



CIVIL WAR TRUST

presents

# The Gettysburg EDUCATORS' GUIDE Story



A FILM BY JAKE BORITT



## Using the Guide

*The Gettysburg Story* is a documentary retelling of the 1863 Battle of Gettysburg. This educators' guide contains 7 Common Core-aligned activities that augment and enhance the historical content of the film for students in grades 6-12. The activities are independent of each other, and you may choose one, some, or all to present along with the film. Please use the chart below to find the approach that will work best for you.

Lesson	C.C. Standards	Estimated Length	Page
Viewing Questions	R.CCR.7 W.CCR.1,4 SL.CCR.2,3 L.CCR.1,2	90 minutes	3
Decisions at Gettysburg	R.CCR.3,7 W.CCR.7,9 SL.CCR.1,2,4,5,6 L.CCR.1,2,6	120 minutes	11
Turning Point Gettysburg	R.CCR.1,2,3,6,7,8,9,10 W.CCR.2,3,4,7,8,9 SL.CCR.1,2,3 L.CCR.1,2	90 minutes	16
Gettysburg All-Stars	R.CCR.1,2,3,6,7,8,9,10 W.CCR.1,7,8,9 SL.CCR.1,2,3,4,6 L.CCR.1,2,3	120 minutes	17
Visualizing Gettysburg	R.CCR.7 W.CCR.9 SL.CCR.5 L.CCR.5	90 minutes	19
Remembering Gettysburg	R.CCR.2,3,6,7,10 W.CCR.2,3,4,7,8,9 SL.CCR.1,2,4,5 L.CCR.1,2,3,4,5	120 minutes	22
The Gettysburg Address	R.CCR.1,2,3,4,5,6,7,8 W.CCR.1,8,9 SL.CCR.2,3 L.CCR.1,2,3,4,5	60 minutes	24

# Lesson Plan: *The Gettysburg Story* Viewing Questions

**Grades:** 6-12

**Approximate Length of Time:** 90 minutes

**Goal:** Students will be able to explain the context and significance of the Battle of Gettysburg and the Gettysburg Address.

**Standards:**

- R.CCR.7
- W.CCR.1,4
- SL.CCR.2,3
- L.CCR.1,2

**Objectives:**

- 1) Students will be able to explain the ways in which the Battle of Gettysburg and the Gettysburg Address affected the Civil War.
- 2) Students will be able to identify the major events that shaped the Battle of Gettysburg.
- 3) Students will be able to assess and explain the decisions made by important characters during the Battle of Gettysburg.

**Materials:**

- *The Gettysburg Story*
- Short Answer Worksheet set
- Critical Thinking Worksheet set
- Short Answer Key
- Critical Thinking Key

**Anticipatory Set/Hook:**

Discuss with students the state of the Civil War in July 1863. Ask them what their priorities might be if they were politicians or generals at the time.

**Procedure:**

Watch *The Gettysburg Story* (runtime: 60 minutes) as a class. Give a copy of each worksheet set to each student.

**Activity 1:**

Have the students fill out their Short Answer Worksheets while you watch the movie. You may choose to pause the movie after each day and conduct a brief review of the questions and answers for that section.

**Activity 2:**

Have the students complete their Critical Thinking Worksheets in groups of two or three. You may choose to require answers to only some of the questions.

**Closure:**

Ask the students what part of *The Gettysburg Story* they found most compelling. Discuss what parts of the story were new or unexpected.

**Assessment:**

Use the Worksheet answer keys to assess students' understanding of the context and significance of the Battle of Gettysburg and the Gettysburg Address.

# Short Answer Worksheet

## INTRODUCTION

1. In June 1863, which side is losing the war?
2. What is happening with the Union Army? Who becomes the new commander?
3. Why does General Lee want a battle at this time?
4. Why is Gettysburg a crucial town for both armies?

## JULY 1

1. What is the scene in Gettysburg before the battle?
2. What happens when Union General John Buford rides into Gettysburg? What does Buford know about the Confederate Army?
3. What important Union general dies during the first day?
4. Why is Lee unhappy when he arrives in Gettysburg? What is the outcome of the battle on July 1st?
5. What does General Winfield Scott Hancock say to the demoralized Union Army? Why?
6. What does Confederate General James Longstreet suggest be the Confederates' next move?
7. What is General Meade's feeling about the Union position at the end of July 1st?

## JULY 2

1. What position does Union General Dan Sickles leave undefended?
2. What happens to Devil's Den?
3. What actions did Gouverneur Warren and Joshua Chamberlain take to defend Little Round Top?
4. Why does General Barksdale aim his troops at the Peach Orchard? What happens there?
5. What does Sickles's collapse create? Why is this important?
6. What does Hancock observe frantically from Cemetery Ridge? What is his only hope at this point?



7. What does the 1st Minnesota regiment manage to do?
8. How do Greene's 1,400 men hold off 5,000 Rebels?
9. What is the casualty count at the end of the second day?
10. What is the state of the Union line?
11. What is the relationship between General Lewis Armistead and General Winfield Scott Hancock?
12. What do Hancock and Meade feel when they find out Lee has only one division left?
13. What do the Union leaders decide?
14. What do they telegraph President Lincoln?

### JULY 3

1. On the beginning of the third day, what is the argument between Lee and Longstreet?
2. How many cannons are engaged in the artillery duel before Pickett's Charge. What is distinctive about this quantity?
3. What does George Pickett ask General Longstreet? How does Longstreet respond?
4. After General Armistead gives the order to march, what does ask his men to fight for and remember during the charge?
5. How many Confederates move out from the woods? What are they pushing towards?
6. What happens to General Hancock?
7. What happens to the few men who break the Union line?
8. How many men come back from Pickett's Charge?

### CONCLUSION

1. What is the scene in Gettysburg on July 4?
2. Why is President Lincoln invited to Gettysburg in November?
3. What important speech does he make at Gettysburg?

# Critical Thinking Worksheet

1. Why does Robert E. Lee move his army into Pennsylvania? What is he hoping to gain?
2. Why is the Union Army in turmoil right before the Battle of Gettysburg? What has led them to this situation?
3. Why was Lee unhappy to fight in Gettysburg?
4. Analyze the battle after the first day . Who has the advantage and why? What do you believe would be the best move for each army?
5. Why are Culp's Hill and Little Round Top such important locations?
6. Analyze the battle after the second day. Who has the advantage and why? What do you believe would be the best move for each army?
7. Who do you think is right in the argument between Lee and Longstreet on July 3rd?
8. Why do you think the film told the story of Jennie Wade?
9. Lee tells his troops after the failed charge: "This has been a sad day for us a sad day. All this has been my fault - it is I who have lost this fight." Why do think Lee feels this way? Do you believe he is correct?
10. What might have happened if Meade was quicker to pursue the Confederates after the battle?

