The use of primary sources in education exposes students to important historical concepts and deepens their understanding of the past as a series of human events. It is through the analysis of primary materials that students will become privy to the fact that history is a reflection of an author’s interpretation of, or perspective on, the past. *Deconstructing Powerful Speeches* examines and illuminates significant speeches in history using critical primary source analysis. Each book features a renowned speech in which the writer uses language and nuance to put forth compelling arguments. A primary source analysis of each speech contextualizes it for readers and specifies how certain components work together to make a historical impact. Each book helps explain the cultural importance and influence of conveying messages. They also highlight the longevity of speeches and how their meaning evolves over time.

The *Deconstructing Powerful Speeches* Teacher’s Guide contains lessons that aim to help students identify their own interpretations of primary sources. The lessons in this guide are focused primarily on Grade 6 expectations, but can be tailored for grades 6 to 9. Lessons focus on the development of critical-thinking and communication skills. They also encourage students to challenge conclusions and seek out information that supports their interpretations. As students develop and strengthen the skills required to deconstruct, interpret, and communicate their understanding of primary sources, they will be able to apply their knowledge when evaluating contemporary sources (i.e. news reports, advertising, programming, etc). The *Deconstructing Powerful Speeches* Teacher’s Guide helps students connect to important historical moments and recognize that primary sources humanize history. Most importantly, students will come to realize that any account of an event is subjective, and interpretations themselves contain biases.

The lesson plans in this guide have been designed individually and can be taught as stand-alone lessons. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in *Deconstructing Powerful Speeches* include:

- **James Baldwin:** *Cambridge Debate Speech*
- **Abraham Lincoln:** *The Gettysburg Address*
- **Tecumseh:** *Speech at Vincennes*
- **Susan B. Anthony:** *On a Woman’s Right to Vote*
<table>
<thead>
<tr>
<th>Lesson Plan Title</th>
<th>Pacing</th>
<th>Vocabulary</th>
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<tr>
<td>Fact Finding</td>
<td>2-3 class periods*</td>
<td>Civil Rights Movement</td>
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<td>Historical Perspectives</td>
<td>3-4 class periods</td>
<td>Andrew Jackson</td>
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<td>Tecumseh</td>
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<td>Trail of Tears</td>
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<td></td>
<td></td>
<td>Yoholo Micco</td>
</tr>
<tr>
<td>A Primary Source Analysis</td>
<td>3-4 class periods</td>
<td>Abraham Lincoln</td>
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<td></td>
<td></td>
<td>explain</td>
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<tr>
<td></td>
<td></td>
<td>Gettysburg Address</td>
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<td>infer</td>
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<td></td>
<td></td>
<td>observe</td>
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<tr>
<td></td>
<td></td>
<td>secondary source</td>
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<td></td>
<td></td>
<td>wonder</td>
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</tbody>
</table>

* 1 class period = 40 to 60 minutes
ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students.

Possible accommodations may include:

**Instructional Strategies**
- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples

**Environmental Strategies**
- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

**Assessment Strategies**
- Build in extra time to allow students to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose ones suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology
LESSON 1
Fact Finding

Curriculum Correlations

Common Core State Standards
RH.6-8.1
RH.6-8.4
RH.6-8.6

C3 Framework
D2.His.4.6-8
D2.His.13.6-8

Ontario Language Arts
Grade 6 Reading
1; 1.4, 1.5, 1.7, 1.8

Materials
- James Baldwin: Cambridge Debate Speech — pages 4-7
- White board or Chalk board
- White board marker or Chalk
- Projector (Video)
- Markers, Pens, or Pencils
- Computer (Research)
- A Historian’s Worksheet
- A Historian’s Worksheet Checklist

Setting the Stage

After reading any book in the Deconstructing Powerful Speeches series, discuss the differences between primary documents (original) and secondary documents (an interpretation of a primary source).

Discuss with students how they might feel if they found primary sources about their individual history. Ask the class to share examples of primary sources that they would have access to that may lend this information (i.e. photographs, diaries, family bible, etc.).

