

# President Abraham Lincoln's Speech

## The Gettysburg Address, 1863

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 battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we 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.

twenty

a war between citizens of the same country

declare a place sacred

without accomplishing anything

## The Gettysburg Address

Name\_\_\_\_\_

Period\_\_\_\_\_

**PARAPHRASE PARAGRAPH 1 IN THE SPACE BELOW.**

**OVERARCHING QUESTION 1:***IN THE FIRST SENTENCE, WHAT DOES LINCOLN TELL US ABOUT THIS NEW NATION?* Use the questions below to help formulate your response.

- *What does Lincoln mean by “four score and seven years ago”? Who are “our fathers”?*
- *What does **conceived** mean?*
- *What does **proposition** mean?*
- *What is he saying is significant about America? Is he saying that no one has been free or equal before? So what is new?*
- *Summarize the three ways in which the nation is new.*

**OVERARCHING QUESTION 2: WHAT HAPPENED FOUR SCORE AND SEVEN YEARS AGO?** Use the questions below to help formulate your response.

- *When was “four score and seven years ago”?*
- *What important thing happened in that year?*
- *What does Lincoln tell us in this first sentence about what happened four score and seven years ago?*
- *Who are “our fathers”? What can we know about “our fathers” from this sentence?*
- *What is the impact of Lincoln referring to such a famous date?*

**REWRITE YOUR TRANSLATION OF PARAGRAPH 1 IN THE SPACE BELOW.**

**OVERARCHING QUESTION 3: *WHAT IS BEING TESTED BY THIS WAR?*** Use the questions below to help formulate your response.

- *What impact does starting the sentence with “now” have on its meaning?*
- *When Lincoln says the nation was “so conceived and so dedicated” what is he referring to?*
- *What is the point including the phrase “or any nation so conceived and so dedicated” – what would the sentence mean without it?*
- *The impact of a word choice: What if Lincoln had used the verb “start” instead of “conceive?”*

**OVERARCHING QUESTION 4: *WHAT ARE THE PEOPLE WHO ARE ASSEMBLED AT GETTYSBURG THERE TO DO?*** Use the questions below to help formulate your response.

- Consider what each part of the sentence found in lines 6-8 means:

*“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.”*

**PARAPHRASE PARAGRAPH 3 IN THE SPACE BELOW.**

**OVERARCHING QUESTION 5:** *WHAT DID THOSE WHO FOUGHT AT GETTYSBURG DO THAT THOSE WHO HAVE GATHERED CANNOT?* Use the questions below to help formulate your response.

- *What is the impact of starting the paragraph with “but”?*
- *What does Lincoln describe as the impact of those who fought at Gettysburg?*

**OVERARCHING QUESTION 6: WHAT IS THE UNFINISHED WORK THAT THOSE LISTENING TO THE SPEECH ARE ASKED TO ACHIEVE?** Use the questions below to help formulate your response.

- *What does the word “rather” mean in this sentence?*
- *How does Lincoln use the idea of “unfinished work” to assign responsibility to his listeners?*
- *What four specific ideas does Lincoln ask his listeners to commit themselves to at the end of his speech?*

**REVISE TRANSLATION OF PARAGRAPH 3 IN THE SPACE BELOW.**

**OVERARCHING QUESTION 7:** *HOW DOES THE MEANING OF "DEDICATE" CHANGE OVER THE COURSE OF THE TEXT, AND WHAT DOES THIS REVEAL ABOUT THE GETTYSBURG ADDRESS?*

- *Look carefully at Lincoln's speech; he uses the word "dedicate" repeatedly (six times). Circle the verb each time it appears in the text.*
- *What does the word "dedicate," mean the first two times Lincoln uses it, and what other verb is closely linked to it the first two times it appears? (lines 1-5)*
- *How is "dedicate" used the next two times, and how does it relate to the word consecrate? Who is now doing the dedicating? (lines 5-10)*
- *How does Lincoln use "dedicate" the final two times, and how does it relate to devotion? (lines 16-18)*
- *Summarize how the meanings of "dedicate" accumulate from the beginning of the speech to the end, and the impact of the meaning that has built up over the course of the speech.*

## The Gettysburg Address

**Written Response Name**\_\_\_\_\_

Period\_\_\_\_\_

In the last paragraph of the “Gettysburg Address,” Lincoln shifts the focus of his speech away from what he says is its purpose at the end of the second paragraph. What reasons does he give for the shift in focus? **What does Lincoln think is the task left to those listening to his speech?** Use evidence from the text to support your analysis. Formulate an answer to these questions in a thoughtful brief essay. (Approximately one page).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Forming Evidence-Based Claims

## FINDING DETAILS

I find interesting details that are related and that stand out to me from reading the text closely.

As you read, you will notice authors use a lot of details and strategies to develop their points and arguments. You might ask yourself: What details should I look for? How do I know they are important? Below are examples of types of details authors often use in important ways.

Author's Facts and Ideas	Author's Words and Organization	Opinions and Point of View
<ul style="list-style-type: none"><li>• Statistics</li><li>• Examples</li><li>• Vivid Description</li><li>• Characters/Actors</li><li>• Events</li></ul>	<ul style="list-style-type: none"><li>• Repeated words</li><li>• Strong Language</li><li>• Figurative language</li><li>• Tone</li><li>• Organizational Structure/Phrases</li></ul>	<ul style="list-style-type: none"><li>• Interpretations</li><li>• Explanation of ideas or events</li><li>• Narration</li><li>• Personal reflection</li><li>• Beliefs</li></ul>

By reading closely and thinking about the details that stand out to me, I can make connections among them. Below are some ways details can be connected.

## CONNECTING THE DETAILS

I explain the connections I make among the details through re-reading and thinking about them.

Facts and Ideas	Words and Organization	Opinions and Point of View
<ul style="list-style-type: none"><li>• Authors use hard facts to illustrate or define an idea.</li><li>• Authors use examples to express a belief or point of view.</li><li>• Authors use vivid description to compare or oppose different ideas.</li><li>• Authors describe different actors or characters to illustrate a comparison or contrast.</li><li>• Authors use a sequence of events to arrive at a conclusion.</li></ul>	<ul style="list-style-type: none"><li>• Authors repeat specific words or structures to emphasize meaning or tone.</li><li>• Authors use language or tone to establish a mood.</li><li>• Authors use figurative language to infer emotion or embellish meaning.</li><li>• Authors use a specific organization to enhance a point or add meaning.</li></ul>	<ul style="list-style-type: none"><li>• Authors compare or contrast evidence to help define his or her point of view.</li><li>• Authors offer their explanation of ideas or events to support their beliefs.</li><li>• Authors tell their own story to develop their point of view.</li><li>• Author use language to reveal an opinion or feeling about a topic.</li></ul>

## MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

As I group and connect my details, I can come to a conclusion and form a statement about the text.

### FINDING DETAILS

I find interesting details that are related and that stand out to me from reading the text closely.

(Reference: ) (Reference: ) (Reference: )



### CONNECTING THE DETAILS

I explain the connections I make among the details through re-reading and thinking about them.

MY THINKING:



### MAKING A CLAIM

I state a conclusion that I have come to and can support with evidence from the text after reading and thinking about it closely.

