

# Abraham Lincoln

4<sub>A</sub>

**Note:** Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Introducing the Read-Aloud***

**10** minutes

### **What Do We Know?**

**5** minutes

Students who used the Core Knowledge Language Arts program in Kindergarten and Grade 1 should be familiar with Abraham Lincoln.

Have students share what they already know about Abraham Lincoln. Remind students that he was a lawyer in Illinois, and his nickname was “Honest Abe.”

### **Poetry Reading**

**10** minutes

Tell students that you are going to read a poem by Nancy Byrd Turner titled “Lincoln.” Tell students to listen carefully to find out what Turner shares about Abraham Lincoln.

*Lincoln*

by Nancy Byrd Turner

*There was a boy of other days,  
A quiet, awkward, earnest lad,  
Who trudged long weary miles to get  
A book on which his heart was set—  
And then no candle had!*

*He was too poor to buy a lamp  
But very wise in woodmen’s ways.  
He gathered seasoned bough and stem,  
And crisping leaf, and kindled them  
Into a ruddy blaze.*

*Then as he lay full length and read,  
The firelight flickered on his face,  
And etched his shadow on the gloom,  
And made a picture in the room,  
In that most humble place.*

*The hard years came, the hard years went,  
But, gentle, brave, and strong of will,  
He met them all. And when today  
We see his pictured face, we say,  
“There’s light upon it still.”*

Reread each verse, and help students to summarize it in their own words:

- Verse 1: When Lincoln was just a boy, he walked for miles to get a book to read but had no light to read by at night.
- Verse 2: Lincoln made a fire to have light to read by since he was too poor to buy a lamp.
- Verse 3: The light from the fire cast Lincoln’s shadow in the room as he read.
- Verse 4: Lincoln is still remembered today for his character and accomplishments.

Ask students where they have seen Lincoln’s picture. You may wish to show students a penny or a five-dollar bill.

### **Essential Background Information or Terms**

*5 minutes*

Tell students that today’s read-aloud takes place many years after Abraham Lincoln was a young boy reading by the fire, but a few years before he was trying to get elected president of the United States. Explain that this read-aloud describes the period of time Abraham Lincoln was trying to get elected to be one of two senators from the state of Illinois. Explain that every state in the United States elects two senators to send to Washington, D.C. The senators of each state represent the people of their state in the Senate. The Senate is part of Congress, the part of the central government of the United States that makes the laws for the entire

country. In this read-aloud, Abraham Lincoln and Stephen Douglas are competing with one another to become one of the senators from Illinois. To do this, they travel around the state of Illinois giving speeches about what each would do if he gets elected, and debating each other, or in other words discussing their differences in public. One of Lincoln's and Douglas's major differences is what each would do about slavery.

## Vocabulary Preview

5 minutes



### Debate

#### ← Show image 4A-7: Lincoln speaking against slavery

1. In today's read-aloud you will hear about a famous *debate*.
2. Say *debate* with me three times.
3. A debate is a discussion or argument between two people or sides.
4. Citizens from all over the state gathered to hear Abraham Lincoln and Stephen Douglas debate. [Invite a student to point out Lincoln and Douglas.]
5. Who is having a debate in this drawing? Who do you think will win this debate?



### Politicians

#### ← Show image 4A-6: Lincoln standing to debate Douglas

1. In today's read-aloud you meet two *politicians*.
2. Say the word *politicians* with me three times.
3. Politicians are people who work and make decisions in a government.
4. The politicians gave speeches on the importance of education in their communities.
5. In the United States we vote for our politicians. For example, we vote for our city's mayor, we vote for our state's governor, and we vote for the two state senators. In today's read-aloud these two men are trying to be the next state senator.

## Purpose for Listening

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Tell students that today's read-aloud begins with two men from Illinois who are friends. One of the men, named Frank, is a farmer, and the other, named Tom, lives and works in town. They have come to the town of Alton, Illinois, to hear Abraham Lincoln and Stephen Douglas debate one another so they can decide who to vote for in the next Senate election. A newspaper owner named William Foote is also attending the debate so he can write about it in his newspaper. Slavery is a big part of the debate. Tell students to listen carefully to see if they can figure out what the disagreement is about, and what Tom, the townspeople, and Frank, the farmer, think.



## Abraham Lincoln

### ← Show image 4A-1: Platform being built

It was a cool October morning in the year 1858. In a town called Alton, in Illinois, workers were putting the finishing touches on a wooden platform in front of a crowd at City Hall.<sup>1</sup> A sharp, cold breeze rustled through the trees, sending showers of crisp red and yellow leaves fluttering through the air.

