

Informative, Not Scripted

Core Knowledge Shows How Clear,
Specific Content Supports Good Instruction



To some readers, “clear, specific content” may sound like a euphemism for “script.” But Core Knowledge demonstrates that standards could—and should—be heavy on content and light on pedagogy. By clarifying what to teach, but letting teachers decide how to teach, Core Knowledge supports good instruction.

Instead of writing a typical standards document, Core Knowledge developed a bare-bones “sequence” of content for grades K-8. It then developed a detailed teacher handbook for each grade that provides key information—like vocabulary, background knowledge, and connections to other subjects. Teachers can use the sequence to quickly see what is taught in the grades above and below theirs, and the handbook to guide their lesson planning and teaching. Here, we show the full fourth-grade language arts sequence, which includes speeches by Patrick Henry and Sojourner Truth, and the speeches section of the fourth-grade teacher handbook (p. 34-37).

The handbooks have some teaching suggestions, but they do not mandate any particular way of teaching, and they don’t offer anything that even resembles a script. But don’t just take it from us, read what two teachers have to say about it. We asked Kethkeo

Vichaiyarath and Xia Lee to discuss how they have used the handbook as they developed lessons on the speeches. Both have nine years’ experience and currently teach fourth grade at Phalen Lake Elementary in St. Paul, Minn. Nearly 70 percent of the students are English language learners and roughly 90 percent qualify for free or reduced-price lunch. Core Knowledge provides Kethkeo and Xia the rich content their students need.

—EDITORS

Core Knowledge Sequence

Language Arts: Grade 4

I. Writing, Grammar, and Usage

TEACHERS: Children should be given many opportunities for writing, both imaginative and expository, but place a stronger emphasis than in previous grades on expository writing, including, for example, summaries, book reports, and descriptive essays. Provide guidance that strikes a balance between encouraging creativity and requiring correct use of conventions. Children should be

given more responsibility for (and guidance in) editing for organization and development of ideas, and proofreading to correct errors in spelling, usage, and mechanics. In fourth grade, children should be able to spell most words or provide a highly probable spelling, and know how to use a dictionary to check and correct words that present difficulty. They should receive regular practice in vocabulary enrichment.

A. WRITING AND RESEARCH

- Produce a variety of types of writing—including stories, reports, summaries, descriptions, poems, letters—with a coherent structure or story line.
- Know how to gather information from different sources (such as an encyclopedia, magazines, interviews, observations, atlas, on-line), and write short reports presenting the information in his or her own words, with attention to the following:
 - understanding the purpose and audience of the writing
 - defining a main idea and sticking to it
 - providing an introduction and conclusion
 - organizing material in coherent paragraphs
 - documenting sources in a rudimentary bibliography

NOTE: Introduce fourth-graders to the purpose of a bibliography, and have them prepare one that identifies basic publication information about the sources used, such as author, title, and date of publication.

- Organize material in paragraphs and understand
 - how to use a topic sentence
 - how to develop a paragraph with examples and details that each new paragraph is indented

B. GRAMMAR AND USAGE

- Understand what a complete sentence is, and
 - identify subject and predicate in single-clause sentences
 - distinguish complete sentences from fragments
 - identify and correct run-on sentences
- Identify subject and verb in a sentence and understand that they must agree.
- Identify and use different sentence types: declarative, interrogative, imperative, exclamatory.
- Know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions (*and, but, or*), interjections.
- Know how to use the following punctuation:
 - end punctuation: period, question mark, or exclamation point
 - comma: between day and year when writing a date, between city and state in an address, in a series, after *yes* and *no*, before conjunctions that combine sentences, inside quotation marks in dialogue

apostrophe: in contractions, in singular and plural possessive nouns

quotation marks: in dialogue, for titles of poems, songs, short stories, magazine articles

- Understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
- Use underlining or italics for titles of books.
- Know how the following prefixes and suffixes affect word meaning:

Prefixes:

im, in (as in impossible, incorrect)

non (as in nonfiction, nonviolent)

mis (as in misbehave, misspell)

en (as in enable, endanger)

pre (as in prehistoric, pregame)

Suffixes:

ily, y (as in easily, speedily, tricky)

ful (as in thoughtful, wonderful)

able, ible (as in washable, flexible)

ment (as in agreement, amazement)

NOTE: A brief review of prefixes and suffixes introduced in third grade is recommended. Prefixes: *re, un, dis*. Suffixes: *er* and *or, less, ly*.

