(These documents are not presented in sequence. For process sequence please see the Webcast or the 2nd featured documents package on the webpage)

1. PowerPoint Presentation Peer Feedback Sheet
2. *The Old Man and the Sea* excerpt - Mentor Text
3. Analytical Essay Outline
4. Analytical Essay Rubric
5. PowerPoint Presentation Instructions
6. Reading with an Analytical Eye
7. Lincoln’s Speech: Full Text
8. Lincoln’s Main Idea Graphic
9. Jigsaw
10. Close Reading Graphic Organizer
11. Keep Me On Track Checklist
12. Expository Essay Rubric
13. Essay Steps Graphic Organizers
Abraham Lincoln’s Reconstruction Speech
Power Point Presentation Feedback

My Name: __________________________
Group: __________________________

Specific Positive Feedback
(examples: I like the way you…)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Suggestions for Improvement
(examples: You could make your presentation better by…)

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Grade (circle one)

    100  95  85  80  75  70  65

Why?__________________________________________________________
______________________________________________________________________
______________________________________________________________________
The Old Man and the Sea

In the book The Old Man and the Sea, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba. Santiago succeeds, but his successes do not come without great hardship and struggle. He spends three days being dragged in his skiff by the enormous marlin with minimal food and water, all the while enduring acute physical pain, tiredness, and an unending loneliness due to the absence of his young friend, Manolin. It is only after Santiago’s prize fish is completely devoured by sharks that he returns home to the village scorners and the safety of Manolin’s trust. As his suffering and loss compound, we can see that Hemingway’s quote “a man can be destroyed but not defeated” offers a key insight into Santiago’s life.

As the story begins, we learn that Santiago has gone eighty-four days straight without catching a fish. Young Manolin’s parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure. Santiago and Manolin are deeply saddened by this news, but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks “maybe today. Every day is a new day” (pg. 32), and prepares to catch the biggest fish of his life. This shows that even though almost all of Santiago’s acquaintances feel that his fishing career is over, he sees it about to reach its all time high. Though he knows he is physically older and weaker than most of his fellow fisherman, he refuses to let their opinions and stereotypes destroy his confidence and determination.

As the story progresses, Hemingway presents an even more vivid picture of Santiago refusing to be destroyed by the forces that threaten to defeat him. Even after he accomplishes the difficult task of hooking the giant Marlin, he finds his skiff being dragged by the fish for over two days. Living in the small boat is no easy task for Santiago, and soon injury and suffering seem to take over his entire body. His back is sore from sitting so long against the stiff wood, his face is cut from fishing hooks, his shoulders ache, and his eyes have trouble focusing. Most difficult to endure though is the terrible condition in which he finds his hands. The left one is weakened from a period of being tightly cramped, and both are extremely mutilated from the burn of the moving fishing line. It would have been so much easier for Santiago to simply give up and release the fish, yet he knows that if he endures a little longer, victory will be his. Even when it seems he has no effort left, Santiago promises himself “I’ll try it again.” (pg. 93) This is Santiago’s real inner determination coming through. He has encountered so many obstacles during the past few days, yet he will not let them defeat his dream of killing the fish. There is no outside force promising a splendid reward if he succeeds, only those that threaten to ridicule him if he is destroyed. Santiago is working solely on his own desire to fulfill his dream and prove to himself that, although his struggles may cost him his life, he can accomplish even the seemingly impossible.

