Unit 6

Title: The Mysterious Mr. Lincoln

Suggested Time: 5-7 days (45 minutes per day)

Common Core ELA Standards: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6; W.6.2, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2

Teacher Instructions

**Preparing for Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings:

Perspectives cannot only differ, but can also change over time.

Synopsis

In this chapter from Russell Freedman’s photobiography, the author details Abraham Lincoln’s many facets. Lincoln’s gawky height, folksy humor, homespun speech, and superstitious beliefs are contrasted with his ambition, sadness, skill in argument, and eloquence as a speaker and writer during one of the most controversial and difficult times in American history.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, the teacher may choose to reverse the order of steps 1 and 2.
3. Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text. A variety of methods can be used to structure the reading and discussion (i.e., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| Describe Abraham Lincoln’s physical appearance. As a young man, how did Lincoln feel about his appearance? (page 545) | On page 545, the author indicated that Lincoln was 6 feet 4 inches tall with most of his height in his legs. Most people thought he was homely and Lincoln agreed with this. Lincoln was self-conscience about his looks. In time, Lincoln learned to laugh at himself. |
| On page 545, a rival tries to insult Lincoln by calling him “two-faced” meaning “double-dealing”. What was Lincoln’s response? What does this response reveal about Lincoln’s character and the author’s point of view regarding Lincoln? | Lincoln’s response was “I leave it to my audience. If I had another face, do you think I would wear this one?”  This revealed that Lincoln had a sense of humor, was a fast thinker, and was able to laugh at his own expense. The author’s point of view was that these characteristics assisted Lincoln in overcoming his opponent. |
| Contrast Lincoln at rest verses Lincoln when speaking. What does this contrast tell the reader about Lincoln? (pages 545-546) | On pages 545-546, the author described Lincoln in repose as sad and gloomy with dull and listless features. On the other hand, when speaking, Lincoln’s eyes sparkled. He began to smile. His whole face changed from angular and solemn to a handsome face. For example, Lincoln could be sad one minute and then “come alive” when giving a speech. This helps the reader to understand the many facets of Lincoln. |
| Why does Lincoln always seem stiff and formal in his pictures? According to the author, is this a true representation of Lincoln’s personality? Give textual evidence to support your answer. (page 546) | On page 546, the author described how back then, cameras required long exposures so people had to be still for a long period of time or the picture would be blurry.  According to the author, this did not give a true representation of Lincoln. The author stated that the camera missed something about the man. His changeable features, his tones, gestures, and expressions seemed to defy description. |
| What did William Herdon, Lincoln’s law partner, mean on page 546 when he said Lincoln was “the most secretive – reticent – shut-mouthed man that ever lived”? | Herdon meant that that even though Lincoln was a public figure, he remained very private. Also, the author indicated that Lincoln did not reveal much about himself. He was witty and talkative, but he rarely talked about his own feelings. |
| Describe Lincoln’s childhood. How did Lincoln’s childhood contribute to his character? (page 547) | On page 547, the author revealed that Lincoln grew up in a log cabin. He was poor. He had little formal education. Lincoln’s childhood contributed to his hard-work ethic and determination that made him a successful adult. The author said that Lincoln struggled to rise above his log cabin origins. Before becoming president, Lincoln (a self-taught man) became a wealthy lawyer. |
| On page 547, the author states that humor was Lincoln’s therapy. What was Lincoln’s purpose in using this therapy? How do you know it was helpful? | He used humor to relieve himself of depression. Freedman stated that Lincoln relied on his yarns to “whistle down sadness.” This shows the two faces of Lincoln, his sense of humor and his sadness. |
