

TEACHING AMERICAN HISTORY PROJECT

Lesson Title - Conspiracy Theory: Lincoln's Assassination from David Chassanoff

Grade - 8

Length of class period – 80 min. block

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What do the different primary and secondary sources indicate about the assassination of President Lincoln? What are the motives, interests and bias expressed by each source?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will use their reading skills to examine the feelings and opinions surrounding the murder of President Lincoln. They will also be evaluating the source of the information given, by using the given chart.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

If internet usage is not possible, the instructor should print out these various resources from the web. Please see attached chart.

- Diary #1 - Joesph Addison Waddell (Confederate sympathizer):
<http://etext.lib.virginia.edu/etcbin/toccer-valley?id=AD1500&data=/texts/english/civilwar/diaries&tag=public&part=659&division=div3>
- Diary #2 - Horatio Nelson Taft (from an examiner in the U.S. Patent Office whose son was one of the attending physicians at Ford's Theatre the night Lincoln was shot):<http://memory.loc.gov/ammem/mtaftquery.html> **Note:** Type "April 30th, 1865" in the Keyword Search box, press Search, then select the first item in the results.
- Letter - James S. Knox (eyewitness) [http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field\(DOCID+@lit\(d4362700\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mal:@field(DOCID+@lit(d4362700)))
- Newspaper Article - N.Y. Times. (Edwin M. Stanton; Secretary of War)
http://query.nytimes.com/mem/archive-free/pdf?_r=2&res=9C00E0D91F30EE34BC4D52DFB266838E679FDE&oref=slogin&oref=slogin
- Website - Wikipedia (secondary source) http://en.wikipedia.org/wiki/Abraham_Lincoln
Note: Look specifically at the subheading: 'Assassination'.

Activities (What will you and your students do during the lesson to promote learning?)

Students will read the various materials on Lincoln's assassination and be filling out the given chart. This will be a more in depth look at a historical event, than our text book.

How will you assess what student learned during this lesson?

Students will be given credit for completing this classroom assignment. They will also be asked a question about the death of Lincoln on a benchmark test.

Connecticut Framework Performance Standards -

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;