

Lesson Plan

Big Idea

We are each called to civic participation so that we maintain a civil society. We create laws and protect laws, we vote, we honor those who protect us, we join the military, we participate in peaceful protests, we pitch in and do what must be done. As a country, a state, and a family we tend to commemorate or honor our heroes or those who have had a positive impact on our lives.

Lesson Overview

The lesson plan features:

- primary source documents: government poster and a personal letter
- Poster of Lincoln highlighting three areas of our capitol that show his civic impact
- primary source information about a custodian of our capitol for 36 years
- poems by two Nebraska poets commemorating their fathers with a writing lesson on commemorative writing

Purpose

Students study Abraham Lincoln's monumental sculpture on the west entrance outside the capitol with the words of the Gettysburg Address, the stone relief of Lincoln signing the Emancipation Proclamation, and the stone relief of the Kansas-Nebraska Act as examples of civic participation. We honor our heroes with poetry as revealed by a father and daughter commemorating their father's life and honoring heroes.

Essential Questions

1. Can art and poetry serve as a commemoration of an important event?
2. What personal qualities and actions show civic impact or civic participation?

Learning Objectives

The student will be able to:

1. identify personal qualities and actions that demonstrate civic participation
2. demonstrate an understanding of the meaning of commemoration, and how it is expressed either publically or personally
3. identify and describe how their country, state, and families remember and honor important people and events

Connection to Standards

NE Social Studies Standards	NE Language Arts Standards	NE Fine Arts Standards
<p>SS 4.1.2.a</p> <p>Identify and model rights and responsibilities of citizens at the state level.</p> <p>SS 4.4.3</p> <p>Analyze past and current events throughout Nebraska history.</p>	<p>LA4.2.1</p> <p>Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</p> <p>LA4.2.1.a</p> <p>Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.</p> <p>LA4.2.2.a</p> <p>Communicate information and ideas effectively in poetic modes to multiple audiences using a variety of media and formats.</p> <p>LA4.3.1.a</p> <p>Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience using appropriate word choice.</p>	<p>FA5.5.2.a</p> <p>Students will demonstrate expressive reading using vocal variety.</p>

WHAT YOU NEED

SESSION 1: Historical Analysis of Primary Sources - 20 min.

Civil War Enlistment Poster from Pennsylvania and a letter from a former slave to his wife following his enlistment as background knowledge for understanding Lincoln reading the Gettysburg Address and signing the Emancipation Proclamation. Students learn about primary sources and complete a close read with the teacher to learn about a Civil War Enlistment Poster and a letter from a former slave to his wife after he enlisted.

- 1.1 Guide:** Primary resources and good questions to ask
- 1.2 Discussion:** Interpret Enlistment Poster with Bonus Money
- 1.3 Read:** Letter from former slave to wife after enlisting

SESSION 2: Civic Impact: Honoring Our Heroes - 20 min.

Students will read about Abraham Lincoln as well see 3 works of art that depict events that correlate with Civic Participation. These include Lincoln delivering the Gettysburg Address, Lincoln Signing of the Emancipation Proclamation, and the Kansas-Nebraska Act. Students will be briefly introduced to the sculptor of the bronze statue of Lincoln at the West Entrance. Then, they will compare the personal qualities and actions of Lincoln to Harry H. Bradley looking for what made each one a model of civic participation.

- 2.1 Poster**
- 2.2 Guide: Teaching Poster**

SESSION 3: Commemorative Art with Poetry - 60 minutes

Students will learn about commemoration and the many ways people remember or honor heroes. They will read 2 commemorative poems written in honor of a father's life and death. Similarities will be drawn to the Gettysburg address, the speech delivered by Abraham Lincoln, honoring the dead.

- 3.1 Guide:** What is Commemoration? Poetry by D. Welch and S. Vesely
Ask students to think about the word commemoration. Have them consider a family memory or an event that is worth commemorating. They will spend 3 minutes quickly writing about that favorite family memory. Then students will read their quick write to a partner and share what they liked with one another.
- 3.2 Art Activity:** Students will write a commemorative poem

SHOW WHAT YOU KNOW

SESSION 4: Assessment - 20 minutes

- 4.1 Celebration:** Present and celebrate your commemorative work to the class. Consider your stance as you reflect the mood of your writing (as Lincoln did in Gettysburg). Listen to others as they share and consider the civic impact or heroic qualities of each.