

News of the Assassination of President Abraham Lincoln

“The Assassination of Abraham Lincoln/ PBS
America”

<https://www.youtube.com/watch?v=Ncbqfbou-1U>

(Show through 1:25)

Focus Activity



“On the evening of April 14, 1865, President Abraham Lincoln and his wife attended a play at Ford’s Theater in Washington, D.C. During the play, John Wilkes Booth, a southerner who opposed Lincoln’s policies, sneaked into the president’s theater box and shot him. Lincoln was rushed to a boarding house across the street, where he died early the next morning.”

source: *United States History: Independence to 1914*. (Holt, Rinehart & Winston: New York, 2006), 517.

source: Currier & Ives. “The Assassination of President Lincoln.” Lithograph. *Currier & Ives*, 1865 From Library of Congress Prints and Photographs Division. [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3b49830\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3b49830))) (accessed August 8, 2015).

How did citizens in California react to the news of President Lincoln’s assassination? Did Unionists react differently than Confederate sympathizers? What about African Americans?

Document Analysis Sheet
Sourcing the Document

Document A

Document number/letter	Title of the Document	Author Audience
Date of Document	Primary or Secondary Source	Type of Document

NEWS OF THE ASSASSINATION- Between eight and nine o'clock, on Saturday morning, the terrible news was received in the city, by telegraph, that President Lincoln and Secretary Seward had been assassinated the night before at Washington. The appalling intelligence was at once made public, producing an effect upon the public mind never before experienced in the city. The church bells and fire bells soon commenced tolling, flags were everywhere dropped to half-mast, and the news, communicated from one to another, quickly spread throughout the city. ... But a few days before, our citizens had... celebrated the fall of Richmond and Petersburg, and the surrender of Lee and his army. ... In the midst of this hope and confidence and patriotic joy the news of the death by violence of the Chief Magistrate of the nation was received, producing a degree of gloom and sadness which but few had ever experienced before. ... Tears fell from the cheeks of strong men and on the streets, and women at their hearth-stones.

source: *Sacramento Daily Union*, April 17, 1865

Facts/Observations: (What important information can I learn from this document?)

1. In this account, does it seem like everyone was mourning the death of the president? Provide specific textual evidence that supports your answer.

2. List adjectives that describe the emotions expressed in the article. Then, highlight the relevant passages. Write #2 next to the words/passages you highlighted.

3. Highlight passages in the source that you would use to answer the question, "How did Americans respond to the news of Abraham Lincoln's assassination?" Write #3 next to the words/passages you highlighted.

Claim: According to the Sacramento Daily Union of April 17, 1865, Sacramentans reacted to the news of Lincoln's assassination

Evidence:

Document B

Timothy Hopkins recalled being on a picnic with a group that included his mother Mrs. Hopkins, Mrs. Stanford, and Charles Crocker when they learned of President Lincoln's assassination. "Everyone was sobered, the people gathered in groups to discuss the crime, the houses were draped in black, and gloom prevailed. My father was an Abolitionist and a Whig, a strong Union man, and he and Leland Stanford were among the organizers of the Republican Party in California. He was a firm believer in Lincoln's policies and so much an admirer of his masterly Gettysburg address that he often read it aloud in the family circle. In this atmosphere of loyalty to the President and nation the assassination of Lincoln became almost a personal loss. As a boy it affected me deeply."

note: Timothy Hopkins was the son of the "Big Four" railroad baron, Mark Hopkins. Leland Stanford, Charles Crocker, and Collis P. Huntington were Hopkins's partners in the Central Pacific Railroad Company.

source: Timothy Hopkins. *Memory of a Boyhood in Sacramento: Reminiscences of Timothy Hopkins*. (Sacramento, California: The Sacramento Pioneers Association), 1987, 28.

Document Analysis Sheet Sourcing the Document

Document number/letter	Title of the Document	Author Audience
Date of Document	Primary or Secondary Source	Type of Document

Facts/Observations: (What important information can I learn from this document?)