- Review correct usage of problematic homophones:
 - their, there, they're
 - your, you're
 - its, it's
 - here, hear
 - to, too, two

II. Poetry

TEACHERS: The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words. At this grade, poetry should be a source of delight; technical analysis should be delayed until later grades.

A. POEMS

Afternoon on a Hill (Edna St. Vincent Millay)

Clarence (Shel Silverstein)

Clouds (Christina Rossetti)

Concord Hymn (Ralph Waldo Emerson)

Dreams (Langston Hughes)

The Drum (Nikki Giovanni)

The Fog (Carl Sandburg)

George Washington (Rosemary and Stephen Vincent Benet)

Humanity (Elma Stuckey)

Life Doesn't Frighten Me (Maya Angelou)

Monday's Child Is Fair of Face (traditional)

Paul Revere's Ride (Henry Wadsworth Longfellow)

The Pobble Who Has No Toes (Edward Lear)

The Rhinoceros (Ogden Nash)
Things (Eloise Greenfield)
A Tragic Story (William Makepeace Thackeray)

B. TERMS

stanza and line

III. Fiction

TEACHERS: In fourth grade, children should be fluent, competent readers of appropriate materials. Decoding skills should be automatic, allowing the children to focus on meaning. Regular practice in reading aloud and independent silent reading should continue. Children should read outside of school at least 20 minutes daily.

The titles below constitute a selected core of stories for this grade. Teachers and parents are encouraged to expose children to many more stories, and to encourage children to write their own stories. Children should also be exposed to non-fiction prose: biographies, books about science and history, books on art and music, etc. Also, engage children in dramatic activities, possibly with one of the stories below in the form of a play. Some of the stories below, such as *Gulliver's Travels*, *Robinson Crusoe*, and the stories by Washington Irving are available in editions adapted for young readers.

See also *American History 4*, *American Revolution*, *re* stories by Washington Irving.

A. STORIES

The Fire on the Mountain (an Ethiopian folktale)
From *Gulliver's Travels*: Gulliver in Lilliput and Brobdingnag (Jonathan Swift)
The Legend of Sleepy Hollow and *Rip Van Winkle* (Washington Irving)
The Magic Brocade (a Chinese folktale)
Pollyanna (Eleanor Porter)
Robinson Crusoe (Daniel Defoe)
Robin Hood
St. George and the Dragon
Treasure Island (Robert Louis Stevenson)

NOTE: "The Magic Brocade" is also known as "The Chuang Brocade," "The Enchanted Tapestry," "The Magic Tapestry," and "The Weaving of a Dream."

See also *World History 4*, *The Middle Ages*, *re* "Robin Hood" and "St. George and the Dragon."

B. MYTHS AND MYTHICAL CHARACTERS

Legends of King Arthur and the Knights of the Round Table
How Arthur Became King
The Sword in the Stone
The Sword Excalibur
Guinevere
Merlin and the Lady of the Lake
Sir Lancelot

See also *World History 4*, *Middle Ages: Feudalism and chivalry*, *re* *Legends of King Arthur*.

C. LITERARY TERMS

novel
plot
setting

IV. Speeches

TEACHERS: Famous passages from the following speeches should be taught in connection with topics in *American History 4*.

Patrick Henry: "Give me liberty or give me death!"
Sojourner Truth: "Ain't I a woman?"

V. Sayings and Phrases

TEACHERS: Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

As the crow flies
Beauty is only skin deep.
The bigger they are, the harder they fall.
Birds of a feather flock together.
Blow hot and cold
Break the ice
Bull in a china shop
Bury the hatchet
Can't hold a candle to
Don't count your chickens before they hatch.
Don't put all your eggs in one basket.
Etc.
Go to pot
Half a loaf is better than none.
Haste makes waste.
Laugh and the world laughs with you.
Lightning never strikes twice in the same place.
Live and let live.
Make ends meet.
Make hay while the sun shines.
Money burning a hole in your pocket
An ounce of prevention is worth a pound of cure.
Once in a blue moon
One picture is worth a thousand words.
On the warpath
RSVP
Run-of-the-mill
Seeing is believing.
Shipshape
Through thick and thin
Timbuktu
Two wrongs don't make a right.
When it rains, it pours.
You can lead a horse to water, but you can't make it drink.