Brainstorm with students the impact of primary documents on their country’s history. Ask them:
- Are primary sources good documents from which to learn about the past? Why?
- Are primary sources credible? Why? How might they not be credible?
- How do primary sources help us understand historical events and past occurrences?”

Ask students to consider the relevancy and utility of speeches as primary sources. Ask:
- How do speeches help teach us how an individual or general populace felt about an issue in the past?
- Why can speeches be considered a powerful tool? How does an analysis of a speech differ from an analysis of other primary source materials?

Hand out copies of James Baldwin Cambridge Debate Speech. Students will read the introduction of the text (pages 4-7). Then, have students watch a video of James Baldwin delivering his famed debate speech at Cambridge University’s Union Hall in 1965 (https://bit.ly/2voTERY).

After watching the speech, discuss its impact. Does Baldwin effectively make his argument? Take-away concepts:
- Speeches usually focus on an issue from one point of view. The speaker uses carefully chosen words in order to gain the support of the audience.
- Rhetoric devices and persuasive language helps audience members understand how a speaker feels towards a particular topic.
- Silently reading a speech and/or other primary sources differs greatly to hearing it delivered out loud. The presentation of language (i.e. diction, tone, cadence, etc.) helps to make the speaker’s argument more prevalent and distinguishable.

Objectives

Students will be able to:
- Acquire and apply investigative skills to locate information about a primary source.
- Evaluate the relevancy and utility of James Baldwin’s speech, and the perspective it offers about the Civil Rights Movement.
- Identify how speeches are a medium that helps individuals understand historical events, past occurrences, and particular perspectives.
Building on their analysis of the Baldwin speech, students will make a “T-Chart” of the Civil Rights Movement.

On one half of the chart, students will describe what the Civil Rights Movement looked like. On the other side of the chart, students will describe what the event sounded like (i.e. protests of people, marches, speeches by Martin Luther King, Malcolm X, etc.).

Students will share their charts with the class. Answers should be written on the white board and students should be encouraged and inspired to visualize history.

In order for students to elicit meaning and draw thoughtful conclusions about a source, students must be able to conduct an analysis.

An analysis of a primary source begins with looking at the “content” and the “context” of the material and includes finding a few basic facts. As a class, define maker, intended audience, purpose, and point of view.

Activity

Using James Baldwin: Cambridge Debate Speech, the video of James Baldwin’s speech, and additional sources found through research, students will evaluate the relevancy and usefulness of Baldwin’s speech based on information such as “maker”, “date”, “place of origin”, “intended audience”, “purpose”, and “point of view”.

Students will complete the A Historian’s Worksheet and record their findings.

In a journal provided by the teacher, students will write a response to the following question:

• Based on the information you found during your analysis, how useful do you believe James Baldwin’s speech is as a historical source, and what perspective does it offer about the Civil Rights Movement?

Extensions

- Invite students to compare and contrast James Baldwin’s speech to that of William F. Buckley Jr.
- Students will evaluate the relevancy and utility of William F. Buckley Jr’s speech based on information such as “maker”, “date”, “place of origin”, “intended audience”, “purpose”, and “point of view”

Wrap-Up

 Invite students to share their response to the journal question. Students who do not choose to share should listen respectfully.

Allow additional time to discuss any questions students may have in regards to the material that was explored. Students will hand in their T-Charts, A Historian’s Worksheet, and their journal responses.

Assessment

T-Charts will be assessed for completion. A Historian’s Worksheet should be assessed using the checklist. The journal response can be assessed for understanding of the material and for language skills.
A Historian’s Worksheet
James Baldwin & The Cambridge Debate Speech

Title of Source
____________________________________________________________________
____________________________________________________________________

Type of Primary Source(s) ____________________________________________

*Support your answers with evidence from the sources where necessary/possible

Who is the author of the source being focused on?
What do we know about the author and what are some aspects of their life that may shape his/her perspectives?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

What was the date and place of origin of the event in question?
What was the historical context at this time (what was happening)?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
What is the purpose of this source? What was the author trying to achieve?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

What is the author's point of view?
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

