



Lincoln Assassination Research

Description:

This lesson is designed to be the last of three two- to three-week lessons. The first lesson is an overview of the Civil War. The focus is big picture, using readings and a lecture/discussion format with a standard comprehensive assessment at its conclusion. The second lesson is a group reading of Chasing Lincoln's Killer and its goal is twofold: first to create a knowledge base on the Lincoln Assassination; second spend a portion of each class period wrestling as a group on artifacts and primary sources connected to the assassination prior to the individual research project.

The research project is a continuation of the research students have been doing all year and is traditional research in its pedagogy. Students will evaluate and cite print and electronic sources looking for content, bias and suitability for research. Students will use a note card system for recording information based on their selected topic and subtopics. Finally, students will submit their findings in writing as well a present to their peers as part of a Crime Scene Investigation unit formed after the "tragic assassination of the 16th President".

Time frame:

- Nine to eleven 45-minute class periods (approx. 405 – 495 minutes)

Learning Objectives (what students will do or accomplish):

- Students will research a topic, person, or place relating to the Lincoln Assassination (see supplemental handout #2)
- Students will analyze primary and secondary resources
- Students will cite sources used in their research

Learning Outcomes (what students will know, understand, or be able to do by the end of the lesson):

- Write a paper using proper MLA format
- Peer review other students (and their own research)
- Present their research to their peers in a variety of formats
- Discuss historical events using their research as well as the research of their peers

Resources Used (please use the "Site name [Link to: url]" format for any hyperlinks):

- Materials (readings, web resources, documents, images, supplies):
 - Manhunt by James Swanson (ISBN: 978-0-06-051849-3)
 - Chasing Lincoln's Killer, by James Swanson (ISBN: 0-439-90354-8)
 - April 1865 by Jay Winik (ISBN: 978-0-06-089968-4)
 - Lincoln Assassination Encyclopedia edited by Edward Steers, Jr. (ISBN: 978-0-06-178775-1)
 - Bloody Crimes by James Swanson (978-0-061-23378-4)



- Bloody Times by James Swanson (ISBN: 978-0-545-39047-7)
 - The Assassin's Accomplice by Kate Crawford Larson (ISBN: 978-1-6071-103-3)
 - President Lincoln Assassinated! By Harold Holzer (ISBN 978-1-598-53373-6)
 - They Have Killed Papa Dead! By Anthony S. Pitch (ISBN: 978-1-586-42163-2)
 - Compare and contrast graphic organizer for students to complete throughout the week – Supplemental handout #2
 - Essay prompt – Supplemental handout #4
 - Paper for essay (or see below – students may use technology if available)
- Tech Requirements (forms of technology needed for this unit – computers, internet access, etc.):
 - Computers and internet access



Part 1: Lincoln Assassination Research

Time frame:

- Nine to eleven 45-minute class periods (approx. 405 – 495 minutes)

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Lesson Instructions:

Beginning

Activity: Research, Writing, and Editing

- Option 1: A simple question and answer session exploring the progress (or a sample) of the other/fellow researchers.
 - Students will often come across a resource another student would find useful. If you have them chat at the beginning of the class, students could serve as their own research champions.
- Option 2: *Remembering Lincoln*
 - Pull an image from *Remembering Lincoln* and have a short analysis/discussion

Procedure

Activity: Continue to Research, write, and edit

- Students will use the resources listed above and from the *Remembering Lincoln* collection to produce research/annotated bibliography note cards on their particular subject, making sure to accurately cite each source used.



- Once the research is completed and the note cards are sorted and ordered, students will write a 3 to 4 page paper on their topic, using correct MLA format and citations.

Activity: Continue to Research, write, and edit

- Students will use the resources listed above and from the *Remembering Lincoln* collection to produce research/annotated bibliography note cards on their particular subject, making sure to accurately cite each source used.
- Once the research is completed and the note cards are sorted and ordered, students will write a 3 to 4 page paper on their topic, using correct MLA format and citations.

Activity: Continue to Research, write, and edit

- Have a place in the library for students to place questions or requests. They could be asking for people to leave suggestions for websites/books of a particular topic/subtopic (see supplemental handout #2). They could be general Lincoln Assassination questions they come up with as they research. Address these at the next day's beginning.

Conclude/End

Activity: Presentation

- Students will condense their paper into a one paragraph abstract of no more than 10 – 12 sentences. Students will select one image/document/artifact connected to their research and present both of these during a "Lincoln Assassination" roundtable
- The presentation will be conducted in a CSI format (see supplemental handout #3), using one wall of the classroom to place the abstracts, images and other items central to the assassination. Students will then open themselves up to questioning and feedback by their peers on the object and their research.
- On each day (or the final day) of presentations, conduct a visual thinking strategy on the CSI wall (see supplemental handout #3).
 - If you conduct this lesson with multiple classes in one year, students will not have heard or seen all of the presentations. What images are striking? What connections between people, places, and things do you notice? What do you still wonder about the assassination?
- For grading rubrics, see Supplemental Handout #4