After three long days and nights, Santiago’s determination pays off, and at last he manages to catch and kill the Marlin. It is only a very short time that he has to relish in his triumph though, for a few hours later vicious sharks begin to destroy the carcass of the great fish. For hours, Santiago manages to ward them off, but this time it is not he who wins the final battle. Spirits low and pain at an all time high, Santiago returns to the village, towing behind him only the bare skeleton of a treasure that once was. It seems as though Santiago is ready to just curl up and die, and indeed he has reason to feel this way. Yet as he rests alone and talk with Manolin, we see a hint of Santiago’s determination, that has characterized his personality throughout the entire story, begin to shine through. Upon reaching home, he begins to make plans with Manolin about future adventures they will have together. Hemingway tells us that Santiago, in his youth, had loved to watch the majestic lions along his home on a white sand beach in Africa, and he still returns to those dreams when searching for contentment. That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed “dreaming about the lions.” (pg. 127) This is perhaps the truest test of how much courage and determination a person has. If even when they have suffered the biggest defeat of their life, they are able to look to the future and realize the wonderful things they still posses. Though the forces of nature and time destroyed Santiago’s prize fish, he refuses to let that fact ruin the rest of his life. No one can take away his love for Manolin or memories of what once was, and because of this, no one can ever truly defeat Santiago.
In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway’s quote “a man can be destroyed but not defeated” truly does display the amount of determination that Santiago shows throughout his life.

Annotation

- introduces the topic clearly, previewing what is to follow.
- The writer provides a brief summary of the plot in the introduction and then uses a quotation to advance the thesis of the essay and preview what is to follow: *As his suffering and loss compound, we can see that Hemingway’s quote “a man can be destroyed but not defeated” offers a key insight into Santiago’s life.*

- organizes ideas, concepts, and information into broader categories.
- Two key elements of the quotation (*destroyed but not defeated*) help establish the overall structure of the piece.
- The second, third, and fourth paragraphs each recount extended examples of Santiago’s struggle and determination (e.g., . . . Santiago has gone eighty-four days straight without catching a fish. Young Manolin’s parents will no longer allow the two to fish together, for they do not want their son being exposed any more to this type of failure . . . but Santiago does not let the loss of his friend or the defeat that others see him suffering keep him off the sea. Rather, with bright and shining eyes he thinks “maybe today. Every day is a new day” . . .).

- develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Concrete details: . . . eighty-four days straight without catching a fish . . . [hands] extremely mutilated from the burn of the moving fishing line . . . towing behind him only the bare skeleton of a treasure that once was.
- Quotations: *That night, as Santiago drifts off to sleep, Hemingway tells that he was indeed “dreaming about the lions.” (pg. 127)*
- Examples: . . . injury and suffering . . . His back is sore . . . his face is cut . . . his shoulders ache . . .

- uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- *As his suffering and loss compound . . . As the story progresses . . . Even after . . . After three long days and nights . . . In conclusion, throughout the entire story *The Old Man and the Sea* . . .

- uses precise language to inform about or explain the topic.
- * . . . minimal food and water . . . acute physical pain . . . eighty-four days straight without catching a fish . . . only the bare skeleton . . .

- establishes and maintains a formal style.
- *In the book *The Old Man and the Sea*, Ernest Hemingway tells the story of an old Cuban fisherman named Santiago who, considered by the villagers to be the worst type of unlucky, is still determined to win a battle against a giant Marlin off the coast of Cuba.*
- *As the story begins, we learn . . . In conclusion . . .

- provides a concluding section that follows from and supports the information or explanation presented (and returns to the quotation used in the thesis statement).
- *In conclusion, throughout the entire story *The Old Man and the Sea*, Santiago refuses to surrender to the forces working against him. He ignores the comments of those who think he is unlucky, endures great physical pain, and rises up from the depths of sorrow over the lost Marlin to find happiness in what he does possess. Hemingway’s quote “a man can be destroyed but not defeated” truly does display the amount of determination that Santiago shows throughout his life.*

- demonstrates good command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message).
Analytical Essays

First, number the paragraphs.

Name: _______________________________________

Monday, December 10, 2012

Title of Essay:

What I notice about the BEGINNING (record paragraph #s):

What is the THESIS statement?

