

Speeches on the Not-So-Big Screen

Grade Level or Special Area: 5th Grade

Written by: Angela Barnes and L. Nicole Cox; Minneha Core Knowledge Magnet, Wichita, Kansas

Length of Unit: 8 lessons over 12-14 45 minute class periods

I. ABSTRACT

- A. “Four score and seven years ago...”- Abraham Lincoln. These famous words hold little meaning for many people. This unit will allow students to connect with this speech as well as “I Will Fight No More Forever” by Chief Joseph. They will get a chance to discover the emotional context of these historical times. They will bring the speeches into the 21st century using today’s latest technology to convey the emotional context of the time.

II. OVERVIEW

- A. Concept Objectives
1. Develop a sense of historical empathy
 2. See through the eyes of the people who were there
 3. Understand the emotional context of historical periods
 4. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
- B. Content from the *Core Knowledge Sequence* (This unit should be taught in conjunction with or following units on the Civil War and Native American Cultures and Conflicts.)
1. Speeches: Abraham Lincoln: “The Gettysburg Address”
 2. Speeches: Chief Joseph: “I will fight no more forever”
 3. The Civil War
 4. Gettysburg and the Gettysburg Address
 5. Native American Cultures and Conflicts
 6. Great Basin and Plateau (Nez Perce)
 7. American Government Policies
 8. Forced removal to reservations
- C. Skill Objectives
1. Students will make an emotional connection to a historical event.
 2. Students will compare and contrast two events.
 3. Students will give the meaning of an idiom.
 4. Students will read and comprehend expository text.
 5. Students will understand an analogy.
 6. Students will understand the position of the North and South in the Civil War.
 7. Students will distinguish between positional topics.
 8. Students will defend their choices.
 9. Students will provide counter arguments based on known facts.
 10. Students will provide visual examples of vocabulary words.
 11. Students will provide synonyms and antonyms to vocabulary words.
 12. Students will identify persuasive text and media.
 13. Students will identify features of persuasion.
 14. Students will use a dictionary to define vocabulary words.
 15. Students will use context clues.
 16. Students will read persuasive text.
 17. Students will identify features of persuasion.

18. Students will analyze use of features of persuasion.
19. Students will make an emotional connection to a historical event.
20. Students will identify cause and effect.
21. Students will read persuasive text.
22. Students will identify features of persuasion.
23. Students will analyze use of features of persuasion.
24. Students will compare and contrast two speeches.
25. Students will make an emotional connection to a historical event through use of graphics and music.
26. Students will download graphics.
27. Students will analyze and choose appropriate media (e.g. graphics, music) for their project.
28. Students will follow verbal instructions.
29. Students will follow computer-generated instructions.
30. Students will self evaluate.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Hakim, J. *War, Terrible War*. New York: Oxford Press, 1994. 0-19-507756-3.
2. Hirsch, Jr. E.D and Wright, S. A. *Core Knowledge Teacher Handbook Series Grade 5*. Virginia: Core Knowledge Foundation, 2006. 1-890517-80-1.
3. Hughes, C. *Gettysburg*. Connecticut: Twenty-First Century Books, 1998. 0-7613-3012-7.

B. For Students

1. Speeches: Patrick Henry, Sojourner Truth ~ grade 4.
2. Abraham Lincoln~ Kindergarten
3. The Civil War~ grade 2.
4. Culture Regions- Nez Perce~ Kindergarten
5. Forced removal from reservations~ Trail of Tears- grade 2.

IV. RESOURCES

- A. Computers/laptops
- B. Digital projector
- C. Computer Microphone
- D. Video of recorded commercials
- E. Video: *Dances with Wolves*
- F. PhotoStory 3 (downloadable for free at Microsoft's website)
- G. United Streaming Access (<http://unitedstreaming.com>)
- H. Clipart Program Access (<http://schools.clipart.com> or other)
- I. Various magazines (for collage)
- J. "Lincoln" magazine from Kids Discover
- K. Dictionaries

V. LESSONS

Lesson One: Show Stopping Battles

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Develop a sense of historical empathy

- b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
 - 2. Lesson Content
 - a. The Civil War
 - b. Gettysburg and the Gettysburg Address
 - c. Native American Cultures and Conflicts
 - d. Great Basin and Plateau (Nez Perce)
 - 3. Skill Objective(s)
 - a. Students will make an emotional connection to a historical event.
 - b. Students will compare and contrast two events.
- B. Materials**
 - 1. Computer/Laptop
 - 2. Projector
 - 3. United Streaming Access (<http://unitedstreaming.com>)- Go to the video “The Life and Times of Abraham Lincoln”. You will show the clip entitled “The Battle of Gettysburg and the Gettysburg Address”
 - 4. TV & VCR
 - 5. Video: *Dances With Wolves*
 - 6. Appendix A (Permission Slip) –*Send home prior to today!*
 - 7. Appendix B (Venn Diagram of the Battle Clips)
- C. Key Vocabulary**
 - 1. Battle of Gettysburg
 - 2. Nez Perce
- D. Procedures/Activities**
 - 1. Show the video clip of “The Battle of Gettysburg and the Gettysburg Address”. Give no introduction to the clip.
 - 2. Classroom discussion on what the students think they saw and how it made them feel.
 - 3. Show a video 1-2 minute battle clip from *Dances with Wolves*. Give no introduction to the clip.
 - 4. Classroom discussion on what the students think they saw and how it made them feel.
 - 5. Teacher will then tell the students what they saw clips of and ask if that changes their viewpoints.
 - 6. Teacher then hands out the “Venn Diagram of the Battle Clips” (Appendix A) for students to compare each battle.
- E. Assessment/Evaluation**
 - 1. Informal Assessment during class discussion
 - 2. Completion of “Venn Diagram of the Battle Clips”

Lesson Two: A Penny for Your Thoughts

A. Daily Objectives

- 1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods

- d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
- 2. Lesson Content
 - a. Speeches: Abraham Lincoln: “The Gettysburg Address”
 - b. The Civil War
 - c. Gettysburg and the Gettysburg Address
- 3. Skill Objective(s)
 - a. Students will give the meaning of an idiom.
 - b. Students will read and comprehend expository text.
 - c. Students will understand an analogy.

