



Remembering Lincoln:

Primary Sources Discovery Lesson Plan and Guide

Activity for: All content areas; primarily for grades 6-8, and also useful for AP and Pre-AP students responsible for Document Based Questions (DBQs).

Foundational Resources: Powerful images, written documents, and artifacts from the *Remembering Lincoln* project, which commemorates the 150th anniversary of Abraham Lincoln's assassination.



Purpose/Rationale:

Primary Source Discovery, like Visual Discovery, is an instructional method that prepares students for higher order thinking that is anchored in evidence. Teachers who prepare students for Document Based Questions (DBQs) such as those found in Advanced Placement examinations will want to familiarize students with Primary Source Discovery for images and written documents the students may encounter. Primary Source Discovery is a transferable process that, once familiar, can permit students to focus on particular content as directed by the instructor.

This lesson invites students to explore primary sources from a serious analytical perspective while simultaneously incorporating elements of discovery and choice. Such an approach facilitates continued interest, engagement, and personal involvement in the course of developing and practicing primary resource analysis skills.

Remembering Lincoln

Remembering Lincoln is a digital project to commemorate the 150th anniversary of Abraham Lincoln's assassination. [Ford's Theatre](#) is working with a range of partner institutions to collect, digitize and share local responses (newspapers, letters, diaries, photos, objects) from the 13 months after the assassination. It is *the* place to discover the reactions of people who lived through the first American presidential assassination and its aftermath.



Selected Common Core Standards—(Other standards may apply in your state or district):

- CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Lesson Instructions

Preparation:

1. Explore the *Remembering Lincoln* page on HistoryPin. Identify a concept or understanding that your students will explore in relation to Lincoln’s presidency, assassination, and/or the events, conditions, and political climate surrounding the event.
Remembering Lincoln on HistoryPin: <https://www.historypin.org/project/57-remembering-lincoln/#!map/index/#!/geo:41.283402,-81.550035/zoom:6/>
Consider asking students, “How did people feel about the assassination of President Lincoln? How do we know?”
2. Select one or more images or written documents that reflect the concept or understanding as a guide for scaffolding in class. Consider projecting images or distributing the images so that you have them available in the right format and quantity.
The following images provide strong examples for examination and questioning:
 - “Glorious News. Lincoln and Seward Assassinated! Lee Defeats Grant. Andy Johnson Inaugurated President.” –From Montgomery Alabama
 - “Lincoln Funeral Train in Public Square, April 28, 1865” –From Cleveland, Ohio
 - “Note from Joseph A. Wheelock to his wife, Kate French Wheelock, upon hearing news of Lincoln’s death.” –From Saint Paul, MN
 - “Cornerstone of the Third County Courthouse” –From Cleveland, Ohio
3. Prepare a sequence of questions that will guide your students toward details that will inform their conceptualization and understanding. Begin with description, continue to inference, and finish with hypothesis. (An example using the suggested resources is included below.)
4. Gather and suggest related materials and resources that students can access following the Visual Discovery as they approach the assignment.



Steps for Primary Source Discovery Exercise and Assignment

1. Offer students the following prompt as a bell-ringer writing exercise:

How did people feel about the assassination of President Lincoln when it happened? Using what you know about Lincoln from previous lessons and popular culture, include as many examples and as much detail as you can in 4 minutes. Be sure to come up with at least two examples.

- Engage students in class discussion, having them offer knowledge, ideas, and examples brainstormed during the exercise.
 - Introduce the *Remembering Lincoln* project, explaining that the featured artifacts have been contributed by people across the country, not just specialized historians in Washington, D.C.
2. Display your (first) HistoryPin image: “Glorious News.” (Consider adjusting the view so that students cannot see the explanation in the side bar until after the group has analyzed the document. This can be done by clicking ‘See Bigger’ in the bottom right corner of the pop-out pane.)
 - Encourage students to carefully read the document, inviting them to take turns reading aloud in the whole class group or in pairs.
 - Gather evidence from the text using descriptive questions. “What do you notice about the information here? Where is it from? What is its purpose?”
 - Draw out inferences and interpretations. What appears to be happening according to the text? Is it correct? Does it convey facts or opinion or both? How?
 - Prompt students to make informed hypotheses based on what they have observed and inferred. “Why was this message reported as *Glorious News*? If it were printed in another location, would it be presented differently? Why? This report contains inaccuracies. What are they? Do you think that the reporter was hasty to deliver the news before waiting for confirmation? Why?” In the course of discussion, draw students’ attention to the fact that rumors spread like wildfire even before we had access to Twitter! Misinformation has plagued the news ever since its inception.
 3. Repeat a similar process class analysis process with your (second) HistoryPin image: “Lincoln Funeral Train in Public Square, April 28, 1865.”
 - Invite students to look carefully at the image.
 - Gather evidence from the image using your descriptive questions. “What do you see? Describe the location. What buildings, structures, vehicles, etc. do you see?”
 - Draw out inferences and interpretations. What appears to be happening? What do you see in the left side of the image? Why do you think those people are standing there in that way?”
 - Prompt students to make informed hypotheses based on what they have observed and inferred. “Why is this happening? What is the purpose? Based on the evidence we’ve gathered, how do you think the people in the photo feel about Lincoln’s death? Do you think the photographer thought it was important to document this occasion? Why?”
 4. If needed, repeat a similar process with the other featured resources or several of your own choosing from the *Remembering Lincoln* HistoryPin page.



