

## Focus Question:

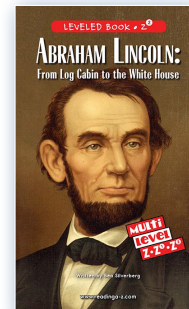
*Why is Abe Lincoln considered one of the most famous American presidents?*

## Book Summary

Text Type: Nonfiction/Informational

Abraham Lincoln's life began in a humble log cabin in Kentucky. Self-educated and skilled at public speaking, Lincoln became a lawyer, a member of Congress, and eventually president of the United States. This biography clearly illustrates how Lincoln's heartfelt values of equality and freedom led the United States through the Civil War and made him one of the nation's most memorable presidents.

The book and lesson are also available for levels Z and Z1.



## Lesson Essentials

### Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify main idea and details
- ☐ Recognize and use adjectives
- ☐ Describe information provided by text features
- ☐ Identify suffixes *-ly* and *-ous*

### Materials

- ☐ Book: *Abraham Lincoln: From Log Cabin to the White House* (copy for each student)
- ☐ Main idea and details, adjectives, suffixes *-ly* and *-ous* worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

#### • Words to Know

**Story critical:** *abolitionist* (n.), *civil rights* (n.), *emancipator* (n.), *equality* (n.), *orator* (n.), *secede* (v.)

**Enrichment:** *bondage* (n.), *eloquent* (adj.), *engagement* (n.), *homespun* (adj.), *inhumanely* (adv.), *momentous* (adj.), *solemn* (adj.), *sovereignty* (n.), *sympathizer* (n.)

- **Academic vocabulary:** *allow* (v.), *belief* (n.), *common* (adj.), *created* (v.), *issue* (n.), *protect* (v.)

## Guiding the Reading

### Before Reading

#### Build Background

- Ask students to share what they know about the Civil War. Discuss the causes of the war and the lasting effects of its outcome in the United States.
- Ask students if they know who served as president during the Civil War. Point out that the Civil War began just after Abraham Lincoln was elected. Discuss with students the personality traits Abraham Lincoln must have possessed in order to be president during this momentous period in U.S. history.

#### Introduce the Book

- Give students their copy of *Abraham Lincoln: From Log Cabin to the White House*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that most books have a main idea, or a general topic that is the subject of a book. The extra information and descriptions that help explain the main idea are the details of the book. Point out to students that the title of a book often provides clues about the main idea.
- Have students discuss with a partner their predictions about the main idea of the book. Invite students to share their predictions.

## Guiding the Reading (cont.)

### Introduce the Reading Strategy: Summarize

- Explain to students that one way to understand and remember information in a book is to create a summary, or a brief overview of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, and why*.
- Point out to students that they will be pausing after each section of the book to summarize what they have read.

### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 24. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

### Set the Purpose

- Have students read to find out more about the life of Abraham Lincoln. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

## During Reading

### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why is Abraham Lincoln known as the “Great Emancipator”?* (level 1) page 4
- *How did Lincoln become a strong political figure even though he had little formal education?* (level 2) multiple pages
- *What were the major issues facing the United States before the Civil War?* (level 2) multiple pages
- *What was Lincoln’s response to the North’s struggling early in the Civil War?* (level 1) page 17
- *What is the Emancipation Proclamation?* (level 1) page 18
- *Why was the Gettysburg Address so memorable?* (level 2) page 19

- *In what ways was Lincoln dedicated to freedom for all?* (level 3) multiple pages
- *How did Lincoln influence the history of the United States?* (level 3) multiple pages

### Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students review the photographs throughout the book and discuss how they helped them understand and enjoy what they read. Have students describe possible alternative photographs that could have been added to the book. Ask students, *Why do you think the author included photographs in this book? How do these photographs help to support the text?*

### Skill Review

- Guide students to an understanding that *Abraham Lincoln is one of the most famous American presidents* is the main idea since the book is all about this subject. Write *the main idea* on the board.
- Model identifying details that support the main idea of the book.

**Think-aloud:** *I know the main idea of this book:*

*Abraham Lincoln is one of the most famous American presidents. Since every main idea needs details to explain it, I will be looking for details that explain why Lincoln is so famous. I read that Abraham Lincoln is known as the “Great Emancipator” because he helped to free the slaves. I know that the freeing of the slaves in the United States was a turning point in the history of the country. Therefore, one detail that explains why Lincoln is one of the most famous presidents is Lincoln freed the slaves in the United States. I will continue to look for more details that describe why Lincoln is famous as I read.*

- Draw a circle around the main idea on the board. Draw lines extending outward from the circle to create a web diagram. At the end of one line, write the detail *freed the slaves*.
- Point out to students that in addition to the main idea of the book, there is a main idea and supporting details for each section of the book. Explain to students that they will pause at the end of each section to identify the main idea and the supporting details.
- Model and discuss how to complete the **main-idea-and-details worksheet**, using evidence from the text. Have students discuss the details they noted with a partner.

## After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Guiding the Reading (cont.)

#### Skill Review

#### Graphic Organizer: **Main idea and details**

Review the [main-idea-and-details worksheet](#) that students completed with a partner. Have students share their work with the group. List ideas on the board.

#### Comprehension Extension

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should note that Abraham Lincoln is one of the most famous presidents because he was fully dedicated to freedom for all and changed history when he freed the slaves.)

#### Comprehension Checks

- [Book quiz](#)
- [Retelling rubric](#)

### Book Extension Activities

#### **Build Skills**

#### Grammar and Mechanics: **Adjectives**

- Turn to page 15 of the book. Have students describe to a partner the picture of Abraham Lincoln. Call on students to share one descriptive word with the rest of the class, and record the words on the board.
- Explain to students that *adjectives are words that describe nouns*. Explain to students that adjectives bring greater detail and clarity to writing.
- **Check for understanding:** Have students work with a partner to find and highlight all the adjectives in the book. Then have them underline the noun that each adjective describes. Call on students to share with the rest of the class an adjective they found, and have other students give a thumbs-up signal if the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers.

#### Word Work: **Suffixes -ly and -ous**

- Write the following sentence on the board: *Abe told homey, humorous stories*. Underline the word *humorous* and ask students to define the word (*full of humor*). Erase the suffix *-ous* from the word *humorous* to create the root word *humor*. Have students explain or locate in a dictionary the meaning of the root word (*the ability to see or enjoy something funny*). Discuss how the meaning of the words differs. Point out that the suffix *-ous* means *possessing or full of*.

- Ask students to provide examples of other words ending with the suffix *-ous*. List their examples of the board and have volunteers identify the root word of each.
- Write the following sentence on the board: *Events moved swiftly, and on April 14, Northern troops surrendered*. Underline the word *swiftly* and ask students to define the word (*possessing the characteristic of being fast*). Erase the suffix *-ly* from the word *swiftly* to create the root word *swift*. Have students explain or locate in a dictionary the meaning of the root word (*to move quickly*). Discuss how the meanings of the words differ. Point out that the suffix *-ly* means having the characteristics of.
- **Check for understanding:** Have students work in pairs to find and circle all examples of words with the suffixes *-ly* and *-ous*. Invite students to share their findings with the class.
- **Independent practice:** Introduce, explain, and have students complete the [suffixes -ly and -ous worksheet](#). If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.