

THE ADDRESS

A FILM BY KEN BURNS

pbs.org/theaddress

Lesson Guide

NOTE TO TEACHER: Decades of studies have shown that when memorization is used exclusively, students don't gain understanding of the importance of history or the connection between events. But recent studies have also shown that memorization of facts, or memorizing speeches or poetry, provides important benefits to students' brain function and development and serves as the basis for higher level thinking. (Resources) In addition, facing the challenge of memorizing as a class creates a shared experience for all students.

This lesson presents activities that help students gain a deeper understanding of the rich concepts and meaning in the *Gettysburg Address*, as well as its historical significance. Students then take this knowledge into the memorization activity to enhance their memorization experience. The lesson addresses many of the Common Core standards of Literacy in History/Social Studies, Reading Informational text as well as Speaking and Listening. (Standards)

GRADE LEVEL: 7–12

RELATED ACADEMIC SUBJECTS: U.S. History, English/Language Arts, Art

LESSON OVERVIEW: Students will examine the *Gettysburg Address*, exploring Abraham Lincoln's purpose in writing, the language he chose, and the impact the document has had on American history. Students will then prepare a memorized presentation of the address and present it before an audience. Students will also prepare video presentations and upload these to the [Learn the Address](http://www.learntheaddress.org/) website (<http://www.learntheaddress.org/>).

ESSENTIAL THEMES of the *Gettysburg Address*

- The meaning of liberty
- The principles the country was founded on
- The unfinished work and great task before all Americans after the Civil War

OBJECTIVES

The student will

- analyze the text of the *Gettysburg Address*
- memorize the *Gettysburg Address*
- formulate a presentation on the *Gettysburg Address*

ESTIMATED TIME

- Warm-up Activity: 20 minutes
- Understanding and Analyzing the Address (activity): One class period

- Memorizing the Address: Students progress at their own pace
- Presenting the Address: One to two class periods depending on size of class

MATERIALS NEEDED

- Student Handouts
 - *The Gettysburg Address* Text
 - *The Gettysburg Address* Text Graphic Organizer
 - *The Gettysburg Address* Mosaic Activity
 - *The Gettysburg Address* Matching Activity (with answer key)
 - *The Gettysburg Address* Fill-in-the-Blank Activity
 - Gettysburg Strategies from Greenwood School
 - Recitation Rubrics

LESSON PROCEDURE

Warm-up Activity

This activity serves as an introduction to the lesson, providing information on Greenwood School's *Gettysburg Address* recitation program.

1. Open the class by explaining to students that they will be examining the *Gettysburg Address* and its historical significance, and memorizing the address to deliver it to an audience.
2. Begin by providing background on Greenwood School and the recitation program from THE ADDRESS companion web site (pbs.org/theaddress). Play the video "[THE ADDRESS preview](#)" on the homepage and visit Learn the Address (learntheaddress.org) to view recitations from many notable celebrities as well as from citizens and classrooms across the county.
3. After viewing the video clips, discuss with students the following questions:
 - What do you know about the *Gettysburg Address*?
 - What challenges are there in learning to memorize and deliver the address to an audience?
 - What skills are needed to help mitigate that challenge?
 - What benefits could be gained by a student who memorizes and delivers the address to an audience?
4. Record students' responses on the front board for later reference.

Understanding the Address

1. Provide students with context on the *Gettysburg Address*: a brief background on the Civil War, the Battle of Gettysburg, and Lincoln's address. Tell students that you are going to show them a short clip that summarizes the events leading up to the Battle of Gettysburg and President Lincoln's delivery of the *Gettysburg Address*. Ask them to listen carefully to major points made in the video.

Show the "[Civil War overview](#)" video.

Have students take out a piece of paper and pen or pencil. Ask them to write their reaction to the clip addressing the following questions: (1–3 minutes as needed)

- What are two important points from the film clip?
- What surprised you about what you saw in the clip?

- What more would you like to know about the *Gettysburg Address*?
2. Now ask students to pair with a partner and share their notes and clarifying points.
 3. Ask various students to present their group's thoughts and discussion.

Analysis of the Address

In this part of the lesson, students will take a deep dive into the language of the *Gettysburg Address*, examining key points from each passage. This is a good time to have students identify difficult vocabulary words and pronunciation issues, and discuss the meaning of the address.

