"Abraham Lincoln and the U.S. Civil War"

Zoila Brown
Summer, 2003
FLA 518 Dr. Verplaetse
Introduction
Unit: “Abraham Lincoln and the U.S. Civil War”

Grade: 5th

Class: Mainstream class with ELL students

You might be particularly interested in how this teacher:
  • How the teacher makes talk comprehensible with graphic organizers (7).
Unit Introduction

Title: “Abraham Lincoln & the U.S. Civil War”

Target Group: Grade 5 Mainstream class with ELL students

Source of text: Lincoln: A Photobiography
Author: Russell Freedman

An excerpt from the students’ literature book- Daybook of Critical Reading and Writing is attached.
Author: Vicki Spandel
Publisher: Great source Education Group, a Houghton Mifflin Co. 2001.

Source of lessons: A combination of two separate sets of lessons I created.

Goals:

I want my students to know that slavery was one of the main causes of the U.S. Civil War between the North and South. I also want them to know that Abraham Lincoln led the North. In addition, I want my students to know the sequence of events that led to President Lincoln’s death. Finally, I would like my students to recognize that President Lincoln’s civil and political involvement is told in a poetic form called a ballad.

Zoila Brown
FLA 518 (Dr. Verplaetse)
Summer 2003
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<tr>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>LEARNING STRATEGIES</th>
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<tr>
<td><strong>KNOWLEDGE</strong></td>
<td>1. Vocabulary connected to the Civil War. 2. The ballad as a form of poetry.</td>
<td>1. The main causes of the U.S. Civil War. 2. Pres. Lincoln's role in the war. 3. The sequence of events during the war. 4. The sequence of events leading to Abraham Lincoln's assassination.</td>
<td>Time-line to recall order of events.</td>
</tr>
<tr>
<td><strong>SKILLS</strong></td>
<td>1. Use context clues to determine the meaning of vocabulary. 2. Make predictions and set purpose for reading. 3. Orally read parts of the story. 4. Identify the sequence of events in a story. 5. Practice choral reading. 6. Write a summary of the text. 7. Write a paragraph explaining ideas to be included in a speech.</td>
<td>1. Identify issues over which the North and South were divided. 2. Compare strengths &amp; weaknesses of the Union &amp; the Confederacy. 3. Identify the sequence of events.</td>
<td>A pictograph to express amounts with symbols. Sequence chart to organize events in order.</td>
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Lesson 1
### Functional/Notational Chart, Lesson 1

**Title:** “Abraham Lincoln and the Civil War”

<table>
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<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Civil War (picture)</td>
<td>Took place…. The war took place…. The president led the…. President Lincoln…. The presidential duty… The slaves were manacled, or <strong>handcuffed</strong>. Abraham Lincoln wanted to abolish, or <strong>put an end</strong> to slavery. Lincoln was an abolitionist because he wanted to put an end to slavery. He wanted to emancipate, or <strong>free</strong> the slaves from the bondage.</td>
<td>Irregular past tense Verbs: take, lead</td>
<td>Civil War President Lincoln Presidential Manacled Abolish abolitionist Emancipate</td>
</tr>
<tr>
<td>Describe</td>
<td>Ideas about slavery</td>
<td></td>
<td>Proper noun</td>
<td>Manacled</td>
</tr>
<tr>
<td>Express</td>
<td></td>
<td></td>
<td>Adjective (~ial )</td>
<td>Manacled</td>
</tr>
</tbody>
</table>


Lesson Plan 1 (Modified)

Subject: Language Arts/Social Studies  Time: 50 min.

Topic: “Abraham Lincoln & the Civil War”

Objectives: Students will:
1. Identify the issues over which the North and South were divided.
2. Develop vocabulary connected to the Civil War.

All students will be able to select responses on an anticipation guide. Some students will be able to give evidence to support responses on the anticipation guide. Most students will be able to construct an elaborated definition by using a concept definition map.


Procedure:

1. **Initiation:** Project a photo of Abraham Lincoln during the Civil War. Distribute copies of the anticipation guide. Read the directions to the students. Students check the boxes on the left as teacher reads aloud, pausing after each statement. The students who are more capable are also expected to give evidence.

2. Inform students that Abraham Lincoln was president during the Civil War. Explain that a Civil War is a war within a nation. Teacher moves a hand over the entire U.S. map and says, “A Civil War is a fight among the people in their own country”. The United States was divided in two sections. One section was the North. The other section was the South. Point to the sections on the U.S. map. These two sections were at war. Ask, “What other country do you know had a Civil War?” Wait for students to think. This may be an opportune moment to hold an instructional conversation tapping into students’ cultural background.

3. Write ‘Civil War’ and the meaning beside it on the board. Have pairs of students use a concept definition map to write an elaborated definition of the noun ‘president’ by listing qualities and examples of president. Point out that President is the same as Prime Minister. Volunteers share meaning with the whole class.

4. Teach the meaning of ‘presidential’. Point out the base word ‘president’ and its affix which changes the noun to an adjective. (It means having to do with the president.)
Write both words and their meanings on the board. Ask if students know of any other word like these. (An example is Resident/residential.)

5. Tell students that as teacher reads aloud they are to identify the main issues why the North and South were divided. Read aloud the highlighted portions of pages 45-48 from *Lincoln: A Photobiography*. (Only the gist of the passage is highlighted and some paraphrasing is done.) Show a picture of hands handcuffed to make the word ‘manacled’ comprehensible. Encourage students to check their responses on the right of the anticipation guide.

**Closure:** Each student tells a partner three things he/she learned.
Descriptive Narrative

I have developed and modified my original lesson plan to include sheltered strategies, adjust discourse, and enhance students' interaction. I had previously planned to focus my first lesson on building background through vocabulary connections. I would have created a passage to include various context clues that students could use to determine the meaning of key words in the unit. That might have been fine for many mainstreamed students whose native language is English. However, my few ELLs may never see the clues, and may become frustrated or disengaged. Instead, I contextualized the lesson by engaging students in the study of a picture pertaining to the theme of the unit and reference to a map of the United States. A concept map or a noun web is added to develop vocabulary. These visuals would spark more interest and would involve all students. I have modified the ‘anticipation guide’ to serve also as a listening guide.

