



Unit Plan

Learning Goals

Cultural Literacy: Lincoln, Kentucky, log cabin, logs, outhouse, Civil War, war, lanterns and fireplaces before electricity, Honest Abe, Mary Todd, white house, John Wilkes Booth, Ford Theater, Lincoln Memorial, Mount Rushmore, Money, Lincoln Center, Lincoln Continental Convertible, honesty, crossing fingers, crossing heart, Pinocchio (nose growing)

Geography: Kentucky, Washington D.C., Lincoln, Nebraska

Vocabulary: log, monument, honor, famous

Printable Focus

	Concept and Page	Concept and Page	Concept and Page	Concept and Page
Word Scramble	Lincoln p. 1	Cabin p. 3	Lantern p 6	
Summary	Early Years p. 3	Death p. 10	Lincoln Memorial p. 11	Mount Rushmore p. 12
Custom	Calendar p. 2	Cut and Paste Outhouse p. 5	Cut and Paste Lincoln Memorial p. 11	Biography p. 12
Map Activity	Kentucky p. 2	Monuments p. 12		
Coloring Page	Lincoln p. 1	Log cabin p. 3	Lantern p. 6	White House p. 7
Presentation	Being Honest P. 7	Named after Lincoln p. 11	John Wilkes Booth p.10	



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	Words and page
Reading Match	P. 8
Vocabulary	p. 11

	Concept and Page		Concept and Page
Sorting	Lanterns p. 6	Wh Questions	End of Book
Classification		Book Exam	End of Book
Pattern	fireplace and Lincoln p. 4	Sentence Scramble	End of Book
EZ Summary	Things that honor Lincoln p. 12	Question and Answer	End of Book
Opinion	Interests p. 6	Fill in the Blank	End of Book
Capitalization	First word in sentence p. 4	Reading Assessment	End of Book
Grammar	Had – p. 8	Vocabulary Assessment	End of Book



Unit Plan

How to use the plan

The lesson plans are provided in a page-by-page format. There is no set timeframe established for the pace. **Talking points, suggested activities** and **assignments** are listed throughout the plan at different points in the book. Discussing each page and engaging students with the information from each page is very important. The curriculum is designed to be flexible. The activities are appropriate at any point after they are mentioned in the plan. A good strategy is to make sure that the page that the worksheet is connected to on the plan be reviewed carefully before the printable is assigned so that the connection between the content and the activity are clearly understood. There are also printable activities that are meant to be completed after the student has studied the book. Suggestions for teaching the printable activities, differentiation suggestions, and standards alignment are found on the **Printable Plan** document.

Special education setting: The goal for *Austin & Lily* curriculum is to provide students with Intellectual Disabilities (IDs) access to general education content topics at an understandable level. The topic is then used to segue into functional topics, thus creating an academic and functional thematic approach to special education. The pace and use of printable activities is flexible. A major goal is using the materials to facilitate engagement opportunities for students to share ideas and experiences, point at specific items, answer yes/no and short answer questions. Students build background knowledge on a variety of subjects, have opportunities to discuss the new topic, and move through topics over time which builds cultural literacy. The pacing can vary. There may be a page you spend one day on, and other days you may cover 3 pages, or you may cover the whole book in a day and then focus on a page. You can group students by ability and cover the material at a pace that meets the needs of the group. Each day reread the book or pages covered and spend extra time on the page that the activity for that day will cover. The key is to engage students and spend ample time on each page so that the material is learned and filed in long-term memory.

Inclusion setting: Our curriculum can be used as an overlay for general education topics to address modified curriculum as well as develop functional skills that students with an ID need, but may not be covered in a general education class. Teaching parents, paraprofessionals, and peers how to work with the materials is key. The Main Idea cards provide a great opportunity for students to interact with classmates and to study the book. Another suggestion is to send home printable activities along with a copy of the book so the family is able to help the student study. Our modified materials provide the “real student experience” that students with an ID do not typically experience. Our modified curriculum provides a book to learn, materials to study the content, and printable activities to develop skills identified in the student’s IEP. The student is expected to learn the material and be assessed on content and skill development.



