

# **Learning English**

## **The Making of a Nation**

### ***Actor Shoots Lincoln, Calls Him a Tyrant***

Lesson Plan  
*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the Making of a Nation story, *Actor Shoots Lincoln, Calls Him a Tyrant*. A transcript of the article is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. The following slide shows the five parts of this lesson plan.

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Introduce the story. “Today we will learn about the death of President Lincoln. Have you heard about how he died?”

Write notes on board as students answer about their knowledge of Lincoln’s death. Then, make sure students know the key vocabulary words from this story.

# Vocabulary

**tyrant** – *n.* a ruler who has complete power over a country and who is cruel and unfair

**unconscious** – *adj.* not awake, especially because of an injury

**instrument** – *n.* a tool or device used for a purpose

# Present

Explain “As we read this story today, we will apply the strategy, *summarize*. When we *summarize*, we tell the story in our own words. It helps to think of questions and answer them when you summarize. The questions help you to think of what another person should know about the story. Let me show you how to do it.”

Play or read the story to ‘Lincoln hoped to make people forget hatred and bitterness so the country could re-build.’

Say, “What questions would you ask about this part? First, I would ask about the Civil War. Is it over? Who won? To answer that question, my summary is: ‘The South had lost the war.’”

‘My next question might be, ‘What did Lincoln plan to do after the war?’ The answer, in my own words, is ‘Lincoln wanted to help people in the North and South get along with each other after the war.’”

# Practice

Say, “Now it’s your turn. We will read some more of the story. Think of questions as you read or listen. Write them in your notebook. Then we will summarize.”

Play the story to “He left the box unprotected. ”

“What are your questions? Let’s stop now and write our questions about this part.” Walk around the room giving guidance as needed.

“Now, turn to your neighbor and tell them the answers to your questions.”

Ask for student questions and summaries and show on the board as seen in the next slide.



# Summarizing

| Questions  | Summary   |
|--|---|
| What did Lincoln do on Friday, April 14?                   | Lincoln and his wife took a long drive. Then they went to see a play. |
| Where did the President and First Lady sit at the theater? | They sat in a special box.  |
| Where was their guard?                                     | The guard was gone.   |

Play to 'His eyes were closed.' Ask students to write their questions. Then, summarize for a neighbor and write the summary. Possible questions and summaries might be:

| Questions                                | Summary   |
|--|---|
| What did the man who came in the box do? | A man came and shot Lincoln in the head.          |
| How did the man get away?                | The man jumped to the stage.                      |
| Was Lincoln hurt badly?                  | Lincoln was unconscious. He had a terrible wound. |
| Where did Lincoln die?                   | They moved Lincoln to a house across the street.  |

Play to the end of the story. Ask students to write more questions, then give their summary. Have some students tell the class their complete summary of the story by joining all the sentences on their chart together.

| Questions   | Summary   |
|---|---|
| How did the people of the country react to Lincoln's death? | Many people were sad, including a general of the Confederacy. |
| What happened to Booth?                                     | Soldiers found Booth and killed him.                          |
| Why did Booth shoot Lincoln?                                | Booth thought Lincoln caused the country's troubles.          |

# Self-Evaluate

Ask students, “Do you think *summarizing* helped you to understand this story? How?” Let students give their own examples.

Continue by instructing students, “Raise your hand up to your shoulder if you think *summarizing* helped a little. Raise your hand to your head if you think it helped a lot.”

# Expand

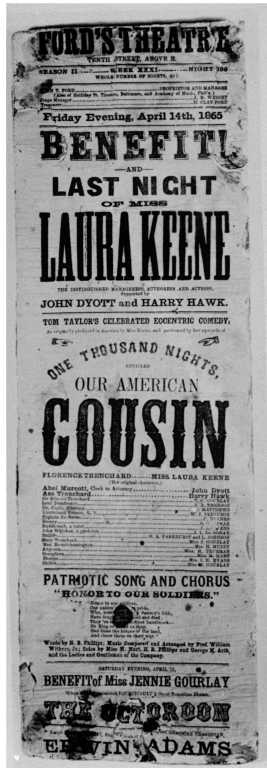
Ask, “Think of other times when you can ask questions and *summarize*. You can use this strategy when you are reading literature or news stories, or watching a movie. There are many ways that *summarizing* can help you to learn. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!

From VOA Learning English, this is The Making of a Nation. I'm Kelly Jean Kelly.  
And I'm Christopher Cruise.

On April 9, 1865, Confederate General Robert E. Lee surrendered his army to Union General Ulysses Grant. Within weeks, the Civil War would be over.