1. Distribute copies of the handout "The Gettysburg Address Text" to all students.
2. Have students "share-read" the address by asking students to read along silently while you and/or other students read aloud. Model the rhythm, intonation, and inflection. After a few sentences, have all students read in unison.
3. Divide the class into pairs of students.
4. Distribute copies of the "Gettysburg Graphic Organizer" and review the directions.
5. Complete part or all of the first section with students to set expectations for key words and definitions, summarizing and identifying the main idea sections. Discuss the questions for Passage 1 with the entire class.
6. Allow time for student groups to analyze each passage and discuss the follow-up questions.
7. When groups have finished their graphic organizers, have each pair join with another pair and discuss the General Discussion Questions. (Or you can discuss these with the full class.)

Discussion Questions

- Lincoln's *Gettysburg Address* lasted a mere two minutes and it was said that few people in the audience applauded or acknowledged the speech when Lincoln finished. Yet the speech has endured through time to be considered one of the most eloquent expressions of America's most fundamental principles. How would you have reacted, had you been there on the Gettysburg battlefield after hearing the address? Why would you have had this reaction? Why do you think the speech has had such an impact on people over the past 150 years?
- What was Lincoln alluding to when he stated, "Four score and seven years ago..."? What happened at that time and what does it have to do with Lincoln's point about a "nation, conceived in liberty and dedicated to the proposition that all men are created equal"?
- Summarize Lincoln's overall message in the *Gettysburg Address*. Why did he feel it was important to present this message at this time?
- What was the "unfinished work" and the "great task remaining" Lincoln mentioned in the address?
- What do you see as the "unfinished work" and the "great task remaining" for us today?

- What do you think is Lincoln’s most important point in the *Gettysburg Address* and why?

Memorizing the Address

Students at Greenwood School engage in a myriad of strategies and techniques during their four-month process of memorizing the *Gettysburg Address*. You may have your students memorize the *Gettysburg Address* using the strategies suggested below. You can also link to the “Tips for Learning the Gettysburg Address” page on the “Learn the Address” website, or use your own memorization techniques.

Suggested Strategies for Memorization

- Break the speech down into small, manageable parts. You can use the handout “The Gettysburg Address Text,” which breaks down the speech into five parts. Or you can break down the speech further by separating each sentence. (See “Gettysburg Address Mosaic Activity” handout.)
- Have students number the sentences as they read the speech. The process helps students see how the different parts make up a whole and that there are a limited number of sentences to memorize.
- Use the “Gettysburg Address Fill-in-the-Blank Activity” worksheet to have students insert important words from the text of the address.
- Use the “Gettysburg Address Matching Activity” worksheet to help students understand the meaning of the *Gettysburg Address*.
- Have students construct the Lincoln Mosaic as a way to learn and practice the order of sentences of the *Gettysburg Address*.
- Have students practice TPR (Total Physical Response) by performing subtle hand or body gestures to accentuate the meaning of the text. Have them do the same gestures every time they recite the passage so that they make an association between the gestures and different parts of the text.

For further ideas on helping students memorize the address, refer to the “Gettysburg Strategies from Greenwood School” handout.

Presenting the Address

When students feel they have mastered memorizing the *Gettysburg Address* well enough for presentation, have them do a practice run in front of a small group and then in front of the entire class. Have one student act as prompter if they get stuck on a word or verse. A positive presentation environment is important to build confidence. All students should view the activity as a team effort with the overall goal to have everyone successfully recite the *Gettysburg Address*.

Students can video record their speeches informally or make their formal presentations to a live audience of parents, staff, and students during an assembly or special event. When they are done, upload the videos at (<http://www.learntheaddress.org/>).

You can enhance your students' video presentations by editing in various photos and images from the Civil War. Public domain images can be found at numerous sites listed in the Resources section. Students can narrate and insert images that reflect what is being said in the speech. Basic computer editing programs can help assemble the photos, images, and narration.

Here are some great examples from schools across the nation:

New York

<http://www.learntheaddress.org/videos/date/%23xFRdglGMCME>

South Dakota

<http://www.learntheaddress.org/videos/date/?page=3%23T2xtPOG-OAI>

Iowa

<http://www.learntheaddress.org/videos/date/?page=2%23-U5oEFeTJwE>

Montana

<http://www.learntheaddress.org/videos/date/?page=18%23jz-y86ziJCA>

ASSESSMENT

Evaluate student work in the following areas:

- Active participation during discussions and activities.
- Accuracy and comprehensive answers of the graphic organizer.
- Presentations using the rubrics at the end of this lesson or one of your own evaluation tools.

