

The Geography of Lincoln
Illinois Geographic Alliance 2007 Summer Institute
Final Project

Title People, Places & Poetry

by Kimberly Rainey

Overview Students will read an American biography, map the lives of their chosen person, and write a poem.

Grade Level 5th - 8th grade

Time Needed 2 weeks total –some in class & some out of class time

Illinois Learning Standards

Social Studies: 17.A.2b Use maps and other geographic representations and instruments to gather information about people, places, and environments.

Interdisciplinary

Language Arts: 1C.2d Summarize and make generalizations from content and relate to purpose of material.

Visual Art: 26.B.2d Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching and constructing.

27. B.2 Identify and describe how the arts communicate the similarities and differences among various people, places and times.

Objectives

Goal 1--Students will use maps.

Learner outcome: Students will locate places on a map and follow their person thru a record of events in their lives.

(Illinois Learning Standards: 17.A.2b)

Goal 2— Students will read an American biography of their choice, which is age/grade appropriate.

Learner outcome: Students will design a concrete poem about the person they read about using important information from their lives.*(see special information for teacher)

(Illinois Learning standards: 1C.2d)

Goal 3— Students will design a map and a record of events of their biography choice.

Learner outcome: Students will create on a full sheet of poster board the map a record of events that include pictures, dates, and color.

(Illinois Learning Standards: 26.B2d & 27.B.2)

Materials

****Teacher:**

- Abe Lincoln: Log Cabin to White House* by Sterling North,
- a map of Midwest
- a concrete poem of Abraham Lincoln.

****Student:**

- A biography book
- a sheet of poster board
- internet access in the computer lab
- colored pencils
- a black marker
- notebook paper
- white drawing paper
- a pencil
- a student instruction checklist to complete assignment

****Visuals:**

- Assorted maps of the United States
- biography books
- transparencies
- an overhead projector to use teacher examples
- a tall black hat to wear during the teacher presentation.

Advanced Preparation

1. Collect a biography for every student in the class that is age/reading level appropriate. (or read in ~~group~~ ^{Reading} circles)
2. Find maps of different time periods of the United States that are appropriate for the biographies they are reading.
3. Create an Abraham Lincoln map, a record of events and a concrete poem for examples in teacher presentation—print out on a transparency for the overhead.
4. Collect all the needed materials from the above list for students

Introducing the Activity

The teacher will begin class by walking to the front of the room with a tall black hat on—she will remove the hat and pull out a biography about Abraham Lincoln and begin reading it.

Procedures

1. Read the biography about Abraham Lincoln.
2. Pull out important facts of his life and write on an overhead transparency.
3. Map and construct a record of events of his life, deciding which states need to be included.
4. Demonstrate making a concrete poem about Abraham Lincoln
5. Pass out and review the rubric for the student project.

Throughout the next 2 weeks students will:

Choose a biography, research on the internet pictures as needed; make a map/record of events of his/her chosen person's life, and write a concrete poem about them. At the end of the ~~week~~ ^{time, they will} give a short presentation on their person.

Concluding The Lesson

Students will present their biography to the class in a 5 to 10 minutes presentation.

Assessing The Activity

Students will receive a rubric on their presentation, map/record of events and concrete poem. (Rubric attached)

Extending The Activity

This project could also be used for book reports on main characters, famous artists, people in history, athletes, or students in your classrooms.

Special Information for the Teacher

*A concrete poem is a poem that is written in the shape related to the object being described. Such as: information, facts & feelings about a cloud—written in the outline shape of a cloud.

*An example of an Abraham Lincoln concrete poem is attached.

*An example of a map/record of events project of Abraham Lincoln is attached.

*Two copies of outline maps are attached.

* A copy of the student instruction checklist is attached.

Differentiated Instruction

Accommodations for higher-performing students:

These students are expected to have more descriptive details in their map, their record of events, concrete poem and presentation.

Accommodations for special needs or struggling students:

Student will dictate the poem and have assistance from classroom teacher or one-on-one aide with the map, record of events, poem & presentation preparation.