Clear, Specific Content Allows These Teachers to Focus on Their Students

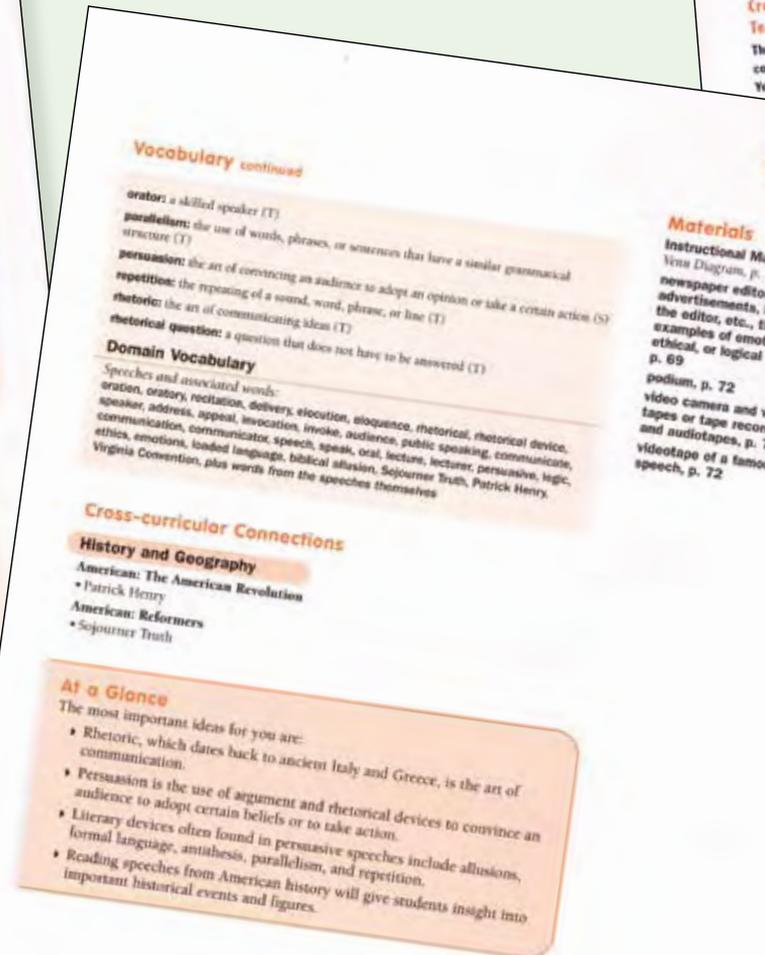
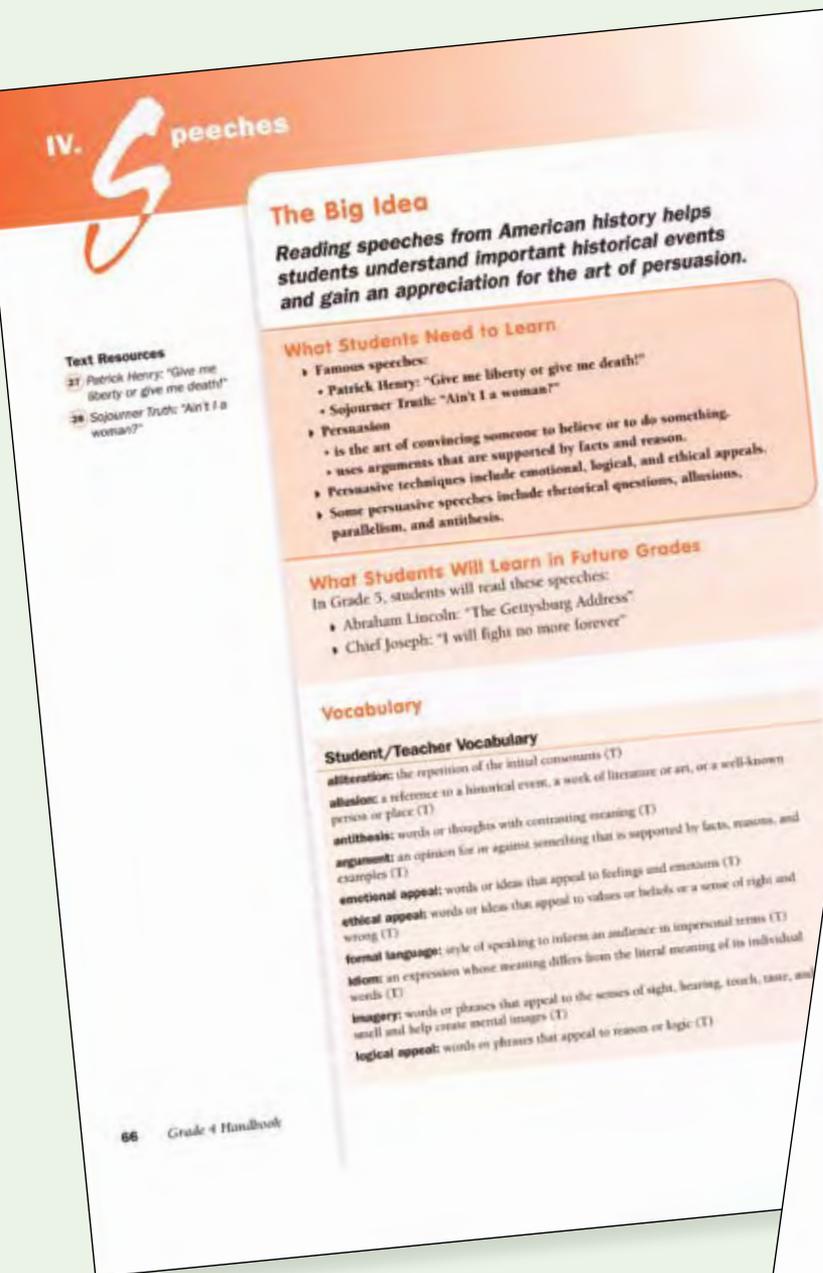
Kethkeo Vichaiyarath, a fourth-grade teacher at Phalen Lake Elementary, describes how she teaches “Ain’t I a woman?”