# Viewing Questions Answer Key

## INTRODUCTION

1. In June 1863, which side is losing the war? *The North has lost a number of major battles.*
2. What is happening with the Union Army? Who becomes the new commander? *The soldiers are upset by the generalship at Chancellorsville. George G. Meade becomes the new commander.*
3. Why does General Lee want a battle at this time? *He feels as if he has momentum on his side, he wants to divert Union attention from Vicksburg, he wants a victory on Northern soil, and he wants to take the war out of Virginia.*
4. Why is Gettysburg a crucial town for both armies? *It is a vital crossroads town in southern Pennsylvania.*

## JULY 1

1. What is the scene in Gettysburg before the battle? *The citizens are “in a frenzy.” Free blacks are running to escape Confederate slave catchers.*
2. What happens when Union General John Buford rides into Gettysburg? What does Buford know about the Confederate army? *The citizens cheer Buford’s cavalry. Buford knows that the Confederate army is nearby.*
3. What important Union general dies during the first day? *John Reynolds*
4. Why is Lee unhappy when he arrives in Gettysburg? What is the outcome of the battle on July 1st? *Lee is unhappy because he did not want to bring on a major battle without more information about the Union Army. Nevertheless, Confederate forces win a significant victory on July 1st.*
5. What does General Winfield Scott Hancock say to the demoralized Union Army? Why? *“I think this is the strongest position on which to fight a battle that I ever saw.” Hancock successfully encourages the Union soldiers.*
6. What does Confederate General James Longstreet suggest be the Confederates’ next move? *Longstreet wants to move around the Union Army and wait to receive an attack.*
7. What is General Meade’s feeling about the Union position at the end of July 1st? *“We may as well fight it out here as anywhere else. It is a good defensible position.”*

## JULY 2

1. What position does Union General Dan Sickles leave undefended? *Little Round Top*
2. What happens to Devil’s Den? *It is overrun by Confederate soldiers.*

3. What actions did Gouverneur Warren and Joshua Chamberlain take to defend Little Round Top? Warren calls reinforcements to the hill. Joshua Chamberlain commands the 20th Maine regiment, which successfully holds the extreme left flank of the Union line.
4. Why does General Barksdale aim his troops at the Peach Orchard? What happens there? It is the tip of a “salient” in Sickles’s line that is highly vulnerable. Barksdale breaks through the Peach Orchard and scatters Sickles’s men.
5. What does Sickles's collapse create? Why is this important? It creates a hole in the Union line. If Confederate troops get through the hole, they will gain a critical advantage over the Union Army.
6. What does Hancock observe frantically from Cemetery Ridge? What is his only hope at this point? Hancock sees Confederate soldiers moving towards the hole in the Union line. Hancock must buy time to bring up reinforcements to fill the gap.
7. What does the 1st Minnesota regiment manage to do? Under Hancock’s orders, the 1st Minnesota counter-charges the Confederates and halts their advance against the center, though the Minnesotans take 82% casualties.
8. How do Greene's 1,400 men hold off 5,000 Rebels? They build breastworks on Culp’s Hill.
9. What is the casualty count at the end of the second day? 20,000 men killed, wounded, or captured: 9,000 Confederates and 11,000 Federals.
10. What is the state of the Union line? The Union line is intact.
11. What is the relationship between General Lewis Armistead and General Winfield Scott Hancock? They served together in California before the war broke out.
12. What do Hancock and Meade feel when they find out Lee has only one division left? They feel as if they can withstand the attack of just one more fresh division the next day. “We have got them nicked!”
13. What do the Union leaders decide? They decide to hold their ground.
14. What do they telegraph President Lincoln? “The enemy attacked me about 4 p.m. this day and after one of the severest contests of the war was repulsed at all points. I shall remain in my present position tomorrow.”

### JULY 3

1. On the beginning of the third day, what is the argument between Lee and Longstreet? Longstreet does not want to attack the Union center, but Lee overrules him.
2. How many cannons are engaged in the artillery duel before Pickett’s Charge. What is distinctive about this quantity? 220 cannons total. It is the largest artillery battle to ever take place on the American continent.
3. What does George Pickett ask General Longstreet? How does Longstreet respond? “General, shall I advance?” Longstreet can only nod his assent.

4. After Armistead gives the order to march, what does ask his men to fight for and remember during the charge? **Lands, families, homes, sweethearts, and the honor of Virginia.**
5. How many Confederates move out from the woods? What are they pushing towards? **13,000 soldiers pushing towards the “Copse of Trees” on Cemetery Ridge.**
6. What happens to Hancock? **He is gravely wounded after refusing to dismount his horse.**
7. What happens to the few men who break the Union line? **They are killed, wounded, or captured.**
8. How many men come back from Pickett's Charge? **Barely more than half of the men who began the charge come back.**

## CONCLUSION

1. What is the scene in Gettysburg on July 4? **Wounded soldiers fill the town and the battlefield is covered in human wreckage. It is described as “Hell on Earth.”**
2. Why is President Lincoln invited to Gettysburg in November? **To dedicate the Soldiers National Cemetery.**
3. What important speech does he make at Gettysburg? **The Gettysburg Address**



# Critical Thinking Answer Key

1. Why does Robert E. Lee move his army into Pennsylvania? What is he hoping to gain? He feels as if he has momentum on his side, he wants to divert Union attention from Vicksburg, he wants a victory on Northern soil, and he wants to take the war out of Virginia.
2. Why is the Union Army in turmoil right before the Battle of Gettysburg? What has led them to this situation? The soldiers are upset by the generalship at Chancellorsville. George G. Meade becomes the new commander.
3. Why was Lee unhappy to fight in Gettysburg? Lee is unhappy because he did not want to bring on a major battle without more information about the Union Army.
4. Analyze the battle after the first day. Who has the advantage and why? What do you believe would be the best move for each army?
5. Why are Culp's Hill and Little Round Top such important locations? The two hills protect the right and left flanks of the Union Army, respectively.
6. Analyze the battle after the second day. Who has the advantage and why? What do you believe would be the best move for each army?
7. Who do you think is right in the argument between Lee and Longstreet on July 3rd?
8. Why do you think the film told the story of Jennie Wade?
9. Lee tells his troops after the failed charge: "This has been a sad day for us a sad day. All this has been my fault - it is I who have lost this fight." Why do think Lee feels this way? Do you believe he is correct?
10. What might have happened if Meade was quicker to pursue the Confederates after the battle?

# Lesson Plan: Decisions at Gettysburg

**Grade Level:** 6-12

**Approximate Length of Time:** 90 minutes

**Goal:** Students will be able to analyze decisions made by both Union and Confederate officers at the Battle of Gettysburg.

