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A Lesson on Training For The Presidency by Lindsay Hice

Grade Level: Grade 8

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Reading, Writing

Lesson Description: Students will have the opportunity to use the reading and writing practices they have learned to complete a series of activities based on A Lesson on Training For The Presidency. By reading this passage students will be able to answer a set of questions, and engage in a discussion about the text.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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CCSS.ELA-Literacy.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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Write narratives to develop real or imagined experiences or events using : Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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CCSS.ELA-Literacy.W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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.

Training For The Presidency by

Content: I meant to take good care of your book, Mr. Crawford, said the boy, but I've damaged it a good deal without intending to, and now I want to make it right with you. What shall I do to make it good?

Why, what happened to it, Abe? asked the rich farmer, as he took the copy of Weems's Life of Washington, which he had lent young Lincoln, and looked at the stained leaves and warped binding. It looks as if it had been out through all last night's storm. How came you to forget, and leave it out to soak?

It was this way, Mr. Crawford, replied Abe. I sat up late to read it, and when I went to bed, I put it away carefully in my bookcase, as I call it, a little opening between two logs in the wall of our cabin. I dreamed about General Washington all night. When I woke up I took it out to read a page or two before I did the chores, and you can't imagine how I felt when I found it in this shape. It seems that the mud-daubing had got out of the weather side of that crack, and the rain must have dripped on it three or four hours before I took it out. I'm sorry, Mr. Crawford, and want to fix it up with you, if you can tell me how, for I have not got money to pay for it.

Well, said Mr. Crawford, come and shuck corn three days, and the book is yours.

Had Mr. Crawford told young Abraham Lincoln that he had fallen heir to a fortune the boy could hardly have felt more relief. Shuck corn only three days, and earn the book that told all about his greatest hero!

I don't intend to shuck corn, split rails, and the like always, he told Mr. Crawford's wife, after he had read the volume. I'm going to fit myself for a leadership profession.

Why, what do you want to be, now? asked Mrs. Crawford in surprise.

Oh, I'll be President! said Abe with a smile. I will lead the nation.

You'd make a pretty President with all your tricks and jokes, now, wouldn't you? said the farmer's wife.

Oh, I'll study and get ready, replied the boy, and then maybe the chance will come.

That was how it all started. You may not believe this story, but it is like what happened. Abe Lincoln was a truly remarkable person. He is the President who really changed our country.

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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: Intending **WordPhraseTier:** 2

Question: What does intending in the following phrase mean "but I've damaged it a good deal without intending to?"

- A: remembering
- B: trying
- C: forgetting
- D: doing

Question: Which one of the sentences below uses the word "intending" correctly?

- A: I put on loud music intending to go to sleep.
- B: I am not intending the play.
- C: I studied for the test intending to pass it.
- D: He is intending to win the contest, so he didn't enter.

Q: 2 WordPhrase: Fortune **WordPhraseTier:** 2

Question: What does fortune in the following phrase mean "had fallen heir to a fortune?"

- A: debt
- B: poverty
- C: luck
- D: money

Question: Which one of the sentence below uses the word "fortune" correctly?

- A: I am going to eat a fortune cookie.
- B: He is worth a fortune.
- C: Mrs. Wheeler is going to tell me my fortune.
- D: Her fortune said she would win.

Q: 3 WordPhrase: Shuck **WordPhraseTier:** 3

Question: What does the word "shuck" mean in the sentence "come and shuck corn three days?"

- A: cook
- B: sell
- C: peel
- D: eat

Question: Which one of the sentence below uses the word "shuck" correctly?

- A: If you shuck this corn you won't be hungry anymore.
- B: If you shuck this corn you will get money for it.
- C: If you shuck this corn it won't be raw.
- D: If you shuck the corn we can cook it.

Q: 4 WordPhrase: Profession **WordPhraseTier:** 3

Question: What does the word "profession" mean in this sentence "I'm going to fit myself for a leadership profession?"

- A: job
- B: game
- C: hobby
- D: chore

Question: Which one of the sentences below uses the word "profession" correctly?

- A: I like to do puzzles as my profession.
- B: My dad told me to take out the trash for my profession.
- C: What profession do you want to play tonight?
- D: My mom is a cop as her profession.

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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 two peer responses for each topic.

1 - Shucking Corn

Why do you think Mr. Crawford had Abe shuck corn for three days? What was the lesson Mr. Crawford wanted Abe to learn?

2 - Destroyed Book

Why do you think Abe felt bad about the book being destroyed even though it was an accident? Was it because he really liked the book, or because it was not his book?

3 - Accident

What two words or phrases tell you that the book being destroyed was an accident? Use examples from the passage.

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Task 3: Writing Activity

Instructions: In a minimum of 300 words write about what you would?have done if you were Abe, and you accidentally destroyed Mr. Crawford's book.

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