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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

OVERVIEW

In the second lesson students further their understanding and analysis of persuasive techniques as they engage in close reading of the *Gettysburg Address*. They first build their schema about the time, place, and the political context of Lincoln's famous speech through the reading of informational text. As students read the *Gettysburg Address*, they have multiple opportunities to examine and interact with the text in a number of ways, from the macro understanding of Lincoln's message, to the micro word-level examination. Students examine the text to determine how cohesive and coherence ties work together to create meaning. The culminating Performance Task invites students to translate the *Gettysburg Address* into modern English, helping students to synthesize their understanding of what Lincoln's message was.

COMMON CORE STANDARDS

Reading Informational Text

- ★ RI7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ★ RI8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text
- ★ RI7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- ★ RI8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- ★ RI7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- ★ RI8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- ★ RI7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- ★ RI8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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Language

- L.7.5/8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.6/8.6. 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.

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Audience

Middle School (grades 7th and 8th)

Classroom time frame

One week (five 45 minute class periods)

Key text

Gettysburg Address, by Abraham Lincoln

Instructional Sequence*

Preparing Learners

Day One

- Era Envelope
 - Civil War Photos Activity
- Clarifying Bookmark
- Base Group Share

Day Two

- Wordle Partner Share with Round Robin

* For further information about the tasks comprising the Instructional Sequence see the task descriptions at the end of the lesson. Each task is described and includes information about its purpose, requirements for use, structure and steps for implementation, as well as suggestions for additional scaffolding.

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Interacting with Texts

Day Two, Con't.

- Close Reading

Day Three

- Reading in Four Voices
- Literary Devices Dyad

Day Four

- Wordle, Part II
- Vocabulary Review Jigsaw

Extending Understanding

Day Five

- In Our Own Words

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Purpose

By building background information about the time, place, and politics surrounding *The Gettysburg Address*, students will be able to interact with the text on a deeper level as well as gain the necessary components they need to create the final activity, a collaborative translation of the *Gettysburg Address*.

Preparing Learners

- Era Envelope
 - Civil War Photos Activity
- Clarifying Bookmarks
- Base Group Share
- Wordle Partner Share with Round Robin

Introduction

Because speeches are given for specific purposes and at specific times, it is important, when reading them out of context, that readers build relevant background knowledge. The effectiveness of persuasive language depends on the writer or speaker tapping into knowledge and beliefs about the world that they assume their audiences have. This exemplar illustrates the “building the field” about the time and place of Lincoln’s famous *Gettysburg Address*. Lincoln’s original audience would, of course, have been familiar with this information. The lesson also allows students to apply what they understand about persuasion to Lincoln’s speech and consider his use of language and rhetorical devices to move his audience.

Era Envelope

Three options are presented for this activity so that teachers may choose depending upon their students’ needs.

- Option 1: Implementation of the task with minimal scaffolding
- Option 2: Implementation of the task moderate scaffolding
- Option 3: Implementation with maximal scaffolding.

Option 1: Implementation of the task with minimal scaffolding

Ask students to sit in heterogeneous groups of three. Distribute the envelope

packet to each group (Handouts #1-3); ask students not to open the envelope until you alert them to do so.

Tell students that they are going to build their background knowledge about the time and place of President Lincoln’s famous speech, *The Gettysburg Address*. To do so, they will first examine three documents, answering focus questions about each one. They will then examine a group of photos that provide additional information about the Civil War and pick one photograph to analyze further.

Distribute Handout #5: *Background Reading Focus Chart*. (Handouts #4a-c are used in Option 2.)

Ask one student at each table to open the envelopment and pass out one handout to each person at the table. Tell students that they will each read their own handout, and respond in the corresponding quadrant. Give students about five minutes only, and then ask them to pass the papers to their right. After three turns, each student will have read all three documents in the envelope.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of Handout #7: *Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that the group need only write their caption on one strip of paper.

Option 2: Implementation of the task with moderate scaffolding

Tell students they are now sitting in Base Groups. Based on each student’s English proficiency and reading level and your knowledge of the texts to be read, assign each student a number from 1 to 3. Subdivide expert groups, if needed, so that each group has no more than four students.

Tell students that they will now become experts in one area of information about the Civil War and the *Gettysburg Address*. They will then return to their Base Groups and share their new knowledge with the other students in their group.

In students’ expert groups, distribute a copy of the Handout #4a: *Clarifying Bookmark* and tell students that they are to begin their reading by using the Clarifying Bookmark to read their selection.

Teacher Notes

A Base Group is a group of three or four students. This is considered students’ “home base.” Students move, when directed to do so, to an Expert Group, where they will complete a particular task. Each member of a Base Group participates in a different Expert Group. When alerted to do so, students return to their original Base Groups and share the information they gathered in their Expert Group. Thus, upon returning to their Base Groups, students receive two to three new pieces of information from their peers to help construct their understanding.

To work through the text, expert group members will take turns reading, in pairs, aloud the first two paragraphs of their assigned reading. Explain that each student will read a paragraph, stop, and use the Clarifying Bookmark to think aloud through the text. After each student is done with his or her part, their partner may add other ideas. Then the partner continues with the same process as he or she reads the second paragraph.

Explain that after each pair finishes the first two paragraphs, students read the rest of their text silently. As students read on their own, they should take notes on the focus area identified in Handout 5: *Background Reading Focus Chart*.

Round Robin

Ask students to share their responses. Remind students that only one person shares at a time, and that there will be no interruptions or comments until all four students have shared their responses.

If a student has the same information as another, invite him/her to respond using one of the following routine expressions:

I agree with so and so, I also noticed....

I also wrote that....

Tell students that if they like something that someone else shares, they can add it to their own chart.

Distribute one copy of Handout #6: *Civil War Photos* to each group, and one copy of Handout #7: *Photograph Response*. Invite students to examine the photographs and, as a group, select one photograph to analyze further. Emphasize that each student should have a completed Photograph Response sheet, and that each student needs to write down the caption.

