American Presidents Series

Abraham Lincoln

Lesson Outline

Enduring Understanding
- Presidents throughout history have made lasting contributions to our nation.

Lesson Objective
Students will...
- Summarize the life of Abraham Lincoln.

Essential Question
- Who was Abraham Lincoln?

Standard
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Multimedia Resources
Website – “Abraham Lincoln for Kids ~ Mr. Nussbaum”
  - Internet: http://mrnussbaum.com/abraham_lincoln/
Video – “Biography of Abraham Lincoln for Kids” (4:09)
  - Internet: https://www.youtube.com/watch?v=fTjYG1Tyaos
  - Backup Link: https://drive.google.com/file/d/0B4mdirgJlO6YZUw4R1psXzNoMWM/view?usp=sharing

Supplies
- Internet access, projector to show video
- Highlighters – three colors (yellow, blue, green used in this lesson)
- Scissors, glue
- Crayons or colored pencils
- Interactive Notebooks (optional – lesson can be done without notebooks)

Lesson Pacing
- I completed this lesson with my students in four days of 45- to 60-minute class periods. See the “Extra Suggestions” section at the end of this lesson for ideas on how to structure the lesson to fit different schedules.
Day #1: Examine (60 Minutes)

- **Hook Activity – KWL Chart**
  - Working in pairs or small groups, ask students to write on their KWL charts what they already know (or think they know) about Abraham Lincoln.
  - If you have interactive notebooks, these charts can be cut out and glued inside your notebooks.

- Introduce the Learning Goal and the Essential Question for the lesson. Two **Learning Charts** are included in this lesson to explain both the goals and the question. Display these charts where they can be seen and refer to them throughout the lesson.

- Display the **Vocabulary Poster** where students can see it.
  - Refer to the **Vocabulary Lesson Outline** when introducing the vocabulary.
  - Teach the question, answer and gesture for the vocabulary word.
  - Students practice teaching this information to a partner. Preferably each student should repeat the question, answer and gesture three times. Listen to conversations as you circle the room to make sure everyone is participating.
  - Once you’ve introduced the vocabulary, keep the poster up on your wall (all year if possible) for students to review regularly.

- Provide students with a copy of the **informational text** – “Abraham Lincoln.”
  - **First Reading**: Read the text with students. Refer to the **Teacher's Guide** for instructional suggestions as needed.
  - Students complete the **Cloze Notes printable**, individually or with a partner. Have students place their informational text next to the cloze notes.
  - Save the informational text; you will need it for tomorrow’s lesson.

- Students who finish early can re-read the text silently or with a partner. They can also practice the question, gesture and definition of the vocabulary. If your students have access to computers, you can link several of the websites from the Vocabulary Lesson Outline. Students can further explore Abraham Lincoln through these websites or go to the following website – “Abraham Lincoln for Kids”
  - **Internet**: [http://mrnussbaum.com/abraham_lincoln/](http://mrnussbaum.com/abraham_lincoln/)

- Close the lesson by reviewing the **Vocabulary Poster** – question, definition, gesture – with students.
  - This is also a good time to review the KWL Chart and update it with their new learning. Allow some time for students to share with their classmates.
Day #2: Explore (60 Minutes)

- Review the **Learning Goal, Essential Question** and **Vocabulary Poster**.

- **KWL Chart**
  - Review the KWL Chart started yesterday. Add any new information learned and/or delete any incorrect details.

- **Informational Text** – “Abraham Lincoln”
  - **Second Reading**: Read the text with students or have them read in pairs. Guide students to annotate the text. Refer to the **Teacher's Guide** as needed.
  - Annotate the text by color-coding the text as follows:
    - **YELLOW** – details about Lincoln’s early years and personal life
    - **BLUE** – details about Lincoln’s jobs/career
    - **GREEN** – details about Lincoln as president of the United States
  - You may want to read the text one time without annotating, and then read the text a second time with students as they annotate the text.
  - You can also scan the text and project it onto an interactive whiteboard in order to demonstrate how to annotate the text.

