

<b>Teacher:</b> Howard Mestas	
<b>Title:</b> “Four Score and Seven”	<b>Subject:</b> American History
<b>Topic:</b> Gettysburg Address	<b>Grade:</b> 7-12
<b>Lesson Duration:</b> Three 45 minute class periods	<b>School:</b> Pueblo West Middle
<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b>	<p>Gettysburg Address</p> <p>This lesson is about how the Gettysburg Address became an iconic American document despite being insignificant in its origins. Student will trace a timeline from the actual battle to when Abraham Lincoln gave the speech. Part of the lesson will show how Lincoln was not the guest of honor at the dedication of the National Cemetery at Gettysburg, Pennsylvania.</p>
<b>National Standards for History Era</b> <a href="#">Link</a>	<p style="text-align: center;"><b>Era 5</b></p> <p style="text-align: center;"><b>Civil War and Reconstruction (1850-1877)</b></p> <p><a href="#">Standard 1</a> The causes of the Civil War</p> <p><a href="#">Standard 2</a> The course and character of the Civil War and its effects on the American people</p> <p><a href="#">Standard 3</a> How various reconstruction plans succeeded or failed</p>
<b>Standard:</b> <b>Colorado Model Content Standards</b>	<ol style="list-style-type: none"> <li>1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</li> <li>2. Students know how to use the processes and resources of historical inquiry.</li> <li>3. Students understand that societies are diverse and have changed over time.</li> <li>4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</li> <li>5. Students understand political institutions and theories that have developed and changed over time.</li> <li>6. Students know that religious and philosophical ideas have been powerful forces throughout history.</li> </ol>

<b>Theses/Concept:</b>	Historical interpretation and Communication
<b>Essential questions (2-5 questions) (What you want the students to know.)</b>	<ul style="list-style-type: none"> <li>• What was the Gettysburg Address?</li> <li>• Who wrote the Gettysburg Address?</li> <li>• When was the Gettysburg Address written?</li> <li>• Why was the Gettysburg Address written?</li> <li>• How important has the Gettysburg Address become?</li> </ul>
<b>Elements (What you want the students to understand.)</b>	<p>The process through which the Gettysburg Address became reality. The understanding that Abraham Lincoln was not the most honored guest at the Dedication of the National Cemetery and that the Gettysburg Address was not originally accepted as the document Americans cherish today.</p>
<b>Launch Activity (Hook)</b>	<p>Read the opening stanza of the Gettysburg Address. Ask students who wrote it and have a short discussion about who, what, when, etc. Show students the David Wills Letter (below) and ask them to find how this invitation is condescending to Abraham Lincoln.</p> <p>Gettysburg Nov. 2 1863</p> <p>Sir,</p> <p>As the Hotels in our town will be crowded and in confusion at the time referred to in the enclosed invitation, I write to invite you to stop with me. I hope you will feel it your duty to lay aside pressing business for a day to come on here to perform this last sad rite to our brave soldier dead on the 19th instant.</p> <p>Governor Curtin and Hon Edward Everett will be my Guests at that time and if you come you will please join them at my house.</p> <p>You will confer a favor if you advise me early of your intentions.</p>

	<p>With great Respect</p> <p>Your Obedient Servant</p> <p><u>David Wills</u></p> <p><u>Background</u></p> <p><a href="http://www.loc.gov/exhibits/treasures/trt031.html">http://www.loc.gov/exhibits/treasures/trt031.html</a></p> <p>Judge David Wills's letter to Abraham Lincoln is the official invitation to the president to participate in the dedication of Gettysburg Memorial Cemetery. Wills carefully explained to Lincoln that this was a state initiative. The proposed cemetery was planned and financed by states represented in death at Gettysburg. Wills, who had conceived the idea of a national cemetery and had organized the dedication, made it equally clear to the president that he would have only a small part in the ceremonies. Although there is some evidence Lincoln expected Wills's letter, its late date makes the author appear presumptuous, especially when one realizes that Edward Everett, the principal speaker for the occasion, received his invitation in September. Seventeen days was extraordinarily short notice for presidential participation even by nineteenth-century standards.</p>
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<p><b>Knowledge &amp; Skills</b></p> <p><b>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?</b></p>	<p><u>Vocabulary</u></p> <p>Abraham Lincoln David Wills Edward Everett. Battle of Gettysburg Gettysburg Address Gettysburg, PA National Cemetery</p>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• <b>nderstand that the interpretation of documents changes over time.</b></li> <li>• <b>nderstanding and interpreting primary sources.</b></li> </ul>
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**Lesson Methodology** (*How will you conduct the lesson; activities... ?*)