The Civil War is explained in simple sentences. Through questioning, students are given opportunity to connect prior knowledge. Instructional conversations will be encouraged as teacher questions students’ knowledge of Civil War in other countries. This was not envisioned in the original lesson plan. I plan to make appropriate pauses in the lesson so the ELLs will be able to make comprehensible input. More wait time is also included. I have simplified the text by highlighting only the parts to be read (the gist), and paraphrasing unfamiliar words or phrases that have double meaning.

The students will also be organized in small groups to facilitate students’ engagement and output. To enhance students’ interaction and provide a safe and stimulating environment for all, I have modified my plan by organizing students in small groups to work with different partners.
Lincoln During the War

Courtesy of Library of Congress, Prints & Photographs Division, LC-B8171-7951 DLC

President Lincoln with General McClellan and other officers at Antietam. October 3, 1862.
**Noun Web**

**Noun:** President

**Definition:**
A person chosen to lead a group of people.

**Examples:**
- Lincoln
- Example
- Example
- Example

**Related Words:**
- responsible
- quality
- quality
- quality
Modified text: Only the highlighted lines should be read. Possible paraphrases are handwritten.

FOUR

Half Slave and Half Free

"If slavery is not wrong, nothing is wrong. I cannot remember when I did not so think, and feel."

When Lincoln took his seat in Congress in 1847, Washington was a sprawling town of 34,000 people, including several thousand slaves. From the windows of the Capitol, Lincoln could see crowded slave pens where manacled blacks waited to be shipped south.

Southern planters had built a cotton kingdom on the shoulders of enslaved blacks, and they meant to preserve their way of life. White Southerners claimed a "sacred" right to own Negroes as slaves. Slavery was a blessing for blacks and whites alike, they said, "a good—a positive good," according to Senator John C. Calhoun of South Carolina.

Slave uprisings and rebellions had resulted in tough measures to control blacks and silence white critics of slavery. Throughout the South, antislavery writings and societies were suppressed or banned.
Slavery had never prospered in the North and had been outlawed there. Some Northerners wanted to abolish slavery everywhere in the land, but abolitionists were still a small and embattled minority. Most people in the North were willing to leave slavery alone, as long as it was confined to the South.

While the North was free soil, it was hardly a paradise for blacks. Racial prejudice was a fact of everyday life. Most Yankee states had enacted strict "black laws." In Illinois, Lincoln's home state, blacks paid taxes but could not vote, hold political office, serve on juries, testify in court, or attend schools. They had a hard time finding jobs. Often they sold themselves as "indentures" for a period of twenty years—a form of voluntary slavery—just to eat and have a place to live.

Even in northern Illinois, where antislavery feelings ran strong, whites feared that emancipation of the slaves would send thousands of jobless blacks swarming into the North. Abolitionists were considered dangerous fanatics in Illinois. Lincoln knew that to be branded an abolitionist in his home state would be political suicide.

Early in his career, Lincoln made few public statements about slavery. But he did take a stand. As a twenty-eight-year-old state legislator, he recorded his belief that slavery was "founded on both injustice and bad policy." Ten years later, as a congressman, he voted with his party to stop the spread of slavery, and he introduced his bill to outlaw slavery in the nation's capital. But he did not become an antislavery crusader. For the most part, he sat silently in the background as Congress rang with angry debates over slavery's future.

Lincoln always said that he hated slavery. He claimed he hated it as much as any abolitionist, but he feared that efforts to force abolition on the South would only lead to violence. He felt that
Slave market in Atlanta. The slaves were held in pens until they were auctioned off.
Congress had no power to interfere with slavery in states where it already existed.

He wanted to see slavery done away with altogether, but that would take time, he believed. He hoped it could be legislated out of existence, with some sort of compensation given to the slaveholders in exchange for their property. As long as Congress kept slavery from spreading, Lincoln felt certain that it would gradually die a "natural death."

When his congressional term ended in 1849, Lincoln decided to withdraw from public life. For the next five years he concentrated on his law practice and stayed out of politics. As he traveled the Illinois circuit, arguing cases in country courthouses, slavery was becoming an explosive issue that threatened to tear the nation apart.

Vast new territories were opening up in the West, bringing the North and South into conflict. Each section wanted to control the western territories. The South needed new lands for the large-scale cultivation of cotton and other crops with slave labor. The North demanded that the western territories be reserved for the free labor of independent farmers and workers. Meanwhile, as the territories reached statehood and gained votes in Congress, they would hold the balance of political power in Washington. The admission of each new state raised a crucial question: Would it enter the Union as a free state or a slave state?

So far, Congress had managed to hold the country together through a series of uneasy compromises, such as the Missouri Compromise of 1820. These agreements permitted slavery in some western territories and barred it in others. But attitudes were hardening. Growing numbers of Northerners had come to regard slavery as a moral evil, an issue that could no longer be avoided. Southerners, meanwhile, were more determined than ever to protect their way of life.
Lesson 2
### Functional/Notational Chart, Lesson 2

**Grade 5 Mainstream with ELLs (Intermediate Level)**

Title: “Abraham Lincoln and the Civil War”

<table>
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<th>Functions</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Six symbols in a pictograph</td>
<td>The North had greater number of _______. The South had fewer _______. About how many times greater....?</td>
<td>Adverbs/degree of comparison Greater/more than Fewer/less than Degree of Approximation Number: singular/plural Factory/factories</td>
<td>Population Products Factory Workers Railroad Lines Factories</td>
</tr>
<tr>
<td>List</td>
<td>Other names for the North and South</td>
<td>The North was called the _______ and the South was the _______.</td>
<td>Proper noun</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan 2 (Modified)

Subject: Language Arts/Social Studies             Time: 50 min.

Topic: “Abraham Lincoln & the Civil War”

Objectives: Students will:
1. Compare the strengths and weaknesses of the North and the South at the start of the Civil War.
2. Identify the sequence of events during the Civil War.
3. Recognize President Lincoln’s role in the war.

All students will:
1. Use a pictograph to compare strengths and weaknesses of the North and South.
2. Locate dates and events on a time-line.

Most students will create a chart to summarize the information from the pictograph.

Some students will write a conclusion about which side would be better able to win the war.

Beginning ELLs will use a story frame to write their conclusion.

Materials: Simplified text from book, Lincoln: A Photobiography, transparencies with U.S. map and a pictograph, activity sheet, overhead projector, summary chart, time-lines, and word labels

Procedure:

1. Initiation: Ask students, “What would make a side strong in a battle?” Explain that a battle is the fighting that has to do with the war. It happens in different places during the war. Use gestures to show fighting and an ‘X’ across a drawing of a bottle to show the difference between battle and ‘bottle’. List responses on the board.