What I notice about the BODY PARAGRAPHS and how they are organized (record paragraph #s):

What I notice about the ENDING (record paragraph #s):
Analytical Essay Writing  
Lincoln’s Reconstruction Speech Analysis  

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds the Standard (3)</th>
<th>Meets the Standard (2)</th>
<th>Does Not Meet the Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Provides more than the essential quotes and inferences from the speech supporting Lincoln’s vision.</td>
<td>Provides the essential quotes and inferences from the speech supporting Lincoln’s vision.</td>
<td>Lacks the essential quotes and inferences from the speech. Does not support Lincoln’s vision.</td>
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<tr>
<td>Controlling idea about</td>
<td>Controlling idea about Lincoln’s vision is clear and insightful.</td>
<td>Controlling idea about Lincoln’s vision is clear and logical.</td>
<td>Controlling idea about Lincoln’s vision is unclear.</td>
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<td>Lincoln’s vision is clear and</td>
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<tr>
<td>insightful.</td>
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<tr>
<td>Strong understanding of the</td>
<td>Has a general understanding of the meaning of Lincoln’s speech.</td>
<td>Lacks a complete understanding of the meaning of Lincoln’s speech.</td>
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<td>meaning of Lincoln’s speech.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Introduction orients the reader, provides direction, and shows engagement with the topic.</td>
<td>Introduction somewhat orients the reader, provides fair direction, and shows some engagement with topic.</td>
<td>Introduction does not orient the reader; provide direction, and no engagement with topic.</td>
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<td></td>
<td>Has written opening and closing paragraphs and has effective body paragraphs that pull quotes from the speech and states their meaning.</td>
<td>Has written opening and closing paragraphs with at least two body paragraphs that pull quotes from the speech and states their meaning.</td>
<td>Does not have the required amount of paragraphs or does not write in paragraphs. Paragraphs do not pull quotes from speech and state their meaning.</td>
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<td></td>
<td>Paraphrased reflect highly unified thinking, strongly promote the essay’s flow and effectively present details of quotes from the text and their meaning.</td>
<td>Paragraphs reflect unified thinking, promote the essay’s flow and present details of quotes from the text and their meaning.</td>
<td>Paragraphs lack unified thinking, lack details, and do not make sense.</td>
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<td></td>
<td>Conclusion thoughtfully and effectively ends the paper—effectively explains the magnitude of the speech and Lincoln’s vision.</td>
<td>Conclusion effectively ends the essay and relates to the opening paragraph. Explains the magnitude of the speech and Lincoln’s vision.</td>
<td>Conclusion paragraph is missing or leaves the reader hanging.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>Variety and quality of sentences consistently enhance the analysis paper.</td>
<td>Variety and quality of sentences are evident in the analysis paper.</td>
<td>Little sentence variety. Uses mostly simple sentences, or other sentence types are not effective.</td>
</tr>
<tr>
<td></td>
<td>Rich, effective content vocabulary and language use.</td>
<td>Vocabulary is effective and relates to the content.</td>
<td>Vocabulary errors and misuse of language that limits meaning.</td>
</tr>
<tr>
<td></td>
<td>Voice and tone are engaging and appropriate for the purpose of the essay. Creativity and craft is effective.</td>
<td>Voice and tone are appropriate for the purpose of the paper.</td>
<td>Voice and tone are inappropriate for the purpose of the paper.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Very few grammatical errors (or none).</td>
<td>Few grammatical errors.</td>
<td>Errors interfere with meaning.</td>
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<td></td>
<td>Spelling enhances clarity.</td>
<td>Spelling is mostly correct.</td>
<td>Errors in spelling interfere with meaning.</td>
</tr>
<tr>
<td></td>
<td>Punctuation and capitalization enhance clarity.</td>
<td>Punctuation and capitalization are mostly correct.</td>
<td>Errors in punctuation and capitalization interfere with meaning.</td>
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<td>40-41 = 95% 36-39 = 90% 30-35 = 85% 25-29 = 80% 20-24 = 75% 16-19 = 7</td>
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</tbody>
</table>

42 = 100% = 60%

Comments:
Reconstruction Speech- Power Point Presentation

*Directions: Make a one-slide power point that includes the parts below.*

- Title (your group assignment, ie. Repetition)
- Image/photograph (look in google images for a Lincoln image, copy and paste)
- Main Idea of Speech (in one sentence)
- 2 quotes (that you chose with your group yesterday)
  - Be prepared to discuss these quotes with the class.
    - How are these quotes examples of questions/repetition/counter arguments?
    - What do they mean?
- How do your quotes/group assignment help Lincoln make his point (main idea)?
## Reading with an Analytical Eye

How can a writer (Lincoln) craft his language to develop a main idea and reach his audience?