Two of these men in the crowd were old friends, though they had not seen one another for a long time. One was a farmer. He was dusty after driving his horse and buggy all the way to town on the dirt roads. The other man lived in town. He was dressed in a clean, gray suit.



### ← Show image 4A-2: Frank and Tom talking

“Good to see you, Frank. How is your farm doing, and how was the corn crop this year?”

“Oh, it could have been better. The rains came a little late, but it was good enough, I suppose,” Frank said, brushing dust from his jacket. He looked around at the faces in the crowd. “You know, Tom, I suppose it has been a lot longer than I thought since I have been to town, because I hardly recognize a single face in this crowd.”

“That’s because most of these people are not from around here,” Tom said. “I was just talking to a man from Kentucky, and I met others who said they had crossed the river from Missouri this morning.”<sup>2</sup> It seems odd to me that so many people are so eager to come and listen to two **politicians** from Illinois.”<sup>3</sup>

### ← Show image 4A-3: Mr. Foote speaking to Tom and Frank

“There’s nothing strange about it,” said another man who was standing nearby. “Forgive me for interrupting, but I couldn’t help but overhear your conversation. I’m William Foote, owner of the

1 [Point to Illinois on a U.S. map.]

2 [Point to Kentucky and Missouri on a U.S. map.]

3 Politicians are part of a government, a group of people who help lead a country. Why do you think people are so eager to hear these politicians?



*Daily Pentagraph* newspaper, out of Bloomington. I'll tell you gentlemen, these two politicians are going to talk about a problem that impacts our entire country, from here to Boston and all the way to Texas. That is why people from outside Illinois are so interested in what they have to say."<sup>4</sup>

4 What problem do you think the politicians will be talking about?

5 or group of people who help lead the country

6 or grow

7 [Point out all of these places on a U.S. map.]

8 Which part of the country thought slavery was wrong? Which part thought it should be allowed?

9 What important date is this? (the date the Declaration of Independence was approved)

10 [Explain to students that Tom believes that slavery is acceptable if the people of a state say it's legal, or allowed by law.]



← Show image 4A-4: Frank not sure

"Well, I'll tell you what I think, Mr. Foote," said Tom. "The problem is not slavery. The problem is that the **government**<sup>5</sup> wants to tell people how to live their lives. The fact of the matter is that the people should have the right to decide for themselves whether slavery should be allowed in their state or allowed to **expand**<sup>6</sup> to new states. We don't need politicians in Washington, D.C., telling us what's best for folks in Missouri and Kansas and Texas, or Illinois for that matter."<sup>7</sup>

"That's not how Mr. Lincoln sees things," said Mr. Foote. "Lincoln says that he does not see how the United States can survive if half the country thinks slavery is wrong and half the country thinks it is right."<sup>8</sup>

"We will see about that," said Tom. "Our nation and its government have survived since July 4, 1776, and slavery has been there all along."<sup>9</sup> And we will all be fine, as long as the government quits trying to tell everyone how to live their lives. Don't you agree, Frank?"<sup>10</sup>

Frank thought for a minute and rubbed his chin. "Honestly, I'm not really sure, Tom. I think this Lincoln fellow might have a good point when he says that slavery is tearing our country apart. But what do I know. That is why I have come here today, to try to get a better understanding."

"Well, you will not be disappointed," said Mr. Foote. "I have been to each of their six previous **debates**,<sup>11</sup> this one being the seventh and last before the Senate election next month, and I can tell you that you will not find two men who disagree more on the issue<sup>12</sup> of whether slavery should be allowed to expand."

11 or discussions

12 or problem



← **Show image 4A-5: U.S. map in 1858**

Should slavery be allowed to expand to new states? That was the true heart of the debate. In 1858, when he was running for the Senate, Abraham Lincoln said he just wanted to stop slavery from spreading to *new* areas of the country in the West. In other words, Lincoln did not support abolishing, or ending, slavery where it already existed in the South. At that time, the United States was made up of the North, where slavery was illegal, or not allowed by law, and the South, where slavery was legal, or allowed by law. The United States was only just beginning to grow into a bigger country, spreading west across the Mississippi River.<sup>13</sup>

13 [Point to the Mississippi River and the various states and territories as they are mentioned in the next two paragraphs.]

That wide and mighty river, flowing from Minnesota all the way down to the Gulf of Mexico, ran right past the town of Alton. Just across the river was the state of Missouri, which had only been a state since 1821. Slavery was legal in Missouri, as it was in the nearby state of Kentucky, but slavery was illegal in Illinois.