Base Group Share

Students return to their original base groups taking turns to share their responses to the text they read. They then share the photograph and caption.

Option 3: Implementation with maximal scaffolding

In this option, the teacher reads each text aloud, using the focus areas on Handout #5: *Background Reading Focus Chart* as a guide. The teacher stops at key points and asks students to talk to a partner about whether they can enter information into their chart and what information that might be. The teacher asks for student input and guides the group in their response. Collaboratively, the class

works together to fill in the Chart, with the teacher modeling what should be written in each cell (either on poster paper or through a Document Camera).

Post a selected photo from Handout #6: *Civil War Photos*, and distribute Handout #7: *Photograph Response*. As a group, complete Handout #7. Emphasize that each student should have a completed Photograph Response sheet. Ask partners to create captions and then post them on chart paper.

Wordle Partner Share

Distribute to each pair Handout #8: *Wordle*. The larger and bolder words in the Wordle are the ones that are repeated most often in *The Gettysburg Address*. This task is useful in not only highlighting certain words, but also in allowing students to consider what particular words mean to them, and how they resonate for them, based on past readings or experiences.

In pairs, ask students to discuss the following two prompts:

- Which words jump out at you (pick two or three)?
- When you think of those words, what images or ideas come to mind?

Round Robin

Tell each partner to share at least one word and their images/ideas associated with it with the other two partners in their small group.

Invite several groups to share their ideas with the class, noting similarities and/or differences in their choices and responses.

Questions to Guide the Classroom Discussion

Close Reading Activity

Paragraph One

- Four score. What does that mean? What type of expression is that? An expression of time. How much time? A score is 20 years. So, how many years ago?
- Lincoln refers to “our fathers” creating a new nation. Who do you think he is referring to here?
- Why might he refer to the original people who sought independence from England 87 years ago as “our fathers?” What image or feeling do these words create for the listener?

Paragraph Two

- When Lincoln refers to a “nation so conceived and so dedicated,” to which phrase in paragraph one is he referring? How do you know?
- Why have people gathered at Gettysburg? Which lines here let us know what the purpose of the gathering is?

Paragraph Three

- What does Lincoln mean when he states that the living must “be dedicated to the unfinished work” of the dead soldiers. Which lines in the speech tell the living what their “unfinished work” is?

Interacting with Texts

- Close Reading
- Reading in Four Voices
- Literary Devices Dyad
- Wordle, Part II
- Dedicate Matrix

Close Reading

Students sit in groups of four. Distribute Handout #9: *The Gettysburg Address*. Tell students that you are going to read the speech aloud.

Tell students that you will read the text twice. First, you will read it aloud and they will listen without interruption or comment, in order to reinforce fluency. Then, you will read it a second time, guiding their understanding by using the Questions to Guide the Classroom Discussion located in the side bar.

Tell students that because the text is difficult, you will stop and guide them through parts of the text. As you read aloud to students, you may want to stop and alert students to some of the language and details of the speech.

Reading in Four Voices

Distribute Handout #10: *The Gettysburg Address in Four Voices*.

Lincoln’s speech has been written into meaningful chunks, with each font representing a complete idea or thought. When students hear the speech read aloud in four voices, it deepens their understanding of the text.

Alert students to the different fonts of the text. Explain that each student will choose one font. Each student will only read their own selected font and no other. Tell students that in their small groups, they will now read the text aloud twice; the font will alert each student when it is time to read.

Once students have practiced reading the speech in four voices, select a group to stand and perform the speech aloud, in four voices.

Literary Devices Dyad

Remind students that Lincoln’s speech was only two minutes long, and only has 267 words in ten sentences. Although it is not a poem, Lincoln utilizes a number of poetic, or literary, devices in his speech. This is one of the reasons his speech is so memorable. While students often associate literary devices with fiction or poetry, in fact, literary devices are used across genres, and are often an important element in speeches. Some examples of literary devices that students may be very familiar with are metaphors and similes.

Tell students that for this speech they will focus on only one literary device, in this case, Repetition.

For students who need less scaffolding, this task can be duplicated to include other literary devices, such as metaphor, alliteration, contrasting imagery, and so on.

Distribute Handout #11: *Literary Device Matrix*.

Ask each pair to work collaboratively in examining the text, with each student filling in his or her own matrix. Pairs will work together, discuss, and reach a consensus before they complete their own matrix. . Tell students that there are at least four examples of the device in Lincoln’s *Gettysburg Address*.

Once pairs have found several examples, alert students that they will now share the information with the other partners in their small group. Remind students that they must be able to explain why their answer is an example of the literary device.

Wordle, Part II

Refer students to the Wordle of *The Gettysburg Address*, Handout #8. Ask students to again consider which words jump out at them. Tell students to examine the Wordle closely and consider if variations of the same word are apparent. Ask students to share with a partner any words they find that appear more than once, in a different form (Dedicate and Dedicated). Tell students that if both of these words are considered, they represent the most frequently used word in the speech.

Tell students that they will examine the different ways in which Lincoln uses the verb “Dedicate” in his speech. In this way, students will further access the argument embedded in the text.



Dedicate Matrix

Ask students to look again at the speech.

Tell students to read the speech carefully, circling the word, “Dedicate,” or any form of the verb. Note: Lincoln uses the verb six times in the speech.

Distribute Handout #13: *Dedicate Matrix*. Tell students to enter the number of times Lincoln uses the word “Dedicate” in the space provided.

Ask students to now work with a partner to fill out their matrix.

When students are finished, they will share their findings with the other pair at their table.