B. Materials

- 1. Appendix C (Lincoln Scavenger Hunt)
- 2. a class or group set of “Lincoln” by Kids Discover Magazine
- 3. Appendix D (A Penny for Your Thoughts!)
- 4. enough tarnished pennies for each student to have one
- 5. lemon juice or vinegar, poured into small cups
- 6. washcloths or paper towels

C. Key Vocabulary

- 1. Abraham Lincoln: 16th President of the United States
- 2. Emancipation Proclamation: the declaration issued in 1863 by Abraham Lincoln that proclaimed freedom for all slaves in those states still under the control of the Confederacy.
- 3. abolish: to end something immediately
- 4. slavery: owning another individual for the use of free labor
- 5. Union: a name used to refer to the states that did not secede during the Civil War
- 6. Confederate: a name used to refer to the states that seceded from the Union during the Civil War
- 7. Secede: to formally withdraw from an organization, association, or federation.

D. Procedures/Activities

Day 1

- 1. Teacher will hand out the “Lincoln Scavenger Hunt” (Appendix B) questions and the class will read aloud the questions.
- 2. Teacher hands out the “Lincoln” magazines to each student/group of students.
- 3. Students will read the magazine and answer the questions as they go along.

Day 2

- 4. Teacher will refer back to the “Lincoln Scavenger Hunt” (Appendix B), specifically to the last question. What does “a penny for your thoughts” mean?
- 5. Class will discuss their thoughts.
- 6. Teacher will hand out “A Penny for Your Thoughts” (Appendix C). Students will be instructed to write a response to the following prompt: “What made Lincoln so influential that his portrait was put on a penny?”
- 7. When students hand in their papers, they will be given a tarnished, dirty penny.
- 8. Teacher will then lead a discussion about how Lincoln refused to throw away the Union even though it had become divided and tarnished, while the Confederacy had no intention of wasting their time to clean the tarnished Union. The Confederacy wanted to throw out the Union and begin anew.
- 9. Teacher will then tell students that like Lincoln, they will clean their penny to make it new again.

10. To clean the penny, have students dip a paper towel or wash cloth into a cup of lemon juice or vinegar. With a little work (rubbing) the penny should shine like new.
11. Tell students to save the penny to remind them of Lincoln's actions.

E. *Assessment/Evaluation*

1. Completion of the "A Penny for Your Thoughts" worksheet
2. Informal Assessment during class discussions.

Lesson Three: A Classroom Divided

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
2. Lesson Content
 - a. The Civil War
 - b. Gettysburg and the Gettysburg Address
3. Skill Objective(s)
 - a. Students will understand the position of the North and South in the Civil War.
 - b. Students will distinguish between positional topics.
 - c. Students will defend their choices.
 - d. Students will provide counter arguments based on known facts.

B. *Materials*

1. Appendix E (North-South Cards)- cut apart

C. *Key Vocabulary*

1. Abraham Lincoln: 16th President of the United States
2. Emancipation Proclamation: the declaration issued in 1863 by Abraham Lincoln that proclaimed freedom for all slaves in those states still under the control of the Confederacy.
3. abolish: to end something immediately
4. slavery: owning another individual for the use of free labor
5. Union: a name used to refer to the states that did not secede during the Civil War
6. Confederate: a name used to refer to the states that seceded from the Union during the Civil War
7. Secede: to formally withdraw from an organization, association, or federation.

D. *Procedures/Activities*

1. Teacher will hand out a card to each student.
2. Teacher will declare half of the classroom the North side, and half the South. (Teachers could use a confederate flag to signify the south, and an American flag to symbolize the north)
3. Teacher will instruct students to choose which side (north or south) their card belongs. (This should be review as this unit should be presented in conjunction with or following the Civil War unit.)
4. Have each student read their card aloud and defend why they think their answer is correct. As long as their defense is reasonable and correct, accept their

answers. This should evoke class discussion as some students may disagree and should do so, providing a counter argument.

E. Assessment/Evaluation

1. Informal assessment throughout duration of activity.

Lesson Four: Persuading the Masses

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
2. Lesson Content
 - a. Speeches: Abraham Lincoln: "The Gettysburg Address"
 - b. Speeches: Chief Joseph: "I will fight no more forever"
3. Skill Objective(s)
 - a. Students will provide visual examples of vocabulary words.
 - b. Students will provide synonyms and antonyms to vocabulary words.
 - c. Students will identify persuasive text and media.
 - d. Students will identify features of persuasion.

B. Materials

1. TV and VCR
2. Video of various commercials
3. Appendix F (Frayer Model Worksheets)
4. various magazines
5. large sheet (11 x 17) of light colored construction paper

C. Key Vocabulary

1. persuade: to convince someone of something
2. emotional appeal: words or graphics used to evoke strong feelings
3. logical appeal: words or graphics used convey reason or logic.
4. formal language: a style of speaking to inform an audience in impersonal terms
5. loaded language: language that is inflated and emotionally charged, and sometimes misleading.

D. Procedures/Activities

1. Show video clip of commercials. Discuss the purpose of commercials (persuade people to buy products).
2. Teacher will introduce key vocabulary as you rewind and replay various examples of each within the commercials.
3. As a class, complete the Frayer Model worksheets (Appendix E).

E. Assessment/Evaluation

1. Teacher will give students one sheet of 11 x 17 construction paper. Students will divide it into 4 equal sections labeling each section with one of the following: emotional appeal, logical appeal, formal language, and loaded language. Students will use the magazines to create a collage in each section that illustrates the given vocabulary word.

Lesson Five: Gettysburg Address

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
2. Lesson Content
 - a. Speeches: Abraham Lincoln: “The Gettysburg Address”
 - b. The Civil War
 - c. Gettysburg and the Gettysburg Address
3. Skill Objective(s)
 - a. Students will use a dictionary to define vocabulary words.
 - b. Students will use context clues.
 - c. Students will read persuasive text.
 - d. Students will identify features of persuasion.
 - e. Students will analyze use of features of persuasion.

