Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in red.

**Why are Abraham Lincoln and John F. Kennedy important people in history?**
By comparing and contrasting these two leaders, a reader can gain new insight about the historical events they influenced. Both Presidents also have a legacy that has impacted the world we live in today.

1. **COMPARE AND CONTRAST PRESIDENTS (40 MINUTES)**
   Ask students to think about what they learned about Lincoln and Kennedy through this book. Have them complete a Venn diagram showing what these men have in common and what makes them different. Instruct students to use specific details from the text in their work.


2. **ORGANIZE DETAILS (40 MINUTES)**
   After students complete their Venn diagram (Activity 1), have them use the details they collected to complete the chart linked below. Responses should be written in complete sentences and should follow a logical sequence.


3. **ASK AND ANSWER QUESTIONS (20 MINUTES)**
   Break students into pairs. Have each student share the information they wrote in Activity 2 aloud to their partner. Encourage pairs to ask and answer questions of each in order to clarify information.
Lincoln and Kennedy: A Pair to Compare

3RD GRADE

4. IDENTIFY MAIN IDEAS (40 MINUTES)
Show students the videos linked below. These videos provide more information about the lives of Lincoln and Kennedy. Provide students with sticky notes and ask them to write down new facts that they learn, one per sticky note, as they watch the videos. It is best to pause the videos occasionally to give students time to write down their notes. After students have watched both videos, separate an area of the classroom (such as a wall or whiteboard) into two halves and label each half with the name of either Lincoln or Kennedy. Instruct students to stick their notes in the appropriate area. When all notes have been posted, go through a variety of responses to help the class review what they learned.


5. RESEARCH A PRESIDENT (1–2 class periods)
Have students do additional research on either Abraham Lincoln or John F. Kennedy. Using age-appropriate library resources, students will research information about one of these Presidents and gather notes about new details they learn. Provide students with the research chart linked below to help them gather data.

PRINTABLE Research Chart https://bit.ly/2At7sAa

6. ORGANIZE AND PERFORM A SPEECH (1–2 class periods)
After students complete their research (Activity 5), have them use their data to create a short speech. Provide students with the organizer linked below to help them plan their speech. Then, have them perform the speech for the class. Students can use index cards, but they should practice delivering their speech so that they can maintain good eye contact with their audience. They should also speak at a clear and understandable pace.


What does it mean to be a leader?
Abraham Lincoln and John F. Kennedy come from very different backgrounds, but both are regarded among the best leaders the United States has ever had. They gained that notoriety by, among other things, being strong and steadfast in the face of great adversity and division.

7. BRAINSTORM IDEAS WITH A GROUP (30 MINUTES)
Break students into small groups and have them brainstorm examples of traits and qualities they think good leaders should possess. Give each group a large sheet of paper and a marker to write their ideas down. After about ten minutes of brainstorming, have each group share one of their ideas aloud and explain why they selected it.
Lincoln and Kennedy: A Pair to Compare

8. WRITE AN OPINION PARAGRAPH (45 MINUTES)
Have students use examples from the group brainstorm exercise in Activity 7 to write a paragraph explaining two traits they think every leader should have and why they think it is important for a leader to possess them. Students can also use information about Abraham Lincoln or John F. Kennedy from the book to support their claims. Provide students with the graphic organizer linked below to help them plan their writing.


9. EDIT AND REVISE WRITING (60 MINUTES)
As a class, review the expectations and criteria for peer editing work and explain the concept of constructive criticism. Break students into pairs to peer edit the paragraph they wrote for Activity 8. Students will check each other’s work for spelling, grammar, punctuation, and strength of arguments. They will then revise their paragraph using their classmate’s suggestions. Provide students with the following peer editing checklist to use for this assignment.


10. WRITE DIALOGUE (45 MINUTES)
Ask students to imagine what a conversation between Abraham Lincoln and John F. Kennedy might look and sound like. What questions might they ask each other? What would they say about the other’s leadership styles and accomplishments? In pairs, students will write an imagined dialogue between these two leaders with a focus on what they each think it means to be a leader.

11. PRACTICE PERFORMING (30 MINUTES)
Have pairs practice reading the dialogue they wrote in Activity 10 aloud with another pair of students. They should focus on reading in a formal tone, as they are supposed to be performing as serious and important leaders from American history. The pair listening to the dialogue should offer feedback and ask clarifying questions.

12. RECORD A PERFORMANCE (25 MINUTES)
After practicing reading and getting feedback from peers in Activity 11, have pairs record themselves performing the dialogue they wrote in Activity 10. They should speak at a clear and understandable pace, and their performance should reflect that they have thoroughly rehearsed and thought about their delivery and tone.