



# **The Making of a Nation**

*Lincoln Says He Will Free Most Slaves in the South*

Lesson Plan

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# Introduction

This lesson plan is to accompany the Making of a Nation story, *Lincoln Says He Will Free Most Slaves in the South*.

Students may have read previous Making of a Nation stories on other battles in the Civil War. This will give them useful background knowledge for understanding this story.

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

Ask, "What do you remember about slavery in the United States before the civil war?" Allow students time to discuss what they know. Review previous stories, if any were read by the class.

"Today's story tells us about a famous announcement made by President Abraham Lincoln. What details do you remember about Abraham Lincoln?"

Ask students to tell what strategies help them in reading about American history. "What helps you to understand when you read stories about history? When I hear about Abraham Lincoln I often get an image in my mind of him wearing a tall black hat. I also remember how much people loved him "

**Give students time to discuss and offer their strategies. Then, make sure they know the key vocabulary words from this story.**

# Vocabulary

**preserving** - *v.* keeping something safe from harm or loss

**emancipation** - *adj.* related to freeing someone from someone else's control or power

**proclamation** - *n.* an official statement or announcement

# Present

Explain “As we read this story, we will relate to new information by **personalizing**. That means we think about the story we read in terms of our own experiences. This strategy helps us to remember and understand the details we learn while reading. As we read the first part of the story, I’m going to look for events I can **personalize**.”

Play the first section of the story, up to "President Lincoln had to do something to guarantee their continued support."

“This part of the story makes me think about a time when I wanted a friend to help me. I had to think of something to convince my friend to help me. I am *personalizing* now, thinking of my own experience in relation to the story. What do you think President Lincoln wanted to do? What would **you** do?”

# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **personalize** as you read.”

Play the story to ‘His announcement became known as the Emancipation Proclamation.’

Next, ask students to turn to their neighbor and tell how they *personalized* when reading. Give students time discuss; about 3 minutes should be long enough.

Ask students to share what they personalized orally or on a screen or chalkboard. Say, “Let’s read another section now. See what other events you can personalize.”

**Play to the end of the story.**



# Self-Evaluation

Ask “Do you think **personalizing** helped you understand the story?” Ask students to write a few sentences to turn in explaining how they used the strategy in reading the story.

# Expand

Wrap up the lesson by asking students to think of other times they can **personalize**. Possible answers are ‘listening to the radio, reading a novel, or talking tp a friend.’”

Encourage students to go home and **personalize** 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.

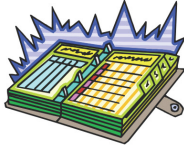



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

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 on the following pages.







# 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>

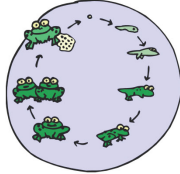
# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
		
Use Background Knowledge	 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	 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	 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	 Me	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>


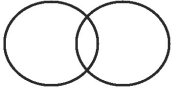


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Transfer / Use Cognates	 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	 Make it work	<ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>
  <b>USE YOUR SENSES</b>		
Use Images	 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	 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>
 <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 <p>abacus</p>	<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	 <p>Life cycle</p>	<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	 PDA	<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	 A Venn diagram	<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	 Main Idea	<ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>
Use Selective Attention	 Focus	<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>		
<p>Access Information Sources</p>	 <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>
<p>Cooperate</p>	 <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>
<p>Talk Yourself Through It (Self-Talk)</p>	 <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>