B. *Materials*

1. Dictionaries
2. Appendix G (“The Gettysburg Address Vocabulary”)
3. Appendix H (“The Gettysburg Address”)
4. Highlighters- yellow and orange
5. White, computer style paper
6. crayons, markers, or colored pencils

C. *Key Vocabulary*

1. proposition- a statement put forward for argument or discussion
2. conceived- to form in the mind
3. engaged- to take part in something, participate
4. consecrate- to set apart
5. hallow- to make holy
6. detract- take away from
7. vain- useless
8. perish- to die, end

D. *Procedures/Activities*

Day 1

1. Teacher will divide class into 4 groups and assign each group 2 words. The groups will look the words up in a dictionary.
2. As a group, students will present the word and its definition in a meaningful way to the class.
3. Class will read “The Gettysburg Address” aloud and will discuss each word within its context, as well as any others the teacher feels the class should review.

Day 2

4. Teacher will review the concepts of loaded language, formal language, emotional appeal, and logical appeal.
5. Teacher will hand out “The Gettysburg Address” (Appendix G)
6. Students will highlight portions of the “The Gettysburg Address” as described on the worksheet.
7. When complete, have students analyze and discuss how much of emotional vs. logical persuasion there is, based on the colors they see.

E. *Assessment/Evaluation*

1. Completion of the “The Gettysburg Address” (Appendix G)
2. Assign students a section of the speech to illustrate. The illustration should convey the meaning of that section. When all of the illustrations are connected, there should be an accurate portrayal of the meaning of the speech.

Lesson Six: Intrusion

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
2. Lesson Content
 - a. Speeches: Chief Joseph: “I will fight no more forever”
 - b. Native American Cultures and Conflicts
 - c. Great Basin and Plateau (Nez Perce)
 - d. American Government Policies
 - e. Forced removal to reservations
3. Skill Objective(s)
 - a. Students will make an emotional connection to a historical event.
 - b. Students will identify cause and effect.

A. Materials

1. Computer/Laptop
2. Projector
3. Appendix I (Trail of Tears: Causes and Effects)
4. United Streaming access (<http://unitedstreaming.com>)- Go to the video “How the West was Lost”. You will show the clip entitled “Cherokee: The Trail of Tears”

B. Key Vocabulary

1. Trail of Tears: removal of Native Americans to reservations
2. Intrusion: unwelcome entrance into one’s home, property, or space.
3. Cause: why something happens
4. Effect: what happened

C. Procedures/Activities

1. Teacher will give a scenario of intruders coming into the home/classroom of the students to help them identify the emotions associated with losing their sense of belonging, home, possessions, and identities.
2. Teacher will show the video clip from United Streaming
3. Review the causes and effects of the Trail of Tears, including the emotional impact and death toll of Native Americans.
4. Teacher will hand out the “Trail of Tears: Causes and Effects” (Appendix H)

E. Assessment/Evaluation

1. Completion of the “Trail of Tears: Causes and Effects” (Appendix H)

Lesson Seven: The Chief Speaks

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop a sense of historical empathy

- b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
2. Lesson Content
- a. Speeches: Abraham Lincoln: “The Gettysburg Address”
 - b. Speeches: Chief Joseph: “I will fight no more forever”
 - c. The Civil War
 - d. Gettysburg and the Gettysburg Address
 - e. Native American Cultures and Conflicts
 - f. Great Basin and Plateau (Nez Perce)
 - g. American Government Policies
 - h. Forced removal to reservations
3. Skill Objective(s)
- a. Students will read persuasive text.
 - b. Students will identify features of persuasion.
 - c. Students will analyze use of features of persuasion.
 - d. Students will compare and contrast two speeches.

B. Materials

- 1. Computer/Laptop
- 2. Projector
- 3. United Streaming access (<http://unitedstreaming.com>)- Go to the video “How the West was Lost”. You will show the clip entitled “Nez Perce: I Will Fight No More, Forever”
- 4. Appendix J (“I Will Fight No More, Forever”)
- 5. Highlighters- yellow and orange
- 6. Appendix K (Venn Diagram of the Speeches)

C. Key Vocabulary

- 1. Nez Perce: Native American tribe from Oregon
- 2. persuade: to convince someone of something
- 3. emotional appeal: words or graphics used to evoke strong feelings
- 4. logical appeal: words or graphics used convey reason or logic.
- 5. formal language: a style of speaking to inform an audience in impersonal terms
- 6. loaded language: language that is inflated and emotionally charged, and sometimes misleading.

D. Procedures/Activities

- 1. Show video clip from United Streaming.
- 2. Teacher will review the concepts of loaded language, formal language, emotional appeal, and logical appeal.
- 3. Teacher will hand out “I Will Fight No More, Forever” (Appendix I)
- 4. Students will highlight portions of the “I Will Fight No More, Forever” as described on the worksheet.
- 5. When complete, have students analyze and discuss how much of emotional vs. logical persuasion there is, based on the colors they see.

E. Assessment/Evaluation

- 1. Completion of the “Venn Diagram of the Speeches” (Appendix J)

