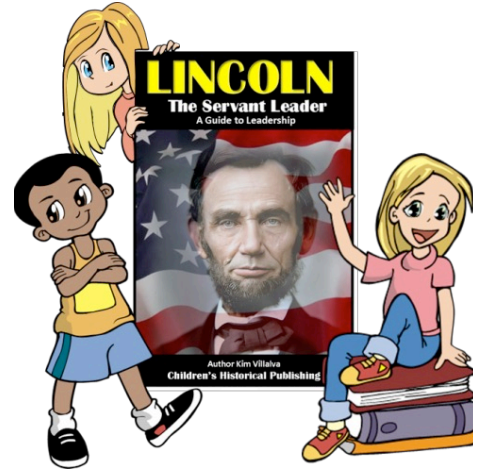


# LINCOLN THE SERVANT LEADER

**Lincoln: The Servant Leader** is your chance to help students think critically and historically about a challenging time in our nation's history, including what our country needed to get through the Civil War. You will see examples of Lincoln's leadership and the results of his actions. This book is designed to help students analyze Lincoln's leadership and help you as a teacher give students the tools to empower themselves in their leadership skills.



## Ohio Social Studies Standards: 8<sup>th</sup> Grade History Strand: Content Statement

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

### EXPECTATIONS FOR LEARNING

*Analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.*

## History Strand: Content Statement

12. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

### EXPECTATIONS FOR LEARNING

*Compare the positions of sections of the United States on issues from the 1820s through the 1850s.*

*Summarize how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War.*

## History Strand: Content Statement

13. Key events and significant figures in American history influenced the course and outcome of the Civil War.

### EXPECTATIONS FOR LEARNING

*Describe how key battles and individual contributions helped lead to the defeat of the secessionist states.*

## Common Core ELA Standards: 8<sup>th</sup> Grade

### **ELA Informational Text**

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2 Analyze informational text development.

- a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- b. Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

## Common Core Writing Standards: 8<sup>th</sup> Grade

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a clear thesis statement to present an argument.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

## Common Core Speaking and Listening: 8<sup>th</sup> Grade

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

## PRE-ASSESSMENT:

Teachers may use the following pre-assessment or design their own way of discovering students' background knowledge. Use the information gained from the pre-assessment to modify any activity or provide intervention.

- Have each student make a chart with two columns (similar to a K-W-L).
- In the first column, have students list the facts that they know about Abraham Lincoln.
- In the second column, have them list what they would like to know about Abraham Lincoln.
- Tell students that they must put at least two statements in each column.

Give students a blank sheet of paper and ask them to write for three minutes listing positive attributes of a leader. Allow students to Pair/Share their ideas and to come up with their top three collaboratively. As a whole class, have the student partners share their top three in order to form a class list. Do this same activity at the end of Lincoln: The Servant Leader in order to see how the student's perspectives have changed or stayed the same.

## Time Frame- (2weeks)

Day 1: Bellwork: What character traits do you think a leader has?

Reading and Discussing Chapter 1-2 using reflection questions focusing on reinforcing The Servitude Leadership Model.

Activity: (pg. 7) Students work in small groups answering the Reflection Question Exit Slip: Which leadership characteristic do you think is the most important and why?

Day 2: What do you know about the Civil War? ( 3 minute writing activity)

Reading and Discussing Chapter 3 focusing on the causes for the Civil War.

Activity: Using a graphic organizer, list each cause of the Civil War and two support details.

Video: <https://www.youtube.com/watch?v=cUKA8jQQlkk> (4 minutes)

Exit Slip: If you were a soldier in 1861, which cause would make you want to fight in the Civil War and why?

Day 3: Bellwork: What are the biggest challenges a new leader faces when they make campaign promises?

Read and discuss Chapters 4-5 on Servanthood and Values and Morals.

Video: Lincoln's Breakthrough in the Douglas Debates (8 minutes)

[https://www.youtube.com/watch?v=NW\\_3iFwOz8Y](https://www.youtube.com/watch?v=NW_3iFwOz8Y)

Activity: Venn Diagram-Compare and Contrast Lincoln to Douglas using leadership attributes.

Exit Slip: Reflection question pg. 28

Day 4: Bellwork: What is your vision for your future? What decisions do you think you need to make now to achieve that vision?

Read and Discuss Chapter 6 on Lincoln's vision and the Emancipation Proclamation and Gettysburg Address.

