

PBL, Projects, and Activities downloaded from NextLesson are provided on an online platform.

*example lesson

driving question

Character Education - Respect

Are you a respectful person? What does being respectful mean to you?

This lesson is a great addition to the Character Counts program and the 6 Pillars of Character Success. This lesson focuses on the second chara...

Teaching Guides and Teacher Resources

ACTIVITY

Character Education RESPECT

Teacher Guide

Student Log In (Google)

Student Log In (non-Google)

share with students

customize

steps

STEP 1

Erin Nicole Carson

Introduction to Character Trait: Respect

Student Note

In today's lesson, we're going to talk about how we treat other people and focus on **Respect**.

Begin by completing the "Self Assessment" paper on your own. Think of some examples where you may have demonstrated being trustworthy, or not trustworthy.

Teacher Note

This lesson is designed to assist teaching **Respect** as part of the character education program, **Character Counts**.

Begin by reminding students that today's lesson is a little bit different than a history or math lesson, instead it's about we think about and treat other people in our lives. In particular, we'll be talking about **Respect**.

Distribute the "Self Assessment" paper and tell students to take a few minutes to complete the assessment. If they finish early, consider having them think of a time they've demonstrated being a respectful person.

links, documents, videos and more

Respect - Self-Assessment

That Thing Called Respect

Respect Video

The preview that follows includes the teacher guide and teacher resources only for this lesson.

Annotating a Great Speech

Name: _____

Text: _Transcript of Emancipation Proclamation (1863)

<http://www.ourdocuments.gov/doc.php?flash=true&doc=34&page=tr>

By the President of the United States of America:

A **Proclamation.**

Key term

Main message

Secondary message

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a Proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

Use of uniform beginnings: anaphora gives parallel structure

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves in any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do nothing to press such persons, or any of them, in any efforts they may make for their freedom."

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States of any, in which the people thereof, respectively, shall be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States."

Significance to the States

not a matter of logic and order in identifying and addressing the States.

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and

designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit: Lincoln stresses his role and authority, and gives his intention.

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Iberville, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and such excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. Direct order

And I hereby enjoin upon the persons so declared to be free to abstain from all violence, unless in necessary self-defense; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages. Lincoln calls for peace and unity. He also states reasonable action following the proclamation.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service. Lincoln changes the status of slaves so that they can serve in the military.

And upon this day, since it is my duty to be an act of justice, warranted by the Pathos Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be hereunto affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

Date Repetition of dates
Repetition of "free, freedom, proclaim, proclamation"

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State

The Structure of a Great Speech: The Emancipation Proclamation

How can syntax be used to construct a strong speech?

Lesson Duration: 1 week

Audience: Classmates, Teachers

Overview

This project centers around a famous oral speech in American history, Abraham Lincoln's "Emancipation Proclamation." Students will examine the syntax of the speech and understand the essential elements of syntax employed by the Proclamation. After annotating the speech, students will construct their own speeches that include discovered diction and syntax fundamental to the speech's message.

Common Core Standards

- CCSS.ELA-Literacy.RI.11-12.10
- CCSS.ELA-Literacy.RI.11-12.4
- CCSS.ELA-Literacy.RI.11-12.5
- CCSS.ELA-Literacy.RI.11-12.8
- CCSS.ELA-Literacy.RI.11-12.9
- CCSS.ELA-Literacy.SL.11-12.3
- CCSS.ELA-Literacy.WHST.11-12.4

21st Century Skills

- Critical Thinking/Problem Solving Skills
- Creative Thinking
- Communication Skills
- Social Skills
- Self-Monitoring And Self-Direction Skills
- Project Management Skills
- Accountability For High Standards

Lesson Plan

Step 1: Fundamental Terms

This project explores the world of speech-making, inviting students to apply their understanding of a fundamental US document in an original speech.

Introduce the project to the students by defining these terms: emancipation, proclamation, syntax, and rhetoric.