There was a lot of land beyond Missouri, but there were not many states, at least not yet. A huge portion of that land was still divided into territories, regions that were organized with a government of their own, but were not yet a state or states under the national government. The Kansas Territory was one example. Lots of people were moving west to settle in Kansas, and it was on its way to becoming a new state. The people of Kansas would be able to vote on whether or not to allow slavery to expand to their new state.<sup>14</sup> However, the people in Kansas were divided on the issue of slavery. They were so divided, in fact, that the Kansas Territory was known for its severe fighting over whether slavery should be allowed.

14 So, what is the difference between a state and a territory?



← **Show image 4A-6: Lincoln standing to debate Douglas**

At last, the two **candidates**,<sup>15</sup> Abraham Lincoln and Stephen Douglas, appeared on the stage. The crowd applauded and then settled down to listen to the debate. Both men had become rather famous over the past few months, not just in Illinois and surrounding states, but all over the country. The Lincoln-Douglas

15 or people running against each other for a position

16 [Tell students the name of each candidate in the picture.]

debates had been covered in newspapers as far away as Boston, New York, and Atlanta, for these two men represented two very different sides of the slavery issue.<sup>16</sup>

Stephen Douglas was a short, plump man, and a great speaker. He believed, as did Tom from earlier in the read-aloud, that the problem of slavery should be solved by each state, and not by the U.S. government. In other words, each state should decide whether to make slavery legal or illegal, and that the U.S. government should have no say over this issue.

Lincoln, on the other hand, thought the U.S. government had a right to prevent the spread of slavery to new parts of the country. The people of the South, especially those who supported slavery, did not like Lincoln for his belief in the power of the U.S. government over the power of the states. They worried that one day the U.S. government might try to tell the South what to do, especially that the government might tell them to abolish slavery.

Lincoln had a reputation of being a powerful and highly intelligent man. He was born on a Kentucky farm but moved to Indiana and then to Illinois, where he was raised in a one-room cabin. Young Lincoln spent his days working on the farm. He only went to school for a year or two as a child. Nevertheless, he became what is known as self-educated. He read everything he could get his hands on, and by the time he was an adult, he had more knowledge than most people who had attended school for many years. Lincoln eventually taught himself about law, and he became a well-known lawyer in Illinois.

Despite his reputation for strength and intelligence, and his uncommonly tall, thin body, people were always surprised when Lincoln opened his mouth. Lincoln had a high-pitched, squeaky voice—not the sort of voice people expected to hear. But it was always worthwhile to hear what he had to say.





17 [The following quote from Lincoln has been modified significantly for ease of understanding by second graders.]

← **Show image 4A-7: Lincoln speaking against slavery**<sup>17</sup>

“What is it that we hold most dear amongst us?” Lincoln asked the crowd that day in Alton. “It is our own freedom and wealth. And what has ever threatened our freedom and wealth except this institution of slavery? If this be true, how will we improve things by expanding slavery—by spreading it out and making it bigger?”

How, Lincoln asked, could America continue to be one united nation if it allowed slavery to spread to new states? Mr. Foote, the newspaperman, looked around at the faces in the crowd, and he could tell that Lincoln was winning the debate; more people liked what he had to say.

Even those who were not against slavery, or did not think that it was wrong, would have a hard time trying to prove that it was not tearing the country apart. In an earlier speech, Lincoln said, “A house divided against itself cannot stand.” In other words, could a country continue when its citizens held such different opinions about what was right and wrong?

As it turned out, Stephen Douglas was a truly powerful politician—he ended up winning the Senate seat, but Abraham Lincoln had definitely brought attention to himself. These two men met again two years later, as both campaigned to become president of the United States. That race had a very different ending.

### Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What kinds of things did Lincoln do as an adult? (He was a lawyer; he spoke out against slavery; he debated Douglas for a Senate seat; he campaigned to become president of the United States.)
2. *Inferential* What did Lincoln do as a child that helped him prepare to be a lawyer and debater? (He read many books.)
3. *Inferential* Why did people come from several states and territories to hear the Lincoln-Douglas debate? (People wanted to hear their opinions on slavery.)
4. *Inferential* How did Lincoln feel about slavery? (He didn't want it to expand to new states. He felt it was dividing the nation.)
5. *Evaluative* If you had been at this Lincoln-Douglas debate and met Lincoln, what would you have said to him or asked him? (Answers may vary.)
6. *Inferential* Who did Mr. Foote think had won the debate? (Lincoln) Why? (because more people seemed to agree with him that slavery was tearing the country apart)
7. *Evaluative* What is a politician? (a person involved in the work of the government) Would you like to be a politician like Lincoln or Douglas? Why or why not? (Answers may vary.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who did you hear about in today’s read-aloud?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