2. Inform students that the issue over slavery resulted in the Civil War between the North and the South. Display the map on the overhead. Point to the map key. Explain that the North was called the Union and the South, the Confederacy, or Confederate states. Repeat the words, Union and Confederacy while placing labels for them on the board. Have students repeat, “The North was the Union. The South was the Con-fed-er-a-cy.” Place separate labels with North and South over their respective labels on the board. Invite students to say the words as you place them on the board.

3. Display pictograph on the overhead. Ask, “What does the pictograph show?” Probe for students to recognize the purpose of the graph. Explain that there is no key for amounts. We are just comparing using greater or more than, about how many times (an approximation), and so on. Teacher models comparison using one of the
elements, for example factories. Teacher could use this opportunity to teach a form of irregular plural.

4. Students work with a partner to recreate the comparison chart. They have the autonomy to create their own symbols. Pairs of students share their charts while the teacher monitors. Students read the questions from the overhead and discuss their answers. Teacher monitors paying special attention to the ELLs throughout the room. Students explain their conclusions in a paragraph. **Beginning ELLs are given a paragraph frame.**

5. Present group of 3-4 students with a partially completed time-line and cutouts of dates and events. Instruct students to listen for the sequence of events and the important things President Lincoln did during the war. Teacher reads aloud the text that is simplified through paraphrasing, cutting, and pasting from pages 72-86 of the Lincoln book. Repeat the main events and dates with two-second pauses between each repetition. Students place the cutouts on the appropriate places on the time-line. Teacher monitors for correctness.

**Closure:** List two important things President Lincoln did during the war. (Possible answers: Planned strategy, directed tactics, led the North, found competent generals to lead the North to victory.) This is students' exit pass.
Use the pictograph to answer these questions.

1. What does the pictograph show?
2. Which side had the greatest number of people?
3. Which side had more factories and workers?
4. Which side had the lesser number of railroad lines to move soldiers and supplies?
5. Which side had a greater amount of food products?
6. How many times greater was the amount of gold that the North had compared with the amount of gold that the South had?
7. Based on the pictograph, which side appeared to have the most advantages? Why do you think so?
Using Your Skills

Reading a pictograph

THE COMPARATIVE STRENGTHS OF THE UNION AND
THE CONFEDERACY IN 1861

<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Factories</th>
<th>Factory Workers</th>
<th>Railroad Lines</th>
<th>Food Products</th>
<th>Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORTH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOUTH</td>
<td></td>
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</table>

Use the pictograph to complete the paragraph below.

This pictograph compares the strengths of the ____________ and the Confederacy in 1861. The ____________ seemed to be the stronger side. The North had the greater number of people. It had six times more factory workers than the ____________. It also had more food products and gold. The South had fewer railroad lines to move soldiers and supplies. So the ____________ was probably the weaker side.
CIVIL WAR TIME LINE

APRIL 12, 1861  Confederate troops attacked Fort Sumter.

July 21, 1861  Union troops retreated after the First Battle of Bull Run.

March 9, 1862  The ironclad ships *Monitor* and *Merrimack* battled.

Sept. 17, 1862  Confederate troops retreated after the Battle of Antietam.

Jan. 1, 1863  President Lincoln issued the Emancipation Proclamation.

April 9, 1865  General Lee surrendered to General Grant at Appomattox.

April 14, 1865  President Lincoln was assassinated.

May 26, 1865  The last Confederate troops surrendered.
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THE UNITED STATES AT THE TIME OF THE WAR BETWEEN THE STATES

KEY
- UNION STATES
- CONFEDERATE STATES BEFORE THE FALL OF FORT SUMTER
- CONFEDERATE STATES ADDED AFTER THE FALL OF FORT SUMTER
- BORDER STATES
- TERRITORIES
Abraham Lincoln was inaugurated, or sworn into office on March 4, 1861. He was the 16th president. President Lincoln soon had a hard time. He had to make decisions to save the Union. April 12, 1861 the war began. It started after Confederate rebels fired on Fort Sumter. Fort Sumter is in North Carolina. Soon troops crowded Washington. They were ready to defend the capital.

Everyone in Washington believed that the war would end quickly. The North claimed the loyalty of twenty-three states with a population of 22 million. The eleven states of the Confederacy had about 9 million people, and nearly 4 million of them were slaves. The South was mainly agricultural. The North had factories to produce ammunition and guns, a network of railroads to transport troops, and a powerful navy that could blockade Southern ports.

But if the North had most of the industry and population, the South held a monopoly on military talent. Jefferson Davis, the Confederate president, was a professional soldier. And Southern-
ers made up a high proportion of the country's skilled military commanders. Lincoln's biggest headache during the early years of the war would be to find competent generals who could lead the Union to victory.

By early summer, both sides were training large armies of volunteers, many of them inexperienced boys who could barely handle a rifle. Northern newspapers were calling for a massive drive against the Confederate capital in Richmond, Virginia. "On to Richmond!" became the popular rallying cry.

In July, Union forces under General Irwin McDowell marched into Virginia. McDowell had been ordered to capture the crucial railroad junction at Manassas, about twenty-five miles southwest of Washington. From there, he would sweep down to Richmond and crush the rebellion.

Word spread through Washington that McDowell would begin his attack on Sunday, July 21. That morning dozens of politicians and their wives, newspapermen, and other spectators drove down from Washington in buggies and carriages to watch their army defeat the rebels. None of these people had ever seen a battle, and they had little idea what to expect. They brought along picnic baskets, champagne, and opera glasses, camped on a hillside, and waited for the action to begin.

Lincoln waited anxiously in the White House. The first reports to reach him were confusing—the two armies had met at a muddy little creek called Bull Run. They were advancing and retreating in turn. Several hours later, Lincoln received word of a disaster. Union troops had broken ranks. McDowell's army had been routed.

The president stayed up all that night, listening to the stories of congressmen and other civilians who had fled in panic before the retreating troops. The Union army had fallen apart. Soldiers
and sightseers alike had stampeded back to Washington. As dawn broke, Lincoln stood at a White House window and watched his mud-splattered troops straggling back into the capital through the fog and rain.

Until now, Lincoln had turned for strategic advice to his general in chief, seventy-five-year-old Winfield Scott. Scott had proposed his famous "anaconda plan" to surround the South and squeeze it into submission—a blockade of the Southern coast and occupation of the Mississippi River. Lincoln felt that the plan didn't go far enough. He wanted his commanders to take the offensive wherever they could. After Bull Run, he resolved to tighten the naval blockade, call up more troops for longer enlistments, and
launch three offensives at once—into Virginia, into Tennessee, and down the Mississippi.

