

"We Shall Overcome"



With quiet determination

We shall o - ver - come, we shall o - ver -

come, We shall o - ver - come some-day

oh, deep in my heart (I know that)

I do be - lieve (oh) we shall o - ver - come some-day.



'WE SHALL OVERCOME'
Where The Civil Rights Anthem Came From

A black and white photograph of a group of people, including men and women, some in military-style uniforms, standing together and looking towards the camera.

We Shall Overcome: American Struggles and Dreams

There is so much happening in America, and there always has been. As a country, we have done everything we can to overcome struggles and move forward.

As human beings, we try to do what's right; however, it's not always as easy as we'd hope.

1. What is your definition of the "American Dream"?
2. What struggles might be necessary to achieve this dream?
3. As a country that is constantly doing things to improve and fulfill dreams, how do we know what to believe or trust--how do we know what's good for us?

Quilt Activity

Think about what being American means to you.

There are some questions to consider:

Are you from here? Do you enjoy being here? Have you lived somewhere else? What do you think makes this country different? Do you think it's really different at all?

Draw a symbol that represents your thoughts and feelings. Explain the meaning of your symbol with 2-3 sentences.

We will be taping our symbols together to form a class quilt.

Step 1: Classify
Words

Word Sort

Step 2: Give your
classification categories
a title

Step 3: Use your classification titles
to make a hypothesis/prediction

Hypothesis/Prediction:

Reading

Step 4: Read the story

The Horrible Pirate

One time I was down by the docks and I saw this old sailor that I swear looked just like a pirate; peg-leg, eye-patch, and even a hook for a hand.

But I guess I was staring at him because he comes stumping over and says...

Arr, I saw yez lookin at me! Bet yer wond'rin hows I got this peg-leg? Well... it was HORRIBLE!

Me ship was a cannonading another ship, when they lets go with a broadside themselves. Whoooom, off goes me leg. Arr!

Then he turned to walk away when suddenly he turns back and says...

Arr, I saw yez still lookin at me! Bet yer wond'rin hows I got this hook fer a hand? Well... it was HORRIBLE!

Me ship was boarded by Malay pirates and we all draws swords and thrusts and parrys and parrys and thrusts! But I thrusted when I should'a parried. Whomp, off goes me hand! Arr!

Then he turned to walk away when suddenly he turns back and says...

Arr, I saw yez STILL lookin at me! Bet yer wond'rin hows I got this eyepatch? Well... it was HORRIBLE!

One day I gots me an itch

and

(hook your finger up to your eye as you yell)

ARRR! I'd forgots I'd lost me hand!

Step 5: Now go back and highlight evidence to support or go against your hypothesis.

I believe there will be a pirate that is at a beach or ocean and some actions will happen, causing harm to his body.

— = Support

— = Against

Gettysburg Address Word Sort

1. Get your bag of words
2. Classify your words into different categories, making sure there are at least 3 words in each category (remember, there is not a wrong way to classify).
3. Give your classification categories a title.
4. Use the titles to come up with a hypothesis/prediction statement.
4. Read "The Gettysburg Address"
5. Go back to "The Gettysburg Address" and highlight evidence supporting or against your hypothesis/prediction.
6. Write down your current understanding after doing the first 5 steps.

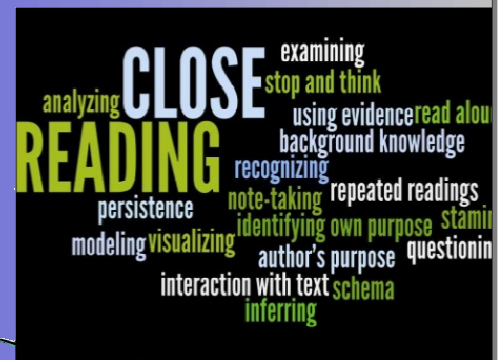
Word Sort Closure

How has the word sort helped you understand the message/
meaning of the Gettysburg Address?