1. In this account, how did people react to the news of Lincoln's assassination? Provide specific textual evidence that supports your answer.
2. How is Hopkins's account similar to the newspaper account in Document A? Provide specific textual evidence from the two documents that supports your answer.
3. Highlight passages in the source that you would use to answer the question, "How did Americans respond to the news of Abraham Lincoln's assassination?" Write #3 next to the words/passages you highlighted.

Claim: Timothy Hopkins remembered that Sacramentans reacted to the news of Lincoln's assassination

Evidence:

Document Analysis Sheet
Sourcing the Document

Document C

GENERAL ORDERS, } HDQRS. DEPARTMENT OF THE PACIFIC,
 No. 27. } *San Francisco, Cal., April 17, 1865.*

It has come to the knowledge of the major-general commanding that there have been found within the department persons so utterly infamous as to exult over the assassination of the President. Such persons become virtually accessories after the fact, and will at once be arrested by any officer or provost-marshal or member of the police having knowledge of the case. Any paper so offending or expressing any sympathy in any way whatever with the act will be at once seized and suppressed.

By command of Major-General McDowell:

R. C. DRUM,
Assistant Adjutant-General.

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 Assistant Adjunct-General

source: General Orders No. 27 – United States Army Department of the Pacific, April 17, 1865
<http://rememberinglincoln.fords.org/node/488>

Document number/letter	Title of the Document	Author Audience
Date of Document	Primary or Secondary Source	Type of Document

Facts/Observations: (What important information can I learn from this document?)

1. In this account, how did people react to the news of Lincoln’s assassination? Provide specific textual evidence that supports your answer.

2. How is this document different from the previous two documents? Provide specific textual evidence from this document and at least one other to support your answer.

3. Highlight passages in the source that you would use to answer the question, “How did Americans respond to the news of Abraham Lincoln’s assassination?” Write #3 next to the words/passages you highlighted.

Claim: As indicated by Major General McDowell’s Orders No. 27, some Californians reacted to the news of Lincoln’s assassination

Evidence:

Document D

Sacramentan Mary Ackley remembered, “An aged couple lived next door to us and every time there was a Union victory up would go their flag. Early one morning I looked out and the flag was at half-mast. I ran over to their home and asked, “What is the sad news?”” He replied, “Our President has been shot and is not expected to live.”” There was much excitement in the town. One man who kept a hotel and was a rebel remarked that he was glad of it, and said it should have been done long ago. He was arrested at once. The militia was called out and he was marched to the Plaza, and he had either to take the oath of allegiance under the flag or leave town. He took the oath, but the citizens made it so unpleasant for him that he soon left town.”

source: Mary Ackley, *Crossing the Plains and Early Days in California: Memories of Girlhood Days in California's Golden Age*. (Sacramento, California: Sacramento Book Collectors Club, 2004), 65.

Document Analysis Sheet Sourcing the Document

Document number/letter	Title of the Document	Author Audience
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Facts/Observations: (What important information can I learn from this document?)

1. In this account, how did the “rebel” hotel keeper react to the news of Lincoln’s assassination? Provide specific textual evidence that supports your answer.
2. How is this document different from the previous two documents? Provide specific textual evidence from this document and at least one other to support your answer.
3. Highlight passages in the source that you would use to answer the question, “How did Americans respond to the news of Abraham Lincoln’s assassination?” Write #3 next to the words/passages you highlighted.

Claim: In Mary Ackley’s account, not all Sacramentans reacted to the news of Lincoln’s assassination with feelings of grief.

Evidence:

Document E

**Document Analysis Sheet
Sourcing the Document**

Stalwart men trod the ground as if they feared the echo of their footsteps would mar the solemnity of the occasion, or give warning to the regicides that the avenger is on their track, and would visit them with the sword and with fire.

