

1 **Abraham Lincoln's Second Inaugural Address**

2 Abraham Lincoln

3 March 4, 1865

4 Fellow-Countrymen:

5
6 At this second appearing to take the oath of the Presidential office there
7 is less occasion for an extended address than there was at the first. Then
8 a statement somewhat in detail of a course to be pursued seemed fitting
9 and proper. Now, at the expiration of four years, during which public
10 declarations have been constantly called forth on every point and phase
11 of the great contest which still absorbs the attention and engrosses the
12 energies of the nation, little that is new could be presented. The progress
13 of our arms, upon which all else chiefly depends, is as well known to the
14 public as to myself, and it is, I trust, reasonably satisfactory and
15 encouraging to all. With high hope for the future, no prediction in regard
16 to it is ventured.

17
18 On the occasion corresponding to this four years ago all thoughts were
19 anxiously directed to an impending civil war. All dreaded it, all sought
20 to avert it. While the inaugural address was being delivered from this
21 place, devoted altogether to saving the Union without war, urgent agents
22 were in the city seeking to destroy it without war--seeking to dissolve
23 the Union and divide effects by negotiation. Both parties deprecated
24 war, but one of them would make war rather than let the nation survive,
25 and the other would accept war rather than let it perish, and the war
26 came.

27
28
29 One-eighth of the whole population were colored slaves, not distributed
30 generally over the Union, but localized in the southern part of it. These
31 slaves constituted a peculiar and powerful interest. All knew that this
32 interest was somehow the cause of the war. To strengthen, perpetuate,
33 and extend this interest was the object for which the insurgents would
34 rend the Union even by war, while the Government claimed no right to
35 do more than to restrict the territorial enlargement of it. Neither party
36 expected for the war the magnitude or the duration which it has already
37 attained. Neither anticipated that the cause of the conflict might cease
38 with, or even before, the conflict itself should cease. Each looked for an
39 easier triumph, and a result less fundamental and astounding. Both read
40 the same Bible and pray to the same God, and each invokes His aid
41 against the other. It may seem strange that any men should dare to ask a
42 just God's assistance in wringing their bread from the sweat of other
43 men's faces, but let us judge not, that we be not judged. The prayers of
44 both could not be answered. That of neither has been answered fully.
45 The Almighty has His own purposes. "Woe unto the world because of
46 offenses; for it must needs be that offenses come, but woe to that man by
47 whom the offense cometh." If we shall suppose that American slavery is
48 one of those offenses which, in the providence of God, must needs

statement
end Formal announcements, point
risked
threatening to occur soon avoid
movable property, making an agreement through talking, protested against, die
located
keep going rebels
expansion of land
of central importance asking God for help
sorrow
wisdom

49 come, but which, having continued through His appointed time, He now
50 wills to remove, and that He gives to both North and South this terrible
51 war as the woe due to those by whom the offense came, shall we discern
52 therein any departure from those divine attributes which the believers in
53 a living God always ascribe to Him? Fondly do we hope, fervently do
54 we pray, that this mighty scourge of war may speedily pass away. Yet, if
55 God wills that it continue until all the wealth piled by the bondsman's
56 two hundred and fifty years of unrequited toil shall be sunk, and until
57 every drop of blood drawn with the lash shall be paid by another drawn
58 with the sword, as was said three thousand years ago, so still it must be
59 said "the judgments of the Lord are true and righteous altogether."

discover
God-like qualities
regard as belonging to, deeply

slave's
work

60
61 With malice toward none, with charity for all, with firmness in the right
62 as God gives us to see the right, let us strive on to finish the work we are
63 in, to bind up the nation's wounds, to care for him who shall have borne
64 the battle and for his widow and his orphan, to do all which may achieve
65 and cherish a just and lasting peace among ourselves and with all
66 nations.

hostility or hatred
continue

fair

Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures¹

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ²	The Lexile Framework®	Reading Maturity	Text Evaluator
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	890-1360

Find links and instructions for using these quantitative analysis tools at
achievethecore.org/text-complexity.

¹ The band levels themselves have been expanded slightly over the original CCSS scale that appears in Appendix A at both the top and bottom of each band to provide for a more modulated climb toward college and career readiness and offer slightly more overlap between bands. The wider band width allows more flexibility in the younger grades where students enter school with widely varied preparation levels. This change was provided in response to feedback received since publication of the original scale (published in terms of the Lexile® metric) in Appendix A.

