

# Abraham Lincoln: A Legacy of Leadership, Then and Now

HOPE



**CREDIT SALE  
OF  
VALUABLE SLAVES!**  
By **JULIAN NEVILLE, Auctioneer**  
OFFICE NO. 21 COMMERCIAL PLACE.

Will be sold at the **ST. CHARLES EXCHANGE**,  
on **FRIDAY, July 23d**, at 12 o'clock, M., the following  
list of Valuable Slaves, viz:

1. HENRY, aged 25 years, copper color, A No. 1 Field Hand.
2. WALLACE, aged 21 years, black, " "
3. WASH, aged 21 years, dark mulatto, " "
4. HARRISON, aged 17, black, " "
5. GEORGE, aged 22 griff, " "
6. ALICK, aged 20, black, " "
7. JIM, aged 24, black, " "
8. HENRY, aged 22, mulatto, A No. 1 Blacksmith.
9. AARON, aged 22, black, A No. 1 Field Hand.
10. JOE, aged 14, black, " "
11. NED, aged 42, black, A No. 1 Blacksmith.
12. MARIA, aged 35, black, A No. 1 Washer, &c.
13. Her child GREEN, 5 years, and CHARITY, 4 years.
14. JANE, aged 25, black, Washer and Ironer.
15. KATTY, aged 14, black, " "
16. CHARLOTTE, aged 12, black, " "
17. SALLY, aged 10, black, " "
18. JULIA, aged 10, griff, " "
19. BETTY, aged 15, griff, A No. 1.
20. LIZZY, aged 10, black, " "
21. MARIA, aged 10, black, " "
22. ANNA, aged 15, very handsome mulatto

2857

# Abraham Lincoln: A Legacy of Leadership Then and Now

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**Abraham Lincoln: A Legacy of Leadership,  
Then and Now**

**Teacher Guide**

# Connections to Michigan, Common Core, and Other National Standards and Expectations

## Michigan High School Content Expectations

### Social Studies

**8 – U5.1** Analyze and evaluate early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

**8 – U5.2** Evaluate the multiple causes, key events, and complex consequences of the Civil War.

**8 – U5.2.3** Examine Abraham Lincoln’s presidency with respect to his military and political leadership the evolution of his emancipation policy (including the Emancipation Proclamation) and the role of his significant writings and speeches, including the Gettysburg Address and its relationships to the Declaration of Independence. (C2)

**8 – U5.3.1** Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Jackson, Republicans, and African Americans.

**8 – U5.3.4** Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

**8 – U6.2.1** United States History Investigation Topic and Issue Analysis, Past Present – Use historical perspectives to investigate a significant historical topic from United States History Eras 3 to 6 that also has significance as an issue or topic in the United States today.

**9-12 – F1.1** Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals.

- the Gettysburg Address
- 13th, 14th and 15th Amendments

## Common Core State Standards

### Literacy in History/Social Science

#### Grades 6-8

**WHST.8.1** Write arguments focused on discipline-specific content.

**WHST.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**WHST.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**WHST.8.9** Draw evidence from informational texts to support analysis reflection, and research.

**WHST.8.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Grades 9-10

**WHST.9-10.1** Write arguments focused on discipline-specific content.

**WHST.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



**WHST.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**WHST.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.9-10.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Grades 11-12

**WHST.11-12.1** Write arguments focused on discipline-specific content.

**WHST.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.11-12.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### English/Language Arts

#### Grade 8

**W.8.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**W.8.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction.

**W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**SL.8.3** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.



**L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Grades 9-10

**W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.9-10.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards to literary nonfiction.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**L.9-10.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Grades 11-12

**W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.9b** Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 11–12 Reading standards to literary nonfiction.