With Sojourner Truth’s “Ain’t I a woman?” speech, the teacher handbook gives you thorough information about what you need to discuss, some of the background knowledge and vocabulary that students might be stuck on, and some literary elements you can teach. You get to decide how you go about teaching it. The curriculum just gives you a guideline of how to do it. It’s more thorough than the state standards.

How I teach “Ain’t I a woman?” varies from year to year. It depends on my students’ prior knowledge. If my students are not familiar with Sojourner Truth, I do more of her biography. Some years I have to do that; some years I don’t. This year I focused on the state reading standard that says students should “read a long narrative and expository text with fluency, accuracy, and appropriate pacing, intonation, and expression.” Because many of my students are learning English as a second language, I used a poem that I found of “Ain’t I a woman?” (www.womenwriters.net/domesticgoddess/truth.htm). It simplified the speech, making it better suited to fluency lessons for my students.

And at the same time, I looked at the handbook for the different literary elements and devices, such as repetition and alliteration, that I can teach with the poem and speech.

When I came to Phalen Lake three years ago, I did not know anything about Core Knowledge. I had to study it, and at the same time, align it with the state standards. The handbook helped me a lot in teaching the core



topics. Because state standards are so vague, and you can go in so many different directions, it's hard for teachers to figure out what to do. For example, one of the state history standards says to teach colonialism and expansion. What does that mean? I have no idea. But the Core Knowledge handbook talks extensively about the colonial period. It maps out the timeline for imperialism and colonialism really nicely. With Core Knowledge, the curriculum is pretty much all there. I can spend my prep time finding additional resources. If anything, I'd like the handbook to be even more detailed because I'd like it to suggest additional resources at different reading levels.



7. Speeches

Cross-curricular Teaching Idea
 Speeches should be taught in the context of American history lessons. You can return to them several times throughout the lessons.



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What Teachers Need to Know

Background: Why Study Speeches?