² Since Flesch-Kincaid has no ‘caretaker’ that oversees or maintains the formula, the research leads worked to bring the measure in line with college and career readiness levels of text complexity based on the version of the formula used by Coh-Metrix.

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements <input type="radio"/> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline <input type="radio"/> Text Features: If used, are essential in understanding content <input type="radio"/> Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Implied, but fairly easy to infer; more theoretical than concrete <input type="radio"/> Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline <input type="radio"/> Text Features: If used, greatly enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Implied, but easy to identify based upon context or source <input type="radio"/> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential <input type="radio"/> Text Features: If used, enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Explicitly stated; clear, concrete with a narrow focus <input type="radio"/> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict <input type="radio"/> Text Features: If used, help the reader navigate and understand content but are not essential <input type="radio"/> Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts <input type="radio"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts <input type="radio"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas <input type="radio"/> Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas <input type="radio"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

Generating Questions from Qualitative Dimensions of Complexity

STUDENT
ACHIEVEMENT
PARTNERS

Level/Grade Band _____

Name of Text: _____

Question maker: _____

Narrative/Poetry/Hybrid/Informational/other _____

Category	Notes and comments on text features in each category	What questions could you ask students here?
Structure: (both story structure or form of piece)		
Language Clarity and Conventions (including vocabulary load)		

Generating Questions from Qualitative Dimensions of Complexity

Category	Notes and comments on text features in each category	What questions could you ask students here?
<p style="text-align: center;">Knowledge Demands (life, content, cultural/literary)</p>		
<p style="text-align: center;">Levels of Meaning/ Purpose</p>		
	<p style="text-align: center;">What trumpets to you when you consider this text?</p>	<p style="text-align: center;">Culminating Question or Task follow from this?</p>

Guide to Writing Text-Dependent Questions

Adapted from "A Guide to Creating Text Dependent Questions for Close Analytic Reading" by Student Achievement Partners

Guided Steps	Working Draft of Vocabulary and Questions
<p>1. Identify the Core Understandings and Key Ideas of the Text</p>	<p>What is the agreed upon essential understanding of the text? (single, full sentence)</p> <p>What areas of this text are the most complex? Need the most unlocking?</p> <p>Are there any sub-textual or nuanced understandings to which you also want to attend?</p> <p>What is the reason for choosing this text? Does it highlight an important aspect of your standards?</p>
<p>2. Identify Vocabulary</p>	<p>What words or phrases are crucial to understanding and cannot be identified using context clues? Write SHORT, student friendly definitions for each in the sidebar of the document.</p> <p>Is there an area in which a tough vocabulary word/phrase appears for which there are context clues which are a bit difficult to navigate? If so, write a question that requires students to pull out clues to identify meaning.</p> <p>Are there any high-leverage Tier 2 Academic Vocabulary words you might teach?</p>
<p>3. Start Small to Build Confidence</p>	<p>Write one or two questions that help orient students to the text. Consider the essential understandings in the opening; that is, what do all students have to understand well before they can navigate the remainder of the documents?</p> <p>Does the title or sourcing need attending to? Would it work best to write a question regarding the title at the beginning or later in the sequence when working with a difficult piece of text wherein the title again becomes important?</p>

Guided Steps

Working Draft of Vocabulary and Questions

4. Target Vocabulary and Text Structure

What type of writing is this: argumentative, informative, narrative, poetry? What specific areas of the text help us understand this? If attending to the author's craft is important in this piece, write one or two questions to help students unlock the genre and techniques used.

Does the author weave one genre into another (e.g. narrative into argumentative) to illustrate an important point? Are there areas of the text that might cause confusion if a student does not understand important academic vocabulary (used across subjects)?

Do you need to attend to figurative language or multiple meanings?

Does the author use academic language to help guide us through the piece? Can you attend to this use of academic language with a question?

5. Tackle Tough Sections Head-on

Remember...tackle the tough sections in a way that helps students to understand the essential or nuanced understandings you value. This is not about getting into a dense part of the text only because it is difficult. The point is to assist students in working towards an overarching understanding. Write a few questions.

Does the text require attending to "white space"? That is, is there anything that is not explicitly written but must be inferred? Write a question that helps students navigate the inference.

6. Create Coherent Sequences of Text Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

7. Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.