He gave command of the Eastern armies to General George B. McClellan, a thirty-five-year-old veteran of the Mexican War. McClellan was vain, pompous, and opinionated, but Lincoln had faith in him. The president brushed off criticism of the general's rude behavior by saying, "Never mind. I will hold McClellan's stirrups if he will bring us victory."

McClellan trained his growing army with meticulous care, but as the months passed, he showed no signs of moving against the rebel forces massed in Virginia. "Don't let them hurry me, is all I ask," he said. When the first snows fell at the end of 1861, McClellan's troops were not yet ready for battle. On the western front, it was the same story. Union commanders built up their forces and drilled their men, but they weren't ready to fight.

Congress and the public were losing patience. Why weren't the generals fighting? Was Lincoln too inexperienced to handle his job? A Congressional committee began to investigate the conduct of the war. Generals were called in from the field to testify on Capitol Hill.

Lincoln, too, was tired of the delays. But he wasn't a military man himself, and he was reluctant to overrule his commanders. And he had other troubles besides—corruption in the War Department, angry disputes within his cabinet, and mounting criticism from Congress. Senator Benjamin F. Wade of Ohio called the Lincoln administration "blundering, cowardly, and inefficient."

By now, the president had serious misgivings about the professional soldiers who were running the war. He had collected a library of books on military strategy, and he studied them late into the night, just as he had once studied law and surveying. Attorney General Edward Bates had told Lincoln that it was his presidential
duty to "command the commanders... The nation requires it, and history will hold you responsible." Lincoln began to play an active role in the day-to-day conduct of the war, planning strategy and sometimes directing tactical maneuvers in the field.

He found relief from the pressures of the war during his private hours in the White House. Robert Lincoln was now studying at Harvard University, but eleven-year-old Willie and eight-year-old Tad lived with their parents in the executive mansion. They romped through the house, bursting into solemn conferences, playing tricks on cabinet members, making friends with the staff, and collecting a menagerie of pets, including a pony that they rode around the White House grounds, and a goat that slept on Tad's bed.

Robert Todd Lincoln,
the Lincolns’ eldest son,
as a student at Harvard University in 1861.
Lincoln took the boys with him to visit troops camped along the Potomac. And he joined in their games, wrestling with his sons on the expensive Oriental carpets Mary had bought when she redecorated the White House. During the darkest moments of the war, Lincoln was able to throw off his fits of despair in the company of his two boys.

In February, 1862, both boys came down with fevers. Tad recovered, but Willie took a turn for the worse, tossing and turning through the night as his parents sat by his bedside, bathing his face and trying to comfort him. Willie died on February 20—the second son to be taken from the Lincolns. Mary was so overwhelmed with grief, she could not attend the funeral. For three months she refused to leave the White House. She would never fully recover from her emotional breakdown.

Lincoln plunged into the deepest gloom he had ever known. He had felt a special bond of understanding with Willie, and now he grieved as never before. Again and again, he shut himself in his room to weep alone.

As Willie lay dying, the pace of the war was quickening. Union armies had launched a broad offensive in the West, winning the first Northern victories of the war. By the spring of 1862, the North had captured New Orleans and was gaining control of the crucial Mississippi River. While the news was encouraging, the cost in human lives horrified everyone. During a single two-day battle at Shiloh Church in southern Tennessee, thirteen thousand Union soldiers had been killed or wounded.

On the Eastern front, General McClellan had finally led his huge army into Virginia. Instead of marching overland to Richmond, as Lincoln had urged, McClellan shipped his troops to the tip of the York Peninsula, landing seventy-five miles southeast of
Richmond. Then he moved up the peninsula to attack the Confederate capital from the rear. Unfortunately, he advanced so slowly and cautiously, the rebels had plenty of time to muster their defenses.

In June, as McClellan paused outside Richmond, waiting to attack, rebel troops commanded by Robert E. Lee launched a surprise counter-offensive. During seven days of bitter fighting, McClellan was driven all the way back to the James River. His long-awaited campaign to take Richmond had been a bloody failure. More than twenty-three thousand of his troops were either dead, wounded, or missing.

Meanwhile, the rebels had been battering Union armies in Virginia's Shenandoah Valley. As the casualty lists piled up on his desk, Lincoln wondered if the war would ever end. In the all-important Eastern theatre, the North had yet to win a victory.

For months, Lincoln had been shuffling his generals around, trying to find field commanders he could count on and a reliable general in chief to direct the war effort. The elderly and ailing Winfield Scott had been persuaded to retire. McClellan had stepped in as supreme commander, but he had little talent for strategic planning. When he sailed with his army for Virginia, Lincoln decided to act as his own general in chief. Then he called on General Henry W. Halleck to fill the top military command post. But Halleck was another disappointment. He offered good advice, but he shrank from making decisions. Once again, Lincoln had to make them.

The toughest decision facing Lincoln, however, was the one he had to make about slavery. Early in the war, he was still willing to leave slavery alone in the South, if only he could restore the Union. Once the rebellion was crushed, slavery would be confined to the Southern states, where it would gradually die out. “We
didn't go into the war to put down slavery, but to put the flag back,” Lincoln said. “To act differently at this moment would, I have no doubt, not only weaken our cause, but smack of bad faith.”

Abolitionists were demanding that the president free the slaves at once, by means of a wartime proclamation. “Teach the rebels and traitors that the price they are to pay for the attempt to abolish this Government must be the abolition of slavery,” said Frederick Douglass, the famous black editor and reformer. “Let the war cry be down with treason, and down with slavery, the cause of treason!”

But Lincoln hesitated. He was afraid to alienate the large numbers of Northerners who supported the Union but opposed emancipation. And he worried about the loyal, slaveholding border states—Kentucky, Missouri, Maryland, and Delaware—that had refused to join the Confederacy. Lincoln feared that emancipation might drive those states into the arms of the South.

Yet slavery was the issue that had divided the country, and the president was under mounting pressure to do something about it. At first he supported a voluntary plan that would free the slaves gradually and compensate their owners with money from the federal treasury. Emancipation would begin in the loyal border states and be extended into the South as the rebel states were conquered. Perhaps then the liberated slaves could be resettled in Africa or Central America.

