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FAMOUS SPEECHES: Words That Inspired a Nation

In this issue, students will learn about the power of the spoken word by analyzing famous speeches made by leaders such as Patrick Henry, Abraham Lincoln, Sojourner Truth, Ida B. Wells-Barnett, and Margaret Chase Smith. In addition, students will examine how primary sources can be used to interpret historical developments.

CONVERSATION QUESTION

How do primary sources help us interpret the past?

TEACHING OBJECTIVES

- Students will learn about the causes of the Revolutionary War
- Students will learn about the reasons the Union fought the Civil War
- Students will learn about women's roles in historical social movements
- Students will infer the intended audience and purpose of a historical source from information within the source itself
- Students will use information about a historical source to judge the extent to which the source is useful for studying a particular topic
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments
- Students will conduct research
- Students will create a timeline
- Students will use details from a text to write a historical narrative



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

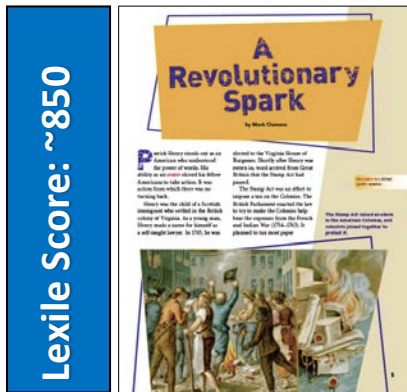
SELECTIONS

- **A Revolutionary Spark**
Expository Nonfiction, ~850L
- **A Few Words**
Expository Nonfiction, ~850L
- **Speaking Up**
Expository Nonfiction, ~750L

A Revolutionary Spirit

pp. 5–7, Expository Nonfiction

As tensions ramped up between American colonists and the British, statesman Patrick Henry uttered the words that would help persuade colonists to take up arms.



ENGAGE

Conversation Question: How do primary sources help us interpret the past?

Tell students that in the run-up to the Revolutionary War, many colonists weren't sure whether it was necessary to take up arms against Britain. Then have students hypothesize how the phrase "give me liberty or give me death" might have affected colonists' point of view on the necessity to take up arms.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below and have students complete them using the vocabulary words.

- Many American colonists were not ___ to pay taxes to Great Britain.
- Even so, persuading colonists to support armed revolution against Great Britain was an _____ task.

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the causes of the Revolutionary War
- Students will infer the intended audience and purpose of a historical source from information within the source itself
- Students will conduct research

KEY VOCABULARY

- **arduous** (p. 7) involving or requiring strenuous effort
- **disposed** (p. 7) inclined or willing to do something

READ & DISCUSS

Have students read the article with a partner, focusing the speech on page 7, and then use these prompts for discussion:

- Who is Henry speaking to? How do you know?
- How does Henry suggest that colonists are not standing up to British actions?
- How does Henry suggest that colonists are willing to sacrifice their principles in order to avoid conflict with Britain?

SKILL FOCUS: Make Inferences

INSTRUCT: Remind students that inferences are logical guesses that readers make about a text and that inferences are based on the words in the text and what readers already know. Explain that when reading historical sources, making inferences about audience and purpose can help readers achieve a deeper understanding of these sources. Direct students to the speech on page 7. Help them identify key words and phrases that indicate that the intended audience for the speech is not only the President of the Second Virginia Convention, but the entire body of legislators at the convention, which held the power to determine how Virginia would respond to British actions.

ASSESS: Have students work in pairs to reread the speech and make an inference about its purpose. Tell pairs to identify at least details in the speech that helped them infer the purpose.

EXTEND

English Language Arts Have students conduct online and library research to gather information about the role Patrick Henry played in the Revolutionary War and its immediate aftermath. Then have students write a short article to share with the class.

A Few Words

pp. 11–13, Expository Nonfiction

The 1863 Battle of Gettysburg was the biggest and bloodiest battle of the Civil War. President Lincoln delivered the Gettysburg Address to honor those who fought in this battle.



RESOURCES

- Evaluate Usefulness Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about the reasons the Union fought in the Civil War
- Students will use information about a historical source to judge the extent to which the source is useful for studying a particular topic
- Students will create a timeline

KEY VOCABULARY

- **score** (p. 13) a group of twenty
- **consecrate** (p. 13) to officially make something holy through a special religious ceremony
- **hallow** (p. 13) to honor as holy

ENGAGE

Conversation Question: How do primary sources help us interpret the past?

