

Lincoln in Kentucky Virtual Field Trip Lesson Plan

Grade Level: Middle School

Time: 4 Days

Purpose:

This lesson plan, and its corresponding web page, was designed to expose the students of Kentucky to the historical role that the state played in shaping the life of America's 16th President, Abraham Lincoln, as well as the United States as a whole.

Objectives:

- The student will describe how geography influenced settlement in early Kentucky.
- The student will explain how the cultural differences between Kentucky and Illinois influenced the views and opinions of Abraham Lincoln.
- The student will describe how the future of the American Presidency, and the nation as a whole, were influenced by Kentucky.

Materials:

- Student Journals.
- Classroom projector.
- Computers or devices with internet-accessibility.
- Printed Worksheets.

Standards:

Common Core

- CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.9
Analyze the relationship between a primary and secondary source on the same topic.
- CCSS.ELA-LITERACY.W.8.1.A
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- CCSS.ELA-LITERACY.W.8.1.B
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

KY Proposed Social Studies Standards (Currently in process):

- 8.GR.9 Human-Environment Interaction: Explain how cultural patterns and economic decisions influence environments and daily lives of people in both nearby and distant places.
- 8.HT.13 Historical Understanding: Contextualization and Perspectives Analyze how people’s perspectives and multiple factors influenced what information the creators of historical documents included, and explain how and why perspectives of people have changed over time.
- 8.HT.14 Historical Arguments: Organize applicable evidence from historical sources into a coherent argument including the examination of any opposing claim.

Day 1: Introduction

Hook Activity:

- Ask the students to take out their student journals and respond to the following prompt:
 - Where were you born? How has that place impacted your life?
 - Who is your best friend? How have they impacted your life?
- Give the students 10 minutes to respond to the prompt.
- Allow students to share their journal entries with their peers.
- Allow a few students to share their entries with the class as a whole.
- As the teacher, share your own thoughts on your birthplace and best friend. Show the students a picture of each.

Transition:

- Lead the students in creating a list of ways that one’s birthplace and friendships can influence their life. This can be written on the board, or in their journals.
- Introduce Lincoln by stating, “This week, we are going to take a look into the life of Kentucky’s most famous historical figure Abraham Lincoln. President Lincoln was born in Kentucky, he spent his first seven years in the state, his best friend was from Louisville, and his wife was raised in Lexington.”
- Have the students write a prediction about how Lincoln’s life was impacted by his time in Kentucky, and those who were the closest to him who were from Kentucky.

Direct Instruction:

- Pass out the “Lincoln in Kentucky Virtual Field Trip” student worksheet.

- Bring the website up on the classroom projector.
- Model proper expectations by taking the students to the first stop on the field trip: Lincoln's Birthplace, Hodgenville, KY.
- Allow the students to watch the video. Demonstrate how the information provided allows them to answer the historical thinking questions.

Independent Work:

- Have the students answer the first two historical thinking questions on their worksheet.
- Have the students compare their answers to their original journal prediction, indicating how that answer might have changed. They should add any new predictions that they feel could be added.

Day 2: Student Work Day

Review:

- Have students reflect upon what they learned about Lincoln the day before.

Independent Work:

- Allow students to complete the remaining three stops on the virtual field trip, while completing their worksheets.

Group Work:

- Have students compare and contrast their original predictions with the information they learned on the virtual field trip in groups of 4.

Direct Instruction:

- Lead the students in a reflective discussion of the information learned, and how it impacted Lincoln's life and Presidency.

Day 3: Open Response Work Day

Direct Instruction:

- Bring up one of the primary source documents referenced on the virtual field trip page and ask the students to describe how that document demonstrated the influence Kentucky had on Abraham Lincoln.
- Review the historical thinking questions that the students answered on their work sheets.
- Discuss the Open Response Question, and model the proper style of a response, including the use of a thesis state.

Independent Work:

- Give students 20-30 minutes to complete a response to the open response question. Remind them to include specific references to the primary source documents listed on the page.

- Any student that has not completed the open response should be reminded to complete the assignment before the next class session.

Day 4: Peer Review and Class Reflection

Independent Work:

- Place students in groups of two.
- Instruct them read the response of a peer.
- Instruct them to provide a one-paragraph response to their peer critiquing their response.

Group Work:

- Ask the students to read and discuss their critiques with each other.
- Allow students the remainder of the class to edit or revise their response before collecting their work.

Direct Instruction:

- Lead a class discussion that reflects upon the field trip, yet also allows students to share what else they would like to learn further about Abraham Lincoln.
- Use this discussion to influence further lessons plans.