



Narrative Writing using a Primary Source Memoir

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Fifth Grade/ Four Days

Introduction:

In this lesson, students will read close-read a narrative primary source (a letter from Julia Adelaide Shepard, an eyewitness to the assassination of President Abraham Lincoln) and use it as a mentor text for creating their own piece of narrative writing. They will develop skills to distinguish facts from feelings in narrative writing and will strengthen their understanding of how details can be used to create and support a narrator's point of view.

This lesson should be taught after students have developed background knowledge on the causes and major milestones of the Civil War, including the Emancipation Proclamation and the Confederate Army's surrender at Appomattox.

Learning Objectives:

Students will

- Analyze a piece of narrative writing that is a primary source.
- Distinguish historical facts and events from thoughts and feelings in a narrative primary source.
- Use textual evidence from the original narrative primary source to make inferences about different historical points of view.
- Use textual evidence to compose short pieces of original narrative writing from different points of view.

Guiding Questions:

- How and why did Lincoln's assassination take place?
- How did the assassination affect different people in different ways?
- Why is it important for us to consider different points of view about a historic event?
- How do narrators create a point of view in their writing?

Common Core Standards:

Reading Standards

[CCSS.ELA-Literacy.RI.5.1](#): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-Literacy.RI.5.2](#): Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

[CCSS.ELA-Literacy.RI.5.6](#): Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Speaking and Listening Standards

[CCSS.ELA-Literacy.SL.5.1](#): Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Writing Standards

[CCSS.ELA-Literacy.W.5.3](#): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

[CCSS.ELA-Literacy.W.5.9](#): Draw evidence from literary or informational texts to support analysis, reflection and research.

Materials:

- ["Lincoln's Assassination Told by an Eye Witness."](#) A letter written by Julia Adelaide Shepard, an attendee of Ford's Theatre on April 14, 1865 who wrote to her father on April 16, 1865 recounting the Lincoln Assassination.
- [Think-Pair-Share](#)
- [Pick-a-Stick Method](#)
- [Reporter's Notebook Thinking Routine](#)
- [Circle of Viewpoints Thinking Routine](#)

Procedures:

- **Lesson Activity One:**
First read of “Lincoln’s Assassination Told by an Eye Witness” and Class Discussion
 - Students will hear a brief description of the Lincoln assassination, and will follow along, listening for facts and events, marking up their copies. Independently, they will answer text-based questions.
- **Lesson Activity Two:**
Second read of “Lincoln’s Assassination Told by an Eye Witness” and Class Discussion
 - The class will read aloud the letter a second time. Students will follow along, listening for thoughts and feelings, marking up their copies. They will work in pairs to discuss their mark-ups and will independently respond to a writing prompt.
- **Lesson Activity Three:**
Introduction of *Circle of Viewpoints Thinking Routine* and Class Discussion
 - Students will review the characteristics of a memoir and participate in a Circle of Viewpoints routine. They will respond to the Circle of Viewpoints prompts in a Think-Pair-Share and independently develop a historical point of view to assassination.
- **Lesson Activity Four:**
Writing a Letter Inspired by an Historical Point of View
 - Students will write a letter telling the story of the Lincoln assassination from their created historical point of view. They will share aloud their writing in small groups, offering each other warm feedback.

Lesson Activity One:

First read of “Lincoln’s Assassination Told by an Eye Witness” and Class Discussion

Learning Objectives and Standards:

- I can analyze the information in “Lincoln's Assassination Told by an Eye Witness” by identifying facts and events described by the narrator. (RL.5.1)
- I can draw on evidence from important events surrounding Lincoln’s assassination to support my analysis. (W.5.9)
- I can participate in group discussions about “Lincoln’s Assassination Told by an Eyewitness” when answering questions about the text. (SL 5.1)

Introduction

Give historical context for the primary source.

