



A Lesson on Training For The Presidency by William Muhlstadt

Grade Level: Grade 5

Subject Area: English Language Arts

Lesson Length: 30 minutes or less

Lesson Keywords: Lincoln, Abraham, Character, President, Training

Lesson Description: This lesson is intended to give students an account on how Abraham Lincoln developed his character leading up to his presidency. Students will demonstrate their reading skills by completing the post reading learning activities. This should be a fairly quick lesson! Above all, the most important thing is to have FUN with this lesson!

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.W.5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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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 elated. 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. Crawfords wife, after he had read the volume. I'm going to fit myself for a profession.

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

Oh, I'll be President! said Abe with a smile.

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 started. You may not believe this story. But it is like what happened. Abe Lincoln was a very special 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: Warped **WordPhraseTier:** 2

Question: "Lincoln, and looked at the stained leaves and warped binding...." What does the word "warped" mean in this sentence?

- A:** To be very colorful
- B:** To be have a shiny coat
- C:** Become or cause to become bent or twisted out of shape
- D:** To be very hard; Stiff

Question: Which one of the sentences below use the word "warped" correctly?

- A:** My mother warped the brownies until they were fully cooked.
 - B:** My father pointed out that his car brakes had warped after driving through that puddle.
 - C:** I hit the ground so hard that my knee had a warped cut on it.
 - D:** The trees in my back yard has a warped color.
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Q: 2 WordPhrase: Shuck **WordPhraseTier:** 2

Question: "Shuck corn only three days, and earn the book that told all about his greatest hero!" What does the word "shuck" mean?

- A:** To remove the shell/covering off of something
- B:** To cook
- C:** To cut multiple times
- D:** To throw/gather into piles

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

- A:** Grandma and I were shucking books until there were none left.
 - B:** My grandfather taught me how to shuck an apple so that I don't have to eat the skin.
 - C:** I caught my brother shucking a cookie from the kitchen.
 - D:** I tried to shuck my mother into no making me go to school.
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Q: 3 WordPhrase: Elated **WordPhraseTier:** 3

Question: "Had Mr. Crawford told young Abraham Lincoln that he had fallen heir to a fortune the boy could hardly have felt more elated." What does the word "elated" mean in this sentence?

- A:** Concerned
- B:** Sad; Disappointed
- C:** Surprised; Shocked
- D:** Happy; Excited

Question: Which one of these sentences use the word "elated" correctly?

- A:** I was elated to hear that a family member died.
 - B:** My mother elated a postcard to her mother.
 - C:** I was elated to find out I passed my spelling test.
 - D:** My father was elated when he banged up his shoulder.
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Q: 4 WordPhrase: Volume **WordPhraseTier:** 3

Question: "...he told Mr. Crawford's wife, after he had read the volume." What does the word "volume" mean in this sentence?"

- A:** How loud something is
- B:** A book forming a part of a series
- C:** A single book
- D:** A chapter in a book

Question: Which one of these sentences use the word "volume" correctly? In the way it was used earlier.

- A:** I told my mother to turn up the volume for my favorite song.
 - B:** I only read one volume in the single book.
 - C:** My father was busy reading the 2nd volume in the 5 part set.
 - D:** We need a larger volume of stickers.
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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 - Why did Abe help?

Earlier, Abraham brought back the book in a ruined condition, do you think Abraham did the right thing when he returned the book?

2 - Tricks and Jokes

At one point, Mrs. Crawford said, "You'd make a pretty President with all your tricks and jokes, now, wouldn't you? Why do you think someone would have said something like that about the leader of our nation?"

3 - Would this be an easy accomplishment?

Towards the end of the story, Abraham says, "Oh, I'll study and get ready," replied the boy, and then maybe the chance will come. Do you think that it would be an easy path to take? Do you think that becoming the president of the United States of America would be an easy task?

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Task 3: Writing Activity

Instructions: Do you think Abraham showed the characteristics of a future President of our Country? What do you think he could have changed? Write 250 words on what your thoughts are.

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