Lincoln: A Photobiography

by Russell Freedman
Essential Question

This selection is an excerpt from *Lincoln: A Photobiography*.

Why is a photobiography classified as literature?

As we discuss this selection and read, think about possible answers to this essential question.
What do you know?

Create a K-W-L chart based on your knowledge of President Abraham Lincoln.

Make sure you fill in what you already know as well as at least two things you want to know.
Anticipation Guide

Think about the following statements and decide if they are true or false.

1. Abraham Lincoln was well-liked and supported by all citizens of the United States.
2. Abraham Lincoln often received death threats.
3. Lincoln was assassinated while riding in his carriage.
4. The individuals responsible for Lincoln’s death were never captured.
5. John Wilkes Booth is notorious for the assassination of President Lincoln.
Ford’s Theater

Lincoln’s box at the theater

Lincoln’s theater chair
John Wilkes Booth
Vocabulary Preview

There are five *Words to Know* for this literature selection:

- Abduction
- Assailant
- Falter
- Revoke
- Vindictiveness

Choose two of these words and write one “possible” sentence.
Vocabulary Definitions

Abduction: (n.) kidnapping
Assailant: (n.) a person who attacks another
Falter: (v.) to become unsteady or lose confidence
Revoke: (v.) to withdraw or repeal
Vindictiveness: (n.) a desire for revenge

Does your “possible” sentence make sense?
In your notes, draw the following chart:

<table>
<thead>
<tr>
<th>Main Idea</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Tone</td>
<td></td>
</tr>
<tr>
<td>Scope</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
</tbody>
</table>
Before Reading

Let’s Review the Terms to Help As We Complete the Chart

What is a *main idea*?

What is a *genre*?

What are the four purposes to writing?

What is *tone*?

Is the scope *narrow* or *broad*?

What are the main patterns of text organization?
Post-Reading Activities

Now that you have finished the selection, work with students in your row to complete the graphic organizer.

What is the **main idea**?
What is the **genre**?
Why did the author write this?
What is the **tone**?
Is the **scope** narrow or broad? Explain.
How is the **text organized**?
Essential Question #2

Now, let’s think more about the tone of the selection.

EQ#2: How can we understand the author’s tone in a photobiography?

Through the details the author relates as well as the words he or she chooses
First, let’s answer our lesson essential question: Why is a photobiography classified as literature?

Then, complete the summarizing activity.

<table>
<thead>
<tr>
<th>Plus (+)</th>
<th>Minus (-)</th>
<th>Intriguing (?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Final Thoughts

Make sure you go back and complete the “Learned” column on the K-W-L.

Looking ahead:

Our next lesson will also focus on Abraham Lincoln. Therefore, begin thinking about how he could be considered an American patriot. We will complete a written response to this concept with our next lesson.
Excerpt from *National Treasure 2*

- [http://www.youtube.com/watch?v=OFRhfVFKcnY](http://www.youtube.com/watch?v=OFRhfVFKcnY)