Extend

1. Explain to students that they have the opportunity to verify their inferences and hypotheses by exploring materials related to these fascinating primary artifacts that people all over the country have contributed to this collection.
2. Independently or in pairs, have students use the Artifact Analysis Table (below) to practice analyzing another artifact of your choosing in class.
3. Introduce the assignment (included below) and allow students time to explore and choose the subject for their research.

Apply

Explain to students that they have the opportunity to apply what they have learned by interacting with the original artifact.

Recommendations for Differentiation

- The images featured in the *Remembering Lincoln* project on HistoryPin are accompanied by descriptive and informative text. As an extension activity, invite your students to review some of the image information and then prepare comparable text for an image that does not yet have text.
- Primary Source Discovery is a developed skill. Early assessment should always be formative with the goal of teaching students how better to engage in observations, inference and hypothesizing.
- For students who demonstrate less success with Primary Source Discovery, have them select an artifact, research it, and then prepare the questions that would guide a discovery session so that they can experience the process from another perspective.

Assessment Considerations

You may choose to employ a rubric such as the one included to assess student projects upon completion.



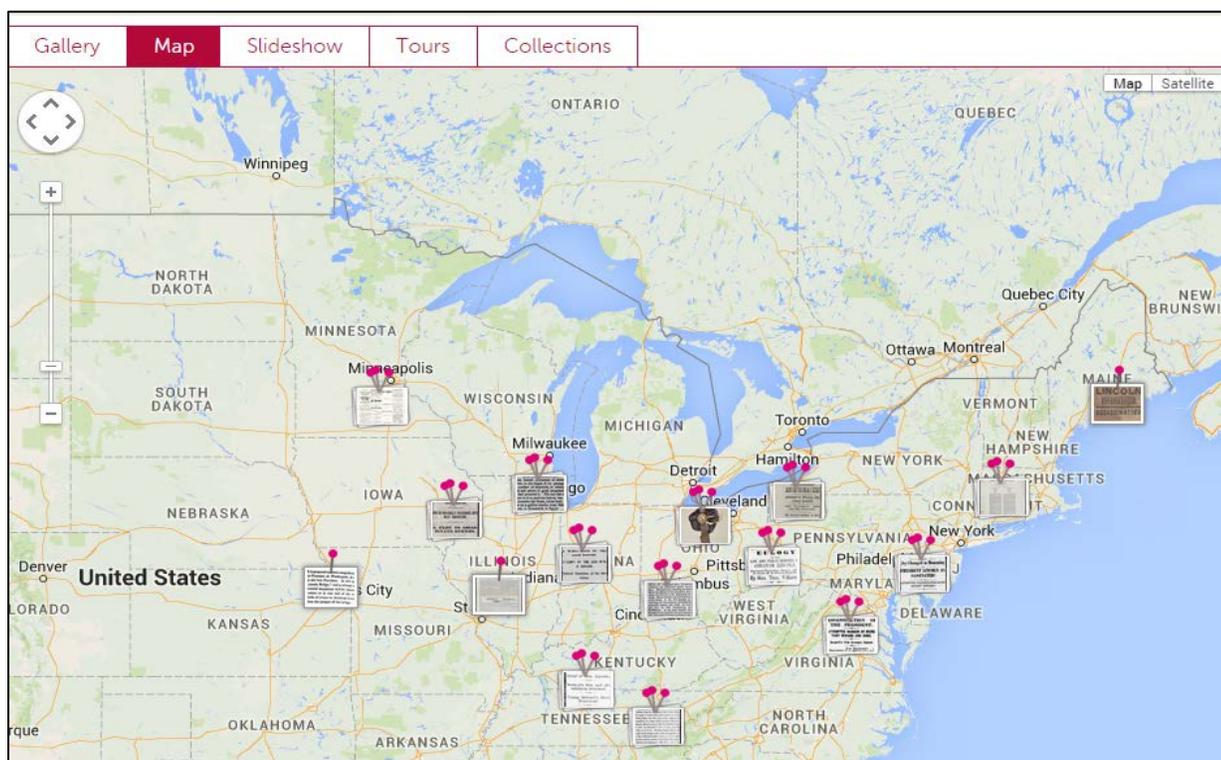
Remembering Lincoln: Student Instructions and Rubric

