**MISSOURI STATE UNIVERSITY**

**Daily Lesson Plan**

Name: Christie Levey Date: Day 1

Subject: English I Grade Level: 9th Grade/HS

Measurable Objectives:

1. Students will read and analyze the Gettysburg Address and its effects on the U.S. Civil War
2. Students will identify the reason for the Gettysburg Address

Standards: (identify the standards related to this lesson: e.g., MoSTEP, Conceptual Framework,

Subject Area, etc.)

English I: CA2, 3, 7, 1.5, 1.6, 1.9, 3.5: Compare, analyze and evaluate connections:

\*C. Text to World (the ideas and the world by analyzing and evaluating the relationship between literature and its historical period and culture

Anticipatory Set: (motivation)

Once students are settled in their seats, they will view a PowerPoint presentation on the overhead projector from the book: Gettysburg: The Graphic Novel

Instructional Input: (materials/technology/procedures)

Materials: Overhead projector, Book – Gettysburg: The Graphic Novel, Handout – Copy of the Gettysburg Address and background information on the address, Handouts – Gettysburg Address Review and Speech Analysis Worksheet

Modeling:

Teacher will read and then discuss the Gettysburg Address along with the students, then go over the worksheet that the students will work on at home.

Comprehension Check:

There will be two forms of Comprehensive Check. The first will occur during class, where the students discuss and answer questions during class. The second will be the Speech Analysis Worksheet that they will complete at home and turn in the next day.

Assignments:

Guided Practice:

As a class, we will read the Gettysburg Address, using the pictures from the Graphic Novel and other sources. Teams will complete the Gettysburg Address Review. We will then discuss the reason for this speech and what the actual effects on the war.

Independent Practice (only include homework and exams or tests here):

Students will complete the Analyze Worksheet at home and turn in to homework box at the beginning of the next class period.

Closure/Summary:

Before the end of the class period, the teacher will go over the information presented in the class – reason why Lincoln gave the address, his feelings about the address, and its impact on Gettysburg and the U. S. Civil War.

Application: (connects/applies content to life skills)

Students will connect how a simple speech given for one event can reflect on a greater event taking place in the world. Such as how the Gettysburg Address affected the U. S. Civil War even though it was originally written as a dedication of a cemetery.

Modifications: (Identify and briefly describe specific changes and/or accommodations made to meet the learning needs of

students from diverse backgrounds, including students from different ethnic and racial groups, students with IEP’s, ESL students,

and students with different learning styles, etc.)

Modifications to learning styles to include: a quiet work area for students with IEPs to read the worksheet, a copy of the address will be available in Spanish for ESL students, and an audio version of the address will be available for those students who learn better through audio versus visual.