



## **The Making of a Nation**

Over 150 Years Later, Lincoln's Words at  
Gettysburg Still Have Meaning

Lesson Plan

*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the This lesson plan is to accompany the Making of a Nation story, *Over 150 Years Later, Lincoln's Words at Gettysburg Still Have Meaning*.

Students may have read a previous Making of a Nation story on the Civil War battle of Gettysburg. This will give them useful background knowledge for understanding this story.

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Ask: “What do you remember about the battle of Gettysburg? How was it different from some of the other battles in the Civil War?”

**Give students time to discuss and offer their opinions.**

Say, “Gettysburg was famous for being the bloodiest battle. That means more soldiers died than in any other battle. Altogether, almost as many died at Gettysburg as in the Vietnam conflict.”

**Then, make sure they know the key vocabulary words from this story.**

# Vocabulary

**address** – *n.* a speech

**dedicated** – *v.* officially made a place for remembering someone or something

**proposition** – *n.* a statement to be proved, explained or discussed

**consecrate** – *v.* to make something holy

**devotion** – *n.* a feeling of strong love or loyalty

**resolve** – *v.* make a final, serious decision

**in vain** – *adj.* without producing a good result

# Present

Explain “As we read this story today, we will apply the strategy, **make inferences**. This is what we do when we don’t understand the meaning of a word or a sentence. This strategy helps us in reading because we don’t have to stop and take the time to look up unknown words.”

If desired, print the script included at the end of this document for students to read along with the audio in class. Play the first section of the story, up to "Five months later, President Abraham Lincoln traveled to Gettysburg to speak at a ceremony establishing a military burial ground there."

Pretend that you don’t know the word *establishing*. “Here’s a word I don’t know – *establishing*. I am going to make an inference about the meaning by looking at the sentence where I find it. The word before it is ‘ceremony.’ I know that word. It’s when people do something formal on a special occasion. The words after are ‘a burial ground.’ I can make an inference, or guess, that ‘establishing’ is a little like ‘opening’ or ‘beginning.’ In our English class, it’s ok to guess when you don’t know something. You can check your guesses later by looking up the word or asking someone.”

“This story has the original language that Lincoln used in his speech at Gettysburg. Some of the words and expressions are old-fashioned so they might be difficult for you to understand. Try your best as we read to make an inference about the meaning. When we are finished with the story you can ask me to check if you understand it correctly. Keep the new words that we talked about in mind as we read.”

# Practice

Say, “Now it’s your turn. Let’s read the next section. Be ready to **make inferences** about things you are not sure of. When we stop, I’d like you to turn to your neighbor and tell them about one inference you made.”

Play the story to ‘It is altogether fitting and proper that we should do this.’

“Ok, let’s stop and tell about an inference we made.”

Ask students to turn to their neighbor and tell one inference they made in this section. Give students time to talk; about 3 minutes should be long enough.



Ask one or two students to share the words or phrases they did not understand and describe the inference, or guess, that they made about the meaning. Continue to play the rest of the story.

Play to the end of the story. If desired, consult teacher resources on the Gettysburg Address such as [CSPAN American Writers](#) for information on the rhetorical style and content of the speech.

# Optional Speaking Activity

For speaking practice, have students pair up and read the Gettysburg address aloud. A script is included after this lesson plan that you can print. Encourage students to read with a slow, deliberate pace and varied intonation by modeling the first few lines or play the YouTube video:

<http://youtu.be/9TCMHVmNc5w> of the actor Jeff Daniels reading the speech.

# Self-Evaluation

Ask “Do you think **making inferences** helped you understand this story?” Ask students to give a signal (thumbs up for yes, thumbs down for no or another culturally appropriate set of gestures) to let you know if **making inferences** was helpful.

# Expand

Wrap up the lesson by asking students to think of other times they can **make inferences**. Possible answers are ‘listening to a lecture, reading a textbook, or watching a movie.’”