**W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**L.11-12.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### National United States History Content Standards Grades 5-12

Era 4

**Standard 3:** The extension, restriction, and reorganization of political democracy after 1800.

**Standard 3B:** The student understands how the debates over slavery influenced politics and sectionalism.

Era 5

**Standard 2:** The course and character of the Civil War and its effects on the American people.

**Standard 2B:** The student understands the social experience of the war on the battlefield and homefront.

### National Historical Thinking Standards Grades 5-12

**Standard 1.A:** Distinguish between past, present, and future time.

**Standard 3.C:** Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas.

**Standard 4.B:** Obtain historical data from a variety of sources.



## Bibliography/Online Resources

Refer to PDF of this document for live links.

Available at

<http://www.thehenryford.org/education/erb/LincolnsLegacyOfLeadership.pdf>

### Abraham Lincoln

- [Abraham Lincoln Historical Digitization Project](#)
- [The Lincoln Institute](#)
- [Teaching with Lincoln](#)
- [With Malice Toward None; Lincoln Bicentennial Exhibition](#) – Library of Congress
- [Abraham Lincoln resources](#) – The History Channel
- [Abraham Lincoln's 200th Birthday](#) – Utah Education Network

### Susan B. Anthony

- [Anthony biography and photo gallery](#) – Susan B. Anthony House
- [Stanton and Anthony Papers Project](#) – Rutgers University
- [Not For Ourselves Alone](#) – PBS film
- [Suffrage History](#) – University of Rochester
- [National Women's Hall of Fame](#)
- [Women's Rights National Historic Park biography](#) – National Park Service

### Benazir Bhutto

- [Examining Bhutto's Significance in Pakistan](#) – NPR Podcast
- [Women in Power](#) – BBC World Service
- [The Death of Benazir Bhutto](#) – BBC News

### Cesar Chavez

- [About Cesar](#) – Cesar Chavez Foundation
- [The Fight in the Fields](#) – PBS film
- [America's Story](#) – The Library of Congress

### Winston Churchill

- [The Churchill Centre](#)
- [Churchill and the Great Republic](#) – Library of Congress Exhibit
- [Churchill biography and resources](#) – The History Channel

### Indira Gandhi

- [Indira Gandhi's Darshan](#) – Women, Power and Politics Online Exhibition at International Museum of Women
- [Indira Gandhi obituary](#) – The New York Times

### Mahatma Gandhi

- [Gandhi's autobiography](#) – Columbia University
- [Gandhi biography](#) – The Martin Luther King, Jr. Research and Education Institute

### Helen Keller

- [Life of Helen Keller](#) – Helen Keller Kids Museum
- [Helen Keller biography](#) – Helen Keller Birthplace
- [Helen Keller photographs](#) – American Foundation for the Blind

### John F. Kennedy

- [Kennedy Biography](#) – Whitehouse.gov
- [American Presidents: Life Portraits](#) – C-SPAN
- [American Presidents](#) – The Miller Center
- [Kennedy - Character Above All essay](#) – PBS
- [John F. Kennedy Biography](#) – John F. Kennedy Presidential Library and Museum





## Online Resources continued

Refer to PDF of this document for live links.

Available at

<http://www.thehenryford.org/education/erb/LincolnsLegacyOfLeadership.pdf>

### Martin Luther King Jr.

- [Martin Luther King Jr.](#) – CBS News
- [Martin Luther King Jr. and the Civil Rights Movement](#) – The Seattle Times
- [King biography](#) – The King Center
- [The Nobel Peace Prize 1964](#) – Nobelprize.org

### Nelson Mandela

- [The Long Walk of Nelson Mandela](#) – PBS
- [Mandela biography](#) – Nelson Mandela Centre of Memory, The Nelson Mandela Foundation
- [Nelson Mandela at 90](#) – Time Magazine video
- [Nelson Mandela: An Audio History](#) – Radiodiaris.org

### Barak Obama

- [The Obama Story](#) – Guardian.co.uk
- [Barack Obama: Overview](#) – The New York Times
- [Obama biography](#) – Whitehouse.gov
- [American Presidents: Life Portrait](#) – C-SPAN
- [American President](#) – Miller Center