- Say: Today we will begin reading and analyzing a very important primary source from April 16, 1865. At this time the Civil War was coming to an end. General Lee, of the Confederate Army, surrendered to General Grant, of the United States Army, after the Battle of Appomattox Courthouse in Virginia on April 9, 1865.
- Say: The primary source that we will read today is a letter. Remember that a primary source, also called a firsthand account, is a description of an event from someone who was there to experience it. This is different from a secondary source, or secondhand account, which is a description of an event based on research or told by someone who was **not** there to experience it. [Optional: Show these definitions on chart paper or with a projector]. The events described in the primary source that we will read today took place at Ford’s Theatre, a theatre in downtown Washington, D.C., that is still there today.
- Say: On the night of April 14, 1865, President Lincoln and his wife, Mary Lincoln, attended a show at Ford’s Theatre called “Our American Cousin.” They did not know that a man named John Wilkes Booth, a well-known actor who supported the Confederacy and was furious that the Union was about to win the Civil War, was plotting President Lincoln’s assassination. An assassination is when someone is murdered for political reasons. John Wilkes Booth strongly disagreed with President Lincoln’s political views. Note: This is a very abridged version of Booth’s plot to assassinate the President. The full story is very engaging for students, so if time allows, learn more about the story [here](#) and share it with students.
- Optional: Show photographs of the Presidential Box at Ford’s Theatre in 1865 and today using this [link](#). This will help students visualize where President Lincoln was sitting on the night of the assassination.

- Introduce content-specific vocabulary: Show these simple definitions on the board (using chart paper or a projector) or give the definitions orally during the reading:
 - monarchical: related to a king or queen
 - surrender: to give up or turn over power to someone else
 - the draft: the system that chooses people for military duty
 - avenge: to harm or cause suffering towards one who has harmed you
 - cavalry: soldiers who fight on horseback
 - contraband: goods smuggled in or out of a country; in this letter, the word is used to refer to enslaved people

First read of “Lincoln’s Assassination Told by an Eye Witness” and Class Discussion

- Say: The letter we are about to read was written by Julia Adelaide Shepard, a woman who attended the show at Ford’s Theatre on the night of the assassination. This letter is written in the style of a memoir, which is a type of narrative, or story, with specific characteristics.
- Display characteristics of a memoir on the board:
 - Provides factual information
 - Written in a narrative style
 - About a significant time, place, person or event
 - About the author’s life
 - Explains why the memory is significant
 - Reveals feelings of the author or storyteller
- Say: For our first read of this letter, we will use the [Reporter’s Notebook Thinking Routine](#). This routine is very helpful when we want to distinguish, or tell the difference, between facts and events versus thoughts and feelings in a primary source. Before we can deeply analyze a primary source, we need to understand the facts and events that are being described, so we’ll start there today with our first read.
- Read the letter aloud. Students follow along and underline facts and events on their own copies. Students may also choose a colored pencil if that option is available. They should use different colors for the first and second reading.
- Note: The difference between facts and events can be subtle. In this case, students don’t need to worry too much about this distinction.
- Sample responses:
 - Fact: “It has been announced in the papers he would be there.”
 - Event: “Miss Harris is wringing her hands and calling for water. Another instant and the stage is crowded- officers, policemen, actors and citizens.”
- After the first read, students share aloud facts and events.
- Underline student responses on a master copy.

Independent Work

- After the first read, students work independently to answer the text-based questions below, using evidence from the letter.
- On the same paper, students record any questions that they have about the letter after the first read.

Text-based questions	Anticipated evidence-based responses
According to Julia, who was sitting in the private box with President Lincoln?	According to Julia, Senator Harris' daughter, Major Rathbone and Mrs. Lincoln were in the box with the President.
How does Julia (the narrator) know that the President has been shot?	Julia hears a pistol, then a man with a dagger leaps from the President's box onto the stage.
What happened to the assassin after he shot the President?	He escaped through a back alley where a horse was waiting.
How long did the President live after he was shot?	The President died the morning after he was shot.
On the Thursday before the President's death, how did citizens of D.C. show their joy about the war coming to an end?	Citizens showed their joy by lighting candles, bursting rockets and setting bonfires.
On the Sunday after the President's death, how did citizens of D.C. show their grief or sadness?	Citizens covered buildings and streets in dark black drapes.

