

Voices With Context

Build context, rehearse and recite a significant speech.

10.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 In the speech excerpt, underline two words to emphasize, circle every occurrence of "nation" to trace its use across the sentences, and add / at a meaningful pause. Be ready to connect each choice to context.

Gettysburg: Words to Speak

- ① Abraham Lincoln delivered the Gettysburg Address on November 19, 1863, at a cemetery dedication during the Civil War. The ceremony honored soldiers who died at Gettysburg. The speech connects the nation's founding ideals with the struggle over its future. A score is twenty years: four score and seven means 87 years, pointing back from 1863 to 1776. Knowing the occasion helps a reciter hear a public reflection on sacrifice and national purpose, rather than a celebration or a detached history lesson.
- ② Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.
- ③ Recite the excerpt exactly as printed, using your own voice. Choose marks that help listeners hear the relationship between the two sentences. Use context and the wording to justify your emphasis and pauses; more than one interpretation may work. Practice unfamiliar words before you perform, and invite your listener to describe the meaning they heard. Public-domain source: National Park Service, Lincoln Home National Historic Site, Gettysburg Address (updated April 10, 2015), nps.gov/liho/learn/historyculture/gettysburgaddress.htm. This transcription uses "upon this continent" and lowercase "liberty"; other copies differ.

2 ANSWER WITH EVIDENCE _____ Use the passage**1** What was the occasion and historical setting? How should those facts influence your delivery?

2 What does "four score and seven" mean, and which founding year does it evoke?

3 How does the repetition of "nation" connect the two sentences?

4 Choose one of your two underlined words and one pause. Explain the historical or textual reason for each.

3 YOUR TURN _____ Your own words

Choose partners A and B. EACH student will give two partner recitations of the supplied excerpt. Use the printed text; memorization is optional. Before EACH recitation, introduce the title, speaker, occasion and historical setting. Both students complete their own records below.

1. Prepare and rehearse

Complete the marks directly on the excerpt. Check "score" and any unfamiliar words. Write your brief context introduction and explain what you expect the audience to hear in one key phrase. Rehearse the excerpt aloud once on your own.

2. Recite, listen, respond

First, A gives an introduction and recitation 1 while B listens. B checks the supplied wording and gives specific feedback about a pause, emphasis or clarity; A records feedback and a planned change. Switch: B gives an introduction and recitation 1; A gives feedback and B records it.

3. Recite again and connect

A gives an introduction and recitation 2 with the planned change; B says what meaning became clearer. Switch: B gives an introduction and recitation 2; A responds. EACH student records the listener response and explains a connection between the founding ideals and wartime setting that speaking or hearing the words clarified.

PART 1 • READ AND MARK

In the speech excerpt, underline two words to emphasize, circle every occurrence of "nation" to trace its use across the sentences, and add / at a meaningful pause. Be ready to connect each choice to context. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What was the occasion and historical setting? How should those facts influence your delivery?	A cemetery dedication at Gettysburg on November 19, 1863, during the Civil War. A thoughtful, respectful delivery fits remembrance and concern about the nation; accept other supported interpretations.
2	What does "four score and seven" mean, and which founding year does it evoke?	87 years; $1863 - 87 = 1776$. It connects the current conflict with the nation's founding.
3	How does the repetition of "nation" connect the two sentences?	The first presents a nation founded on liberty and equality; the second asks whether that nation, or one with those ideals, can survive the war.
4	Choose one of your two underlined words and one pause. Explain the historical or textual reason for each.	Example: emphasize "equal" to foreground the founding ideal; pause before "Now" to mark the shift from 1776 to the Civil War. Accept reasoned alternatives, not imitation of a famous voice.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Preparation: This is an excerpt from Abraham Lincoln's Gettysburg Address, delivered at a cemetery dedication in 1863 during the Civil War. I underlined "equal" and "endure": I will emphasize the founding ideal and the test of survival. I circled each "nation" to connect the two sentences, and marked a pause before "Now" to separate the founding from its wartime test.

First recitation and feedback: My listener said I rushed "can long endure," making it sound like a fact instead of a test of survival. I marked a slower pace for that phrase.

Second recitation and reflection: I delivered the excerpt again. My listener heard the concern about whether a nation founded on equality could survive. Speaking "nation" repeatedly helped me connect the same nation across the two time periods, rather than treating the sentences as unrelated history facts.

Assess both actual recitations, context introductions and the listener exchange; written planning alone does not meet this task. Accept defensible phrasing and emphasis supported by context and text. Use usual accessible oral-performance supports where needed. Do not require a prescribed voice, memorization, or an arbitrary excerpt word count. The teacher model is an example record, not a replacement for hearing the performance.