Lesson Eight: The Speeches go to the Not-So-Big Screen

- A. Daily Objectives**
1. Concept Objective(s)
 - a. Develop a sense of historical empathy
 - b. See through the eyes of the people who were there
 - c. Understand the mood of historical periods
 - d. The triumphs and tragedies of the Civil War and Native American Conflicts will come alive for students
 2. Lesson Content
 - a. Speeches: Abraham Lincoln: “The Gettysburg Address”
 - b. Speeches: Chief Joseph: “I will fight no more forever”
 - c. The Civil War
 - d. Gettysburg and the Gettysburg Address
 - e. Native American Cultures and Conflicts
 - f. Great Basin and Plateau (Nez Perce)
 - g. American Government Policies
 - h. Forced removal to reservations
 3. Skill Objective(s)
 - a. Students will make an emotional connection to a historical event through use of graphics and music.
 - b. Students will download graphics.
 - c. Students will analyze and choose appropriate media (e.g. graphics, music) for their project.
 - d. Students will follow verbal instructions.
 - e. Students will follow computer-generated instructions.
 - f. Students will self evaluate.
- B. Materials**
1. Computer/laptop
 2. Microsoft PhotoStory 3 (can be downloaded for free on Microsoft’s web page)
 3. Powerpoint
 4. Computer microphone
 5. Online Clipart program such as <http://schools.clipart.com>
 6. Appendix L (My PhototStory Rubric)
- C. Key Vocabulary**
1. Download
 2. PhotoStory
 3. Digital Media
- D. Procedures/Activities**
- Day 1**
1. Assign half of your class to make a PhotoStory over “The Gettysburg Address” and the other to “I Will Fight No More, Forever.”
 2. Teacher will instruct each student to create a new folder for their movie. This can be done on a server or in the “My Documents” folder. To create a new folder, right click in the place you want the folder located. Hover over “new” until your menu pops up. Choose “folder” and name the folder “PhotoStory-Your Name.”
 3. Following the directions above, create a folder inside of the “PhotoStory-Your Name” folder and name it “Photos”.
 4. Have the students open an internet browser and go to <http://schools.clipart.com> or a similar program to which your school subscribes.

5. From here, they can search and download photographs and clipart for their PhotoStory. They will need to download each picture into their “Photos” folder. To do so, the student will right click on the photo and choose “Save Picture As”. When the Save menu comes up, they will need to name the file with a name they will recognize and then save it in the “Photos” folder.
6. Students will need to evaluate the photos, choosing those which relate to the speech they have been assigned.

Day 2-4

7. Students will begin their PhotoStory. They will open the PhotoStory program and follow all directions given. The program will walk them through the process step by step. The teacher should make a sample prior to having the students make theirs so that they become familiar with the program.
8. To insert the words as a photo, students will need to type the speech in powerpoint, chunking it as they wish onto different slides. When finished, they will need to go to “File,” “Save As,” and change the name and location of the file to save in their Photo Folder. At the bottom of the Save Box, where it says “Save as Type” change the type to “JPEG File Interchange Format”. Choose “Every Slide”
9. Students can create their own music, and can record the speech within the program.
10. Teacher will instruct students to review their project with the rubric and self evaluate.

E. Assessment/Evaluation

1. Rubric: “My PhotoStory” (Appendix L) to evaluate the PhotoStory project above.

VI. CULMINATING ACTIVITY (Optional)

- A.** As a culminating activity, students could participate in an oratory contest. Students could memorize the speeches (and poems from other units) and present in a “contest” for the grade level or school. See attached rubric (Appendix M) for scoring guidelines.

VII. HANDOUTS/WORKSHEETS

- A.** Appendix A- *Dances with Wolves* Permission Slip
- B.** Appendix B- Venn Diagram of the Battle Clips
- C.** Appendix C- Lincoln Scavenger Hunt
- D.** Appendix D- A Penny for Your Thoughts
- E.** Appendix E- North/South Cards
- F.** Appendix F- Frayer Model
- G.** Appendix G- Gettysburg Address Vocabulary
- H.** Appendix H- Gettysburg Address
- I.** Appendix I- Trail of Tears: Causes and Effects
- J.** Appendix J- I Will Fight No More, Forever
- K.** Appendix K- Venn Diagram of the Speeches
- L.** Appendix L- My PhotoStory Rubric
- M.** Appendix M- Oratorical Contest Rubric

VIII. BIBLIOGRAPHY

- A. Hirsh, Jr. E.D. *History and Geography*. U.S.A.: Pearson, 2002. 0-7690-5026-3.
- B. Hirsch, Jr. E.D. *What Your Fifth Grader Needs to Know*. New York: Dell Publishing, 1993. 0-385-31464-7.
- C. Hirsch, Jr. E.D and Wright, S. A. *Core Knowledge Teacher Handbook Series Grade 5*. Virginia: Core Knowledge Foundation, 2006. 1-890517-80-1.
- D. Willmore, K. *Lincoln*. New York: Kids Discover, 1998. 1054-2868.

Appendix A

Dear Parents,

Next week we will be beginning a unit on speeches. The speeches we will be studying took place during and following the Civil War. During this unit, we will be showing battle clips to the students and they will be comparing the styles of battle. One of the battle clips comes from the movie *Dances with Wolves* which is rated R. We will be showing a 1-2 minute clip the will contain some violence so the students can understand the differences between the way Native Americans and Americans fight. Please sign below, indicating that we have your permission for your child to see the clip for instructional purposes as specified above. If you have any questions, please feel free to call me at xxx-xxxx.

I give permission for my child _____ to watch a 1-2 minute clip from the movie *Dances with Wolves* for instructional purposes as stated above.