Unit Plan

Page One:

Talking Points: Abraham Lincoln was the president of the United States a long ago. He was the president before you were born. He was the president before your parents and grandparents were even born! He was the 16th president of the United States. That means there were 15 before he was president. Lincoln is one of the most famous presidents. Most people know who he was. They know who is was because he was the president during an important time. He was president when the United States had a war where part of the United States wanted to not be part of this country anymore.

Pointing Questions: Lincoln, hair, beard, eyes, nose, mouth

Short Answer: Who was the 16th president of the United States? Who was a famous president?

Yes/No: Was Abraham Lincoln a president of the United States? Does Abraham Lincoln have a beard? Is Lincoln alive now? Is Lincoln dead now?

Sharing opinion/experiences: Abraham Lincoln was the president of the United States a long time ago. Who is the president of the United States now? Abraham Lincoln had a beard. Do you know anyone who has a beard?

Peer to Peer Interaction: After you read Page 1, ask students, “Who was the 16th president?” The answer is the main idea card “Abraham Lincoln.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: famous-well-known. (get flashcard) When someone is famous, people who have never met the person know who they are. Am I famous? No, you all know me, but I am not on TV. The people who know me I know them too. Someone famous has a lot of people who know who they are. For example, is Taylor Swift famous? Yes, she is. We know her, but she doesn’t know us.

Assignment Options: Word Scramble Lincoln (L), Coloring Page Lincoln



Unit Plan

Page Two:

Talking Points: Abraham Lincoln was born in Kentucky. What state were you born in? (Show students where Kentucky is on the map.) He was born on February 12, 1809. Find February in your calendar. Is February in the summer or the winter? Lincoln was born in 1809. That was about 200 years ago! That was a long time ago! We celebrate Presidents Day every February because it was the month Lincoln was born. We don't go to school on Presidents Day. We can thank President Lincoln for that!!

Pointing Questions: U.S. map, Kentucky

Short Answer: Where was Abraham Lincoln born? When was Abraham Lincoln born?

Yes/No: Was Lincoln born in Arizona? Was Lincoln born in Kentucky? Was Lincoln born in February?

Sharing opinion/experiences: Lincoln's birthday is in February. That is the month he was born. What month were you born?

Peer to Peer Interaction: After you read Page 2, ask students, "Where was Lincoln born?" The answer is the main idea card "Kentucky." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation:

Assignment Options: Calendar, Map Activity Kentucky



Unit Plan

Page Three:

Talking Points: When Lincoln was a boy, he lived in a log cabin. A log cabin is a small house that is made of logs. Logs are parts of a tree. To make a log cabin, you have to cut down a lot of trees! Log cabins are usually made near a forest because that is where logs are. Lincoln lived near a forest in Kentucky when he was a kid. You can also point out Illinois and discuss that his family moved there later. Here is the tourist site for Abe Lincoln's birth place <https://www.youtube.com/watch?v=YMWBZ3y36dw> (If you start at about the 3:30 minute mark you see the cabin in the museum)

Pointing Questions: log cabin, logs, door

Short Answer: What are logs made of? What kind of house did Lincoln live in?

Yes/No: Is a log cabin made of bricks? Is a log cabin made of logs? Are logs part of a tree?

Sharing opinion/experiences: Would you like to live in a log cabin? What color is your house?

Peer to Peer Interaction: After you read Page 3, ask students, "What type of house did Lincoln live in?" The answer is the main idea card "log cabin." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Have you ever played with Lincoln logs? Lincoln logs are named after Abraham Lincoln because he lived in a log cabin. (If you have Lincoln logs, let students build with them. Here is a clip of a kid building with Lincoln Logs. Just show enough to show the logs and how they are named after Lincoln because of his log cabin. Watch as much as makes sense for your group.

https://www.youtube.com/watch?v=95GfbqEb_AQ&t=16s

Vocabulary: log-part of a tree. (get flashcard) When a tree is cut down, you can cut it and then you have logs. Logs can be used to build something. They can be chopped and used to burn in a fireplace. Lincoln's family used logs to make a home.