**Standards:**

- R.CCR.3,7
- W.CCR.7,9
- SL.CCR.1,2,4,5,6
- L.CCR.1,2,6

**Objectives:**

- 1) Students will be able to explain the battle situations and events of each day of Gettysburg.
- 2) Students will be able to identify effective and ineffective decisions made at Gettysburg and assess their outcomes.
- 3) Students will be able to read and understand battlefield maps.

**Materials:**

- *The Gettysburg Story*
- “Infantry Tactics in4” video, found at [www.civilwar.org/education/in4/infantry-tactics.html](http://www.civilwar.org/education/in4/infantry-tactics.html)
- Day 1 Battlefield Maps
- Day 2 Battlefield Maps
- Day 3 Battlefield Maps
- Discussion Questions

**Anticipatory Set/Hook:**

Ask students to reflect on times in which they have worked as part of team. Ask them to consider the concepts of authority and cooperation in relation to team efforts.

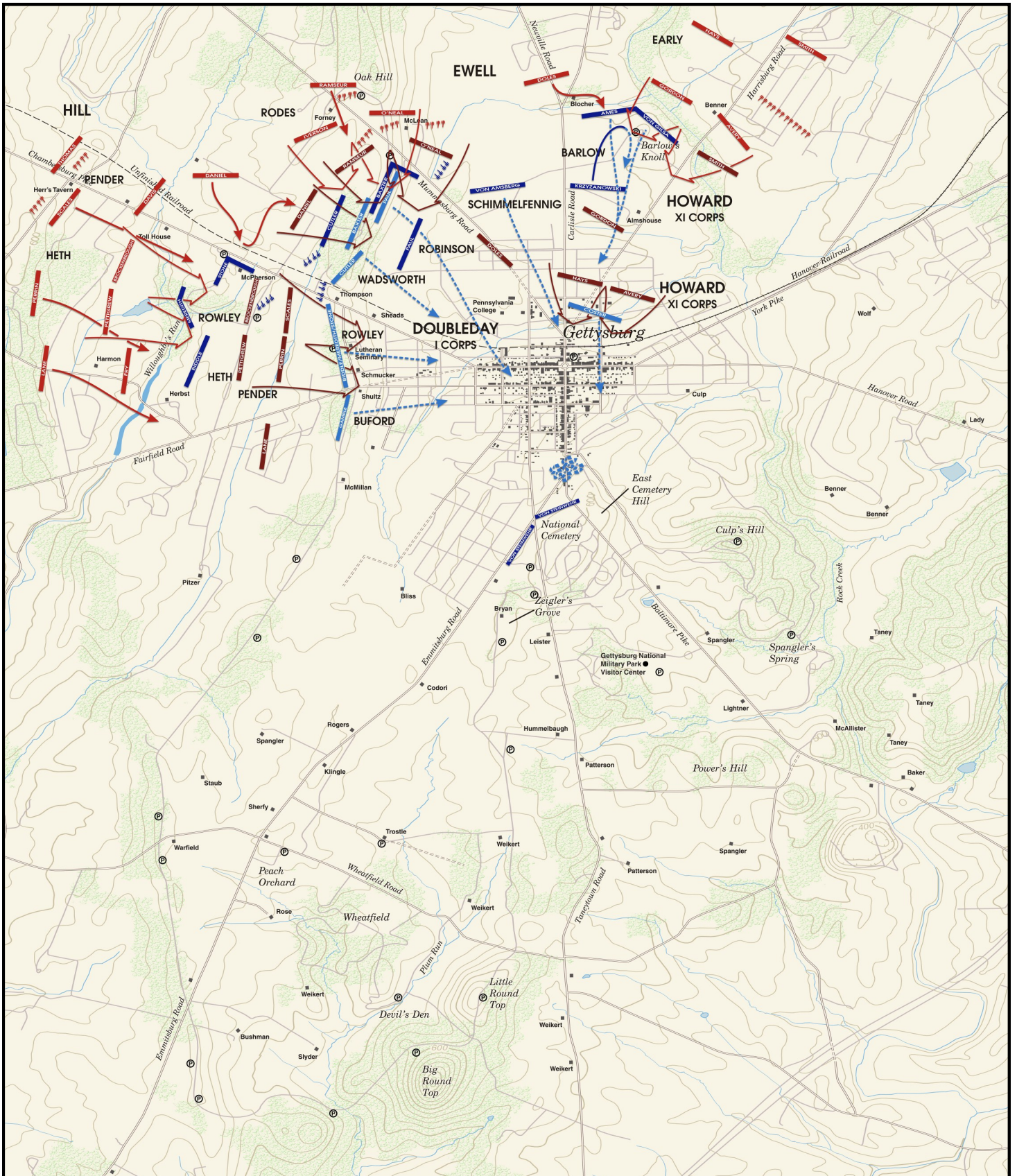
**Procedure:**

Before watching *The Gettysburg Story*, have students watch “Infantry Tactics in4.” While watching *The Gettysburg Story*, stop the film after each day of battle and use the maps to answer the questions found on the Discussion Questions sheet. The questions can be used for classroom discussion.