| On page 548, what are two views of Lincoln’s thought processes? Why do you think that Freedman wrote about both of them? | Freedman stated that Lincoln “had a cool, logical mind, trained in the courtroom, and a practical, commonsense approach to problems” and that Lincoln was “deeply superstitious, a believer in dreams, omens, and visions.” These two thought processes contradict each other and show the reader that although he acted professionally and logically in his work, he was also superstitious. |
| During the Civil War, Lincoln was the most unpopular president the nation had seen, but still had some supporters. Contrast the opinions of Lincoln’s critics and supporters. (page 548) | His critics saw him as a tyrant, a hick, and a stupid baboon who was unfit for his office; whereas his supporters called him a far-sighted statesman. His critics said he was a bungling amateur who meddled in military affairs he knew nothing about; however, his supporters saw him as a military mastermind who engineered the Union victory. |
| Why did Lincoln originally enter the Civil War? How did Lincoln’s attitude about the Civil War change? (page 548) | Lincoln originally entered the war to save the Union. Lincoln stated, “My paramount object in this struggle is to save the Union and is not either to save or destroy slavery.”  Lincoln came to regard the war as a crusade to wipe out slavery. His attitude changed as the war continued. “Eventually he came to regard the conflict as a moral crusade to wipe out the sin of slavery.” |
| How did Frederick Douglas’s feelings toward Lincoln change over time? (page 548) | At first, Douglas was critical of Lincoln. He thought Lincoln was only there to help the white man. Eventually, he changed his mind and admired Lincoln. Douglas said the following about Lincoln, “infinite wisdom has seldom sent any man into the world better fitted for his mission than Abraham Lincoln.” |
| Why does Freedman call Lincoln mysterious? (pages 545-546) | Freedman called Lincoln mysterious because Lincoln had contrasting characteristics. This can be seen on pages 545-546, “Lincoln’s face sometimes appeared as a “mask” making him seem dull and listless. When he spoke his eyes sparkled, and he smiled. This made him seem more personable.” Also, on page 546, “Artists and writers tried to capture the ‘real’ Lincoln, but something about the man escaped them. His changeable features, his tones, gestures, and expressions, seemed to defy description.”  Freedman also referred to Lincoln as mysterious because he was secretive about his private life. This idea is supported on  page 546, “he rarely betrayed his inner feelings. William Herndon called him ‘the most secretive – reticent – shut-mouthed man that ever lived.’” Also, on page 546-547, it stated that “Lincoln was never fully understood even by his closest friends.” Freedman thought Lincoln was mysterious because when he began researching he found Lincoln to be so different from what most people thought about him. On page 547, Freedman commented, “Lincoln’s legend is based on truth but it is only partly true; it hides the man behind it like a disguise.” |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 545 - homely  Page 545 - rival  Page 546 - repose  Page 546 - solemn  Page 546 - reveal  Page 547 - folksy  Page 547 - homespun  Page 547 - investments  Page 547 - yarns  Page 548 – meddled | Page 546 - reticent  Page 547 - eloquent  Page 548 - moral crusade  Page 548 - preeminently  Page 548 - welfare  Page 548 - dismemberment  Page 548 - magnitude |
| **Meaning needs to be provided** | Page 546 - listless  Page 546 - countenance  Page 546 - angular  Page 546 - witty  Page 547 - humble  Page 547 - patronized  Page 547 - melancholy  Page 548 - superstitious  Page 548 - tyrant  Page 548 - statesman  Page 548 - abolitionist | Page 546 - wreathed  Page 546 - animation  Page 546 - exposure  Page 547 - bawdy  Page 547 - cabinet  Page 547 - vast  Page 547 - spellbound  Page 548 - omens  Page 548 - farsighted  Page 548 - emancipator  Page 548 - paramount |

