

## Historical Thinking

Public speakers often increase the power, persuasiveness, or beauty of their speeches by carefully repeating key terms throughout a speech. In Abraham Lincoln's Second Inaugural Address, what is the combined effect of the terms "nation" and "public," their synonyms, and pronouns for these terms? Your task is to answer this question in a 500-word essay that you will share with students who are learning how to write effective speeches. Before you read Lincoln's address, analyze the whole task and its evaluation standards by reading the instructions on this page, the scoring rubric on the next page, and the graphic organizers on the last page.

### Close Reading a Primary Source

1. Do a close reading of Lincoln's Second Inaugural Address. The text is widely available, such as the example on [www.ourdocuments.gov/doc.php?flash=old&doc=38](http://www.ourdocuments.gov/doc.php?flash=old&doc=38).
2. Highlight the terms "nation" and "public," their synonyms, and pronouns for these key terms as you read Lincoln's address. Mark these terms in the text, and write notes in the margins to judge their combined effect.
3. Gather your thoughts about Lincoln's address by using an enlarged copy of the *Close Reading a Primary Source* graphic organizer (last page), or create your own organizer. On the organizer, list the key terms, and quote, paraphrase, or summarize specific evidence from the address to identify the key terms' combined effect.
4. Follow your teacher's instructions for having your organizer evaluated.

### Using Secondary Sources

5. Search online for at least three sources about Lincoln's Second Inaugural Address. Look for authoritative sources by experts who discuss Lincoln's use of the key terms, for example:
  - <http://oyc.yale.edu/history/hist-119/lecture-20> (27:30–31:40)
  - [www.theatlantic.com/magazine/archive/1999/09/lincoln-apos-s-greatest-speech/6551/](http://www.theatlantic.com/magazine/archive/1999/09/lincoln-apos-s-greatest-speech/6551/)

6. Read, watch, or listen to your secondary sources. Attend closely to the experts' discussions of Lincoln's theme and style—especially the key terms.
7. Record what you've learned from the secondary sources by using an enlarged copy of the *Evidence from Secondary Sources* graphic organizer (last page), or create your own organizer. On the organizer, list your secondary sources, and quote, paraphrase, or summarize specific evidence from the experts' discussions of the key terms' combined effect in the address. If you need more room to write, use the reverse side.
8. Follow your teacher's instructions for having your organizer evaluated.

### Integrating All Sources

9. Use your graphic organizers as prewriting to draft a 500-word essay that explains to middle school American history students the combined effect of Lincoln's key words in his Second Inaugural Address.
10. Focus on Lincoln's address, not on your secondary sources; include about the same amount of material from each source so that one source isn't overused.
11. Follow standard citation format to attribute your researched evidence to your sources and to attribute material from Lincoln's address to Lincoln.

## Scoring Rubric

Categories	Criteria				
	3 points <i>Exceptional</i>	2 points <i>Proficient</i>	1 point <i>Approaching Proficiency</i>	0 points <i>Not Proficient</i>	Points Earned
Main Idea	Outstanding main idea for the essay, showing full understanding of Lincoln's address as a whole	Clear main idea for the essay, showing clear understanding of Lincoln's address as a whole	Unclear main idea for the essay or unclear understanding of Lincoln's address as a whole	No main idea for the essay or no understanding of Lincoln's address as a whole	
Details	Outstanding textual evidence from Lincoln's address, showing full understanding of its main idea	Effective textual evidence from Lincoln's address, showing clear understanding of its main idea	Acceptable textual evidence from Lincoln's address, showing unclear understanding of its main idea	Ineffective textual evidence from Lincoln's address, showing no understanding of its main idea	
Analysis	Outstanding understanding of how Lincoln's use of key words supports the main idea of his address	Effective understanding of how Lincoln's use of key words supports the main idea of his address	Acceptable understanding of how Lincoln's use of key words supports the main idea of his address	Ineffective understanding of how Lincoln's use of key words supports the main idea of his address	
Integration & Coherence	Outstanding integration of evidence from Lincoln's address and three or more secondary sources	Effective integration of evidence from Lincoln's address and three secondary sources	Acceptable integration of evidence from Lincoln's address and three secondary sources	Ineffective integration of evidence from Lincoln's address and one or two secondary sources	
Significance & Relevance	Outstanding selection of the most significant and relevant evidence from secondary sources	Effective selection of the more significant and relevant evidence from secondary sources	Acceptable selection of significant and relevant evidence from secondary sources	Ineffective selection of evidence from secondary sources	
Research	Outstanding and equal synthesis of secondary sources	Effective and equal synthesis of secondary sources	Acceptable and somewhat equal synthesis of secondary sources	Ineffective and unequal synthesis of secondary sources	
Citations	Correct citation of all primary and secondary content	Correct citation of most primary and secondary content	Errors in citation format or in use of required citations	Incorrect or no citations	

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