

## TEACHING AMERICAN HISTORY PROJECT – 2009-2012

### **Lesson Title** – Civil War → Gettysburg Address From Marisa Haralson

**Grade** – High School

**Length of class period** – 60 minutes

**Inquiry** – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- ✓ What was the purpose of the President's speech?
- ✓ Why was Gettysburg's a turning point?

**Objectives** – (What content and skills do you expect students to learn from this lesson?)

- ✓ Students will be able to interpret and evaluate writing from a different time period.
- ✓ Students will be able to retell in his/her own words the message of a primary source.

**Materials** – (What primary sources or local resources are the basis for this lesson?)

Portion of Gettysburg Address

**Activities** – (What will you and your students do during the lesson to promote learning?)

1. Review the Civil War battles, the North and South, the reason for fighting, the Battle of Gettysburg, and the outcome.
2. Read the passage independently completing the questions.
3. Each student will discuss and explain their answers.

**Assessment** – (How will you assess what student learned during this lesson?)

They will answer questions on a worksheet that will be handed in at the end of class.

#### Questions

1. A score = 20 years, how many years ago is he referring to? What is the date's importance?
2. What is the significance of the speech?
3. Why was Gettysburg a turning point in the Civil War?
4. What do you think of his speech? What does it say to you?

#### **Connecticut Grade Level Expectations**

Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view.

Use evidence to develop an interpretation of a historical event.

## Civil War – Speech Analysis

Read the excerpt from a speech given during the Civil War and then respond to the questions (use back if needed).

President Lincoln  
Gettysburg, Pennsylvania  
1863

“Four score and seven years ago, our fathers brought forth upon 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.”

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3. Why was Gettysburg a turning point in the Civil War?

4. What do you think of his speech? What does it say to you?