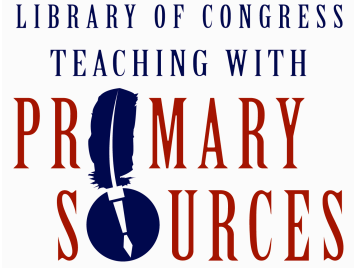




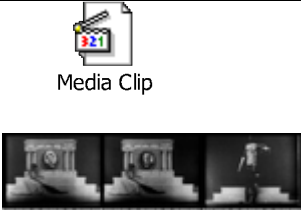


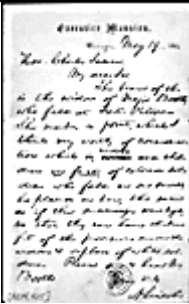

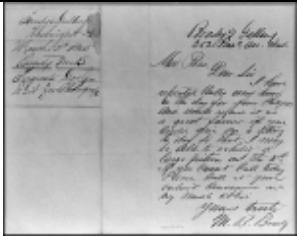
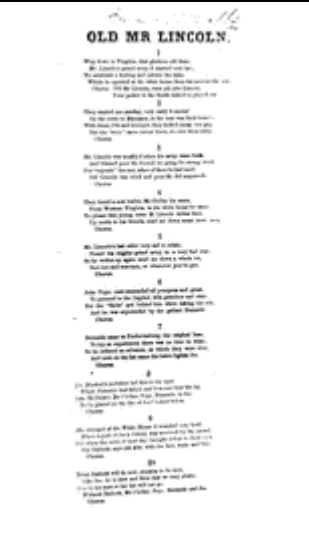



Annotated Resource Set (ARS)

Content Theme:	Lincoln, a Biography	
Developed by:	Kathleen Dale	
Contextual Paragraph for Resource Set: Understanding the character of a person determines our ability to understand the decisions that a person makes. Understanding both sides of an issue helps understand the reasons behind the Civil War and the man (Abraham Lincoln). The awareness of the person and the different sides of Secession can help students comprehend a deeper understanding of why the Civil War was fought and give insight into one our most famous Presidents.		







Resource Set

<p>Lincoln writing the Proclamation of Freedom, January 1st, 1863</p>	<p>I'll Fly Away</p>	<p>Gettysburg Address</p>	<p>Lincoln attends Folk Festival</p>	<p>Tribute</p>	<p>The Great Debate</p>
	<p>I'll Fly Away.mp3</p> 			 <p>Media Clip</p>	
<p>http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(app+3a05801))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/ftvbib:@field(DOCID+@lit(7043b1))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/berl:@field(NUMBER+@band(berl+136012))</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3f05216</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(lcmp001+m1b41671))</p>	<p>http://hdl.loc.gov/loc.pnp/cph.3f05233</p>

Mary Todd Lincoln	Letter from Lincoln	Interpretation of Lincoln	Asking Abe to sit for Photograph	Old Mr. Lincoln	Lincoln Monument, Chicago
					
http://hdl.loc.gov/loc.pnp/cph.3s52679	http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/079))	http://sdrdata.lib.uiowa.edu/libsdrc/details.jsp?id=/caswell/1	http://memory.loc.gov/cgi-bin/query/r?ammem/cwar:@field(NUMBER+@band(cwp+4a40920))	http://memory.loc.gov/cgi-bin/query/r?ammem/mss:@field(DOCID+@lit(cw201340))	http://hdl.loc.gov/loc.pnp/det.4a08719

Notes/Comments:

Resource Set

Abraham Lincoln's last reception	Visiting the troops	Ink wells that belonged to Abraham Lincoln	Crowds visiting Abraham Lincoln's tomb	Cast of Abraham Lincoln's hands	Abraham's stovetop hat and umbrella
					
<p>http://memory.loc.gov/cgi-bin/query/r?ammem/pin:@field(NUMBER+@band(cph+3a15164))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cwnyhs:@field(DOCID+@lit(ad08003))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n005967))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n078336))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n005719))</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/cdn:@field(NUMBER+@band(ichicdn+n080728))</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
8 th Grade	Language Arts, reading Social Studies, the Civil War Era	2 9	<p>Language Arts: Students will comprehend and evaluate informational text including biographies</p> <p>Infer meaning from explicit information in text</p> <p>Distinguish fact from opinion</p> <p>Comprehend text structure (compare/contrast)</p> <p>Use external features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, etc.)</p> <p>Social Studies: Students will understand the significance of the Civil War Era to the U.S.</p>	<p>Students will evaluate a biography compared with an informational text and determine the differences between the two.</p> <p>Students will infer meaning from biographies and informational text and determine the significance inference plays in reading comprehension.</p> <p>Students will evaluate different informational texts to determine the text easiest to comprehend and the reasons why.</p> <p>Students will read articles from both sides of the issue of Secession in understanding the many underlying issues that started the Civil War.</p>	<p>Distribute a handout of several pages from a biography and an informational text for students to discuss.</p> <p>Students will discuss in partners the inferences found in these articles and determine which text has more inferences, biographies or informational texts.</p> <p>Students will highlight bold-faced print, subheadings, headings, captions, sidebars, etc., and determine their importance in comprehending text.</p> <p>Students will discuss articles from both sides of the issues of Secession.</p>	<p>Students will write a biography of a person of their choice.</p> <p>Students will develop a character sketch of a person.</p> <p>Students will write an essay of Secession and compare and contrast two different points of view, one from the South, and one from the North.</p>	