Encourage students to go home and **make inferences** with a homework assignment or in their next class, and report to you what they did.

## Over 150 Years Later, Lincoln's Words at Gettysburg Still Have Meaning

From VOA Learning English, this is *The Making of a Nation*. I'm Kelly Jean Kelly.

And I'm Christopher Cruise.

In July 1863, Northern and Southern soldiers fought at the town of Gettysburg in Pennsylvania. It was the bloodiest battle of the American Civil War. About 23,000 Union soldiers and 28,000 Confederate soldiers died in the fighting. Most of the bodies were buried where they fell.

Five months later, President Abraham Lincoln traveled to Gettysburg to speak at a ceremony establishing a military burial ground there.

Another, more famous speaker had also been invited. But the president felt it was important for him to go. He wanted to honor the brave men who died at Gettysburg. Lincoln hoped his words might ease the sorrow over the loss of these men and lift the spirit of the nation.

On the morning of November 19, 1863, Lincoln led a slow parade on horseback to the new cemetery. A huge crowd waited. Military bands played. Soldiers saluted.

The ceremonies began with a prayer. Then a former senator and governor from Massachusetts rose to speak. Edward Everett was a well-known speaker. He had been invited to give the dedication **address**.

Everett spoke for almost two hours. He closed his speech with the hope that the nation would come out of the war with greater unity than ever before.

Then Lincoln stood up. He looked out over the valley, then down at the papers in his hand. He began to read.

"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 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 for 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."

President Lincoln's address was fewer than 300 words long. When he finished, the crowd applauded. Then the people began to leave.

The next day, Edward Everett sent a letter to Lincoln. He said the president's speech was perfect. He said the president had said more in two minutes than he, Everett, had said in two hours.

Today, Lincoln's Gettysburg Address remains one of the most memorable speeches in American history.

I'm Kelly Jean Kelly.

And I'm Christopher Cruise. This is *The Making of a Nation* from VOA Learning English.

*\*Frank Beardsley and Kelly Jean Kelly wrote this story for VOA Learning English. George Grow was the editor.*

---

## Words in This Story

**address** – *n.* a speech

**dedicated** – *adj.* having strong support or loyalty; *v.*, officially made a place for remembering someone or something; *v.*, used time, money, energy, etc. for a purpose

**proposition** – *n.* a statement to be proved, explained or discussed

**consecrate** – *v.* to make something holy

**devotion** – *n.* a feeling of strong love or loyalty

**resolve** – *v.* make a final, serious decision

**in vain** – *adj.* without producing a good result

# About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

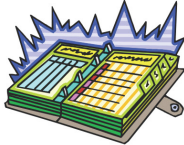



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.






See a list of language learning strategies here: <http://calla.ws/strategies/>

# Metacognitive Strategies







CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>METACOGNITIVE STRATEGIES</b>		
Plan / Organize	 <p>Planner</p>	<p>Before beginning a task:</p> <ul style="list-style-type: none"> <li>-Set goals.</li> <li>-Plan the task or content sequence.</li> <li>-Plan how to accomplish the task (choose strategies).</li> <li>-Preview a text.</li> </ul>
Monitor / Identify Problems	 <p>Check</p>	<p>While working on a task:</p> <ul style="list-style-type: none"> <li>-Check your progress on the task.</li> <li>-Check your comprehension as you use the language. Do you understand? If not, what is the problem?</li> <li>-Check your production as you use the language. Are you making sense? If not, what is the problem?</li> </ul>
Evaluate	 <p>I did it!</p>	<p>After completing a task:</p> <ul style="list-style-type: none"> <li>-Assess how well you have accomplished the learning task.</li> <li>-Assess how well you have used learning strategies.</li> <li>-Decide how effective the strategies were.</li> <li>-Identify changes you will make the next time you have a similar task to do.</li> </ul>
Manage Your Own Learning	 <p>Pace Yourself</p>	<ul style="list-style-type: none"> <li>-Determine how you learn best.</li> <li>-Arrange conditions that help you learn.</li> <li>-Seek opportunities for practice.</li> <li>-Focus your attention on the task.</li> </ul>



# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
		
Use Background Knowledge	 I know.	<ul style="list-style-type: none"> <li>-Think about and use what you already know to help you do the task.</li> <li>- Make associations between new information and your prior knowledge.</li> <li>-Use new information to clarify or modify your prior knowledge.</li> </ul>
Make Inferences	 Use Clues	<ul style="list-style-type: none"> <li>-Use context and what you know to figure out meaning.</li> <li>-Read and listen between the lines.</li> <li>-Go beyond the text to understand its meaning.</li> </ul>
Make Predictions	 Crystal Ball	<ul style="list-style-type: none"> <li>-Anticipate information to come.</li> <li>-Make logical guesses about what will happen in a written or oral text.</li> <li>-Make an estimate (math).</li> <li>-Make a hypothesis (science).</li> </ul>
Personalize	 Me	<ul style="list-style-type: none"> <li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li> </ul>


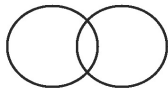


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Transfer / Use Cognates	 Coffee/Café	<ul style="list-style-type: none"> <li>-Apply your linguistic knowledge of other languages (including your native language) to the target language.</li> <li>-Recognize cognates.</li> </ul>
Substitute / Paraphrase	 Make it work	<ul style="list-style-type: none"> <li>-Use a synonym or descriptive phrase for unknown words or expressions.</li> </ul>
  <b>USE YOUR SENSES</b>		
Use Images	 See it in your mind	<ul style="list-style-type: none"> <li>-Use or create an actual or mental image to understand and/or represent information.</li> <li>-Use or draw a picture or diagram.</li> </ul>
Use Sounds	 Sound Out	<ul style="list-style-type: none"> <li>-Say or read aloud a word, sentence, or paragraph to help your understanding.</li> <li>-Sound out/vocalize.</li> <li>- Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.</li> </ul>


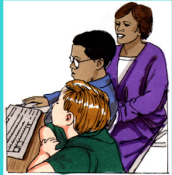
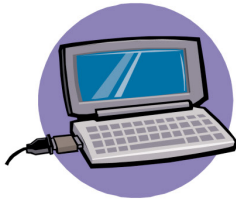


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"> <li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li> <li>-Use real objects to help you remember words, sentences, or content information.</li> </ul>
  <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 abacus	<ul style="list-style-type: none"> <li>-Apply a rule.</li> <li>-Make a rule.</li> <li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li> <li>-Identify patterns in literature (genre).</li> <li>-Identify patterns in math, science, and social studies.</li> </ul>
Classify/Sequence	 Life cycle	<ul style="list-style-type: none"> <li>-Categorize words or ideas according to attributes.</li> <li>-Classify living things; identify natural cycles.</li> <li>-Identify order and sequences in math, science, and social studies.</li> <li>-Sequence events in history.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
Take Notes	 <p>PDA</p>	<ul style="list-style-type: none"> <li>-Write down important words and ideas while listening or reading.</li> <li>-List ideas or words to include in speaking or writing..</li> </ul>
Use Graphic Organizers	 <p>A Venn diagram</p>	<ul style="list-style-type: none"> <li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li> </ul>
Summarize	 <p>Main Idea</p>	<ul style="list-style-type: none"> <li>-Create a mental, oral, or written summary of information.</li> </ul>
Use Selective Attention	 <p>Focus</p>	<ul style="list-style-type: none"> <li>-Focus on specific information, structures, key words, phrases, or ideas.</li> </ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
<b>TASK-BASED STRATEGIES</b>		
 		
<b>USE A VARIETY OF RESOURCES</b>		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"> <li>-Use the dictionary, the internet, and other reference materials.</li> <li>-Seek out and use sources of information.</li> <li>-Follow a model</li> <li>-Ask questions</li> </ul>
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"> <li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li> </ul>
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"> <li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li> </ul>