Long lines of warriors, not clad in steel, nor accompanied by the fierce armaments of battle, filed through our streets: no beat of drums, nor sound of trumpets, not clank of swords, nor roll of musketry heralded their approach; they marched in solemn silence to take their places in the sad procession which was to perform the last earthly honors to the mighty dead; and "Men looked on each other as if the earth was darkened by the terrible shadowing Of some all nameless, universal woe, And murmured- death!"

And death to the traitors, say we. Arouse the clans! Send forth the fiery cross!

And as for the name of Booth, may it forever stand accursed in the roll of infamy. It will descend to posterity side by side with Judas Iscariot. Arnold will no longer be named as the synonym of American treason, but the name of J. Wilkes Booth will be execrated through all coming time.*

note: *The Elevator* was an African American newspaper published in San Francisco.

source: *The Elevator*, April 21, 1865. University of Detroit Mercy, "Black Abolitionist Archive," [http://research.udmercy.edu/find/special_collections/digital/baa/index.php?collectionCode=baa&field=keyword|dc_subject_keywords&term="assassination"](http://research.udmercy.edu/find/special_collections/digital/baa/index.php?collectionCode=baa&field=keyword|dc_subject_keywords&term=) (accessed August 8, 2015).

* Benedict Arnold betrayed the Patriots to the British during the American Revolution. In the Bible, Judas Iscariot betrayed Jesus to the Roman government.

Document number/letter	Title of the Document	Author Audience
Date of Document	Primary or Secondary Source	Type of Document

Facts/Observations: (What important information can I learn from this document?)

1. In this account, how did people react to the news of Lincoln's assassination? Provide specific textual evidence that supports your answer.
2. The editor of *The Elevator* compares John Wilkes Booth to two of history's most infamous traitors; Benedict Arnold and Judas Iscariot. Do you agree with this comparison? Why or why not?
3. Highlight passages in the source that you would use to answer the question, "How did Americans respond to the news of Abraham Lincoln's assassination?" Write #3 next to the words/passages you highlighted.

Claim:

Evidence:

Document F

April 22, 1865

St. Louis Mo
Friend Ives

Dear Sir,

I just got your note of Apr. 10th. I was glad to receive a line from my brother soldier. It has been a long time since I had a line from you. I am glad that you have got around once more. I can get around very well, but my limb discharges yet. It is very sore. I am having a piece of bone coming out, & I hope when it gets out that it will close up. We ought to be thankful to god that we came out as well as we did. Many a poor man has lost his life since this war began. What a loss we have met with. Awful to think of, when we think of Uncle Abe. & to think that it was a Reb. that took his life. The Rebs. have lost a good friend in the death of our Chief Magistrate, for he has gave the Rebs more lenity than Andy Johnson will. I say when they struck at the heart of Mr. Lincoln they struck at the heart of all loyal men in America, & I hope to god that Andy Johnson will make the head men of the south pull hemp [hang]. You are aware how I once felt in regard to this war. But, I say today, kill the last traitor to his country. By the way, Ives, I have got the biggest son of his age in the west. 10 months old and his weight is 40 lbs. Have you seen a bigger one than that? If so, let me know it. My wife is well. And so is my son. Ives, some day you will get your money that I owe you. I would like to see you & if you should ever come to St. Louis, come and see me. Say what you are at in your next.

Yours,
B.W. Oakley

note: Norman Henry Ives and B. W. Oakley served together in the Union army in Company B, 37th Regiment, Illinois Volunteer Infantry .

source: Norman Henry Ives Collection, courtesy of Arlis Groves, Elk Grove, CA

Document Analysis Sheet

Sourcing the Document

Document number/letter	Title of the Document	Author Audience
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Facts/Observations: (What important information can I learn from this document?)

1. How does B.W. Oakley react to the news of Lincoln's assassination? Provide specific textual evidence that supports your answer.
2. Why might historians use personal correspondence (letters) when conducting research? Should historians use different types of sources? Why or why not?
3. Highlight passages in the source that you would use to answer the question, "How did Americans respond to the news of Abraham Lincoln's assassination?" Write #3 next to the words/passages you highlighted.

