

# Strategies for Teaching Excerpted Texts

Teaching with Primary Sources – MTSU

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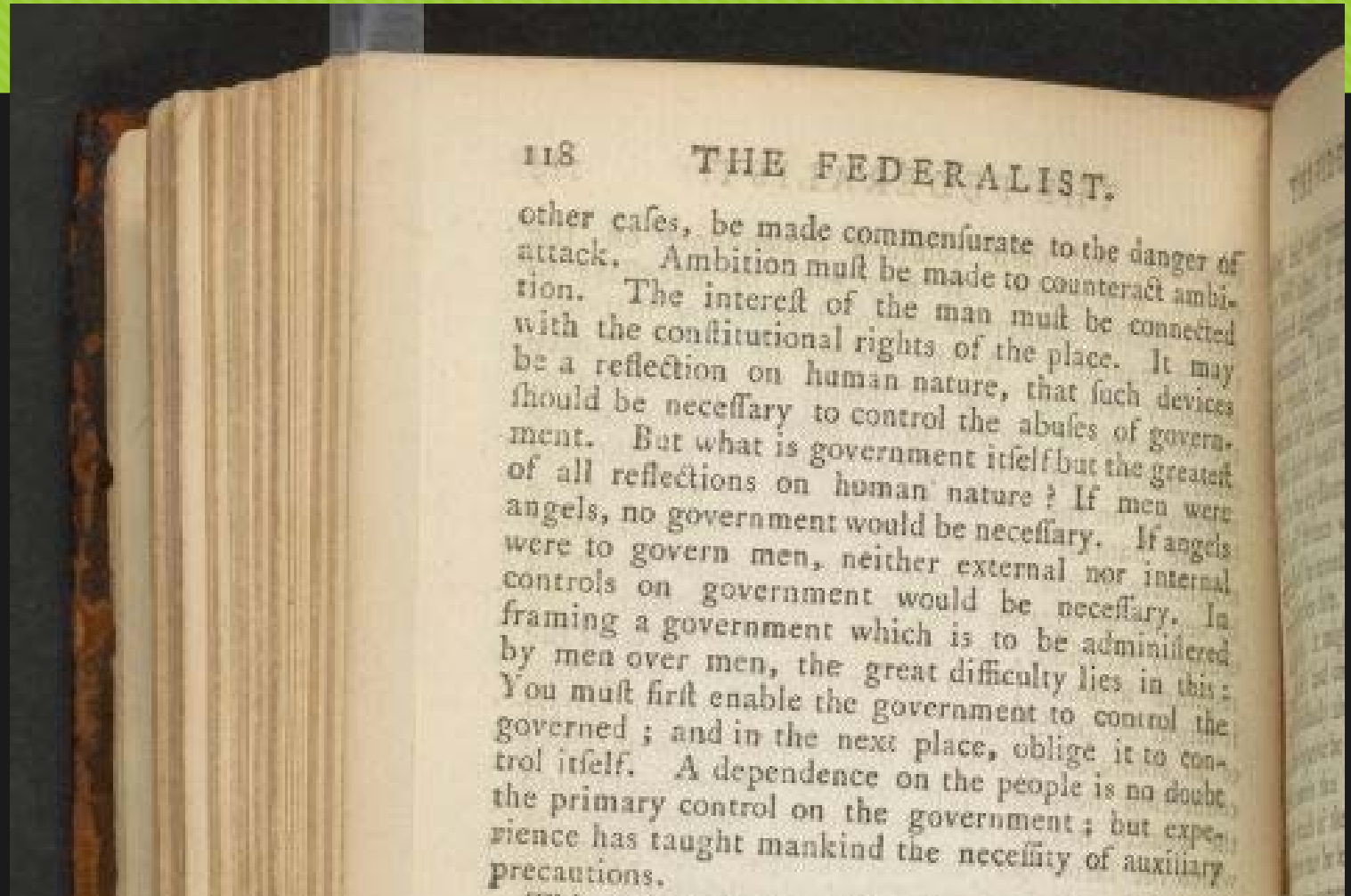


