

Lincoln Landing Classroom Quilt (3rd grade)

This lesson plan was developed to give students the opportunity to examine central figures within their community, using Lincoln Landing as a model. In addition, it allows for students to advance their research skills. The lesson begins with a field trip to Lincoln Landing, where students will learn about Abraham Lincoln, the Illinois and Michigan (I&M) Canal and Lockport. This will allow students to explore local history, while also experiencing history beyond their social studies textbooks. They will then begin to examine the medallions placed around Lincoln Landing by playing the “Medallion Game.” There are three types of Medallions: Lincoln, Community and Artifact. Each community medallion has an artifact medallion that represents it. By doing this activity, students, which will further their understanding of the figures represented and the impact each has had on their community.

Once back in the classroom, students will be given the opportunity to assess one of the current medallions, or to come up with their own ideas of things/people that represent Lockport, by creating a quilt square. Each square should include some background information or facts, supported by at least one source, to help them explain why they chose the figure they did. The squares will then be put together to create a quilt, so that students can share and examine each other’s work. This lesson gives students a deeper understanding of how their own community shapes the rest of the state, as well as allowing them the opportunity to examine history in their own way.

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Materials Needed:

Teacher:	Student:
Quilt Handout	Crayons, markers, colored pencils
Medallion Game Handout	Glue sticks
Books, chromebooks, etc. for students to conduct research	

Rationale:

Using the Lincoln Landing medallions as a reference, the students will create a classroom quilt square to represent one of them (90 minute lesson)

Standards:

SS.G.2.3. Compare how people modify and adapt to the environment and culture in our community to other places.

SS.CV.4.3. Describe how people have tried to improve their communities over time.

SS.IS.6.3-5. Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

SS.IS.4.3-5. Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

Learning Objective:

Students will be able to argue the significance of local figures by creating a classroom quilt based on Lincoln Landing

Instructional Procedures:

Teacher	Students	Time
Students will attend a field trip at Lincoln Landing to learn about Abraham Lincoln, the I&M canal and Lockport.	Students listening to teacher instruction	30 minutes

<p>Teacher will highlight the various medallions throughout Lincoln Landing, and explain that each person was significant to Lockport's history. Using the Medallion Game handout, have students find the matching "artifact" and "community" medallions.</p>	<p>Students listening to teacher instruction and playing the medallion game.</p>	<p>20 minutes</p>
<p>To close the field trip, teacher will have students find their favorite medallion, and ask why.</p>	<p>Students finding and sharing their favorite medallions.</p>	<p>5 minutes</p>
<p>Once back in the classroom, ask students what they learned about their community from the medallions at Lincoln Landing,</p>	<p>Sharing their thoughts.</p>	<p>10 minutes</p>
<p>Instruct students to work in small groups or independently (per teacher discretion) and have each pick one medallion to represent (medallions on Lincoln Landing website) or something about community of Lockport on a quilt square.</p> <p>Instruct them that they should use 1 source (like duckster.com) beyond the medallion they are referencing, to support their work on the quilt square.</p>	<p>Students working in groups to make their quilt square.</p>	<p>30 minutes</p>

Students can then share their quilt square, explaining why they created it the way they did. Once completed, all squares will be put together to make a class quilt.	Students are completing their posters in groups.	10 minutes
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Assessment(s):

Name: “My Community Quilt Square”	Description: Either independently or small groups (per teacher discretion), students will create quilt squares representing one of the Lincoln Landing medallions, or another important person/ aspect of Lockport. They must include some facts or background information using at least 1 outside source.
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Adaptations or Accommodations needed:

Learners	Adaptations/Accommodations
Highly Proficient	Students can include information from more than 1 source.
ELL	Students will be given additional accommodations in finding their source
Struggling Learners	Same as ELL

Resources:

https://www.ducksters.com/ https://teacherspayteachers.com/
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My Community Quilt Square

Create your own quilt square based on Lincoln Landing or Lockport. Be sure to include some background information from at least 1 source about what is represented on your quilt square.

A large dashed rectangular box occupies the majority of the page, intended for drawing a quilt square. At the bottom of this box, there are three solid horizontal lines, providing space for writing background information.