

**Sample Close Reading Lesson**

**Sample Lesson Plan – Close Reading**

**Common Core State Standards: Reading Anchor Standards: 1, 2, 4, 5, and 10**

 **Writing Anchor Standards: 1, 4, 9, and 10**

**Demonstration Lesson: A Close Read of Lincoln’s “Gettysburg Address”**

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| Guiding Question: Lincoln shifts the focus and purpose of his “Gettysburg Address” at the end of the second paragraph. Why does he do this – what reasons does he give for the change? What relevance does Lincoln’s message have in today’s political climate? |
| English Language Arts and Literacy Standards | Notes |
| Setting the stage – 10 minutes* Overview
* Goals
1. Practice “close reading” a primary source document
2. Focus on a single word to grow academic vocabulary
 | This lesson is adapted from the Common Core Unit: A Close Reading of Lincoln’s Gettysburg AddressThis adapted lesson follows “a carefully developed set of steps that assist students in increasing their familiarity and understanding” of complex, primary source documents. (Core Unit, p 1) This particular unit uses the Gettysburg Address as the content. |
| Learning Activity: 35 minutes (Whole group and small group)* First reading and paraphrasing complex text (5)
* Rereading with guiding questions to self-assess one’s close reading and understanding (5)
* Growing vocabularies – tracing the accumulated meaning of the word “dedicate” through the text and appreciating how the careful study of a crucial word contributes to understanding the whole (10)
* Academic discourse – Lincoln shifts the focus and purpose of his “Gettysburg Address” at the end of the second paragraph. Why does he do this – what reasons does he give for the change? What does Lincoln think is the task left to those listening to his speech? What relevance does Lincoln’s message have in today’s political climate? (15)
 | * Remind students what it means to paraphrase and then have them

complete *paraphrasing* sections on recording sheet and use listed guiding questions to facilitate close reading* Record the contextual meaning of the word *dedicate* each time it appears in the text and discuss with a partner
* Independently, write a thesis statement that addresses the prompt and note the supporting evidence
* In a small group, discuss your thesis statements and the appropriate evidence that supports your analysis
 |
| **Notes:** |

**Student Recording Form**

**Read the “Gettysburg Address”**

**Paraphrase paragraph 1**

**Paraphrase paragraph 2**

**Reread the text and use the guiding questions below to self-assess your close reading and understanding of Lincoln message:**

* According to Lincoln, *what* made this nation *new*?
* What is being tested by this war?
* What if Lincoln had used the verb “start” instead of “conceive?”(lines 2 and 4)
* How does Lincoln establish what is at stake in this war in the first two sentences of the Gettysburg Address?
* What did those who fought at Gettysburg do that those who have gathered cannot?
* What is the unfinished work that those listening to the speech are asked to achieve?
* How does Lincoln use the idea of “unfinished work” to assign responsibility to his listeners?

**Growing vocabularies:**

1. **Record the contextual meaning of *dedicate* as it is used in each instance and discuss your meanings with a partner.**

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| --- | --- |
| Dedicated, line 2 | © Reach Associates, 2011 |
| Dedicated, line 4 |  |
| Dedicate, line 5 |  |
| Dedicate, line 8 |  |
| Dedicated, line 13 |  |
| Dedicated, line 14 |  |

**Vocabulary response:**

In paragraph form trace the accumulated meaning of the word “dedicate” through the text – how does the word become more powerful as Lincoln’s speech continues?

**Responding to the prompt:**

Lincoln shifts the focus and purpose of his “Gettysburg Address” at the end of the second paragraph. Why does he do this – what reasons does he give for the change? What does Lincoln think is the task left to those listening to his speech? What relevance does Lincoln’s message have in today’s political climate? Write an essay that address the questions above and cite relevant evidence from the text and in-class discussions.

**Thesis statement:**

**Evidence 1 –**

**Evidence 2 –**

**Evidence 3 –**

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