- **Create the 3D Lincoln Graphic Organizer** using the patterns included in the lesson.
  - Follow the directions on the graphic organizer page to make the foldable.
  - Students complete the foldable by writing details about Lincoln’s life from the text under the appropriate flaps:
    - Have students use the same colors to trace the text on each flap
    - Guide students to understand how color-coded details match up with the three sections of the foldable.
  - Students can then color the images. If you use interactive notebooks, you can also have students glue the completed graphic organizer into their notebooks.
Presidents:

Abraham Lincoln

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• Comprehension Printable
  o Students use their informational text and notes to complete the printable.

• Students who finish early can re-read the text silently or with a partner. They can also practice the question, gesture and definition of the vocabulary. If your students have access to computers, you can link several of the websites from the Vocabulary Lesson Outline. Students can further explore Abraham Lincoln through these websites or go to the following website – “Abraham Lincoln for Kids”
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• Close the lesson by reviewing the Vocabulary Poster – question, definition, gesture – with students.
  o This is also a good time to review the KWL Chart and update it with their new learning. Allow some time for students to share with their classmates.

Day #3: Extend (45 Minutes)

• Review the Learning Goal, Essential Question and Vocabulary Poster.

• KWL Chart
  o Review the KWL Chart started yesterday. Add any new information learned and/or delete any incorrect details.

• Informational Text – “Abraham Lincoln”
  o Third Reading: Read the text with students or have them read in pairs. Guide students to annotate the text. Refer to the Teacher’s Guide as needed.
    ▪ Annotate the text by circling the dates in the text. Emphasize the words in bold print in the text. Students will see these words again in a later assignment.
    ▪ I had my students write a key word or two for each bold-print word directly on the page of their text as a reminder of the meanings.
  o You may want to read the text one time without annotating, and then read the text a second time with students as they annotate the text.
  o You can also scan the text and project it onto an interactive whiteboard in order to demonstrate how to annotate the text.

• Create the 3D Time Line Graphic Organizer using the patterns included in the lesson.
  o Follow the directions on the graphic organizer page to make the foldable.
  o Students complete the foldable by writing events from Lincoln's life under the appropriate flaps using information in the text.
  o Students can then color the images. If you use interactive notebooks, you can also have students glue the completed graphic organizer into their notebooks.
• **Words to Know Printable**
  o Students use their informational text and context clues to complete the printable.

• Students who finish early can re-read the text silently or with a partner. They can also practice the question, gesture and definition of the vocabulary. If your students have access to computers, you can link several of the websites from the Vocabulary Lesson Outline. Students can further explore Abraham Lincoln through these websites or go to the following website—“Abraham Lincoln for Kids”
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• Close the lesson by reviewing the Vocabulary Poster—question, definition, gesture—with students.
  o This is also a good time to review the KWL Chart and update it with their new learning. Allow some time for students to share with their classmates.

**Day #4: ****Explain** (45 Minutes)

• Review the **Learning Goal, Essential Question** and **Vocabulary Poster**.

• **Video—** “Biography of Abraham Lincoln for Kids” (4:09)
  o Pause the video at various times to review some of the details mentioned in the video and connect with previous learning in the lesson.

• **KWL Chart**
  o Review the KWL Chart started yesterday. Add any new information learned and/or delete any incorrect details.

• Refer back to the **Vocabulary Lesson Outline** used earlier in the lesson. There are two activities you can complete quickly using oral questioning to assess how well students understand the concepts learned—“Yes/No Way!” and the Quick Test (Q.T.). If the majority of your class can answer these questions correctly, proceed to the lesson’s conclusion. Otherwise, consider re-teaching.

