

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mount Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University of California, Berkeley
History-Social Science Project

11th Grade Lesson: “Gettysburg Address”

How did Lincoln use his “Gettysburg Address” as an opportunity to increase support for the war, and why was this necessary for the survival of the Union cause?

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**Teaching American History for All
MDUSD/UCB H-SSP
11th Grade Lesson: “Gettysburg Address”**

Developed by: Jesse Forsland

Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

11th Grade Yearlong Focus Question:

How have the powers of the United States federal government expanded or been limited since the Civil War?

Unit Focus:

American Civil War

Unit Focus Question:

How did slavery issues lead to the Civil War?

Unit Working Thesis:

Differences between the North and South in social structure, economic structure, and political beliefs about slavery caused the United States to erupt into Civil War.

Lesson Focus Question:

How did Lincoln use his “Gettysburg Address” as an opportunity to increase support for the war effort, and why was this necessary for the survival of the Union cause?

Lesson Working Thesis:

In the “Gettysburg Address”, Lincoln uses rhetorical strategies to re-frame the Union war cause in order to shift waning public opinion back in support of the war.

Reading and Writing Strategy/ies:

- Direct Vocab Instruction: Emancipation Proclamation (review), Copperhead Democrat, Draft Riots, Rhetorical Strategies
- READING: Passage level deconstruction- P.O.V.
- WRITING: Basic Structure Paragraph Outline

Suggested Amount of Time:

One day (with homework)

Textbook:

Danzer, Gerald et al. *The Americans: Reconstruction to the 21st Century*. Evanston, Illinois: McDougal Littell Inc., 2006, pp. 177

Context of the lesson in the unit (and its connection to Citizenship):

This lesson should be taught after a lesson on the Emancipation Proclamation (students should be familiar with the document and criticisms of it by “Copperhead” Democrats), but before teaching

Lincoln's Second Inaugural Address.

Lesson Procedure:

1. Introduction

- Teacher reviews previous lesson on Emancipation Proclamation
- Teacher gives Powerpoint presentation on Gettysburg battle, New York Draft Riots, and efforts by Copperhead Democrats to end the war through concessions to the Confederacy.
- Teacher passes out Gettysburg Address lesson packet

2. Reading Strategy

- Students will engage in teacher-led cloze reading of Lincoln's speech and the Chicago Times Editorial. Whole class discusses and completes content questions with the teacher emphasizing the rhetorical strategies Lincoln uses to reframe the Union cause, and why this was necessary (ex. draft riots, Copperheads, high casualties).
- Students work in small groups to complete P.O.V. chart and answer the lesson question.

3. Writing Strategy

HW: Students use the content and lesson question answers, and P.O.V. chart to complete paragraph outline on Lincoln's motives and rhetorical strategies in writing the "Gettysburg Address".

History-Social Science Content Standards:

- 11.1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- 11.1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- 11.1.3 Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

Historical and Social Sciences Analysis Skills:

Historical Interpretation-

1. students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect
2. students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values
3. students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions

Reading/Language Arts Content Standards:

Grades Eleven and Twelve- Structural Features of Informational Materials

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Abraham Lincoln: “Gettysburg Address”

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.

-Abraham Lincoln “Gettysburg Address” November 19, 1863

Content Questions:

1. What year does Lincoln refer to with the opening line “*Four score and seven years ago...*” (hint: a “score” is 20)? What famous document was written in that year?
2. Why does Lincoln claim that those gathered for this ceremony cannot “*dedicate,*” “*consecrate*” or “*hallow this ground*”?
3. Lincoln claims that: “*these dead shall not have died in vain- that this nation, under God, shall have*

a new birth of freedom". What would this new birth of freedom be?

Chicago Times Editorial: "The President at Gettysburg"

As a refutation of this statement [Lincoln's "Gettysburg Address"], we copy certain clauses in the Federal constitution:

"Representatives and direct taxes shall be apportioned among the several States which may be included in this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons...."

Do these provisions in the constitution dedicate the nation to "the proposition that all men are created equal"? Mr. Lincoln occupies his present position by virtue of this constitution, and is sworn to the maintenance and enforcement of these provisions. It was to uphold this constitution, and the Union created by it, that our officers and soldiers gave their lives at Gettysburg. How dared he, then, standing on their graves, misstate the cause for which they died, and libel the statesmen who founded the government? They were men possessing too much self-respect to declare that negroes were their equals, or were entitled to equal privileges.

-From a Chicago Times editorial "The President at Gettysburg" November 23, 1863

1. How does the author of the editorial use the Constitution to refute Lincoln's claims regarding equality among men?
2. For what cause does the author claim the Union soldiers "gave their lives" at Gettysburg?
3. What is the author's response to Lincoln's claim that the Union dead fought for a "new birth of freedom"?

NAME _____

Points of View, Message, Debate: “Gettysburg Address”

Use the passages to find the messages for supporting or opposing the Union war effort.

What they thought, said or believed about:	POV 1: Abraham Lincoln	POV 2: Chicago Times Editorial
The the documents and ideas upon which the United States was founded		
For what cause the Union dead gave their lives		
What status African slaves should be given in the United States		

Lesson Question: How did Lincoln use his “Gettysburg Address” as an opportunity to increase support for the war effort, and why was this necessary for the survival of the Union cause?

BASIC ANALYTICAL PARAGRAPH FRAME/OUTLINE

Thesis statement: _____

Evidence (Category) 1: _____

Evidence (Category) 2: _____

Evidence (Category) 3: _____

Analysis: _____

Concluding statement: _____