### Rosa Parks

- [The Life of Rosa Parks](#) – Rosa Parks Museum
- [The Rosa Parks Bus](#) – The Henry Ford
- [Civil Rights Icon Rosa Parks Dies](#) – NPR
- [Rosa Parks ignites bus boycott](#) – The History Channel

### Alice Paul

- [Alice Paul: Feminist, Suffragist and Political Strategist](#) – The Alice Paul Institute
- [This Day in History January 11: Alice Paul](#) – Library of Congress

### Franklin Delano Roosevelt

- [Roosevelt biography](#) – Whitehouse.gov
- [Life Portrait](#) – C-SPAN
- [American Presidents](#) – Miller Center
- [Roosevelt biography](#) – Franklin D. Roosevelt Presidential Museum and Library

### Elizabeth Cady Stanton

- [Stanton and Anthony Papers Project](#) – Rutgers University
- [Not For Ourselves Alone](#) – PBS film
- [National Women's Hall of Fame](#)
- [Women's Rights National Historic Park biography](#) – National Park Service

### Margaret Thatcher

- [Thatcher biography](#) – Margaret Thatcher Foundation
- [Women in Power](#) – BBC World Service
- [The official site of the Prime Minister's Office](#) – Number10.gov.uk

### PBWorks

### Weebly



**Abraham Lincoln: A Legacy of Leadership,  
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**Unit Plan**

## Unit Plan Overview

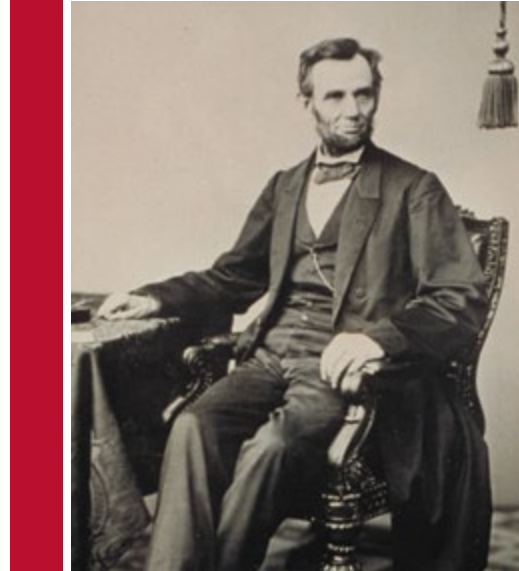
Students will research the social, technological, economic and political circumstances during Abraham Lincoln's presidency through classroom discussion and individual and group research of primary sources such as articles and writings. Students will identify major leadership attributes possessed by Lincoln and evidence to support their claim. In groups, students will compare and contrast the major leadership attributes of Lincoln with those of one major 20th- or 21st-century leader.

This unit plan can be used in several ways. The first lesson focuses solely on Abraham Lincoln and his leadership attributes. In the first half of the unit, students will use the Town Hall Meeting video and research links to gain a better understanding of how Lincoln's leadership style was a product of the social, technological, economic and political context of the time. The educator with time restrictions should feel free to use only the example of Lincoln.

In the second half of the first unit, students will identify how 20th- and 21st-century leaders share Lincoln's foundational leadership attributes. Students can also research the social, technological, economic and political context of the time period in which their assigned or chosen leader developed his or her leadership attributes.

A classroom discussion focusing on which current leaders (political, entrepreneurial, scientific, etc.) exhibit the leadership attributes of President Lincoln and 20th- and 21st-century leaders should be completed that will give students the opportunity to look at current leaders in our society and to examine their successes and failures in living up to the Lincoln legacy.

Lastly, students can present their information using various reporting formats, from wiki pages to poster boards, or students may choose to complete a persuasive essay answering the question, "How can we use the historical context of Lincoln's presidency and leadership as a lens to evaluate the leadership of other historical figures?" Students should be able to communicate their leaders' ability to live up to the leadership attributes established by Lincoln.