Extending Understanding

- Vocabulary Review Jigsaw
- In Our Own Words

Vocabulary Review Jigsaw

Students sit in groups of four. Distribute four prepared vocabulary jigsaw cards (A, B, C, D) face down, one to each person in a group. You will retain a fifth card for each group — the answer key. Give students directions:

1. Each group member makes a clue sheet, numbering from 1 to 12 down the left hand side of a piece of paper.
2. In each group, the student holding card A will choose any number from 1-12 to begin the activity. Group members circle it on their clue sheets, and they then share their clues for that number in A, B, C, D order. All students in the team make notes of the clues and when clue D is read, all students guess at the term and write down the group's consensus answer. An important rule is that no student can say the answer until all four clues have been read.
3. After the student holding card A has selected three random numbers for the group, students rotate the cards. The new student A selects the next three numbers, in any order, from those numbers remaining and students guess at the terms.
4. Students rotate the cards two more times so that each group member holds each clue card once.
5. When a group finishes, a member of the team requests an answer key from the teacher and the group checks its answers.

In Our Own Words

Tell students that Lincoln's *Gettysburg Address* can be difficult to understand initially, in part because of the language that Lincoln uses, which is antiquated in style as well as vocabulary. Remind students that with their close reading of the *Gettysburg Address*, and the knowledge they gained about the time and place of the speech through the Era Envelope and Photographs, they now have a deep understanding of the text. The teacher reassembles the new text, in order. Once the class has translated the text, the text is reread orally, with each pair

Purpose/Audience

In Our Own Words

Students should consider their peers as their audience for this task. Ask students to translate their assigned sentence for an audience of their peers who do not have the background knowledge that they now possess, and who have not studied the text. The purpose, then, is to translate the text into everyday English. To do so, students must rely on their deep knowledge of not only the text itself, but of the time and place of the famous speech.

reading their own words aloud. The teacher then leads a conversation about similarity and differences in approaches, various ways that the original meaning is represented. The conversation could also include a discussion of tone and consistency in voice. Students could either revise their words or the words of others for clarity and coherence.

Assign each pair one to two sentences of the *Gettysburg Address* (there are ten sentences total). Tell students that they are to translate their assigned sentence(s) into colloquial English. Alert students to the information they gathered through the Era Envelope activity, and tell them to refer back to those texts, as well as their notes.

To help students translate their sentence(s), ask them to consider, “What would this sound like today? How would we say this sentence in everyday, modern English?”

Once students have translated their sentence(s), have them write their translation on a large strip of poster paper. Put the sentences together, in order, for the class to see.

Ask each pair to read their sentence(s) aloud to the rest of the class, in order.

Individual Writing

Invite students to write about what they learned about persuasion in this lesson by responding to the following prompt:

Describe what you have learned about the importance of audience and shared knowledge in the effectiveness of a persuasive text? What role does audience play in what information is included or excluded from a persuasive text?

Formative Assessment

This writing is intended to help students synthesize what they have learned about speeches as persuasive texts. In this lesson, they have read one speech, and interacted with it closely. In the next lesson, students will engage in multiple speeches and deepen their understanding of the persuasive genre.

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Handout #1: Abraham Lincoln Biography

Abraham Lincoln was the 16th president of the United States. Born in 1809 in a small log cabin in Kentucky, he grew up helping on his family's 348 acre farm. His parents were of low social standing and had little education. Still, Lincoln learned to read and write, and ultimately became a lawyer, passing the bar exam in 1837.

Lincoln married Mary Todd in 1842. They had four sons, but three died at a young age. In 1846, Lincoln was elected to U.S. Congress, and moved to Washington to serve out his term, where he spoke out against the Mexican War and unsuccessfully attempted to abolish **slavery**¹ in the District of Columbia.

A combination of luck, manipulation, and talent won Lincoln the Republican nomination, and he was elected president in 1860. There were four major candidates running for president, and despite the fact that he won less than 40% of the popular vote, Lincoln was elected president. Because some states believed that Lincoln would eventually abolish slavery, which would have a negative impact on farm production, several southern states began to consider the prospect of **secession**²—breaking away from the rest of the country.

An initial wave of secession led by South Carolina brought about the establishment of the "Confederate States of America," a self-declared independent nation apart from the United States of America. When Confederate forces from the South opened fire on the Union soldiers from the North at Fort Sumter, the **Civil War**³ began. After Lincoln called for a **sizeable**⁴ militia to **quash**⁵ the rebellion, several more states, led by Virginia, also seceded.

notes

¹ Complete ownership and control by a master; the condition of people being owned and used for difficult work

² The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.

³ A war between people of different regions or areas within the same country or nation

⁴ Large

⁵ To subdue, or to stop completely something from happening

notes

Although he was heavily criticized by both the Confederate and Union supporters during his first term, Lincoln was able to gather enough votes to win re-election for a second term in 1864. As the war drew to a close, Lincoln made preparations to unify the nation once again.

Less than one week after the Confederate Army surrendered, Lincoln was **assassinated**⁶ by John Wilkes Booth while attending a Washington theater.

Today, many view Lincoln's most significant action as president to be his Emancipation Proclamation of January 1, 1863, which paved the way for the Thirteenth Amendment and the abolishment of slavery in the United States. He is also remembered for his gifted way with words, giving such memorable speeches as the *Gettysburg Address* and the *Second Inaugural*.

⁶ Killed suddenly or secretly, often for political reasons

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Handout #2: The Civil War

Before the American **Civil War**¹ began, there was increasing tension between the Southern and Northern states. One reason for the tension was the fact that the North and the South had different economic interests. The South was mostly comprised of **plantations**² that grew crops, such as cotton. A lot of **inexpensive manual labor**³ was needed to run the plantations, and slaves were used to do this. The North, on the other hand, had **abolished**⁴ slavery. The Northern States did not have plantations, and instead used **raw materials**,⁵ such as leather, metal, and wood, to create finished goods. As new states were added to the United States, **compromises had to be reached**⁶ as to whether they would be admitted as slave or as free states. Both sides worried that the other side would gain an unequal amount of power.