<table>
<thead>
<tr>
<th>Group #1</th>
<th><strong>Repetition</strong>- Find words/phrases/lines that Lincoln repeated. Why was it necessary for Lincoln to repeat himself?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>List Evidence from the Text:</strong></td>
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</table>

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<tr>
<th>Group #2</th>
<th><strong>Counter Arguments</strong>- A counter argument is when a speaker or writer considers the opinions of the other side. Did Lincoln address the views of those who disagreed with him? How? Why?</th>
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<tbody>
<tr>
<td></td>
<td><strong>List Evidence from the Text:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Group #2</th>
<th><strong>Questions Posed</strong>- What questions did Lincoln ask his audience? Why did he feel the need to ask the questions? How did these questions help him make his point?</th>
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<tbody>
<tr>
<td>Group #3</td>
<td>List Evidence from the Text:</td>
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<td></td>
<td><strong>Calls to Action</strong> - What did Lincoln ask the North to do? Why was it important that Lincoln challenge the Northerners? Why was it necessary that the Northerners do what he said?</td>
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<td>Group #4</td>
<td>List Evidence from the Text:</td>
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<td></td>
<td><strong>Tone Analysis</strong> - Tone is how a speaker feels toward a subject. Find evidence where Lincoln’s tone is obvious. What is he saying? What tone is he using? Why must he use that tone?</td>
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<tr>
<td>Imagery Analysis</td>
<td>What images or pictures is Lincoln trying to get his audience to imagine? What words/phrases/lines use imagery (or make you imagine)? Why does Lincoln use imagery to get people to understand his point/main idea?</td>
</tr>
<tr>
<td>List Evidence from the Text:</td>
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</table>
Two days after the surrender of Confederate General Robert E. Lee’s army, a jubilant crowd gathered outside the White House, calling for President Lincoln. Reporter Noah Brooks wrote, "Outside was a vast sea of faces, illuminated by the lights that burned in the festal array of the White House, and stretching far out into the misty darkness. It was a silent, intent, and perhaps surprised, multitude."

"Within stood the tall, gaunt figure of the President, deeply thoughtful, intent upon the elucidation of the generous policy which should be pursued toward the South. That this was not the sort of speech which the multitude had expected is tolerably certain."

Lincoln stood at the window over the building's main door, a place where presidents customarily gave speeches. Brooks held a light so Lincoln could read his speech, while young Tad Lincoln grasped the pages as they fluttered to his feet. The speech tackled the complex topic of reconstruction, especially as it related to the state of Louisiana. For the first time in a public setting, Lincoln expressed his support for black suffrage. This statement incensed John Wilkes Booth, a member of the audience, who vowed, "That is the last speech he will make." A white supremacist and Confederate activist, Booth made good on his threat three days later.

Abraham Lincoln’s
Speech on Reconstruction
April 11, 1865

We meet this evening, not in sorrow, but in gladness of heart. The evacuation of Petersburg and Richmond, and the surrender of the principal insurgent army, give hope of a righteous and speedy peace whose joyous expression cannot be restrained. In the midst of this, however, He from whom all blessings flow, must not be forgotten. A call for a national thanksgiving is being prepared, and will be duly promulgated. Nor must those whose harder part gives us the cause of rejoicing, be overlooked. Their honors must not be parcelled out with others. I myself was near the front, and had the high pleasure of transmitting much of the good news to you; but no part of the honor, for plan or execution, is mine. To Gen. Grant, his skilful officers, and brave men, all belongs. The gallant Navy stood ready, but was not in reach to take active part.