But President Abraham Lincoln was already thinking about the difficult times ahead. Lincoln did not want to punish the South. He wanted to repair the ties the Civil War had broken. Lincoln hoped to make people forget hatred and bitterness so the country could re-build.

On Friday, April 14, 1865 he agreed to put this work aside for a while.



Advertisement for Ford's Theater

In the afternoon, he took his wife Mary for a long drive away from the city of Washington. That night, they went to the theater.

One of the popular plays of the time, called "Our American Cousin," was being performed at Ford's Theater, not far from the White House.

The President and Mrs. Lincoln sat in special seats. The presidential box was above and to one side of the stage. A guard always stood outside the door to the box. On this night, however, the guard did not remain. He left the box unprotected.

President Lincoln settled down in his seat to enjoy the play. As he did so, a man came to the door of the box. He carried a gun in one hand and a knife in the other. The man entered the presidential box quietly. He slowly raised the gun. He aimed it at the back of Lincoln's head. He fired.

Then the man jumped from the box to the stage three meters below. He broke his leg when he hit the stage floor. But he

pulled himself up, shouted, "Sic semper tyrannis!" -- "Thus ever to tyrants!" -- and ran out the door. Then he got on a horse and was gone.

The attack was so quick the audience did not know what happened. Then a woman shouted, "The president has been shot!"

Lincoln had fallen forward in his seat, unconscious. Someone asked if it was possible to

move him to the White House. A young army doctor said no. The president's wound was terrible.



Gun Used to Shoot Lincoln

So Lincoln was moved to a house across the street from Ford's Theater. A doctor tried to remove the bullet from Lincoln's head. He could not. Nothing could be done, except wait.

Early the next morning, on April 15, Abraham Lincoln died. A prayer was said over his body. His eyes were closed.



Wanted Poster for John Wilkes Booth

The news spread to cities and towns across the country. People hung black cloth on their doors in sorrow.

Even the South mourned for Lincoln, its former enemy. Southern General Joe Johnston said, "His death is the worst thing that could happen for the South."

The gunman who shot Lincoln was an actor: John Wilkes Booth. Booth fled the theater after the murder. Almost two weeks later, soldiers found him hiding and killed him.

In a notebook, Booth described why he had shot the president. "Our country," Booth wrote, "owed all her troubles to him. And God simply made me the instrument of his punishment."

I'm Kelly Jean Kelly.

And I'm Christopher Cruise.

This is *The Making of a Nation* from VOA Learning English.

*Hal Berman and Frank Beardsley wrote this story. George Grow was the editor.*

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### Words in This Story

**tyrant** – *n.* a ruler who has complete power over a country and who is cruel and unfair

**unconscious** – *adj.* not awake, especially because of an injury

**instrument** – *n.* a tool or device used for a purpose

*Now it's your turn. Based on what you learned in The Making of a Nation series, argue against Booth's statement, "Our country owed all its troubles to him."*



Lincoln's Tomb

Chart for students to complete as they ask questions and summarize.

| Questions | Summary |
|-----------|---------|
|           |         |
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# 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.

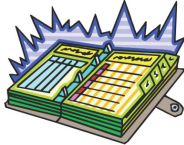



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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 below.







# Metacognitive Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES |   |  |
|--|---|--|
| STRATEGY                                       | DESCRIPTION   |  |
| <b>METACOGNITIVE STRATEGIES</b>                |   |  |
| Plan / Organize                                |  <p>Planner</p>         | <p>Before beginning a task:</p> <ul style="list-style-type: none"> <li>-Set goals.</li> <li>-Plan the task or content sequence.</li> <li>-Plan how to accomplish the task (choose strategies).</li> <li>-Preview a text.</li> </ul>  |
| Monitor / Identify Problems                    |  <p>Check</p>           | <p>While working on a task:</p> <ul style="list-style-type: none"> <li>-Check your progress on the task.</li> <li>-Check your comprehension as you use the language. Do you understand? If not, what is the problem?</li> <li>-Check your production as you use the language. Are you making sense? If not, what is the problem?</li> </ul>        |
| Evaluate                                       |  <p>I did it!</p>      | <p>After completing a task:</p> <ul style="list-style-type: none"> <li>-Assess how well you have accomplished the learning task.</li> <li>-Assess how well you have used learning strategies.</li> <li>-Decide how effective the strategies were.</li> <li>-Identify changes you will make the next time you have a similar task to do.</li> </ul> |
| Manage Your Own Learning                       |  <p>Pace Yourself</p> | <ul style="list-style-type: none"> <li>-Determine how you learn best.</li> <li>-Arrange conditions that help you learn.</li> <li>-Seek opportunities for practice.</li> <li>-Focus your attention on the task.</li> </ul>  |

# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES                                     |   |   |
|--|---|---|
| STRATEGY   | DESCRIPTION   |   |
| <b>TASK-BASED STRATEGIES</b>   |   |   |
|  |   |   |
| Use Background Knowledge   | <br>I know.       | <ul style="list-style-type: none"> <li>-Think about and use what you already know to help you do the task.</li> <li>- Make associations between new information and your prior knowledge.</li> <li>-Use new information to clarify or modify your prior knowledge.</li> </ul> |
| Make Inferences  | <br>Use Clues     | <ul style="list-style-type: none"> <li>-Use context and what you know to figure out meaning.</li> <li>-Read and listen between the lines.</li> <li>-Go beyond the text to understand its meaning.</li> </ul>  |
| Make Predictions   | <br>Crystal Ball | <ul style="list-style-type: none"> <li>-Anticipate information to come.</li> <li>-Make logical guesses about what will happen in a written or oral text.</li> <li>-Make an estimate (math).</li> <li>-Make a hypothesis (science).</li> </ul>                                 |
| Personalize  | <br>Me          | <ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>  |


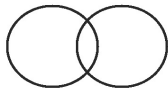


# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES  |  |  |
|---|--|--|
| STRATEGY  | DESCRIPTION  |  |
| <b>TASK-BASED STRATEGIES</b>  |  |  |
| Transfer / Use Cognates   | <br>Coffee/Café          | <ul style="list-style-type: none"> <li>-Apply your linguistic knowledge of other languages (including your native language) to the target language.</li> <li>-Recognize cognates.</li> </ul>   |
| Substitute / Paraphrase   | <br>Make it work         | <ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>   |
|  <br><b>USE YOUR SENSES</b> |  |  |
| Use Images  | <br>See it in your mind | <ul style="list-style-type: none"> <li>-Use or create an actual or mental image to understand and/or represent information.</li> <li>-Use or draw a picture or diagram.</li> </ul>   |
| Use Sounds  | <br>Sound Out          | <ul style="list-style-type: none"> <li>-Say or read aloud a word, sentence, or paragraph to help your understanding.</li> <li>-Sound out/vocalize.</li> <li>- Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.</li> </ul> |


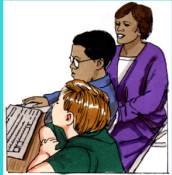
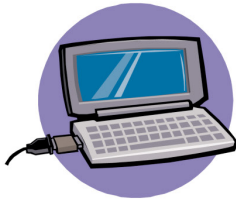


# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES   |  |   |
|--|--|---|
| STRATEGY   | DESCRIPTION  |   |
| <b>TASK-BASED STRATEGIES</b>   |  |   |
| Use Your Kinesthetic Sense   |                  | <ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>                                  |
|  <br><b>USE YOUR ORGANIZATIONAL SKILLS</b> |  |   |
| Find/Apply Patterns  | <br>abacus       | <ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul> |
| Classify/Sequence  | <br>Life cycle | <ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>             |

# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES |  |  |
|--|--|--|
| STRATEGY                                       | DESCRIPTION  |  |
| <b>TASK-BASED STRATEGIES</b>                   |  |  |
| Take Notes                                     |  <p>PDA</p>            | <ul style="list-style-type: none"> <li>-Write down important words and ideas while listening or reading.</li> <li>-List ideas or words to include in speaking or writing..</li> </ul>      |
| Use Graphic Organizers                         |  <p>A Venn diagram</p> | <ul style="list-style-type: none"> <li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li> </ul> |
| Summarize                                      |  <p>Main Idea</p>      | <ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>   |
| Use Selective Attention                        |  <p>Focus</p>        | <ul style="list-style-type: none"> <li>-Focus on specific information, structures, key words, phrases, or ideas.</li> </ul>  |

# Task-Based Strategies

| CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES  |  |   |
|---|--|---|
| STRATEGY  | DESCRIPTION  |   |
| <b>TASK-BASED STRATEGIES</b>  |  |   |
|   |  |   |
| <b>USE A VARIETY OF RESOURCES</b>   |  |   |
| Access Information Sources  |  <p>Look it up!</p>    | <ul style="list-style-type: none"> <li>-Use the dictionary, the internet, and other reference materials.</li> <li>-Seek out and use sources of information.</li> <li>-Follow a model</li> <li>-Ask questions</li> </ul> |
| Cooperate   |  <p>Together</p>      | <ul style="list-style-type: none"> <li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li> </ul>   |
| Talk Yourself Through It (Self-Talk)  |  <p>I can do it!</p> | <ul style="list-style-type: none"> <li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li> </ul>                             |