**TEACHING**  
*with* PRIMARY  
**SOURCES**



# Why excerpt?

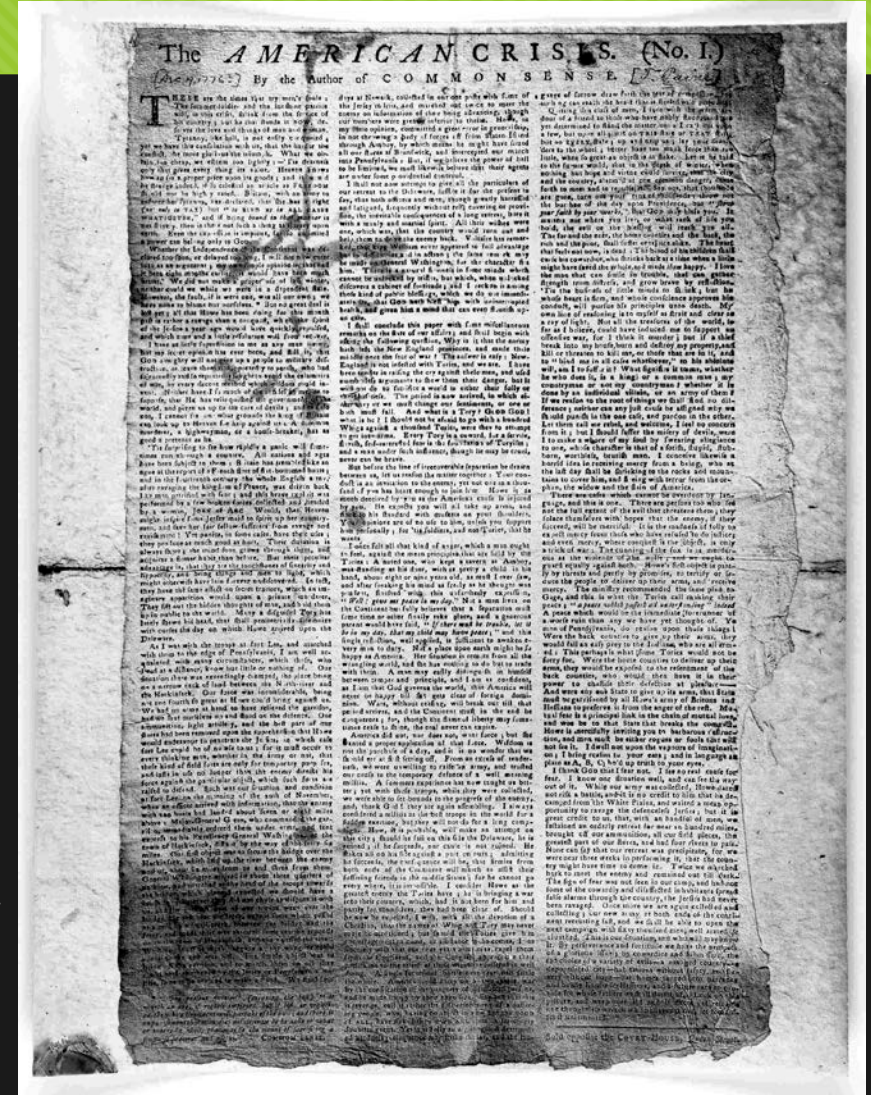
- Text Length
- Vocabulary
- Text Complexity
- Classroom time management



# How do I choose what to excerpt?

- What do you want students to take away from the reading?
- Is there a key passage, sentence, or phrase in the text?
- What are the core themes, argument, and/or main ideas of the text?

The American crisis (No. 1) By the author of Common sense. [Boston] Sold opposite the court house Queen Street [1776].



# How do I choose what to excerpt?

The American Crisis [December 23, 1776]

THESE are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of their country; but he that stands by it now, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: it is dearness only that gives every thing its value. Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as FREEDOM should not be highly rated.



# How do I choose what to excerpt?

- Will students all read the same piece?
- How will this excerpt be used in classroom instruction?

SECTION 8.

The Congress shall have power—

1. To lay and collect taxes, duties, imposts, and excises, to pay the debts, and provide for the common defence and general welfare of the United States; but all duties, imposts, and excises, shall be uniform throughout the United States:
2. To borrow money on the credit of the United States:
3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes:
4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States:
5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures:
6. To provide for the punishment of counterfeiting the securities and current coin of the United States:

[Introduction to the Annals of Congress](#)

[Newsletter Lesson Idea: Federalism](#)

# How do I choose what to excerpt?

- Working at your table groups, read President Abraham Lincoln's Second Inaugural Address.
  - Excerpt to focus on teaching the main idea of the speech
  - Excerpt for significant phrases
  - Excerpt to address the question: What can we deduce about Lincoln's plan for Reconstruction from his Second Inaugural Address?

# Teaching Strategies

- What supports are your students going to need to successfully tackle the excerpted reading?
  - Reading supports
    - Vocabulary
    - Reword/rephrase
  - Historical context
  - Overall summary of the work

Leaving, then, the white world, I have stepped within the Veil, raising it that you may view faintly its deeper recesses, — the meaning of its religion, the passion of its human sorrow, and the struggle of its greater souls. All this I have ended with a tale twice told but seldom written, and a chapter of song.

Some of these thoughts of mine have seen the light before in other guise. For kindly consenting to their republication here, in altered and extended form, I must thank the publishers of *The Atlantic Monthly*, *The World's Work*, *The Dial*, *The New World*, and the *Annals of the American Academy of Political and Social Science*.

Before each chapter, as now printed, stands a bar of the Sorrow Songs, — some echo of haunting melody from the only American music which welled up from black souls in the dark past. And, finally, need I add that I who speak here am bone of the bone and flesh of the flesh of them that live within the Veil?

# Activities Using Excerpted Text

- Working with multiple text sources
- Excerpting from Novels
- Pairing excerpts with sources of diverse formats

