



## WorldStrides Lesson Plan: Ford's Theatre: Lincoln's Words Live On

Teachers! The information and resources provided by Ford's Theatre can be used in a variety of ways in your classroom. In addition to preparing for a Ford's Theatre visit, you can use these resources in classroom activities that support your curriculum and are meaningful to students, whether or not they travel.

### ACTIVITY FOR CONTENT AREAS: SOCIAL STUDIES/LANGUAGE ARTS

**Foundational Resources:** Students will consult various independently selected resources for research.

Primary initial resource: "Some of Abraham Lincoln's Great Words"

<http://www.fords.org/home/explore-lincoln/research-and-resources/lincoln-quotes>

**Purpose/Rationale:** This lesson is designed to reveal to students that the words and concepts spoken by President Lincoln are still meaningful and relevant today. We invite students to explore these powerful words spoken through Lincoln's most compelling quotes. Students will search to discover the meaning, sentiment, and context surrounding President Lincoln's quotes while internalizing and developing a personal understanding of his intentions. Students will analyze how President Lincoln's words can relate to our current era, and identify visual evidence to support their analysis.

*"A great quote can encapsulate a large idea or thought in a few terse sentences. It clarifies an idea in a particularly enlightening way. A reader is forced to imagine the rest of the mass that rests under the surface. The really difficult part in creating new ideas is not the creating of new ideas. The difficult part is making people listen to them and respect their value." (Jacsaw 2011)*

### Selected Common Core Standards (Others may apply in your state or district):

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.7 Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources.
- W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively.
- SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



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- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest.
- RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text.

#### LESSON INSTRUCTIONS: Part I – Class Introduction and Discussion

**Brainstorm Question:** What are some quotes we see and hear today?

These quotes can be slogans used through popular media or metaphorical quotes, adages students' parents use in the household, or words written on items we use daily.

Give students ten minutes to think individually and write a few quotes they hear throughout their day. Once students individually brainstorm, distribute the student handout.

*NOTE: If you see students struggling, distribute the student worksheet earlier for assistance.*

Popular Media	Historical Quotes	Adages
<ul style="list-style-type: none"> <li>• “There’s no place like home.”</li> <li>• “I’m king of the world!”</li> <li>• “Show me the money!”</li> <li>• “I’ll be back.”</li> <li>• “May the force be with you.”</li> <li>• “I have always depended on the kindness of strangers.”</li> </ul>	<ul style="list-style-type: none"> <li>• “The more you know about the past, the better prepared you are for the future.”</li> <li>• “The only thing we have to fear is fear itself.”</li> <li>• “Efforts and courage are not enough without purpose and direction.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Two wrongs don’t make a right.”</li> <li>• “The squeaky wheel gets the grease.”</li> <li>• “When the going gets tough, the tough get going.”</li> <li>• “Fortune favors the bold.”</li> <li>• “A picture is worth a thousand words.”</li> </ul>

Have each student contribute his or her favorite quote and add it to the corresponding categories.

*NOTE: Feel free to add categories for differentiation.*

**Class Discussion:** Discuss the context, relevance to present day, and importance of the quotes. Some questions to consider:

- How do these quotes relate to us today?
- In what situations would these quotes be heard or used?
- Why are quotes important?

*NOTE: Explore concepts like a music chorus or a poetry refrain that is powerful because of repetition.*

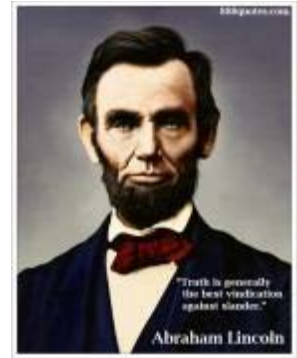


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#### LESSON INSTRUCTIONS: Part II – President Lincoln's Words

**Teacher:** Transitional Concept – Now that students have discussed the meaning, power, and common usage of quotes, they will understand that some of the most endearing words in history were spoken by President Abraham Lincoln.



#### Student Activity:

STEP 1: Students will work individually to research powerful words spoken by President Lincoln and may begin with the resource: Ford's Theatre - Some of Abraham Lincoln's Great Words <http://www.fords.org/home/explore-lincoln/research-and-resources/lincoln-quotes>. Students will read to determine one quote they find particularly meaningful to them personally and to their community.

STEP 2: Students are instructed to conduct research to discover the primary source, background information, and meaning behind one of Lincoln's great quotes.

STEP 3: Students will respond to the following question in one paragraph: How can President Lincoln's words have meaning today?