### Word Work: Expand

5 minutes

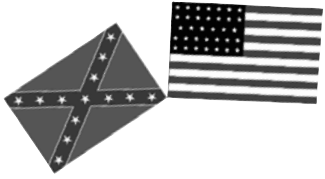
1. In the read-aloud you heard, “People should have the right to decide for themselves whether slavery should be allowed in their state or allowed to *expand* to new states.”
2. Say the word *expand* with me.
3. To *expand* means to spread out and become larger.
4. When you breathe in, your lungs expand to make room for the air.
5. Can you think of a time when you have seen or felt something expand? Try to use the word *expand* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I saw \_\_\_\_\_ expand when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *expand*?

Use an *Antonyms* activity for follow-up. Directions: You have heard that the word *expand* means to grow and become bigger. The word *shrink* is an antonym, or opposite, of the word *expand*. To shrink means to become smaller. I am going to read descriptions of several situations. If I describe something getting bigger, say, “That is an example of *expand*.” If I describe something getting smaller, say, “That is an example of *shrink*.”

1. Joanna’s birthday balloons are starting to lose their air. (That is an example of *shrink*.)
2. Billy’s school is going to make its library bigger. (That is an example of *expand*.)
3. Sally’s soccer team is going to lose some players. (That is an example of *shrink*.)
4. The amount of soap in the soap dish seems to be getting less and less. (That is an example of *shrink*.)
5. The local park is going to add a playing field. (That is an example of *expand*.)
6. Carol’s sweater became smaller after washing it. (That is an example of *shrink*.)



### **Complete Remainder of the Lesson Later in the Day**



# Abraham Lincoln

4<sub>B</sub>

**Note:** Extensions may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

## ***Extensions***

**20** *minutes*

### **Sayings and Phrases: A House Divided Against Itself Cannot Stand**

**5** *minutes*

Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Whereas some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help students understand the difference between the literal meanings of the words and their implied or figurative meanings.

- Remind students that they heard a politician say, “A house divided against itself cannot stand.” Ask students which politician spoke this saying. (Abraham Lincoln)
- Explain that Lincoln said this in response to what was going on within the United States before the Civil War. Review that in some parts of United States slavery was legal, whereas in other parts, slavery was illegal. Ask students in which places was slavery legal. (South) Ask students in which places was slavery illegal. (North) Stress that this divided the country and was tearing the country apart.
- Ask students what “house” in the saying stands for in Lincoln’s quote. (the United States)
- Ask students what the United States was divided about. (whether or not to allow slavery to spread into the new states)

## ↔ Vocabulary Instructional Activity

10 minutes

### Word Work: Issue

1. In the read-aloud you heard, “[T]he people in Kansas were divided on the *issue* of slavery.”
2. Say the word *issue* with me.
3. An issue is a problem or topic that people are talking about, and may disagree about.
4. Carli and Deb care deeply about the issue of healthy school lunches for all students.
5. Can you think of an issue you care about? Try to use the word *issue* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “An issue I care about is \_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *issue*?

Use a *Discussion* activity for follow-up. Directions: With your partner or in small groups, make a list of issues you think would be interesting or important to debate. [You may need to offer suggestions about several issues to prompt discussion. After reviewing students’ lists, you may wish to choose one or two issues to research and debate.]

## On Stage

15 minutes

- One by one, show Flip Book images 4A-1 through 4A-7. Ask students to explain what is happening in each picture. Help them to create a continuous narrative, retelling the read-aloud. As students discuss each image, remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary.

## A Picture Gallery of the U.S. Civil War: The Debates (Instructional Master 4B-1)

20 minutes



### ← Show image 4A-6: Lincoln standing to debate Douglas

- Tell students that they will write about the debate they heard between Lincoln and Douglas in the read-aloud.

- First, invite students to look carefully at the image. Have them identify Lincoln and Douglas. Ask students what these two men were debating over.
- Next, ask students to write about what might be happening in the image.
- Then, students should think of an appropriate title for the image. Tell students that the title will tell others what they think the image is about.
- Finally, students should share their writing with their partner or home-language peers.

### **Domain-Related Trade Book**

**20** minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about Abraham Lincoln to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Have students write one or two sentences to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.