Closing

- If time allows, students engage in a [Think-Pair-Share](#) to share their responses to each question with a partner.
- Use the "[Pick-a-Stick](#)" method to call on students to share their responses to hold the entire class accountable for the information.
 - Students think silently
 - Pick from a group of sticks with each student's name
 - The chosen student responds
- Call on as many students as possible to share the questions they have about the letter and record all questions on chart paper to be referenced during the following lesson.
- Say: Tomorrow we will read and analyze the letter again to deepen our comprehension. We will look for Julia's thoughts and feelings and learn more about her point of view on President Lincoln's assassination and the events that followed.

Lesson Activity Two: Second read of “Lincoln’s Assassination Told by an Eye Witness” and Class Discussion

Learning Objectives and Standards:

- I can determine how the narrator in “Lincoln's Assassination Told by an Eye Witness” reflects on the assassination by expressing her thoughts and feelings. (RL.5.2)
- I can describe how the narrator’s point of view influences how she describes events in her letter. (RI.5.6)
- I can participate in group discussions about “Lincoln’s Assassination Told by an Eyewitness” when making inferences about the text. (SL 5.1)

Introduction

Explain the purpose of the second read.

- Display and review the chart paper where you recorded student questions about the letter after the first read.
- Say: During our first read, we learned so much about the facts and events described in Julia’s letter. Your thoughtful questions show that there’s much more to learn and explore, and we’ll continue working on that today. During our second read, we will consider Julia’s point of view on the assassination. A point of view is a way of looking at or thinking about something. Every author or narrator has their own point of view.
- Read this quote from the last page of the letter and display it on the board:
 - “You will hear all this from the papers, but I can’t help writing it for things seen are mightier than things heard.”
- Ask: Why do you think Julia included this line in her letter?
 - Students engage in a [Think-Pair-Share](#).
- Call on students to respond with their thoughts.

Second read of “Lincoln’s Assassination as told by an Eyewitness” and Class Discussion

- Say: For our second read of this letter, we will continue to use the [Reporter’s Notebook Thinking Routine](#). Now that we have a better understanding of the facts and events described in the letter, we can start to focus on the narrator’s thoughts and feelings. This will help us better understand the narrator’s point of view on the assassination.
- Read the letter aloud while students follow along or allow students to read independently or in pairs. During the second read, students draw a star next to the narrator’s thoughts and feelings about President Lincoln’s assassination. If using colored pencils, use a different color than the previous lesson.

- Note: Much like the difference between facts and events, the difference between thoughts and feelings can be subtle. In this case, students don't need to worry too much about this distinction.
- Sample responses:
 - Thought: "A man leaps from the president's box, some ten feet, on to the stage. The truth flashes upon me."
 - Thought: "Cavalry come dashing up the street and stand with drawn swords before yon house. Too late! Too late! What mockery armed men are now."
 - Feeling: "I feel like a frightened child. I wish I could go home and have a good cry. I can't bear to be alone."
 - Feeling: "He was still living when we came out to Hopeton, but we had scarcely choked down our breakfast next morning when the tolling bells announced the terrible truth."
- After the second read, students share aloud thoughts and feelings.
- Put a star next to student responses on the master copy.

Class Discussion and Independent Work

- **Say:** We've identified so many of Julia's thoughts and feelings about the President's assassination. Now we can use this information to make some inferences, or conclusions based on evidence, about Julia's point of view. Remember that a point of view is a way of looking at or thinking about something. In her letter, Julia has given us evidence on her point of view about the assassination.
- **Ask:** What is Julia's point of view about the President's assassination and how do you know what her view is?
 - Students engage in a [Think-Pair-Share](#).
 - During the Think-Pair-Share, encourage students to ask each other, "[What makes you say that?](#)" This will help students describe their evidence and build on their explanations.
- After the Think-Pair-Share, students have 8-10 minutes to write responses to the question: "What is Julia's point of view about the President's assassination and how do you know what her view is?" in their notebooks or on a blank piece of paper.