# Overall Unit Rubric

Name .....

Students will research the social, technological, economic and political circumstances in the United States during Abraham Lincoln’s presidency, through classroom discussion and individual and group research of primary sources, such as articles and writings. Students will identify Lincoln’s major leadership attributes and will provide evidence to support their claim. In groups, students will compare and contrast Lincoln’s major leadership attributes with those of a major 20th- or 21st-century leader, of their group’s choice.

Category	10	8	6	4
<b>Oral Presentation</b>	Interesting, well-rehearsed, with smooth delivery that holds audience attention.	Relatively interesting, rehearsed, with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.
<b>Sources</b>	Source information collected for all graphics, facts and quotes, all documented in desired format.	Source information collected for all graphics, facts and quotes, most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information collected.
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement not completely met.	More than one requirement not completely met.
<b>Content</b>	Covers topic in depth, with details and examples. Subject knowledge is excellent.	Includes essential knowledge about topic. Subject knowledge appears to be good.	Includes essential information about the topic, but there are one to two factual errors.	Content is minimal OR there are several factual errors.
<b>Workload</b>	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload is divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload is not divided OR several people in the group are viewed as not doing their fair share of the work.



# Lesson 1 | Lincoln Bicentennial Town Hall Meeting Viewing Guide

## Materials

- Lincoln Bicentennial Town Hall Meeting Video
- Student Activity Sheet 1A Viewing Guide
- Student Activity Sheet 1B Leadership Attributes

## Time

1 class period

## Procedures

1. Using Student Activity Sheet 1A, students will view the Lincoln Bicentennial Town Hall video and identify leadership attributes listed on Student Activity Sheet 1B (courage, intelligence, vision, etc.) described by the panelists in the video. Students will also cite the evidence (writings, articles, biographical information, etc.) panelists use to support their claims of Lincoln's leadership.
2. Students will note the various impactful decisions (such as signing the Emancipation Proclamation) Lincoln made during his presidency that are mentioned by the panelists.
3. In a class discussion, have students compare the list of leadership attributes to the list on Student Activity Sheet 1B. Ask students: *Are the attributes you recorded similar to those on Activity Sheet 1B? Are Lincoln's leadership attributes still relevant today?*

If the class is unable to view the entire video, show instead the suggested clips below.

### Part 1

[http://www.youtube.com/watch?v=Ws8f311XW\\_o&feature=plcp](http://www.youtube.com/watch?v=Ws8f311XW_o&feature=plcp)

**Total time: 9:26**

- 8:38-9:15 Lincoln translating the meaning of the constitution
- 9:16-9:26 Lincoln holding the nation together

### Part 2

<http://www.youtube.com/watch?v=i1zhiSRcodl&feature=relmfu>

**Total time: 7:40**

- 0:00-2:37 Lincoln holding the nation together
- 2:50-4:57 Nelson Mandela and Rosa Parks – apartheid vs. freedom
- 4:57-5:30 “Lincoln’s part of the freedom struggle?”
- 5:35-7:16 Lincoln and Frederick Douglass as examples of self-made men and social reformers
- 7:17-7:59 Lincoln’s imperfections as a leader

### Part 3

<http://www.youtube.com/watch?v=jKtFLmnuZ6E&feature=relmfu>

**Total time: 8:35**

- 0:00-1:54 Lincoln’s imperfections as a leader
- 1:55-2:37 Barack Obama as a Lincolnesque leader
- 2:38-4:25 Obligation of leadership as it relates to a time period (Lincoln, Barack Obama and Richard Nixon)
- 4:26-6:45 Lincoln’s lack of leadership training but strong moral core
- 6:45-8:38 Understanding the limitations of leadership power

### Part 4

<http://www.youtube.com/watch?v=kWVREUOD3D4&feature=relmfu>

**Total time: 9:51**

- 0:00-4:50 Martin Luther King Jr.’s frustrations in leadership
- 4:50-7:06 Leadership – respect and dignity
- 7:20-8:15 Roosevelt and the New Deal legacy of leadership
- 8:15-8:45 Lyndon Johnson ending poverty
- 8:45-10:05 Economic responsibilities of leadership – Obama and Lincoln



## Viewing Guide

Name .....