EXTENDED ACTIVITIES

- Extend the Gettysburg Address mosaic activity to an art activity. Prepare the tiles as stated in the directions. Distribute one of the 16 individual mosaic tiles from the Gettysburg Address Mosaic handout each student. (If you have more than 16 students, you can place students in pair groups.) Have students replicate what they see on their tile onto a large sheet of paper. Have students write the passage from the address located on the back of the tile to the front of their drawing at the bottom. When all the drawings are complete, mount them up on the bulletin board or front board for display.
- As students memorize the *Gettysburg Address*, consider documenting their learning process on video or with photos and commentary similar to the story of the Greenwood students in *The Address*.
- Have students memorize other speeches from history such as Frederick Douglass' Frederick Douglass' "Fourth of July Speech," or Winston Churchill's "War Speech" to the House of Commons. Popular films also provide good examples of speeches for students. Links to famous speeches can be found in the Resources section.
- Have students research the five different drafts of the *Gettysburg Address* to find out the origin of each version, why there are different versions, how they differ, and the importance of these differences.

ABOUT THE AUTHOR

Greg Timmons has been a social studies teacher for more than 30 years. He has written lessons for several PBS productions including *The NewsHour*, *FRONTLINE*, and various Ken Burns productions including *The War*, *The National Parks: America's Best Idea*, *Baseball*, *Prohibition*, and *The Dust Bowl*. He resides in Montana and Washington state.

RESOURCES

Ken Burns

- Ken Burns America, *The Address* <http://www.pbs.org/kenburns/films/the-address>
- Learn the Address <http://www.learntheaddress.org/>
- Greenwood School <http://www.greenwood.org/>

Information on the *Gettysburg Address*

- Seven myths about the *Gettysburg Address* <http://news.yahoo.com/myths-mysteries-gettysburg-address-105609244.html>
- Abraham Lincoln Online <http://www.abrahamlincolnonline.org/lincoln/speeches/gettysburg.htm>
- Gettysburg Foundation <http://www.gettysburgfoundation.org>

Other Speeches

- Top 100 Speeches in History <http://www.americanrhetoric.com/top100speechesall.html>
- Famous Speeches <http://www.history.com/speeches>
- Thirty-five Greatest Speeches in History <http://www.artofmanliness.com/2008/08/01/the-35-greatest-speeches-in-history/>
- Movie Speeches <http://www.americanrhetoric.com/moviespeeches.htm>

Activities

- Lincoln Mosaic Activity <http://www.newmanagement.com/tips/mosaic.html>
- How to Draw Abe Lincoln <http://www.wikihow.com/Draw-Abe-Lincoln>

Public Domain Images on the Civil War

- *The Civil War* by Ken Burns <http://www.pbs.org/civilwar/images/>
- The Library of Congress <http://www.loc.gov/pictures/collection/civwar/>

Information on Video Editing and the Use of “Green Screen” Technology

- **Tech Tutorials** Step-by-step procedures on using a green screen. <http://techtutorials.edublogs.org/2011/09/19/greenscreen/>
- **Digital Generation** Resources on using a green screen. <http://digitalgeneration.wikispaces.com/Green-screen+video>
- **Going Green with iMovie Technology** Technology blog from Jason Seliskar of Covina-Valley USD in California. Site contains tutorials on integrating edtech into classrooms and a special feature on applying green screen technology in the classroom. <http://www.jasonseliskar.com/2011/greenscreening/>
- **Collaborative Online Video Editing** <http://www.wevideo.com/schools>
- **YouTube Video Editing** <http://www.youtube.com/editor>

Information on Memorization and Speechmaking

Articles

- Psychology Today <http://www.psychologytoday.com/blog/memory-medic/201105/is-memorization-bad-learning>
- Edutopia <http://www.edutopia.org/measuring-what-counts-memorization-versus-understanding>
- Huffington Post http://www.huffingtonpost.com/justin-snider/rote-memorization-testing_b_817170.html
- The New Yorker <http://www.newyorker.com/online/blogs/books/2013/01/why-we-should-memorize.html>
- Edutopia <http://www.edutopia.org/rote-learning-benefits>
- News on Relevant Science <http://newsonrelevantscience.blogspot.com/2012/07/in-praise-of-memorization-10-proven.html>
- Total Physical Response Storytelling (TPRS) <http://tprstorytelling.com/>

RELATED ACADEMIC STANDARDS

This lesson meets the following standards set by the Mid-Continent Research for Education and Learning (McREL) (<http://www.mcrel.org/standards-benchmarks/>).

U.S. History

Standard 13: Understands the causes of the Civil War

Level IV (Grade 9–12)

- Understands events that fueled the political and sectional conflicts over slavery and ultimately polarized the North and the South

Standard 14: Understands the course and character of the Civil War and its effects on the American people

Level III (Grade 7–8)

- Understands the circumstances that shaped the Civil War and its outcome

Level IV (Grades 9–12)

- Understands the influence of Abraham Lincoln's ideas on the Civil War

Common Core State Standards (<http://www.corestandards.org/>)

This lesson meets the following standards set by the Common Core State Standards.