• **Constructed-Response Prompt**
  o Distribute the prompt to students and read through the directions.
  o Ask students to write a paragraph to answer the prompt using facts and details from the text and their notes.
  - Interactive Notebooks—cut out the prompt header and paper along the perimeter and glue into notebooks.
## Constructed-Response Scoring Guide

<table>
<thead>
<tr>
<th>Points</th>
<th>The response...</th>
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| 2      | • Clearly states at least two different character traits reflective of Abraham Lincoln.  
             • Supports their inferences with facts/details from text/notes.                |
| 1      | • States only one character trait reflective of Abraham Lincoln, may be vaguely stated or implied.  
             • Provides weak/vague support and/or uses information that is not historically accurate. |
| 0      | Other/Did Not Respond                                                           |

- Students who finish early can re-read the text silently or with a partner. They can also practice the question, gesture and definition of the vocabulary. If your students have access to computers, you can link several of the websites from the Vocabulary Lesson Outline. Students can further explore Abraham Lincoln through these websites or go to the following website – “Abraham Lincoln for Kids”
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- Close the lesson by reviewing the Vocabulary Poster – question, definition, gesture – with students.
  - This is also a good time to do one final review of the KWL Chart and update it with their new learning. Allow some time for students to share with their classmates.

### Extra Suggestions

- Independently completed activities often leave a teacher with students who finish at different times. Encourage your Early Finishers to do one of the following:
  - Collect books about Abraham Lincoln (ask your school’s librarian). Store the collection in a basket, and have your Early Finishers read more about this president. You could also use these books if you have literacy centers.
  - Look back at the Vocabulary Lesson Outline – there are some extra instructional resources you might want to use. Also, you could assign the Critical Thinking activity to your Early Finishers.

- While I took four periods to teach the lesson to my students, you will probably want to adjust the lesson to suit your own schedule:
  - If possible, consider reading the informational text during Reading or in small guided reading groups.
  - Sometimes I combine my Social Studies and Writing time together, especially on days when we’re working in our interactive notebooks.
  - Of course, you can choose only those activities in the lesson that best suit your district’s curriculum and eliminate the rest.

- Visit my blog – [The Reflective Educator](http://www.thereflectiveeducator.com) – for more teaching ideas! 😊
<table>
<thead>
<tr>
<th>KNOW</th>
<th>WANT</th>
<th>LEARN</th>
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<tbody>
<tr>
<td>What do I know?</td>
<td>What do I want to know?</td>
<td>What have I learned?</td>
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 Presidents: Abraham Lincoln
Learning Goal

I can summarize the life of Abraham Lincoln.
Who was Abraham Lincoln?
Abraham Lincoln

Vocabulary Lesson Outline

Question: Who was Abraham Lincoln?

Answer: Abraham Lincoln was the president during the Civil War.

Gesture: Pat the top of your head because the president is the “head” of the executive branch. Bump fists together to represent the Civil War.

Objective: Summarize Abraham Lincoln’s life from his youth to presidency.

Teaching Resources/Technology:
- The White House ~ Abraham Lincoln (website)
- Abraham Lincoln Biography (website)
- Abraham Lincoln (website with lots of information and nonfiction text features)

Yes/No Way!
Read the following questions aloud to your class. As a group, they respond either “Yes!” or “No way!” to your questions.

1. Did President Lincoln sign the Declaration of Independence? N
2. Was Abraham Lincoln known for his intelligence and being a hard worker? Y
3. Is this the gesture for Abraham Lincoln? (make various gestures) Y/N
4. Was Abraham Lincoln elected to the United States Congress? Y
5. Did Lincoln sign the amendment giving women the right to vote? N

Quick Test (Q.T.)
Have students cover their eyes with one hand and hold out their other hand with their thumb extended. Read the following statements. Students respond “true” by pointing their thumb up or “false” by pointing their thumb down. No peeking! 😊

1. President Lincoln signed the Emancipation Proclamation. 😊
2. President Lincoln died at the age of 87 from influenza. 😐
3. Abraham Lincoln was America’s 16th president, and led during the Civil War. 😊
4. Lincoln studied medicine before being elected to the White House. 😐
5. The president helped to get the 13th Amendment passed. 😊
6. Abraham Lincoln was born and raised in New York City. 😐

Critical Thinking:
- Have students compare/contrast America before and after Abraham Lincoln was president.

