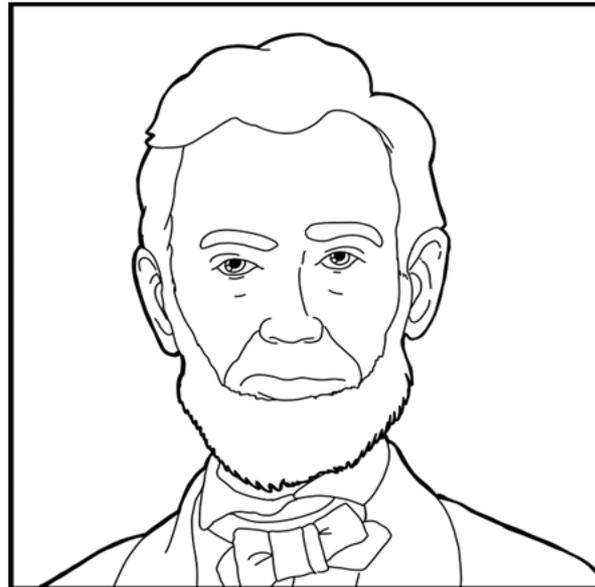


# *Civil War and Reconstruction*

*Primary Source: The Gettysburg Address*



# Deconstructing History - Mission Statement

Deconstructing History was created out of my personal love of teaching history for over 18 years...and counting! Over the course of my career, I've seen the change in the classroom moving from strictly teacher-led lessons to student driven work.

My hope is to provide teachers a more minimalistic student-based approach to teaching history. With all my lessons, students will be expected to be the primary stakeholders in their learning which includes but is not limited to:

- Student led research of standard based topics (all lessons connected to Next Generation Sunshine State Standards Social Studies, but easily overlap with other states' standards)
  - Completion of simply designed worksheets that can be used as standalones or as part of an interactive notebook
  - Collaborative efforts, amongst fellow classmates, on a myriad of poster projects, foldables, and more!
- Furthermore, many of the war poster projects include large original illustrations of veterans. This extra emphasis is a way to shine a light on all the great sacrifices our veterans, from all military branches, have made in building the very foundation of the United States.

In short, my goal is to provide simplistic, easy to follow lessons that your students can take pride in researching and creating.

Deconstructing History...it's what we are all about!!

**THANK YOU!**

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*History*  
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Thanks for choosing this Deconstructing History activity for your students! Interactive worksheets are a simple, and fun way to get students thinking and moving. All that's required is:

- Student handout (INCLUDED)
- Teacher Guide (INCLUDED)
- Teacher Key (INCLDUED)
- And most importantly...students who are ready to learn!

### Q & A

#### **1. Is this strictly an individual assignment?**

NO. This assignment can be done with multiple group members as there are several divided sections throughout the activity. For example, place students in pairs and have them take turns reading the primary source and then proceeding to answer the questions together. The format is completely up to you and your students' individual needs and time constraints.

#### **2. I don't see any outside readings provided. How do I go about getting reading stations prepared for students?**

Being that this is a student-based assignment, its important that students gather information from websites that have been vetted by you and would be considered on par with your students reading level. If your school district limits such outside research, then any school approved textbook or reading packets could be used. The options are endless! If you still need some suggestions, please email me at [tpt@deconstructinghistory.com](mailto:tpt@deconstructinghistory.com) or visit my blog at [www.deconstructinghistory.com](http://www.deconstructinghistory.com) and join the mailing list. NOTE: The Library of Congress and National Archives websites provides access to many primary sources, for FREE, if used for educational and research purposes. When possible, I will provide a direct link to the specific primary source that can be used for the lesson. Click here for [Gettysburg Address!](#)

#### **3. What should students do with their complete worksheet?**

The worksheet will serve as the student's personal class notes and should be placed in their notebook or binder. It can also be collected by you and be used towards the student's final grade. Whether students are working in a group or not, its important that each person have their own copy to have for future use/reference/study guide.

Name: \_\_\_\_\_

## Primary Source Analysis: The Gettysburg Address

**Directions:** Find and thoroughly analyze a copy of Lincoln's famous speech the Gettysburg Address. Then complete the primary source analyze questions below.