This section offers two speeches by well-known Americans. The purpose of this section is to help students appreciate rhetoric, or the art of communicating ideas, in the context of American history. Rhetoric, as the art of formal speaking, started in Syracuse in ancient Italy and developed in Greece in the 5th century BCE. When students listen to speeches, they will experience the power of persuasive rhetoric, recognize persuasive techniques used in persuasive speeches (such as allusions, parallelism, and rhetorical questions). As you teach this section, you may want to read other grade-appropriate speeches from American history with your class.

Students need to have studied the period in which the speeches were given in order to understand them. After reviewing the historical context of the speeches, read the speeches aloud to the class and have students discuss them. Then invite students to read them aloud to practice speaking and listening. Delivering a persuasive speech helps students develop an awareness of language that will help them become better public speakers and persuasive writers. By listening closely, students in Grade 4 learn more about American history, continue to build their vocabulary, and develop an understanding of literary techniques used in persuasive writing.

Reading Speeches Aloud

Reading speeches aloud enables students to more immediately experience the music and persuasive power of words. When you read speeches to students, read them aloud several times. Speak slowly and clearly. Use gestures to punctuate certain passages or important points. Also, use your voice to emphasize the rhythmic nature of the words, the literary elements and devices being employed, and the importance of the message being conveyed.

Focusing on Meaning

After reading a speech, discuss it. Ask questions such as these:

- Who gave the speech?
- Where and when did he or she give it?
- Why did he or she deliver this speech?
- What is the main message in the speech?
- How does the speaker try to convince an audience to accept his or her point of view?
- Do you think the speech is convincing? Why or why not?

Read the speech again, inviting students to join in by repeating certain words, phrases, or lines they recall. If necessary, provide additional information that will help students comprehend the speech, including clarifications of difficult words, unfamiliar cultural references, or historical allusions. Then help students paraphrase the main message of the speech in their own words.

Grade 4 Handbook

Focusing on Elements in Persuasive Rhetoric

To make a strong argument for or against something, speakers and writers use certain literary devices and persuasive techniques, such as rhetorical questions and emotional appeals. The purpose of these devices is to sway the audience's opinion and give power to the words the speaker or writer uses. As you teach the speeches in this section, you may want to point out examples of these elements.

You do not need to introduce these literary terms or persuasive techniques to your class. However, you can call attention to these devices as you read. For example, ask questions such as, "Which words or phrases appeal to your emotions?" to help students recognize emotional appeals. Ask, "Which words or phrases are said more than once?" to help them identify examples of repetition, or to help them recognize rhetorical questions.

Element	Definition	Example
allusion	a reference to a historical event or custom, a work of literature or art, or a well-known person or place	"The battle . . . is not to the strong alone" is a biblical allusion.
metaphor	words and thoughts that have contrasting meaning	freedom, slavery
emotional appeal	words or ideas that appeal to feelings and emotions	I have been thirteen children, and seen them men all sold off to slavery.
ethical appeal	words or ideas that appeal to values or beliefs or a sense of right and wrong	Our brethren are already in the field!
formal language	a style of speaking so informal an audience in impersonal terms	formidable, adversary
idiom	an expression whose meaning differs from the literal meaning of its individual words	out of letter, in a fit
logical appeal	words or phrases that appeal to reason or logic	If my cup won't hold but a pint, and yours holds a quart, wouldn't you be more out to let me have my half-stature full?
parallelism	the use of words, phrases, or sentences that have a similar grammatical structure	Is life so dear, or peace so sweet . . .
rhetorical question	a question that does not have to be answered	Ain't I a woman?

Teaching Idea
 To help students understand persuasive techniques in these speeches, point out examples of emotional, or logical appeals in newspaper editorials, advertisements, letters to the editor, and so forth.

Teaching Idea
 Teach students to write their own short speeches on a topic of interest and deliver them to the class or other large audience.

IV. Speeches

Teaching Idea

Divide up a speech, and give students sections to memorize. Work on recitation with expression.