Closing

- Use the "[Pick-a-Stick](#)" method to call on students to share portions of their responses in order to hold the entire class accountable for the information.
 - Students think silently
 - Pick from a group of sticks with each student's name
 - The chosen student responds
- Refer back to the chart paper with student questions from the first read.

- *Ask*: Have we answered any of these questions with the second read? If not, that's okay! It's great to be curious and we can always learn more about something later even if we didn't learn it today!
- *Say*: Today we considered Julia's point of view on the assassination and tomorrow we will use her letter to make inferences about the points of view of other historical figures.

Lesson Activity Three: Introduction of *Circle of Viewpoints Thinking Routine* and Class Discussion

Learning Objectives and Standards:

- I can make inferences about points of view of historical figures in “Lincoln’s Assassination Told by an Eye Witness.” (RL.5.6)
- I can use evidence from a historical text to write about a character’s point of view of Lincoln’s assassination. (W.5.9)
- I can participate in group discussions about “Lincoln’s Assassination Told by an Eye Witness” when making inferences about the text. (SL 5.1)

Introduction

- Say: Remember that the letter written by Julia Adelaide Shepard on the night of President Lincoln’s assassination is written in the style of a memoir. A memoir is a type of narrative, or story, with specific characteristics.
- Display characteristics of a memoir again on the board:
 - Provides factual information
 - Written in a narrative style
 - About a significant time, place, person, or event
 - About the author’s life
 - Explains why the memory is significant
 - Reveals feelings of the author or storyteller
- Read through each characteristic individually and ask students whether Julia’s letter qualifies as a memoir based on these characteristics. Call on students to share using the “[Pick-a-Stick](#)” method.
- Say: Yesterday we considered Julia’s point of view on the assassination. Today we will use her letter to make inferences about the points of view of other people who are mentioned in the letter.

Introduction of *Circle of Viewpoints Thinking Routine* and Class Discussion

- Say: Today we will use the [Circle of Viewpoints Thinking Routine](#) to help us consider different and diverse perspectives on a topic. In our case, the topic is Lincoln’s assassination.
- Show students the Circle of Viewpoints document below. Note that the words in brackets provide guidance but should not be written down when students fill out these sentences:

Circle of Viewpoints Thinking Routine

1. I am thinking of _____ [the topic or event, in this case the assassination of President Lincoln] from the point of view of _____ [the viewpoint you've chosen or been assigned].
2. I think _____ [describe the topic from your viewpoint; be an actor - take on the character of your viewpoint].
3. A question I have from this viewpoint is, _____ [ask a question from this viewpoint]?

- Randomly assign a viewpoint to each student or allow students to choose. The following viewpoints are from historical figures mentioned in Julia's letter:
 - Miss Harris (Senator Harris' daughter)
 - General Lee (not present for the assassination, so his reactions will be based on what he hears instead of witnesses)
 - Dr. Webb
 - John Wilkes Booth ("A man leaps from the President's box...")
- Give the following notes to students:
 - These historical figures are not described in much detail in Julia's letter, so students will need to make inferences, or conclusions based on evidence, about their points of view.
 - For the "I think _____" portion of the Circle of Viewpoints, students should write as many sentences as possible in the time allotted. Similarly, they should write as many questions as possible and not feel limited to just one.
 - Students can use background knowledge about the Civil War, either from this class or outside sources, but should remember to also use evidence from Julia's letter to support their points of view.
- Ask: From your historical point of view, what do you think about Lincoln's assassination?
 - Students engage in a [Think-Pair-Share](#) first with someone with their same point of view, and then with someone from a different point of view [if time permits].
 - During the Think-Pair-Share encourage students to ask each other, "[What Makes You Say That?](#)" This will encourage students to describe their evidence and build on their explanations.
 - After the Think-Pair-Shares, call on students to respond with their thoughts.