Lincoln pleaded with the border-state congressmen to accept his plan, but they turned him down. They would not part with their slave property or willingly change their way of life. “Emancipation in the cotton states is simply an absurdity,” said a Kentucky congressman. “There is not enough power in the world to compel it to be done.”
Lincoln came to realize that if he wanted to attack slavery, he would have to act more boldly. A group of powerful Republican senators had been urging him to act. It was absurd, they argued, to fight the war without destroying the institution that had caused it. Slaves provided a vast pool of labor that was crucial to the South's war effort. If Lincoln freed the slaves, he could cripple the Confederacy and hasten the end of the war. If he did not free them, then the war would settle nothing. Even if the South agreed to return to the Union, it would start another war as soon as slavery was threatened again.

Besides, enslaved blacks were eager to throw off their shackles and fight for their own freedom. Thousands of slaves had already escaped from behind Southern lines. Thousands more were ready to enlist in the Union armies. "You need more men," Senator Charles Sumner told Lincoln, "not only at the North, but at the South, in the rear of the rebels. You need the slaves."

All along, Lincoln had questioned his authority as president to abolish slavery in those states where it was protected by law. His Republican advisors argued that in time of war, with the nation in peril, the president did have the power to outlaw slavery. He could do it in his capacity as commander in chief of the armed forces. Such an act would be justified as a necessary war measure, because it would weaken the enemy. If Lincoln really wanted to save the Union, Senator Sumner told him, he must act now. He must wipe out slavery.

The war had become an endless nightmare of bloodshed and bungling generals. Lincoln doubted if the Union could survive without bold and drastic measures. By the summer of 1862, he had worked out a plan that would hold the loyal slave states in the Union, while striking at the enemies of the Union.

On July 22, 1862, he revealed his plan to his cabinet. He had
decided, he told them, that emancipation was "a military necessity, absolutely essential to the preservation of the Union." For that reason, he intended to issue a proclamation freeing all the slaves in rebel states that had not returned to the Union by January 1, 1863. The proclamation would be aimed at the Confederate South only. In the loyal border states, he would continue to push for gradual, compensated emancipation.

Some cabinet members warned that the country wasn't ready to accept emancipation. But most of them nodded their approval, and in any case, Lincoln had made up his mind. He did listen to the objection of William H. Seward, his secretary of state. If Lincoln published his proclamation now, Seward argued, when Union armies had just been defeated in Virginia, it would seem like an act of desperation, "the last shriek on our retreat." The president must wait until the Union had won a decisive military victory in the East. Then he could issue his proclamation from a position of strength. Lincoln agreed. For the time being, he filed the document away in his desk.

A month later, in the war's second battle at Bull Run, Union forces commanded by General John Pope suffered another humiliating defeat. "We are whipped again," Lincoln moaned. He feared now that the war was lost. Rebel troops under Robert E. Lee were driving north. Early in September, Lee invaded Maryland and advanced toward Pennsylvania.

Lincoln again turned to General George McClellan—Who else do I have? he asked—and ordered him to repel the invasion. The two armies met at Antietam Creek in Maryland on September 17 in the bloodiest single engagement of the war. Lee was forced to retreat back to Virginia. But McClellan, cautious as ever, held his position and failed to pursue the defeated rebel army. It wasn't the decisive victory Lincoln had hoped for, but it would have to do.
Lesson 3
## Functional/Notational Chart, Lesson 3

**Grade 5 Mainstream with ELLs (Intermediate Level)**

Title: “Abraham Lincoln and the Civil War”

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Theatre setting</td>
<td>The presidential box is above the stage.</td>
<td>Adjective: <em>-ial</em>; Two-word compound</td>
<td>Presidential box</td>
</tr>
<tr>
<td>Describe</td>
<td>Action</td>
<td>The door <em>swung</em> open.</td>
<td>Irregular past tense of swing</td>
<td>Swung</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He <em>broke</em> a bone.</td>
<td>Irregular past tense of break</td>
<td>Broke</td>
</tr>
<tr>
<td></td>
<td>Position</td>
<td>Lincoln <em>slumped</em> forward.</td>
<td>Past tense: <em>-ed</em> affix</td>
<td>Slumped</td>
</tr>
<tr>
<td>Define</td>
<td>Civil War terms</td>
<td>The federal troops worked for the states in the Union.</td>
<td>Noun; two-word compound</td>
<td>Federal Troops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The federal troops shot Booth.</td>
<td>adjective</td>
<td>federal</td>
</tr>
</tbody>
</table>
Lesson Plan 3 (Modified)

Subject: Reading  
Time: 50 min.

Topic: “Abraham Lincoln”

Objectives: Students will identify the sequence of events in a text.

- All students will:
  1. Recognize the peak event, or climax of the story.
  2. Identify at least two main events that lead to the peak event.
  3. Reinforce vocabulary by visualizing.

- Most students will identify the time-order words used in the text.
- Some students will list at least four important events that lead to the peak event.

Materials: Simplified text (excerpt in Daybook), sequence chart, visualize vocabulary sheet

Procedure:

1. **Initiation**: Do a Think-(Write)-Pair Share activity with the class. Pair a native English speaker with an ELL to provide support to the ELL. Have students study the pictures on pages 96-97. Student pairs talk about the setting on page 97. Each student writes a prediction in his/her response journal. The pairs discuss their predictions. Both students decide on one prediction. (This could be one student’s prediction, or an adjustment, or a combination of both students’ predictions.)

2. Teacher does mini-lesson on time order words, using gestures and mime to show ‘before’, ‘after’, ‘then’, and ‘later’. For example, two students, Ahn and Sam are sent out of the room. Ahn reenters the room before Sam. The teacher formulates sentences, such as:
   
   Ahn comes in **before** Sam.
   Sam comes in **after** Ahn.
   Ahn comes in **then** Sam comes in.
   Ahn comes in and **later** Sam comes in.

   Write the sentences on the board. Repeat the actions with different children. Pause between the action and its related sentence.

3. Number students from 1-4. Students who are assigned the same number will form a group. The text is divided into 4 main sections and is numbered 1-4. Students read the entire selection, then write down as many time-order words or phrases as possible. Afterward, the group focuses on the section with its number and discusses the main event. Each student writes the main event in the response notes.
**ELLs Modification:**
Each ELL will be numbered with the rest of the class. However, at this time they will be engaged in guided reading with the teacher. Their text has been simplified and divided in sections similar to the original excerpt. They will also focus on time-order words and the main events. The teacher will use gestures to demonstrate how Lincoln settled back and relaxed. Model draping by placing a coat around your shoulders. (The advantage here is working directly with the teacher in a small group. Although they are assigned a section, each of them will end up with main events for the other sections as well.)