Speech Given by:

Date Given:

Location:

Target Audience:

New Vocabulary: (include a short definition):

fourscore -

hallow -

consecrated -

perish -

in vain -

CONTEXT (What events led to that moment in time. Be specific.):

Describe the tone of the speech (sad, angry, etc.):

Most memorable line(s):



Name: \_\_\_\_\_

## Primary Source Analysis: The Gettysburg Address

Summarize the speech in your own words:

Reflect:

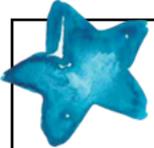
Some the most repeated words in the speech include:

- 1) We
- 2) Dedicated/dedicate
- 3) Nation

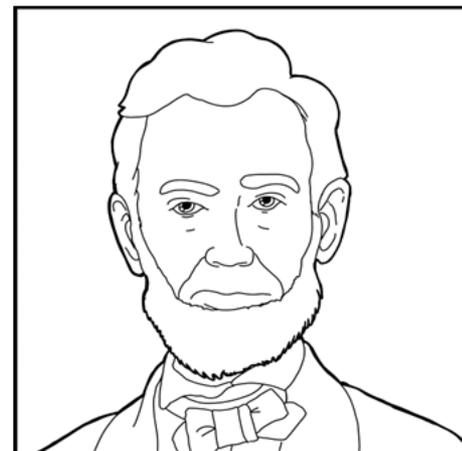
What do you believe to be the significance of using those particular words repeatedly?

Describe the overall effect/impact of the speech:

Any Questions ???

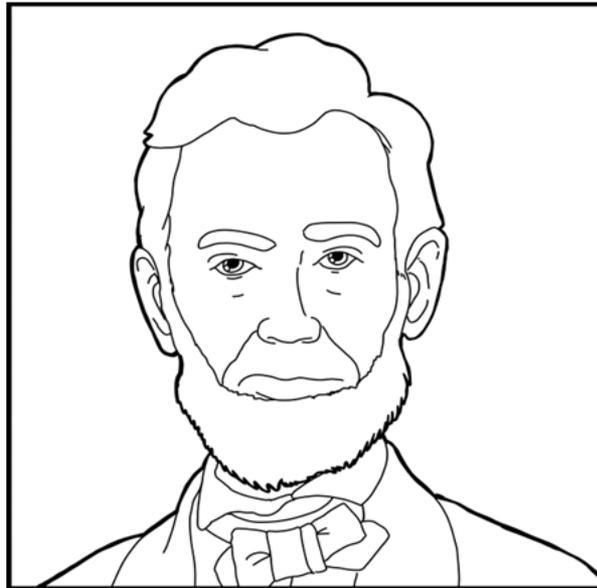


Student Name: \_\_\_\_\_



Teacher Key:

Civil War and Reconstruction  
Primary Source: The Gettysburg Address



Name: \_\_\_\_\_

## Primary Source Analysis: The Gettysburg Address

**Directions:** Find and thoroughly analyze a copy of Lincoln's famous speech the Gettysburg Address. Then complete the primary source analyze questions below.

Speech Given by: Abraham Lincoln

Date Given: Nov. 19, 1863

Location: Gettysburg, PA

Target Audience: People present at the dedication of the cemetery to those who died at the Battle of Gettysburg.

New Vocabulary: (include a short definition):

fourscore - Eighty

hallow - sacred or holy

consecrated - created or declared as sacred

perish - die or face ruin

in vain - without cause or consequence

CONTEXT (What events led to that moment in time. Be specific.):

- Speech was given after the Battle of Gettysburg
- Battle of Gettysburg was the turning point in the Civil War that brought forth a Union victory
- While the war will continue for another two years, due to the Unions inability to produce a Confederate surrender, the dedication of the cemetery in Gettysburg signaled a shift

Describe the tone of the speech (sad, angry, etc.):

- Lincoln's short but powerful speech spoke the founding principals of this country (equality and democracy)
- Gave praise to the valiant soldiers who had lost their lives and brought forth a vision for the country moving forward

Most memorable line(s):

Student Answers Will Vary

Possible responses:

**'This nation, under God, shall have a new birth of freedom'**  
**'Government of the people, by the people, for the people'**

Name: \_\_\_\_\_

## Primary Source Analysis: The Gettysburg Address

Summarize the speech in your own words:

**Student Answers will Vary**

Reflect:

Some the most repeated words in the speech include:

- 1) We
- 2) Dedicated/dedicate
- 3) Nation

What do you believe to be the significance of using those particular words repeatedly?

**Student Answers will Vary**

Describe the overall effect/impact of the speech:

- **Explained challenges but the importance of also the staying the course**
- **Create a nation in the image of what the founding fathers had envisioned**
- **Highlighted the sacrifice of those who had died for the cause and it not being in vain**

**Student Answers will Vary**

Any Questions ???