



## A Lesson on Lincoln's Choice by Stephanie Smallwood

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour 15 minutes

**Lesson Keywords:** Abraham Lincoln

**Lesson Description:** Reading, defining important vocabulary and reflection as well as analysis of the passage. Questioning a significant point made in the passage.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RF.4.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.9b : Apply grade 4 Reading standards to informational texts (e.g., ?Explain how an author uses reasons and evidence to support particular points in a text?).

CCSS.ELA-Literacy.L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3a: Choose words and phrases to convey ideas precisely.

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CCSS.ELA-Literacy.L.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### Lincoln's Choice

by

**Content:** Abe Lincoln saved my life. We had been going to school together one year. The next year we had no school, because there were so few students to attend, there being only about twenty in the school the year before.

Consequently Abe and I had not much to do; but, as we did not go to school and our mothers were strict with us, we did not get to see each other very often. They knew there were dangers in the countryside. One Sunday morning my mother waked me up early, saying she was going to see Mrs. Lincoln, and that I could go along. Glad of the chance, I was soon dressed and ready to go. After my mother and I got there, Abe and I played all through the day. We were out in the hills near the river.

While we were wandering up and down the little stream called Knob Creek, Abe said: Right up there pointing to the east we saw a lot of blueberries there yesterday. Let's go over. We can bring a lot home.

The stream was too wide for us to jump across. We saw a foot-log and decided to try it. It was narrow, but Abe said, Let's do it. He was like that; he would take a chance if it was important to do something.

He went first and reached the other side all right. I went about half way across, when I slipped. He shouted, Don't look down nor up nor sideways, but look right at me and hold on tight! But I fell off into the creek and the water was about seven or eight feet deep. I could not swim, and neither could Abe. I was splashing and calling out.

So he got a stick and climbed out and held it out to me. I came up, grabbing with both hands, and he put the stick into my hands. I clung to it, and he pulled me out on the bank, almost dead. He got me by the arms and shook me well. Then he rolled me on the ground, and the water poured out of my mouth.

I was all right very soon. We promised each other that we would never tell anybody about it, and never did for years. My mother would have been so angry. I never told any one. But I can tell you now. He was a great problem solver even when he was a boy.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

**Q: 1 WordPhrase:** Consequently **WordPhraseTier:** 2

**Question:** \"Consequently Abe and I had not much to do\"

**A:** Away

**B:** Therefore

**C:** In hindsight

**D:** Because

**Question:** Consequently used correctly

**A:** It was raining, consequently we were very bored.

**B:** I had math class first, consequently I had language arts after math.

**C:** I like pizza, consequently we had hamburgers for dinner.

**D:** I have a dog, consequently we also have a bird.

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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

1 - Why does the man think Abe was a good problem solver?

What does Abe do that makes the man think Abe was a good problem solver and how does this relate to Abe's future?

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Task 3: Writing Activity

**Instructions:** You are to write and post here 250 words in?about 2 paragraphs, the first paragraph?on why you think Abe Lincoln showed at a young age that he was an effective problem solver and the second paragraph how you think Abe saw himself at this age.

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