



## Teacher Guide: “The Assassination of President Lincoln” Student Activity

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Adapted from lesson created by Ryan Kelly, Quaker Valley Middle School, Sewickley, Pennsylvania

Webpage: <https://www.fords.org/for-teachers/digital-programs/student-activity-the-assassination-of-president-lincoln/>

### Overview

This self-contained student lesson uses the curated resources and artifacts from the Ford’s Theatre website to develop historical skills of perspective taking, making connections and creating/supporting historical arguments.

Students will use this webpage, open in another tab, as they work on the lesson:

It is a student-directed, at-home version of this lesson, originally built for classroom use:

<https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/the-assassination-of-president-lincoln/>

### Formats of Lesson

This lesson is available in three formats. The content and question structure of each is adapted to the format’s strengths.

- **Printable PDF:** A printable activity that your students can use on paper, or can follow along on a screen.
- **Sutori:** An interactive lesson using the platform Sutori.
  - It includes multiple-choice questions to do on the webpage, along with free-response questions for students to do on their own paper.
  - This can be added to your Learning Management System (like Google Classroom, Schoology, and Canvas) following instructions on this page: <https://www.sutori.com/story/sutori-works-with-your-lms--ngiEu4x4d6NHCpYw1oDSNEM4>
- **Google Form:** An interactive lesson using a Google Form.
  - It includes multiple-choice questions and free-response questions that students can fill out in the form directly.
  - The link provided will allow you, as the teacher, to copy the form directly into your own Google Drive installation. You can then share this with your students via email, Google Classroom, or any other LMS.
  - Link: <https://docs.google.com/forms/d/1wG7rKtHvMRAfD3gtXgxFt3Bald6sYbJHCB9YxkPjy44/copy?usp=sharing>

### Common Core Standards

- **CCSS.ELA-LITERACY.RH.6-8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CCSS.ELA-LITERACY.RH.6-8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct.

- **CCSS.ELA-LITERACY.RH.6-8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **CCSS.ELA-LITERACY.RH.6-8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **CCSS.ELA-LITERACY.RH.6-8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **CCSS.ELA-LITERACY.RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **CCSS.ELA-LITERACY.RH.6-8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.

### **Learning Objectives**

- Students will discuss and describe the events of the night of the assassination of President Lincoln and immediate investigation thereafter.
- Students will analyze images, material and physical evidence and eyewitness testimonies relating to the assassination of President Lincoln.
- Students will use the information from their analysis as evidence in a written response to the four questions on the Assassination page of the Ford’s website. Students will use the evidence and class discussion to make connections about the impact of the assassination to present day.

### **Guiding Questions**

- Why might there be differing eyewitness accounts from that night?
- In what ways, if any, are the statements from 1865 different from those made years later? Why might the statements differ?
- What can the physical evidence help us to understand or know about the assassination?
- How does analyzing the historical images, physical artifacts and primary source accounts help us to understand the Lincoln assassination and make connections to the present day?
- What does the Lincoln assassination help us to understand about our country in 1865 and now?

### **Activity Outline**

1. Students should have the Ford’s Theatre “Lincoln’s Assassination” webpage open for doing the activity: <https://www.fords.org/lincolns-assassination/>
2. Context: Students first state what they know about Lincoln’s assassination coming into the activity, then follow along with the events, answering a series of questions.
3. Examination of testimony from at least four witnesses, with accompanying fact-based and critical thinking questions.
4. Examination of at least four artifacts, with accompanying fact-based and critical thinking questions.
5. Analysis / Synthesis questions about different types of primary sources students examined.

**Extension Activity: Discussion**

- Students discuss their findings and compare conclusions. How does this apply to news we hear today? Do you question sources in the news? How does that affect your response?