**Assessment:**

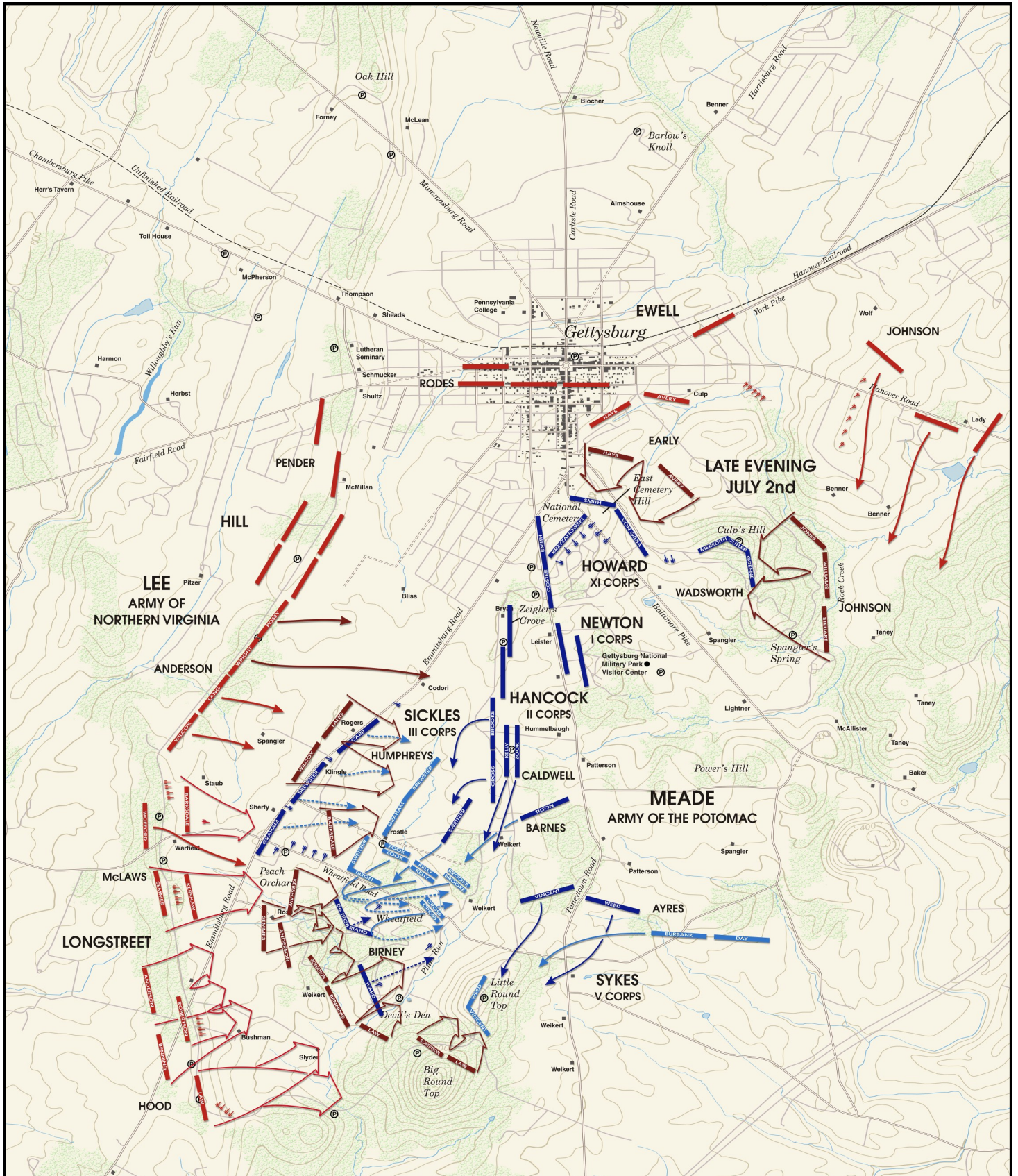
Assess students’ comprehension of the questions and subject material throughout the lesson. You may choose to designate one or more questions as to be answered with an individual written response in order to better evaluate each student’s progression.

# Day 1



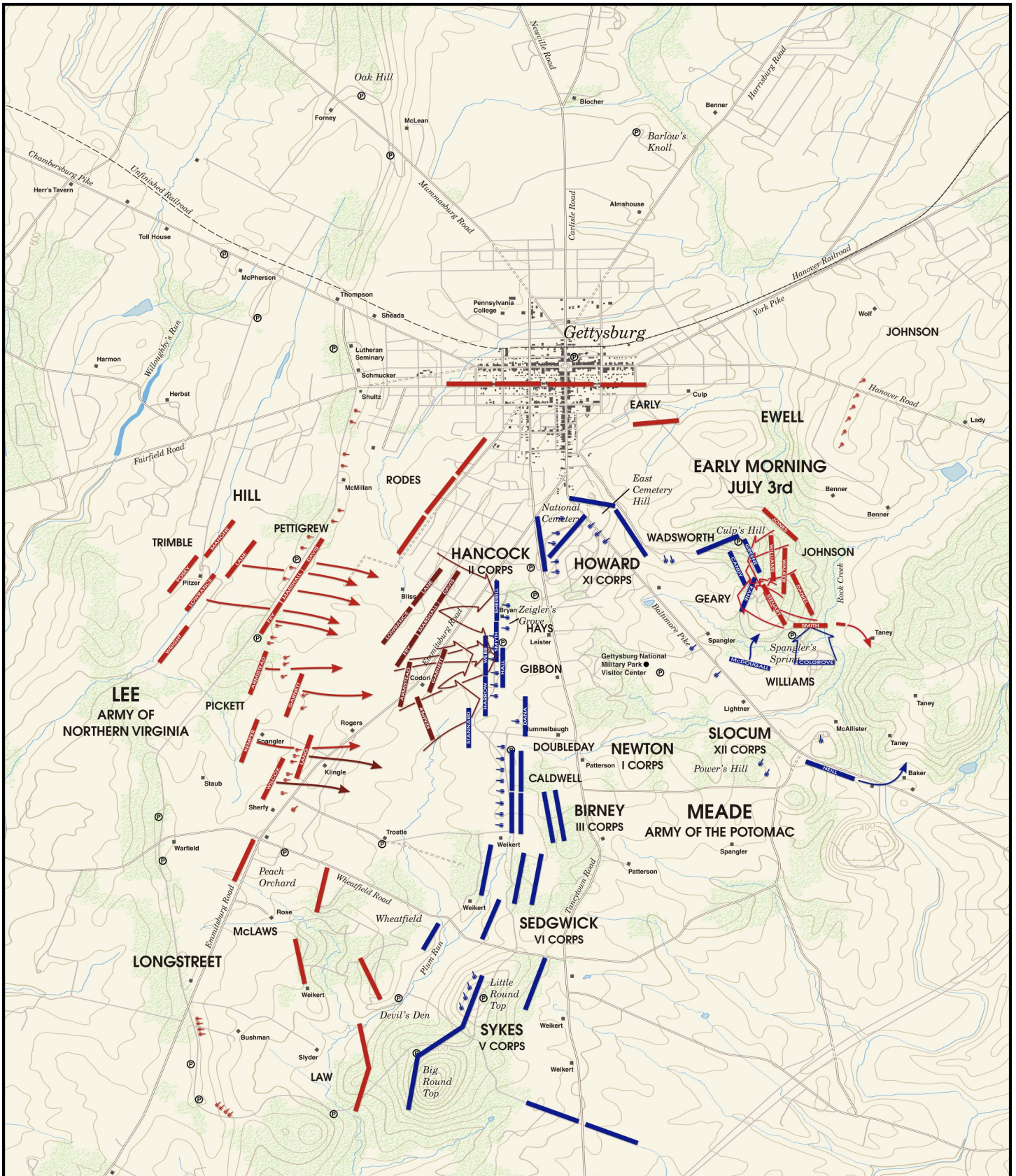


# Day 2





# Day 3





# Discussion Questions

## DAY 1

1. Which army had the advantage after the first day of the battle? What were the reasons for their advantage?
2. When Ewell arrived on July 1, Lee ordered him to "carry the hill occupied by the enemy if you find it practicable" but to avoid a general engagement. Upon consideration, Ewell decided it was not "practicable." His action - or lack of it - still excites controversy. What if he had taken Cemetery Hill?
3. When Ewell asked for Third Corps support, A.P. Hill said his men were too exhausted. If Lee had felt that taking the hills on July 1 was crucial, he could have overruled Hill and ordered a coordinated attack. But apparently, Lee believed that his men could take the hills and whip the Yankees the next day, just as they had on July 1st. Why do you think he thought that?