4. Regroup students to form a new set of groups, each consisting of one student from each of the previous groups. The ELLs will also be separated to these groups. Students share the main events for each section. This will be reinforcement for the ELLs. Students complete the sequence chart.

**Closure:** Visualize the meaning of the words, ‘presidential box’ and ‘slumped’. Draw a picture you have in your mind.
Complete the following chart. Track five of the key events leading up to the assassination of President Lincoln. The first event and the last (peak) event have been filled in for you.

1. Event: Lincoln and his wife take their seats at Ford's Theater.
2. Event:
3. Event:
4. Event:
5. Event:

Peak Event: President Lincoln is shot.
VISUALIZE VOCABULARY

Name: ___________________________ Date: ____________

Please use these words from your reading to complete the activity below:

The word: **Presidential box**

The meaning: ________________________________________________________

The picture in my mind:

The word: **Slumped**

The meaning: ________________________________________________________

The picture in my mind:
Nonfiction can be organized in many ways. Some nonfiction writers write about events in the order that they happen. This is called time-order sequence.

In his biography of Abraham Lincoln, author Russell Freedman uses sequence to build suspense. The details and facts build slowly to the most important event—the peak. As you read the following passage, notice the order in which events occur. Number them in the Response Notes.

Response Notes

Lincoln is at Ford's Theatre. The play started before he arrived. When he arrived the band played "Hail to the Chief."

Lincoln settled back and relaxed. He felt a chill, then he got up to throw his black overcoat over his shoulders.

During the third act Lincoln's bodyguard was not with him. The door to the presidential box was not locked.

from *Lincoln: A Photobiography* by Russell Freedman

After dinner, Lincoln and Mary left for Ford's Theatre in the company of a young army major, Henry R. Rathbone, and his fiancée, Clara Harris. Arriving late, they were escorted up a winding stairway to the flag-draped presidential box overlooking the stage. The play had already started, but as Lincoln's party appeared in the box, the orchestra struck up "Hail to the Chief" and the audience rose for a standing ovation. Lincoln smiled and bowed. He took his place in a rocking chair provided for him by the management and put on a pair of gold-rimmed eyeglasses he had mended with a string. Mary sat beside him, with Major Rathbone and Miss Harris to their right.

The play was *Our American Cousin*, a popular comedy starring Laura Keene, who had already given a thousand performances in the leading role. Lincoln settled back and relaxed. He laughed heartily, turning now and then to whisper to his wife. Halfway through the play, he felt a chill and got up to drape his black overcoat across his shoulders.

During the third act, Mary reached over to take Lincoln's hand. She pressed closer to him. Behind them, the door to the presidential box was closed but not locked. Lincoln's bodyguard that evening, John Parker, had slipped away from his post outside the door to go downstairs and watch the play.
The audience had just burst into laughter when the door swung open. A shadowy figure stepped into the box, stretched out his arm, aimed a small derringer pistol at the back of Lincoln's head, and pulled the trigger. Lincoln's arm jerked up. He slumped forward in his chair as Mary reached out to catch him. Then she screamed.

Major Rathbone looked up to see a man standing with a smoking pistol in one hand and a hunting knife in the other. Rathbone lunged at the gunman, who yelled something and slashed Rathbone's arm to the bone. Then the assailant leaped from the box to the stage, twelve feet below. One of his boot spurs caught on the regimental flag draped over the box. As he crashed onto the stage, he broke the shinbone of his left leg.

The assailant struggled to his feet, faced the audience, and shouted the motto of the commonwealth of Virginia: "Sic semper tyrannis"—(Thus always to tyrants). The stunned and disbeliefing audience recognized him as John Wilkes Booth, the well-known actor. What was going on? Was this part of the play?

Booth hobbled offstage and out the stage door, where a horse was saddled and waiting. Twelve days later he would be cornered by federal troops and shot in a Virginia barn.

The theatre was in an uproar. People were shouting, standing on chairs, shoving for the exits, as Laura Keene cried out from the stage, "The president is shot! The president is shot!"
Lesson 4
## Functional/Notational Chart, Lesson 4

**Grade 5 Mainstream with ELLs (Intermediate Level)**

Title: “Abraham Lincoln and the Civil War”

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express</strong></td>
<td>Physical Condition</td>
<td>Lincoln lost <strong>consciousness</strong>.</td>
<td>Noun (~-ness)</td>
<td>Consciousness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lincoln was not conscious.</td>
<td>Adjective</td>
<td>Conscious</td>
</tr>
<tr>
<td></td>
<td></td>
<td>He was <strong>unconscious</strong>.</td>
<td>Prefix – ‘un’ (not) adjective</td>
<td>Unconscious</td>
</tr>
<tr>
<td><strong>Define</strong></td>
<td>Criminal act</td>
<td>Booth was Lincoln’s assassin.</td>
<td>verb</td>
<td>assassin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Booth assassinated Lincoln.</td>
<td>past tense</td>
<td>assassinated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The assassination took place in Ford’s Theatre.</td>
<td>noun (~-tion)</td>
<td>assassination</td>
</tr>
</tbody>
</table>
Lesson Plan 4 (Modified)

Subject: Reading
Time: 50 min.

Topic: “Abraham Lincoln”

Objectives: Students will:
1. Identify the sequence of events leading to Lincoln’s assassination.
2. Summarize the text.

All students will:
1. Recognize the peak event, or climax in the text.
2. Identify at least two main events that lead to the climax.
3. Write a brief summary of the selection.
Most students will identify at least four important events that lead to the climax.
Some students will identify who, what, when, where, and why.

Materials: Simplified text (excerpt in Daybook), the ‘Five Vs’ and sequence charts, summary frame, overhead transparencies and projector

Procedure:

1. Initiation: Briefly review the climax of the previous day’s text. [Lincoln was shot.] Ask students to predict what happened to him (after he was shot). Expand vocabulary using the formulae for ‘unconscious’ and ‘assassinated’. Students use their prediction to set a purpose for reading today’s selection.

