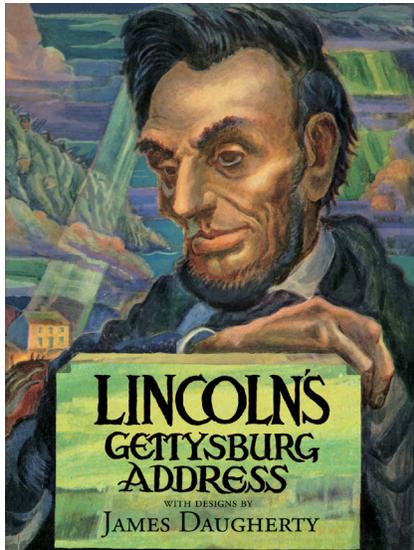


Lincoln's Gettysburg Address

illustrated by **JAMES DAUGHERTY**, reissued with new introduction by Gabor Boritt
 HC 978-0-8075-4550-8 // *Written by Laurina Cashin, We Love Children's Books.*



The Gettysburg Address is CCSS Text Exemplar for Grades 9–10; an example of Informational Texts for English Language Arts as noted by the writers of the CCSS. A curriculum unit was developed by EngageNY to guide high school students and instructors in a close reading of Lincoln's Gettysburg Address.

engageny.org/resource/common-core-exemplar-for-high-school-ela-lincoln-s-gettysburg-address

Direct link to pdf:

engageny.org/wp-content/uploads/2011/07/High-School-Exemplar-Lincoln-Gettysburg-Address.doc

This guide will focus on the words and pictures of James Daugherty's interpretation of Lincoln's famous speech. Written in 1947, his interpretation is grounded in the aftermath of

World War II and the connection between that war and the Civil War, as well as America's position as a leader and role model for democracy. Students read the Gettysburg Address independently. Teacher reads the speech aloud or students listen to a reading of the speech.

QUESTIONS FOR DISCUSSION AND WRITING

Echoing Lincoln's words, Daugherty's foreword notes, "Again we have stood at the close of a great war, the most terrible in history, with the unfinished task before us." Ask students to name the unfinished task. How does Daugherty convey this artistically?

Ask students to write about Daugherty's purpose in illustrating and interpreting the Gettysburg Address using evidence from the text to support their ideas.

Divide classroom into five groups and assign each group three consecutive paintings to discuss and/or write about.

POSSIBLE PROMPTS:

Do they agree with James Daugherty's interpretations of his paintings? Why do they agree or why not? Ask them to supply examples from the text and paintings to support their opinions. If students disagree, ask them for ideas for alternate depictions, suggesting images (people, events, or ideas) from the intervening years since Daugherty painted the art used in *Lincoln's Gettysburg Address*.

Have students craft an argument supporting Daugherty's romantic vision of America.

Ask students to describe the mood expressed in painting number six, giving evidence from the text and image to support their description.

In painting number fifteen Daugherty says in his interpretation, “Here appears the most forceful message of the Address.” Ask students what they feel that message is and why Daugherty feels it is important.

Lead a discussion about characterization: How would students characterize the people, whether named or representative, in the paintings? Do the individuals share characteristics? What do these characteristics tell them about the artist’s feeling about the American population as evidenced in the foreword?

Compare the Gettysburg Address to a more recent speech in America’s history such as Barack Obama’s speech on race and politics delivered during his 2008 campaign at Constitution Center in Philadelphia.

The author felt Lincoln’s speech was important in 1947. Ask students to address the question “Why do you think the Gettysburg Address is relevant today?”

ONLINE RESOURCES

A reading of the Gettysburg Address by Sam Waterson
www.npr.org/templates/story/story.php?storyId=1512410

National Museum of American History’s interactive Gettysburg
Allows users to explore the Gettysburg Address through high-resolution images, audio, and text.
americanhistory.si.edu/exhibition/gettysburg-address

James Daugherty’s life and work by the Traditional Fine Arts Organization
www.tfaoi.com/aa/5aa/5aa363.htm

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS, GRADES 9–10

READING STANDARDS FOR INFORMATIONAL TEXT

RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9–10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9–10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9–10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.