**\*\*Park Name**

|  |
| --- |
|  Abraham Lincoln Birthplace National Historical Park  |

**\*\*Lesson Plan Title (255 characters maximum)**

|  |
| --- |
|  Lincoln-Douglas Debates  |

**Original Lesson Hyperlink**

|  |
| --- |
|  <http://www.nps.gov/abli/forteachers/classrooms/lincoln-douglas-debates.htm>  |

**Editor**

|  |
| --- |
| Georgia Tsin  |

**\*\*Essential Question and Quick Lesson Description**

**This should include the lesson’s objective or what question the students should be able to answer at the end of the lesson. This section should also include a quick description of what the students will experience in the lesson. (100 characters maximum)**

|  |
| --- |
| From August-September 1858, Abraham Lincoln challenged Stephen A. Douglas for one of two United States Senate seats from Illinois.  Although Lincoln lost the election, the debates catapulted him to national prominence and eventually to the Presidency in 1860. Students will use information obtained from articles and actual speeches made by Lincoln and Douglas on in order to answer these questions: What were Abraham Lincoln’s beliefs? How can those beliefs be seen in his statements and actions?  |

**\*\*Lesson Grade Level: (Check One of the following)**

\_\_\_ Lower Elementary: Pre-Kindergarten through 2nd Grade

\_\_\_ Upper Elementary: 3rd Grade Through Sixth Grade

\_\_\_ Middle School: Sixth Grade Through Eighth Grade

\_\_x\_ High School: Ninth Grade through Twelfth Grade

\_\_\_ College Undergraduate Level

\_\_\_ Graduate Level (Masters, PhD)

\_\_\_ Adult Education

**\*\*Lesson Subject: (Check As Many as Apply)**

\_\_x\_ Social Studies

\_\_\_ Math

\_\_\_ Science

\_\_\_ Literacy and Language Arts

\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Feature Image for Lesson**

**This will be shown next to your lesson on the Education Portal. Provide filename and location below.**

|  |
| --- |
| <http://www.nps.gov/common/uploads/teachers/assets/images/akr/park/abli/612A5D1C-1DD8-B71C-07089DB97D4C203B/612A5D1C-1DD8-B71C-07089DB97D4C203B.jpg>  |

**Alt Text for Feature Image**

**If the image does not display, what description do you want to appear in its place?**

|  |
| --- |
| Lincoln-Douglas Debate |

**\*\*Common Core Standards:**

**Want more information about Common Core? Go to <http://www.corestandards.org/>**

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| **Select Grade Level: 9th-12th Select Subject Area: English Language Arts Standards** **Check off Common Core Standards:** [CCSS.ELA-LITERACY.RH.9-12.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)Cite specific textual evidence to support analysis of primary and secondary sources. |

**\*\*State Standards:**

|  |
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|  |

**Additional Standards(s) (255 characters maximum): Does this lesson meet additional standards?**

**e.g. Next Generation Science Standards, National Council for Social Studies Standards, Advanced Placement (AP) Courses, International Baccalaureate (IB) Courses, Next Generation Science Standards**

|  |
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**Thinking Skills (Check As Many as Apply)**

The thinking skills listed below are based on Bloom’s Taxonomy. Consider your lesson procedure and activities. Then check off the thinking skills that students will experience through your lesson.

\_\_\_ **Knowledge** – Recalling or recognizing information ideas, and principles

\_x\_\_ **Comprehension** – Understand the main idea of material heard, viewed, or read. Interpret or

summarize the ideas in own words.

\_x\_\_ **Application** – Apply an abstract idea in a concrete situation to solve a problem or relate it to a

prior experience.

\_x\_\_ **Analysis** – Break down a concept or idea into parts and show the relationships among the parts.

x\_\_\_ **Creation** – Bring together parts (elements, compounds) of knowledge to form a whole and build

relationships for NEW situations.

\_\_x\_ **Evaluation** – Make informed judgments about the value of ideas or materials. Use standards and

criteria to support opinions and views.

**Learning Styles (Check As Many as Apply)**

There are many ways for students to learn and show what they have learned. Different learners have different styles that are dominant. The more learning styles represented in lesson, the more students the lesson will reach. Consider the student tasks within the lesson. Then check off learning styles represented.

\_\_\_ **Visual/Spatial:** Learning or showing understanding through pictures, images, and space.

\_\_\_ **Auditory/Musical:** Learning or showing understanding through sound and music.