Leadership Attribute of Lincoln	Leadership Attribute Definition	Panelists' Evidence

Lincoln's Decisions
1.
2.
3.



## Leadership Attributes

Name .....

**Directions:** Watch the Lincoln Bicentennial Town Hall Meeting, and listen closely to the panelists talk about Abraham Lincoln's leadership. Record which leadership attributes Lincoln displays and how his decisions support your claims.

**Honest** – Display sincerity, integrity, and candor in all your actions. Deceptive behavior will not inspire trust.

**Competent** – Base your actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

**Forward-looking** – Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.

**Inspiring** – Display confidence in all that you do. By showing endurance in mental, physical and spiritual stamina, you will inspire others to reach for new heights. Take charge when necessary.

**Intelligent** – Read, study and seek challenging assignments.

**Fair-minded** – Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests and well-being of others.

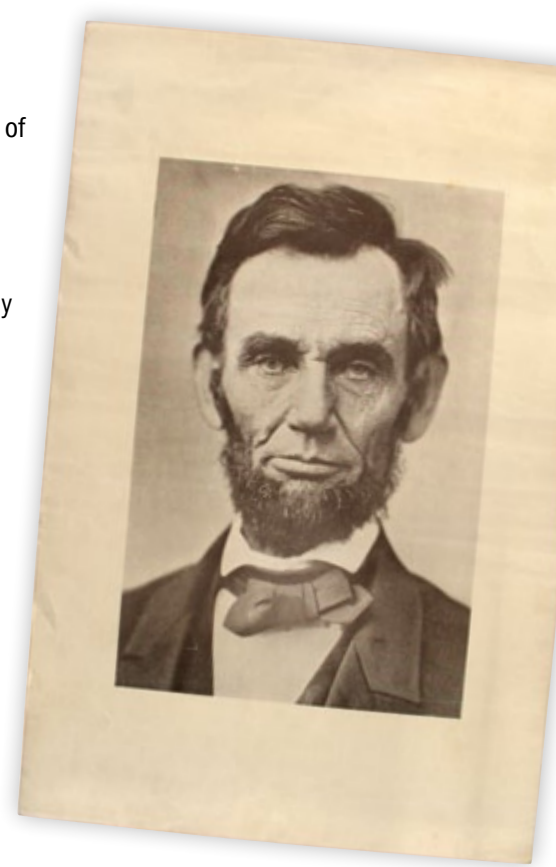
**Broad-minded** – Seek out diversity.

**Courageous** – Have the perseverance to accomplish a goal, regardless of seemingly insurmountable obstacles. Display a confident calmness when under stress.

**Straightforward** – Use sound judgment to make good decisions at the right time.

**Imaginative** – Make timely and appropriate changes in your thinking, plans and methods. Show creativity by thinking of new and better goals, ideas and solutions to problems. Be innovative!

Adapted from  
Attributes of a Good Leader  
Compiled by Santa Clara University and the Tom Peters Group



(Right) **Print, Abraham Lincoln** ID# THF57172. From the collections of The Henry Ford.





**Questions**

1. Do you think Lincoln's leadership attributes were a product of the era in which he lived?

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2. Do today's political and social leaders display these attributes?

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3. Do you or does anyone you know display these leadership attributes? Do your actions support your leadership abilities?

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(Right) **The Lincoln Chair** ID# THF51753. From the collections of The Henry Ford.