Claim:

Evidence:

Ticket Out the Door

Did citizens in California mourn President Lincoln's death or celebrate it?

<p>Provide relevant, significant, specific evidence from one of the documents that Lincoln's death was mourned.</p>	<p>Provide relevant, significant, specific evidence from one of the documents that Lincoln's death was celebrated.</p>
<p style="text-align: right;">(Doc __)</p>	<p style="text-align: right;">(Doc __)</p>

Analysis: Answer the guiding question, "Did citizens in California mourn President Lincoln's death or celebrate it? Your analysis should focus on the strongest evidence to make reasonable inferences that prove the validity of your response.

Thrash Out/Take a Position

Use the sentence frames:

- **The evidence suggests that President Lincoln's death was mourned.**
- **The evidence suggests that President Lincoln's death was celebrated.**
- **This claim is supported by Document ___ which states that_____.**

When you disagree with someone, you say:

- **Some argue President Lincoln's death was widely mourned, but I disagree because _____.**
- **Some argue many citizens celebrated President Lincoln's death, but I disagree because _____.**

Newscast Roles by Document:

1. **Focus Activity** - reporter on the scene at Ford's Theater & anchor at the studio
2. **A** - reporter interviewing Sacramento citizens
3. **B** - reporter interviewing Timothy Hopkins
4. **C** - reporter interviewing Assistant Adjunct-General Drum
5. **D** - reporter interviewing Mary Ackley, her neighbors, and the man arrested by the militia
6. **E** – reporter interviewing the editor of *The Elevator*
7. **F**- Mr. Oakley, Mr. Ives's response to Mr. Oakley's letter & anchor at the studio

Newscast Scoring:

- 1. Research** - Carefully analyzed the assigned document and integrated 3 or more “tidbits” from source into newscast
- 2. Accuracy** - All supportive facts are reported accurately (3 of 3)
- 3. Length** - Newscast lasts between 1 and 2 minutes
- 4. Diction** - Speaks clearly and distinctly at all times and pronounces all words correctly
- 5. Volume** – All members of the audience can hear the speaker
- 6. Posture**- Stands or sits up straight and looks confident and relaxed
- 7. Eye Contact**- Makes eye contact with audience

Newscast - Presentation and Planning : The Assassination of Abraham Lincoln

Teacher Name: **Karen Richey**

Student Name: _____

CATEGORY	4	3	2	1
Research	Group carefully analyzed the assigned document and integrated 3 or more \"tidbits\" from their research into their newscast.	Group analyzed the assigned document and integrated 2 \"tidbits\" from their research into their newscast.	Group read the assigned document and integrated 1 \"tidbit\" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Duration of presentation	The newscast was between 1.5 and 3 minutes and did not seem hurried or too slow.	The newscast was between 1.5 and 3 minutes but seemed SLIGHTLY hurried or too slow.	The newscast was between 1.5 and 3 minutes but seemed VERY hurried or too slow.	The newscast was too long or too short.
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Posture and Eye Contact	Stands or sits up straight and looks confident and relaxed. Establishes eye contact with audience during most of newscast.	Stands or sits up straight. Establishes eye contact with audience during most of newscast.	Slouches or appears too casual but establishes good eye contact with audience during most of newscast.	Slouches or appears too casual AND establishes little eye contact with audience during newscast.

Date Created: **Apr 03, 2012 07:18 pm (UTC)**

Module Reflection

1. Which activity was the most useful in developing your knowledge of history? (document analysis, Ticket Out the Door, Thrash Out/Take a Stand, newscast summary) Explain why.
2. Which activity was the most useful in developing your historical thinking skills? (document analysis, Ticket Out the Door, Thrash Out/Take a Stand, newscast summary) Explain why.
3. Which activity was the most useful in developing your literacy skills; reading, writing, listening and speaking? (document analysis, Ticket Out the Door, Thrash Out/Take a Stand, newscast summary, Podium Points, Warm and Cool Feedback) Explain why.