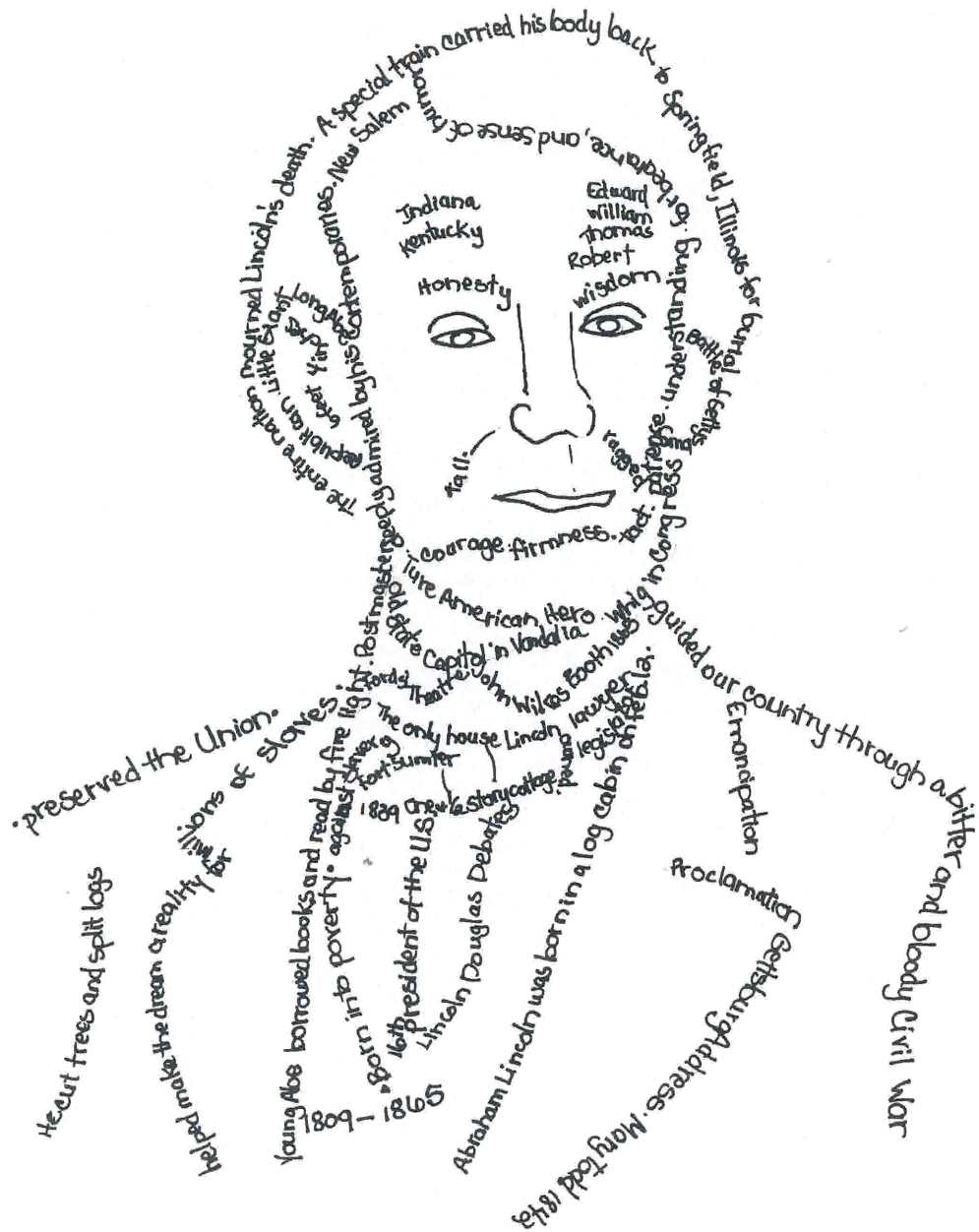
(Following IEP's for more assistance as needed)

References

North, Sterling, *Abe Lincoln: Log Cabin to White House*. Random House 1987. (Landmark Books)

Abraham Lincoln: A Concrete Poem

(To be copied onto a transparency)