Review: Ask students to review with a partner the question, answer and gesture for Abraham Lincoln.
Question: Who was Abraham Lincoln?
Answer: Abraham Lincoln was the president during the Civil War.

Gesture: Pat the top of your head because the president is the "head" of the executive branch. Bump fists together to represent the Civil War.
Abraham Lincoln was born on February 12, 1809 in a log cabin in Hodgenville, Kentucky. He earned the nickname “Honest Abe” because he had a reputation for always telling the truth. Today we honor Abraham Lincoln on Presidents Day. His picture is on the $5 bill and penny. The Lincoln Memorial and Mount Rushmore were also built in his memory.

Early Years in the Frontier

Lincoln’s family left their home in Kentucky and moved to Indiana in 1816. Sadly, Abraham’s mother would die just two years later. His father remarried a widow named Sarah Johnston. Abraham and his new stepmother became very close, and he would always refer to her as “Mother.” It was she who encouraged a young Abraham to attend school whenever possible. He was an excellent student who loved to learn and read. Mostly, though, Abraham taught himself by reading books. Schools were not always available, especially in the frontier of America where the Lincolns lived. As he grew up, Abraham became well known for being both smart and strong. Taller than most boys his age, he became skilled at using an axe to chop trees and firewood. Once again the family moved in 1830, this time to Illinois. By now Abraham was old enough to get a job. He traveled on a boat down the Mississippi River to deliver a load of crops to New Orleans. Farmers often took their crops to this port city to sell them and make money. While he was there, Abraham saw slaves being bought and sold at a public auction. This image haunted him for years to come.

Honest Abe’s Path to Greatness

Lincoln worked many jobs throughout his life. He and a partner opened a general store, but they found it hard to make a profit. Abraham also served as a captain in the Illinois Militia and fought in the Black Hawk War. Once the war was over, Lincoln campaigned for a seat in the Illinois General Assembly. He lost the election, but went on to serve as postmaster and a land surveyor. All the while he continued to read everything he could buy or borrow, especially books about the law. In 1834, Lincoln once again ran for a seat in the state legislature, only this time he won. Two years later, he officially became a lawyer and moved to Springfield, Illinois. Lincoln worked with several men during this time, one of whom was a cousin to Mary Todd – the woman who would become his wife. After a
stormy courtship, they were married on November 4, 1842. Lincoln would go on to serve as a state representative in Illinois for a total of four terms in office. Soon, Lincoln set his sights on the nation’s capital, and was elected to the U.S. House of Representatives in 1846. He did not stay long, though, and was back in Springfield within a few years. He continued to practice law while he and Mary expanded their family with four sons. Tragically, their son Eddie would die when he was only three. It was during this time that he got the nickname “Honest Abe” for telling the truth to his clients. Lincoln continued to be active in local politics. He gave speeches and wrote newspaper articles stating his ideas on issues that concerned all Americans. In 1858, he participated in seven public debates with Stephen Douglas while both men were campaigning for a seat in the U.S. Senate. These debates, held in towns throughout the state of Illinois, were reported in detail by the press. Large numbers of people came to watch them in person. All of this attention made Abraham Lincoln well-known, and he used his popularity when he ran for the presidency of the United States.

President of a Divided Country

When he began as president in 1861, the United States was in a bitter disagreement over the issue of slavery and states’ rights. A civil war soon began. The states that wanted to keep slaves were called the Confederate States of America. They separated, or seceded, from the United States and did not think of Lincoln as their president. Fighting was fierce for four terrible years, and both sides suffered many losses. The Lincolns, too, faced heartache with the death of their son Willie. Their grief at losing another child was almost more than either parent could bear. In spite of his sadness, the president was still needed to lead the nation during a war. In 1863, President Lincoln signed the Emancipation Proclamation. Emancipation means “freedom” and it was a document that granted all slaves in rebellious states freedom. He hoped to weaken the South by taking away their slaves through this order. The president also worked hard to get the 13th Amendment passed. This change to the Constitution would prohibit slavery in the United States. Eventually the North prevailed and the Civil War came to an end. The United States remained one country. Sadly, Mr. Lincoln was assassinated not long after the war’s end by a Confederate sympathizer. He died on April 15, 1865. The country deeply mourned his loss. Even to this day, Abraham Lincoln is regarded by many as one of our nation’s greatest presidents for his service and honesty.
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**Early Years in the Frontier**

