



NSDAR Educational Resources Committee
"Abraham Lincoln: Great Emancipator or Just Another
Politician?"
Lesson Plan

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Topic: Social Studies: World History

Grade Level: 8th Grade
Time Allocation: 2-3 days

COMMON CORE/ STATE STANDARDS:

- **TN-S.S. 8.76** Describe Abraham Lincoln's presidency and his significant writings and speeches, including his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863 and inaugural addresses in 1861 and 1865. (C, H, P)

MOTIVATING STUDENTS:

Content Learning Goals and Objectives

- The Learner Will formulate a stance based on evidence found in sources
- TLW be able for form an opinion based on the evidence
- TLW understand the reasons why Lincoln made the choice(s) he made

Goals and Expectations Related to Student Participation

- TLW be expected to actively participate in all class activities and discussions 100% of the time.
- TLW be expected to follow all given directions 100% of the time.

MATERIALS:

- DBQ handouts from History with Mr. E – A Social Studies found here:
<https://www.teacherspayteachers.com/Product/Abraham-Lincoln-The-Great-Emancipator-Was-Lincoln-Anti-Slavery-Lincoln-DBQ-520597>
*or teachers can find sources through the Tennessee Electronic Database which has several good sources for American History topics, which include full-text articles. The U.S. History Collection Database I available at all public libraries in Tennessee through TEL.
- Step 3- Contracting Seminar [copy information to be used for Socratic Discussion handout] found here:
<https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

Building on Previous Knowledge

- TLW use prior knowledge of Lincoln and the Civil War through 1865
- TLW use prior knowledge of slavery, politics, economics, etc.

Lesson Structure and Pacing:

1. Opener/Hook:

- a. Ask them the following questions, "Do you think politicians are truthful? Do you think government officials have the best interest of the people at heart?"

2. TLW participate in an independent learning environment [Day 1].

- a. TLW read and answer the DBQs over the topic was Lincoln a Great Emancipator or Just Another Politician
- b. Once students, have finished, remind them they will need to form a stance, or choose a

side- Great Emancipator or Politician, for tomorrow's class. Also, remind them they must be able to cite evidence from their DBQs to back up their claim(s), so it might be a good idea to highlight key pieces to use in their argument.

- c. Pass out handout containing information on what a Socratic discussion is and rules for said discussion for students to read over tonight to be prepared for tomorrow.

3. TLW participate in a Socratic discussion. [Day 2]

- a. TTW begin the discussion by reviewing Socratic discussion dos/don'ts
- b. TTW open up the discussion by posing the question, "Do you think Lincoln was great emancipator or just another politician?"
- c. TLW participate in the Socratic discussion over Lincoln.

4. CLOSURE: Whole Group Assessment

- a. TTW ask the following questions:
 1. "Why is it important to look at various sources when formulating an answer to a political question?"
 2. "How might bias play a factor in an assignment like this?"
 3. "Did your opinion of Lincoln change after completing this assignment?"

ASSESSMENT EVIDENCE:

Formative Assessments:

- Observations during independent work.
 - TTW will monitor the students' progress to check for understanding, make sure they are on track, and participating.
- Opening/Closing questions and observing discussion in process to ensure they understand the importance of citing evidence to support claims
- Monitoring class and listening for what responses were majority throughout the classes