



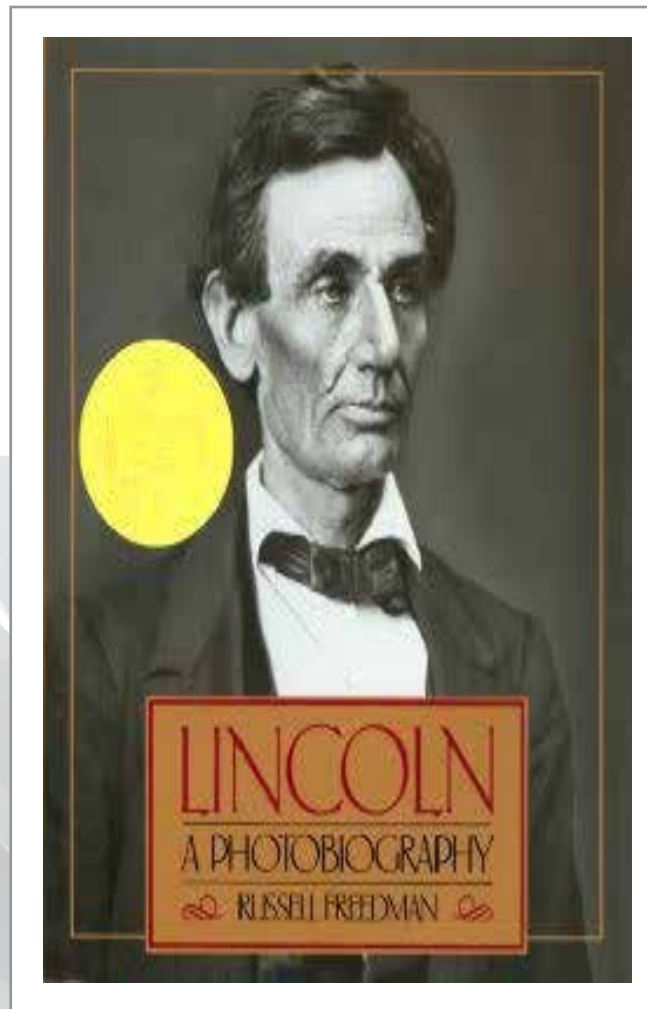
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Lincoln: A Photobiography

Russell Freedman



READ, WRITE, THINK, DISCUSS AND CONNECT

Lincoln: A Photobiography

Russell Freedman

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-950-7

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary.....	3
About the Author	3
Initiating Activities.....	4
Organization of this Guide.....	5
Vocabulary Activities.....	5
Overview of the Book—Student Activities	9
Seven Chapters.....	14
Chapters contain: Vocabulary Words, Discussion Questions and Activities, Predictions, Supplementary Activities	
Culminating Activities	26
Research Questions Arising from the Book	27

Skills and Strategies

Thinking

Brainstorming, visualization,
research

Comprehension

Predicting, comparison/
contrast

Vocabulary

Prefixes, suffixes, multiple
meanings, synonyms

Writing

Letters, newspaper headlines

Listening/Speaking

Discussion, debate,
interviewing, reenactment

Literary Elements

Characterization, story
elements similes, metaphors

Summary

The Library of Congress summary of the book states: "Photographs and text trace the life of the Civil War President." The reading level of the book is 5.0. It is a very readable mix of photographs, history, and a narrative focus on Lincoln. The author includes anecdotes and quotations to make the biography come alive with the sense of Lincoln as a son, young lawyer, husband, father, politician, and president.

About the Author

Russell Freedman (born 1929) grew up in a literary household, his father a publishing representative and his mother an actress. His interest in books grew as he met authors such as John Steinbeck and William Saroyan in his own home. He has written over 35 nonfiction books for children and young adults. His writings include the following:

Teenagers Who Made History
Two Thousand Years of Space Travel
Jules Verne: Portrait of a Prophet
Thomas Alva Edison
Scouting with Baden-Powell
How Animals Learn (With James E. Morriss)
Animal Instincts (With Morriss)
Animal Architects
The Brains of Animals and Man (With Morriss)
The First Days of Life
Growing Up Wild: How Young Animals Survive
Animal Fathers
Animal Games
Hanging On: How Animals Carry Their Young
How Birds Fly
Getting Born
How Animals Defend Their Young
Immigrant Kids
Tooth and Claw: A Look at Animal Weapons
They Lived with the Dinosaurs
Animal Superstars: Biggest, Strongest, Fastest, Smartest
Farm Babies
When Winter Comes
Can Bears Predict Earthquakes? Unsolved Mysteries of Animal Behavior
Killer Fish
Killer Snakes
Children of the Wild West
Dinosaurs and Their Young
Rattlesnakes

Cowboys of the Wild West
Sharks
Indian Chiefs
Buffalo Hunt
Franklin Delano Roosevelt
The Wright Brothers: How They Invented the Airplane
An Indian Winter
Eleanor Roosevelt: A Life of Discovery

Initiating Activities

(Several are included from which the teacher may choose for the particular class.)