Independent Work

- Students work independently to fill in Circle of Viewpoints document, either in their notebooks or by filling in the blanks on a teacher-provided worksheet. Make sure to leave ample space for the “I think_____” part of the worksheet to allow students to write as many sentences as possible.
- After students have completed their independent work, call on one student from each point of view to share with the whole class, so all students can hear about the topic from each of the different points of view.

Closing

- *Ask:* What new ideas do you have about the topic that you didn't have before? What new questions do you have?
 - Students engage in a [Think-Pair-Share](#).
 - During the Think-Pair-Share, encourage students to ask each other, “[What Makes You Say That?](#)” This will encourage students to describe their evidence and build on their explanations.
 - Use the “[Pick-a-Stick](#)” method to call on students to share their responses.
- *Say:* Tomorrow we will use the inferences we made today to write our own short letters about the Lincoln assassination.

Lesson Activity Four: Writing a Letter Inspired by an Historical Point of View

Learning Objectives and Standards:

- I can write a letter that tells the story of Lincoln’s assassination from the point of view of a particular historical figure. (W.5.3)
- I can participate in group discussions about “Lincoln’s Assassination Told by an Eye Witness” when making inferences about the text. (SL 5.1)

Introduction

- *Say:* Yesterday everyone took on the point of view of a different historical figure from Julia’s letter. We learned how this exercise helps us develop new ideas about a topic and think of new questions. Remember that even though we won’t always find answers to all our questions, our questions show we are being thoughtful and curious, and these are important qualities for learners to develop.
- *Say:* Today we will take our ideas from yesterday and expand them to compose our own letters! Remember that letters can be similar to memoirs. This is true in the case of Julia’s letter. [Refer back to the memoir checklist from previous lessons].
- Present the Writing Task to students on the board:
 - Imagine you are ____ (use point of view from previous lesson) and you have just either witnessed or heard about President Lincoln’s assassination at Ford’s Theatre on April 14, 1865. Write a letter to a family member describing the events that took place, your thoughts and feelings about the events and what the assassination makes you wonder and why.

Planning and Class Discussion

- Check for understanding by asking: *After reading the Writing Task, what do we need to include in our letters?*
 - In addition to ensuring that students understand all sections of the prompt, make sure students know that a letter must include a greeting or salutation and a signature line.
- Hand out the Circles of Viewpoints from the previous lesson (or students take them out of their folders).
- *Say:* We will use our notes from yesterday’s Circle of Viewpoints to help plan our letters. But first, we will use partner discussion to build on each other’s thoughts and give us even more detail to include in our letters.
- Pair students with different points of view, and guide them through “Listen & Build-On”:
 - In pairs, students are assigned a speaker and listener.
 - The listener retells or summarizes what their partner said to ensure a clear understanding and adds their own thoughts using a given conjunction (and, but, because).

- Partners switch roles.

Independent Work

- After reviewing their Circle of Viewpoints and discussing with a classmate, students have 20-30 minutes to compose their letters independently.
- Ensure that students are:
 - Including greetings and signature lines in their letters
 - Answering all parts of the Writing Task
 - Using expanded sentences that provide precise information
 - Using accurate information and details about President Lincoln's assassination
 - Describing thoughts and feelings from their point of view using detail
 - Adhering to any other classroom writing expectations
- To ensure all students can complete the letter, the assignment can be modified by:
 - Providing sentence frames to start each section
 - Adjusting the length of the letter and asking students to write only one or two sentences to address each part of the Writing Task
 - Orally rehearsing the letter before students begin writing

Share

- Organize students into groups of four, ideally with one student representing each point of view (this will likely not work out perfectly).
- Students take turns sharing their letters with the group. After each student shares, they receive warm feedback from each other, using sentence starters posted on the board:
 - "I really like how you..."
 - "You did a great job at..."
 - "It was clear that you worked hard on..."
 - "It was really interesting when you..."
- Prompt students to give feedback that's aligned to the characteristics of memoirs:
 - Provides factual information
 - Is written in a narrative style
 - Is about a significant time, place, person or event
 - Is about the author's life
 - Explains why the memory is significant
 - Reveals feelings of the author or storyteller

Closing

- Students reflect on how this mini-unit has changed their thinking using the [I Used to Think... But Now I Think... Routine](#).
- Prompt each student to reflect on how their thinking has changed when it comes to President Lincoln's assassination, analyzing primary sources and considering different points of view.

