Gettysburg Address and Patterned Partner Reading

Grade:8

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Standards

IL-ISBE-ELA-CC-2010.K-12.W.R.6
> Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

IL-ISBE-ELA-CC-2010.K-12.R.R.2
> Key Ideas and Details: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

IL-ISBE-ELA-CC-2010.8.SL.5
> Presentation of Knowledge and Ideas: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

IRA.14.2
> ...conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical)

IRA.2.10
> ...show how past and present literacy leaders contributed to the knowledge base

IRA.5.1
> ...create a literate environment that fosters interest and growth in all aspects of literacy

Materials

Computer access for all students (with Internet access)

Library of Congress www.loc.gov

McLaughlin,M. (2013). Round-robin reading never! *Reading Today, 31* (1), 2-3.

Paper

Writing Utensil

Social Studies textbook

Objectives

- Students will be able to present a blog online describing a visual representation of their thoughts after using the Patterned Partner Reading method with the Gettysburg Address.
- Students will be able to identify key points of the Gettysburg Address by creating a visual and written summary based on the research conducted from the Library of Congress website.
- Students will be able to present a visual representation of their thoughts after reading the Gettysburg Address.
- Students will be able to research various historical aspects of the Gettysburg Address through the Library of Congress website.

- Students will be able to make connections through their visual and written representations and explanations about how society has adapted as a result of the Gettysburg Address.
- Students will be able to research and present other information of interest to them about the Gettysburg Address by utilizing the Library of Congress website.

Procedure

1. Introduce time period through the social studies textbook.
2. Discussion (whole-class) of Gettysburg Address.
3. Students will silently read the Gettysburg Address (from Library of Congress website), in pairs using the Patterned Partner Reading method.

   Note: Students may research other information found in the Library of Congress Website to
   support the Gettysburg Address.

4. Provide some reflective thought by allowing students time for thinking about the contents of the document.
5. Students will draw/sketch what they thought about as they read the Gettysburg Address.
6. Students will write a one page blog describing the visual drawing created from Gettysburg Address.
7. Allow students time to present their drawings and blogs to the whole class.

Assessment

Students will be graded on the following criteria:

1)Organization

2)Quality of information

3)Mechanics

4)Internet Use

4 (4 pts)	**3** (3 pts)	**2** (2 pts)	**1** (1 pt)	
Organization (1.000, 25%)	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)

4 (4 pts)	3 (3 pts)	2 (2 pts)	1 (1 pt)	
Quality of Information (1.000, 25%)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics (1.000, 25%)	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Internet Use (1.000, 25%)	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.

Reflection

        Utilizing the Library of Congress for the Pattern-Partner-Reading Strategy was an effective way to engage our students. Integrating technology with historical information was an important process for students to participate in. Informing students about the website will help them dive into America's historic stories. Designing our lesson plan around the Gettysburg Address involved the Patterned-Partner-Reading strategy. After reading the Gettysburg Address with the Pattern-Partner strategy, students are going to be able to utilize technology to create: blogs, visual images, and connect historical aspects. The Library of Congress website also provides access to other subjects including math and science. This website will be an effective tool for students to progress academically.