2. Pair students for buddy reading. Pair an intermediate ELL with a more proficient English-speaker. The more proficient English-speakers will read the simplified text to the ELLs. Pairs confer with each other to select the main event from each section of the simplified text. Students complete their sequence charts together. Whenever the beginning ELLs can be left alone, the teacher should seize the moments to negotiate meaning with various pairs by holding conversation about the text. Teacher may ask students if they know of any Prime Minister or President, or any other government official who was assassinated.

Modification for Beginning ELLs
The teacher works with the beginning ELLs. These students also use the simplified text. Before attempting the sequence chart, these ELLs will complete ‘The Five Vs’ chart.

3. Teacher reviews criteria for writing a summary. Use overhead to record criteria, repeating each criterion and pausing between each. For example, the summary should include the main character(s), where the story takes place, when the story
takes place, and the main events. **Note:** Beginning ELLs would have this information on their ‘Five Ws’ chart.

4. Students write a summary of today’s text.

**Modification for ELLs:**
Students use a summary frame to write a brief summary. They may get help from any of their peers.

**Closure:** Students exchange partners then tell each other the process involved in summarizing a selection.
Use the notes you made while reading to fill in this chart about the events leading up to the president's death. The first and last events have been filled in for you.

Event 1: After being shot, the president loses consciousness.

Event 2

Event 3

Event 4

Event 5

Peak Event:

President Lincoln dies.

$100,000 REWARD
THE MURDERER
Of our late beloved President Abraham Lincoln
IS STILL AT LARGE.

$50,000 REWARD

$25,000 REWARD

$25,000 REWARD
SUMMARY FRAME FOR ______________________________________

Name of article or pages in text

The **TOPIC** of this reading selection is ______________________________________

The **MAIN IDEA** is that ______________________________________

____________________________________

One **DETAIL** that is important is ______________________________________

____________________________________

A second **DETAIL** is ______________________________________

____________________________________

A third **DETAIL** is ______________________________________

____________________________________

I think the author wrote about this topic because ______________________________________

____________________________________
The way to keep track of information is to summarize what you read. When you summarize, you write down the key events or most important ideas from your reading in a paragraph or two.

The story of Lincoln's assassination is continued below. As you read the rest of the excerpt, again pay attention to the sequence of events. Jot down notes about key events in the Response Notes. Decide which event is the peak—the most important event—and put a star by it.

from *Lincoln: A Photobiography* (continued)
by Russell Freedman

Two doctors rushed to the president's box. Lincoln had lost consciousness instantly. The bullet had entered his skull above his left ear, cut through his brain, and lodged behind his right eye. The doctors worked over him as Mary hovered beside them, sobbing hysterically. Finally, six soldiers carried the president out of the theatre and across the fog-shrouded street to a boardinghouse, where a man with a lighted candle stood beckoning. He was placed on a four-poster bed in a narrow room off the hallway. The bed wasn't long enough for Lincoln. He had to be laid diagonally across its cornhusk mattress.

Five doctors worked over the president that night. Now and then he groaned, but it was obvious that he would not regain consciousness. The room filled with members of the cabinet, with congressmen and high government officials. Mary waited in the front parlor. "Bring Tad—he will speak to Tad—he loves him so," she cried. Tad had been attending another play that evening. Sobbing, "They killed my..."
Robert Lincoln joined the crowd. He was President Lincoln's son. Another assassin tried to kill another government official.

At 7:22 A.M. on April 15, Lincoln died. He was fifty-six years old.

from *Lincoln: A Photobiography* (continued) by Russell Freedman

"pa, they killed my pa," he was taken back to the White House to wait.

Robert Lincoln was summoned to join the hushed crowd around his father's bedside. Outside, cavalry patrols clattered down the street. Another assassin had just tried to murder Secretary of State William Seward. Everyone suspected that the attacks were part of a rebel conspiracy to murder several government officials and capture the city.

By dawn, a heavy rain was falling. Lincoln was still breathing faintly. Robert Lincoln surrendered to tears, then others in the room began to cry. At 7:22 A.M. on April 15, Lincoln died at the age of fifty-six. A doctor folded the president's hands across his chest. Gently he smoothed Lincoln's contracted face muscles, closed his eyelids, and drew a white sheet over his head. It was then that Secretary of War Edwin M. Stanton murmured, "Now he belongs to the ages."
Lesson 5
## Functional/Notational Chart, Lesson 5

**Grade 5 Mainstream with ELLs (Intermediate Level)**

Title: “Abraham Lincoln and the Civil War”

<table>
<thead>
<tr>
<th>Functions</th>
<th>Situation</th>
<th>Formulae</th>
<th>Grammar Structure</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrate</td>
<td>A sequence of historic events</td>
<td>This poem is a ballad about Abraham Lincoln.</td>
<td>Noun</td>
<td>Ballad</td>
</tr>
<tr>
<td>Compare</td>
<td>A person to something</td>
<td>Tall like his marble statue.</td>
<td>Simile</td>
<td>statue</td>
</tr>
<tr>
<td>Compare</td>
<td>One thing as another thing</td>
<td>…. scourge of war.</td>
<td>Metaphor</td>
<td>scourge</td>
</tr>
<tr>
<td>Express</td>
<td>Emotions</td>
<td>Fondly do we hope. Fervently do we pray.</td>
<td>Adverb of manner</td>
<td>fondly fervently</td>
</tr>
<tr>
<td>Express</td>
<td>A political idea</td>
<td>Abe loved democracy.</td>
<td>Abstract noun</td>
<td>democracy</td>
</tr>
</tbody>
</table>
Lesson Plan 5

Subject: Reading/Social Studies

Topic: “Abraham Lincoln & the Civil War”

Objectives: Students will:
1. Practice choral reading of a ballad.
2. Use relevant information from a ballad to state two ideas they would write in a speech.

All students will:
1. Practice reading parts of the ballad.
2. Select two ideas for a speech.
Most students will develop their ideas in a fluent paragraph.
Some students will use an answer frame to develop their ideas.

Materials: Copies of Abraham Lincoln’s ballad, overhead projector & transparencies, answer frames

Procedure:

1. *Initiation:* Form small home groups of 3-4 students to list as many facts or ideas they can about Abraham Lincoln’s involvement in the Civil War. Each student must state at least two facts or ideas. ELLs are dispersed among the groups, but they may use their L1 and have someone from another group translate or interpret for them. A student from each group reads the group’s list. Teacher records responses on the or overhead or on the board. Duplicates are acknowledged but are not recorded.

