



# Gettysburg Address Puzzle

*You remember the first seven words, but do you know the rest?*

**O**n November 19, 1863,

President Abraham Lincoln delivered what is thought to be one of the most memorable speeches in American history – the Gettysburg Address. Lincoln read the 272-word speech at the dedication ceremony for the Soldiers National Cemetery in Gettysburg, Pennsylvania.

After the 3-day battle at Gettysburg ended on July 3, 1863, more than 3,500 Union soldiers were buried in shallow unmarked graves throughout the battlefield. The local citizens petitioned Pennsylvania Governor Andrew Curtin to build a special cemetery to bury more than 3,500 Union soldiers killed there. Governor Curtin approved the request for funding and the six-month process of reburying the bodies began in October 1863.

A dedication ceremony for the new cemetery took place on November 19, 1863. The main speaker that day was Edward Everett, an orator and popular statesman from Massachusetts. Everett spoke for two hours on the battle before President Lincoln took the stage to deliver a speech lasting just two minutes. Lincoln's brief speech provided Lincoln's vision of freedom with references to ideas included in the Declaration of Independence.

After the dedication President Lincoln's and Everett's speeches were reprinted in newspapers throughout the country. Reaction to President Lincoln's speech was mixed. In the south, newspapers attacked the speech while newspapers in the north were split down party lines with the Republicans praising the speech and Democrats disliking it.

There are five copies of the Gettysburg Address written in President Lincoln's hand. Each speech is slightly different with words and phrases changed in each document. The most noticeable difference is the inclusion of the phrase "under God" in only three of the five copies.

Two copies, the Hay and Nicolay copies, are held at the Library of Congress. The Everett copy, written by Lincoln after the dedication ceremony and given to Edward Everett, resides at the Abraham Lincoln Presidential Library and Museum. The Bancroft copy is owned by Cornell University. The final

copy, the Bliss copy, is located in the Lincoln Bedroom in the White House.

## Procedure:

**Note:** *This puzzle uses the Bliss copy text.*

The puzzle is formatted with each paragraph in a different color. For a greater challenge, the puzzle may be printed in black and white. Print out copies of the Gettysburg Address Puzzle and cut into individual words. Break the class into teams of 6-10 students. Provide each team with a copy of the Gettysburg Address Puzzle. Teams should determine their strategy for assembling the puzzle as fast as possible.

Puzzle assembly rules:

- Punctuation and capitalization do count
- Work quickly but safely.
- The team with the fastest time assembling the puzzle correctly is the winner.

Be sure to share your class results with the ALPLM on social media using the hashtag #TeachLincoln.

**Extension 1:** Have the students create their own version of the Gettysburg Address. Assign the students the task of writing a speech on the relevance of the Gettysburg address today in 272 words.

**Extension 2:** Compare the five versions of the Gettysburg Address and note the differences between each copy. How do the changes in each address alter the message?

**Extension 3:** Have students select a person living during the Civil War era and write a response to the Gettysburg Address from their chosen person's perspective.

**To locate the text of the five copies of the Gettysburg Address go to:**

<https://constitutioncenter.org/blog/read-six-different-versions-of-the-gettysburg-address>

**Grade Level: 6-12**

## Materials:

Printed version of Gettysburg Address Puzzle at  
[bit.ly/ALPLMLearningResources](http://bit.ly/ALPLMLearningResources)

## Objectives:

As a result of this activity students will:

- Read and interpret the Gettysburg Address
- Compare and contrast historical documents

## Illinois Learning Standards

### English/Language Arts

*CCR Reading Key Ideas and Details: 2.* Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

*CCR Reading Key Ideas and Details: 3.* Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*CCR Reading Craft and Structure: 6.* Assess how point of view or purpose shapes the content and style of a text.

*CCR Writing: Text Types and Purposes: 2.* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organizations, and analysis of content.

*CCR Speaking and Listening: 3.* Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Social Science

SS.CV.4.6-8.LC,MdC,MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights..

SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.

SS.CV.5.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy.

SS.H.2.9-12: Analyze change and continuity within and across historical eras.

SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change.

SS.H.7.9-12: Identify the role of individuals, groups and institutions in people's struggle for safety, freedom, equality and justice.

**Four**

**score**

**and**

*seven*

*years*

**ago**

**our**

*fathers*

**brought**

**forth**

**on**

*this*

*continent,*

**a**

**new**

*nation,*

**conceived**

**in**

**liberty,**

*and*

*dedicated*

**to**

**the**

*proposition*

**that**

**all**

**men**

*are*

*created*

**equal.**

**Now**

**we**

**are**

*engaged*

*in*

**a**

**great**

*civil*

**war,**

**testing**

**whether**

*that*

*nation,*

**or**

**any**

*nation*

**so**

**conceived**

**and**

**so**

***dedicated***

**can**

**long**

***endure.***



**We**

**are**

**met**

*on*

*a*

**great**

**battle-  
field**

*af*

**that**

**war.**

**We**

*have*

*come*

**to**

**dedicate**

*a*

**portion**

**of**

**that**

*field,*

*as*

**a**

**final**

*resting*

**place**

**for**

**those**

*who*

*here*

**gave**

**their**

*lives*

**that**

**that**

**nation**

*might*

*live.*

**It**

**is**

*altogether*

**fitting**

**and**

**proper**

*that*

*we*

**should**

**do**

*this.*

**But,**

**in**

**a**

*larger*

*sense,*

**we**

**can**

*not*

**dedicate-**

**we**

**can**

*not*

*consecrate-*

**we**

**can**

*not*



**hallow-**

**this**

**ground.**

*The*

*brave*

**men,**

**living**

*and*

**dead,**

**who**

**struggled**

*here,*

*have*

**consecrated**

**it,**

*far*

**above**

**our**

**poor**

*power*

*to*

**add**

**or**

*detract.*

**The**

**world**

**will**

*little*

*note,*

**nor**

**long**

*remember*

**what**

**we**

**say**

*here,*

*but*

**it**

**can**

*never*

**forget**

**what**

**they**

*did*

*here.*

**It**

**is**

*far*

**us**

**the**

**living,**

*rather,*

*to*

**be**

**dedicated**

*here*

**to**

**the**

**unfinished**

*work*

*which*

**they**

**who**

*fought*



**here**

**have**

**thus**

*far*

*so*

**nobly**

**advanced.**

*It*

**is**

**rather**

**for**

*us*

*to*

**be**

**here**

*dedicated*

**to**

**the**

**great**

*task*

*remaining*

**before**

**us-**

*that*

**from**

**these**

**honored**

*dead*

*we*

**take**

**increased**

*deviation*

**to**

**that**

**cause**

*for*

*which*

**they**

**gave**

*the*

**last**

**full**

**measure**

*of*

*devotion-*

**that**

**we**

*here*

**highly**

**resolve**

**that**

*these*

*dead*

**shall**

**not**

*have*

**died**

**in**

**vain-**

*that*

*this*

**nation,**

**under**

*God,*



**shall**

**have**

**a**

*new*

*birth*

**of**

**freedom-**

*and*

**that**

**government**

**of**

*the*

*people,*

**by**

**the**

*people,*

**for**

**the**

**people,**

*shall*

*not*

**perish**

**from**

*the*

**earth.**