1. What is a *photobiography*? Create, on a bulletin board, or in a booklet, or on a photo collage page (page 7 of this guide), a photobiography of the class. Include a variety of recent and past pictures to tell the class story. Include captions for the pictures as well as narrative biographical text.
2. The book was recipient of the 1988 Newbery Medal, awarded annually by the American Library Association to recognize and honor the author of the most distinguished book for children published in the United States.
 - Describe other Newbery winners you've read.
 - What do these books have in common?
 - What, then, do you expect for this book?
3. What do you know of Lincoln? Make a check of your textbooks, ask parents and other adults, culminating by recording your information with a class K-W-L chart.
4. Play the *What's your Lincoln Quotient* game. (See page 8 of this guide.)
5. Look carefully at a Lincoln penny. Describe the Lincoln likeness. What kind of person is commemorated on a U. S. coin?



6. Choose two short quotations from Lincoln (see pages 133-137) to read aloud. What do you expect of such a person?
7. Abraham Lincoln was born in 1809. What do you know of the early nineteenth century? What was happening in the world? in the United States?

Chapter One: “The Mysterious Mr. Lincoln”—Pages 1-5

Vocabulary

repose 2	countenance 2	animation 2	bawdy 4
eloquent 4	rollicking 4	melancholy 4	dismemberment 5

Discussion Questions and Activities

1. Why couldn't Lincoln lose himself in a crowd? (*He was 6 foot 4 inches tall and wore a high silk hat.*)
2. How did Lincoln feel about his looks? (*self-deprecating*)
3. What was the author's style as he began the book? (*conversational, adopting a vantage between scholarly and folksy*)
4. What was the book's point of view?
5. The author told about Lincoln in a series of contrasts. Collect these paired descriptions, recording them as two sides of a complex personality. (*witty and talkative but rarely betrayed his inner feelings; poor beginnings but ambitious; folksy manner but disliked being addressed by his nickname Abe; several diction errors but an eloquent public speaker; humorous man but had frequent bouts of depression; American folk hero today but the most unpopular president the nation had ever known during the Civil War*)
6. Why does Lincoln look so formal in his photographs? (*The photographic technology of his time required those being photographed to “freeze” as the photo was being taken.*)

Supplementary Activities

1. Generate a list of some adjectives and similes to describe the Lincoln photo opposite page 1.
2. Why did the author use “mysterious” in the title of this chapter? Was it an appropriate chapter title?

Chapter Two: “A Backwoods Boy”—Pages 6-25

Vocabulary

bawled 8	burly 9	makeshift 9	luminous 11
felled 11	furrow 14	gangliest 14	enterprising 16
defiantly 19	meagre 19	aptitude 21	precedents 24

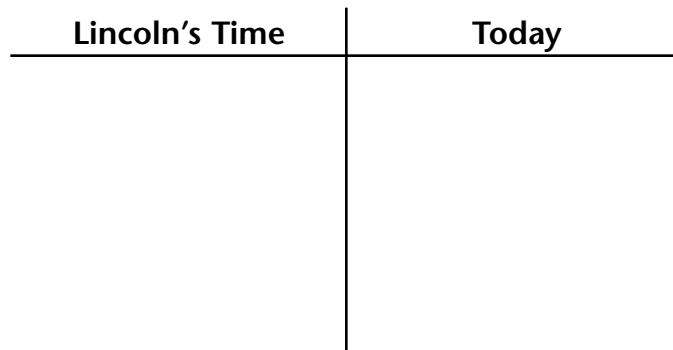
Discussion Questions and Activities

1. How did Lincoln, in the quote at the start of Chapter Two, summarize his early life? (*page 7, “the short and simple annals of the poor”*) Was Lincoln's summary accurate? Give evidence from the book to support your answer.

9. What do you suppose Lincoln learned on his trip to New Orleans? *(Answers vary. See pages 15-16.)*
10. Why did Lincoln move to New Salem? *(to be on his own, free to do what he wanted)*
11. How did Lincoln fit into the life of New Salem? *(He worked at Denton Offutt's store. A personable sort, he made friends and fit into the society.)*
12. Was Lincoln ambitious as a young man? Cite examples from the book to support your answer. *(Answers vary. See page 22.)*
13. Read aloud the last paragraph of the chapter. What did it mean? *(Lincoln became greater than the small town and society he joined as a young man.)*

Supplementary Activities

1. How has life changed since Lincoln's early years? Compare on a T-chart. (See next page for graphic.)



2. Start an attribute web for Lincoln. On the spokes record descriptions. On the smaller spokes beneath each spoke, give examples from the book to support the description. (Also see page 12 of this guide.)