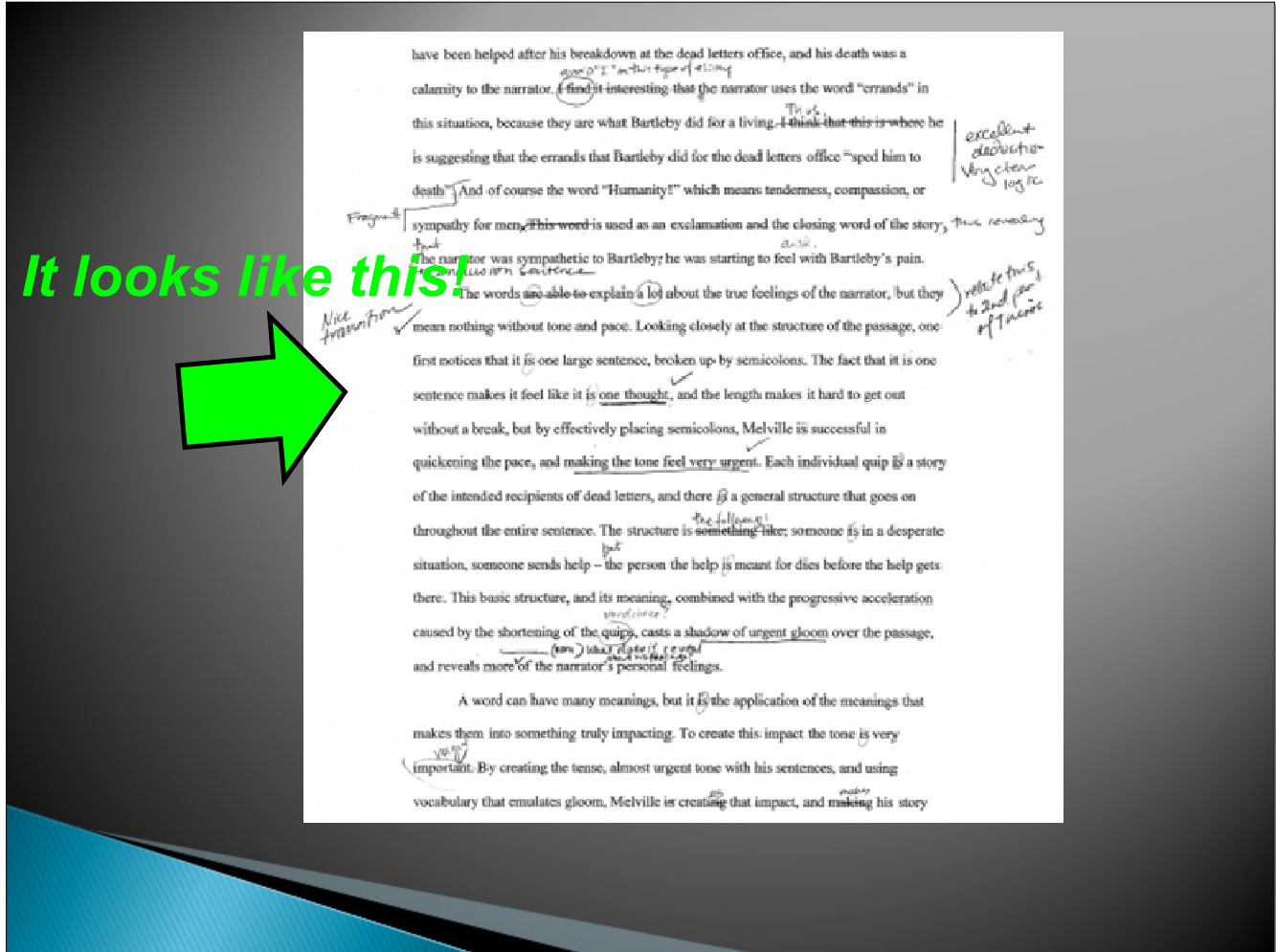
Why are we 'close reading'?

Research links the **close reading** of complex text-regardless if the student is a struggling reader or advanced-to significant gains in reading proficiency, and finds close reading to be a key component of college and career readiness.

What is Close Reading?



Learning goal: What is the message/meaning of Gettysburg address?

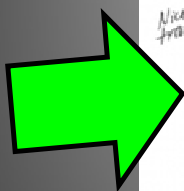


have been helped after his breakdown at the dead letters office, and his death was a calamity to the narrator. ^{and it's in this type of thing} it's interesting that the narrator uses the word "errands" in this situation, because they are what Bartleby did for a living. ^{It's like} I think that this is where he is suggesting that the errands that Bartleby did for the dead letters office "sped him to death." And of course the word "Humanity!" which means tenderness, compassion, or

excellent
deductive
very clear
logic

sympathy for men. ^{Fragment} this word is used as an exclamation and the closing word of the story, ^{the meaning} the narrator was sympathetic to Bartleby; he was starting to feel with Bartleby's pain.

