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Course: EDU 351-01
Grade: 1
Content Area: Social Studies

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Topic: Abraham Lincoln and Failing Well

INSTRUCTIONAL OBJECTIVE (Lesson Objective*)

After participating in a Visual Discovery and a collaborative Think, Pair, Share cooperative learning strategy to draw conclusions about Abraham Lincoln, *students will write a claim on the topic of Abraham Lincoln failing well* by completing an exit slip with one solid accurate fact or example.

STANDARDS AND INDICATORS

New York State Social Studies Standards

Key Idea:

1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.

Key Concepts:

1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

Indicator: *This will be evident when the students learn about Abraham Lincoln.*

National Social Studies Standards and Themes

4. Individual Development & Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Identify and describe ways family, groups, and community influence the individual's daily life and personal choices
- Explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions

- Analyze a particular event to identify reasons individuals might respond to it in different ways
- Work independently and cooperatively to accomplish goals.

NCSS C3 Inquiry Arc

Dimension 4:

Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events and will present their information, portions and findings.

Indicator: *This will be evident when students analyze document photos representing Abraham Lincoln's failures. They will participate collaboratively in a group discussion while participating in a Visual Discovery that portrays photos of Abraham Lincoln's failures.*

Common Core ELA Standards

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Indicator: *This will be evident when the students complete their exit slip and participate in a collaborative discussion about Abraham Lincoln.*

Social Studies Practices: Habits of Mind

A. Gathering, Interpreting and Using Evidence

2. Recognize and effectively select different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).

5. Identify implicit ideas to draw inference, with support.

Indicator: *This will be evident when the students use photos to draw inferences about Abraham Lincoln's life.*

MOTIVATION (Engaging the learner(s)*)

Students will share their pictures and story about how their parents failed well with the class. Then, students will then be shown a YouTube Video discussing the life of Abraham Lincoln, and must participate in a “Think, Pair, Share” activity discussing what they viewed.

MATERIALS

- SMART Board
- Document pictures
- Cups to build a tower
- Graphic organizer
- Exit slip
- Writing utensils
- Poem
- Journal for homework
- Computer to research material for Academic Enrichment

STRATEGIES (Learning Strategies*)

- Collaborative learning: “Think, Pair, Share” strategy
- Visual Discovery Common Core Strategy
- Class Discussion

ADAPTATIONS (Exceptionality*)

- A student who is an English Language Learner will be given a list of unknown vocabulary words previously reviewed with individually by the teacher.
- The student with ADHD will be given the opportunity to collect and distribute materials to allow opportunities for movement.
- A student with poor fine motor skills will be given a scribe to complete the exit slip

DIFFERENTIATION OF INSTRUCTION

Visual learners will succeed when they have the opportunity to view and analyze photos during the Visual Discovery document analysis.

Auditory learners will succeed when have the opportunity to hear about Abraham Lincoln's past.

Bodily-kinesthetic learners will succeed when they have the opportunity to build a tower reflecting the character of Abraham Lincoln.

Students with interpersonal strengths will succeed when given the opportunity to collaborate during a "Think, Pair, Share" activity.

DEVELOPMENTAL PROCEDURES

1. Motivation: Students will review the previous night's homework. They will share their parent interviews and drawing with the class. *(Who did you interview? (Literal) What did you draw? (Literal) How did your parents story make you feel? (Inferential) How do you think your parents learned from their struggles or mistakes?(Metacognitive)*
2. Students will watch a movie about the life of Abraham Lincoln. After watching the video students will participate in a "Think, Pair, Share" activity discuss what they saw. *(Who is Abraham Lincoln? (Literal) What is he known for? (Literal) What do you believe is one of his greatest successes? (Inferential). What challenges may have Abraham Lincoln had to overcome? (Metacognitive))*
3. Students will then participate in a Visual Discovery Common Core Strategy. They will be shown a series of photos regarding failures Abraham Lincoln faced. Students will analyze each photo and discuss what they are seeing. As each photo is discussed, a tower of cups will be built (Three on the bottom, two the the middle, and one on the top). The final, top cup will pair with picture of Abraham Lincoln being president. This will convey the message that Abraham Lincoln ultimately failed well by never giving up and by continuously pushing forward, no matter what obstacles he faced. This results in the idea that all his failures helped lead him to becoming president; one of his greatest successes. *(What do you see in the photo? (Literal) What emotion does this picture give off?(Inferential) What may this photo represent? (Inferential) How may this photo relate to Abraham Lincoln? (Metacognitive) What do these photos have in common? (Metacognitive) What message to all these photos collectively tell us? (Metacognitive))*

4. As an independent assessment, students will complete an exit slip. They must provide one example supporting the following statement: “Abraham Lincoln failed well”. This will be collected at the conclusion of the lesson. *(What did Abraham Lincoln do? (Literal) What were some of Lincoln’s failures? (Literal) Do you think Abraham Lincoln is someone who failed well? (Inferential) How did Abraham Lincoln fail well? (Metacognitive) Think about how his failures helped him become President of the United States. (Metacognitive))*

5. Students will participate in a shared reading activity with the poem “Mistakes”. *What does the poem mean? (Literal and Inferential) What is the message of the poem? (Metacognitive) How may this poem relate to the life of Abraham Lincoln? (Metacognitive)*

ASSESSMENT (artifacts* and assessment [formal & informal]*)

- The teacher will observe students as they engage in the “Think, Pair, Share” activity.
- The teacher will work with and observe students as they analyze photos during the Visual Discovery activity.
- The teacher will review and assess the students' completed exit slips.

INDEPENDENT PRACTICE

For homework, students will construct a list of five reasons why Abraham Lincoln should be memorialized. This will be used in class for the following lesson when students engage in a *History Alive!* strategy of making a statue and monument of Abraham Lincoln. The lists will be written in the student’s journal notebook.

FOLLOW-UP: DIRECT TEACHER INTERVENTION AND ACADEMIC ENRICHMENT

Direct Teacher Intervention: Students who did not easily meet the lesson objective will, along with the teacher, create a graphic organizer explaining the idea that Abraham Lincoln failed well.

Academic Enrichment: Students who easily met the lesson objective will have the opportunity to research Abraham Lincoln’s life. Using a computer in the classroom, the students will find 3 facts supporting the idea that Lincoln was a successful President of the United States.

TEACHER REFERENCES

Free School. (2015, March 14). *Biography of Abraham Lincoln for Kids: Meet the American*

President for Kids - FreeSchool [Video file]. Retrieved from <https://www.youtube.com/watch?v=fTjYG1Tyaos>

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