How did the author convey their message? How did they pursued their audience?
____________________________________________________________________________
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# A Historian's Worksheet Checklist

Student Name: ____________________________________________________________

Title of Source: ____________________________________________________________

Type of Primary Source(s): ________________________________________________

<table>
<thead>
<tr>
<th>Content</th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a detailed description about the author of the primary source and is able to pinpoint aspects of their life that may influence his/her perspective</td>
<td></td>
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<tr>
<td>Identifies date in which the source was written</td>
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<tr>
<td>Identifies place of origin</td>
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<tr>
<td>Description of historical context provides reader with insights into major events occurring at the given period of time</td>
<td></td>
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<tr>
<td>Indicates intended audience. Explanation has merit and is supported with evidence.</td>
<td></td>
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<tr>
<td>Includes an analysis of the author’s point of view</td>
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<td></td>
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</tr>
<tr>
<td>Writes about the purpose of the source and explains what the author was trying to achieve</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Answers are supported with evidence from the sources</td>
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</table>

Teachers Notes: ________________________________________________________________

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LESSON 2
Historical Perspectives

Curriculum Correlations

Common Core English Language Arts
RH.6-8.1
RH.6-8.2
RH.6-8.4
RL.6.9

C3 Framework Social Studies
D2.His.6.6-8
D2.His.10.6-8

Ontario History
Grade 7 New France and British North America A1; A1.3, A2; A2.2, A2.5, A2.6, A2.7

Ontario Language
Reading 6. 1; 1.4, 1.5, 1.6, 1.8

Materials
• Tecumseh: Speech at Vincennes
• Tecumseh’s speech to Governor Harrison (https://bit.ly/2VSeQuP)
• Andrew Jackson’s State of Union Address (https://bit.ly/2PNFCBr)
• Yoholo Micco’s Speech (page 34 of Tecumseh: Speech at Vincennes)
• Markers, Pens, or Pencils
• Journal
• Computer (Research)
• Primary Perspectives Rubric

Objectives
Students will be able to:
• Analyze how a person’s perspective influences the information available in a primary source.
• Compare and contrast one author’s interpretations of events with that of another
• Find two to three primary sources that offer differing perspectives on a significant event or issue.

Setting the Stage
Discuss with the class that much can be learned by looking at more than one side of an argument. Although individual speeches can be rich in historical perspective, studying more than one primary resource about the same event can highlight important information that may alter how we interpret history.

Speeches rarely share more than one perspective; speech makers have the ability to choose which information is shared, how to present that information, and what to leave out in order to support their own purpose.

• Using an image of the rabbit-duck illusion, students will discuss how an image can share more than one picture (https://www.illusionsindex.org/i/duck-rabbit). Students should be encouraged to discuss the different things they see and how this, in turn, relates to how they view the image.

Introduce topic for lesson: Tecumseh’s speech at Vincennes, American expansionism, and the displacement of Indigenous peoples.

• Discuss that as the thirst for expansion grew in the early 1800s, the American Government embarked on a mission to buy lands from various Indigenous nations—and to forcibly remove those that were in their way (i.e. the events that led to The Trail of Tears illustrated on page 35 of Tecumseh’s Speech at Vincennes).

By analyzing various speeches, we are able to gain a deeper understanding of the perspectives and feelings of parties involved during this period.

Split the class into three separate groups. Groups may be divided further depending on the overall size of the class. Each group will be provided with one of three speeches:

• Tecumseh’s speech at Vincennes https://bit.ly/2VSeQuP
• Andrew Jackson’s State of Union Address https://bit.ly/2PNFCBr
• Yoholo Micco’s Speech (page 34 of Tecumseh: Speech at Vincennes)

Each speech speaks to the concerns surrounding the American Government’s purchase of Native American’s lands from various Nations. Using Tecumseh: Speech at Vincennes for support, groups will determine the speaker’s point of view and perspective, citing specific textual evidence to support their analysis.

Teacher should rotate between groups to assist in understanding. Upon completion, each group will choose a representative that will briefly describe what the individual’s perspective on the events. Share the perspectives and discuss the differences as a class.