#### LESSON INSTRUCTIONS: Part III – Evidence that Lincoln's Words Live On

#### Student Activity:

STEP 1: Students will provide evidence of how Lincoln's quote still resonates either personally or in today's society. Students have the option to provide:

- 3-5 photographs
- A 3-minute video interview
- 3-5 web resources

STEP 2: Students will provide an accompanying two-paragraph analysis of how their photo/interview/research provides evidence that President Lincoln's quote lives on today.

STEP 3: Students will provide one final paragraph discussing a possible response by President Lincoln to the evidence provided. Students will consider the question: Would Lincoln be proud of the way he is quoted today?

**Teacher Variation:** Ask students to provide more than one option for evidence to accompany the student analysis.



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**Recommendation for Assessment:** In evaluating your students' work, use a rubric that includes the elements of the aligned standards. Rubrics are most effective when they are given out alongside the assignment directions.

ELEMENT	EXPECTED HIGH QUALITY	ACCEPTABLE	WEAK
Original context for selected Lincoln quote ___/15	Context is specified and logical.  <i>Earn up to 15 points</i>	Context is either not specific or not logical.  <i>Earn up to 10 points</i>	Context is neither specific nor logical.  <i>Earn up to 5 points</i>
Modern day connection to selected Lincoln quote ___/35	Connection is specific and supported with solid reasoning.  <i>Earn up to 35 points</i>	Connection is either not specific or not supported with logical reasoning.  <i>Earn up to 28 points</i>	Connection is neither specific nor supported with logical reasoning.  <i>Earn up to 20 points</i>
Lincoln's response to his original intention. ___/15	Relation is strong and well supported.  <i>Earn up to 15 points</i>	Relation either not strong or not well supported.  <i>Earn up to 10 points</i>	Relation is neither strong nor well supported.  <i>Earn up to 5 points</i>
Resources and references ___/10	Resources and references have been accurately cited.  <i>Earn up to 10 points</i>	N/A	Resources and references have not been accurately cited.  <i>Earn up to 5 points</i>
Clarity and organization ___/25	Information is presented with proper formatting. Writing shows evidence of careful editing and proofing.  <i>Earn up to 25 points</i>	Information is presented with occasional formatting issues that do not detract from the message. Minor editing and proofing errors do not impede the flow of the writing.  <i>Earn up to 17 points</i>	Formatting interferes with clarity of the information.  Writing lacks evidence of proofing and editing.  <i>Earn up to 8 points</i>

TOTAL: \_\_\_\_\_ / 100



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#### Resources and Contact Information

- Gateway to all the rich resources Ford's Theatre has to offer: [www.fords.org](http://www.fords.org)
- Contact the Education Team at Ford's with questions: [education@fords.org](mailto:education@fords.org)
- Contact the Education Team at WorldStrides with questions: [Discovery@worldstrides.org](mailto:Discovery@worldstrides.org)
- Virtual tour of the newly renovated and restored Ford's Theatre: <http://www.fords.org/sites/default/files/virtualTour/index.html>
- For additional information on professional development opportunities from WorldStrides: [professionaldevelopment@worldstrides.org](mailto:professionaldevelopment@worldstrides.org)
- For additional information and to apply to attend Ford's summer professional development program, Civil War Washington Teacher Fellows: <http://www.fords.org/home/education/teacher-programs/teacher-fellows>
- Explore Lincoln's Presidency: <http://www.fords.org/home/explore-lincoln>
- My Lincoln Video: A Remix Project: <http://www.fords.org/my-lincoln-video>
- Printable Resources, including leveled gallery guides, theatre season guides, and more: <http://www.fords.org/printable-resources>
- Explore exciting opportunities with WorldStrides: [worldstrides.com](http://worldstrides.com)



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#### Student Worksheet

Popular Media	Historical Quotes	Adages	Other
<ul style="list-style-type: none"><li>• “There’s no place like home.”</li><li>• “I’m king of the world!”</li><li>• “Show me the money!”</li><li>• “I’ll be back”</li><li>• “May the force be with you.”</li><li>• “I have always depended on the kindness of strangers.”</li></ul>	<ul style="list-style-type: none"><li>• “The more you know about the past, the better prepared you are for the future.”(TR)</li><li>• “The only thing we have to fear is fear itself.” (FDR)</li><li>• “Efforts and courage are not enough without purpose and direction.” (JFK)</li></ul>	<ul style="list-style-type: none"><li>• “Two wrongs don’t make a right.”</li><li>• “The squeaky wheel gets the grease.”</li><li>• “When the going gets tough, the tough get going.”</li><li>• “Fortune favors the bold.”</li><li>• “A picture is worth a thousand words.”</li></ul>	