

### Focus Question:

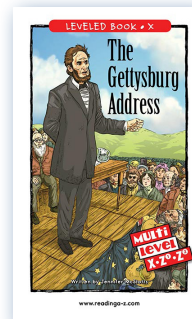
*Why is the Gettysburg Address one of the most influential speeches in American history?*

### Book Summary

Text Type: Nonfiction/Informational

The American Civil War (1861–1865) was a long fight between two sides of the same country, with friends and brothers sometimes fighting on opposite sides. After the famous battle of Gettysburg, President Abraham Lincoln knew he needed a great speech to rally the North to finish the war and restore the Union. *The Gettysburg Address* provides students a comprehensive look at why the famous speech was so important. The book can also be used to teach students other interesting facts about the war, the speech, and the time in U.S. history.

The books and lesson are available for levels Z1 and Z2.



### Lesson Essentials

#### Instructional Focus

- ☐ Use the reading strategy of summarizing to understand text
- ☐ Identify main idea and supporting details in text
- ☐ Use captions to better understand text
- ☐ Recognize and use proper nouns that name people
- ☐ Identify and understand multiple-meaning words

#### Materials

- ☐ Book—*The Gettysburg Address* (copy for each student)
- ☐ Main idea and details, proper nouns: names of people, multiple-meaning words worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *address* (n.), *dedicated* (v.), *devastation* (n.), *inspiring* (adj.), *proposition* (n.), *secession* (n.)

**Enrichment:** *commit* (v.), *conceived* (v.), *detract* (v.), *devotion* (n.), *perish* (v.), *resolve* (v.)

- **Academic vocabulary:** *describe* (v.), *event* (n.), *legal* (adj.), *opposite* (adj.), *unite* (v.), *version* (n.)

### Guiding the Reading

#### Before Reading

##### Build Background

- Ask students what prior knowledge they have of the Civil War. Have them discuss in groups whether they know the time frame, the president at the time, and any famous battles that took place.
- Project an image of the original Gettysburg Address or write the famous words *Four score and seven years ago* on the board. Ask students whether they are familiar with this document and what it is called. Explain to students the document is called the *Gettysburg Address* and that it's a famous speech given by President Abraham Lincoln. Have students discuss the Civil War time frame and what an *address* is (a speech).

##### Introduce the Book

- Give students their copy of *The Gettysburg Address*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

##### Introduce the Reading Strategy: Summarize

Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview of the most important information. Remind students that a summary includes the main idea and one or two supporting details. It often answers the questions *who*, *what*, *when*, *where*, and *why*. Explain to students that they will be stopping after each section, identifying the main idea, and then organizing the important information into a short summary.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Main idea and details

- Explain to students that every book has a main idea and supporting details. Explain or remind students that the *main idea* is the most important idea in the book and that any facts or information that supports that idea are the *details*.
- Ask students to skim through the text, noticing where the subtitles, or sections, begin. Explain that in nonfiction books, the author often groups the information into smaller sections, which makes it easier for the reader to process the important information. Explain that each section has its own main idea and the information in each section will include details supporting that main idea. Discuss with students how all the sections work together to support the main idea of the book as a whole.
- Remind students that section titles often give clues about the main ideas. Model how to identify the main idea by using the table of contents.

#### Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 24. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about the Gettysburg Address. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *When did the Civil War begin?* (level 1) page 4
- *How would you describe the soldiers who fought on the Confederate side of the war?* (level 2) pages 7 and 8

- *Why was Edward Everett chosen as the main speaker the day the Gettysburg Address was given?* (level 2) page 10
- *What facts would you select to support that President Lincoln was unsure that his speech would be received well?* (level 3) pages 10–12
- *How do you think the Gettysburg Address continues to affect Americans today?* (level 3) page 23

#### Text Features: Captions

Review with students that a caption is the text that appears below or within an image. Remind them that captions help readers better understand photographs and illustrations. Discuss with students how captions relate to the text. Have students work with a partner to review the photograph and caption on page 3. Ask students: *How does the caption underneath the image help you to understand the photograph? What is being shown in this photograph? Why are captions important tools for understanding photographs and illustrations?* Have students review other photographs and illustrations in the book and discuss in groups what captions they could add to the images without captions. Invite volunteers to share their thoughts with the rest of the class.