2. Tell students that they are about to listen to a ballad about Abraham Lincoln. Distribute copies of the ballad. Ask students, “What does this text look like?” [A poem] Explain by pointing to the structure of the ballad that it is a poem that tells a story. Teacher reads ballad slowly with gestures. Students should listen for ideas that have been recorded from the brainstorming session. They should raise their hands whenever they hear one of these ideas.

3. Teacher points out vocabulary words and explain the formulae and grammar. Use realia – a whip and gestures to explain ‘scourge’. Establish a scenario of electing a class representative for the day. Have students discuss what may be the fairest way to choose this person. Teacher explains that giving all members of the class a right to choose the student is an example of democracy.

4. Divide class into six groups. Assign two different stanzas to each group. Allow students three minutes to practice for choral reading. Students read their assigned parts as a whole class.
Modification for ELLs:
All ELLs will be grouped together with at least one proficient English-speaker. They will practice reading the first and last stanzas. These stanzas are chosen because they are repetitive and more comprehensible than the other stanzas.

5. Students return to their home groups. Groups discuss details that would support an idea for a speech about Abraham Lincoln. Teacher circulates the room to make sure students' are using evidence from the ballad to support a particular opinion. Teacher presents prompt. (See prompt on Answer Frame.)

Modification for ELLs:
ELLs write responses on the ‘Answer Frame’.

Closure: One volunteer from each group shares his/her response with whole class.

Lesson extension:
Students will research to find out where President Lincoln’s statue is located.
III.1 Imagine that you are giving a talk to your class about Abraham Lincoln.
Using information from the text, write two ideas that you would use in this speech.

**ANSWER FRAME**

One important idea I would explain in a talk to my class about ________________________________ is

_____________________________________.

A detail about this from the text about this is ________________________________

_____________________________________.

Another important idea I would explain in a talk about this topic is

_____________________________________.

A detail about this from the text is ________________________________

_____________________________________.

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Poetry

Abraham Lincoln
A Man for all the People

A Ballad by
Myra Cohn Livingston

A man for all the people,
A man who stood up tall,
Abe Lincoln spoke of justice
And liberty for all.

Abe Lincoln was a lawyer,
Respected all the laws,
Rode the circuit fighting
For every human cause.

Abe went into politics,
Called slavery a blight,
Debated Stephen Douglas
With faith that "Right makes Might."

Abe Lincoln ran for president,
He heard his country's call
Believing that "the people's will" Should be the law for all.

Abe moved into the White House.
He sought equality,
He said, "All persons held as slaves Henceforward shall be free."

Abe Lincoln was our president
All through the Civil War.
He knew the "try" trial ahead,
What men were fighting for.

Abe Lincoln spoke at Gettysburg.
He wrote a nation free
"Shall not perish from the earth."
Abe loved democracy.

"Pondly do we hope," he said,
"Tentently do we pray
That this mighty scourge of war May speedily pass away."

Abe Lincoln led his generals,
And prayed the war would cease.
"Bind up the nation's wounds," he said,
"Cherish a lasting peace."

Abe knew he was in danger,
He dreamed that he was dead,
He went to see a play one night,
Booth shot him in the head.

Abe Lincoln was a strong man
True to the people's will.
Tall, like his marble statue,
He sits among us still.

A man for all the people,
A man who stood up tall,
Abe Lincoln honored justice
And liberty for all.
Checklists
FLA 518: TAT Sheltered ELL Strategies Checklist

Write the PAGE NUMBERS and any other identifying features to identify those parts of your lessons that employ the following strategies.

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<td>III.3. Pace Teacher’s speech</td>
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<tr>
<td>IV. Engage: Opportunities for Output</td>
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<tr>
<td>IV.1. Teacher Questioning and Response Strategies; Instructional Conversations</td>
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<tr>
<td>IV.2. Small Group Work (including Information gap activities)</td>
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<td>VI. Literacy/Academic Development</td>
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<tr>
<td>VI.1. Allow use of L1 for planning and conceptualizing</td>
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<tr>
<td>VI.2. Lots of real oral and written language</td>
<td></td>
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</tbody>
</table>
# Functional Checklist

"Abraham Lincoln and the Civil War"

**Grade 5 Mainstream class with ELL students**

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Interpreting</td>
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<tr>
<td>1</td>
<td>1</td>
<td>Describing</td>
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<td>1</td>
<td>1</td>
<td>Expressing ideas</td>
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<tr>
<td>2</td>
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<td>Comparing symbols</td>
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<td>2</td>
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<td>Listing</td>
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<td>3</td>
<td>3</td>
<td>Defining Civil War terms</td>
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<tr>
<td>4</td>
<td>4</td>
<td>Expressing physical condition</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Defining criminal act</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Narrating</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Comparing a person to a thing; one thing as another thing</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Expressing emotions</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Expressing a political idea</td>
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</table>
**Grammar Checklist**

"Abraham Lincoln and the Civil War"

**Grade 5 Mainstream class with ELL students**

<table>
<thead>
<tr>
<th>Beginner</th>
<th>Intermediate</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3</td>
<td>1, 3</td>
<td>Irregular past tense</td>
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<tr>
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<td>1, 2</td>
<td>Proper noun</td>
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<tr>
<td>1, 3, 4</td>
<td>1, 3, 4</td>
<td>Adjective</td>
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<td>Nouns; singular/plural</td>
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<td>Compound word (two-word)</td>
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<td>4, 5</td>
<td>Abstract nouns</td>
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<td>3, 4</td>
<td>Past tense (-ed ending)</td>
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<tr>
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<td>Metaphor</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Adverb of manner</td>
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</table>
Original Lessons
Lesson One

- Activate prior knowledge using an “Anticipation Guide”.
- Teach vocabulary/ make vocabulary connections using Q&A.
- Set background for reading.

Lesson Two

- Read aloud and discuss chapters 3 & 4 of *Lincoln: A Photobiography*.
- Discuss the arguments for and against slavery.

Lesson Three

- Read aloud highlights of chapters 5-7.
- Compare weaknesses and strengths of the North and South.
- Point out the events on a time-line. Students complete time-line as a listening guide.

Lesson Four

- Guide students through their text.
- Use think-aloud strategy to point out time-order sequence.
- Have the students complete the time-order chart.

Lesson Five

- Review the vocabulary
- Present a Ballad about Abraham Lincoln.
- Read aloud while students follow.
- Have volunteers read individually or in chorus.

Follow-up (CMT objective)

Students orally summarize the passage, then write a brief summary of the ballad, or the excerpt.