

## Historical Documents - Ben's Guide, The Gettysburg Address

**Created by:** Jennifer Seebauer

**Title/Role:** School Librarian

**Organization/School Name:** Teays Valley School District

**Location:** Ohio

**Grade Level:** 8

**Type of Lesson:** Lessons within a unit

**Type of Schedule:**

**Collaboration Continuum:** Collaborative

**Content Areas:** Language Arts  
Social Studies

**Content Topic:** Historical Documents - The Gettysburg Address

### Standards for the 21st-Century Learner

#### Skills

1.1.2 Use prior and background knowledge as context for new learning

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 REad, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.

1.1.9 Collaborate with others to broaden and deepen understanding.

#### **Scenario:**

After covering the Battle of Gettysburg in 8th grade Social Studies, students will come to the library to review both the "real" version of The Gettysburg Address as well as the two copies found with Lincoln's advisors. Students will reflect upon the impact of the differences.

#### **Overview:**

Students will read The Gettysburg Address in small groups, working to decipher the language and references made. Students will note words and phrases that would need to be revised for contemporary language. Students will then receive copies of both advisors' versions with the differences noted in bold. Students, in small groups, will discuss the impact of the changes.

#### **Final Product:**

Students will then take one stanza of the Address (any of the three versions) and revise it to reflect contemporary language and understanding of the events.

**Estimated Lesson Time:** 2 class periods

#### **Assessment Product:**

Students will write the new stanza, noting in a different color(s), the changes made. They will then write text to support the changes.

#### **Process:**

After students have studied the Gettysburg battle in social studies, they will read and analyze the known three copies of The Gettysburg address. As they read they will reflect on the value of the language

changes and the impact those changes had on the meaning. They will then produce a revised stanza to reflect contemporary language; they will then defend the changes made.

### **Student self-questioning:**

1. What impact does the language of The Gettysburg Address have on it's meaning?
2. What impact, if any, does the changes in versions have on the meaning?
3. How would someone today say this same sentiment?

### **Instructional Plan**

#### Resources students will use:

- ★ Copy of The Gettysburg Address (found on Ben's Guide)
- ★ Copy of The Gettysburg Address Nicolay copy (found at <http://www.loc.gov/exhibits/gettysburg-address/ext/trans-nicolay-copy.html>)
- ★ Copy of The Gettysburg Address Hay version (found at <http://www.loc.gov/exhibits/gettysburg-address/ext/trans-hay-draft.html>)

#### Resources instructor will use:

- ★ Copies of The Gettysburg Address (found on Ben's Guide)
- ★ Copies of The Gettysburg Address Nicolay copy (found at <http://www.loc.gov/exhibits/gettysburg-address/ext/trans-nicolay-copy.html>)
- ★ Copies of The Gettysburg Address Hay version (found at <http://www.loc.gov/exhibits/gettysburg-address/ext/trans-hay-draft.html>)

### **Instruction/Activities**

#### Direct instruction:

Students will be seated in small groups. Every student will receive a copy of The Gettysburg Address. In small groups, students will begin reading the text. In the margins they will note what passages, phrases and words mean. They will also note any other documents, people or events that are referenced.

When the group finishes the close reading of The Gettysburg Address, they will receive copies of both Hay's and Nicolay's versions with the changes noted. Again, students will reflect upon the message being conveyed focusing this time on the specific words or phrases that are different. The focus will be upon the impact of word choice.

On the second day of instruction, students, as individual work, will select one stanza from one of the three versions to "modernize" for a contemporary audience. Students will revise the piece selecting appropriate vocabulary to keep Lincoln's original message while modernizing. Finally students will defend their word choices and changes.

#### Modeling and guided practice:

As a large group, upon receiving The Gettysburg Address, the librarian will model close reading strategies.

#### Independent practice:

Completion of the revised stanza and the supporting text will demonstrate independent practice.

#### Sharing and reflecting:

Students will later share their revisions and supporting text in their Social Studies class.

Have you taught this lesson before: No

Strategies for differentiation:

- ★ Provide a list of the uncommon vocabulary / phrases with definitions & references for students to refer to when reading The Gettysburg Address
- ★ Ability group students
- ★ Provide a copy of The Gettysburg Address with phrase and words noted with translations / references

**AASL/Common Core State Standards Crosswalk**

CC.8.L.3. Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading or listening.

CC.8.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CC.8.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CC.8.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CC.8.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g. verbal irony, puns) in context.

CC.8.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words to better understand each of the words.

CC.8.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

CC.8.L.6 Vocabulary Acquisition and Use: 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.

CC.8.R.1.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.R.1.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CC.8.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.R.1.5 Craft and Structure: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CC.8.R.I.6 Craft and Structure: 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.

CC.8.R.L.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CC.8.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.8.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CC.8.R.L.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.8.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

CC.8.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.

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