Instruct the class to complete the **Defining Fundamental Terms** document.

Estimated time: a third of one class

Step 2: Historical Context

Review with students the history that led to the Emancipation Proclamation.

Using classroom technology, begin with the link from Memory.loc.gov on the introduction page: you might ask for student volunteers to read the five brief paragraphs from **Leading up to the Emancipation Proclamation**. The link also offers a timeline: review with students the seminal events surrounding the proclamation.

The class can view several original documents, including a draft of the proclamation and a letter in which President Lincoln explains his reasoning for issuing the proclamation.

Estimated time: two-thirds of one class period

Resources

- Leading up to the Emancipation Proclamation:
<http://memory.loc.gov/ammem/alhtml/amintr.html>

Step 3: The Great Speech

After students have viewed the primary documents, allow them to read and hear the Emancipation Proclamation using **US Archives transcript** and the YouTube Video **The Emancipation Proclamation**.

Discuss any questions the students might pose, from the proclamation to the proclamation's intent to American reactions to the famous speech. Ask the students what the speech meant for America.

Estimated time: half of one class

Resources

- US Archives transcript:
http://www.archives.gov/exhibits/timeline_documents/emancipation_proclamation/transcript.html

Step 4: Text Annotations

Give students the rest of the class time to annotate the speech. Encourage students to work with color and font graphics to annotate the speech. Distribute **Text for Annotating** and note **Key for Text Annotation** provided as a teacher resource.

You may guide the work by asking the class:

- Where is the main message?
- Where is the secondary message?
- Do you notice any use of repetition?
- What is the tone Lincoln uses?
- Does Lincoln use logos, ethos, or pathos in his speech?
- Can you place the speech in history?
- Can you see the implications of the speech?

Students may refer to the **Examples of rhetorical devices** to help identify devices that may be used in the speech.

Estimated time: half of one class

Resources

- Examples of rhetorical devices:
<http://exampledictionary.com/examples-of-rhetorical-devices.html>

Step 5: Speech Syntax and Rhetoric

Using a white board or other classroom technology, make a list of rhetorical devices found in the speech. Make sure that students can define each element clearly.

Then, take a look at some **Examples of syntax**. Ask the class to identify how Lincoln uses syntax in his famous speech.

Discuss with the class the persuasive nature of each element. Inform the class that they will be using these devices to compose an original speech.

Estimated time: half of one class

Resources

- Examples of syntax: <http://examples.yourdictionary.com/syntax-in-writing-examples.html>

Step 6: A Platform for a Speech

Lincoln's Emancipation Proclamation addressed an important issue of his historical time period. Bring with the class some significant issues that might be the basis of an original speech.

Estimated time: half of one class

Step 7: An Original Speech

Distribute to the class the **Original Speech Assignment**. Instruct them to use the questions to guide their composition. While students may assist each other in creating a speech, they will each deliver an original speech.

Estimated time: half of one class

Step 8: Speech Presentation

Allow the class to present individual speeches, encouraging confidence in the speaker and cooperation from the audience.

Estimated time: one class

Step 9: Reflection

When all speeches have been delivered, distribute the **Original Speech Reflection** to the class. Allow them time to address the questions thoughtfully,

Estimated time: half of one class

Student:

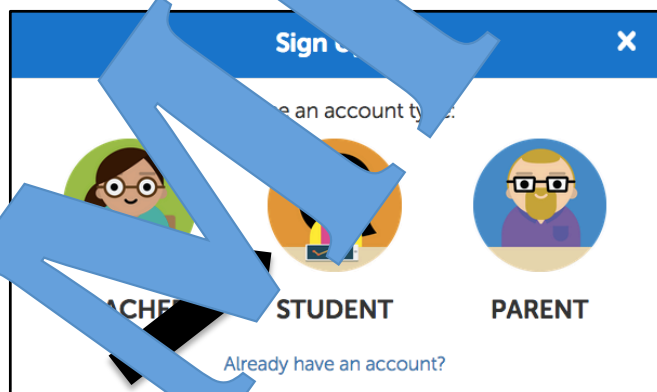
1. If you are on a computer shared with any other students, confirm they are signed out of Google. Do this by going to drive.google.com and sign out the other student.

