

Marisa Piper-Zahn

Lesson Plan: Lincoln's Assassination

Grade Level: High School

Time Period: 1-1½

Wisconsin Standards:

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

Objectives

Ss will:

- create questions surrounding the death of President Abraham Lincoln
- be able to relate knowledge from their text and documentary footage to picture analysis concerning Lincoln's assassination.
- be able to connect multiple people, events, and places to tell the history of Lincoln's assassination.

Essential Question(s)

What are the essential questions surrounding the death of Abraham Lincoln?

Materials

Photo analysis worksheet

Pictures of: John Wilkes Booth, Corbett, Sgt. Boston, Payne Lewis, execution of conspirators, box at Ford's theater, Bridge across the "Eastern Branch" to Anacostia.

Procedures

Pre-viewing (learning) activity:

- Ask students the essential question.
- Ss should create a list of questions surrounding the assassination of Abraham Lincoln on the SMART board and their own paper.

- Use who, what, where, when, why, and how questions?
- Encourage students to probe more deeply than the obvious questions?
- Show the documentary clip(s) from PBS, *The Civil War* by Ken Burns
 - DVD Clip: *A Nation Worth Fighting For*
 - DVD Clip: *PBS Lincoln's Assassination*

Post-viewing activity.

- Have student's select one picture to fill out the photo analysis form.
- Upon completion discuss the images. Are they positive or negative portrayals?
- With a partner students should be able to use the answers from their questions to **put the photos in order and tell the history of Lincoln's Assassination.**
- Have groups volunteer to use the document camera to show the order and tell the story of the photos.

Assessment

Individually assess the photo analysis form. Additionally assessment will occur on the *Civil War* unit test with document analysis.

Extension

Students may tell the story of other pivotal people or events by selecting primary resources that reflect the historical significance of said person or event.

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

Handouts attached