## DAY 2

1. On July 2, Longstreet's First Corps did not attack until the afternoon, much later than Lee had hoped. What if he attacked earlier in the day?
2. On July 2, Dan Sickles ordered his men forward from their assigned position. What if Sickles had stayed in his assigned position?
3. Might Union forces have defeated Longstreet's attacks with fewer casualties? What if the Confederates were not repulsed at Little Round Top?
4. What if the Union had not maintained control over Cemetery and Culp's Hills?

## DAY 3

1. What transpired in the first two days of that battle that led General Lee to attack on July 3rd?
2. Why did Longstreet object to this strategy? What would you have decided?
3. Why did Pickett's Charge fail? What would have been a better option for General Lee to achieve victory?
4. Why do you think Union General Meade quiets the celebration at the end of the failed charge?
5. General Lee tells his troops after the failed charge, "This has been a sad day for us, a sad day. All of this is my fault - it is I who have lost this fight." Why do think Lee feels this way? Do you believe he is correct?
6. What might have happened if General Meade pursued Lee's retreating army?

# Lesson Plan: Turning Point Gettysburg

**Grade Level:** 6-12

**Approximate Length of Time:** 90 minutes

**Objective:** Students will be able to explain the significance of the Battle of Gettysburg from both Union and Confederate perspectives.

**Standards:**

- R.CCR.1,2,3,6,7,8,9,10
- W.CCR.2,3,4,7,8,9
- SL.CCR.1,2,3
- L.CCR.1,2

**Goals:**

- 1) Students will be able to explain the ways in which the Battle of Gettysburg affected the Civil War.
- 2) Students will be able to analyze and weigh contradictory historical perspectives.

**Materials:**

- *The Gettysburg Story*
- Historical content found at [www.civilwar.org/gettysburg](http://www.civilwar.org/gettysburg)

**Anticipatory Set/Hook:**

Explain the state of the Civil War in July 1863. Ask students how Union and Confederate witnesses might view events differently. Ask if there is ever a value to a biased point-of-view.

**Procedure:**

Watch *The Gettysburg Story* as a class. Then ask students to complete Activity 1, writing a newspaper article, at home. Activity 2 will be completed in class.

**Activity 1:**

Ask students to write a newspaper article to be published July 4, 1863 for a Northern newspaper or a Southern newspaper (their choice) describing the battle and its consequences. Students should use the historical content at [www.civilwar.org/gettysburg](http://www.civilwar.org/gettysburg) to find information and imagery for their article and to prepare for Activity 2.

**Activity 2:**

Draw two columns on a white board. Above one column, write "Turning Point." Above the other, write "Not a Turning Point." Ask students to contribute points that support both interpretations of the Battle of Gettysburg. Afterwards, poll the class to determine where their personal opinions lie.

**Closure:**

Ask students what it takes for an event to be a historical "turning point." Discuss personal biases and other factors that might affect descriptions of historical events.

**Assessment:**

Students will write a contemporaneous newspaper article about the Battle of Gettysburg. Students will also contribute to in-class discussion and idea mapping.

# Lesson Plan: Gettysburg All Stars

**Grades:** 6-12

**Approximate Length of Time:** 120 minutes

**Goal:** Students will be able to identify and describe key characters at Gettysburg and their effect on the outcome of the battle.

**Standards:**

- R.CCR.1,2,3,6,7,8,9,10
- W.CCR.1,7,8,9
- SL.CCR.1,2,3,4,6
- L.CCR.1,2,3

**Objectives:**

- 1) Students will be able to identify Union officers at Gettysburg.
- 2) Students will be able to explain the effect of individual actions on larger events.
- 3) Students will be able to evaluate and articulate controversial historical interpretations.

**Materials:**

- *The Gettysburg Story*
- All Stars Bracket Sheet
- Historical content available at [www.civilwar.org/gettysburg](http://www.civilwar.org/gettysburg)

**Anticipatory Set/Hook:**

Ask students how an individual's actions may shape an event as large as the Battle of Gettysburg. Discuss other events in which an individual's actions have changed a likely outcome.

**Procedure:**

Divide students into four groups based the officer sets on the All Stars Bracket Sheet. Watch *The Gettysburg Story* as a class, urging students to keep their officers in mind.

**Activity 1:**

- 1) After the film, ask students to use [www.civilwar.org/gettysburg](http://www.civilwar.org/gettysburg) to conduct research to prepare a brief oral presentation addressing the importance of their assigned officer(s) to the Battle of Gettysburg.
- 2) Students will present in three rounds, in each round attempting to prove that their group's officer(s) did more to secure a Union victory at Gettysburg than did the officer(s) of the opposing group. Encourage students to continue to strategic impact of their officers' performance. Flip a coin to determine who goes first in each round.
- 3) When students are not presenting, they should listen carefully to the presentations of their fellow students. In each round, after both groups have spoken, each student will vote for the group whose presentation they most agree with. Keep track of the number of votes each group receives. Students do not vote in their own contests. (*For example: if you were in the group representing The Vanguard, in Round One you would listen to and vote for either the Little Round Top Defenders or "Pop" on Culp's Hill.*)
- 4) After three rounds, count up the total number of votes for each group. The group with the highest number are the "Gettysburg All-Stars."

**Closure:**

Ask the students if they believed their assigned officers were truly the most influential. Is there a common consensus in the class as to which officers were the most influential? Discuss common factors that contribute to game-changing performances.

**Assessment:**

Students will research, present, and debate during the lesson.

## All Stars Bracket Sheet

<b>Little Round Top Defenders</b> <i>G.K. Warren</i> <i>Joshua Chamberlain</i> <i>Strong Vincent</i>  Total Votes:	<b>“Pap” on Culp’s Hill</b> <i>George S. Greene</i>  Total Votes:	<b>The Vanguard</b> <i>John Buford</i> <i>John Reynolds</i>  Total Votes:	<b>The “Thunderbolt”</b> <i>Winfield S. Hancock</i>  Total Votes:
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### Round One

Little Round Top Defenders *v.* “Pap” on Culp’s Hill

The Vanguard *v.* The “Thunderbolt”

### Round Two

Little Round Top Defenders *v.* The Vanguard

“Pap” on Culp’s Hill *v.* The “Thunderbolt”

### Round Three

Little Round Top Defenders *v.* The “Thunderbolt”

“Pap” on Culp’s Hill *v.* The Vanguard

# Lesson Plan: Visualizing Gettysburg

**Grade Level:** 6-12

**Approximate Length of Time:** 90 minutes

**Goal:** Students will be able to describe the Battle of Gettysburg, analyze battlefield maps, and visualize Civil War battles.