2. Go to nextlesson.org.

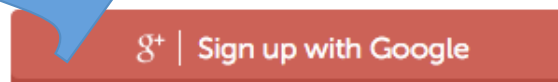
3. Select "Sign Up" in the upper right corner of the page.



3. Select "Student".



4. Select the red, "Sign up with Google" button. You will be required to enter your school Google username and password.



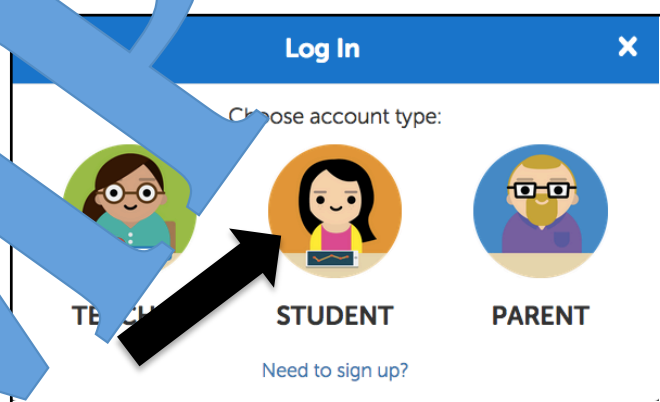
5. If your teacher has already given you a project code, enter it in the pop-up window and click the code. If a pop-up window does not appear, select the "Join Lesson" button on the top of the page and enter the code.

A screenshot of a form titled "Join a Project using a Project code." It features a text input field containing the code "40FG45" and an orange button with a plus icon and the text "Join Lesson".

Log In Directions (non-Google)

Student Log In:

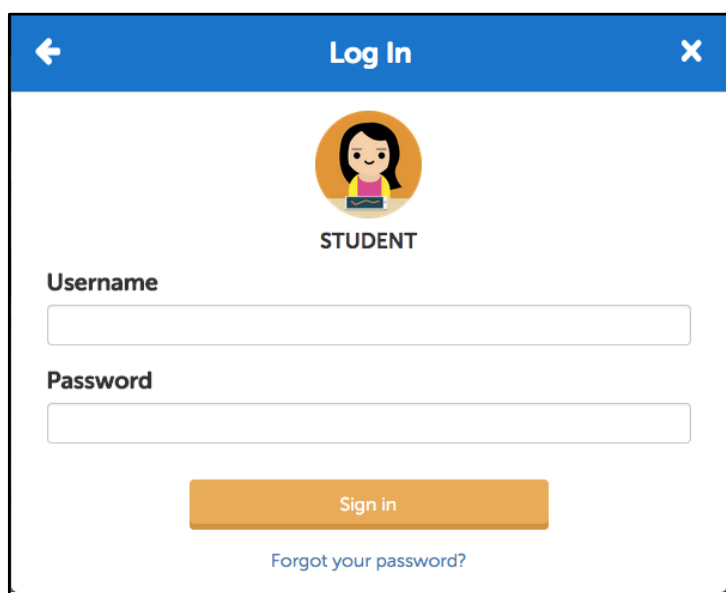
1. Go to nextlesson.org.
2. Select "Log In" in the upper right corner of the site.
3. Select "Student".



6. Select the orange button labeled "Log in with username and password".



7. Enter your username and password.

A screenshot of the 'Log In' form for a student. It has a blue header with a back arrow, the text 'Log In', and a close button (X). Below the header is a circular icon with a student avatar and the label 'STUDENT'. There are two input fields: 'Username' and 'Password'. Below the fields is an orange 'Sign in' button. At the bottom, there is a link that says 'Forgot your password?'.

That's it! You should be able to access NextLesson.