Video: Emancipation Proclamation and the Civil War (3 minutes)

[https://www.youtube.com/watch?v=pnlw\\_owWpPs](https://www.youtube.com/watch?v=pnlw_owWpPs)

Video: Gettysburg Address (3 minutes)

[https://www.youtube.com/watch?v=a4Bojix\\_Dew](https://www.youtube.com/watch?v=a4Bojix_Dew)

Exit Slip: How did slaves change the outcome of the Civil War?

Day 5: Bellwork: How is Lincoln's childhood exemplified in the leadership characteristic of Humility?

Read and discuss Chapter 7 focusing on humility and empathy.

Activity: Using a Graphic Organizer, list ways that Lincoln exemplified humility and empathy. List two supporting details under each way.

Bellwork: Who do you know personally that shows humility and empathy to others? Why do you think that?

Day 6: Bellwork: Who do you like to work with-someone who is more like you or different? Why?

Read and discuss Chapter 8-9 focusing on relationships and communication.

Video Robert Smalls [https://www.youtube.com/watch?v=jyKdk899\\_K4](https://www.youtube.com/watch?v=jyKdk899_K4) (2 min)

Video Frederick Douglas <https://www.youtube.com/watch?v=Y6qTpYM445g> (2 min)

Bellwork: What does "A house divided against itself cannot stand" mean to you?

Day 7 Bellwork: Vocabulary Exercise page 62

Read and discuss Chapter 10 Concluding Thoughts on Abraham Lincoln

Activity: What do you believe is Lincoln's greatest legacy?

Video: Second Inaugural Address

<https://www.youtube.com/watch?v=7O1VPMg3rJQ> (4 minutes)

Bellwork: What do you feel is the author's purpose for writing this book? Explain your reasoning.

### Day 8 Bellwork: Post Assessment: (Repeat of Pre-Assessments)

Teachers may use the following or design their own way of discovering students' background knowledge and use this format to re-evaluate as a Post Assessment.

- Have each student make a chart with two columns (similar to a K-W-L).
- In the first column, have students list the facts that they know about Abraham Lincoln.
- In the second column, have them list what they would like to know about Abraham Lincoln.
- Tell students that they must put at least two statements in each column.

Give students a blank sheet of paper and ask them to write for three minutes listing positive attributes of a leader. Allow students to Pair/Share their ideas and to come up with their top three collaboratively. As a whole class, have the student partners share their top three in order to form a class list. Do this same activity at the end of Lincoln: The Servant Leader in order to see how the student's perspectives have changed or stayed the same.

Video: Lincoln Assassination <https://www.youtube.com/watch?v=1UqcitsiY4o>

(5 minutes) Class Discussion-What is the impact of Lincoln's Assassination on the nation right after the Civil War?

Activity: pg. 62-63 Questions 1-12.

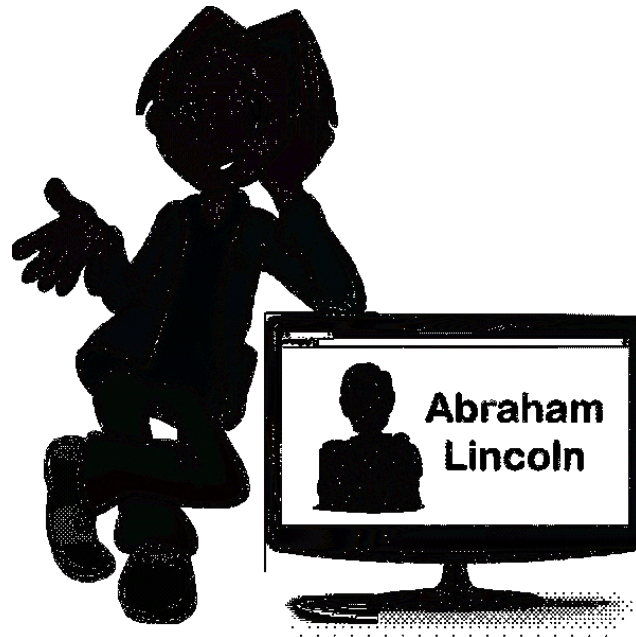
Bellwork: What leadership trait do you feel you would like to work on? Why?

### Day 9-10 Project Choice

Project: Create a Campaign Ad for Abraham Lincoln as one of the greatest presidents of America. Use his leadership skills and values to promote him. You may use quotes from Abraham Lincoln himself. This may be done online or as a poster project.

Writing Prompt: Using page 65-66, identify a servant leader in the community. Follow the written prompts to complete your writing project. This must be a 5-paragraph essay.

Online Project: You are a computer programmer and have been hired by a local museum or historical society. Design a computer display about Lincoln's life and his influence and achievements.