In a journal response, students will answer the questions:
• What did you learn from the three speeches?
• How does each speech shape our understanding of American expansionism and the displacement of Indigenous peoples?
• For Canadian students: discuss Canadian expansionism to the west as expansionism and displacement were not unique to United States.
Activity

For American students:

Explain to students that *Tecumseh: Speech at Vincennes* introduces its readers to assimilation.

- In the 1800s, at the same time that the American Government was purchasing land from Native Americans, there were many wars fought by American settlers against various nations. It was during this period that residential schools (government sponsored religious schools) were established as a means of assimilating Indigenous children into the Euro-American culture.

Students will find three primary sources that offer different perspectives on issues relating to residential schools. Teacher will discuss expectations and requirements on the activity prior to the assignment being started. Criteria may include:

- Students will find two historic sources and one modern primary source that offer different perspectives into the issues relating to residential schools
- Students will analyze of the sources, citing specific textual evidence to support their claims
- Includes a brief comparison of the sources
- Explains how the primary sources used influence our understanding of the historical relevance of residential schools

For Canadian students:

Explain that the displacement of Native Americans in the United States was not dissimilar to the displacement experienced by various groups and communities in Canada between the 1700s and 1800s.

Students will find two to three primary sources that offer different perspectives on some significant events, developments, and/or issues related to the shift in power in Colonial Canada from France to Britain (i.e. the expulsion of the Acadians, perspectives of the Inuit, Metis, and Huron nations, etc.). Teacher will discuss expectations and requirements of the activity prior to the assignment being started. Criteria may include:

- Students will find two to three primary sources that offer a different perspective into the displacement of groups or communities during Colonial Canada
- Students will analyze each of the speeches, citing specific textual evidence to support their claims
- Includes a brief comparison of the sources
- Explains how the primary sources used influence our understanding of the historical event

Extensions

- Students may use more than the required primary sources in their analysis and cite secondary sources to support their claims
- Students will share their primary sources with a peer and discuss any additional insights they may have. Students may add their partner’s views onto their analysis

Wrap-Up

Students will complete primary source activity and hand in assignment.

Assessment

Teacher will assess journal response for understanding of content and use *Primary Perspectives Rubric* to assess activity.

*This activity lies on the assumption that students have background knowledge on the subject matter at hand. Teachers may choose to have students do a research component to this activity (i.e. reading and answering questions) or provide students with historical background information.*
# Primary Perspectives Rubric

<table>
<thead>
<tr>
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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td><strong>Analysis</strong></td>
<td>Little to no evidence is utilized and organization of information is not related to source material. Interpretation of sources is difficult to decipher</td>
<td>Organizes information but the evidence provided does not effectively highlight similarities and differences. Analysis does explain interpretation to its fullest extent</td>
<td>Organizes information to reveal differences and similarities between sources. Analysis provided explains interpretation adequately</td>
<td>Organizes and synthesizes information to reveal insightful differences and similarities between sources. Analysis is very thorough and is clear in its interpretation</td>
</tr>
<tr>
<td><strong>Existing Knowledge, Research, and/or Views</strong></td>
<td>Presents information from irrelevant sources that do not offer differing points of views</td>
<td>Presents information from relevant sources but they represent limited points of views</td>
<td>Presents in-depth information from relevant sources representing various points of views</td>
<td>Synthesizes detailed information from insightful sources that represent multiple points of views</td>
</tr>
<tr>
<td><strong>Sources and Evidence</strong></td>
<td>Sources are not representative of event or issue. Information is not taken from sources in a way that contributes to any analysis. Sources are not very credible or relevant to the task at hand</td>
<td>Sources are somewhat representative of event or issue. Information is taken from sources with minimal interpretation to contribute to a well established analysis. Sources are credible and there is student demonstrates attempt to make them relevant</td>
<td>Sources are representative of event or issue. Information is taken from sources with enough interpretation to contribute to a consistent analysis. Sources are credible and relevant to the assignment</td>
<td>Sources are a clear representation of event or issue. Information is taken from sources with enough interpretation to contribute to the comprehensiveness of the analysis and assignment. Sources are of high quality, credible, and relevant to the task</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks a point of view, focus, and/or organizational structure that makes it difficult for the reader to follow</td>
<td>Maintains an inconsistent point of view, focus, and/or organizational structure</td>
<td>Maintains a consistent point of view, focus, and/or organizational structure</td>
<td>Contains a very clear point of view, focus, and/or organizational structure and skillfully makes the content cohesive</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Contains more than 5 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors interfere with understanding of content</td>
<td>Contains 3-4 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors may interfere with understanding of the content</td>
<td>Contains 1-2 errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors do not interfere with understanding of the content</td>
<td>Contains no errors in the conventions (grammar, punctuation, capitalization, and spelling). The errors do not interfere with understanding of the content</td>
</tr>
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</table>

