



Analyzing a Speech Using Annotation

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Secondary School/ Two Periods

Introduction:

Students learn to annotate a historical speech to identify and articulate the author's point of view.

Learning Objectives:

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source.
- Determine the meaning of words and phrases as they are used in a text.
- Identify how the historical context informs analysis of the text.

Guiding Questions:

- How does understanding historical context influence our ability to analyze a speech?

Common Core Standards:

[CCSS.ELA-Literacy.CCRA.R.2](#) - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Materials:

- Excerpt of "What to the American Slave is your Fourth of July?" by Frederick Douglass
- Graphic Organizer for pre-reading and post-reading
- Annotation Guide
- YouTube Clip: Lincoln and Douglass - Produced for Ford's Theatre by the History Channel (https://youtu.be/FoqR-d_a_jc)
- Presentation Rubric

Procedures:

- **Lesson Activity One: Historical Context of Speech**
 - o Students watch a short video about the relationship between Abraham Lincoln and Frederick Douglass and discuss its content
- **Lesson Activity Two: Analysis of Speech**

- Pre-reading, While-reading and Post-reading activities are provided.
- **Lesson Activity Three: Oral Presentations**
 - Students present a speech explaining their analysis of Douglass’s speech

Lesson Activity One: Historical Context of Speech

Introduce the relationship between President Lincoln and the abolitionist Frederick Douglass by watching *Lincoln and Douglass* (Produced for Ford’s Theatre by the History Channel).

After watching the clip, facilitate a class discussion that answers the following questions:

- How did the Emancipation Proclamation redefine the Union cause halfway through the Civil War?
- How did the ideas of Lincoln and Douglass differ about what roles African Americans should play in the war effort?
- According to Douglass, what was the purpose of the Civil War?
- How did Lincoln respond to Douglass’s concern about pay inequality among soldiers of different races?
- How did the relationship of Lincoln and Douglass develop during the war?
- Discuss the quote, “Here comes my friend, Douglass.”

Lesson Activity Two: Analysis of Speech

After discussing the relationship between Lincoln and Douglass, give students an excerpt of “What to the American Slave is your Fourth of July?” by Frederick Douglass and a Reading Reflection form. Students should answer the **Pre-Reading** questions before annotating text. Read aloud the excerpt of speech. You should be familiar with the full text of the speech before using it with students. Key vocabulary words should be defined using context clues, including *tumultuous* (loud and emotional), *grievous* (causing great suffering and pain), *intolerable* (too bad to be acceptable), *cleave* (hold true to), and *reproach* (act of disapproval).

Using the Annotation Guide, students will reread the speech, making annotation marks and comments as they go. The Annotation Guide provided is a beginner guide to understanding annotation. You can find an intermediate guide here:

Teaching Tolerance Guide to Thinking Notes:

(<http://www.tolerance.org/sites/default/files/general/Thinking%20Notes.pdf>)

And an advanced guide here:

English Journal article titled “Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension”

(<http://www.collegewood.org/ourpages/auto/2014/8/17/63598523/Beyond%20the%20Yellow%20Highlighter.pdf>.)

Next, students will complete the Post-Reading column on the Reading Reflection form.

Lesson Activity Three: Oral Presentations



Students will orally share their analyses of Frederick Douglass's speech using the Presentation Rubric. Using evidence and vocabulary from the text, students will share their interpretations of Frederick Douglass's speech in two-minute oral presentations. Students will demonstrate their understanding of the speech's significant ideas and historical context, and the author's perspective and purpose. This can be done in groups or individually.

Assessment:

Use the provided rubric to assess student learning.



Annotation Guide

Annotation Guide	
✓	Author's Claim
?	Confusing part (Try to write down what is confusing)
	Use emoticons to show how certain parts of the text make you feel
	Sketch an illustration to convey meaning
	Circle rhyme, rhythm or alliteration
☆	Evidence that supports the author's claim
!	Important or surprising moment (Try to write down why it was important or surprising)
Feel free to use the margins to jot down connections, definitions and questions!	



Annotation Example

Nobel Lecture by Malala Yousafzai
December 10, 2014

Dear brothers and sisters, great people, who brought change, like Martin Luther King and Nelson Mandela, Mother Teresa and Aung San Suu Kyi,[?] once stood here on this stage. I hope the steps that Kailash Satyarthi and I have taken so far and will take on this journey will also bring change - lasting change.

My great hope is that this will be the last time! this will be the last time we must fight for education. Let's solve this once and for all.

We have already taken many steps. Now it is time to take a leap.

It is not time to tell the world leaders to realise how important education is - they already know it - their own children are in good schools. Now it is time to call them to take action for the rest of the world's children. !

We ask the world leaders to unite and make education their top priority. ★

Fifteen years ago, the world leaders decided on a set of global goals, the Millennium ★ Development Goals. In the years that have followed, we have seen some progress. The number of children out of school has been halved, as Kailash Satyarthi said. However, the world focused only on primary education, and progress did not reach everyone. ☹️



Excerpt from "What to the American Slave Is your Fourth of July?"

by Frederick Douglass

Fellow citizens,
above your national, tumultuous joy,
I hear the mournful wail of millions!
Whose chains, heavy and grievous yesterday,
are, today, rendered more intolerable by the jubilee shouts that reach them.
If I do forget,
if I do not faithfully remember those bleeding children of sorrow this day,
"may my right hand cleave to the roof of my mouth!"
To forget them, to pass lightly over their wrongs,
and to chime in with the popular theme
would be treason most scandalous and shocking,
and would make me a reproach before God and the world.
My subject, then, fellow citizens, is American slavery.
I shall see this day and its popular characteristics from the slave's point of view.
Standing there identified with the American bondman,
making his wrongs mine.
I do not hesitate to declare with all my soul
that the character and conduct of this nation
never looked blacker to me than on this Fourth of July!



Reading Reflection Form

Reading Reflection Form	
Before Reading	After Reading
Based on the title, what do you think this is about?	What was this speech about? What emotions did it convey? What powerful words did it use to convey emotions?
What do you know about the time, place or historical relevance of this speech?	What does the speech ask its audience to believe? What evidence does the author use to convince the listeners/readers? Cite the Evidence.

What questions do you have as you prepare to read it?

What new thoughts have you developed after reading this speech? What questions has it raised for you?



Presentation Rubric

Students are to create a two-minute oral presentation that analyzes the meaning of a historic speech. Students should demonstrate an understanding of the significant ideas, historical context and author's perspective and purpose.

Presentation Rubric				
	4	3	2	1
Development and strength of thesis/argument	The speaker states three or more ideas, using specific textual evidence/ vocabulary from the speech.	The speaker states three ideas with limited textual evidence/ vocabulary from the speech.	The speaker shares two ideas with limited textual evidence from the speech.	The speaker provides little or no textual evidence from the speech.
Understanding of historical Context	The speaker provides specific references to the historical context of the speech.	The speaker provides a limited reference to the historical context of the speech.	The speaker provides a vague reference to the historical context of the speech.	The speaker is unable to cite historical context.
Author's Point of View	The speaker demonstrates a strong understanding of the author's point of view and purpose.	The speaker demonstrates a limited understanding of author's point of view and purpose.	The speaker demonstrates a vague understanding of author's point of view or purpose.	The speaker makes no reference to author's point of view or purpose.

Total Points: <div style="text-align: center; font-size: 2em;">/12</div>	Comments, Suggestions, and Questions:
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