When Abraham Lincoln was elected president in 1861, the conflict between northern and southern states had grown. Many southern states felt that the government was becoming too strong, and that before long, the north would control the south. One fear of the south was slavery would one day be abolished, as President Lincoln was an **Abolitionist**⁷. Of course, this was something that the Southern states disagreed with, and feared would **cripple**⁸ their plantation way of life. The month before Lincoln was elected, South Carolina had left from the Union and formed its own country. Ten more states followed with **secession**⁹: Mississippi, Florida, Alabama, Georgia, Louisiana, Texas, Virginia, Arkansas, Tennessee and North Carolina. One month after Lincoln became president, the Civil War Began, lasting four years.

The Union—or the Northern states—won the civil war, thus abolishing slavery for the nation and requiring the Southern states that had left the union to return. By the time the war was over, more than 600,000 soldiers had died, due to battle and disease. More soldiers died in the Civil War than in the American Revolutionary War, World War I, World War II, and the Vietnam War combined.

notes

¹A war between people of different regions or areas within the same country or nation

²Large farms that grew cotton, tobacco, coffee, sugar cane, and peanuts

³Field workers who do not need to be paid, or are paid very little

⁴Ended; done away with

⁵Something that can be made into something else, such as leather or wood

⁶As the United States began to grow and add more and more states, people needed to agree as to whether those new states would allow slaves or not.

⁷Someone who worked to get rid of slavery.

⁸Hurt

⁹The withdrawal from the Union of 11 Southern states in the period 1860-61, which brought on the Civil War.

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Handout #3: The Battle of Gettysburg

The Battle of Gettysburg was one of the **bloodiest battles**¹ of the **Civil War**². Fought in Gettysburg, Pennsylvania, the battle involved 75,000 Confederate (South) soldiers and 90,000 Union (North) soldiers; over 40,000 men were killed and many more injured during the three-day battle.

When the battle was over, the residents of Gettysburg suggested creating a national **cemetery**³ on the site, as the bodies of soldiers and horses were **rotting**⁴ in the sun, and needed to be quickly buried beneath the soil. A United States Cemetery Board of Commissions was placed in charge of creating the national cemetery. For the formal dedication of the cemetery, they chose Edward Everett of Massachusetts to give a speech, as he was one of the best-known speakers in America at the time. They also invited president Lincoln, generals, and government officials. While Everett's speech was to be the **highlight**⁵, President Lincoln was asked to **wrap up**⁶ the event with **concluding**⁷ comments and remarks.

One of the reasons that the *Gettysburg Address* **remains**⁸ significant to this day is that while Edward Everett's speech went on for a total of two hours and four minutes, President Lincoln spoke for only two minutes, and his speech contained only ten sentences. Later, Everett wrote to Lincoln and stated, "I should be glad if I could flatter myself that I came as near to the central idea of the occasion in two hours as you did in two minutes."

notes

¹A battle that had the most wounded and dead soldiers

²A war between people of different regions or areas within the same country or nation

³Where dead people are buried

⁴Bodies started to decompose and smell

⁵The best part

⁶Lincoln's speech was supposed to be just something small to end the event

⁷The comments or words that come at the end

⁸Continues to be remembered and quoted

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Handout #4a: Clarifying Bookmark I

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>

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Handout #4b: Clarifying Bookmark II

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>
I am going to use my prior knowledge to help me understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
I am going to apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>

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Handout #4c: Clarifying Bookmark III

What I can do	What I can say
I am going to think about what the selected text may mean.	<i>I'm not sure what this is about, but I think it may mean...</i>
	<i>This part is tricky, but I think it means...</i>
	<i>After rereading this part, I think it may mean...</i>
I am going to summarize my understanding so far.	<i>What I understand about this reading so far is...</i>
	<i>I can summarize this part by saying...</i>
	<i>The main points of this section are...</i>
I am going to use my prior knowledge to help me understand.	<i>I know something about this from...</i>
	<i>I have read or heard about this when...</i>
	<i>I don't understand the section, but I do recognize...</i>
I am going to apply related concepts and/or readings.	<i>One reading/idea I have encountered before that relates to this is...</i>
	<i>We learned about this idea/concept when we studied...</i>
	<i>This concept/idea is related to...</i>
I am going to ask questions about ideas and phrases I don't understand.	<i>Two questions I have about this section are...</i>
	<i>I understand this part, but I have a question about...</i>
	<i>I have a question about...</i>
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	<i>If we look at this graphic, it shows...</i>
	<i>The table gives me more information about...</i>
	<i>When I scanned the earlier part of the chapter, I found...</i>

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Handout #5: Background Reading Focus Chart

#1: Abraham Lincoln Biography

Read the biography on President Lincoln. Jot down a few notes on

His Family Life:

His Education:

His contributions to America:



#2: The Civil War

What central issues caused the Civil War?

What was the outcome of the war?

Any other interesting facts:



Union Soldier



Confederate Soldier

#3: The Battle of Gettysburg

What is significant about the Battle of Gettysburg?