## Lesson 2 | President Abraham Lincoln S.T.E.P.

### Materials

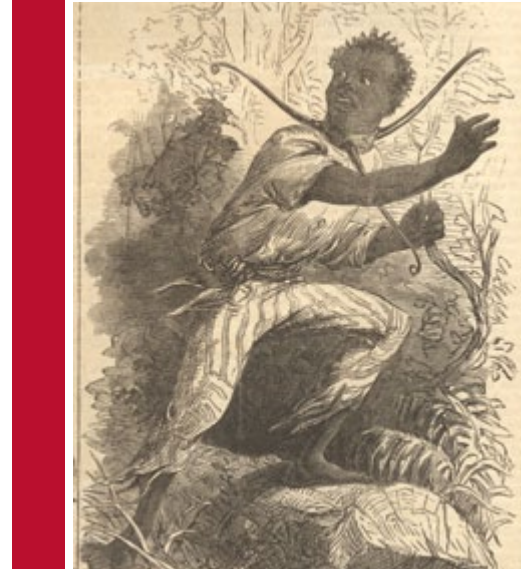
- Student Activity Sheet 2 S.T.E.P. Framework
- Class Discussion Rubric

### Time

1-2 class periods

### Procedures

1. In cooperative learning groups, students will research and discuss one aspect of the S.T.E.P. framework for Abraham Lincoln. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political. For the “S” aspect, for example, students will research and discuss the question, “What social conditions existed during Lincoln’s presidency?”
2. Use the Class Discussion Rubric to gauge and record student participation in group discussions and research.
3. In their cooperative learning groups, students will present their findings to the class.



# S.T.E.P. Framework

Name .....

**Directions:** In small groups, research one aspect of the S.T.E.P. framework with regard to Abraham Lincoln, and present your findings to the class. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political.

Social	Technology	Economy	Political



## Class Discussion Rubric

Student Name .....

	Quality of Comments	Resource/Document Reference	Active Listening
5	Makes timely and appropriate comments, is thoughtful and reflective, responds respectfully to other students' remarks, provokes questions and comments from the group.	Makes clear references to text being discussed and connects it to other text or reference points from previous readings and discussion.	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others.
4	Volunteers comments, most of which appropriate, reflects some thoughtfulness and leads to other questions or remarks from students and/or others.	Has done the reading with some thoroughness but may lack some detail or critical insight.	Listens to others most of the time but does not stay focused on others' comments (too busy formulating own) or lacks continuity in discussion. Shows consistency in responding to the comments of others.
3	Volunteers comments that lack depth, which may or may not lead to other questions from students.	Has done the reading, but no thorough understanding or insight.	Listens to others some of the time, does not stay focused on others' comments (too busy formulating own) or lacks continuity in discussion. Shows consistency in responding to the comments of others.
2	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no response or questions.	Has not read the entire text and cannot sustain any reference to it in the course of discussion.	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others.
1	Does not participate and/or makes only negative or disruptive remarks: comments are inappropriate or off topic.	Unable to refer to text for evidence or support of remarks.	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion.



## Lesson 3 | Cooperative Learning Activity: Focus on a 20th-/21st-Century Leader

### Materials

- Student Activity Sheet 3A S.T.E.P. Framework
- Student Activity Sheet 3B List of Suggested 20th-/21st-Century Leaders

### Time

1-2 class periods

### Procedures

1. In cooperative learning groups, each group of students will use Activity Sheet 3B to choose and research one 20th- or 21st-century leader.
2. The group will complete Activity Sheet 3A, filling their research results into the S.T.E.P. framework for the leader they have chosen. The S.T.E.P. framework is S=Social, T=Technology, E=Economy and P=Political. For the “S” aspect, for example, students will research and discuss the question, “What were the social conditions that existed during the chosen leader’s time?”
3. In their cooperative learning groups, students will present their findings to the class.



## S.T.E.P. Framework

Name .....

