Voice Carries History

Use context and voice to prepare a meaningful excerpt.

11.P.CP.2.e "Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the facts that place Lazarus's poem in time and history. Circle four directions that would help you prepare a meaningful recitation, so your delivery matches the text's context and language.

Preparing a Text for Recitation

1. Reciting a significant text can make history and literature more memorable because a speaker must notice its sound, structure, and audience. Before choosing an excerpt, learn who created it, when it appeared, and what event or debate shaped it. For example, Emma Lazarus wrote "The New Colossus" in 1883 to raise funds for the Statue of Liberty's pedestal. Her sonnet later became closely connected with immigration after lines from it were placed inside the statue's pedestal in 1903. That context helps a reciter understand why its welcoming image carries public importance.

2. A strong recitation does not require an entire long work. Select a complete idea, such as a stanza or a short sequence of sentences, rather than a fragment that loses its meaning. Read the words aloud several times, then mark pauses at punctuation and circle words whose sounds or repetitions deserve emphasis. Match your pace to the text's purpose. A solemn memorial speech may need measured pauses, while a poem of protest may use firmer volume. Do not perform emotions that the language does not support. Let specific verbs, images, and sentence patterns guide your voice.

3. An audience needs a brief introduction, not a lecture, before hearing a recitation. Name the author, title, date or era, and historical situation that matters most. Then state one listening focus, such as an image, repeated phrase, or shift in tone. During the recitation, look up at natural stopping points instead of reading every word with the same rhythm. Rehearsal is research as well as performance. If a line remains confusing, return to reliable sources and examine the surrounding lines. Understanding the whole work helps you present a selected part honestly, without changing its claim or mood.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did "The New Colossus" become closely connected with immigration after Lazarus wrote it?

2. Why should you select a complete idea instead of a short fragment for a recitation?

3. You are reciting a solemn memorial speech. What pacing choice does the passage recommend?

4. What four kinds of information should your introduction name before a recitation?

3 YOUR TURN

Your own words

Choose a significant poem or speech not named in the passage that is appropriate for grade 11. Write a two-sentence introduction naming its author, title, era or date, historical situation, and one listening focus; then copy either 4 to 8 consecutive lines or 2 to 4 consecutive complete sentences, mark two pauses and underline one emphasis word, and recite the excerpt aloud.

ANSWER KEY

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GRADE 11 · 11.P.CP.2.e

PART 1 · READ AND MARK

Underline the facts that place Lazarus's poem in time and history. Circle four directions that would help you prepare a meaningful recitation, so your delivery matches the text's context and language. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did "The New Colossus" become closely connected with immigration after Lazarus wrote it?	**Lines from the poem were placed inside the Statue of Liberty's pedestal in 1903.**
2	Why should you select a complete idea instead of a short fragment for a recitation?	**A complete idea keeps its meaning, while a fragment may lose its meaning.**
3	You are reciting a solemn memorial speech. What pacing choice does the passage recommend?	**Use measured pauses.**
4	What four kinds of information should your introduction name before a recitation?	**The author, title, date or era, and the most important historical situation.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Abraham Lincoln delivered "The Gettysburg Address" at the dedication of a military cemetery in Gettysburg, Pennsylvania, on November 19, 1863, during the Civil War. Listen for his repeated use of "we" as he connects the soldiers' sacrifice to the nation's unfinished work. "But, in a larger sense, we __cannot__ dedicate, we cannot consecrate, we cannot hallow this ground. [Pause] The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. [Pause] The world will little note, nor long remember what we say here, but it can never forget what they did here."

Accept equivalent wording when students identify the passage's recitation practices and context details. For Part 3, accept an accurate, grade-appropriate significant text, a complete excerpt, a two-sentence context introduction, and annotations that fit the language and purpose.