Two or three interesting facts about the Battle of Gettysburg:

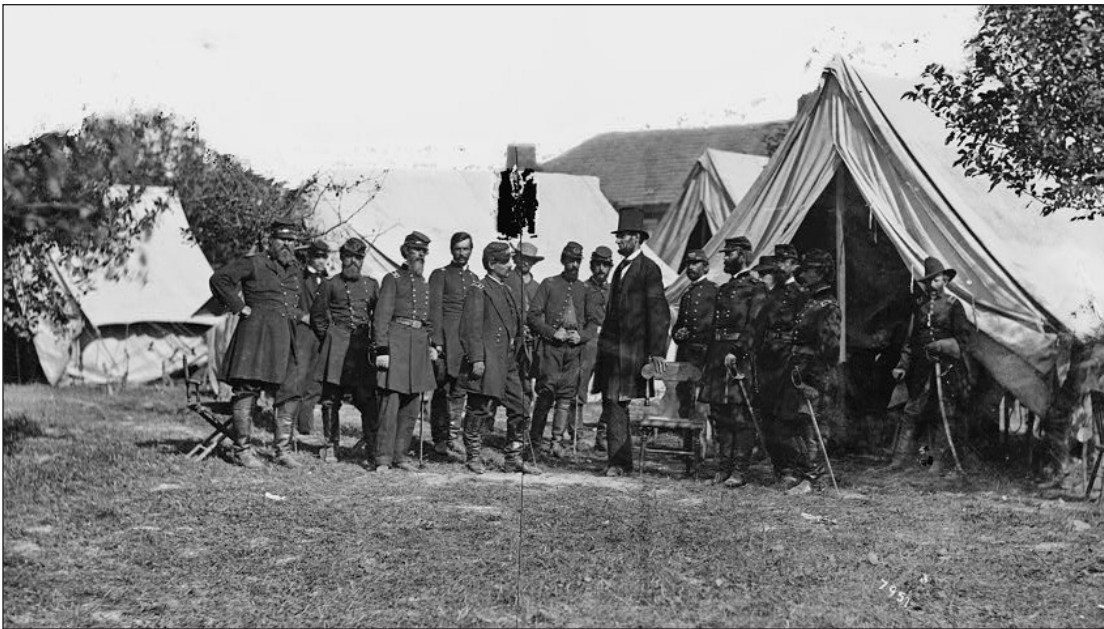
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Handout #6: Civil War Photos





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Handout #7: Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photographs, write a caption and post the captions below the picture/photos on the wall.

PHOTOGRAPH

General description: This is a picture of

Number of people: Number of men or boys: Number of women or girls:

Describe clothing:

Describe facial expressions:

Describe what is happening in the photograph:

Describe the objects in the photograph:

SETTING OF THE PHOTOGRAPH

Describe as many details as you can identify about the place where the picture was taken (example: in a yard, on a street, etc.):

WRITING A CAPTION

A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip of paper and post it below the picture on the wall.

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #8: Wordle

With a partner, discuss which words jump out at you (pick two or three). Once you have selected your two or three words, share with your partner what images or ideas come to mind when you think of those particular words.



Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #9: The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #10: The Gettysburg Address in Four Voices

Directions: Each student chooses one of four fonts (regular font, bold font, underlined font, or italics); when it is your turn to read aloud, you will read your font only.

Four score and seven years ago **our fathers brought forth on this continent, a new nation**, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, **testing whether that nation, or any nation so conceived and so dedicated, can long endure**. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. **It is altogether fitting and proper that we should do this.**

But, in a larger sense, we cannot dedicate—**we cannot consecrate**—*we cannot hallow*—this ground. The brave men, **living and dead**, who struggled here, have consecrated it, *far above our poor power to add or detract*. The world will little note, nor long remember what we say here, *but it can never forget what they did here*. It is for us the living, **rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced**. *It is rather for us to be here dedicated to the great task remaining before us*—that from these honored dead **we take increased devotion to that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—*that this nation, under God, shall have a new birth of freedom*—and that government of the people, by the people, for the people, **shall not perish from the earth.**

2

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #11: Literary Device Matrix

Repetition: By repeating the same word or idea within the same sentence, or across sentences, the speaker ties a theme together and creates clarity for the listener. Often, repetitions are in groups of three.

Directions: Work with a partner to find examples of repetition in the *Gettysburg Address*. The first example has been done for you.

Example: New nation	any nation	this nation

(Adapted from *The Gettysburg Address Teacher Resource Guide*, Abraham Lincoln Presidential Library and Museum)

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Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #12: Literary Device Answer Key

Repetition
New nation , that nation , any nation
So <i>conceived</i> , so <i>dedicated</i>
We are <i>engaged</i> , we are <i>met</i> , we have <i>come</i>
We cannot <i>dedicate</i> , we cannot <i>consecrate</i> , we cannot <i>hallow</i>
Of the <i>people</i> , by the <i>people</i> , for the <i>people</i>

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Handout #13: Dedicate Matrix

<p>How many times does Lincoln use the word (or a word derived from) <i>Dedicate</i>?</p>	
<p>The first two times Lincoln uses the word <i>dedicate</i>, it is linked to the word <i>conceived</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The next two times Lincoln uses the word <i>dedicate</i>, he relates it to the word <i>consecrate</i>.</p> <p>How is Lincoln using the word <i>dedicate</i> in these two instances? What does it mean now?</p> <p><u>Who</u> is dedicating in these two instances?</p>	
<p>The last two times Lincoln uses the word <i>dedicate</i>, it relates to personal commitment.</p> <p>What purpose does the word <i>dedicate</i> serve in these last two instances?</p>	

(after an idea from David Coleman)

Gettysburg Address
Vocabulary Review Jigsaw
Card A

1. The word starts with the letter S
2. The word starts with the letter S
3. The word starts with the letter G
4. The word starts with the letter A
5. This phrase has two words.
The first word starts with the letter F
The second with the letter S
6. The word starts with the letter L
7. The word starts with the letter P
8. The word starts with the letter C
9. The word starts with the letter E
10. The word starts with the letter C
11. The word starts with the letter H
12. The word starts with the letter D

Gettysburg Address
Vocabulary Review Jigsaw
Card B

1. This word has THREE syllables
2. This word has THREE syllables
3. This word has THREE syllables
4. This word has FOUR syllables
5. Both words have ONE syllable
6. This word has TWO syllables
7. This word has FOUR syllables
8. This word has TWO syllables
9. This word has TWO syllables
10. This word has THREE syllables
11. This word has TWO syllables
12. This word has TWO syllables