\_x\_\_ **Verbal/Linguistic:** Learning or showing understanding through spoken or written words.

\_\_\_ **Physical/Kinesthetic:** Learning or showing understanding through your body, hands and touch.

\_\_\_ **Logical/Mathematical:** Learning or showing understanding with logic, reasoning, and systems.

\_x\_\_ **Interpersonal:** Learning or showing understanding through working in groups or with others.

\_x\_\_ **Intrapersonal:** Learning or showing understanding through working alone and use self-study.

**Complete Lesson File**

**Is there a downloadable file (or PDF) for this lesson plan? If yes, provide filename and location:**

**Be sure your PDF or other file meets universal accessibility requirements, most PDFs do not.**

|  |
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|  |

**Lesson Duration**

 **Time to complete this lesson plan in minutes (25 characters maximum)**

|  |
| --- |
|  90 minutes  |

**\*\*Background Information for Teacher**

**What important content, contextual, or practical information and background knowledge does the teacher need to successfully implement this lesson?**

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| --- |
| The introduction of the Kansas - Nebraska Act in Congress by Illinois Senator Stephen A. Douglas in 1854 ignited political turmoil in the United States. This act was based on the idea that as new territories were formed in the west due to population growth and those territories applied for statehood, the populace of the new state should decide, using "popular sovereignty," whether the new state would allow slavery within its borders. The uproar created by this bill in Congress drew Abraham Lincoln out of private life as a lawyer in Springfield, Illinois back into the political arena. Speaking out against the bill at every opportunity, Lincoln, in 1858, decided to run for the Senate seat occupied by Douglas. Over the months of August, September, and October of 1858, Abraham Lincoln challenged the incumbent, Stephen A. Douglas, for the Senate seat from Illinois.  In a series of seven debates on the issue of slavery and the idea of popular sovereignty, the two candidates drew large crowds to towns such as Freeport, Quincy, and Alton.  Although Lincoln lostthe election, the debates catapulted him to national prominence and eventually to the Presidency of the United States in 1860.   In the Lincoln Mosaic students will examine and analyze the significant people, places and events that contributed to the development of Lincoln both as an individual and as a leader among men. The Lincoln Mosaic unit is broken down into five lesson plans covering a ten day period, with each lesson consisting of 45 minutes to an hour depending on the ability levels of students and the subject matter. This unit can be modified to meet the needs of students with various ability levels as well as be altered to accommodate different types of class schedules. |

**\*\*Important Vocabulary and Terms with Definitions:**

**What terms and academic language will students have to know to participate in the lesson? Lessons typically include 5 to 15 terms and definitions.**

|  |
| --- |
|  Debate – a formal discussion in a public meeting in which opposing arguments are put forward Beliefs – what an individual thinks or believes Slavery – Restricted freedom and forced labor Popular sovereignty – The principle that the power of the government comes from the people Expansion – the action of becoming larger or spreading Social Issues – An issue that influences by a large number of individuals within a society |

**\*\*Lesson Preparation: What preparation does the teacher need to do before the lesson? What supplies or materials should be gathered?**

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| --- |
|  \*Print off enough copies of the “Primary Sources for Journal Entry” so that each group can have a copy. \*Copy one for each student of the following: “Political Cartoon Analysis Questions”, “Journal Entry Template” and “Create Your Own Lincoln Political Cartoon”. \*Copy one for each group of: “Political Cartoon” set and “Journal Examples”  |

**\*\*Lesson Hook or Preview: What activity, video, song, or other experience could get the students excited about the lesson and thinking about the topic? Is there a way to make the lesson important to their lives or link the lesson content to what they already know?**

|  |
| --- |
| 1. Put students into groups of three. Give each group of a set of political cartoons and three copies of the political cartoon analysis questions.
2. Each student should analyze a different political cartoon.
3. Then, as a group, they should identify images, ideas, or words that that are similar or different between the cartoons.
4. Explain to students that they are seeing the public’s perception of Abraham Lincoln through political cartoons. Now, they will be seeing Abraham Lincoln through his own words: his speeches and debates. Then, they will be writing a journal entry from Lincoln’s own perspective.
 |

**\*\*Procedure: List the instructions the teacher should follow as Step One, Step Two, Step Three, etc. Make sure your lesson includes new content (information, readings, powerpoint, facts, etc) and something for students to do with that content (lab, simulation, activity, game, primary sources etc).**

|  |
| --- |
| 1. Hand out to each student a copy of the Journal Entry Template.
2. Hand out to each group of three students a set of the examples of Journal Entries. Then critique the positives and negatives of each example.
3. Explain to students that they will be choosing as a group at least primary sources to read and analyze. They will read these primary sources as a group and take notes on the Journal Entry Template.
4. Then, the students will write their own journal entry independently.
5. Direct students to highlight information from different sources in different colors.
 |