Lincoln’s family left their home in Kentucky and moved to ________________ in 1816. Sadly, Abraham’s mother would die just two years later. His father remarried a widow named Sarah Johnston. Abraham and his new ________________ became very close, and he would always refer to her as “Mother.” It was she who encouraged a young Abraham to attend ________________ whenever possible. He was an excellent ________________ who loved to learn and read. Mostly, though, Abraham taught himself by reading books. Schools were not always available, especially in the ________________ of America where the Lincolns lived. As he grew up, Abraham became well known for being both smart and strong. ________________ than most boys his age, he became skilled at using an ________________ to chop trees and firewood. Once again the family moved in 1830, this time to Illinois. By now Abraham was old enough to get a job. He traveled on a boat down the ________________ River to deliver a load of crops to New Orleans. Farmers often took their ________________ to this port city to sell them and make money. While he was there, Abraham saw ________________ being bought and sold at a public auction. This image haunted him for years to come.

**Honest Abe’s Path to Greatness**

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President of a Divided Country

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Presidents: Abraham Lincoln

I can summarize the life of Abraham Lincoln.

Who was Abraham Lincoln?

Personal Life

Careers

Presidency

3D Abraham Lincoln Graphic Organizer – FRONT LAYER

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**Directions:** Cut along the perimeter of all three patterns – lesson header, front layer and back layer. Color the images on the top layer. Place glue in gray shaded area of back layer. Glue front layer to back layer along left edge (gray shaded area). Cut apart front layer along dotted lines to create three flaps. Write details from the text about Abraham Lincoln’s life under each flap. If you use interactive notebooks, glue into notebooks. Students may color images as time permits.
Answers don’t have to be exactly as shown below – you can encourage students to summarize the details. Use your own professional judgment as to how you want your students to respond.

- Family left Kentucky and moved to Indiana; then moved to Illinois
- Excellent student who enjoyed reading
- Mother died; father remarried and his stepmother encouraged him to keep studying
- Known for being smart and a hard worker
- Went to New Orleans and saw slaves being sold at auction
- Married Martha Todd on November 4, 1842

- Worked in a general store and was also a land surveyor and postmaster
- Served as captain in the Illinois Militia
- Gained a reputation for being honest
- He continued to read and study the law, eventually becoming a lawyer
- Elected to the state legislature and then later to the U.S. House of Representatives
- Debated Stephen Douglas in 1858

- Elected president in 1861; country was divided over the issue of slavery
- The southern states did not recognize him as their president
- Signed the Emancipation Proclamation, and later pushed for the passage of the 13th Amendment
- Preserved the Union during the Civil War
- Was assassinated and died
Comprehension

Directions: Answer the questions. Use facts and details from the text to support your answers.

1. In what ways do Americans still honor President Lincoln’s memory?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. What did living on the frontier teach Abraham as he was growing up?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How did debating against Stephen Douglas help Lincoln’s career?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. Why was the Emancipation Proclamation important to ending the war?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. What is Lincoln’s most important achievement? Explain.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Presidents: Abraham Lincoln

Comprehension

Directions: Answer the questions. Use facts and details from the text to support your answers.

1. In what ways do Americans still honor President Lincoln’s memory?
   We honor his memory by putting his face on the penny and the $5 bill. His likeness is carved into Mount Rushmore, and the Lincoln Memorial was built to honor him. We also celebrate him on Presidents Day.

2. What did living on the frontier teach Abraham as he was growing up?
   Living on the frontier taught Abraham that life was hard. If you wanted something done, you had to do it yourself. He also studied hard in school when he had a chance to attend.