**Standards:**

- R.CCR.7
- W.CCR.9
- SL.CCR.5
- L.CCR.5

**Objectives:**

- 1) Students will be able to describe the major events and characters of the Battle of Gettysburg.
- 2) Students will be able to understand battlefield maps and apply their knowledge visually.

**Materials:**

- *The Gettysburg Story*
- Pickett's Charge Worksheet
- Peach Orchard Worksheet
- Drawing and coloring materials

**Anticipatory Set/Hook:**

Discuss with students the strengths and weaknesses of maps for understanding events. Ask students to visualize and describe the largest crowds that they have ever seen. How did those crowds move; how were they organized?

**Procedure:**

After watching *The Gettysburg Story*, students will use battle maps to illustrate some of the pivotal events of the battle.

**Activity 1:**

Distribute copies of the Pickett's Charge and Peach Orchard Worksheets to each student. Ask the students to pick one and use the battle maps as guides to illustrate the scene depicted. They will draw their illustration on the accompanying film still.

**Activity 2:**

Using the maps and illustrations, ask each group of students (those doing Pickett's Charge and those doing the Peach Orchard) to describe the advantages and disadvantages held by each army in their situation.

**Closure:**

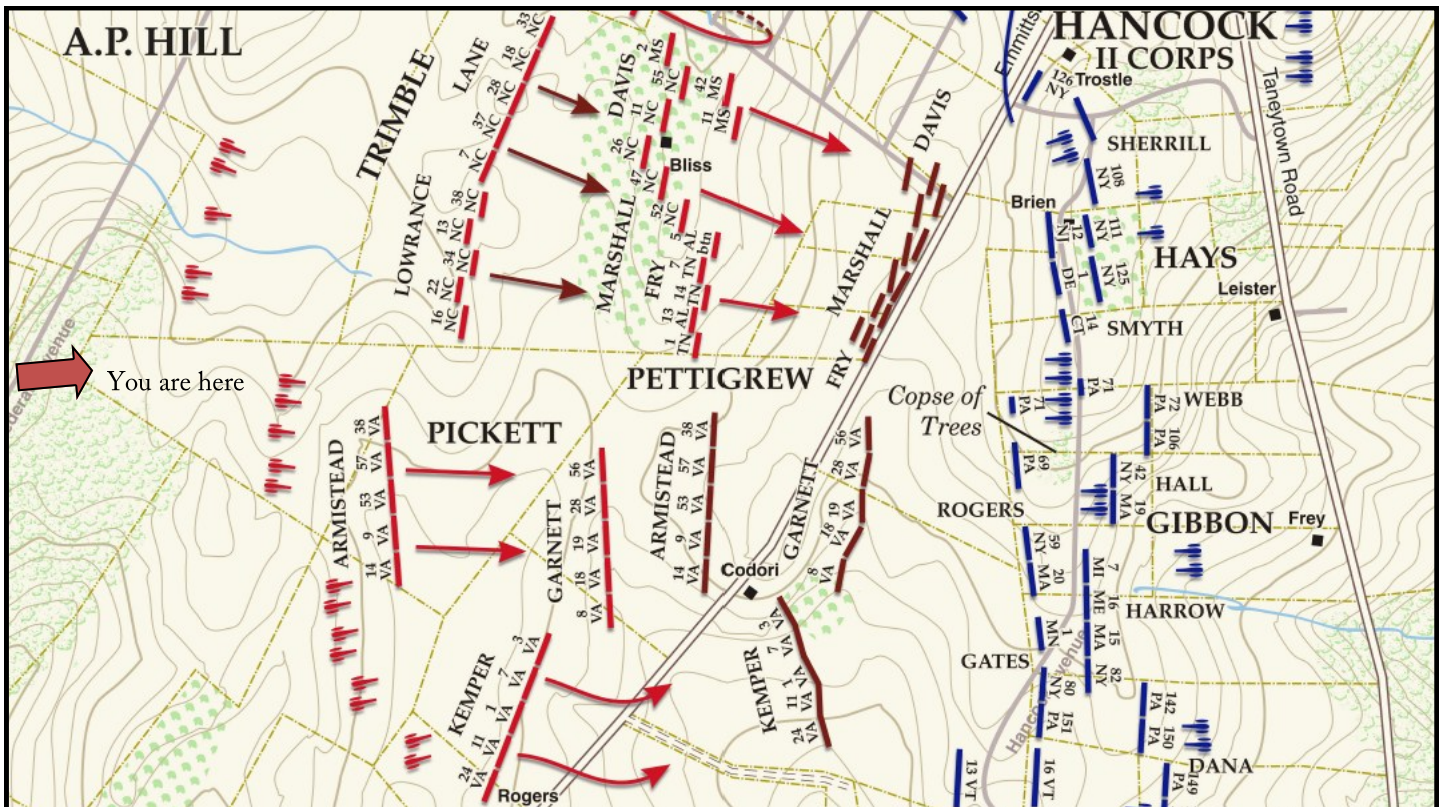
Ask students if they were surprised by the images they generated. Discuss what details might be obscured by taking a purely cartographical or purely illustrative approach to the Battle of Gettysburg.

**Assessment:**

Students will complete an illustration of the Battle of Gettysburg.

