**Constructed Response**

APA Reference

Fritz, J. (1993). *Just a few words, Mr. Lincoln: The story of the Gettysburg Address.* New York, NY: Penguin Group

Content GLE/s

**Social Studies**

**2.C.8** Apply rights and responsibilities of individuals to events in US history and everyday life.

**3a.F.5,8.c** Examine cultural interactions among these groups from colonial times to Civil War: Africans brought to America

**3a.G.1** Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln

**3a.I.5,8** Identify political, economical and social causes and consequences of the Civil War and Reconstruction

Literacy GLE/s­­­­­­­­

**Communication Arts**

**Reading 1.H.3-5.a-i**

Apply post-reading skills to demonstrate comprehension of text:

1. answer basic comprehension questions
2. identify and explain the relationship between the main idea and supporting details
3. make predictions
4. question to clarify
5. reflect
6. draw conclusions
7. analyze
8. paraphrase
9. summarize

Student directions: Students must read the text thoroughly before writing a response. Read each question thoroughly before writing a response. The answer must be a direct response to the question. Points will be deducted for answers that are missing specific information. A rubric is enclosed to demonstrate the scoring for each question.

*Just a Few Words, Mr. Lincoln*

1. Why do you think President Lincoln had to shake hands with everyone? Give two details from the story to support your answer.

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2. In the story, it is said that President Lincoln is one busy man. If you were given the opportunity to speak to him, what three questions would you ask him?

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Please circle the correct response for questions 3 and 4.

3. During the Civil War, a great battle was fought and won by the Union army. What battle was fought and later named a National cemetery?

A. Fredericksburg

B. Uniontown

C. Gettysburg

D. Yorktown

4. President Lincoln was asked to speak at the dedication of the Gettysburg cemetery. Why was he reluctant to leave home?

A. He was afraid to give the speech

B. He did not like to travel

C. He didn’t know what to say

D. Tad was sick and not doing well

Scoring Guide: *Just a Few Words, Mr. Lincoln*, Nonfiction

Constructed Response (CR) Item 1, GLEs R3C, W3B

2 pts The response includes two text-based details.

 Examples—Some of the southern states wanted to leave the Union. He was trying to win the war. He was trying to free the slaves. Everyone wanted to talk to him and shake his hand.

1 pt The response includes one text-based detail.

0 pts Other

Constructed Response (CR) Item 3, GLE I1A

2 pts The response includes three reasonable questions.

 Example—Why are you trying to keep the Union together? Why are you trying to free the slaves? Did you try to stop the war from happening? Do you like shaking hands with all of those people?

1 pt The response includes two reasonable questions.

0 pts Other

Note: Questions must pertain to the text and have some supporting information from the text.

Selected Response (SR) Item 3, GLE R3C

1 pt C

Selected Response (SR) Item 4, GLE R3C

1 pt D

**When and why I would use this strategy:**

I would use this strategy at the end of a unit. This would be a final response to what the students have been learning and to the books they have been reading. If the whole class did the unit together, then a series of questions could be asked to determine the student’s comprehension. I would use this to ensure the students understood the meaning and purpose of the unit and the text included. When asking the questions, I would include specific passages for them to refer to when answering. This will help the students to know what book you were specifically asking about. The multiple choice questions could be unit specific questions and therefore would not need a passage to refer to.