Gettysburg Address
Vocabulary Review Jigsaw
Card C

1. The last letter in this word is y
2. The last letter in this word is n
3. The last letter in this word is g
4. The last letter in this word is e
5. The last letter in this phrase is e
6. The last letter in this word is n
7. The last letter in this word is n
8. The last letter in this word is e
9. The last letter in this word is e
10. The last letter in this word is e
11. The last letter in this word is w
12. The last letter in this word is t

Gettysburg Address
Vocabulary Review Jigsaw
Card D

1. It means “a system in which people are the property of more powerful others.”
2. It means, “the act of withdrawing from, or breaking away from.”
3. It means, “the location of a famous battle in the Civil War.”
4. It means, “to kill deliberately, typically a politically prominent person.”
5. It means, “four times twenty; 80.”
6. It is the last name of the president of the U.S. during the Civil War.
7. It means, “something that is suggested for consideration.”
8. It means, “to form an idea; to think or believe.”
9. It means, “to tolerate or to suffer patiently.”
10. It means, “to make or declare sacred.”
11. It means, “to make holy.”
12. It means, “to take away from; diminish.”

Gettysburg Address
Vocabulary Review Jigsaw
Answer Sheet

1. Slavery
2. Secession
3. Gettysburg
4. Assassinate
5. Four score
6. Lincoln
7. Proposition
8. Conceive
9. Endure
10. Consecrate
11. Hallow
12. Detract

Tasks in Lesson 2

Persuasion in Historical Context: *The Gettysburg Address*

Clarifying Bookmark

Era Envelope

In Our Own Words

Literary Device Matrix

Reading in Four Voices

Round-Robin

Vocabulary Review Jigsaw I and II

Wordle

2

Lesson

Unit: Persuasion Across Time and Space:
Analyzing and Producing Complex Texts

Lesson: Persuasion in Historical Context: *The Gettysburg Address*

Clarifying Bookmark

Purpose: This task is used to assist students in their development of good reading habits. It requires that students read texts beyond their comprehension, and that they slow down in their reading and consciously apply strategies to make sense of the text and of their reading: what they understand, how they understand it, what they don't understand and what they may do about it. Over time students appropriate this conscious and effortful focus on strategies and their relevant application. Then they automatically use these skills in reading, until they encounter a text that is complex beyond their ability to understand, and once again the conscious process of focusing on making sense of text can be applied.

Required for use: To use the Clarifying Bookmark effectively the teacher selects four or five especially complex and rich paragraphs from a text the class is reading. If five paragraphs are selected, the teacher can model the activity with one, and then invite students to work in dyads through the other four. The choice of paragraphs must be deliberate and modeling is important until the students understand the process very well. This activity should not continue for more than four paragraphs at a time, thus the sections to be read need to be carefully chosen because of their richness for exploration.

Structure of the activity: The Clarifying Bookmark has two columns. In the left hand column, strategies that can be used are introduced. In the right hand side, three *routine expressions* or *formulaic chunks* are offered students so that they choose how to initiate their participation. Initially the teacher uses only Section I, which offers students a choice of two strategies. After this section has been practiced several times over a period of three or four weeks, and students are totally comfortable with their application to the point where they have internalized them, two more strategies are added. Once again, students practice several times choosing among four strategies to apply to their exploration of the reading of a section of the text. When they are comfortable and have appropriated the additional strategies, the two final strategies are added and the same process ensues.

Process outline:

- Students work in dyads reading the text.
- Student A reads first selected paragraph in a soft voice to her/his partner.
- Student A then announces which strategy s/he is going to choose: 'I am going to summarize my understanding so far.' And then chooses one of the formulaic chunks offered to them in the right hand side of the chart: 'The main points of this section are...'
- Then Student B may add his ideas –if they are different than the ones stated by A- or not. After that, she reads the next paragraph in a soft voice to his/her partner and engages in the process of selecting a strategy and then applying it by using one of the three routine expressions offered in the right hand side of the chart.
- After Student B is finished exploring the paragraph, Student A may add something different or just continue with the next paragraph.

Era Envelope

Purpose: This task is used to build the field (provide relevant background knowledge) to students as part of preparing learners to read a text that is situated in a specific time period. Learning about the societal norms, politics, culture, and so on of a particular era helps students understand the historical context of an event, and thus better access the message, undertones, and nuances of texts that may be misunderstood or misinterpreted otherwise such as speeches, poems, and historical fiction.

Required for use: To create the Era Envelope—an envelope with three or four pieces of background information—the teacher chooses relevant texts or photographs –with captions- that illustrate a particular aspect of a time period. Each item in the envelope must fit on one page. In addition to the pieces of background information, the teacher creates a graphic organizer to be used by students as they read each piece. The graphic organizer serves to focus the students reading of the texts, highlighting salient information to consider, and the space to write responses.

Structure of the activity: The Era Envelope consists of a large manila envelope or a folder, which contains three to four pieces of background information, along with focus questions to guide reading. Students work together in groups, based on the number of background information texts. The task begins with each student reading a different background text and answering the corresponding focus questions on the task handout. After about five minutes, students rotate papers, and each student repeats the process with a new text. Eventually all students will have read the documents.

Process outline:

- Students sit in heterogeneous groups of three or four based on the number of texts (no more than four).
- One student opens and distributes the texts in the envelope, one to each student in the group.
- A second student distributes the accompanying handout for the task.
- Each student reads his or her text, taking notes on the focus questions and writing answers in the corresponding box of the handout.
- At the teacher’s signal, students pass their papers in the direction specified.
- Students repeat this process until all texts are read.
- After everyone in the group has read and responded to the focus questions, students share responses text-by-text, adding to or revising responses as needed.

Options for scaffolding: For classes with students who are at varying levels of English proficiency, teachers have the option of placing students in heterogeneous base groups and homogeneous expert groups, based on students’ English proficiency and reading level. Though different expert groups may read material of varying levels of textual difficulty, all groups are responsible for the same academic and cognitive tasks, and each member of the expert group contributes equally to the knowledge of his or her base group.

