



Te

y Analysis of: Title: The Gettysburg Address

by Author: Abraham Lincoln

Text Type (fiction, informational etc.): speech

Text Description		Recommended Complexity Band Level	
<p>The text is a short speech given by Abraham Lincoln during a dedication ceremony after the Battle of Gettysburg during the Civil War. Although the text is very short it does have a variety of complexity to it. His purpose is to get the people to see we need to continue to fight the war to bring the nation back together. It includes several historical references that the reader may or may not understand. The speech does not become famous until later in history, but is now considered one of the greatest in American History.</p>		<p><i>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</i> This reading is very complex to Exceedingly complex. The lexile level is very high, but the length is very short. This text may challenge all readers, but especially will challenge lower learners. If the reader has prior knowledge of the time period then it will assist them. There will need to be scaffolding with historical references such as the wording and meaning of various events such as the Declaration of Independence all the way to Lincoln's extreme personal involvement in the Civil War. Scaffolding will also need to include vocabulary, historical terms, and continuous clarification of the materials. Chunking, guided discussions and read alouds will assist readers in understanding this text.</p>	
		<p><i>Mark all that apply:</i> Grade Level Band: K-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12 X PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) X Humanities (H) <input type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Career and Technical Education (CTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>	
Quantitative Measure			
Quantitative Measure of the Text: 1500	Range:	Associated Grade Band Level: 10+	
Qualitative Measures			
Text Structure (story structure or form of piece): <p>Text Structure: Text structure is somewhat complex. There are connections between other past events, current events and democratic theories that are not clear. The author uses phrases from the Declaration of Independence but does not cite it. The sequence is chronological but does start in the past. This is a first-person speech that is over 150 years old.</p>			

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Language Features: The language feature is fairly complex on all three measurements. In conventionality it contains fairly complex wording with many abstract or figurative language use. The vocabulary is sometimes unfamiliar, often archaic and very subject specific. The sentence structure is complex with varied lengths and concepts..

Knowledge Demands: The knowledge demands are very complex in the speech. If the reader has no knowledge that our government is based on the ideologies of the Declaration of Independence, which is quoted, or the issues that led to the Civil War or the events of the Civil War and the presidential position of the author then it is very likely that there will be little understanding of the text.

Language Clarity and Conventions (including vocabulary load): The Language features are moderately complex because there are several content vocabulary terms included. The vocab is also a little archaic which makes it harder for the reader to understand.

Levels of Meaning/Purpose: The purpose of the speech is a little abstract and not spelled out directly making it complex. Some of this is due to the verbiage that President Lincoln uses.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 Idaho Content Standards for ELA/Literacy) for this Text:

RH9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

Many students will not have excessive experience of reading primary documents or political speeches. There needs to be sufficient background knowledge prior to reading this text. Vocabulary in this text may cause students to lose track of the meaning and what Lincoln is saying.

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RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history.

Reader Tasks:

Students will be asked to read the text several times. The first run through will be independently, annotating the text with a given annotation guide. The second time the teacher will read it outloud to the class in sections. Students will then get into groups and read it a third time helping each other and using resources to answer questions they might have about vocab or the time period. They will then translate paragraphs one and two into their own words. The teacher will lead students through guided questions about the first two paragraphs. The students will then rewrite their translations of the first two paragraphs. Repeat the process with the third paragraph.

Reflection question: How does Lincoln use the idea of “unfinished work” to assign responsibility to his listeners? Write for 5 minutes.

Group discussion of the term dedicate/dedication and how it is repeatedly used throughout the text. Groups share out for a class discussion. Two sentence reflection on Lincoln’s use of dedication.

Create a slogan(10 words or less) that represents Lincoln’s speech.

Differentiation/Supports for Students:

Some modifications for lower level learners might be:

- A modified annotation might be offered
- Working in a group the entire time
- Vocab words given at the beginning of lesson
- Outline partially filled out of the translation of the meaning of the text

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Please save this document using the following format: GradeLevelBand.TextTitle.Author'sLastName.ContentArea

Example: 9-12.Hamlet.Shakespeare.ELA

- If the text can be used in more than one area, use "General" for Content Area (but make sure specific content areas are checked above).
- Use abbreviations (above in parentheses) to designate Content Area (eg. ELA, FL, G, HPE, etc.)
- If the text can be used in a wide variety of grade levels, please show the range (eg. K-8, 6-12, etc.)

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