequence is the order in which things happen. A text often includes clue words or dates to show the order. Using these textual cues, such as first, next, a year later and so on helps us keep the events in order.*

**Model** Create a time-order chart to record major events in Lincoln’s young adulthood. Focus on p. 11. *I want to record major events in Lincoln’s life when he was a young adult. The phrases When Abraham was 17 and At 21 years of age both indicate the order of events described on this page. Watch as I record the two events in time-order in our chart.* Model how to place the two mentioned events in order.



**Guide Practice** Have students work in pairs to create another time-order chart for another time period in Lincoln’s life, such as when he began his career in politics.

Close Reading

CCSS.ELA-Literacy.RI.4.1, RI.4.2, RI.4.3

**Introduce the Strategy** Say: *When we are answering a question about the text, it isn’t enough to simply rely on our own knowledge or what we think about a text. We need to look at the text and do a close reading. That means that we go right back to the author’s words on the page to find proof for our answers.*

**Model** Model with the **Cite Evidence** question: *This question asks me to cite evidence that reveals that Lincoln was an intelligent, hard working, ethical, and open-minded person. Watch as I take a close look at the text to answer the question. Page 10 begins by telling me that Lincoln pretty much homeschooled himself. That is quite remarkable! Reading on, I see that even as a child, Lincoln was considered a leader and that as a young teen, he worked hard on many farms. I am marking these ideas with a highlighter to remember them. I also see that Lincoln was open to any job offered to him in which he could make money. I am highlighting these details, too.*

**Guide Practice** Provide copies of pp. 15–17 along with highlighters. Have students highlight textual evidence to answer the **Hypothesize** question.

Focus on Fluency

CCSS.ELA-Literacy.RF.4.4b

**Model Fluent Reading** Say: *When I read, I pay attention to cues that help me read with expression. Even informational text like this is loaded with cues that show me how to read in ways that are lively and interesting—and, most important—help me engage with the meaning of the text.* Read the main text on p. 27. Emphasize *12 days* in the first sentence. Sound matter of fact as you read about the stops the train made. Emphasize the words *warned Lincoln of a plot to kill him*. Reflect excitement as you read the last sentence. Ask students what they noticed about your reading and to identify the cues you used to read with expression.

**Guide Practice** Choose another passage from the book for students to practice fluent reading. Project the passage and highlight cues and key phrases as students suggest them. Have students pair up and read the passage to each other. Circulate and offer assistance as needed.

Study Words

CCSS.ELA-Literacy.L.4.4

**Introduce the Strategy** Say: *Sometimes when we read, we come across a very long word that we find difficult to pronounce at first. This can feel intimidating. However, if we learn to break the long word apart, syllable by syllable, reading, pronouncing, and understanding the word becomes much easier. Our reading confidence soars, too!*

**Practice the Strategy** Focus on the words *Confederacy*, *emancipation*, and *inaugurate* in the text. First, model how to break the word into syllables for students. Write each syllable on the board. Then slowly join each of the syllables together, repeating the word a few times, being sure to say the word a little faster and with more confidence each time. Have students try this process with *legislature* and *surveyor*.