By these recent successes the re-inauguration of the national authority -- reconstruction -- which has had a large share of thought from the first, is pressed much more closely upon our attention. It is fraught with great difficulty. Unlike a case of a war between independent nations, there is no authorized organ for us to treat with. No one man has authority to give up the rebellion for any other man. We simply must begin with, and mould from, disorganized and
discordant elements. Nor is it a small additional embarrassment that we, the loyal people, differ among ourselves as to the mode, manner, and means of reconstruction.

As a general rule, I abstain from reading the reports of attacks upon myself, wishing not to be provoked by that to which I can not properly offer an answer. In spite of this precaution, however, it comes to my knowledge that I am much censured for some supposed agency in setting up, and seeking to sustain, the new State government of Louisiana. In this I have done just so much as, and no more than, the public knows. In the Annual Message of Dec. 1863 and accompanying Proclamation, I presented a plan of re-construction (as the phrase goes) which, I promised, if adopted by any State, should be acceptable to, and sustained by, the Executive government of the nation. I distinctly stated that this was not the only plan which might possibly be acceptable; and I also distinctly protested that the Executive claimed no right to say when, or whether members should be admitted to seats in Congress from such States. This plan was, in advance, submitted to the then Cabinet, and distinctly approved by every member of it. One of them suggested that I should then, and in that connection, apply the Emancipation Proclamation to the theretofore excepted parts of Virginia and Louisiana; that I should drop the suggestion about apprenticeship for freed-people, and that I should omit the protest against my own power, in regard to the admission of members to Congress; but even he approved every part and parcel of the plan which has since been employed or touched by the action of Louisiana. The new constitution of Louisiana, declaring emancipation for the whole State, practically applies the Proclamation to the part previously excepted. It does not adopt apprenticeship for freed-people; and it is silent, as it could not well be otherwise, about the admission of members to Congress. So that, as it applies to Louisiana, every member of the Cabinet fully approved the plan. The message went to Congress, and I received many commendations of the plan, written and verbal; and not a single objection to it, from any professed emancipationist, came to my knowledge, until after the news reached Washington that the people of Louisiana had begun to move in accordance with it. From about July 1862, I had corresponded with different persons, supposed to be interested, seeking a reconstruction of a State government for Louisiana. When the message of 1863, with the plan before mentioned, reached New-Orleans, Gen. Banks wrote me that he was confident the people, with
his military co-operation, would reconstruct, substantially on that plan. I wrote him, and some of them to try it; they tried it, and the result is known. Such only has been my agency in getting up the Louisiana government. As to sustaining it, my promise is out, as before stated. But, as bad promises are better broken than kept, I shall treat this as a bad promise, and break it, whenever I shall be convinced that keeping it is adverse to the public interest. But I have not yet been so convinced.

I have been shown a letter on this subject, supposed to be an able one, in which the writer expresses regret that my mind has not seemed to be definitely fixed on the question whether the seceding States, so called, are in the Union or out of it. It would perhaps, add astonishment to his regret, were he to learn that since I have found professed Union men endeavoring to make that question, I have purposely forborne any public expression upon it. As appears to me that question has not been, nor yet is, a practically material one, and that any discussion of it, while it thus remains practically immaterial, could have no effect other than the mischievous one of dividing our friends. As yet, whatever it may hereafter become, that question is bad, as the basis of a controversy, and good for nothing at all—a merely pernicious abstraction.

We all agree that the seceded States, so called, are out of their proper relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that proper practical relation. I believe it is not only possible, but in fact, easier to do this, without deciding, or even considering, whether these States have ever been out of the Union, than with it. Finding themselves safely at home, it would be utterly immaterial whether they had ever been abroad. Let us all join in doing the acts necessary to restoring the proper practical relations between these States and the Union; and each forever after, innocently indulge his own opinion whether, in doing the acts, he brought the States from without, into the Union, or only gave them proper assistance, they never having been out of it.

