

Objectives

- Students will determine the theme and central idea to the Gettysburg Address and other various texts
- Students will determine the meanings of words and phrases
- Students will create found poetry using the primary text

Introduction

This lesson can be adapted for various grade levels.

Learning Activity

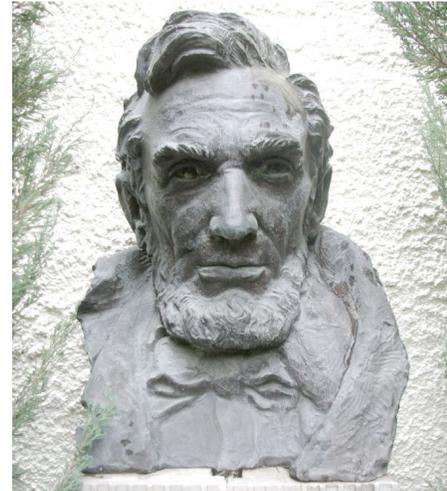
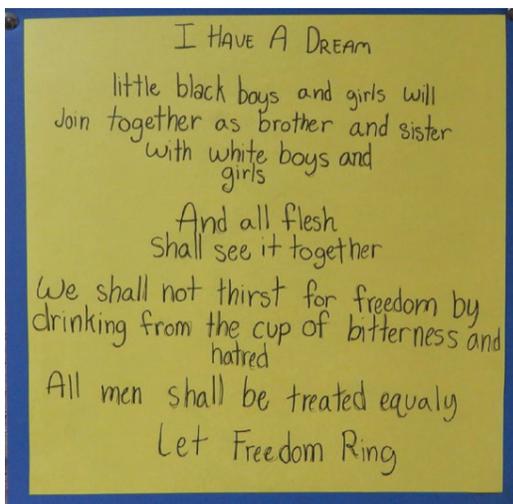
Begin with an observation of the *Portrait Bust of Abraham Lincoln* and have a discussion about who Abraham Lincoln was and what he did for our country.

Read aloud the selected text, or use a recording of the selected text, inviting students to listen for words or phrases they find beautiful, meaningful, or offer an interesting image or rhythm. After the first reading, hand out the text and read it again, or as appropriate for your students, have them read on their own or with a partner. Both readings are valid.

Next, ask students to underline, five to ten phrases with fifteen words or less. The number of phrases will depend on the length of the selected text. If they select a longer phrase, ask them to pare it down to fifteen words. With this done, ask students to place a star by three to five of the fifteen phrases. And lastly, select one phrase from this group. Ask students to softly read their phrase aloud, trying different emphasis and emotion with the text.

Bring everyone together in a circle with the marked text. Decide on a person to start and direction of the reading, then, each person in turn will read their phrase. It is important to let students know that several people may have selected the same phrase, and that this lends a repeated phrase to the overall poem that is being created. Ask participants to remain silent for a few seconds when the reading is completed.

Discuss what students found important in the poem they created together. Discuss concepts still unclear, and help students define unknown words. As appropriate, relate the found poem to the larger context of the subject being examined.



Avard T. Fairbanks, *Portrait Bust of Abraham Lincoln*, 1963

Materials

- Selected primary source text, such as: Abraham Lincoln's, *Gettysburg Address*, or Martin Luther King Jr.'s, *I Have a Dream*.
- Longer poems, picture books, and excerpts from literature can be used as well.
- Student copies of the selected text for marking.
- Pens, Colored pencils, Highlighters, Markers
- Paper for displaying poems

Images from the Museum

- Avard T. Fairbanks, *Portrait Bust of Abraham Lincoln*, 1963

Utah Core Standards

Language Arts

Grade 4-6

- Reading: Literature Standard 2 (determine theme and central idea)
- Reading: Literature Standard 4 (determine meaning of words and phrases)

Social Studies

Grade 5-6

- Standard 4 Objective 1 (understand current issues and world events and their rights and responsibilities)

Extensions

After the group has discussed the texts, break the class into smaller groups and have them create smaller poems using the selected lines. They can write their poems on the left hand side of a sheet of copy paper. These poems can be performed for the whole class.

In another extension, have individual students use the five to ten selected phrases, along with their own words, to create solo poems. Again, prepare final versions of these for classroom display.

After the students have created their poems, have them illustrate the poems on the right half of their paper. Encourage them to use symbols, images, or colors inspired by key words from the poems. Display the illustrated poems in the classroom.

Source

This lesson is adapted from *Wondrous Words, Writers and Writing in the Elementary Classroom*, by Katie Wood Ray.



Avard T. Fairbanks, *Portrait Bust of Abraham Lincoln*, 1963