Grades 8–12 Literacy in History/Social Studies, Science & Technical Subjects

Key Ideas and Details

- [CCSS.ELA-Literacy.RH.6-8.1](#) Cite specific textual evidence to support analysis of primary and secondary sources.
- [CCSS.ELA-Literacy.RH.9-10.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

[CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- [CCSS.ELA-Literacy.RH.6-8.2](#), [RH 9-10.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- [CCSS.ELA-Literacy.RH.9-10.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- [CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- [CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- [CCSS.ELA-Literacy.RH.9-10.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- [CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

Grades 9–10 English Language Arts—Reading Informational Text

- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the *Gettysburg Address*, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

Grades 8–12 Speaking and Listening

- [CCSS.ELA-Literacy.SL.8.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- [CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.8.5](#) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- [CCSS.ELA-Literacy.SL.9-10.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.11-12.5](#) Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- [CCSS.ELA-Literacy.SL.8.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

The Gettysburg Address Text

The Bliss Copy*

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.

* One of five copies of the *Gettysburg Address*, the Bliss Copy is the version most often reproduced.

The Gettysburg Address Text Graphic Organizer

Directions: Review the passage with your partner and complete the entries in the graphic organizer. Then discuss the questions below each passage with your partner and take notes.

Passage 1: <i>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.</i>	Key words and definitions:
Summarize the passage:	
Identify the main idea of the passage:	

Discussion Questions:

- When was four score and seven years ago from the year Lincoln give this address?
- What “test” was the nation going through during the Civil War?

Passage 2: <i>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.</i>	Key words and definitions:
Summarize the passage:	
Identify the main idea of the passage:	

Discussion Questions:

- Why did people come to Gettysburg battlefield on this day?

- In Lincoln's view, how did the soldiers who died at Gettysburg help the nation live?

Passage 3: <i>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.</i>	Key words and definitions:
Summarize the passage:	
Identify the main idea of the passage:	

Discussion Questions:

- Who, in Lincoln's opinion, could more properly fulfill the purpose of the event?
- Why do you think he felt that way?

Passage 4: <i>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.</i>	Key words and definitions:
Summarize the passage:	
Identify the main idea of the passage:	

Discussion Questions:

- According to Lincoln, what will people forget and remember about Gettysburg?
- What does Lincoln feel the people who are living need to do?

<p>Passage 5: <i>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.</i></p>	<p>Key words and definitions:</p>
<p>Summarize the passage:</p>	
<p>Identify the main idea of the passage:</p>	

Discussion Questions:

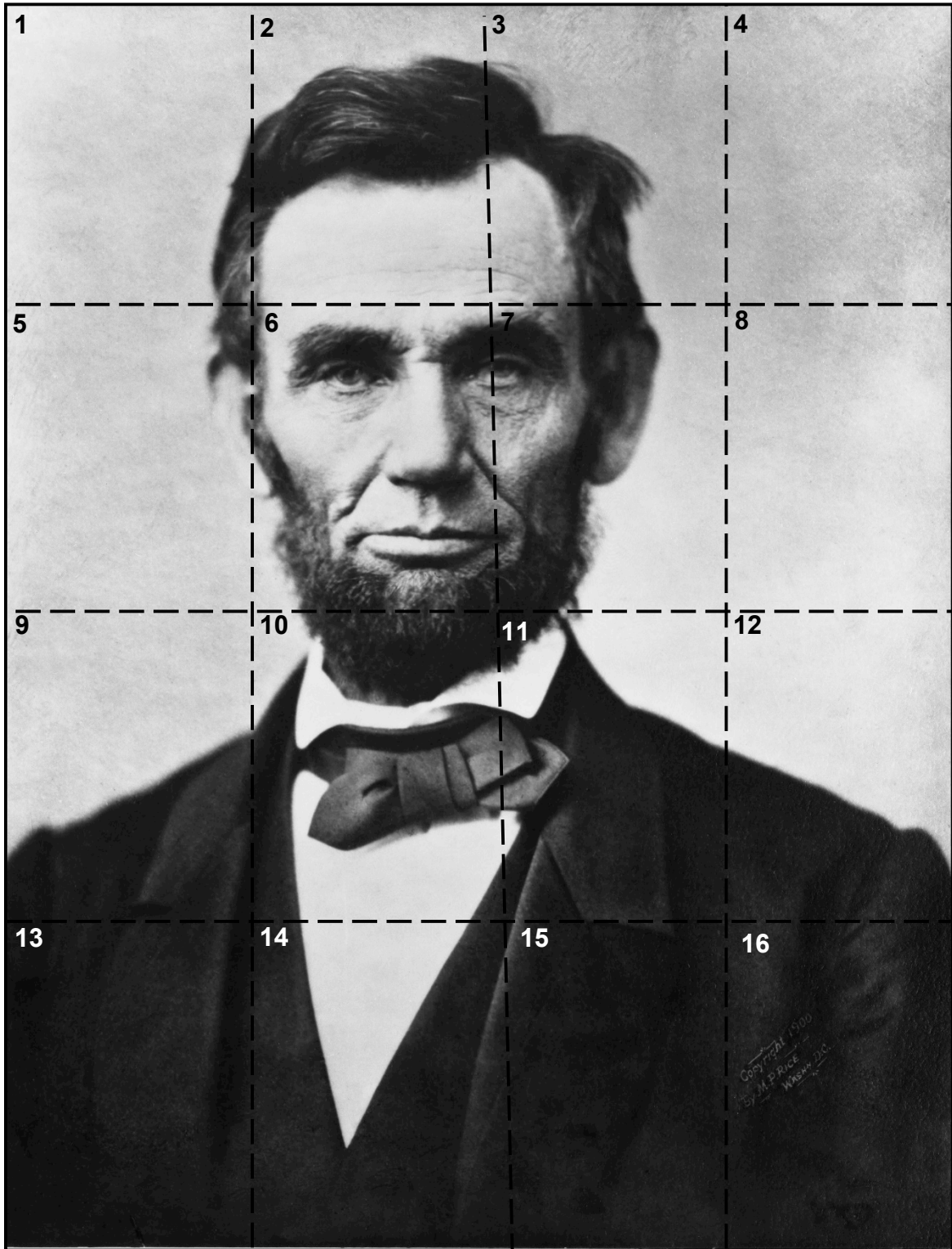
- In Lincoln's view, for what cause did the men at Gettysburg give their "last full measure of devotion"?
- According to Lincoln, what is the "great task remaining" for the people of America?

General Discussion Questions:

- Lincoln's *Gettysburg Address* lasted a mere two minutes, and it was said that few people in the audience applauded or acknowledged the speech when Lincoln finished. How would you have reacted, had you been there on the Gettysburg battlefield after hearing the address? Why would you have had this reaction?
- What was Lincoln alluding to when he stated "four score and seven years ago"? What happened at that time and what does it have to do with Lincoln's point about a "nation, conceived in liberty and dedicated to the proposition that all men are created equal"?
- Summarize Lincoln's overall message in the *Gettysburg Address*. Why did he feel it was important to present this message at this time?
- What was the "unfinished work" and the "great task remaining" Lincoln mentioned in the address?
- What do you see as the "unfinished work" and the "great task remaining" for us today?
- What do you think is Lincoln's most important point in the *Gettysburg Address* and why?

The Gettysburg Address Mosaic Activity

Directions: Cut the portrait of Lincoln along the dotted lines to form 16 tiles. Write a numbered statement from the *Gettysburg Address* on the back of the corresponding numbered tile of Lincoln's portrait. Scramble all the tiles on your desk with the statements face up. Arrange the address in the correct order. Then turn the tiles over to see if the mosaic is complete and accurate.



1. Four score and seven years ago our fathers brought forth on this continent, a new nation,
2. conceived in Liberty, and dedicated to the proposition that all men are created equal.
3. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.
4. We are met on a great battle-field of that war.
5. 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.
6. It is altogether fitting and proper that we should do this.
7. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.
8. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.
9. The world will little note, nor long remember what we say here,
10. but it can never forget what they did here.
11. 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.
12. It is rather for us to be here dedicated to the great task remaining before us—
13. that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—
14. that we here highly resolve that these dead shall not have died in vain—
15. that this nation, under God, shall have a new birth of freedom
16. and that government of the people, by the people, for the people, shall not perish from the earth.

The Gettysburg Address Matching Activity

Directions: Read each line from the text of the *Gettysburg Address* on the left and match its number to the correct concept explanation on the right.