Culminating Writing Task

* Prompt

*In “The Mysterious Mr. Lincoln”, Russell Freedom reveals the two faces of Lincoln through a variety of perspectives. Write an expository essay contrasting these two faces. Also, choose one example of a change in perspective that takes place in the piece and explain this change. Support your writing with relevant and sufficient evidence from the text, including direct quotes and page numbers.*

* Teacher Instructions

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence***  ***Quote or paraphrase*** | ***Page number*** | ***Elaboration / explanation of how this evidence supports ideas or argument*** |
| “In repose, he often seemed sad and gloomy. But when he began to speak, his expression changed.” | 545 | Lincoln seemed to have two very different personalities. One very solemn. The other much more expressive. |
| According to a Chicago newspaperman, “The dull, listless features dropped like a mask. The eyes began to sparkle, the mouth to smile; the whole countenance was wreathed in animation, so that a stranger would have said, ‘Why, this man, so angular and solemn a moment ago, is really handsome.’” | 546 | When Lincoln was speaking, he had a whole different personality and look that came about, from expressionless to an attractive expressiveness. |
| Lincoln is never seen laughing or joking in his pictures. | 546 | Lincoln had a very serious, uptight side. |
| Lincoln told humorous, but crude jokes during cabinet meetings. | 547 | Lincoln was a man with a sense of humor, which could sometimes be inappropriate. |
| “His changeable features, his tones, gestures, and expressions, seemed to defy description.” | 546 | Lincoln came across as different depending on the situation. |
| Lincoln never revealed much about himself, especially his inner feelings. According to William Herndon, his law partner, Lincoln was “the most secretive—reticent—shut-mouthed man that ever lived.” | 546 | Lincoln was a private man, even though he was a public figure. He was even extremely private with his own law partner. |
| When Lincoln was around people, he became funny and talkative. | 546 | The witty, talkative Lincoln contrasts with the more private, solemn Lincoln. |
| “In his own time, Lincoln was never fully understood even by his closest friends.” | 546-547 | Lincoln was a very complex person. His many different sides made it difficult for anyone to truly know him as a person. |
| Lincoln went from living in a log cabin with his poor, uneducated family to becoming a wealthy, self-educated lawyer to living in the White House. | 547 | Lincoln’s life changed drastically from childhood to adulthood. |
| Even in the White House, Lincoln exhibited his folksy manner and used his homespun speech. | 547 | Even though Lincoln’s life changed drastically, he kept to his roots. |
| “Lincoln seemed like a common man, but he wasn’t.” | 547 | Lincoln was mysterious. |
| Many described Lincoln as a sloppy dresser, but he bought two suits each year from the best tailor in Springfield, Illinois. The irony in this is that most men only had one suit their entire lives. | 547 | Lincoln cared about his appearance. |
| Lincoln was a humorous man that told funny stories, but was also moody with bouts of depressions. | 547 | Lincoln had two sides, funny and sad. |
| Lincoln was both practical and superstitious. | 548 | Lincoln’s two sides seemed to contradict each other. Most practical people are not superstitious and vice versa. |
| During the Civil War, Lincoln’s critics saw him as “a tyrant, hick, stupid baboon unfit for office, and a bungling amateur as a commander in chief.” His supporters “praised him as a farsighted statesman, a military mastermind who engineered the Union victory. | 548 | The perceptions of Lincoln were as contrasting as Lincoln’s characteristics. |
| Lincoln entered the Civil War to keep the nation together, but by the end was trying to abolish slavery. | 548 | Lincoln’s own perspective changed. |
| Frederick Douglas said about Lincoln that he was “preeminently the white man’s president, entirely devoted to the welfare of white men.” After the war, Douglas changed his mind about Lincoln saying he was perfect for the job as president. | 548 | People changed their minds about the kind of man Lincoln was. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (i.e. expository, analytical, argumentative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: http://owl.english.purdue.edu/owl/resource/545/01/ OR http://www.indiana.edu/~wts/pamphlets/ thesis\_statement.shtml.
2. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. modeling, showing example pieces, sharing work as students go).
3. Students complete final draft.

* Sample Answer

Abraham Lincoln was known by many, but understood by few. His contrasting characteristics created differing perspectives of the kind of man Lincoln was with perspectives even changing about him over time.

Lincoln was a very complex, mysterious person. According to Freedman, “In his own time, Lincoln was never fully understood even by his closest friends” (p. 546-7). Lincoln’s mysterious nature presented itself through his secretiveness. Lincoln never revealed much about himself, especially his inner feelings. According to William Herndon, his law partner, Lincoln was “the most secretive - reticent - shut-mouthed man that ever lived” (p. 546). His complexity stemmed from two very differing personalities. One was very solemn; the other was much more expressive. Freedman said, “In repose, he often seemed sad and gloomy. But when he began to speak, his expression changed” (p. 545). According to a Chicago newspaperman, “The dull, listless features dropped like a mask. The eyes began to sparkle, the mouth to smile; the whole countenance was wreathed in animation, so that a stranger would have said, ’Why, this man, so angular and solemn a moment ago, is really handsome’” (p. 546). Another contradiction in Lincoln’s personality was that he was both practical and superstitious (548). Most practical people are not superstitious and vice versa. Also, Lincoln was a humorous man that told funny stories, but was also moody with bouts of depressions (p. 547). Lincoln’s two sides seemed to contradict each other drastically.