In Our Own Words

Purpose: This task engages students in representing the meaning of a complex text in another form of English than originally written. Students work in dyads to translate a selected portion of text, contributing to the class’s representation of the text as a whole. To do so, students must understand how their section helps to develop the author’s central idea. Such understanding is developed through close reading of the text occurring in the Interacting with Texts moment of the lesson. In Our Own Words is an Extending Understanding task that asks students to “represent” the text in a novel way.

Required for use: For this task to be successful, students need to have engaged in tasks that ask them to analyze the text by deconstructing key chunks and reconnecting these chunks to the whole, citing evidence from the text to support to support their ideas, and connecting the development of central ideas across the text. Without close reading students will lack the knowledge needed to represent a complex text in a new form.

Structure of activity: Pairs are assigned a portion of a whole text. They work together to “translate” their assigned section into school English, meaning that students should be instructed to use the grammatical and lexical form of English they use in their classes. Students are given large strips of paper on which to write their new text. The teacher reassembles the new text, in order. Once the class has translated the text, the text is reread orally, with each pair reading their own words aloud. The teacher then leads a conversation about similarity and differences in approaches, various ways that the original meaning is represented. The conversation could also include a discussion of tone and consistency in voice. Students could either revise their words or the words of others for clarity and coherence.

Use in Lesson 2: Students engage in this task as part of the Extending Understanding moment in this lesson. Dyads are assigned one of the ten sentences comprising the *Gettysburg Address* and collaborate on translating their assigned sentence into modern English. Students are encouraged to draw on their close reading of the *Gettysburg Address* and the knowledge they gained about the time and place of the speech through the Era Envelope and Photographs tasks to help them translate the text, which is antiquated in style as well as vocabulary.

Process outline:

- Dyads work together.
- Each dyad is assigned a portion of the text to be translated into school English.
- Once students have translated their assigned text, they write it on a large strip of poster paper.
- The teacher put the whole text together, in order, for the class to see.
- Each pair to reads their translation aloud to the rest of the class, in order.

Options for scaffolding: One way to differentiate instruction is to strategically assign portions of the whole text based on the level of difficulty. Students would have accomplished readers and speakers of English translate the most difficult sections, while students who are learning English translate the most understandable sections. As an addition support, pair a student struggling with English with a more fluent speaker who speaks the same home language.

Literary Device Matrix

Purpose: This task is used to weave in a focus on literary devices that writers use to make writing powerful or meaningful as part of the Interacting with Texts moment. Rather than teaching literary devices in isolation, devoid of context, this task allows for a focus on the way a particular writer uses literary devices to impact the reader within a specific text.

Required for use: To use the Literary Device Matrix, the teacher must select and identify texts that have an abundance of a particular literary device (for example, alliteration, repetition, amplification, parallelism, antithesis, and so on). If text only has one example of a device there will be only one right answer. A text that has several examples of a particular literary device provides students with opportunities to find and discuss multiple examples.

Structure of the activity: The teacher must model how to use the matrix, by filling in the first row with an example from the text, justifying their choice with a reason why that is a good example. The rest of the rows are left blank, and students fill them in with their own examples and justifications. Students have multiple opportunities to discover the examples and deepen their understanding, first by working with a partner, and then with the other dyad in their small group.

Process outline:

- Students work in dyads with the assigned text and the matrix.
- Students collaborate to find an example of the assigned literary device, jot down the examples in the matrix row, and justify their choice with a reason why that is a good example.
- Students share their answers with the other dyad in their group.
- If a dyad hears an example that they do not have, they should add it to their own matrix.

Reading in Four Voices

Purpose: This task is used to scaffold the reading of difficult texts. The selected text is chunked into meaningful parts, which promotes students' focus on units of meaning, rather than focusing their reading strictly on punctuation or line breaks.

Required for use: This task requires careful preparation by the teacher. For this task to be successful, the text should be oral in nature (e.g., poems, speeches, monologues or songs) and rich enough in content that it warrants multiple readings. To prepare a text, the teacher reads the text aloud, chunking meaning parts, based on where natural pauses occur. This scaffolds students' reading by emphasizing the meaningful chunks that form the architecture of a text. Each chunk is written in one of four fonts (plain, bold, underlined, and italic); thus, the creation of this task requires teachers to re-type the text. This task is not intended for use with textbooks.

Structure of the activity: Students read the formatted text collaboratively, with each student reading aloud only his or her assigned font. In this way, the reading aloud helps students focus on units of meaning. Each group of four students will read their text collaboratively twice, with students keeping the same parts. Often, after an initial, tentative reading, students will realize that even if they do not understand everything in the text, they will still be able to make some sense of it (this is especially true for poetry). This collaborative reading ensures that students at all reading levels are able to contribute to the group task while developing their language skills.

Process outline:

- Students sit in groups of four.
- Each student chooses one of four fonts.
- The different font styles will alert students when it is their turn to read.
- Students will read the text collaboratively, with each person reading his or her font style to read aloud.
- Students will read the text twice, aloud in their small groups.

Round Robin

Purpose: This task structures small group interaction and participation to ensure that all students have a voice and those students who might otherwise monopolize small group work do not limit anyone else's opportunities to participate. By requiring that every student state his or her response to teacher-initiated questions without interruption, each member of the group connects his/her own ideas to that of their peers and has opportunities to build conceptual and linguistic understanding.

Required for use: Students need time to develop a response to a question prior to engaging in the Round Robin task. The question(s) need to be substantive and open-ended so that students are engaged and learning from each other. If the question(s) are closed, responses will be repetitive and learning constrained. An open-ended question might ask students to pick two or three words from a Wordle (Lesson 2) that jump out to them and describe the images and ideas that come to mind, while a closed question might ask how a character is physically described in a specified section of text.