The amount of constituency, so to speak, on which the new Louisiana government rests, would be more satisfactory to all, if it contained fifty, thirty, or even twenty thousand, instead of only about twelve thousand, as it does. It is also unsatisfactory to some that the elective franchise is
not given to the colored man. I would myself prefer that it were now conferred on the very intelligent, and on those who serve our cause as soldiers. Still the question is not whether the Louisiana government, as it stands, is quite all that is desirable. The question is, "Will it be wiser to take it as it is, and help to improve it; or to reject, and disperse it?" "Can Louisiana be brought into proper practical relation with the Union sooner by sustaining, or by discarding her new State government?"

Some twelve thousand voters in the heretofore slave-state of Louisiana have sworn allegiance to the Union, assumed to be the rightful political power of the State, held elections, organized a State government, adopted a free-state constitution, giving the benefit of public schools equally to black and white, and empowering the Legislature to confer the elective franchise upon the colored man. Their Legislature has already voted to ratify the constitutional amendment recently passed by Congress, abolishing slavery throughout the nation. These twelve thousand persons are thus fully committed to the Union, and to perpetual freedom in the state--committed to the very things, and nearly all the things the nation wants--and they ask the nations recognition and it's assistance to make good their committal. Now, if we reject, and spurn them, we do our utmost to disorganize and disperse them. We in effect say to the white men "You are worthless, or worse--we will neither help you, nor be helped by you." To the blacks we say "This cup of liberty which these, your old masters, hold to your lips, we will dash from you, and leave you to the chances of gathering the spilled and scattered contents in some vague and undefined when, where, and how." If this course, discouraging and paralyzing both white and black, has any tendency to bring Louisiana into proper practical relations with the Union, I have, so far, been unable to perceive it. If, on the contrary, we recognize, and sustain the new government of Louisiana the converse of all this is made true. We encourage the hearts, and nerve the arms of the twelve thousand to adhere to their work, and argue for it, and proselyte for it, and fight for it, and feed it, and grow it, and ripen it to a complete success. The colored man too, in seeing all united for him, is inspired with vigilance, and energy, and daring, to the same end. Grant that he desires the elective franchise, will he not attain it sooner by saving the already advanced steps toward it, than by running backward over them? Concede that the new government of Louisiana is only to what it should be as the egg is to the fowl, we
shall sooner have the fowl by hatching the egg than by smashing it? Again, if we reject Louisiana, we also reject one vote in favor of the proposed amendment to the national Constitution. To meet this proposition, it has been argued that no more than three fourths of those States which have not attempted secession are necessary to validly ratify the amendment. I do not commit myself against this, further than to say that such a ratification would be questionable, and sure to be persistently questioned; while a ratification by three-fourths of all the States would be unquestioned and unquestionable.

I repeat the question, "Can Louisiana be brought into proper practical relation with the Union sooner by sustaining or by discarding her new State Government?"

What has been said of Louisiana will apply generally to other States. And yet so great peculiarities pertain to each state, and such important and sudden changes occur in the same state; and withal, so new and unprecedented is the whole case, that no exclusive, and inflexible plan can be safely prescribed as to details and colatterals [sic]. Such exclusive, and inflexible plan, would surely become a new entanglement. Important principles may, and must, be inflexible.

In the present "situation" as the phrase goes, it may be my duty to make some new announcement to the people of the South. I am considering, and shall not fail to act, when satisfied that action will be proper.
What was Lincoln’s Main Idea?