Parent Signature

Date

Appendix B

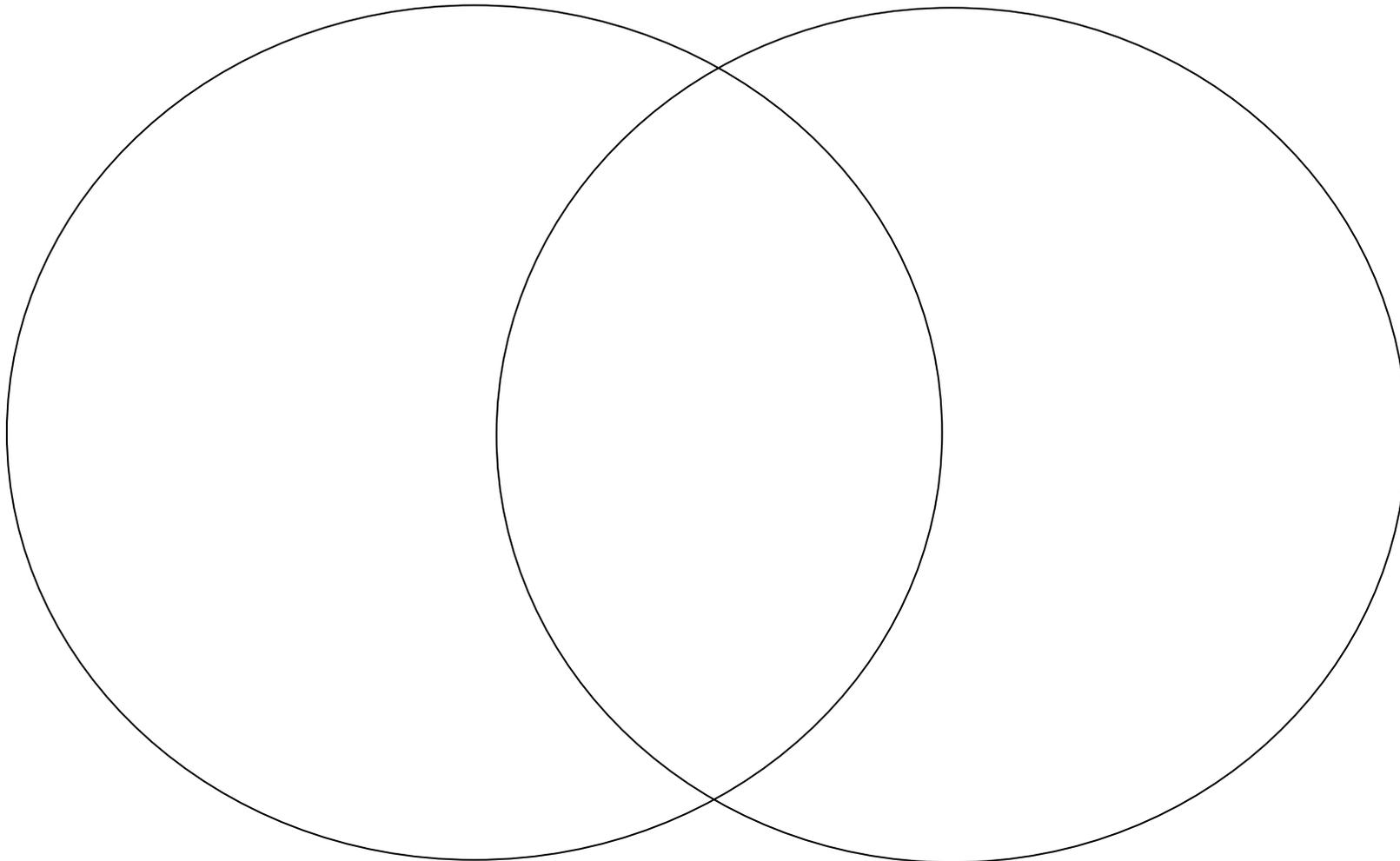
Name: _____

Date: _____

Venn Diagram of the Battle Clips

Battle of Gettysburg

Nez Pearce Battle



Name: _____

Date: _____

Lincoln Scavenger Hunt

Answer the following questions using the information found in the “Lincoln” Magazine. Don’t forget to pay attention to the text features!!

1. Young Abe could be described as a “_____, _____, and _____” fellow.
2. What great crisis did Abraham Lincoln guide the United States through?

3. Lincoln was known by the nickname “_____ - _____” during his first presidential race.
4. Name 3 changes that occurred during Lincoln’s lifetime.
 - 1.
 - 2.
 - 3.
5. What was Abraham Lincoln’s first elected office?

6. When was Abraham Lincoln sworn in as the 16th President of the United States of America? -

7. To Abraham Lincoln slavery was a “_____.”
8. What physical characteristic did Grace Bell want Abraham Lincoln to change?

9. On January 1, _____, Lincoln issued the _____.
10. What is another name for the Civil War?

11. What was Lincoln’s main goal at the beginning of the Civil War?

12. _____ shot Lincoln in the back of the head while he was attending a play at _____.

Appendix C, cont.

13. What was the most famous speech ever given by a U.S. President?

14. Name 4 Confederate States:

- 1.
- 2.
- 3.
- 4.

15. Name 4 Union States:

- 1.
- 2.
- 3.
- 4.

16. What does “a Penny for your thoughts” (as seen on the front of the magazine) mean? (Use your own knowledge about idioms and Core Knowledge Phrases to answer)

Name: Key
Date: _____

Lincoln Scavenger Hunt

Answer the following questions using the information found in the “Lincoln” Magazine. Don’t forget to pay attention to the text features!!

1. Young Abe could be described as a “ Poor _____, Lean _____, and Lank _____ ” fellow.
2. What great crisis did Abraham Lincoln guide the United States through?
The Civil War
3. Lincoln was known by the nickname “ The Rail - Splitter _____ ” during his first presidential race.
4. Name 3 changes that occurred during Lincoln’s lifetime.
 1. various answers as found on pg. 4-5 in “Lincoln”
 - 2.
 - 3.
5. What was Abraham Lincoln’s first elected office?
Illinois State Assembly
6. When was Abraham Lincoln sworn in as the 16th President of the United States of America? -
March 4, 1861
7. To Abraham Lincoln slavery was a “ Monstrous injustice _____.”
8. What physical characteristic did Grace Bell want Abraham Lincoln to change?
She wanted him to grow a beard/whiskers
9. On January 1, 1863, Lincoln issued the Emancipation Proclamation _____.
10. What is another name for the Civil War?
The War Between the States
11. What was Lincoln’s main goal at the beginning of the Civil War?
To keep the Union together
12. John Wilkes Booth shot Lincoln in the back of the head while he was attending a play at Ford Theater _____.

Appendix C, cont.

13. What was the most famous speech ever given by a U.S. President?

The Gettysburg Address

14. Name 4 Confederate States:

1. various answers

2.

3.

4.

15. Name 4 Union States:

1. various answers

2.

3.

4.

16. What does “a Penny for your thoughts” (as seen on the front of the magazine) mean? (Use your own knowledge about idioms and Core Knowledge Phrases to answer)

various answers

A Penny for your Thoughts!



Appendix E

Uncle Tom's Cabin	We can not survive without the free labor of slaves
Slavery is wrong	Dred Scott Decision
Abraham Lincoln	States should have more power than the Federal Government
John Brown	States should secede from the Union

Appendix E, cont.