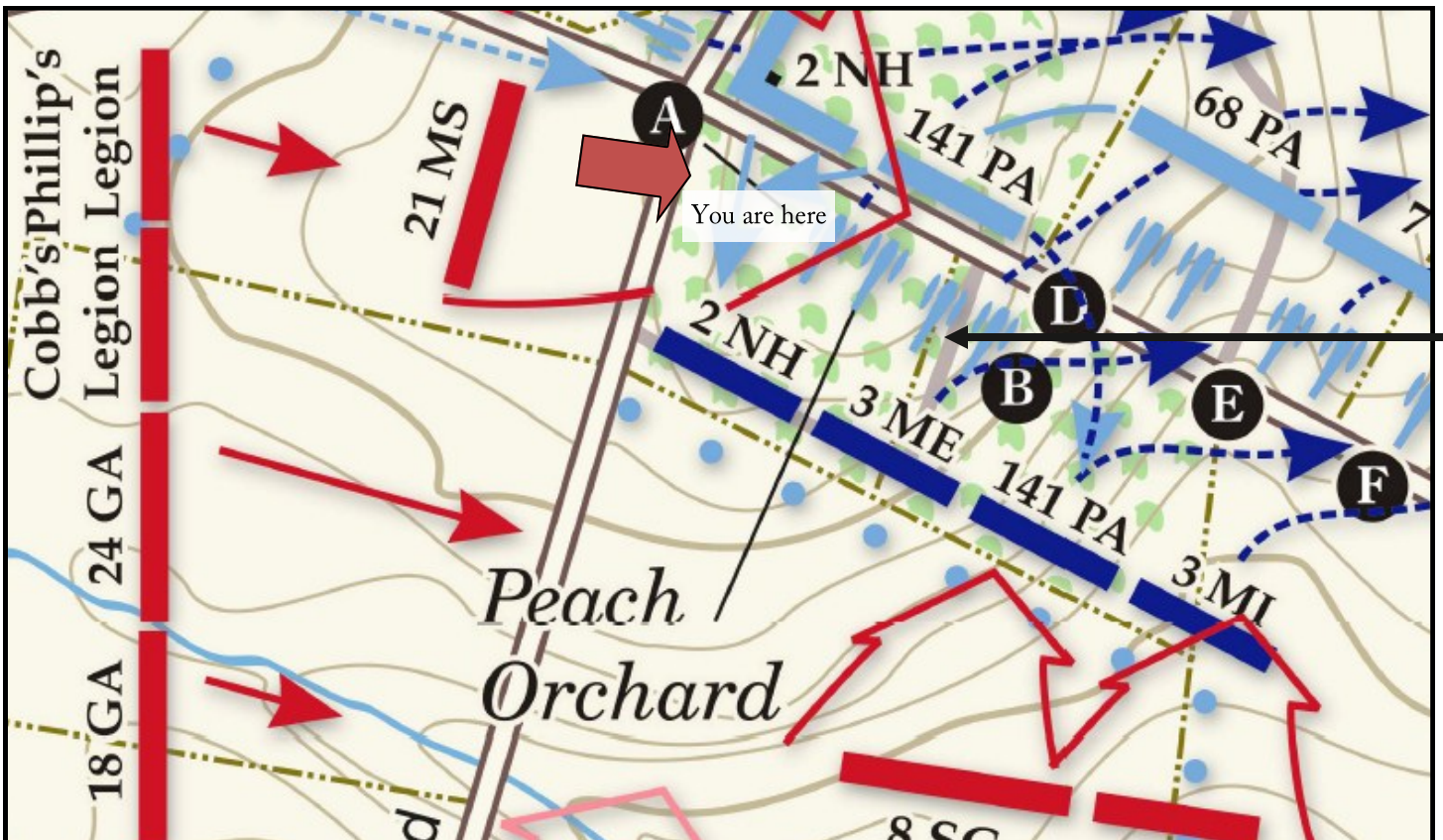


# Pickett's Charge Worksheet





# Peach Orchard Worksheet



*Note: the circled letters are a key to the names of Union battery commanders, but their names are not essential to this activity.*

# Lesson Plan: Remembering Gettysburg

**Grade Level:** 6-12

**Approximate Length of Time:** 120 minutes

**Goal:** Students will be able to describe the Battle of Gettysburg and explain the meaning and value of historical commemoration.

**Standards:**

- R.CCR.2,3,6,7,10
- W.CCR.2,3,4,7,8,9
- SL.CCR.1,2,4,5
- L.CCR.1,2,3,4,5

**Objectives:**

- 1) Students will be able to describe the major events and characters of the Battle of Gettysburg.
- 2) Students will be able to analyze various methods of memorialization and commemoration.
- 3) Students will be able to present their own historical interpretations to a group.

**Materials:**

- *The Gettysburg Story*
- Gettysburg Trail Map
- Gettysburg360, found at [www.civilwar.org/gettysburg360](http://www.civilwar.org/gettysburg360)
- “Remembering the War in4” video, found at [www.civilwar.org/education/in4/civil-war-memory.html](http://www.civilwar.org/education/in4/civil-war-memory.html)
- “Monuments in4” video, found at [www.civilwar.org/education/in4/monuments.html](http://www.civilwar.org/education/in4/monuments.html)
- Drawing and coloring materials

**Anticipatory Set/Hook:**

Ask students if they have ever felt a personal connection to a historical place. Ask what they saw and what emotions they felt. Do common themes arise?

**Procedure:**

After watching *The Gettysburg Story*, have students watch the two “in4” videos. Students will then use the Gettysburg360 panoramic virtual tour for the information and inspiration needed to design a memorial and walking trail for the Gettysburg battlefield.

**Activity 1:**

Situate students so that they may access Gettysburg360 individually or in small groups. After they have had time to peruse the application, ask each student to draw/design a monument or memorial to be placed in a specific spot on the battlefield. The design can commemorate the battle in general or be specific to a unit, individual, state, or event. A brief (100 word) inscription or similar textual approach should be included in the design.

**Activity 2:**

Using *The Gettysburg Story* and Gettysburg360, ask students to design a six-stop walking trail on the Gettysburg battlefield using the Gettysburg Trail Map. Each stop should be accompanied by a bullet-pointed list of what should be discussed at each stop. You may ask some or all students to present their walking trail concepts to the class.

**Closure:**

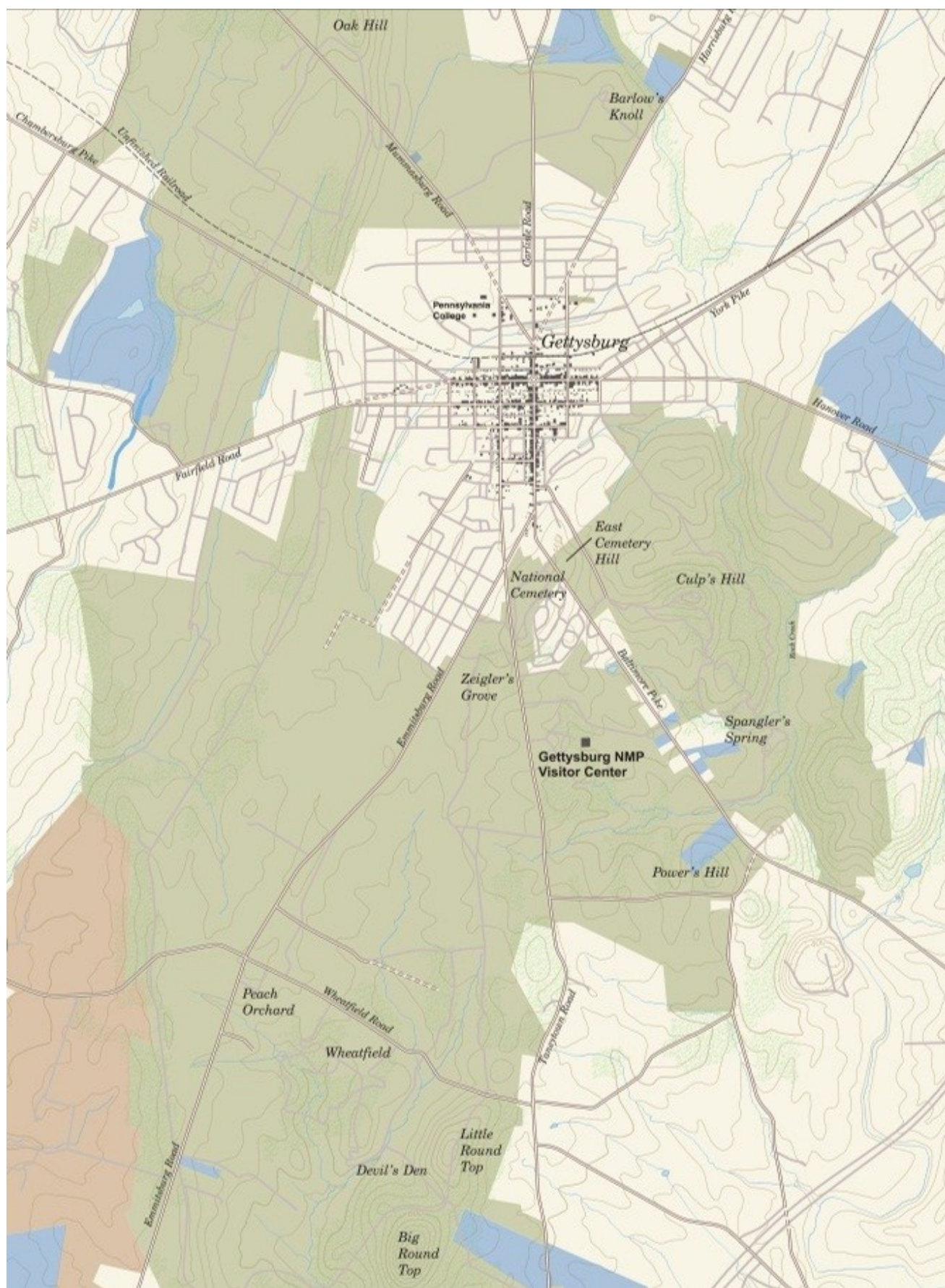
Ask students if there is a value to commemorating historical events. Discuss what makes an event worthy of commemoration and what strategies students found effective or ineffective while designing their monuments, memorials, and trails.