Line Number	Line from the Address	Explanation	Insert Line Number
1	<i>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.</i>	The reason Lincoln traveled to the Gettysburg battlefield.	
2	<i>Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.</i>	This statement describes when the United States formed and the principle it was based on.	
3	<i>We are met on a great battle-field of that war.</i>	What does Lincoln feel the people cannot do to honor the dead?	
4	<i>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.</i>	Where did Lincoln and his audience meet when he made the speech?	
5	<i>It is altogether fitting and proper that we should do this.</i>	What does Lincoln feel the world will little note nor long remember but should not forget?	
6	<i>But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.</i>	What is the “great task” remaining before the people to honor those who died at Gettysburg?	
7	<i>The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.</i>	What was the purpose of the Civil War?	
8	<i>The world will little note, nor long remember what we say here, but it can never forget what they did here.</i>	What does Lincoln feel the men who fought at Gettysburg did to honor the battlefield on which they fought?	
9	<i>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.</i>	What are Lincoln’s feelings about dedicating a cemetery at Gettysburg?	
10	<i>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—</i>	What is Lincoln’s hope for the nation after the Civil War?	
11	<i>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.</i>	What does Lincoln feel the living should be dedicated to?	

The Gettysburg Address Matching Activity Answer Key

Directions: Read each line from the text of the *Gettysburg Address* on the left and match its number to the correct concept explanation on the right.

Line Number	Line from the Address	Explanation	Insert line Number
1	<i>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.</i>	The reason Lincoln traveled to the Gettysburg battle field.	4
2	<i>Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.</i>	This statement describes when the United States formed and the principle it was based on.	1
3	<i>We are met on a great battle-field of that war.</i>	What does Lincoln feel the people cannot do to honor the dead?	6
4	<i>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.</i>	Where did Lincoln and his audience meet when he made the speech?	3
5	<i>It is altogether fitting and proper that we should do this.</i>	What does Lincoln feel the world will little note nor long remember but should not forget?	8
6	<i>But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.</i>	What is the “great task” remaining before the people to honor those who died at Gettysburg?	9
7	<i>The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.</i>	What was the purpose of the Civil War?	2
8	<i>The world will little note, nor long remember what we say here, but it can never forget what they did here.</i>	What does Lincoln feel the men who fought at Gettysburg did to honor the battlefield on which they fought?	7
9	<i>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.</i>	What are Lincoln’s feelings about dedicating a cemetery at Gettysburg?	10
10	<i>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—</i>	What is Lincoln’s hope for the nation after the Civil War?	11
11	<i>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.</i>	What does Lincoln feel the living should be dedicated to?	9

The Gettysburg Address Fill-in-the-Blank

Four _____ and seven years ago our _____ brought forth on this continent, a new nation, conceived in _____, and dedicated to the _____ that all men are created _____. Now we are engaged in a great _____, testing whether that nation, or any nation so _____ and so _____, can long endure.

We are met on a great _____ of that war. We have come to _____ a portion of that field, as a final _____ place for those who here gave their lives that that _____ might live. It is altogether _____ and _____ that we should do this.

But, in a larger sense, we can not _____—we can not _____—we can not _____—this ground. The brave men, living and dead, who struggled here, have _____ it, far above our poor power to add or detract.

The _____ will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the _____, rather, to be _____ here to the _____ which they who fought here have thus far so nobly advanced.

It is rather for us to be here _____ to the _____ remaining before us—that from these honored dead we take increased _____ to that cause for which they gave the last full _____ of devotion—that we here highly _____ that these dead shall not have died in _____—that this nation, under God, shall have a new birth of _____—and that _____ of the people, by the people, for the people, shall not _____ from the earth.

Gettysburg Strategies from Greenwood School

The students at Greenwood School face daunting challenges in attempting to memorize the *Gettysburg Address*; some are unique to who they are, some could apply to any student. The teachers at Greenwood use a wide variety of strategies and techniques to help their students master the great task before them. Here are some of their best.

Break the speech down into small, manageable parts

Chunking

As you slowly read the *Gettysburg Address* to students for first time, have them number each sentence on their copy (#1, #2, etc.). You can also have various students read the speech. This process identifies that the speech is made up of parts that form the whole. It also shows students that there are a limited number of sentences that make up the speech.

Segment and Practice

Break the address into sections to be learned.

1. The introduction: "Four score and seven years ago ... so conceived and so dedicated, can long endure."
2. The dedication: "We are met on a great battle-field of that war. ... It is altogether fitting and proper that we should do this."
3. Honoring the brave men who struggled: "But, in a larger sense, we can not dedicate ... far above our poor power to add or detract."
4. Dedication to the unfinished work: "The world will little note, nor long remember ... dedicated here to the unfinished work which they who fought here have thus far so nobly advanced."
5. The great task remaining before us: "It is rather for us to be here dedicated to the great task remaining before us ... shall not perish from the earth."

