A Picture Book of Abraham Lincoln

This Live Oak Readalong can be correlated to the following Common Core State Standards (CCSS):

RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core State Standards:

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.7: Use information gained from illustrations, other visual elements (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
RF.3.3.c: Decode multisyllable words.
W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

BEFORE LISTENING

About the Story
Part of a picture book biography series designed to introduce beginning readers to famous Americans, A Picture Book of Abraham Lincoln recreates Lincoln’s America, portrays both the public and private man, and depicts the many trials and accomplishments of his presidency.

Activate Prior Knowledge/Build Background
Explain that Abraham Lincoln was President of the United States during the time of the Civil War (1861-1865). His two greatest accomplishments were that he succeeded in preserving the Union and that he abolished slavery in the U.S. Ask the group what they already know about Lincoln and why they feel the country has always honored the life and achievements of this man.

AFTER LISTENING

Standards-Linked Activities

Listening/Speaking
CCSS: RI.3.1, RI.3.2, RI.3.3, SL.3.2, SL.3.3; RI.4.2, SL.4.1.c
Ask children the following questions about the book. Call on volunteers to respond orally.
a. What did Abraham Lincoln see in New Orleans that made him so unhappy?
b. What happened soon after Lincoln was elected President in 1860?
c. How did President Lincoln die?
d. Why did people call Lincoln the ‘Savior of the Union?’ (Draw conclusions)
Vocabulary
CCSS: RI.3.4, RF.3.3.c, W.3.2; RI.4.4, W. 4.2
Review the following words, names, and places with the group. Have them write a paragraph or two, using some of these words that reflect what they know about President Lincoln's life and times.
- log cabin
- slave market
- steamboat
- United States Senate
- Springfield
- flatboat
- legislature
- Civil War
- Pennsylvania
- surrender
- Gettysburg
- John Wilkes Booth
- Fort Sumter
- Gettysburg Address
- re-elected
- Pennsylvania
- surrendered
- re-elected
- Fort Sumter

Social Studies: Slavery
CCSS: SL.3.3; SL.4.1.c
Define slavery as a condition in which persons are held as property by other persons and are obliged to perform labor or services for the person who owns them. Discuss what it must have been like to have been a slave. Why did most people in the South favor slavery while people in the North were against it?

History: Match the Dates
CCSS: RI.3.3; RI.4.3
Write the following list of dates and events on the board. Ask volunteers to draw a line from the date in the first column to the event in the second column.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1809</td>
<td>The Civil War is fought</td>
</tr>
<tr>
<td>1842</td>
<td>Lincoln is elected President</td>
</tr>
<tr>
<td>1847-1849</td>
<td>Lincoln married Mary Todd</td>
</tr>
<tr>
<td>1858</td>
<td>Lincoln is re-elected President</td>
</tr>
<tr>
<td>1860</td>
<td>Lincoln signs the Emancipation Proclamation</td>
</tr>
<tr>
<td>1861-1865</td>
<td>Lincoln serves in the U.S. House of Representatives</td>
</tr>
<tr>
<td>1863</td>
<td>The Lincoln Douglas debate</td>
</tr>
<tr>
<td>1864</td>
<td>Lincoln is assassinated</td>
</tr>
<tr>
<td>1865</td>
<td>Lincoln is born</td>
</tr>
</tbody>
</table>

Social Studies: Time Line
CCSS: RI.3.3; RI.4.3
Use the list of “Important Dates” in the back of the book to help create a time line to identify significant times in Lincoln’s life. Draw a picture to correspond with the events in his life or what was happening in the country at the time.

Geography: North vs. South
CCSS: RI.3.7; RI.4.7
During Lincoln’s term as president, the country was in conflict. The North and South had different opinions about slavery. Using a map of the U.S., have the children identify the eleven states that were interested in creating a Confederate States of America (VA, NC, TN, AK, TX, LA, MI, Al, GA, SC, FL) and fought against the North in the Civil War.