Presentation:

Assignment Options: Summary Early Years, Word Scramble Cabin (L), Coloring Page Log Cabin



Unit Plan

Page Four

Talking Points: When Lincoln was a boy his cabin had a fireplace. People had to cut wood to burn in the fireplace. That was a job back then. Kids had to help their family. The fireplace was used to heat their home and make it warm in the winter. It was also the place where they cooked food. Electricity did not exist then. People didn't have places to plug in an oven. Cooking was a lot of work back then. They did not have water in their house. They had to get water from a river or an outside pump. This video shows cooking in a fireplace like people did when Lincoln was a kid. Another name for the fireplace is a hearth. <https://www.youtube.com/watch?v=jOWpzR0b6Ko>

Pointing Questions: fireplace, hearth, pot, fire,

Short Answer: What did Lincoln's family use to cook?

Yes/No: Did people have ovens when Lincoln was a kid? Did the fireplace keep the family warm in the winter? Do you have to be careful around a fireplace?

Sharing opinion/experiences: What are some things that you can think of that you need to plug in to use? What do you like to cook? What are some tips for being safe near a fireplace?

Peer to Peer Interaction: After you read Page 4, ask students, "What was used to cook food?" The answer is the main idea card "fireplace." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Make Corn Bread recipe-(recipe found in worksheets for this page)

Assignment Options: Pattern, Capitalization, Recipe-Corn Bread



Unit Plan

Page Five

Talking Points: Guess where Lincoln and his family had to go if they had to go to the bathroom? They had to go outside to the outhouse. People did not have bathrooms inside their home. People did not have electricity and they did not have water faucets. When you go to the bathroom in an outhouse it is not a regular toilet bowl. You can see the picture of where a person sits and then when they go to the bathroom, it goes down into a hole. It stunk in the outhouse! Some people called it “the little brown shack out back” That rhymes- shack;back. (remind students about slave quarters being called shacks if you covered that book). Here is a song about outhouses. The man is singing about that a law was passed that outhouses had to be torn down because the health department didn’t want outhouses. The man is saying he doesn’t want them to tear the outhouses down. <https://www.youtube.com/watch?v=mEuEkNffYzg>

Pointing Questions: outhouse, toilet seat, roof, door,

Short Answer: What do you call the outside toilet? Is an outhouse in the house? Is an outhouse outside? Can you flush the toilet in an outhouse?

Yes/No: Did you like the song on the video?

Sharing opinion/experiences: Have you ever seen an outhouse? Have you ever used a port-o-potty? What would it be like to not have a bathroom in your house?

Peer to Peer Interaction: After you read Page 5, ask students, “What was used as a bathroom when Lincoln was a kid?” The answer is the main idea card “outhouse.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary Focus:

Presentation:

Functional activity:

Assignment Options: Cut and Paste Outhouse



Unit Plan

Page Six:

Talking Points: Lincoln loved to learn! He liked to read books. At night, it was hard to read because it was dark outside. Lincoln did not have a lamp in his cabin. There was no electricity. He had to use a lantern to see at night. Lanterns are like a candle. You have to light them. Lanterns can be dangerous. People had to be careful so that they did not start a fire. Lanterns have a handle on them and they have glass around the flame. That way the wind would not blow out the light. If someone had to go to the outhouse in the night, they had to take the lantern with them. There was no light in the outhouse, so you couldn't see very well at night.

Pointing Questions: lantern, handle, book, table

Short Answer: What did Lincoln use to see at night?