Last Paragraph First

Learn the last paragraph first. Students hear the first paragraph many, many times; therefore, it is easier to learn. Learning the last paragraph first (which is the largest paragraph) allows students to feel like they've accomplished something early in the process and that the remaining parts of the speech will be easier to master.

Vocabulary Study

Students can't recite something and put their soul into it without some understanding the language. Teaching the language Lincoln used is a good way to get students moving toward understanding what they are saying.

- Much of the terminology has to be directly taught to students, but this also presents opportunities for cross-curricular learning. "Four score and seven years ago..." presents

a mini exercise in mathematics: a score = $20 \times 4 = 80 + 7 = 87$ years ago. Students can brainstorm the many ways to write 87, e.g., $20 + 20 + 20 + 20 + 7 = 87$; $4 \times 20 + 7 = 87$; $(4 \times 20) + 7 = 87$, etc.

- Help students examine the different ways words are used. Example: the different ways Lincoln used meanings of the word “dedicate”:
 - Dedicated to the proposition...
 - Dedicate a portion of that field...
 - We can not dedicate ... this ground.
 - To be dedicated here to the unfinished work...
 - Dedicated to the great task remaining...
- Talk with students about who the pronoun referents refer to, e.g., *those who here gave their lives, it can never forget, rather for us to be here.*
- Teach vocabulary through synonyms, i.e., *liberty/freedom, conceived/created, proposition/belief, hallow/holy, endure/last.*
- Teach the meaning of each section by having students answer questions or paraphrase their understanding of each paragraph.

Historical Framework

Have students study the Civil War period and its reflection in the *Gettysburg Address* and in American history.

- Why the Civil War was fought: the history of underlying issues that preceded the war.
- Specifics of the Battle of Gettysburg: why it happened, goals of both sides, the importance of its outcome.
- Lincoln’s short- and long-term reasons for giving the speech.
- The unfinished work of those who fought the battle.
- The great task remaining before those who lived then and Americans in the years to come.

Reciting the Address

The Importance of Reciting the Address with Meaning and Correct Pronunciation

- Upon memorization of the speech, the ultimate goal for students is to deliver it with attention to pronunciation, cadence, pacing, and voice projection to best express Lincoln’s meaning.
- While memorizing the speech, students should also practice reading all of it to improve fluency and comprehension. In addition to reading words accurately, help them with correct pronunciation by scooping the longer words into syllables, identifying syllable types, and discussing the spelling rules surrounding them.

- Work on clear articulation of syllables in multi-syllable words such as: *dedicated, proposition, battlefield, conceived, altogether, consecrate, devotion*
- After the student has memorized the speech, it helps to have him highlight words that need emphasis. Then have him re-read the speech, emphasizing the highlighted words.

Mnemonic Devices

A mnemonic device is any learning technique that aids in remembering information. Mnemonics translate information into forms that are easier to remember than the original form. There are different types of mnemonics—music, word associations, acronyms, and rhymes, to name a few.

Sentence 1: 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.

Sentence 2: It is rather for us to be **here** dedicated to the **great task** remaining before us...

Here is how the sentences are broken down: Sentence one holds all of the things that need to come first (i.e., on a battlefield, we tend the **living** before the dead). **Dedicated here** begins with the letter D for dedicated. D comes before H (**Here dedicated** comes in the second sentence). And finally ... before we can accomplish any **great task**, we need to complete the **unfinished work**.

Everything highlighted in the first sentence in **orange** comes **first** (the living, the letter “D,” and the unfinished work).

Everything highlighted in the second sentence in **turquoise** comes **second** (the letter “H” and the great task).

Cognitive and Neuromotor Strategies

- Total Physical Response (TPR): Performing subtle hand or body gestures to accentuate the meaning of the text. Have students do the same gestures every time they recite the passage so that they make an association between the gestures and different parts of the text.
- Breathing/Relaxation/Visual Imagery: The very first step is to take a few deep breaths and to relax. Remember/recall with *all of your senses* when you were on the best vacation that you have ever experienced. ... Recall what your body felt like and how you felt about yourself. ...
- Body/Brain Connection—getting centered in your body: Prepare students’ body/brain prior to a working memory task with a short session of aerobic conditioning (3–4 minutes), which will increase blood flow to the body/brain; i.e., it sets the neurophysiological foundation—literally “gets the motor running”—and also helps clear the mind of extraneous thoughts so that the student can focus more easily and thus enhance his working memory capacity.

Nonverbal Gestures

A system of gestures can be used to prompt students when they get stuck in the particularly tricky places. With this system, voice prompts are not necessary. Informal sign language, for example, can be more effective and less intrusive.

