



Chasing Lincoln's Killer – Close Read

Description:

This lesson is designed to be sandwiched between two other 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 final lesson is an in-depth research project on the assassination with a paper and presentation at its conclusion. The goal of the Chasing Lincoln's Killer (CLK) lesson is twofold: first, to create a baseline of knowledge on the Lincoln Assassination; second, to spend a portion of each class period wrestling as a group with artifacts and primary sources connected to the assassination prior to the individual research project.

The CLK lesson itself will begin with a short exploration of an artifact or document connected to the Lincoln assassination. Students will view the object and discuss its connection to the assassination and its importance historically. The remainder of the class would be devoted to listening to, and discussing the book. This lesson is designed to be interdisciplinary with the English class, using the skills they are developing as they read fiction in English, to analyze a secondary source.

Time frame:

- Eleven 45 minutes sessions (approx. 495 minutes)

Learning Objectives (what students will do or accomplish):

- Students will understand the events surrounding the Lincoln assassination
- Students will understand the event surrounding John Wilkes Booth's escape, manhunt and death
- Students will understand how to analyze artifacts and primary source documents
- Students will understand and discuss the impact of Lincoln's death on the country

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

- After this lesson, students will be able to read and discuss a non-fiction text on a historically significant event
- Students will be able to differentiate and sometimes competing sources to determine accuracy, bias and how they connect to a historically significant event
- Students will be able to read a non-fiction book analyzing it for timeline, vocabulary, and other elements
- Students will be able to analyze primary and secondary sources and artifacts, connecting them to historically significant events

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

- Materials (readings, web resources, documents, images, supplies):
 - Chasing Lincoln's Killer by James Swanson (ISBN-978-0-439-90354-7)
 - Chasing Lincoln's Killer audiobook (ASIN-B001QGMRZS)
 - *Remembering Lincoln* collection



- Tech Requirements (forms of technology needed for this unit – computers, internet access, etc.):
 - Computer with internet access
 - Audio playback for audiobook



Part # 1

Time frame (in 45 minute sessions):

- 10 to 11 sessions (approx 450 to 495 minutes)

Resources Used:

- Materials:
 - Chasing Lincoln's Killer by James Swanson (ISBN-978-0-439-90354-7)
 - Chasing Lincoln's Killer audiobook (ASIN-B001QGMRZS)
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- Tech Requirements:
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Lesson Instructions:

Beginning (*grabs student attention and provides background knowledge*)

Activity: Analyze Artifacts

- Each day of the close read, select one of two objects from *Remembering Lincoln* and analyze the image, item, or document for the first five minutes of the class period
- Use Visual Thinking Strategies and/or primary source analysis protocols to explore each item and why it's important to the Lincoln Assassination

Procedure

Activity:

- Play the audiobook and have students follow along in their books using a note card. Have the students use the note card to identify words that are new to them, words/phrases that they find interesting or unusual and any questions they think of while reading
 - New words, put a "?"
 - Interesting or unusual words/phrases, put an "!"
- After the selected portion of Chasing Lincoln's Killer has concluded, ask the students the "CLK Review" questions for each chapter



Conclude/End

Activity: "Big Picture"

- Most chapters have a "Big Picture Question." Make a "Big Picture" board out of butcher paper or an oversized post-it note. Place this board somewhere in the classroom
- Have students transfer each word, phrase, or question from their note card onto their own post-it notes
 - New words, put a "?"
 - Interesting or unusual words/phrases, put an "!"
- Put these post-its onto the "Big Picture" board
- Define unknown words as a class
- Discuss the questions raised by the students
- Finally, look at the "Big Picture Question" and any of the "Chapter Review questions" not already raised by the students