

Words Worth Keeping

Use careful recitation to connect language with history.

6.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 Circle the title of each historic work, then underline three actions that help a student prepare for an accurate recitation. Your marks will show how reciting remembered words can build background knowledge.

Words Kept Alive

- ① On November 19, 1863, President Abraham Lincoln spoke at the dedication of a cemetery in Gettysburg, Pennsylvania. His Gettysburg Address was brief, but it named the Civil War's sacrifice and renewed the idea that the nation was dedicated to equality. When students recite a short section, they do more than memorize sounds. They carry forward language that shaped a national conversation. They can listen for repeated ideas, notice pauses, and consider why each phrase mattered to people who had lived through the war.
- ② Maya Angelou's poem "Still I Rise," published in 1978, speaks with confidence against oppression. Its speaker refuses to be defined by the hurtful actions and words of others. Reciting a carefully chosen passage from the poem lets students encounter its strong voice and memorable patterns. A reader might slow down before an important idea, then say a repeated phrase clearly. The goal is not to perform dramatically for its own sake. It is to make the poem's meaning and the speaker's determination easier for listeners to understand.
- ③ Before reciting any historic text, a student first learns who wrote or spoke it, when it was created, and what event or problem surrounded it. Next, the student chooses a manageable excerpt and checks every word against a reliable copy. Marking breaths with small slashes and key words with light underlines can support an accurate reading. During the recitation, the student faces listeners, speaks clearly, and uses pauses that fit the meaning. Afterwards, listeners can connect the remembered words to their history and to later conversations about the same ideas.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which historic speech could a student recite to learn about the Civil War and national equality? Give its title and speaker.

- 2 Before reciting a historic text, what three kinds of background information should you learn?

- 3 What two actions from the passage help a student make sure an excerpt is accurate?

- 4 How could a reader deliver part of "Still I Rise" so listeners understand the speaker's determination? Give two actions from the passage.

3 YOUR TURN Your own words

Choose four to six consecutive lines from a significant poem or speech your teacher approves. Copy the lines accurately, name the title and author or speaker, write one sentence about the text's historical or cultural context, and write one sentence explaining a pace, pause, or emphasis choice you will use when you recite it aloud.

PART 1 • READ AND MARK

Circle the title of each historic work, then underline three actions that help a student prepare for an accurate recitation. Your marks will show how reciting remembered words can build background knowledge. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which historic speech could a student recite to learn about the Civil War and national equality? Give its title and speaker.	The Gettysburg Address, spoken by President Abraham Lincoln.
2	Before reciting a historic text, what three kinds of background information should you learn?	Who wrote or spoke it, when it was created, and what event or problem surrounded it.
3	What two actions from the passage help a student make sure an excerpt is accurate?	Choose a manageable excerpt and check every word against a reliable copy.
4	How could a reader deliver part of "Still I Rise" so listeners understand the speaker's determination? Give two actions from the passage.	Slow down before an important idea and say a repeated phrase clearly.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Title: The New Colossus Author: Emma Lazarus "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me," Emma Lazarus wrote this poem in 1883 for an art auction that raised money for the Statue of Liberty's pedestal. I will pause after "poor" and emphasize "yearning" to make the hope for safety clear.

Accept any approved significant poem or speech with four to six consecutive lines copied accurately. The context sentence should be accurate, and the delivery choice should name a specific pace, pause, or emphasis connected to the excerpt.