It looks like this!



^{Nice transition} the words are able to explain a lot about the true feelings of the narrator, but they mean nothing without tone and pace. Looking closely at the structure of the passage, one

relate this
to 2nd part
of passage

first notices that it is one large sentence, broken up by semicolons. The fact that it is one sentence makes it feel like it is one thought, and the length makes it hard to get out without a break, but by effectively placing semicolons, Melville is successful in quickening the pace, and making the tone feel very urgent. Each individual quip is a story of the intended recipients of dead letters, and there is a general structure that goes on throughout the entire sentence. The structure is ^{the full passage} something like: someone is in a desperate situation, someone sends help - ^{but} the person the help is meant for dies before the help gets there. This basic structure, and its meaning, combined with the progressive acceleration caused by the shortening of the quips, casts a shadow of urgent gloom over the passage, and reveals more of the narrator's personal feelings.

A word can have many meanings, but it is the application of the meanings that makes them into something truly impacting. To create this impact the tone is very important. By creating the tense, almost urgent tone with his sentences, and using vocabulary that emulates gloom, Melville is creating that impact, and making his story

Close read activites- you will be completing each activity.

Each activity will be INDEPENDENT except the final task.

You will find space on the back of your paper to write your answer to each question.

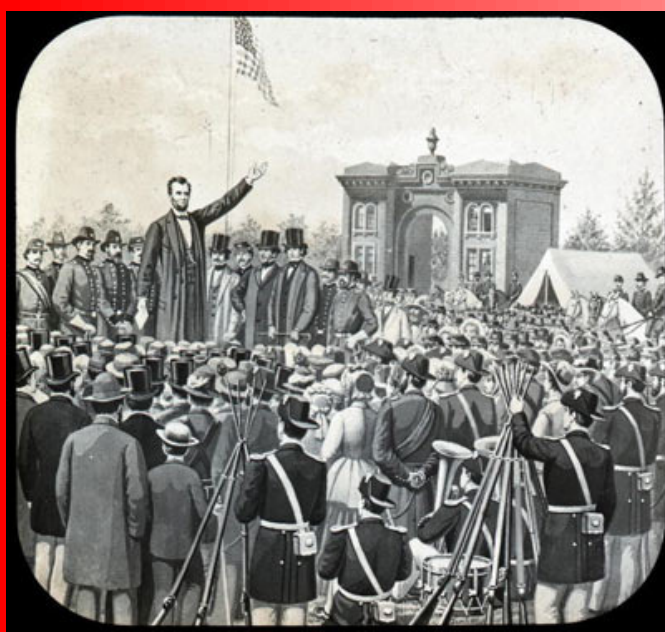


1. Cold read (reading 1 time through without questions) the Gettysburg Address. Do you think you could understand it yet? Why or why not?
2. Place a slash mark at the end of each sentence. What do you notice?
3. Underline words that are not commonly used (at least 8). Circle words around it that may provide clues or hint at their meaning.
4. Circle each comma. How many are there?
5. Identify the introduction of the speech by putting parentheses around it. Label it 'introduction'. What is Lincoln talking about here?
6. Highlight words that have a strong tone (feeling) to them.
7. This document is said to have 2 main ideas. Put brackets around the portions of the document that focuses on the main ideas. Then summarize the 2 main ideas into 2 sentences.

Main Ideas: The Gettysburg Address

1. As a country we need to honor the dead who have sacrificed.
2. We need to continue to fight for freedom/equality/unity/'merica.





His username is @abetophatlincoln

Using this picture, create 4 hashtags that you think he would have used. Write them on the stickie notes and put them on the board under the picture.

-2 fun

-2 serious (speech/content related)

#freedom #tophatsrule

#gottahavequality #shortspeech

Learning goal: What is the message/meaning of Gettysburg address?



One more way we will get to this goal is to answer some higher level thinking questions.

1. What would you choose as the over-arching theme in the Gettysburg address?
2. What message can you infer from the repetition?
3. What examples can you find that support Lincoln's message of equality/unity?
4. Using today's language, rewrite 1 paragraph of the speech
5. What is the most important line in this speech, how can you justify this?
6. If President Obama gave a speech focusing on the same theme/message as Lincoln, what issues of today would he address? Why do you think that? What would he say? Write the closure of his speech, summarizing the main points.

<http://vimeo.com/15402603>