- After the discussion, prompt students to fill in the blanks in these two sentences: “I used to think _____. But now I think _____,” either orally or in writing.
- Call on students to share their two sentences as a wrap-up to the mini-unit.
- Say: There is so much more to learn about the Civil War, President Lincoln, Ford’s Theatre and the events surrounding the assassination. And there are so many wonderful primary sources out there for us to learn from! I hope you continue to use the skills we’ve practiced during this mini-unit to analyze many more primary sources from all different places and time periods.



“Lincoln’s Assassination Told by an Eye Witness”

<http://rememberinglincoln.fords.org/node/1169>

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Narrative Writing using a Primary Source Memoir

<https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/narrative-writing-using-a-primary-source-memoir/>

LINCOLN'S ASSASSINATION

TOLD BY AN EYE-WITNESS

THE letter which follows was written on the date given, by Miss Julia Adelaide Shepard, now living in Ogdensburg, New York. Miss Shepard is an aunt of the artist, Mr. Charles S. Chapman, through whose good offices we are enabled to make it public for the first time.—THE EDITOR.

*"Hopeton" near Washington,
April 16th, 1865.*

DEAR FATHER:—It is Friday night and we are at the theatre. Cousin Julia has just told me that the President is in yonder upper right hand private box so handsomely decked with silken flags festooned over a picture of Washington. The young and lovely daughter of Senator Harris is the only one of the party we can see, as the flags hide the rest. But we know that "Father Abraham" is there; like a father watching what interests his children, for their pleasure rather than his own. It has been announced in the papers he would be there. How sociable it seems, like one family sitting around their parlor fire. How different this from the pomp and show of monarchical Europe. Every one has been so jubilant for days, since the surrender of Lee, that they laugh and shout at every clownish witticism. One of the actresses, whose part is that of a very delicate young lady, talks of wishing to avoid the draft, when her lover tells her "not to be alarmed for there is no more draft," at which the applause is long and loud. The American cousin has just been making love to a young lady, who says she will never marry but for love, yet when her mother and herself find he has lost his property they retreat in disgust at the left of the stage, while the American cousin goes out at the right. We are waiting for the next scene.

The report of a pistol is heard. . . . Is it all in the play? A man leaps from the President's box, some ten feet, on to the stage. The truth flashes upon me. Brandishing a dagger he shrieks out "The South is avenged," and rushes through the

scenery. No one stirs. "Did you hear what he said, Julia? I believe he has killed the President." Miss Harris is wringing her hands and calling for water. Another instant and the stage is crowded—officers, policemen, actors and citizens. "Is there a surgeon in the house?" they say. Several rush forward and with superhuman efforts climb up to the box. Minutes are hours, but see! they are bringing him out. A score of strong arms bear Lincoln's loved form along. A glimpse of a ghastly face is all as they pass along. . . . Major Rathbone, who was of their party, springs forward to support [Mrs. Lincoln], but cannot. What is it? Yes, he too has been stabbed. Somebody says "Clear the house," so every one else repeats "Yes, clear the house." So slowly one party after another steals out. There is no need to hurry. On the stairs we stop aghast and with shuddering lips—"Yes, see, it is our President's blood" all down the stairs and out upon the pavement. It seemed sacrilege to step near. We are in the street now. They have taken the President into the house opposite. He is alive, but mortally wounded. What are those people saying. "Secretary Seward and his son have had their throats cut in their own house." Is it so? Yes, and the murderer of our President has escaped through a back alley where a swift horse stood awaiting him. Cavalry come dashing up the street and stand with drawn swords before yon house. Too late! too late! What mockery armed men are now. Weary with the weight of woe the moments drag along and for hours delicate women stand clinging to the arms of their protectors, and strong men throw their arms around each