Abraham Lincoln

1809
Abraham Lincoln was born in Hodgenville, Kentucky.

1816
He, his parents and sister moved northwest across the Ohio River to Indiana.

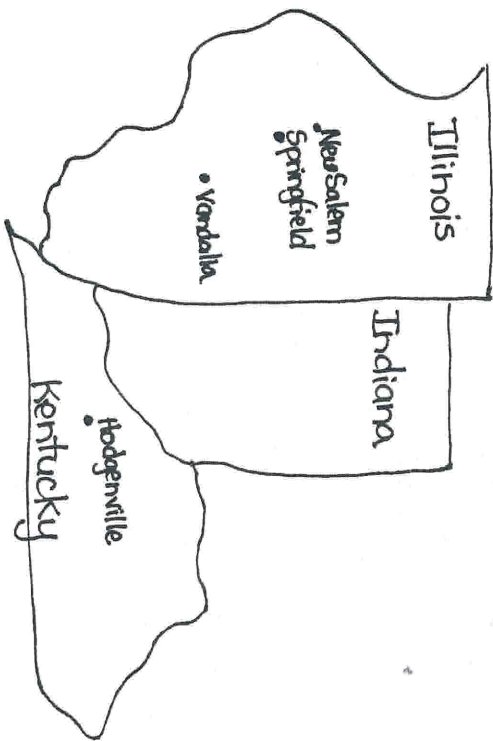
1833-1836
Lincoln became a storekeeper and then served as postmaster in New Salem.

1842
Abe married Mary Todd.

1844
The Lincolns bought a house in Springfield.

1858
Lincoln ran for the U.S. Senate as a Republican.

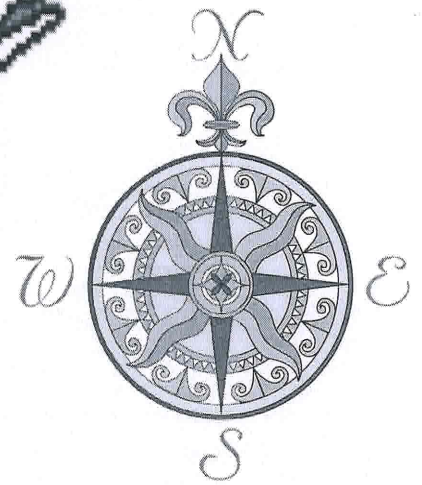
1860
Lincoln was nominated by the Republican Party to run for President.



Teacher Resource: Sample Project

This is an incomplete version of the map and record of events for a biography project on Abraham Lincoln. It would still need:

- color
- details
- pictures
- completed record of events
- poster board size



Midwestern
and
East Coast Map
of the
United States

Student Instruction Checklist for:

People, Places & Poetry

Name _____

- ___ 1. Choose a biography to read from the books provided by your teacher.
- ___ 2. Begin reading your biography and take notes of important events & times as you read.
- ___ 3. Research the internet for pictures of the events you have read about.
- ___ 4. Print out a few of the really important pictures.
- ___ 5. Find an outline map of the areas you need for biography.
- ___ 6. Add the map in the center of the poster board: Label & Color
- ___ 7. Make a record of events around the edge of the poster board, including the pictures you obtained from the internet. (Must include 5-10 notations.)
- ___ 8. Write down important facts/details and complete your poem.
- ___ 9. Place the poem in a shape that goes with the person. Use the drawing paper provided.
- ___ 10. Prepare your presentation making sure you have a creative prop to use or wear during your presentation.

***Remember to speak clear, loudly, and display good posture. You have 5 to 10 minutes for your presentation. I will signal when you have 2 minutes left.

Rubric: People, Places & Poetry

Name _____

Biography read _____
Excellent-----Unacceptable

Presentation

Introduction “grabbed” the audience’s attention with creative props

5 4 3 2 1 0

Speaker—loud, clear, posture

5 4 3 2 1 0

Time—5 to 10 minutes for presentation

5 4 3 2 1 0

Poster

Colorful with illustrations

5 4 3 2 1 0

Map is accurate & labeled

5 4 3 2 1 0

Poster is easily read

5 4 3 2 1 0

A record of events with 5-10 notations of life included

5 4 3 2 1 0

Concrete Poem

Poem is of a unique shape that goes with the biography

5 4 3 2 1 0

Poem contains details of the person’s life accurately from biography

5 4 3 2 1 0

Student expressed good knowledge of the biography

5 4 3 2 1 0

Total possible points 50

_____ Points

_____ Grade