During Lincoln’s lifetime, people had contrasting opinions about him. During the Civil War, Lincoln’s critics saw him as “a tyrant, hick, stupid baboon unfit for office, and a bungling amateur as a commander in chief” (p. 548). His supporters “praised him as a farsighted statesman, a military mastermind who engineered the Union victory” (p. 548). The perceptions of Lincoln were as contrasting as Lincoln’s characteristics.

Over time some people changed their minds about the kind of man Lincoln was. Frederick Douglas, abolitionist writer and editor, was one of these people. Early on in the Civil War, he said about Lincoln “preeminently the white man’s president, entirely devoted to the welfare of white men” (p. 548). After the war, Douglas changed his mind about Lincoln saying “infinite wisdom has seldom sent any man into the world better fitted for his mission than Abraham Lincoln” (p. 548). This change of perspective could have come about due to Lincoln’s changed attitude about the war. Lincoln entered the Civil War to keep the nation together, but by the end was trying to abolish slavery (p. 548). Lincoln’s own changes could have created the changes in perspective about him.

Abraham Lincoln was a man of completely contrasting characteristics. Many people had varying perspectives of Lincoln due to these contrasts in his behavior. Not only did people have different opinions of Lincoln, but their opinions changed about him over time.

Additional Tasks

* *Freedman uses many idioms in “The Mysterious Lincoln”. Identify one idiom from the biography. Draw or explain both the literal and figurative meanings. What is the impact of the author’s use of these idioms?* 
  + Answer: Any idiom from the biography and either an explanation or picture of both the literal and figurative meanings is acceptable. Answers will vary. Example: on page 547, “ring in our ears” is an idiom used by the author. Students would draw or describe the literal meaning which would be having a ring in one’s ear. Then students would draw or describe the figurative meaning which would be that people still remember what was said long after it was said. The impact of using these idioms is to add a depth of imagery to the writing which makes it more interesting to the reader.
* *Abraham Lincoln had folksy manners and homespun speech. Determine the correct word for each of the following homespun words: eddication, larned, thar, git, and kin. Then, think of some examples of homespun speech that you have used or that you have heard in your region. If time allows, create a homespun greeting that is purely imaginary.* 
  + Answer: eddication=education, larned=learned, thar=there, git=get, and kin=can; in our region we hear, dat=that, til=until, cause=because… Answers will vary.

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**“The Mysterious Mr. Lincoln”**

1. Describe Abraham Lincoln’s physical appearance. As a young man, how did Lincoln feel about his appearance? (page 545)
2. On page 545, a rival tries to insult Lincoln by calling him “two-faced” meaning “double-dealing”. What was Lincoln’s response? What does this response reveal about Lincoln’s character and the author’s point of view regarding Lincoln?
3. Contrast Lincoln at rest verses Lincoln when speaking. What does this contrast tell the reader about Lincoln? (pages 545-546)
4. Why does Lincoln always seem stiff and formal in his pictures? According to the author, is this a true representation of Lincoln’s personality? Give textual evidence to support your answer. (page 546)
5. What did William Herdon, Lincoln’s law partner, mean on page 546 when he said Lincoln was “the most secretive – reticent – shut-mouthed man that ever lived”?
6. Describe Lincoln’s childhood. How did Lincoln’s childhood contribute to his character? (page 547)
7. On page 547, the author states that humor was Lincoln’s therapy. What was Lincoln’s purpose in using this therapy? How do you know it was helpful?
8. On page 548, what are two views of Lincoln’s thought processes? Why do you think that Freedman wrote about both of them?
9. During the Civil War, Lincoln was the most unpopular president the nation had seen, but still had some supporters. Contrast the opinions of Lincoln’s critics and supporters. (page 548)
10. Why did Lincoln originally enter the Civil War? How did Lincoln’s attitude about the Civil War change? (page 548)
11. How did Frederick Douglas’s feelings toward Lincoln change over time? (page 548)
12. Why does Freedman call Lincoln mysterious? (pages 545-546)

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.

For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.