#### Skill Review

- Have students read to the end of page 5. Encourage those who finish early to reread the text and to think about what the important information is.
- Model identifying the main idea and details of these pages.  
*Think-aloud:* As I read the section “Brother Against Brother,” I noticed that most of the paragraphs give the reader some background information about the American Civil War. I read on page 4 how brothers and friends from the same town ended up fighting on opposite sides during the war. I’m going to underline that sentence. I’m also going to underline the phrases on page 5 that discuss the Schwarz brothers on the morning of the Battle of Gettysburg and how they never saw each other again. In the last paragraph, I will underline the sentence that asks the question, why is the Battle of Gettysburg famous? On the basis of what I’ve read and underlined, the main idea of this section is the Battle of Gettysburg was a famous battle in the American Civil War, a long, bloody war that often put brother against brother and put friends and neighbors on opposite sides.
- Point out that the main idea is not a sentence that can be directly underlined or highlighted in the text—it is a new sentence that is created by the reader after thinking about the information that was read.
- Model and discuss how to complete the **main-idea-and-details worksheet**, using evidence from the text.

### Guiding the Reading (cont.)

#### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

#### Skill Review

##### Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed. Invite volunteers to share with the rest of the class the main idea and details they chose.

#### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

#### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but could include the following: *In the 1860s, a two-hour speech was very common. The Gettysburg Address was a two-minute speech that inspired and encouraged the Union to continue to fight in the war.*)

#### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

##### Grammar and Mechanics:

##### Proper nouns: Names of people

- Review or explain that a *noun* names a person, place, or thing. Write the following sentence from page 4 on the board: *Lewis Armistead and Winfield Scott Hancock were close friends before the Civil War.* Underline *friends* and point out that this is an example of a regular noun that names a person.
- Ask students why *Lewis Armistead* and *Winfield Scott Hancock* are capitalized. Explain that these are examples of proper nouns, which name specific people and are therefore capitalized. Remind students that specific things and specific places are also proper nouns and should be capitalized. Point out the words *Civil War* and explain that this is the name of a specific event, so it is a proper noun.
- Remind students not to confuse a proper noun with a capital letter used at the beginning of a sentence or in a title of a section.

- **Check for understanding:** Write *Person* on the board and underline the word. Ask students to read through page 5 and locate all proper nouns that name a person (*Rudolf Schwarz, Schwarz, Rudolf*). Write these on the board. Ask them to also notice the proper nouns on page 5 that name places and things.
- **Independent practice:** Introduce, explain, and have students complete the **proper-nouns-names-of-people worksheet**. If time allows, discuss their answers.

#### Word Work: Multiple-meaning words

- Write the following sentences on the board: *She drove over the snowy mountain pass. He asked her to pass the bread.* Ask students to identify the word that appears in both sentences and that is spelled and sounds the same (*pass*).
- Have students explain the different meanings of the word as it is used in these two sentences (a narrow passage between mountains; to move something from one place to another). Explain that words that are spelled and sound the same but have different meanings are called *multiple-meaning words*.
- Ask students to locate the word *address* on the front cover. Ask a volunteer to define the word using his or her glossary at the back of the book (a formal speech).
- Ask students whether they know another meaning for the word *address*. Have a volunteer locate the word *address* in a dictionary and read the definitions aloud. Call on a volunteer to use each definition of the word *address* in a sentence.
- **Check for understanding:** Have students turn to the glossary and locate the two entries for the word *dedicated*. Have volunteers read the two definitions aloud. Then have students turn to pages 8 and 10 and read the word *dedicated* in its two different contexts. Ask students to turn to a partner and share a sentence using the definitions of *dedicated*.
- **Independent practice:** Introduce, explain, and have students complete the **multiple-meaning-words worksheet**. If time allows, discuss their answers.

#### Connections

- See the back of the book for cross-curricular extension ideas.