Union should be preserved	Confederacy
States should not have the power to do something “morally wrong”	Robert E. Lee
American Flag	Confederate Flag
Pennsylvania	Virginia

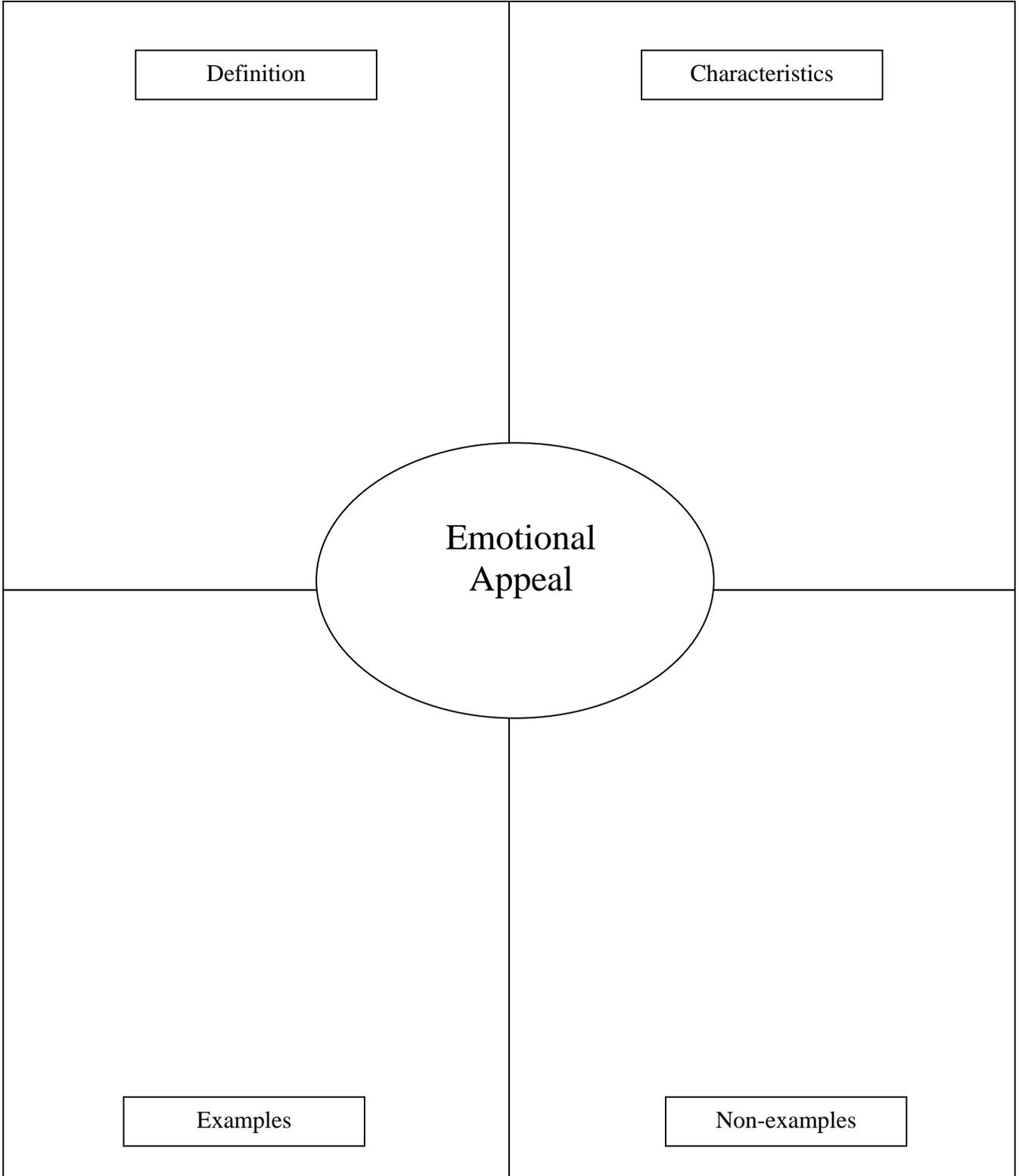
Appendix E, cont.

Ulysses S. Grant	Rebels
African American Troop (54 th Massachusetts)	Plantations
Yankees	Black Codes
“A house divided against itself can not stand.”	General Thomas “Stonewall” Jackson