**Assessment:**

Students will provide a monument/memorial design as well as an annotated walking trail.



# Gettysburg Trail Map



*Note: shaded areas represent preserved land*

# Lesson Plan: The Gettysburg Address

**Grade Level:** 6-12

**Approximate Length of Time:** 60 minutes

**Goal:** Students will be able to describe the Battle of Gettysburg and explain the significance of the Gettysburg Address.

**Standards:**

- R.CCR.1,2,3,4,5,6,7,8
- W.CCR.1,8,9
- SL.CCR.2,3
- L.CCR.1,2,3,4,5

**Objectives:**

- 1) Students will be able to describe the major events and characters of the Battle of Gettysburg.
- 2) Students will be able to describe the contents of the Gettysburg Address.
- 3) Students will be able to describe the context and significance of the Gettysburg Address.

**Materials:**

- *The Gettysburg Story*
- “The Great Task” video, found at [www.civilwar.org/video/the-great-task.html](http://www.civilwar.org/video/the-great-task.html)
- “The Gettysburg Address in4” video, found at [www.civilwar.org/education/in4/the-gettysburg-address.html](http://www.civilwar.org/education/in4/the-gettysburg-address.html)
- The Gettysburg Address Worksheet

**Anticipatory Set/Hook:**

Ask students to speeches, historical or otherwise, that have impacted them personally. Ask why those speeches affected them; discuss common themes that emerge.

**Procedure:**

After watching *The Gettysburg Story*, have students watch “The Great Task,” in which various celebrities recite the Gettysburg Address, and “The Gettysburg Address in4,” in which historian Jared Frederick analyzes the speech.

**Activity 1:**

Ask students to complete The Gettysburg Address Worksheet individually. You may choose one or more questions with which to hold a broader class discussion.

**Closure:**

Ask students if they connected with the Gettysburg Address more or less than other speeches they have experienced. Discuss the Address’s relevance to contemporary society.

**Assessment:**

Students will complete the Gettysburg Address Worksheet and participate in class discussion.



# The Gettysburg Address Worksheet

*Read the Gettysburg Address, then answer the questions below.*

Four score and seven years ago our fathers brought forth on 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. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, **we can not hallow this ground**. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to **that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that **government of the people, by the people, for the people**, shall not perish from the earth.

*Abraham Lincoln, 16th President of the United States*

- 1) Abraham Lincoln opens the Address by mentioning a “proposition.” In what document was this proposition first put forward, and how was it unfulfilled in the years before the Civil War?
- 2) In Lincoln’s view, why can’t he and the audience “hallow this ground”? What does Lincoln suggest they do instead?
- 3) Lincoln identifies two causes “for which they gave the last full measure of devotion.” What are the two causes?
- 4) What does “government of the people, by the people, and for the people” mean?

# The Gettysburg Address Answer Key

*Read the Gettysburg Address, then answer the questions below.*

Four score and seven years ago our fathers brought forth on 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. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that the nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, **we can not hallow this ground**. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to **that cause for which they gave the last full measure of devotion**—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that **government of the people, by the people, for the people**, shall not perish from the earth.

*Abraham Lincoln, 16th President of the United States*

- 1) Abraham Lincoln opens the Address by mentioning a “proposition.” In what document was this proposition first put forward, and how was it unfulfilled in the years before the Civil War? *It is contained in the Declaration of Independence. The proposition was unfulfilled in a number of ways, but slavery is the starkest example.*
- 2) In Lincoln’s view, why can’t he and the audience “hallow this ground”? What does Lincoln suggest they do instead? *Lincoln and his audience cannot do more to sanctify the battlefield than the men who died on it. He suggests that the living honor their sacrifice by rededicating themselves to the Union cause.*
- 3) Lincoln identifies two causes “for which they gave the last full measure of devotion.” What are the two causes? *“That this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from this earth.”*
- 4) What does “government of the people, by the people, and for the people” mean? *It is a description of democracy. “Of the people...by the people” means that the government is made up of citizens elected from the general population, rather than from a pre-determined ruling class. “For the people” means that government action is directed at the improvement of the general population, rather than servicing special or moneyed interests.*

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## More About the Civil War Trust

The Civil War Trust is a 501(c)(3) non-profit organization that works toward the preservation of America's endangered Civil War battlefields, as well as promoting Civil War education and heritage tourism in an effort to inform the public of the war's significance. Supported by more than 55,000 members, the Civil War Trust has saved more than 36,000 acres of land since 1987.

The Trust provides free American Civil War curricula for elementary, middle, and high school levels which are aligned to both the National Council for the Social Studies and Common Core standards. The Trust also hosts free professional development conferences, subsidizes school field trips, and maintains a traveling trunk program for classrooms across the country. The Trust's website, [www.civilwar.org](http://www.civilwar.org), has an extensive collection of historical articles, biographies, interactive battlefield maps, informational videos, and other resources to further enhance the Civil War learning experience.