Teacher will read The Gettysburg Address as students read along. Students will review all links provided. Students will be broken into small discussion groups and provide input to the class.
<b>Assessment Evidence: What evidence will show that students met the learning goal?</b>
<b>Traditional Assessment (Quizzes, Test, Selected Responses)</b>
Class participation, individual and group activities, reading assignment, writing assignment.
<b>Portfolio Assessment</b> Ongoing for some school districts (end of year assessment)
<b>Authentic Assessment</b> ( <i>Performance Tasks, Rubrics, Projects, Dialogues, etc.,</i> )
Group power-point presentations, class discussion.
<b>Student Self-Assessment</b>
Standard review, peer review and collaboration.
<b>Differentiation Associated with this unit (different learning levels)</b>
<ul style="list-style-type: none"> <li>• Students can write their own address for an important dedication of their choice and then read it to the class.</li> <li>• Students can research to find copies of drafts the Gettysburg Address in Abraham Lincoln’s handwriting.</li> <li>• Students can research to find myths about the Gettysburg Address, i.e. individuals who falsely claimed to have been with Lincoln when he wrote the address.</li> <li>• Students can find newspaper and magazine reviews of the Gettysburg Address to see how it has changed over time. They may also research to see reactions in Confederate magazines and newspapers.</li> <li>• Students can research to find important events where the Gettysburg Address has been recited.</li> <li>• Students can memorize the Gettysburg Address and recite it to the class.</li> <li>• Students can make a timeline of events, from the Battle of Gettysburg, up to the plans for a dedication of the National Cemetery, to the day of the speech.</li> <li>• Students can review the speech to give an interpretation of what they think it meant, i.e., what does “Four score and seven years mean?”</li> <li>• Advanced students can compare the speech to Abraham Lincoln’s Second Inaugural Speech.</li> </ul>
<b>Resources and instructional tools:</b> Power point projector, pencil/paper, internet access, copies of “The Gettysburg Gospel” By Gabor Boritt.

## Gettysburg Address

"Fourscore 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 cannot dedicate, we cannot consecrate, we cannot 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."

### **The Gettysburg Address: A Historical Context**

The Battle of Gettysburg was a turning point in the Civil War. General Lee was turned back from his northern invasion into Pennsylvania by the Union army, led by General George Meade. This was the last time General Lee tried to bring the Army of Northern Virginia into the North.

After three days of fighting (July 1-3, 1863), nearly 40,000 soldiers were killed and many more were wounded. Residents of Gettysburg raised the idea of creating a national cemetery on the site. Pennsylvania Governor Curtin responded quickly and by mid-July a plan was put into operation. Bodies were gathered together and buried in a large site located on Cemetery Hill.

A United States Cemetery Board of Commissions was placed in charge of creating the national cemetery. They wanted to dedicate the ground in a formal ceremony that would honor the final resting place for so many fallen soldiers. They selected the Honorable Edward Everett of Massachusetts, one of the best-known speakers in America.

Others well-known people were invited, too, including the President Lincoln, cabinet members, General Meade, members of the diplomatic corps, and members of the House and Senate. The formal invitation to the President was sent on November 2nd, weeks after Everett's invitation. The invitation asked Lincoln say something briefly at the conclusion of the ceremony. Edward Everett's oration was the central focus; President Lincoln was the conclusion. The invitation said, "It is the desire that, after the Oration, you, as Chief Executive of the Nation, formally set apart these grounds to their Sacred use by a few appropriate remarks." This he agreed to do, and he went on to do it in two minutes with ten memorable sentences totaling 272 often quoted words.

Mr. Everett spoke for two hours and four minutes that afternoon. What he said was not a surprise to the audience because the text of his speech had been published and widely distributed days before the event. There did not appear to be much interest in what the President would say. His reputation as a storyteller had even made some Board of Commissions members fear that he would not be up to such a solemn occasion. How wrong they were.

The day following the dedication, Mr. Everett sent a note to President Lincoln congratulating him for his address. He said, "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." In his reply Lincoln noted that Everett was expected to make the long speech. He said, "In our respective parts yesterday, you could not have been excused to make a short address, nor I a long one."

Not everyone at the time agreed with Mr. Everett's assessment of the Gettysburg Address. The *Harrisburg Patriot and Union* newspaper made fun of his short speech, "We pass over the silly remarks of the President; for the credit of the nation we are willing that the veil of oblivion shall be dropped over them and that they shall no more be repeated or thought of."

The same Gettysburg Address later memorized by generations of school children and widely proclaimed as the greatest American speech ever given was also criticized by the *Chicago Times*, "The cheeks of every American must tingle with shame as he reads the silly, flat, and dishwatery utterances of the man who has to be pointed out to intelligent foreigners as the President of the United States."

Many other newspapers felt as Edward Everett did. They recognized the beauty, clarity, and simplicity of the word. They sensed that these words would live on because they condensed the unique American experience into a timeless expression of the national values of freedom, liberty, and equality.

The *Springfield Republican* called it, "a perfect gem; deep in feeling, compact in thought and expression, and tasteful and elegant in every word and comma." The *Providence Journal* had high praise, "We know not where to look for a more admirable speech than the brief one which the President made at the close of Mr. Everett's oration..."

Lincoln's ability with the English language permitted him to craft a ten-sentence statement that would bring admiration from wordsmiths, but the speech is more than the arrangement of words. The words speak of ideas, not the recent battle.

<http://rmc.library.cornell.edu/gettysburg/ideas>