Yes/No: Do you have to light a lantern? Do lanterns have a handle? Did

Sharing opinion/experiences:

Peer to Peer Interaction: After you read Page 6, ask students, "What did Lincoln use to see at night?" The answer is the main idea card "lantern." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Functional:

Vocabulary Focus:

Presentation:

Assignment Options: Coloring Page Lantern, Word Scramble Lantern (L), Opinion, Sorting



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Page Seven:

Talking Points: Lincoln ended up being the president. Before he was president he had other jobs. One of his jobs was working at a store. Everyone trusted Abe. They said he was very honest. His nickname was “Honest Abe”. Honest means that you don’t lie. If you find someone’s purse you give it back to them. Some people don’t do that. They are dishonest.

Pointing Questions: Lincoln, jacket, vest, hair, flag, hat

Short Answer: What was Abe’s nickname? What job did Lincoln have?

Yes/No: Was Lincoln someone who told a lot of lies? Did people trust Lincoln? Was Lincoln the president?

Sharing opinion/experiences: What do you know about being a president? Can you think of the names of any of the presidents? What is something that you have done that was honest? Have you ever found something that someone lost? What did you do/what should you do?

Peer to Peer Interaction: After you read Page 7, ask students, “What job did Lincoln have when he grew up?” The answer is the main idea card “president.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Being Honest

Assignment Options: Coloring Page White House



Unit Plan

Page Eight:

Talking Points: Lincoln was married. He had a wife. Her name was Mary Todd. Mary Todd's husband was Abraham Lincoln. They had 3 boys. They were their sons. The president of the U.S. gets to live in the White House. It is in Washington D.C. (show on map and compare it to student's state)

Pointing Questions: Mary Todd, Lincoln, one of the sons, White House, fountain

Short Answer: Who Was Lincoln's wife? How many sons did Lincoln have? Where did they live? How many sons or daughters does your mother/father have? Are you a son or a daughter?

Yes/No: Was Abraham Lincoln's wife named Susie? Was her name Kelly? Was her name Mary? Did Lincoln have 2 sons? 3 sons? Did the president live in an apartment complex?

Sharing opinion/experiences: Do you know anyone named Abraham or Mary? How many kids are in your family? **Peer to Peer Interaction:** After you read Page 8, ask students, "Where did President Lincoln live with his family?" The answer is the main idea card "White House." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Assignment Options: Grammar, Reading Match (L)



Unit Plan

Page Nine:

Talking Points: One reason that Lincoln is so famous, is because he was the president during a very important war. It was the Civil War. The states in the south didn't want to be called the United States anymore. They had their own flag. It was the confederate flag. The president and the rest of the country did not like that. It started a war. The North won, so we are still one country today. If the north lost, the United States would be smaller.

Pointing Questions: American flag, Confederate flag. Lincoln, stage

Short Answer: What war was going on when Lincoln was president?

Yes/No: Does the United States have a flag? Was Lincoln the president during the Civil War? American Revolution? Is Lincoln wearing a jacket? Did the South have their own flag?

Sharing opinion/experiences: What do you know about war? Do you have any family members who are in the military?

Peer to Peer Interaction: After you read Page 9, ask students, "What war was going on when Lincoln was president? ?" The answer is the main idea card "Civil War." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Functional:

Assignment Options:



Unit Plan

Page Ten

Talking Points: Abraham Lincoln was assassinated. Do you know what that means? It means someone killed him. Lincoln was shot. Lincoln died. He was at the Ford theater watching a play. He was with his wife, Mary Todd, and he was sitting in the balcony seats. He was watching a play. John Wilkes Booth came up behind him and shot him in the head. John Wilkes Booth was an actor. He was mad. He was angry about the Civil War. He did not like Lincoln. (be sure to go over the presentation on Booth to elaborate)

Pointing Questions: theater, seats, stage, John Wilkes Booth, mustache

Short Answer: What does assassinated mean? Who was shot? Who shot him? Why did Booth shoot him?

Yes/No: Did Lincoln get shot? Did Lincoln die? Did Mary shoot Lincoln? Was John Wilkes Booth angry?

Sharing opinion/experiences: Can you think of a time when you were angry? Should angry people fight? What can people do if they are angry to calm down?