Group members .....

20th-/21st-Century Leader .....

Social	Technology	Economy	Political



**List of Suggested 20th-/21st-Century Leaders** Name .....

Choose an individual from this list of 20th- and 21st-century leaders with whom you identify or whom you find interesting. Research his or her life and actions and the social and political results of his or her work. Does he or she display leadership traits? How does he or she display leadership toward others?

**John F. Kennedy Barack Obama**  
**Franklin Delano Roosevelt**  
**Rosa Parks Margaret Thatcher Benazir Bhutto**  
**Alice Paul Indira Gandhi Helen Keller**  
**Elizabeth Cady Stanton Cesar Chavez Winston Churchill**  
**Mahatma Gandhi Nelson Mandela**  
**Susan B. Anthony**  
**Martin Luther King Jr.**





## Lesson 4 | Leadership Attributes

### Materials

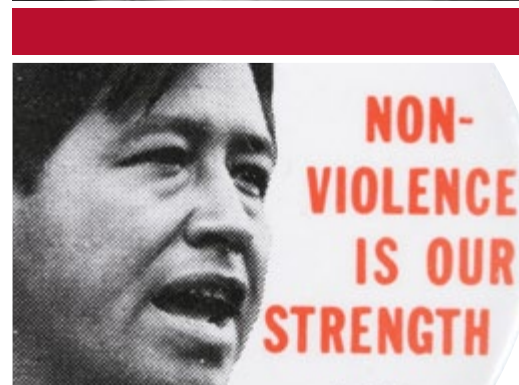
- Student Activity Sheet 4 Leadership Attributes of a 20th-/21st-Century Leader
- Online Resources
- Teacher should have an account for a student wiki site ([PBWorks](#), [Weebly](#))
- Persuasive Essay Rubric

### Time

From 1 class period to 1 week

### Procedures

1. Using Activity Sheet 4, students will individually research their chosen leader to identify his/her leadership attributes (courage, intelligence, vision, etc.). They will also cite evidence (from video clips, writings, articles, biographical information, etc) that supports their research. They will note on the activity sheet the various impactful decisions (for example, signing the Emancipation Proclamation) that their leader has made.
2. Each student will write a persuasive essay about his/her chosen leader based on the research completed to answer the question, “How can we use the historical context of Lincoln’s presidency and leadership as a lens to evaluate the leadership of (the leader the student has chosen to research)?” The essay can be in one of three forms: Students can write a traditional essay, students can post their essays on an educational wiki site with the understanding that they must read and respond to other students’ essays or students can create a poster presentation to be displayed in the classroom to accompany their essay.
3. Use the Persuasive Essay Rubric to assess student work.



### Leadership Attributes of a 20th-/21st-Century Leader

Name .....

Leader .....

Leadership Attribute	Evidence

Decisions
1.
2.
3.





## Persuasive Essay Rubric

Student Name .....

Students will complete an essay answering the question, “How can we use the historical context of Lincoln’s presidency and his leadership as a lens to evaluate the leadership of the leader the student has chosen to research?”

Category	4 Above Standards	3 Meets Standards	2 Approaching Standards	1 Below Standards
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, relevant quotation, statistic or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph, but its connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author’s position on the topic.	The position statement provides a clear statement of the author’s position on the topic.	A position statement is present but does not make the author’s position clear.	There is no position statement.
<b>Evidence and Examples</b>	All of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.	Most of the evidence and examples are specific and relevant, and explanations are given that show how each piece of evidence supports the author’s position.	At least one piece of evidence or one example is relevant and has an explanation that shows how that piece of evidence or that example supports the author’s position.	Evidence and examples are NOT relevant AND/OR are not explained.
<b>Closing Paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer’s position. An effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author’s position is restated within the first two sentences of the closing paragraph.	The author’s position is restated within the closing paragraph, but not near the beginning.	There is no conclusion – the paper just ends.