Media

During practice, students can record themselves using audio and video recorders. Audio recording can help form students' voice, tone, volume, and pronunciation. Video recording can help students with their physical presence—stance, gestures, eye contact, and facial expressions.

Email clips to students or record their recitations on a smartphone to provide them more observation time on their speeches. Have a parent record the speech and assign reviewing the practice performance as homework (a good way to integrate the family into the process).

Multisensory Learning

Get a little deeper into the *memory process*

With each numbered sentence (e.g., #1—"Four score and seven years ago....our fathers brought forth..." etc.), ask students to create a visual image or visual room to place each sentence in. Students can recall the words/sentence and capture the meaning by using all of their senses: visual (shapes), sound including musicality (singing the address, read out loud, talk to themselves, use sub-vocalization), smell, tactile (clothing, seating), oral/taste, motor (associate words/sentences with movement: sit/stand, say it with yoga, dance, etc.). Continue with this visualization to the end of the *Gettysburg Address*.

With any and all reading, handwriting, or memorizing activities, be sure to vary body positions with activities, e.g., walking/jogging outside or on the treadmill; riding the stationary bike; balance exercises: standing on one leg, standing on one leg or tossing a ball on the trampoline, standing when typing, dancing, drumming while reciting it, etc.

Continue to teach the student how to use good posture and breath control (inflate lungs fully) to be able to pronounce words more easily, lessen anxiety, and, ultimately, increase more efficient oxygen exchange. This will at least be a very good attempt to reduce the impact of the human element, i.e., how our emotional state greatly affects working memory.

Tricky Spots

When studying whole sentences such as "The brave men, living and dead, who struggled here, have consecrated it [this ground] far above our poor power to add or detract," the main idea is interrupted twice with words that describe "the brave men." Further syntax work can be conducted by having students identify pronouns and their referents. For example, clarify Lincoln's meaning in the following line: "The world will note nor long remember what we

[Lincoln and his audience] say here, but it [the world] can never forget what they [the soldiers] did here.”

Final Tips

- Organize and simplify the learning environment. Clutter and too many “visuals” in the room serve as distractions that overload the working memory, divide the student’s attention, and limit his or her processing power.
- Identify each student’s perception of their own memory, e.g., good, not so good, could be improved a lot.

Note: Attention is enhanced when information is presented through more than one channel (integrate all cognitive and sensory-motor areas), i.e., the plan is to “direct selective attention.”

Explain to students that attention is critical to memorizing, i.e., focused and complete attention is needed the FIRST time and EVERY TIME when either listening to the *Gettysburg Address* or reading it on a page. It is important to emphasize to students that they need to have this level of “presence” so that they can fully understand the *meaning* of the address. If they are unable to do that, it will make the process of memorizing the address a *longer one*. Explaining this to students creates a good carrot to hold up in front of them.

Finally, taking into practice these strategies makes memorizing the *Gettysburg Address* more than just a mindless recitation procedure. It is important to create an atmosphere of camaraderie and collaboration that tells students they’re all in this for a common goal. That goal is to have all members of the class successfully memorize and deliver the address before an audience.

The Gettysburg Address Recitation Rubrics

Solo Recitation

Student Name _____

CATEGORY	4	3	2	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.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Speaks Clearly	Speaks clearly and distinctly all (95–100%) the time, and mispronounces no words.	Speaks clearly and distinctly all (95–100%) the time, but mispronounces one word.	Speaks clearly and distinctly most (85–94%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Uses Complete Sentences	Always (99–100% of time) speaks in complete sentences.	Mostly (80–98%) speaks in complete sentences.	Sometimes (70–79%) speaks in complete sentences.	Rarely speaks in complete sentences.
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. Does not generate much interest in topic being presented.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the	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.

	presentation.			
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Recitation with Video Enhancement

Student Name _____

CATEGORY	4	3	2	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.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	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 atmosphere or tone to the video.
Costume & Props	All students wore costumes and the group used some props.	Some students wore costumes and the group used some props.	Students wore no costumes, but the group used some props.	No costumes and no props were used.
Videography—Clarity	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout.	Problems with rocking/shaking and focus.

Videography— Interest	Many different camera shots, angles, sound effects, and or careful use of zoom lens provided variety in the video.	Several (3–4) different camera shots, angles, sound effects, and or careful use of zoom lens provided variety in the video.	One or two different camera shots, angles, sound effects, and or careful use of zoom lens provided variety in the video.	Little attempt was made to provide variety in the video.
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