**\*\*Assessment: How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Below, include below a brief description of how to use the assessment. Later in this template you are provided with the opportunity to upload a digital copy of the assessment for teachers to print and use.**

|  |
| --- |
| 1. Pass out to each student the “Create Your Own Lincoln Political Cartoon”.
2. Tell students to trade journal entries with another student. They should then read their peer’s journal entry to learn about Lincoln’s beliefs and actions.
3. Based on the peer’s journal entry, the students should complete the “Create Your Own Lincoln Political Cartoon”.
 |

**Lesson Materials: Any worksheets, photos, primary source, scientific data, maps, graphic organizers, or PowerPoint ‘s should be described and attached using the template below. Please create additional materials boxes if necessary.**

**Material #1**

**Title (255 characters maximum):**

|  |
| --- |
|  Journal Entry Worksheet & Examples |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
| This is the template for the Journal Entry for students to fill out, with student examples. |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
|  |

**Material #2**

**Title (255 characters maximum):**

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| --- |
|  Political Cartoons on Lincoln |

**Summary (how does the material function in the lesson?):**

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| --- |
|  These political cartoons are used in the lesson hook.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
| Note to Web Team – This can be found as a separate document in this folder. |

**Material #3**

**Title (255 characters maximum):**

|  |
| --- |
|  Political Cartoons Analysis Questions  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  These are the political cartoon questions in the lesson hook.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
| Note to Web Team – This can be found as a separate document in this folder.  |

**Material #4**

**Title (255 characters maximum):**

|  |
| --- |
|  Lincoln Primary Sources for Journal Entry |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  These are primary sources available for students to use when writing the journal entry.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

|  |
| --- |
| Note to Web Team – These can be found in a folder with the same title. If these can be combined when uploaded, that would be easier for the teacher to access.  |

**Assessment Materials**

**How can teachers tell that each individual student has met the objective? How will teachers see if each student knows the answer to the essential questions or has mastered the skills? Attach below the assessment and, if applicable, a rubric or answer key.**

**Assessment**

**Title (255 characters maximum):**

|  |
| --- |
|  Create Your Own Lincoln Political Cartoon  |

**Summary (how does the material function in the lesson?):**

|  |
| --- |
|  This assessment shows understanding of Lincoln’s beliefs and actions.  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Assessment Rubric or Answer Key**

**Title (255 characters maximum):**

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| --- |
|  |

**Summary (how does the material function in the lesson?):**

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|  |

**Downloadable file of this material in original format if possible, such as Microsoft word or PowerPoint (Provide filename and location)**

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**Supports for Struggling Learners**

**If a learner is struggling to understand the objective, essential question, or skills presented in the lesson, what can be done to help this learner? Is there a lower reading level version of text? Is there a more image heavy or simplified version of content? Can supportive devices be provided such as calculators?**

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| --- |
| * Allow students to write journal entries as a group
* Require students to integrate less primary sources
* Complete the primary source analysis as a jigsaw (one group analyzes 1 document, then partners with individuals from 2 other groups with 2 other documents)
* Put students into mixed-ability groups
 |

**Extensions for Excelling Learners**

**If a learner is really excelling at the objective and skills presented in the lesson, what can be done to continue to challenge this learner? Can the student create a product or learn more in depth about the content?**

|  |
| --- |
|  \*Encourage students to create a political cartoon with a positive bias and another from a negative bias.  |

**Additional Resources**

**Please list websites, references, or other materials for further research by interested students that is not already provided within the lesson.**

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|   |

**Related Lessons or Educational Materials**

**Is this lesson connected to other lessons within a unit? Is this lesson related to a field trip guide or activity? If so, list the website address or titled of these other materials below.**

|  |
| --- |
|  In the Lincoln Mosaic students will examine and analyze the significant people, places and events that contributed to the development of Lincoln both as an individual and as a leader among men. The Lincoln Mosaic unit is broken down into five lesson plans covering a ten day period, with each lesson consisting of 45 minutes to an hour depending on the ability levels of students and the subject matter. This unit can be modified to meet the needs of students with various ability levels as well as be altered to accommodate different types of class schedules. |