Name: _____

Date: _____

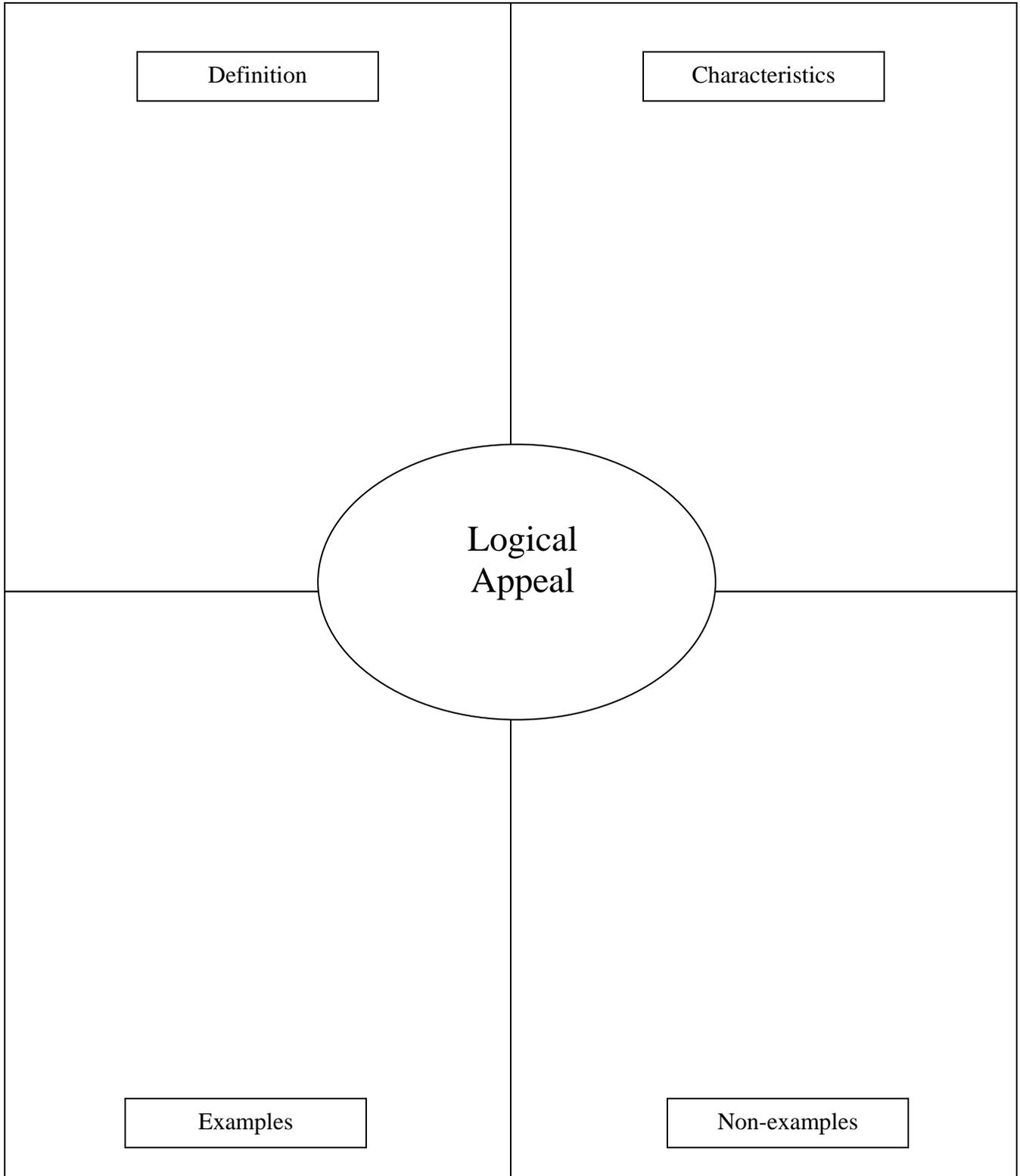
Freyer Model



Name: _____

Date: _____

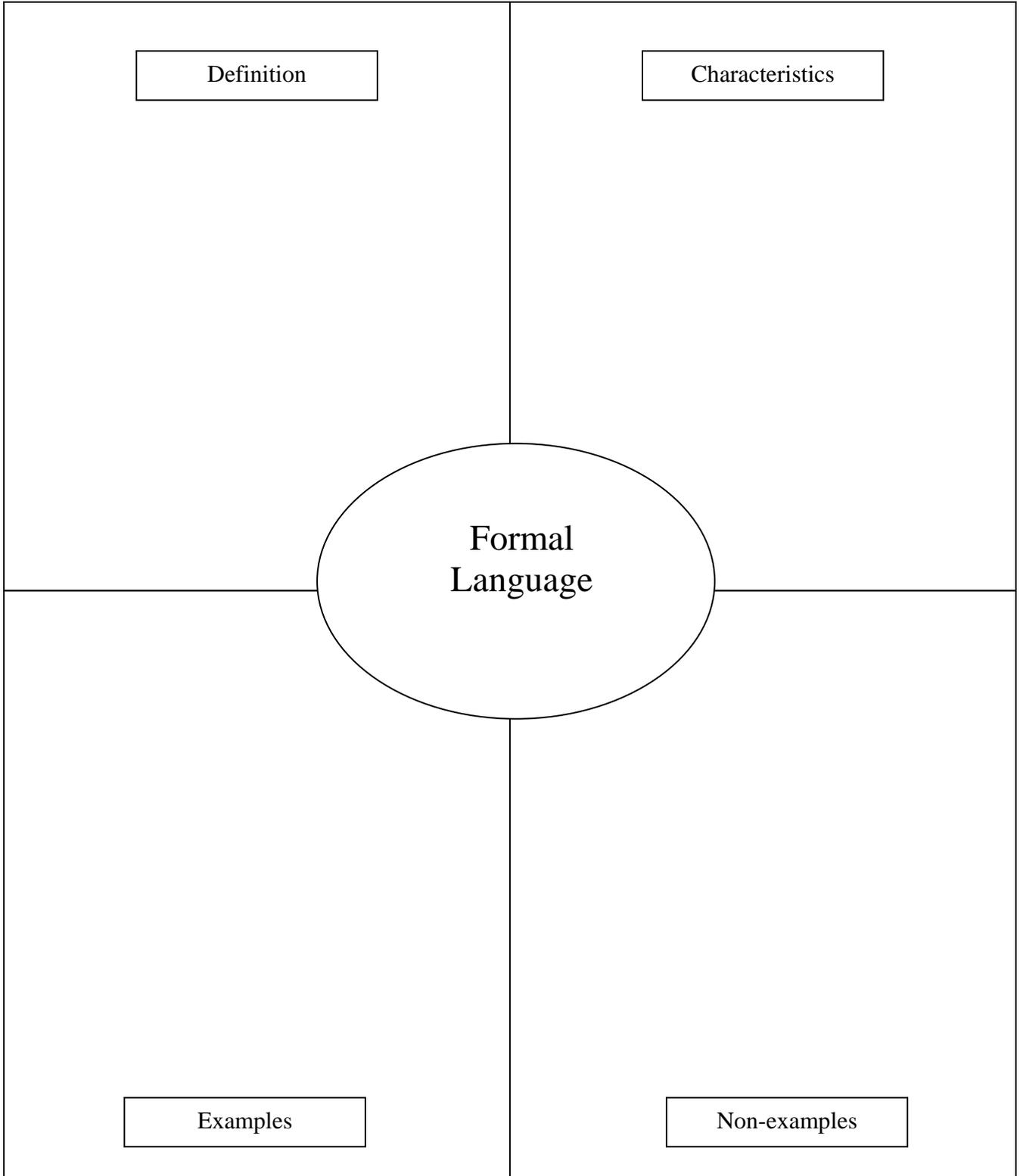
Freyer Model



Name: _____

Date: _____

Frayer Model



Name: _____

Date: _____

Frayer Model

Definition	Characteristics
Loaded Language	
Examples	Non-examples

Name: _____
Date: _____

Gettysburg Address Vocabulary

1. proposition-
2. conceived-
3. consecrate-
4. hallow-
5. detract-
6. resolve-
7. vain-
8. perish

Name: _____

Date: _____

The Gettysburg Address

Highlight in YELLOW all sentences that are forms of loaded language and emotional appeal.

