# A Home Reunited (Part of A Place Called Home Unit)

## Lesson Overview

**Overview:** Throughout the full unit, students will read several texts and explore the different concepts the authors have about home and what it is. In this lesson, students will synthesize what they’ve read from other authors while concentrating on President Lincoln’s role in creating one “home” for all Americans through “The Gettysburg Address.”

**Grade Range:** 9-12

**Objective:** After completing this activity, students will be able to:
- Relate the content and setting of historical nonfiction to self and world through reading and writing.
- Analyze, compare, and contrast primary sources created by Americans in the 1800s.
- Determine main idea and support in a text.
- Understand different concepts of home and how they relate to various Americans of the past.
- Comprehend and communicate an understanding of the concept of home and its importance in writing.

**Time Required:** Two class periods of 45 Minutes

**Discipline/Subject:** English Language Arts

**Topic/Subject:** African American History, Literature, Presidents, Women’s History

**Era:** Civil War and Reconstruction, 1861-1877

## Standards

**Illinois Learning Standards:**

Common Core Standards-Reading standards for informational texts grades 9-10, Integration of knowledge and ideas.

7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

## Materials

**Handouts:** Two column notes, Gettysburg Address transcription

**Analysis Tools:** Written Document Analysis sheet (optional-Sound Recording and Photo analysis sheets). Main Idea Analysis

**Other:** After reading selections by authors who were slaves and free Americans in the 1800s (including Harriet Jacobs, William W. Brown and Eliza Andrews), students will begin this lesson focusing on Abraham Lincoln’s Gettysburg Address. Following this lesson, the unit will continue into the 20th century with King’s “A Letter from Birmingham Jail” and selections by Alice Walker and Dudley Randall. The capstone will be a personal narrative in the form of a narrative essay, a speech, a letter, a poem or a ballad.
Library of Congress Items:

- **Title of Source:** First Draft of Gettysburg Address  
  **Creator of Source:** Lincoln, Abraham  
  **Date of Creation:** 1863  
  **URL of Source:** http://myloc.gov/Exhibitions/gettysburgaddress/Pages/default.aspx

- **Title of Source:** Lincoln’s Gettysburg Address, Gettysburg  
  **Date of Creation:** 1863 Nov. 19  
  **URL of Source:** http://www.loc.gov/pictures/item/cwp2008000003/PP/

- **Title of Source:** Lincoln’s Speech at Gettysburg  
  **Creator of Source:** Lincoln, Abraham  
  **Date of Creation:** 1898 September 21  
  **URL of Source:** http://memory.loc.gov/cgi-bin/query/r?ammem/berl:@field(NUMBER+@band(berl+136012))

### Procedures

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<tr>
<th>Procedure Step #</th>
<th>Resource or Material Used</th>
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<td>1. Prior to this activity, discuss the question, How different are the “homes” in the narratives reading? What type of place does each author call home and how does that change through out the narrative. What do these have in common-outside of basic structure, etc? Students create a Venn diagram or a simple T-chart to keep these ideas separate to have an informal discussion.</td>
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<td>2. Follow up with a discussion of why these are different which should lead into a mini lesson on the circumstances and causes of the Civil War. Provide background on this subject not previously covered. Students may use two-column notes to organize this information.</td>
<td>Two Column notes</td>
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<tr>
<td>3. Project the original copy of the Gettysburg Address on the screen and/or distribute copies. If possible, split the screen to show typed, easy to read text as well. Read it aloud or use a recording and show a photograph of Lincoln delivering the address.</td>
<td>LOC Items</td>
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<td>4. Analyze the meaning of Lincoln’s address and the document itself. Ask students to identify the main idea and support the uses in his argument. Students should hone in on the theme of moving forward in honor of those lost (Civil War soldiers, but also Jacobs and Brown) to make the nation/world better, to improve the collective “home”.</td>
<td>Written Document Analysis Main Idea Analysis</td>
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<td>5. Ask students to add their own reasons to the list. Why was it important to consider all humans/Americans when creating this new version of freedom and changing the meaning of home for so many? As homework, students write a well-developed paragraph on this topic using a main idea/topic sentence and reasons (may combine Lincoln’s with their own). Have them complete the main idea analysis for their own writing before turning it in.</td>
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### Evaluation

Students are evaluated via the homework paragraph. Basic grammar and mechanics will be evaluated, as well as paragraph structure, the inclusion of a main idea and supports for the main idea.

### Extension

Have the students present their writing as an address as Lincoln did. They could also memorize and present part of all of the Gettysburg Address.

### Author Credits:

K.Rice  
Charleston High School
Two Column Notes

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Main Idea Analysis for Lincoln's Gettysburg Address

While reading and listening to Lincoln's Gettysburg Address, list the main points that he makes in the address:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Based on the points you listed, what do you think is the main idea of his speech? What is he attempting to persuade people to do or think?
WRITTEN DOCUMENT ANALYSIS

First Look

Type of Document (Check):
- Newspaper
- Letter
- Patent
- Map
- Telegram
- Press Release
- Report
- Memorandum
- Advertisement
- Congressional Record
- Census Report
- Other

Unique Physical Characteristics of the Document (check one or more):
- Interesting Letterhead
- Handwritten
- Typed
- Seals
- Notations
- Received stamp
- Other

Date(s) of the Document:

Author (or Creator) of the Document:

Position (Title):

For what audience was the document written?

Document Content Information

List three phrases or statements that caught your attention or you think are important.

1.

2.

3.

Why do you think this document was written?

What in the document helps you know why it was written? Quote from the document.

Why do you think this document was saved?

Was the document meant to be viewed by the public or a specific person or group?

List two things the document tells you about life in the United States at the time it was written.

1.

2.

Write a question to the author that is left unanswered by the document.

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SOUND RECORDING ANALYSIS

Before Listening
Based on information provided and what you already know…
What is the title?
Whose voices will you hear?
When was it created?

While Listening
Type of Sound Recording (may be more than one)
- Policy Speech
- Congressional Testimony
- Panel Discussion
- News Report
- Interview
- Court Testimony
- Entertainment Broadcast
- Press Conference
- Campaign Speech
- Other

Unique Qualities of the Recording (may be more than one)
- Music
- Narration
- Special Effects
- Live Broadcast
- Background Noise
- Other

What is the mood or tone of the recording? How do music, narration, sound effects and other noises contribute to the mood of the recording?

After Listening
Circle speakers that you listed in the previewing activity that were in the recording.

List three things in this sound recording that you think are important.
1.
2.
3.

List two things this recording tells about life in the U.S. at the time it was made.
1.
2.

What is the central message of this recording?

Was the speaker effective in communicating the message?

Was it more important WHO the speaker was HOW the speaker communicated?

Who do you think the creators wanted to listen to this recording?

Write a question to the creator that is left unanswered by the recording.
**PUT YOURSELF IN THE PICTURE PHOTO ANALYSIS**

Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

**Sight** What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?

1. 
2. 
3. 
4. 
5. 

**Sound** What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.

1. 
2. 
3. 
4. 
5. 

**Taste** What do you taste? Are things edible or is there “something in the air”?

1. 
2. 
3. 
4. 
5. 

**Smell** What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?

1. 
2. 
3. 
4. 
5. 

**Touch** How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there “things” that you can touch? What do they feel like?

1. 
2. 
3. 
4. 
5.
Executive Mansion.
Washington, 1861.

Four score and seven years ago our fathers brought forth, upon 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 battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who here gave their lives that the nation might live. It is rather for us, the living, to be dedicated here.

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