3. How did debating against Stephen Douglas help Lincoln’s career?
   Debating against Stephen Douglas helped Lincoln’s career because many more people had heard about him and his ideas for the country. Having this popularity helped him get elected as president a few years later.

4. Why was the Emancipation Proclamation important to ending the war?
   The Emancipation Proclamation was important to ending the war because it freed the slaves in the Confederate states. It took away the slaves the South depended on to get so much of the work done.

5. What is Lincoln’s most important achievement? Explain.
   Possible answers include: Issuing the Emancipation Proclamation to free the slaves in the Confederacy, which led to the 13th Amendment; leading the country during the Civil War.
Name ______________________________________

3D Time Line Graphic Organizer – FRONT LAYER

1809
1816
1830
1834
1842
1846
1858
1861
1863
1865

Presidents: Abraham Lincoln

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Directions: Cut along the perimeter of the top and bottom layers. Place glue in gray shaded area of back layer. Glue front layer to back layer along left edge (gray shaded area). Color image on front layer. Cut apart front layer along dotted lines (cut through image) to create flaps. Write details from the text about events in Washington’s life under the appropriate flap. NOTE: Not all dates included in the text are also included in this timeline due to considerations of spacing on the page. If you use interactive notebooks, glue into notebooks.

Place glue in shaded area only.
Answers don’t have to be exactly as shown below – encourage students to summarize the details in their own words. Use your professional judgment as to how you want your students to respond.

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lincoln was born in a log cabin in Hodgenville, Kentucky on February 12.</td>
<td>1809</td>
</tr>
<tr>
<td>Lincoln moved to Indiana with his family.</td>
<td>1816</td>
</tr>
<tr>
<td>Lincoln moved to Illinois with his family.</td>
<td>1830</td>
</tr>
<tr>
<td>Won a seat in the Illinois State Legislature.</td>
<td>1834</td>
</tr>
<tr>
<td>Married Martha Todd on November 4.</td>
<td>1842</td>
</tr>
<tr>
<td>Elected to the U.S. House of Representatives.</td>
<td>1846</td>
</tr>
<tr>
<td>Participated in 7 debates with Stephen Douglas while running for Senate.</td>
<td>1858</td>
</tr>
<tr>
<td>Elected as 16th president of the United States.</td>
<td>1861</td>
</tr>
<tr>
<td>Signed the Emancipation Proclamation, freeing the slaves in the Confederacy.</td>
<td>1863</td>
</tr>
<tr>
<td>Assassinated on April 12.</td>
<td>1865</td>
</tr>
</tbody>
</table>
Name ________________________________

Words to Know

Directions: Choose the word from the box that best matches each definition. Write the words on the lines.

- auction
- campaigned
- clients
- courtship
- debates
- inauguration
- prohibit
- rebellious
- reputation
- sympathizer

1. a person who believes and supports an idea or cause
2. something that is not allowed or legal to do
3. time two people spend together before marriage
4. planned action towards a goal, usually an election
5. what you are best known for by other people

Directions: Choose the word from the list that best completes each sentence. Write the word on the line.

6. The ____________ sold many items to people who were willing to pay the most money.
7. As a lawyer, Lincoln was paid to help his ____________ solve their problems in a court of law.
8. There were many ____________ about slavery with some people in favor and some against it.
9. Lincoln said the Confederate states were ____________ because they seceded from the Union.
10. At the President’s ____________ , he was sworn in and took command of the country.

Write Sentences

On the back of this assignment or on a separate sheet of paper, write sentences using the words listed at the top.
**Words to Know**

Directions: Choose the word from the box that best matches each definition. Write the words on the lines.

<table>
<thead>
<tr>
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<td>prohibit</td>
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Write Sentences

On the back of this assignment or on a separate sheet of paper, write sentences using the words listed at the top. Use your professional judgment on how you want to score students’ sentences.
What do Lincoln’s words and actions show you about his character?

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
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