Have students share what they know about the Civil War. Ask students how they gained this information. From what types of sources did they learn it (e.g., textbooks, online articles, documentaries, primary sources, etc.)? Then ask students to hypothesize how different types of sources can help them learn about this topic.

INTRODUCE VOCABULARY

Together, review the vocabulary words and definitions. Then, ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What reasons does Lincoln give for fighting the Civil War?
- What does Lincoln suggest about the importance of the Battle of Gettysburg in the course of the Civil War?
- Why does Lincoln say, “we cannot consecrate this ground”? What do you think he means?

SKILL FOCUS: Evaluate Usefulness

INSTRUCT: Explain that when looking at historical sources for research, it’s important to evaluate the whether the source will be useful in learning about a particular topic. To do this, students must first determine the kind of information a source provides about a historical event. Remind students that “A Few Words” includes both a primary source—Lincoln’s speech—and a secondary source—the background information about the speech on pages 11–12. Explain that both sources provide information about the Battle of Gettysburg and the role it played in the Civil War.

ASSESS: Distribute the *Evaluate Usefulness* organizer to students. Have students work independently to fill in the chart. Then have students work in pairs to evaluate which source is most useful for learning about the Battle of Gettysburg. Finally, invite students to share their ideas.

EXTEND

Social Studies “A Few Words” provides details about events occurring in the days before, during, and after the Battle of Gettysburg. Have students to create a timeline of these events that includes at least six details from the article. Tell students to conduct online or library research to fill in any missing dates.

Evaluate Usefulness

Gather Information The first step in evaluating a source is determining what kind of information it contains. Review Lincoln’s Gettysburg Address and the background information in the article. Then complete the organizer below by noting details in each source about the cause, course, and effect of the battle.

	Information from Lincoln’s Speech	Background Information, pp. 11–12
The <u>cause</u> of the Battle of Gettysburg (i.e., why it occurred)		
The <u>course</u> of the Battle of Gettysburg (i.e., the way it occurred)		
The <u>effect</u> of the Battle of Gettysburg (i.e., its impact or importance)		

Evaluate the Source Consider what you learned about the Battle of Gettysburg from Lincoln’s speech and from the background information in the article. Which source is most useful for learning about the Battle of Gettysburg and its role in the Civil War? Support your evaluation with details from the sources.

Speaking Up

pp. 18–23, Expository Nonfiction

Learn about powerful women in American history and the powerful words they used to fight for women’s rights, equal protection under the law, workers’ rights, and civil rights.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about women’s roles in historical social movements
- Students will generate questions about multiple historical sources and their relationships to particular historical events and developments
- Students will use details from a text to write a historical narrative

KEY VOCABULARY

- **rights (p. 18)** something that a person is or should be morally or legally allowed to have, get, or do
- **resolution (p. 20)** a formal expression of opinion or intention made to solve a problem or dispute
- **serfs (p. 21)** people in the past who belonged to a low social class and who lived and worked on land owned by another person

ENGAGE

Conversation Question: How do primary sources help us interpret the past?

Ask students to recall what they know about women who have played important roles in American history. Then explain that students will read a series of excerpts from speeches given by women on a wide variety of social issues throughout American history.

INTRODUCE VOCABULARY

Together, review the vocabulary words and definitions. Then have students work in small groups to take turns creating oral sentences that use these words. Finally, tell students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What topics do the different speeches in the article address?
- In what ways are the speeches by Clara Lemlich and Mary Harris Jones similar?
- In what ways are the speeches by Fanny Lou Hamer and Ida B. Wells-Barnett similar?

SKILL FOCUS: Generate Questions

INSTRUCT: Point out that two pairs of sources in the article discuss the same event or related developments (speeches by Clara Lemlich and Mary Harris Jones; speeches by Fanny Lou Hamer and Ida B. Wells-Barnett). Explain that historians sometimes ask questions about multiple sources and the relationship between them to gain insight into particular events or developments. Also explain that the questions are meant to help researchers learn about big ideas. Tell students that they will pretend to be historians and will work in groups to generate open-ended questions about one of the paired sources. If necessary, review the difference between open-ended and closed-ended questions. Then explain that students should tap into their curiosity and avoid asking simple *who*, *what*, *when*, *where* questions.

ASSESS: Give groups five minutes to generate as many questions as they can about their chosen pair. Then have groups change any closed-ended questions into open-ended ones. Finally, have groups choose their three strongest questions and present them to the class.

EXTEND

English Language Arts Have students choose one of the women featured in the article and write a diary entry from her perspective about the social issue she addresses in her speech. Remind students to use details from the speech excerpt in the diary entries.