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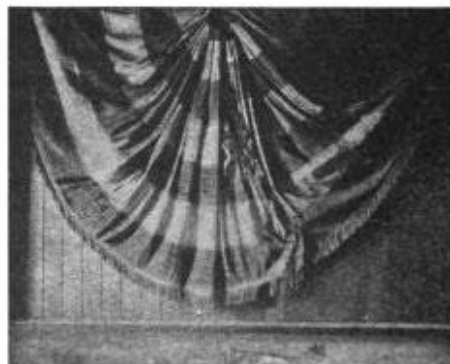
other's necks and cry like children, and passing up and down enquire in low agonized voices "Can he live? Is there no hope?" They are putting out the street lamps now. "What a shame! not now! not to-night!" There they are lit again. Now the guard with drawn swords forces the crowd backward. Great, strong Cousin Ed says "This unnerves me; let's go up to Cousin Joe's." We leave Julia and her escort there and at brother Joe's gather together in an upper room and talk and talk with Dr. Webb and his wife who were at the theatre. Dr. W. was one of the surgeons who answered the call. He says "I asked Dr. — when I went in what it was, and putting his hand on mine he said, 'There!' I looked and it was 'brains.'"

After a while Julia and Mr. W. came in and still we talked and listened to the cavalry rushing through the echoing street. Joe was determined to go out, but his wife could n't endure the thought of any one going out of the house. It was only in the early hours of the dawn that the gentlemen went to lie down, but Julia sat up in a rocking chair and I lay down on the outside of the bed beside Cousin Ginny for the rest of the night, while Cousin Joe and his wife's young brother sat nodding in their chairs opposite. There were rooms waiting for us but it seemed safer to be together. He was still living when we came out to Hopeton, but we had scarcely choked down our breakfast next morning when the tolling bells announced the terrible truth.

Last Thursday evening we drove to the

city, and all along our route the city was one blaze of glorious light. From the humble cabin of the contraband to the brilliant White House light answered light down the broad avenue. The sky was ablaze with bursting rockets. Calcium lights shone from afar on the public buildings. Bonfires blazed in the streets and every device that human Yankee ingenuity could suggest in the way of mottoes and decoration made noon of midnight. Then as the candles burned low and the rockets ceased, we drove home through the balmy air and it seemed as though Heaven smiled upon the rejoicings, and Nature took up the illumination with a glory of moonlight that transcended all art.

To-day I have been to church through the same streets and the suburbs with the humble cottages that were so bright that night shone through the murky morning, heavy with black hangings, and on and on, down the streets only the blackness of darkness. The show of mourning was as universal as the glorying had been, and when we were surrounded by the solemn and awe-stricken congregation in the church, it seemed as though my heart had stopped beating. I feel like a frightened child. I wish I could go home and have a good cry. I can't bear to be alone. You will hear all this from the papers, but I can't help writing it for things seen are mightier than things heard. It seems hard to write now. I dare not speak of our great loss. Sleeping or waking, that terrible scene is before me.



THE FLAG THAT WAS DRAPED IN FRONT OF THE THEATER BOX IN WHICH LINCOLN WAS SHOT

The rent in the flag was made by the spurs on the riding-boots of the assassin, which caught in this flag as he jumped from the box to the stage.



Circle of View Points Thinking Routine

1. I am thinking of _____ [the topic or event, in this case the assassination of President Lincoln] from the point of view of _____ [the viewpoint you've chosen or been assigned].
2. I think _____ [describe the topic from your viewpoint; be an actor - take on the character of your viewpoint].
3. A question I have from this viewpoint is, _____ [ask a question from this viewpoint]?



Think Pair Share

<https://bit.ly/1wld4ly>

THINK PAIR SHARE ROUTINE

A routine for active reasoning and explanation

Think Pair Share involves posing a question to students, asking them to take a few minutes of thinking time and then turning to a nearby student to share their thoughts.