Teaching Idea

Patrick Henry's speech is a key document in American history and should be studied as a patriotic document. However, students in Grade 4 are not too young to understand that there are two sides to every issue. You may wish to invite students to think what sorts of things a speaker might say if he or she disagreed with Patrick Henry—for example, if he or she didn't want to see Virginians rush into war for fear of casualties, or if he or she insisted that colonists should remain loyal to their king. The British writer Samuel Johnson raised another objection when he pointed out that many of those who cried out for liberty were in fact slave owners: "How is it that we hear the loudest yelps for liberty among the drivers of the negroes?"



Patrick Henry

Introducing the Speeches

When reading the following speeches, you may use some or all of the information provided to help students understand what the speech is about, what literary elements and devices it contains, who gave it, and what reasons the person had for giving the speech. Suggested teaching strategies and activities are also provided.

Give me liberty or give me death!

Author Information: Patrick Henry (1736–1799) was a lawyer, politician, and orator from Virginia. In 1765, he joined Virginia's colonial legislature, the House of Burgesses. In 1773, he argued persuasively against the attempts of the British government to put a tax on tea. In 1775, Henry delivered this, his most famous speech. In 1776, he helped create Virginia's first state constitution and was elected Virginia's first governor. After serving as governor five times, Henry retired from public life.

Background: As tension escalated between the American colonies and Great Britain, the First Continental Congress met in Philadelphia in 1774. Delegates from all 13 colonies except Georgia attended. The purpose of the convention was to work out disagreements with Great Britain and send formal petitions of protest to King George III. Six months later, the Second Virginia Provincial Convention was held to vote on whether Virginia should be prepared to defend itself against a possible British attack. At the convention, Patrick Henry gave this speech at St. John's Church in Richmond on March 23, 1775. By then, several of the key events that eventually led to war had already occurred, such as the Boston Tea Party. Tensions between colonists and British troops in Boston were already intense. Henry refers to the Bostonians several times in his speech, for example, when he says, "Our brethren are already in the field!"

Before Reading: Do you think it is better to fight a war or seek peace? Can you think of times when it might be impossible to avoid war? Do you remember from American history what life was like before the American Revolution? If you had lived then, would you have been loyal to Great Britain? Why do you think Patrick Henry made this speech? To whom do you think he was talking?

Vocabulary: sentiments: feelings, opinions; awful: full of awe; moment: a time of importance; magnitude: importance; apt: inclined, want to; arduous: difficult, demanding; temporal: not eternal, limited by time; solace: consolation; comfort; insidious: sneaky; snare: trap shaped like a noose; comports: fits together, squares; subjugation: forced submission, oppression; rivet: to secure with a metal fastener; entreaty: request; supplication: prayer, request; remonstrated: argued, protested; interposition: intervene; slighted: treated indifferently or with contempt; spurned: rebuffed, rejected; inviolate: intact; inestimable: beyond calculation or measure; basely: meanly, despicably; cope: deal with, handle; formidable: hard to defeat; adversary: enemy; disarmed: without weapons; irresolution: indecision; supinely: passively; invincible: undefeatable, unconquerable; vigilant: watchful; submission: surrender; forged: formed from metal; inevitable: certain; extenuate: make less serious; gale: strong wind; resounding: echo; arms: weapons; brethren: brothers, fellow American colonists who support cause of independence; idle: not active; dear: precious; forbid: command against doing something; course: direction or path; liberty: freedom

Literary Elements and Devices: rhetorical questions (Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?), repetition (let it come), antithesis (freedom, slavery), parallelism (give me liberty, or give me death), formal language (formidable, adversary, extenuate), allusion (The battle . . . is not to the strong alone is a biblical allusion to Ecclesiastes 9:11: "The race is not to the swift, nor the battle to the strong"), alliteration (free, fight), imagery (Their clanking may be heard on the plains of Boston appeals to the sense of hearing), emotional appeal (give me liberty, or give me death), ethical appeal (I consider it as nothing less than a question of freedom or slavery), logical appeal (But when shall we be stronger?)

After Reading: What is Patrick Henry's opinion of preparing Virginia for war with the British? What reasons does he give to support his opinion? To what emotions does Henry appeal in the speech? What does Henry think is wrong with hoping for peace? 27

Ain't I a woman?

