

Plan a circle: “The Gettysburg Address”

Abraham Lincoln (1863) · public-domain speech (nonfiction) · grades 6–12 · ~2–3 class sessions. Rights: Public domain.

Kit section 5 (group agreement & calendar) filled in for one text — a finished plan students see before writing their own. *Tinted italic* = sample answers.

Text, group, and target

Text / author / edition	<i>“The Gettysburg Address” — Abraham Lincoln (1863). Public-domain speech (nonfiction).</i>
Group / period / dates	<i>Ana’s group · Period __ · Meetings __ & __</i>
Grade / TEKS target (p. 3)	Grade 8 · §110.24 — 9(D): rhetorical devices; 8(D): argument/claim; 1(D): student-led discussion. (Nonfiction: replace the literary focus with your course’s informational/argumentative expectation.)
Learning intention	We are learning to explain how Lincoln’s structure and word choices advance his purpose.
Success criteria	I bring one open question, cite two details with locations, respond to a peer, and name how my thinking changed.

Reading map & calendar

Chunk	Read through	Meeting date · leader
1	<i>“Four score” — the founding and the present dedication of the cemetery.</i>	<i>Day 1 · Leader: Ana</i>
2	<i>The living’s “unfinished work” and the “new birth of freedom.”</i>	<i>Day 2 · Leader: Jon</i>

Members & first-meeting jobs (p. 7 roles)

Member	First job	Rotates to (next meeting)
<i>Ana</i>	<i>Questioner</i>	<i>Summarizer</i>
<i>Jon</i>	<i>Summarizer</i>	<i>Clarifier</i>
<i>Mia</i>	<i>Clarifier</i>	<i>Evidence tracker</i>
<i>Cole</i>	<i>Predictor</i>	<i>Questioner</i>

Text-specific discussion questions (open — more than one answer)

- **Predict:** A speech at a battlefield cemetery — what will Lincoln ask the living to do? What in the opening hints at it?
- **Question:** Why might Lincoln spend so little time on the dead and more on the living?
- **Clarify:** What is the “unfinished work” and the “great task remaining”?
- **Summarize:** State Lincoln’s main claim in one sentence, without opinion.
- **Interpret the theme:** How do repetition and contrast (past / present / future) advance his purpose? Use two details.

Optional Jigsaw lenses (p. 4): *Purpose* (why Lincoln speaks) · *Structure* (past → present → future) · *Language* (repetition: “dedicate,” “we cannot”) · *Rhetoric* (appeals to shared ideals) · *Context* (the Civil War, 1863).

Sample 3–2–1 notes: Mia, structure lens

Name: *Mia* · Home group: *Ana's group* · Period ___ · Meetings ___ & ___ · Section: *"The Gettysburg Address," whole speech* · Expert lens: *Structure*

What a finished prep looks like. Kit section 6 / Organizer A completed for one reader, so students can compare their notes to a strong model.

Questions <i>Why say the world will "little note" the speech?</i> <i>What is the "new birth of freedom"?</i>	3 · Important ideas <i>1. Lincoln opens with the nation's founding in 1776.</i> <i>2. He turns to the present dedication of the cemetery.</i> <i>3. He ends by charging the living with the unfinished work.</i>
Vocabulary <i>consecrate = to make sacred.</i> <i>proposition = a claim put forward.</i>	2 · Supporting details <i>1. "Four score and seven years ago" (opening) roots the nation in its founding ideals.</i> <i>2. "government of the people, by the people, for the people" (ending) names the goal to preserve.</i>

1 · Summary in my own words

Lincoln honors the dead briefly, then calls the living to finish the work of preserving a government by the people.

Bring to the circle

My interpretation: *The speech reframes a burial as a call to continue the nation's founding ideals.*

Synthesis (two lenses): *The past-present-future structure serves the purpose: by moving from 1776 to "unfinished work," Lincoln turns mourning into commitment. Text points: the opening and the closing line.*

After discussion: *My thinking became clearer once the group compared evidence.*

TEKS evidence: 6(C,D) supported inference; 7(A) theme through characters/events; 1(D) response to a peer. · Pair with the PlotPoint "The Gettysburg Address" room.