How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
I have been shown a letter on this subject, supposed to be an able one, in which the writer expresses regret that my mind has not seemed to be definitely fixed on the question whether the seceding States, so called, are in the Union or out of it.
Lincoln’s Reconstruction Speech

Jig Saw Activity

It would perhaps, add astonishment to his regret, were he to learn that since I have found professed Union men endeavoring to make that question, I have purposely forborne any public expression upon it.
Lincoln’s Reconstruction Speech

Jig Saw Activity

As appears to me that question has not been, nor yet is, a practically material one, and that any discussion of it, while it thus remains practically immaterial, could have no effect other than the mischievous one of dividing our friends.
Lincoln’s Reconstruction Speech

Jig Saw Activity

As yet, whatever it may hereafter become, that question is bad, as the basis of a controversy, and good for nothing at all—a merely pernicious abstraction.
A Close Reading and Analysis of Lincoln’s Speech on Reconstruction
What was Lincoln’s vision for the United States of America?

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Main Idea (and quotes from the text)</th>
<th>My Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>
Answer the following questions:

1. What is the point of view of the essay?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

2. What is the job of the title?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

3. How does each supporting detail relate to the thesis?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

4. How specific and detailed is each supporting point?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

5. How does the ending move beyond just rewriting the introduction?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

6. What ideas does the ending contain that is similar to the introduction/thesis?
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

7. What do you notice about sentence length?
8. Look at the last sentence of each paragraph. How does that last sentence connect you to the next paragraph?
KEEP ME ON TRACK!!!

Checklist

- I chose 1 VISION to focus on.
- I found evidence to support that vision.
- I explained or clarified each part of evidence.
- I wrote well-written sentences with vivid words, adjectives, and adverbs to better explain my thoughts.
- I completed the graphic organizer (planning).
- I am ready to write my 2nd paragraph onto the drafting paper.
- I have finished writing my 2nd paragraph.
- I read it.
- I looked for spelling errors and corrected each word.
- I looked for punctuation errors.
- I capitalized PROPER NOUNS.
- I have a rich and vivid vocabulary. I used a thesaurus.
## Expository Analysis Writing

