



Activity Guide

800-788-1121

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.

- RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 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.
- RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- SL.4.1.c.: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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.

- What did Abraham Lincoln see in New Orleans that made him so unhappy?
- What happened soon after Lincoln was elected President in 1860?
- How did President Lincoln die?
- 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	-debates
-flatboat	-legislature	-government
-Gettysburg	-Civil War	-re-elected
-Pennsylvania	-surrendered	-Fort Sumter
-Gettysburg Address	-John Wilkes Booth	

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

1809	The Civil War is fought
1842	Lincoln is elected President
1847-1849	Lincoln married Mary Todd
1858	Lincoln is re-elected President
1860	Lincoln signs the Emancipation Proclamation
1861-1865	Lincoln serves in the U.S. House of Representatives
1863	The Lincoln Douglas debate
1864	Lincoln is assassinated
1865	Lincoln is born

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, AI, GA, SC, FL) and fought against the North in the Civil War.