



The Making of a Nation

**Lincoln Struggles to Keep Kentucky,
Missouri in the Union**

Lesson Plan

by Jill Robbins, Ph.D.

Introduction

This lesson plan is to accompany the Making of a Nation story, *Lincoln Struggles to Keep Kentucky, Missouri in the Union*

Depending on the length of the class period, this lesson may cover more than one session. The approach used in this lesson is based on the CALLA approach. See the end of the lesson for more information and resources on teaching with the CALLA approach.

Lesson Elements

Prepare

Present

Practice

Self-Evaluate

Expand

Prepare

Show students the map of the US on the next slide to orient themselves to the location of the border states mentioned in the story.

Then, make sure they know the key vocabulary words from this story.

Border States at the Close of 1861



This map shows the Union and Confederate states at the end of 1861.

Vocabulary

manpower

n. number of people who are available to work

seceded

v. separated from a nation and became independent

delicately

adv. with special care or skill

guerrilla

adj. unofficial

Present

Explain “As we read this story, we will use what we know* to **make connections** with new ideas. This strategy helps us *connect what we already know* to the new things we learn while reading. Connecting these ideas will help us understand and remember better. For example, what do you know about the American Civil War?” Students may answer that it was between the North and the South, and that Lincoln was President at that time.

“As we read the first part of the story, look for some new information you can connect to those ideas.”

Play the first section of the story, up to ‘And as such, it contained some really important transportation routes that both armies wanted.’”

* This strategy may also be called, “use background knowledge”

Say, “Ok, what did you hear or see? I saw something about the ‘*slave-holding Southern states.*” So now I can **connect** that idea, the fact that the Southern states allowed slavery, to my understanding that the Civil War was between the North and the South.”

“What else did we hear? Talking about Kentucky, the historian said ‘*It was also obviously the geographic middle ground.*’ I can **connect** this with the image I remember from the map we saw. The yellow states are in the middle.”

Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **connect new ideas to what you know.**”

Play the story to ‘Army troops forced state officials, including the governor, to flee.’

Next, ask students to turn to their neighbor and share what new ideas they connected. Give students time discuss; about 3 minutes should be long enough. If you wish you can ask students to write a sentence or two to hand in.

Ask students to share the new ideas they **connected**. These may include:

- I read that the three states on the border were important. I remember that I saw on the map that they are large.
- I read that the fighting was hard in Missouri. I can connect this to what I know about the border areas in my country. We had fighting there, too.'

Say, “Let’s read another section now. Check to see if you can connect more of the new ideas in the story.”

Play to the end of the story.

Repeat the procedure in which students share their **connections**.

Explain to students: “Scientists tell us that we never learn anything that is totally new. We learn by connecting new things to what we have learned before.”

Self-Evaluation

Ask students if they think using what they know helped to understand this story. “Do you think **making connections** will help you remember the story?” Ask students to give a signal (thumbs up for yes, thumbs down for no or another culturally appropriate set of gestures) to let you know if **making connections** was helpful.

Expand

Wrap up the lesson by asking students to think of other times they can use **make connections**. Possible answers are ‘listening to a lecture, reading the news online, watching a movie.’”

Encourage students to go home and use what they know to **make connections** with a homework assignment; or in their next class.

About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies here:

<http://calla.ws/wp-content/uploads/2014/04/strategylist.pdf>