Highlight in ORANGE all sentences that are forms of logical appeal and formal language.

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 battle-field 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 can not dedicate -- we can not consecrate -- we can not 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.

Appendix I

Name: _____

Date: _____

Trail of Tears: Causes and Effects

	⇒	
	⇒	
	⇒	
	⇒	
	⇒	
	⇒	

Name: _____

Date: _____

I Will Fight No More Forever

Highlight in YELLOW all sentences that are forms of loaded language and emotional appeal.

Highlight in ORANGE all sentences that are forms of logical appeal and formal language.

Tell General Howard, I know his heart. What he told me before, I have it in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Toohoolhoozote is dead. The old men are all dead. It is the young men who say “yes” or “no”. He who led the young men is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, Have run away to the hills And have no blankets, no food. No one knows where they are- Perhaps they are freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs, I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.

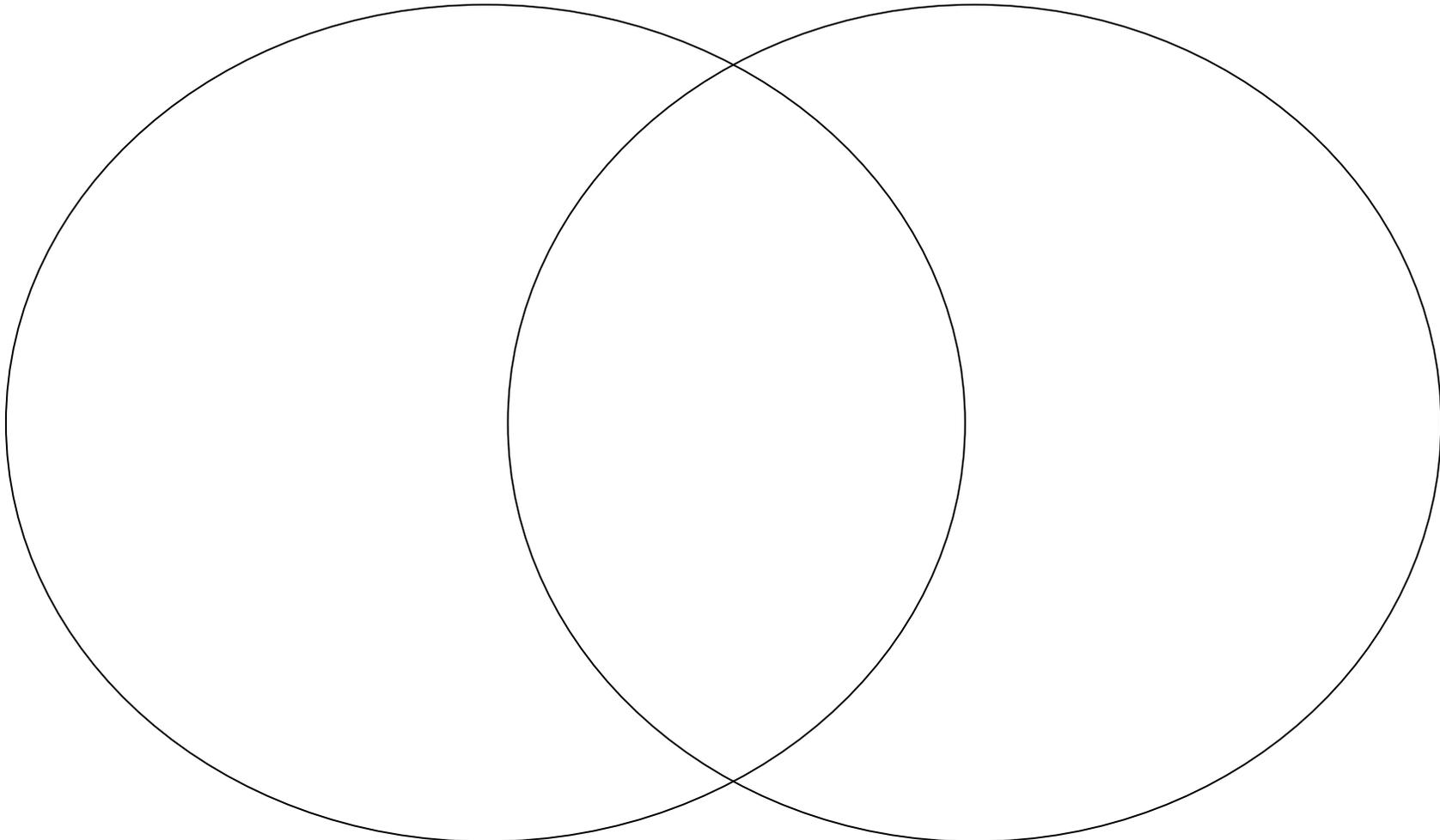
Name: _____

Date: _____

Venn Diagram of the Speeches

The Gettysburg Address

I Will Fight No More, Forever



Appendix L

Name: _____

Date: _____

My PhotoStory Rubric

CATEGORY	4	3	2	1
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly demonstrate the mood through use of music and graphics.	Some awareness of audience in the design. Students can partially demonstrate the mood through use of music and graphics.	Some awareness of audience in the design. Students do not demonstrate the mood through use of music and graphics in much of the project.	Limited awareness of audience in the design. Music and graphics seem random or disconnected.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Music - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.

Appendix M

Name: _____

Date: _____

Oratorical Contest Rubric

CATEGORY	10	7	3	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.