Author Information: Sojourner Truth (1797–1883) was born into slavery in New York. After she gained her freedom in 1828, she worked as a servant for a wealthy white family in New York City for nine years. Then she began to speak out publicly against slavery and in favor of women's rights, traveling all over to attend rallies and conventions. Although she could not read or write, Sojourner Truth became known as an inspiring, powerful speaker.

Background: In 1851, Sojourner Truth went to the Women's Rights Convention in Akron, Ohio. Some male religious leaders at the meeting argued against women's rights, calling women weak and recalling the biblical story of Adam and Eve. Despite being hissed at by some audience members who did not believe African Americans should speak publicly, Truth addressed the convention. She gave this speech, "Ain't I a woman?"

Before Reading: Put Sojourner Truth in context for students. She was an African-American woman, standing up to speak in a time when neither women nor African Americans were allowed to participate in political discussions or vote. Do men and women have the same rights today? From your lessons in American history, did they at this time?

Vocabulary: racket: noise; out of kilter: out of sorts, confusing; 'twixt: betwixt, or between; negroes: term for African Americans that is no longer used; in a fix: in a difficult situation; ain't I: nonstandard English for "am I not"; bear the lash: withstand being whipped; head: be better than; intellect: intelligence; they is: nonstandard English for "they are"; obliged: grateful; ain't got nothing: nonstandard English for "haven't got anything"

Literary Elements and Devices: rhetorical question (Ain't I a woman?), alliteration (gloighed, planned), repetition (Ain't I a woman?), parallelism (into carriages, or over mud-puddles), antithesis (pint, quart; upside down, right side up), emotional appeal (I cried out with my mother's grief), logical appeal (If my cup won't hold but a pint, and yours holds a quart, wouldn't it be mean not to let me have my half-measure full?), ethical appeal (If the first woman God ever made was strong enough to turn the world upside down alone, these women together ought to be able to turn it back), imagery (bear the lash appeals to the sense of touch), idiom (in a fix, out of kilter)

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Xia Lee, a fourth-grade teacher at Phalen Lake Elementary, describes how she teaches "Give me liberty, or give me death!"

Instead of teaching Patrick Henry's "Give me liberty, or give me death!" during language arts, I teach it during our history lessons on the American Revolution. To do that, I look at the state standards and my students, many of whom are new to the U.S. To teach them content like the American Revolution, we have to simplify language and break down lessons even further than the curriculum suggests.

As I teach, I say that Patrick Henry is giving a persuasive speech. We talk about what persuasive means. After we read the speech we talk about the ideas behind it. Students then go into groups and discuss it with a partner.

One thing I have done with my students this year is to help them understand the history of the American Revolution first and then talk about what liberty means. We also talk about war in

connection with students' life experiences. Many of my students are from Thailand and their parents have lived through war.

"Give me liberty, or give me death!"—it's a huge concept for them to understand. It helps that right now, all my students who are recent immigrants speak Hmong. I'm bilingual, so I'm able to use both languages to make sure they understand in Hmong and then in English.

Although we simplify language, we don't go too slowly because we have regular students in our classroom. We still have the scope and sequence we need to get through by the end of the year. I have simplified as much as possible within my guided reading group. I also have an English language learner teacher who works with me and several of my students.

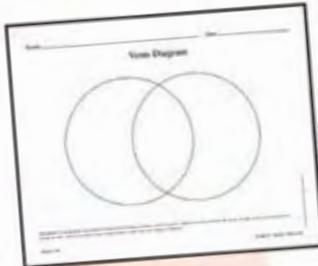
While the teacher handbook is helpful, some of the words in the Core Knowledge student materials are too difficult for students who are still learning English. When we study the American Revolution, Core Knowledge uses a dialogue that only a native English speaker would understand. So we have to look for

IV. Speeches

After Reading: What is Sojourner Truth's opinion about women's rights? Why does she feel this way? What reasons does she give to support her opinion? What emotions does Truth appeal to in her speech? Do you think her audience listened to her? Would you listen to her? 28

The Big Idea in Review

Reading speeches from American history helps students understand important historical events and gain an appreciation for the art of persuasion.



Use Instructional Master 69.

Review

Below are some ideas for ongoing assessment and review activities. These are not meant to constitute a comprehensive list.