Comments: ____________________________________________________________

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____________________________________________________________________

____________________________________________________________________
LESSON 3
A Primary Source Analysis

Curriculum Correlations

Common Core State Standards
SL.5.3
RH.6-8.2

C3 Framework Social Studies
D2.His.9.6-8
D2.His.5.6-8

Ontario Language Arts Standards
Reading 6. 1; 1.4, 1.5, 1.6, 1.8, 1.9

Objectives

Students will be able to:
• Identify secondary sources and explain how their interpretations lend a broader perspective and understanding of primary source material
• Create primary source analysis using information from primary and secondary sources as well as their own analysis and conclusions

Setting the Stage

Begin the lesson by discussing the importance of secondary sources. Discussion questions may include:
• How do secondary sources assist readers in understanding primary documents?
• How do they help us in our interpretation of historical events?
• What textual characteristics are used to differentiate between a primary and secondary source?
• What might explain two drastically different interpretations of a primary source?

Take away concepts:
• Secondary sources offer interpretations and insights into past occurrences.
• Secondary sources address primary sources; they are created later by someone that did not experience events first-hand or participate in the conditions in question.
• Secondary sources help explain new or different positions.
• Attitudes towards a particular subject may change as new information is brought forth and discoveries are made. This in turn causes our understandings of these past events to alter

Students will read Abraham Lincoln’s Gettysburg Address. Guide students’ understanding of this primary source through a four-step analysis. Encourage students to:
• observe (what do you observe?)
• explain (what is the meaning of the source you are looking at?)
• infer (what attitude or feeling do you think the author is trying to convey?)
• wonder (what about the source makes you still curious and what questions do you still have?) as they read through the speech.

Students will complete the Four Step Analysis Worksheet.

Materials

• Abraham Lincoln: The Gettysburg Address
• Deconstructing Powerful Speeches Series
• Abraham Lincoln's Gettysburg Address (https://bit.ly/2sfjxz0)
• White board or Chalkboard
• White board markers or Chalk
• Markers, pens, or pencils
• Computer (Research)
• Four-Step Analysis Worksheet
• Primary Source Analysis Checklist
Hand out copies of *Abraham Lincoln: The Gettysburg Address*. Students will read the text individually. As a class, discuss the following:

- Is this book a primary or secondary source? Why?
- What kind of primary sources are used in the book?
- What is the central focus of this text?
- How does the author support their interpretation or perspective on Abraham Lincoln's speech?
- How does this text help you in your understanding of the speech and the content/context in which it was written?
- How are Rebecca Sjonger's interpretations similar to your own? How are they different?”

Students will create their own Primary Source Analysis that analyzes a “powerful speech” of their choosing. It is important to note that speeches should be approved by the teacher and have historical value*, or have had a significant impact or lasting effect.

Their analysis will include the following elements:

- Introduce the speech, the speaker, the intended audience, the time period, and the context.
- Identify the main argument or idea in the speech and the points the speaker uses to support it.
- Identify the perspective of the speaker and the intended audience.
- Compare the speech’s main argument and perspective with one other primary source on a similar topic.
- Discuss one secondary interpretation of the speech.
- Make a statement about the speech’s impact today.