**Give Me Liberty or Give Me Death Speech Analysis**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exceeds the Standard (3)</th>
<th>Meets the Standard (2)</th>
<th>Does Not Meet the Standard (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Provides more than the essential quotes and inferences from the speech supporting how Patrick Henry is a symbol of America’s struggle for liberty.</td>
<td>Provides the essential quotes and inferences from the speech supporting how Patrick Henry is a symbol of America’s struggle for liberty.</td>
<td>Lacks the essential quotes and inferences from the speech. Does not support how Patrick Henry is a symbol of America’s struggle for liberty.</td>
</tr>
<tr>
<td>Controlling idea on Patrick Henry being a symbol of America’s struggle for liberty is clear and insightful.</td>
<td>Controlling idea on Patrick Henry being a symbol of America’s struggle for liberty is clear and logical.</td>
<td>Controlling idea on Patrick Henry being a symbol of America’s struggle for liberty is unclear.</td>
<td></td>
</tr>
<tr>
<td>Strong understanding of the meaning of Patrick Henry’s speech.</td>
<td>Has a general understanding of the meaning of Patrick Henry’s speech.</td>
<td>Lacks a complete understanding of the meaning of Patrick Henry’s speech.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Introduction orient the reader, provides direction, and shows engagement with the topic.</td>
<td>Introduction somewhat orient the reader, provides fair direction, and shows some engagement with topic.</td>
<td>Introduction does not orient the reader; provide direction, and no engagement with topic.</td>
</tr>
<tr>
<td></td>
<td>Has written opening and closing paragraphs and has effective body paragraphs that pull quotes from the speech and states their meaning.</td>
<td>Has written opening and closing paragraphs with at least two body paragraphs that pull quotes from the speech and states their meaning.</td>
<td>Does not have the required amount of paragraphs or does not write in paragraphs. Paragraphs do not pull quotes from speech and state their meaning.</td>
</tr>
<tr>
<td></td>
<td>Paragraphs reflect highly unified thinking, strongly promote the essay’s flow and effectively present details of quotes from the text and their meaning.</td>
<td>Paragraphs reflect unified thinking, promote the essay’s flow and present details of quotes from the text and their meaning.</td>
<td>Paragraphs lack unified thinking, lack details, and do not make sense.</td>
</tr>
<tr>
<td></td>
<td>Conclusion thoughtfully and effectively ends the paper—effectively explains the magnitude of the speech and Henry’s famous words, “Give me Liberty or Give me Death.”</td>
<td>Conclusion effectively ends the essay and relates to the opening paragraph. Explains the magnitude of the speech and Henry’s famous words, “Give me Liberty or Give me Death.”</td>
<td>Conclusion paragraph is missing or leaves the reader hanging.</td>
</tr>
<tr>
<td>Style</td>
<td>Variety and quality of sentences consistently enhance the analysis paper.</td>
<td>Variety and quality of sentences are evident in the analysis paper.</td>
<td>Little sentence variety. Uses mostly simple sentences, or other sentence types are not effective.</td>
</tr>
<tr>
<td></td>
<td>Rich, effective content vocabulary and language use.</td>
<td>Vocabulary is effective and relates to the content.</td>
<td>Vocabulary errors and misuse of language that limits meaning.</td>
</tr>
<tr>
<td></td>
<td>Voice and tone are engaging and appropriate for the purpose of the essay. Creativity and craft is effective.</td>
<td>Voice and tone are appropriate for the purpose of the paper.</td>
<td>Voice and tone are inappropriate for the purpose of the paper.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Very few grammatical errors (or none).</td>
<td>Few grammatical errors.</td>
<td>Errors interfere with meaning.</td>
</tr>
<tr>
<td></td>
<td>Spelling enhances clarity.</td>
<td>Spelling is mostly correct.</td>
<td>Errors in spelling interfere with meaning.</td>
</tr>
<tr>
<td>Punctuation and capitalization enhance clarity.</td>
<td>Punctuation and capitalization are mostly correct.</td>
<td>Errors in punctuation and capitalization interfere with meaning.</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>Indented each paragraph.</td>
<td>Indented all or most paragraphs.</td>
<td>Did not indent paragraphs or only wrote one paragraph.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 = 100%</td>
<td>40-41 = 95% 36-39 = 90% 30-35 = 85% 25-29 = 80% 20-24 = 75% 16-19 = 7</td>
</tr>
<tr>
<td>= 60%</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Steps to Writing the Body
4th Paragraph Plan

Step 1: Write your focus/main idea. Choose one element of Lincoln’s vision.

Step 2: Start finding your evidence from the TEXT to support his vision.

<table>
<thead>
<tr>
<th>Page # and Paragraph #</th>
<th>TEXT (use quotation marks)</th>
<th>MY THOUGHTS or EXPLANATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Step 3: Engage the reader by writing a topic sentence that includes the one element you selected.

Step 4: Next, start drafting the 4th paragraph by including the evidence and your explanation of the evidence. (DON’T FORGET!!! Evidence Based Terms, Quotation marks, and Page #s in ()).

Remember two parts for each EVIDENCE. Part 1: EVIDENCE or text. Part 2: Your thoughts, explanation, or clarification of the text. Use the graphic organizer.

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Step 5: Now, here you must write a conclusion sentence that will leave the reader with a closing thought about the 4th paragraph only.
What is a Thesis Statement?

Tells exactly what your paper is about AND your stance/position on the subject.

How does one write an introduction to an Analytical Essay?

**Step 1: Identify the subject:** Abraham Lincoln was addressing the citizens about his plans for reconstruction.

**Step 2: Turn the subject into a question:** What was Lincoln’s vision for the United States after the Civil War?

**Step 3: Answer your question with a statement:** Your answer will be different from your peer.

**Step 4: Refine your statement into a thesis statement:** Your thesis will be different from your peer.
Writing the Introduction

Step 1: Write the HOOK. (1 sentence)

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Step 2: Will you describe the setting, speaker, or era of the event? (2-3 sentences)

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Step 3: Rewrite the THESIS. (1 sentence)

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