

Part I: Thematic Primary Source Set





Goal: Demonstrate how primary sources can support at least one teaching strategy.

Topic/Big Idea: The Gettysburg Address


Grade Level and Subject Area: 5th grade Social Studies

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Thumbnail Image of Source	Bibliographic Information (Title, Author/Creator, Date, URL)
	<p>Title: Daniel Chester French's statue of Abraham Lincoln at the Lincoln Memorial, Washington, D.C. Creator(s): <u>Highsmith, Carol M., 1946-</u>, photographer Date Created/Published: [between 1980 and 2006] http://www.loc.gov/exhibits/gettysburg-address/ext/trans-nicolay-inscribed.html</p>
	<p>Title: Gettysburg Address the Formal Invitation Creator(s): Judge David Wills Date Created/Published: November 2, 1863 http://www.loc.gov/exhibits/gettysburg-address/ext/trans-formal.html</p>
	<p>Title: [Dedication ceremonies at the Soldiers' National cemetery, Gettysburg, Pennsylvania] Creator(s): <u>Gardner, Alexander, 1821-1882</u>, photographer Date Created/Published: 1863 Nov. 19. Medium: 1 negative : glass, stereograph, wet collodion ; 4 x 10 in. http://www.loc.gov/pictures/item/cwp2003005754/PP/</p>
	<p>Title: [Lincoln's Gettysburg Address, Gettysburg] Creator: unknown Date Created/Published: [1863, printed later] Medium: 1 photographic print. http://www.loc.gov/pictures/item/2012648250/</p>



	<p>Title: Edward Everett to Abraham Lincoln Creator: Edward Everett Date Created: November 20, 1863 http://www.loc.gov/exhibits/gettysburg-address/ext/trans-nicolay-copy.html</p>
No thumb nail shown	<p>Title: Eulogy upon the characters and services of Abraham Lincoln... Creator: Charles Sumner Date: June 1, 1965 http://babel.hathitrust.org/cgi/pt?id=loc.ark:/13960/t6nz89867;view=1up;seq=21</p>

Part II: Classroom Activity Plan

Essential/Investigative Question: Do you think in his day Abraham was recognized and highly praised for the speech that is now considered the speech he is most famous for? What was the context of the Gettysburg Address?

Objective(s): The student will be able to analyze whether or not Abraham Lincoln was recognized and highly praised in his day for the Gettysburg Address.

The student will be able to identify the date, setting, and context of the Gettysburg Address.

Standard(s) Addressed: US1. 9d The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by d) describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglass in events leading to and during the war.

Procedure:

1. First, read aloud the Gettysburg Address speech that is written on the wall at the Lincoln Memorial while showing the image of the statue of Abraham Lincoln at the Lincoln Memorial. The students would also get to see the words of the Gettysburg Address on paper. Then ask students what they know about the Gettysburg Address. At the end of the discussion, ask them the investigative question, “Do you think in his day Abraham was recognized and highly praised for the speech that is now considered the speech he is most famous for? What was the context of the Gettysburg Address?” This would engage the students in what they should be focusing on while looking at the other



documents. Write down their answers and then ask the students to either draw or write what their picture of the Gettysburg Address location might look like.

2. Then show the “Gettysburg Address the Formal Invitation.” Use the Smart Board to have the students point out the context of the Gettysburg Address. We would circle the date, setting, and reason for the occasion. While discussing, make sure that we also discussed that Abraham Lincoln was the second one to speak and that the letter was given to him 17 days before the event. State that the other speaker got his invitation in September. Ask the students what they think so far about the first question, “Do you think in his day Abraham was recognized and highly praised for the speech that is now considered the speech he is most famous for?”
3. Then show the next two pictures of the place of the Gettysburg Address and what it looked like. We would talk about the location, the amount of people, and where Lincoln was. We might also talk about the difference of what we thought the Gettysburg Address location might look like from before and what it actually looked like.
4. Then show the letter from Edward Everett (who was the first speaker at the Gettysburg Address) to Abraham Lincoln. We would discuss how Everett recognized Abraham as making a brilliant speech and stated “I should be glad, if I could flatter myself that I came as near to the central idea of the occasion, in two hours, as you did in two minutes. My son who parted from me at Baltimore & my daughter, concur in this sentiment.”
5. Finally, read the part of the eulogy that states that Gettysburg Address was “monumental act” and that “The world noted at once what he [Lincoln] said, and will never cease to remember it. The battle itself was less important than the speech.” Then the class would decide how they would answer the two investigative questions.