Peer to Peer Interaction: After you read Page 10, ask students, “Who shot Lincoln?” The answer is the main idea card “John Wilkes Booth.” Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: John Wilkes Booth

Vocabulary Focus:

Assignment Options: Summary Death



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Page Eleven:

Talking Points: When someone famous dies sometimes a monument is made. A monument can be a building or statue. It's something that is built to remember the person and why they were important. When Lincoln died, a lot of things were done to honor him. Honor means respect and show that you cared about him. People were proud of what he did. The Lincoln Memorial is in Washington D.C. It is a building. You can go inside. The monument is a building and there is a statue of him in the front. There were a lot of things named after Lincoln to honor him. (show presentation) <https://www.youtube.com/watch?v=2qmvxGCpD8> (very short video that shows the memorial)

Pointing Questions: Statue of Lincoln, Lincoln memorial building, columns

Short Answer: What is one thing that was made to honor Lincoln? Who is the statue of?

Yes/No: Is there a statue of Lincoln? Is Lincoln Memorial in Washington D.C.? Does honor me that he was a bad president? Was Lincoln a famous president?

Sharing opinion/experiences: Have you ever seen a statue? (discuss any local or other statues that the student might be familiar with and how it is honoring something that the person did.)

Peer to Peer Interaction: After you read Page 11, ask students, "What was built to honor Lincoln?" The answer is the main idea card "Lincoln Memorial." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Presentation: Named after Lincoln

Vocabulary Focus: monument-something built to remember someone and honor-respect (get out flashcards and be sure to point out these words and their meaning as you discuss the page.)

Activity:

Assignment Options: Cut and Paste Lincoln Memorial, Summary Lincoln Memorial, Vocabulary



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Page Twelve:

Talking Points: More than one monument was made for Lincoln. There is a monument in South Dakota that honors him and 3 other presidents. Do you know where South Dakota is? (show students-compare it to the state where they live) You can see a picture of the monument. It is carved into a mountain. A Sculptor is an artist who carves things to make art. It is called Mount Rushmore.

<https://www.youtube.com/watch?v=fAplefqUvSo> (short video on Mt. Rushmore 3 minutes)

Pointing Questions: Lincoln's face, Mount Rushmore,

Short Answer: What monument is carved into a mountain? Who is one president carved into the mountain?

Yes/No: Have you ever seen Mount Rushmore? Would you like to go to Mount Rushmore?

Sharing opinion/experiences:

Peer to Peer Interaction: After you read Page 12, ask students, "What monument was carved in rock?" The answer is the main idea card "Mount Rushmore." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Vocabulary: Monument and honor (point out that they are underlined and the words they need to study).

Assignment Options: Summary Mount Rushmore, Map Activity Monuments, Biography, EZ Summary



Unit Plan

Page Thirteen:

Talking Points: Another thing that was done to honor Lincoln was that they put his face on the five dollar bill. On the back of the five dollar bill there is a famous monument. Take a look at the 5-dollar bill and see if you can tell me which monument that is. Did you that famous people were on our money? Paper money is called bills. Money made out of metal are called coins.

Pointing Questions: Lincoln's face, the word "dollars",

Short Answer

Yes/No:

Sharing opinion/experiences:

Peer to Peer Interaction: After you read Page 13, ask students, "Which paper money has a picture of Lincoln on it?" The answer is the main idea card "five-dollar bill." Students will find the main idea card and read it to their partner. Teacher will prompt them to ask their partner some of the questions above.

Activity: Bring in \$5. bills to look at. After talking about bills and coins. Play a game where students have money in front of them (assortment of bills and coins). Start by saying, I am thinking of a bill. That means paper money. Can you find the 1 dollar bill and point to it. I am thinking of a coin. It's brown and made of copper. It's a penny. Can you find it. To make it more challenging, say " I would like you to use your bills and show me \$15.00, etc. (make the difficulty of the game such that it works for students' levels)

Assignment Options: See end of book Worksheets