Purpose: What kind of thinking does this routine encourage?

This routine encourages students to think about something, such as a problem, question or topic, and then articulate their thoughts. The Think Pair Share routine promotes understanding through active reasoning and explanation. Because students are listening to and sharing ideas, Think Pair Share encourages students to understand multiple perspectives.

Application: When and where can it be used?

Think Pair Share can be applied at any given moment in the classroom. For example, when approaching a solution, solving a math problem, before a science experiment, or after reading a passage or chapter of a book you may ask students to take a moment to think about a particular question or issue and then turn to their neighbor and share their thoughts. Sharing can also be done in small groups. Some times you will want to have pairs or groups summarize their ideas for the whole class.

Launch: What are some tips for starting and using the routine?

When first introducing the routine, teachers may want to scaffold students' paired conversations by reminding them to take turns, listen carefully and ask questions of one another. One way to ensure that students listen to each other is to tell students that you will be calling on individuals to explain their partners thinking, as opposed to telling their own thoughts.

Encourage students to make their thinking visible by asking them to write or draw their ideas before and/or after sharing. Journals can also be useful. Student pairs can report one another's thoughts to the class and a list of ideas can be created in the classroom.

This routine is adapted from Frank Lyman: Lyman, F. T. (1981). The Responsive Classroom Discussion: The Inclusion of All Students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). College Park: University of Maryland Press.

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Narrative Writing using a Primary Source Memoir

<https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/narrative-writing-using-a-primary-source-memoir/>



Pick a Stick Method

1. Write each student's name on a popsicle stick
2. Students think silently about a prompt or question
3. Pick from the group of sticks with each student's name
4. The chosen student responds



Reporter's Notebook

<https://bit.ly/2lbFeMD>

REPORTER'S NOTEBOOK

A routine for separating fact and feeling

1. Identify a situation, a story or dilemma for discussion.
2. Ask students to identify the Facts and Events of the situation. As students name them, ask if these are clear facts, or if they need more information about them.
3. Ask students to then name the Thoughts & Feelings of the characters/participants involved in the story. As students name them, ask if these are clear facts, or if they need more information about them.
4. After a discussion, ask to make their best judgment of the situation, based on the information at hand.

Purpose: What kind of thinking does this routine promote?

This routine is about distinguishing facts from thoughts and judgments. It helps organize ideas and feelings in order to consider a situation where fairness may be at stake. It promotes the fine discernment of information and perspective taking in order to clarify and make a tentative judgment.

Application: When and where can it be used?

Students can use the reporter's notebook in any number of situations: when discussing imagined or real moral dilemmas, topics from history, literature, or science; after reading a chapter, watching a video or performance; or when thinking about actual events from their own life, etc. This routine is most useful "mid-investigation", after some information about a given situation has already been put on the table. Maybe things are getting convoluted, there are disagreements, or perhaps when opinions are taken as facts, or when things are getting "messy". Use the routine to go deeper into an issue to clarify thoughts about it OR to even clarify what the issue is.

Launch: What are some tips for starting and using this routine?

This routine is best introduced with the whole class. Later students can work independently or in small groups using the recording sheet on the following page. Students are asked to imagine they are a newspaper reporter in order to differentiate the facts of a given event or topic from involved characters' thoughts and feelings. The stance of a reporter helps students clarify issues and points of agreement and disagreement by getting distance from their own perspective or initial understanding of a given situation. Draw a 4x4 grid. Along the top write "Clear" and "Need to Check." Down the side write *Facts & Events* and *Thoughts & Feelings*. List responses in the appropriate portion of the grid. Make sure kids talk about the characters, not their own thoughts or feelings. Once the notebook is completed, routine asks the students to make an informed judgment.

REPORTER'S NOTEBOOK

	CLEAR	NEED TO CHECK
Facts & Events (What happened?)		
Thoughts & Feelings (How did characters think or feel about it?)		

My Best Judgment: