

UbD/Teacher's Guide for Abraham Lincoln WebQuest

Teacher Introduction

This WebQuest was created as a result of our love of our school namesake, Abraham Lincoln. We find him to be an extraordinary and awe-inspiring President and hope to encourage first graders to become Lincolnophiles themselves. We hope that the students will use their critical thinking skills, cooperative learning, and technology to create a presentation that will help them learn and deepen their curiosity about Abraham Lincoln and use the information to enhance a class Information Writing assignment on this much revered President.

Learners

This WebQuest was designed for first graders who are independent workers and readers. Knowledge of basic technology is needed as well. It could also be used by Second Grade students at Lincoln School in their focus on African Americans

It is recommend that students work in pairs. They will work with their LEAP buddies (3rd or 4th grade student that helps them with reading). A parent helper would be helpful for the technology component, depending on the students' abilities in technology.

Students should:

- Be independent readers and writers
- Be able to work independently
- Be familiar with iPad usage
- Have experience using a keyboard (including space bar, making capital letters, shifting)
- Have experience creating a graphic organizer on Popplet

It is estimated that this project will take up to seven one-hour sessions.

Stage 1: Desired Results

Established Goal(s): The students will explore and explain one aspect of Abraham Lincoln's Life

- learn & describe what his life was like as a young boy, a young man, or as President of the United States.
- Understand why he is an important figure in United States history.

Understanding(s):

Students will understand that . . .

- Abraham Lincoln had an interesting life.
- He made choices and decisions that affected many people.
- He valued the power of words.

Students will be able to . . .

- work with an Internet Reading Buddy (older reader paired with first grader).
- review pictures of Lincoln's home and life.
- choose an extension activity that interests them.

Students will know . . .

- how to explore Lincoln-related Web sites.
- how to use links to search for information.

Essential Question(s):

What was Abraham Lincoln's life like as a young boy, young man, and/or as the President of the United States.

Why is Abraham Lincoln such an important figure in American History?

Standards met:

CC.1.R.I.5 Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CC.1.R.I.10 Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.

CC.1.R.F.4.a Read on-level text with purpose and understanding.

CC.1.W.2 Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CC.1.W.3 Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CC.1.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers

CC.1.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects

Stage 2: Assessment Evidence

Performance Task(s)

Record new learning about the topic

Create a display including a Popplet,

Create a display including visuals, descriptions, audio, print resources, to communicate the life of Abraham Lincoln

Share key facts in a presentation to the class

Use Rubric (See Appendix) to grade their Information Sheet, Independent work, Popplet, Project Display, Presentation Effort

Stage 3: Learning Plan Teacher's Guide

Materials Needed

This activity is intended to be Internet based; however, if your school does not have a computer lab, you could adapt the lesson to make use of library materials.

Lesson Philosophy:

This lesson is an Internet buddy lesson. It pairs each older student (grades 3 or 4) with a younger buddy. Internet buddy lessons benefit both learners. Older students get a boost of self-esteem as they teach. They read information -- in this case, information about Abraham Lincoln from some teacher-selected Web sites -- and mentor the younger students in how to use the Internet and computers/

iPads. The younger children learn about a topic of high interest as they listen, watch, ask questions, and discuss with their buddies the information provided on the Web resources.

It is important for students to become self-directed learners -- to be given the opportunity to explore and use the Internet as a tool for instruction. The process of learning by doing is well established as a very viable way to learn. Working with an Internet buddy is a constructive way for younger and older students to learn to work cooperatively and to follow directions to reach common understanding. Older students can model for their young buddies how they can become self-directed learners.

The teachers role in this lesson is as *facilitator*. This lesson/strategy recognizes that teacher talk is not always necessary for constructive learning to take place. It emphasizes student-led exploration of selected Web sites over teacher talk.

Activities and Procedures

The teacher helps them recall prior knowledge about Abraham Lincoln. Read *Abe Lincoln: The Boy Who Loved Books* as an introduction to Abraham Lincoln. Include other realistic fiction and non fiction texts and books with a variety of reading levels.

Write student responses on a chart.

Then introduce the days activity:

Today you have the opportunity to work with your Internet buddy as the two of your view Web sites that have information about Abraham Lincoln's life. Your buddy will help you by reading captions, talking about the pictures, and sharing some facts presented on those pages. Discussion between you and your buddy about what you are reading is important, but please whisper because we have many people working on this project.

Explain and Review scoring rubrics with students before they begin their work

Review Use of Popplet

Review expectations of presentation board and communication skills for oral presentation

The teacher will provide Web page with web links as well as a written or typed hotlist of *previewed* Web sites/URLs for students to use in the lesson. [See some suggested Web sites in the **Internet Resources** section below.]

You might need to take a minute or two to review how to click back and forth from the Internet to a document. Since this Internet buddy lesson is mostly self-directed by the students, the major role of the teacher is to monitor student activity.

You will have previewed all the Web sites so that at a glance you will be able to verify that all students are focused and on task.

As students surf the Internet sites provided, they can print important information about Abraham Lincoln, so when the students end each session, they have adequate information to complete one of the following activities.

Internet Resources

These are some of the resources the Internet buddies might explore. Since the Web is constantly changing, you might find some additional valuable sites for young students by doing a Web search of your own.

VIRTUAL TOURS

[Abraham Lincoln Birthplace National Historic site - Hodgenville, KY](#)

[Lincoln Boyhood National Memorial - Lincoln City, IN](#)

[Lincoln Home National Historic Site - Springfield, IL](#)

[Lincoln Memorial National Memorial - Wash., D.C.](#)

[Ford's Theatre - Washington D.C.](#)

Internet Resources

[Web Rangers: Young Abe Lincoln](#)

Facts about Abraham Lincoln's early life

[Time Line](#)

Important dates in Lincoln's life

[Photographs of Lincoln](#)

Five photographs

[Ford Theatre' Photographs of Lincoln](#)

Slide show of photographs with song about Lincoln

[Presidents of the United States: Abraham Lincoln](#)

Facts about Lincoln.

[Lincoln's Beard](#)

The historical facts behind the book, 'Mr. Lincoln's Whiskers'

The History Place Presents Abraham Lincoln

This timeline includes some clickable photo images.

The National Museum of American History (<http://americanhistory.si.edu/lincoln/introduction>)

Facts about Lincoln's entire life and presidency.

An Overview of Abraham Lincoln's Life

A biography with many links to photos of Lincoln and his family.

The Presidents of the United States

The official White House biography of Abraham Lincoln.

Read Aloud Books

Abe Lincoln's Hat

Mr. Lincoln's Whiskers

The Story of Abraham Lincoln

What Lincoln Said

Young Abe Lincoln

***Lincoln: A School Tube Rap**

Extension Activities

Provide students with a variety of activities from which to choose; the activities will emphasize different intelligences/skills.

- Give an oral report about your favorite Lincoln Web site. (If you have a computer hooked up to a projector, students might use the Web site as part of their report.)
- Produce a paper/report using information they gathered from the Web sites. (Older students only)
- Draw a picture of an important event in Lincoln's life. Write a paragraph to explain why this event was so important.
- Create a timeline of events in Abraham Lincoln's life using information gathered from the Web.
- Present an original activity to the class.
- Create a family tree to show Lincoln's immediate family and ancestors. (Older students only)

EXTRA ACTIVITIES

[Lincoln Activity Pages](#)

[Online Coloring Page](#)

Further Research

Web Links on Lincoln

[The Presidents of the United States: Abraham Lincoln](#)

[The History Place Presents Abraham Lincoln](#)

Reading Rockets Book List

Abe Lincoln Remembers

By: Ann Turner

Illustrated by: Wendell Minor

Age Level: 6-9

Reading Level: Independent Reader

Before leaving for Ford's Theater, Abraham Lincoln reflects on his life — his accomplishments and disappointments. Realistic illustrations reflect the serious tone of this unusual glimpse of the 16th President.

Abe Lincoln: The Boy Who Loved Books

By: Kay Winters

Illustrated by: Nancy Carpenter

Age Level: 6-9

Reading Level: Independent Reader

The basic life and accomplishments of Abraham Lincoln are introduced in free verse and detailed illustrations in an open format. A concluding note provides additional information.

Abe's Honest Words

By: Doreen Rappaport

Illustrated by: Kadir Nelson

Age Level: 6-9

Reading Level: Independent Reader

A straightforward overview of Lincoln's life is punctuated by Lincoln's words and commanding images. Additional resources for further reading and research are included as are sources used in this unforgettable book.

Abraham Lincoln Comes Home

By: Robert Burleigh

Illustrated by: Wendell Minor

Age Level: 6-9

Reading Level: Independent Reader

Luke and his father travel by buggy to pay respects to the train carrying the assassinated Abraham Lincoln from Washington, D.C., to Springfield, Illinois. Evocative text and illustration are well-researched to capture the period from a child's point of view.

Capital! Washington D.C. from A to Z

By: Laura Krauss Melmed

Illustrated by: Frané Lessac

Age Level: 3-6

Reading Level: Beginning Reader

Take a tour of our nation's capital — from A to Z — including both lesser and well-known sights from Gallaudet University (the college for the deaf signed into law by Lincoln) to the Lincoln Memorial and lots more.

Lincoln and Douglass: An American Friendship

By: Nikki Giovanni

Illustrated by: Bryan Collier

Age Level: 6-9

Reading Level: Independent Reader

The friendship between Abraham Lincoln and Frederick Douglass, the abolitionist who was once enslaved, is presented in richly imagined text and collage illustrations.

Mr. Lincoln's Boys

By: Staton Rabin

Illustrated by: Bagram Ibatoulline

Age Level: 6-9

Reading Level: Independent Reader

The Civil War and the soldiers in Washington, D.C., infiltrated the play of Tad and Willie on the grounds of the White House. And their father still takes time to pardon one of the boy's toy soldiers!

Vinnie and Abraham

By: Dawn Fitzgerald

Illustrated by: Catherine Stock

Age Level: 6-9

Reading Level: Independent Reader

Not only did Vinnie Ream work at the post office but was the first woman (and the youngest) commissioned to sculpt an image of Abraham Lincoln. Watercolors and documentation combine to present a portrait of an artist and the city in which she lived.

What Lincoln Said

By: Sarah Thomson

Illustrated by: James Ransome

Age Level: 6-9

Reading Level: Independent Reader

Lincoln's own words punctuate this overview of his life and times including lighter moments. Full color illustrations exaggerate Lincoln's physical features but complement the man's complexity.

Who Broke Lincoln's Thumb?

By: Ron Roy

Illustrated by: Timothy Bush

Age Level: 6-9

Reading Level: Independent Reader

KC, the President's daughter, and her friend Marshall solve the mystery of the broken thumb on the statue of Lincoln before the White House celebration of its sculptor begins. This easy novel presents a satisfying mystery.

RUBRIC

| Abraham Lincoln WebQuest | Distinguished 4 | Proficient 3 | Apprentice 2 | Novice 1 |
|-----------------------------------|---|---|--|--|
| Facts on Information sheet | 8 or more facts | 6 or more facts | 5 or more facts | 4 or more facts |
| Independent Work Behavior | Used class time well Stayed on task Did not distract others | Used class time well Stayed on task Did not distract others often | Used class time well most of the time Stayed on task most of the time Distracted others at times | Did not use class time well Did not stay on task Distracted others often |
| Popplet | 8 or more facts | 6 or more facts | 5 or more facts | 4 or more facts |
| Project Display | Headline 3 Images Captions for all images | Headline 2 or more Images Captions for some images | Headline 1 Image Caption | Headline No images No captions |

| Abraham Lincoln WebQuest | Distinguished 4 | Proficient 3 | Apprentice 2 | Novice 1 |
|-----------------------------|---|---|--|---|
| Presentation | <p>Students knew the information</p> <p>Spoke with clear voice</p> <p>Very good eye contact</p> | <p>Students knew most of the information</p> <p>Spoke with clear voice most of the time</p> <p>Good eye contact</p> | <p>Students knew some of the information</p> <p>Spoke with clear voice sometimes</p> <p>Some eye contact</p> | <p>Students did not know the information</p> <p>It was hard to hear the student(s)</p> <p>Very little eye contact</p> |
| Effort | Final work Product shows your best effort | Final work Product shows good effort | Final work Product shows some effort | Final work product shows little effort |