Students will be graded using *Primary Source Analysis Checklist*. Students may use the checklist as a guide to complete their assignments. Discuss the following aspects of the assignment with the class:

- Students will analyze a “powerful speech” of their own choosing. This speech must have historical value. Examples of powerful speeches include Martin Luther King’s *I have a Dream*, Nelson Mandela’s *I am Prepared to Die*, Harvey Milk’s *The Hope Speech*, etc.
- Assignments should be no longer than 2 pages single-spaced in length.
- Incorporate one additional primary source and at least one additional secondary source.
- Students may use any of the texts in the *Deconstructing Powerful Speeches* series to assist them.

**Activity**

**Extensions**

- Invite students to share their chosen speech with a peer. Student partners will read the speech and discuss their interpretations and perspectives with each other.
- Students can create a secondary source that mimics one of the texts in the *Deconstructing Powerful Speeches* Series. Assessment component may include an editing component.

**Wrap-Up**

Students will complete *Four-Step Analysis Worksheet* and their Primary Source Analysis Assignment and hand it in.

**Assessment**

Teacher will assess *Four-Step Analysis Worksheet* for comprehension and understanding. *Primary Source Analysis Checklist* should be used to grade their Primary Source Analysis.

* Please note that it is up to the discretion of each individual educator to determine what they deem as “historically valuable.”
**Four-Step Analysis Worksheet**

Instructions: Read Abraham Lincoln’s *Gettysburg Address* (primary source). Complete the following worksheet. Answers may be written in sentences or bullet form.

<table>
<thead>
<tr>
<th><strong>OBSERVE</strong></th>
<th><strong>EXPLAIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some things that you notice about the source?</td>
<td>What does the Gettysburg Address tell us?</td>
</tr>
<tr>
<td>How is it written?</td>
<td>What impact does it have on the past, the present, and the future?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INFER</strong></th>
<th><strong>WONDER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about the tone of the source?</td>
<td>What are some questions you have after reading the source? Provide at least one.</td>
</tr>
<tr>
<td>What is the message being conveyed?</td>
<td></td>
</tr>
<tr>
<td>How Do you know this?</td>
<td></td>
</tr>
</tbody>
</table>

Name: _______________________________ Date: __________________

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**Four-Step Analysis Worksheet**

Instructions: Read Abraham Lincoln’s *Gettysburg Address* (primary source). Complete the following worksheet. Answers may be written in sentences or bullet form.

<table>
<thead>
<tr>
<th><strong>OBSERVE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are some things that you notice about the source?</td>
</tr>
<tr>
<td>How is it written?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EXPLAIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the Gettysburg Address tell us?</td>
</tr>
<tr>
<td>What impact does it have on the past, the present, and the future?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>INFER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think about the tone of the source?</td>
</tr>
<tr>
<td>What is the message being conveyed?</td>
</tr>
<tr>
<td>How Do you know this?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WONDER</strong></th>
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</thead>
<tbody>
<tr>
<td>What are some questions you have after reading the source? Provide at least one.</td>
</tr>
</tbody>
</table>

Name: _______________________________ Date: __________________
**Primary Source Analysis Checklist**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Could Improve</th>
<th>Acceptable</th>
<th>Excellent</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech chosen has historical relevancy and is suitable for the topic at hand</td>
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<tr>
<td>Analysis is no longer than 2 pages single spaced</td>
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<tr>
<td>Key details identified: speaker, speech name, time period, intended audience, historical context</td>
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<tr>
<td>Main argument or idea of speech identified</td>
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<tr>
<td>Reasons for the argument are identified</td>
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<tr>
<td>Perspective clearly identified</td>
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<tr>
<td>Utilizes one additional primary source to support analysis. Main argument or perspective is compared with the source.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Utilizes one additional secondary source to support analysis</td>
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<tr>
<td>Intent of the material (i.e. was the argument or source successful in what it set out to accomplish? What is the purpose of your source?)</td>
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<tr>
<td>Writes about the importance of the speech and the impact it had on past and future events</td>
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<tr>
<td>Uses evidence to back up claims.</td>
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<tr>
<td>There are less than three mechanical errors</td>
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</tr>
</tbody>
</table>

Comments: ____________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________