Structure of the activity: Round Robin requires members of a group listen to and learn from peers without interruption. Students may feel that agreeing and adding information when someone is sharing information shows engagement. To promote active listening, without speaking, some middle school teachers use a prop when first introducing this task. The student holding the prop "holds the floor," and when done speaking, he or she passes the prop to the next person. Eventually students will internalize the structure and will not need a material reminder.

Process outline:

- Each student shares his/her response to a prompt.
- One person speaks at a time
- Nobody should interrupt
- If a student's answer is similar to somebody else's, the student may not pass. Instead the student should indicate agreement ("I have the same opinion as... I also think ...")
- There are no interruptions or discussions until the four members have finished sharing their responses.

Vocabulary Review Jigsaw

Purpose: This task engages students in a fun, collaborative way in the review of content vocabulary and terms. Students work in groups of four to combine the clues held by each member and try to guess the 12 target words. It is important to recognize that this task is not used to teach vocabulary, but to review vocabulary.

Required for use: To use the Vocabulary Review Jigsaw, the teacher selects 12 key vocabulary items or terms that the students have been introduced to within a unit of study or a text. The teacher prepares five cards—four to be used in the jigsaw, and the Answer Key. There are two ways to prepare the jigsaw cards (Version I and Version II):

In Version I, the clues for each word fall into four categories. Three of the categories are very simple: (A) the first letter, (B) the number of syllables, and (C) the last letter. The fourth category, (D), is a working definition of the term. The definition is not one from the dictionary; rather, the teacher’s definition uses knowledge stressed in class and can be written in the teacher’s own words. In Version II, all the clues are meaningful. Clue A should be the broadest, opening up many possibilities. Clue B, while narrowing the selection of an answer, should still leave it quite open. Clue C should narrow the possibilities. And Clue D should limit the possibilities to the target word.

Structure of the activity: Initially, the teacher models the Vocabulary Review Jigsaw. For this process, students need to be in small groups of four. The teacher explains to students that they will participate in a fun way to review vocabulary. It should be stressed to students that the activity is collaborative and that all four clues (A, B, C, and D) must be heard before the group can guess the vocabulary word. The teacher should prepare a short sample jigsaw as an example for the students. Model the process with a key term students have learned in previous units and texts. For example, a term such as “hyperbole.” Prepare four index cards with the clues:

A: The first letter is “h.”

B: There are four syllables.

C: The last letter is “e.”

D: The word means exaggerated statements or phrases not to be taken literally.

Four students will work together to model for the class, with each student reading only their assigned clue.

Process outline:

- Students sit in small groups of four.
- Students number a piece of paper 1-12, down the left hand side.
- The student with Card A selects the number he or she would like to read and all group members then circle the number on their answer sheet.
- Each student reads their clue for that number, in order, A, B, C, and D.
- After all four clues have been read, the students try to guess the word or term.
- Students write their answer in the appropriate line on their answer sheet.
- After three turns, students rotate the cards to the right, so that all four students have a chance to read all four clue cards.
- When a group has completed the jigsaw, one member asks for the answer sheet, and the group checks their answers, taking notes of any terms that require additional study.

Wordle

Purpose: This task is used to help students focus on how authors use repetition to emphasize and develop ideas and create cohesion and coherence in texts. By creating a “word cloud,” words that appear more frequently in a text are highlighted, as these words appear larger and thicker in the visual diagram of lexical choices in a text. Students are able to reflect on their impression, interpretation, or understanding of these significant words.

Required for use: For this task to be effective, the selected text should use repetition of words to emphasize ideas and create connections across the text. The teacher takes a selected text and places it in to a word cloud program, such as Wordle (<http://www.wordle.net/create>). There are many “word cloud” programs available on through the internet; some additional programs include Wordsift (<http://www.wordsift.com>) and Tag Crowd (<http://tagcrowd.com>). When using any word cloud program, teachers need to note if any words have been omitted in the final visual. Some programs allow for certain words to be filtered or omitted by choice, and others will filter certain words (such as pronouns or conjunctions) automatically.

Structure of the activity: The Wordle activity has two parts, one occurring in the Preparing the Learner moment and the other in the Interacting with Texts moment. In the first part of the activity, students are invited to examine the Wordle, noting which words jump out at them before reading the text. After choosing one or two words, students reflect in pairs on what images or ideas come to mind when they think of that particular word. Students then share their thoughts with others, noting similarities and differences in their choices and responses. Teachers may choose to provide students with the language they want them to use in their discussion in the form of formulaic chunks. In the second part of the activity, the teacher focuses students’ attention on one or two words key to an author’s argument, asking students to examine different ways the author uses the word(s) to develop central ideas.

Use in Lesson 2: In this lesson, students first examine a Wordle of the Gettysburg Address that visually displays Lincoln’s repetition of words, with the following most often represented in the speech: dead, nation, great, dedicated, and we. Students work in pairs to select two or three words that “jump out at them,” and then work with these words to develop semantic and visual associations. Students later return to the text to analyze the different ways that Lincoln uses the verb “dedicate,” to develop his argument.

Process outline:

- Students work in dyads examining the Wordle.
- Students are provided with focus questions, such as “Which words jump out as you (pick two or three)” and “When you think of those words, what images and ideas come to mind?” to guide their discussion.
- Student A begins by responding to the first prompt, followed by Student B.

- When discussing ideas and images, Student B begins, followed by Student A. Once dyads have shared their ideas, students will share their ideas with the other dyads in their small group. Once all students have shared, the teacher may invite several students to share their group’s ideas with the class, noting similarities and differences.
- In the second part of the task, students examine the author’s use of selected words to develop central idea(s).

Understanding Language

Language, Literacy, and Learning
in the Content Areas

Understanding Language aims to enrich academic content and language development for English Learners (ELs) by making explicit the language and literacy required to meet Common Core State Standards (CCSS) and Next Generation Science Standards <http://ell.stanford.edu> .