**Lincoln: The Servant Leader**  
**8<sup>th</sup> grade language arts standards and lessons**

**ELA Informational Text**

**RI. 8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**RI. 8.2** Analyze informational text development.

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**RI. 8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**RI. 8.6** Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**RI. 8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Resources:** [How to Write a One Page Resume \(With Example and Tips\)](#), Lincoln text, teacher created templates for character doll, vocabulary map

**Activities and projects:**

1. Create a one-sheet resume for Abraham Lincoln. He is applying for a job as a *servant leader*.



2. With a partner, create a podcast in which Abraham Lincoln is interviewed. You must have an introduction, 8-10 questions and responses, and a definite conclusion. Be sure to include in the responses good examples of Lincoln's character, reputation, and support from all sorts of people. Imagine how Lincoln would talk, act, and respond. Imagine how the interviewer would talk, act, and ask questions of such an important man. Use the text for evidence. Record your podcast and share with the class.
3. Train Car: For background knowledge, explain passenger trains and the way sometimes the seats are opposite one another. Strangers meeting for the first time often strike up conversations. Set up two chairs or stools facing one another for this exercise to simulate a train car.

Play out these scenarios with a partner:

- a. Union and Confederate soldiers defending their personal sides. You must present clear evidence from the text as support. HINT: ch. 3.
  - b. Abraham Lincoln and Stephen Douglas defending their positions on slavery. Before you start, research Stephen Douglas to find out more about his politics and positions. Make a chart with his viewpoints at the top and 2-3 supports. Then do the same for Lincoln. HINT: ch. 5.
  - c. Sarah Todd Lincoln and a plantation owner's wife discussing the hardships of the Civil War. Before you start, research to discover the effects of the war on both the North and South. Create a Venn diagram to show your results.
4. Character Doll: For the teacher: On a sheet of paper, draw a silhouette of a "puffy man" (much like the Jet Puffed Marshmallow Man). At the top, write *Abraham Lincoln*. On the head, write *what he thinks*. In the middle of the chest, write *what he values*. On his right arm, write *how he sees others*. On the left arm, write *how others see him*. On the right leg, write *how he treats others*. On the left leg, write *how others treat him*. Make enough copies for all students. Assignment: respond to each prompt briefly. Then, add a text quote for each that proves the response. Write the page number from the book. As a challenge, you can ask for 2 text supports.

5. Vocabulary Maps: For each word, create a map using the following format. Draw arrows between the categories/sections.

synonym

antonym      WORD: definition (consult dictionary, use own words)

example  
from text/pg.

example  
from text/pg.

example  
from text/pg.

word list:

after ch. 4: servanthood

after ch. 5 and 6: slavery, founding fathers, honesty, hard work, humor

after ch. 7: vision

after entire book: character, courage, commitment

**W.8.1** Write arguments to support claims with clear reasons and relevant evidence.

- a. Establish a clear thesis statement to present an argument.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding a statement or section that follows from and supports the argument presented.

**W.8.6** Use technology, including the internet to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

**W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 8 reading standards to literary nonfiction (e.g. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

**Resources:** MLA handbook, essay directions, Lincoln text

**Activities/Projects:**

1. Narrative essay: Choose a quality: either *humility* or *empathy*. Using evidence from Lincoln’s life, chronologically tell Lincoln’s biography through the quality you chose; show examples that prove the quality. Begin with a graphic organizer. Then as you write, be sure to include an introduction paragraph with a thesis statement and a concluding paragraph that restates your thesis. Provide claims with textual support. Your mission is to

demonstrate how Lincoln's experiences throughout his life led to his learning the quality. Smoothly tell his story through the lens of one quality.

2. Argumentative essay: In this essay, you are to present an argument that you deduce after reading the book. Using the basic 3.5 essay format with an added counter-claim paragraph works really well.

Introduction paragraph with attention grabber and thesis  
Paragraph 1 claim 1 with explanations and textual support  
Paragraph 2 claim 2 with explanations and textual support  
Paragraph 3 claim 3 with explanations and textual support  
Paragraph 4 counter-claim with explanations and textual support  
Paragraph 5 concluding paragraph with restated thesis

Begin with a graphic organizer. Then as you write, be sure to include your argument in thesis statement in the introduction paragraph. Include three solid claims with explanations and with textual support. Also, after the well supported three claims, write a counter-claim that shows an opposing viewpoint to your argument; this counter claim should also have explanations and textual support. Finally, write a concluding paragraph that restates your thesis. Smoothly tie all ideas together so that they connect and flow logically.

NOTES: Both essays need to be written in MLA format.

Both should be typed on the computer; font and font size at the teacher's discretion.