- Have small groups of students work together to prepare a dramatic reading of either speech. Have students stand before a podium and then tape record or videotape their presentations.
- Visit the school media center and find an example of a famous speech that you are able to watch on videotape. Discuss with students the differences in hearing the speech, seeing the person, and reading the speech. How does that affect the emotional impact? After watching a short segment of a speech, have students write a reaction to what they have heard. Have students complete Instructional Master 69, *Venn Diagram*, comparing a written text of a speech to the one on videotape. How are their reactions different? You may also wish to have students compare and contrast two speeches in terms of style and purpose.
- Extend this section by identifying other speeches by reformers studied in the history sections. For example, there are a number of interesting speeches by Elizabeth Cady Stanton available online and in books.
- Give students an opportunity to write and give speeches. If you have class or student body officer elections, encourage students to run for office and give speeches about their positions on school issues. What do they want to think about while preparing a speech? Have the class brainstorm elements of a good speech.
- Practice summarizing. Speeches provide a good opportunity to listen closely and practice finding the main idea. After hearing both speeches from this section, have students write one or two sentences about the speech's main idea.

More Resources

The titles listed below are offered as a representative sample of materials and not a complete list of everything that is available.

For students —

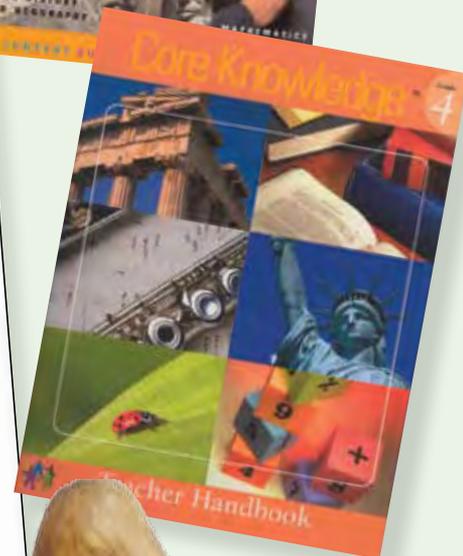
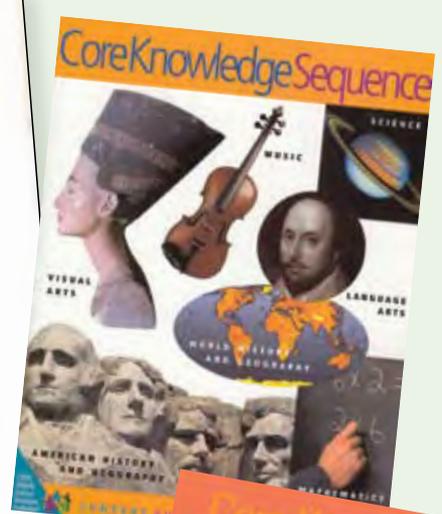
- *You Can Write Speeches and Debates*, by Jennifer Rozines Roy and Johannah Haney (Enslow, 2003). Hardcover, 64 pages, ISBN 0766020878.

For teachers —

- American Rhetoric, www.americanrhetoric.com, has an online speech bank with audio files of more than 5,000

speeches, including Martin Luther King, Jr.'s "I Have a Dream" speech.

- *Great Speeches in History* (Naxos Audiobooks, 1996). Dramatic readings of many historic speeches. Audio CD, ISBN 962634083.
- *The World's Great Speeches* (Fourth Enlarged Edition), selected by Lewis Copeland and others (Dover, 1999). Paperback, 944 pages, ISBN 0486409031.



Sojourner Truth

Curricular Idea
Students will be learning about... when they study... in American History... (see pp. 228-236).
You put the speech in... students. Have them read... then you work on the... part of the section.

other resources. We don't just teach from the teacher handbook. We look for guided reading that is based on the American Revolution. For example, the Magic Tree House children's book series (www.randomhouse.com/teachers/magictth/guides/america.html) does a really nice timeline about how to teach the American Revolution in simple language. We use that as our guide to cover this big concept and in guided reading groups. Kethceo and I both have done that. But we still use our Core Knowledge handbook as our reference to ensure that we're not skipping any major concepts that students are supposed to know. If we don't cover this material thoroughly, then when students go to fifth grade they will have a harder time understanding and they will have much to relearn.