STEP 1: Explore the *Remembering Lincoln* project on HistoryPin:

<https://www.historypin.org/project/57-remembering-lincoln/#!/map/index/#!/geo:38.161955,-87.840152/zoom:5/>

Browse through the artifacts that have been contributed to the project from people and places across the country. By clicking on the pins on the map, select an artifact that you'd like to examine and analyze closely as the focus of your research.

*TIP: You'll need to do some careful searching. Be sure to select an artifact that you can see or read clearly.



STEP 2: Analyze your artifact. Complete the following table as a guide to help you gather all the evidence you can from close examination.



Artifact Analysis Table

Observation																			
A.	Study your artifact for several minutes. Read it over several times if it is a text. Carefully examine each element if it is a photo or object. Divide your artifact into four pieces, either pieces of text or quadrants of a photo or object. Study each section specifically to see what new details become visible or apparent.																		
B.	Use the chart below to detail people, objects, and activities in or associated with the artifact. For this, you can use the information included with the post. <table border="1" data-bbox="203 527 1356 764"><thead><tr><th>People</th><th>Objects</th><th>Activities/Feelings</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr><tr><td> </td><td> </td><td> </td></tr></tbody></table>	People	Objects	Activities/Feelings															
People	Objects	Activities/Feelings																	
Inference																			
A.	Based on what you have observed above, list three things that you might <i>infer</i> from the artifact and the information provided. (Remember, the location of the artifact could influence your inference.)																		
Questions																			
B.	What questions does the artifact raise in your mind?																		
B.	Where do you think you could find answers to them?																		



STEP 3: Research! For your project, you'll need to gather additional evidence to help develop your work. To find out more about the time period and specifics of the events and sentiments surrounding the assassination, the resources on the Ford's Theatre website provide a great place to begin: <http://www.fords.org/home/explore-lincoln>.

STEP 4: Interpret and Relate Your Findings! Select one of the following ways in which to demonstrate your findings and your inferences in your artifact analysis:

1) A news or magazine feature article

- 1-2 pages typed
- Can be based in modern day or in the time of Lincoln's assassination
- Incorporates information from artifact HistoryPin as well as from outside research (include citations)

OR

2) A scene written for the stage or screen

- 2-3 pages standard script
- Can be based in modern day or in the time of Lincoln's assassination
- Incorporates information from artifact HistoryPin as well as from outside research (include citations)

In your project, use all the relevant factual information associated with your artifact, as well as anything that can be reasonably inferred. You may also incorporate several creative elements to flesh out your story or article, based on the facts that are present.

Use your rubric (attached) to help as you develop your project to be sure you have satisfied all requirements and created a quality product. Your instructor will use the same form to grade your project by marking in each area and providing feedback below.



Project Rubric

Category	10 Points	8 Points	6 Points	4 Points	0 Points
Description of Category	Outstanding at fully meeting the requirements; well-above average quality.	Good job at meeting the requirements given. All elements addressed.	Some evidence is present, but concepts are not developed, linked, or clear.	Requirements not met or a poor job done; much more evidence and/or clarity needed.	No evidence that the assignment elements have been addressed or explored.
Professionalism- Your article or script is completed in a professional manner.					
Completeness- Your project is completed to length specifications outlined in the instructions.					
Observations Clear – Work incorporates details from your personal observations and analysis of the artifact (elements from your artifact analysis table).					
Facts Used Well - Work incorporates information from the artifact’s HistoryPin entry as well as at facts from at least one outside source (cited correctly).					
Creative Choices Your work incorporates creative, thoughtful, insightful elements to support your analysis.					

Total _____/50