



Part 1: Reactions and Distance

Time frame (# of 45 minute class periods):

- 1 Class Period (45 Minutes)

Learning Outcomes:

Learning Objectives:

Resources Used:

- Materials:
 - o Map of United States
 - o Push Pins/Labels
 - o Chart Paper (w/ writing utensils)
- Tech Requirements:
 - o Computer with internet access (for Distance Calculator):
<http://www.distancesbetween.com/>

Lesson Instructions:

A. Beginning:

a. Activity: Idea Generation, Compare/Contrast

i. Instructions:

1. Have students view photographs of Abraham Lincoln's Funeral Car
2. Ask students: "If you were in charge of transporting Lincoln's body back to Springfield, Illinois, what route would you take? Why?"
3. Using map of the United States, allow students to place push pins on top of cities they would go to. On Chart Paper (or elsewhere), keep tabs of these for future reference
4. Now have students view the actual route the funeral train did take in 1865
5. Compare and Contrast these cities with those generated by the class. What similarities exist between these lists? Why do they believe the government and other officials selected the route they did? Why did the government choose to have this kind of "funeral train" at all? Such a thing had never been done before.

ii. *Adjustments*

B. Procedure:

a. Activity: Whole Group, Overview

i. Instructions:

1. Explain to students that they will now be looking into how the public reacted in each of the cities where Lincoln's Funeral Train stopped



2. Handout copies of the Noah Brooks Newspaper Report as well as the "Written Document Analysis Worksheet" from the National Archives
 3. Guide students through an analysis of the document – adding information as needed
- b. Activity: Whole Group, Distance Calculation
- i. Instructions:
 1. Calculate the distance that the train traveled between Washington, D.C. and its first stop, Baltimore, MD (using an online program such as "Distance Between")
 2. Add document analysis of the Noah Brooks Newspaper Report and distance traveled to the map mounted on the wall
- c. Activity: Small Group Breakout
- i. Instructions:
 1. Place students into 12 groups that correspond to the stops along the funeral train route (Baltimore, MD; Harrisburg, PA; Philadelphia, PA; New York City, NY; Albany, NY; Buffalo, NY; Cleveland, OH; Columbus, OH; Indianapolis, IN; Michigan City, IN; Chicago, IL; Springfield, IL)
 2. **Explain what the students will be doing tomorrow (if necessary, do this in the next part):**
 - a. Locate two newspaper reports on the Lincoln Funeral Train as it stopped in their assigned city
 - b. Complete the "Written Document Analysis Worksheet" on each of the newspaper reports
 - c. Calculate the distance traveled from their assigned city to the next stop. Students will need to reference the Funeral Train Schedule document
 - d. Attempt to locate a photograph of the train stationed in your city
 - e. Once both analyses are complete, the distance is calculated, and a photograph (if possible) has been identified and printed out, student groups should place these items in the appropriate place on the wall map
 - f. This research and primary document analysis will be followed by group presentations and discussion
- C. Conclusion: How can all of this evidence exist?
- a. Instructions:
 - i. Pose the question: "How can all of this evidence exist?" Ask the students how so much information on the Lincoln Funeral Train exists? How and why has this evidence been preserved? Can they think of a contemporary connection? What event from their lifetime might have this much "evidence?"



Part 2: Small Groups, Distance and Reactions

Time frame (# of 45 minute class periods):

- 1 Class Period (45 Minutes)

Learning Outcomes:

Learning Objectives:

Resources Used:

- Materials:
 - o All previous materials
- Tech Requirements:
 - o Distance calculator ("Distance Between"): <http://www.distancesbetween.com/>
 - o Computer availability for using Remembering Lincoln and alternative sources

Lesson Instructions:

A. Begin/Commence:

- a. Activity: Reiterate purpose and directions
 - i. Instructions:
 1. Reiterate purpose of the day and objectives of the group work
 - ii. *Adjustments (if applicable or necessary)*

B. Procedure:

- a. Activity: Small groups, conduct research, analyze documents
 - i. Instructions:
 1. Students work in small groups to:
 - a. Locate two newspaper reports on the Lincoln Funeral Train as it stopped in their assigned city.
 - b. Complete the "Written Document Analysis Worksheet" on each of the newspaper reports
 - c. Calculate the distance traveled from their assigned city to the next stop. Students will need to reference the Funeral Train Schedule document.
 - d. Attempt to locate a photograph of the train stationed in your assigned city.
 - e. Once both analyses are complete, the distance is calculated, and a photograph has been identified and printed out, student groups should place these items in the appropriate place on the wall map.
 - f. Followed by a presentation and discussion

2. Use these guidelines to construct a rubric for evaluation

- b. Activity: Explain presentation and discussion set up for next class period
 - i. Instructions:
 1. Explain the presentation and discussion for next period:



- a. After completing the activity, groups will present their findings to the entire class
- b. After presenting, class will make comparisons between the various newspaper accounts

ii. Adjustments (if applicable or necessary)

C. Conclusion: Evaluation

a. Instructions:

- i. Have the students evaluate their group's progress. What would they have done differently? What are the dynamics of the group? What would they not change?



Part 3: Presentations and “The Lonesome Train”

Time frame (# of 45 minute class periods):

- 1 – 2 Class Periods (45 – 90 minutes)

Learning Outcomes:

Learning Objectives:

Resources Used:

- Materials
 - o All previous materials
- Tech Requirements:
 - o Technology to play “The Lonesome Train”: <https://www.youtube.com/watch?v=-GdiUNRrEz0>

Lesson Instructions:

A. Begin/Commence:

a. Activity: Set up and Guidelines

i. Instructions:

1. State guidelines for presentations and discussion

B. Procedure:

a. Activity: Small Group Presentations and Discussion

i. Instructions:

1. Small groups present their research and findings

2. Discussion (with entire class):

Compare/contrast between the various newspaper accounts. What items do they have in common? What is different? Are they positive or negative in their demeanor? What is the general mood of the articles or the general public? Can the class come up with a similar event that has happened in their lifetime? Can they collectively decide upon a single moment?

ii. Adjustments (if applicable or necessary)

C. Conclude/End:

a. Activity: Listen and Reflect

i. Instructions:

1. End the lesson by playing the song “The Lonesome Train” by Millard Lampell / Music by Earl Robinson

- a. Song was written about Lincoln’s impact on his people and about the funeral train’s journey. **The song is approx. 20 mins. Long** – listen to preferred portions or whole song depending on your time constraints.



2. Before or after listening to the song, hand out copies of the lyrics
 3. Discuss what connections students can make between their newspaper articles and the song
- ii. *Adjustments (if applicable or necessary)*