

Abraham Lincoln Team Four Lessons ~ Native Americans and Immigrants



Lesson One

By: Nicole Danadio

Title: Who was Abraham Lincoln and what was his childhood like?

Objective: The third grade social studies team will improve their knowledge of Abraham Lincoln's childhood so when information is explained, they can discover the facts on the given concept map. To enjoy and converse about their new knowledge, the students will create a log cabin made from pretzel logs.

Purpose: Third grade students are able to see and relate to Abraham Lincoln's childhood. Students will see how hard Mr. Lincoln worked in order to succeed in his life. As well, the third grade learners will better understand the person Abraham Lincoln was before he became our 16th president.

Activity: Students will fill out an Abraham Lincoln top hat worksheet. On the top will be facts they already know and on the rim they will fill in things they want to know more about. The teacher will show students a PowerPoint about A. Lincoln's childhood.

Information will be transferred to a concept map. After studying, the students will enjoy recreating a Lincoln family log cabin out of pretzel rods.



Lesson Two

By: Katharyn Data

Title: Where did Abraham Lincoln's ancestors come from?

Objective: As a result of this lesson, students will have a better understanding of Lincoln's ancestors and their big move to America by completing the attached Abraham Lincoln packet. This packet is complete with readings, coloring sheets, family information, and a few activities to inform students about Abraham Lincoln's family life. (This lesson will also tie into our Abraham Lincoln and the Indians theme by having the students learn about pilgrimage and immigration.)

Purpose: Ask the students why it is important for us to know where we came from. How does ancestry tie into Lincoln's involvement with the Indians? The student response you would expect is: Because pilgrims sailed over to America in search of new land and they met the Indians who were already living there.

Activity: To inform the students about ancestry and some of Lincoln's ancestors, I have put together a packet for the team to complete together. The packet contains a reading that defines the terms ancestor and immigration and the reading gives a background of some of Lincoln's ancestors and their move to the New World. The packet also contains a life line about Lincoln's ancestors. After going over the questions as a group, the

students will construct their own Family Tree of Abraham Lincoln's ancestors. We will question whether we know anyone with Native American relatives in their family.



Lesson Three

By: Stephanie Flores

Title: The Native Americans in Abraham Lincoln's life.

Objective: The third grade social science class will demonstrate their knowledge about Native Americans, the relationship between Native Americans and settlers, and Abraham Lincoln's life, when given questions throughout a game they can clearly state facts and answer these questions with prior knowledge.

Purpose: The purpose of the lesson is to introduce the Native Americans to the children as well as help the children understand and refocus on Abraham Lincoln's life in a fun and exciting way. The children will be re-teaching each other information to really check to make sure they understand the material.

Activity: The students will be introduced to the Native Americans and their territories by being shown two pictures of Native Americans on a poster board in which they will write anything they already know about Native American or what they see in the pictures. After this, the students will learn about the Sauk tribe, specifically about their culture and way of life. The students will be given a handout packet including information and pictures about the Sauk tribe as well as a map of the Native Americans in North America. The students will compare and contrast the Native Americans' life and Mr. Lincoln's. The students will also learn that the Sauk tribe was led by Chief Black Hawk, who fought in the Black Hawk War. Mr. Lincoln was elected captain of his company. The lesson will conclude with the students participating in a review board with three different categories: Native Americans, Abraham Lincoln's life, and Wild Cards, which contain material from both subjects.



Lesson Four

By: Nicole Danadio

Title: What was the Black Hawk War and who was involved?

Objective: The third grade class will display their knowledge of the Black Hawk War so, when information is presented, they can state the facts on the given worksheet. As well,

the students will be able to apply their newly learned knowledge and, as a group, create a poster/bulletin board about the Black Hawk War.

Purpose: Students will be introduced to the Sauk and Fox tribes. They will learn about the Black Hawk war and how the Sauk and Fox tribes were involved as well as Abraham Lincoln's role. Students will be able to see how Abraham Lincoln never fought any Native Americans during this war but was elected Captain of his crew. Students will also be able to see Chief Black Hawks' courage as he undertook to stand up for his tribe.

Activity: Students will learn through a worksheet/Fun Facts page. After the students will take this newly learned material and make a bulletin board/poster to show for family and friends. The students will put information on the poster/bulletin board that they have learned throughout the semester and what they think are the most important facts. They will also work to make their poster visually appealing.



Lesson Five

By: Katharyn Data

Lesson Name: What is the "Trail of Tears"- and how did it affect Indians?

Purpose: Ask the students to "walk a mile in someone else's moccasins." By getting students involved in this lesson on a personal level, they will comprehend and retain the information better. Also, by completing this lesson, the students will see that African American slaves were not the only people who were affected by the pilgrims, or the "white man" who came to live on the land. The students will learn more about the Native American culture, and how they were affected by the "white man."

Activity: To inform students about the "Trail of Tears," and its impact on the Indians, I have put together a small packet for the students. The packet contains a reading that gives a brief history on how the "Trail of Tears" began and how it affected the Native Americans.

Following the reading, there is a "Trail of Tears" time line that gives specific dates beginning in 1838 and its importance to history, the Native Americans, and the white men. The students will be aware that when the Cherokee people were being taken away from their homes, Mr. Lincoln was serving in the state legislature in Illinois. After the students go over the reading and time line, the students will fill in a concept map. This concept map I have already outlined for them, all they have to do is fill in the blanks using their packet.

After the students complete the concept map, we will go over it as a group. Then, the students will write an "If I..." poem, which will have the students put themselves in the place of a Native American during the 1830's. They are to describe what it would be like to "walk a mile in someone else's moccasins."



Lesson Six

By: Stephanie Flores

Title: Immigrants, who are they?

Objective: The third grade social studies class will demonstrate their knowledge about immigrants, the relationship between Immigrants and settlers, and the similarities and differences between Native Americans and immigrants, when given a hand out on immigration as well as the exploration.

Purpose: The purpose of the lesson is to introduce immigrants to the children as well as help the children understand how the immigrants were treated compared to the Native Americans.

Activity: The lesson will begin with the students being shown two pictures, one of an immigrant family and the other a ship full of immigrants traveling to the United States. The students will be asked to make observations about the two pictures and state anything they may know about immigrants. Afterwards, the students will be given a handout about immigrants, as a group, the students will read aloud learning about who immigrants are, where they may come from, how they traveled, and how they were treated specifically in the United States. The children will also be asked to make the comparison of how immigrants to America were treated compared to the Native Americans. Also discussed, is in what way Abraham Lincoln helped immigrants and Native Americans, or not.

The students will all be given folders, with an immigrant family from one of four countries that came to the United States during Abraham Lincoln's time. The students will go from one station to the next exploring the push and pull factors for Immigrants to come to the U.S., the number of Immigrants that came to the U.S., as well as practicing their skills in reading maps, and math story problems. The lesson concludes with a discussion on the students finding for each of their families and countries.

[Arrowhead markers courtesy of First People clip art](#)