



## Teacher Guide: “To See Or Not to See” Student Activity

Lesson created by Jake Flack, Associate Director for Museum Education, Ford’s Theatre

Webpage: <https://www.fords.org/for-teachers/digital-programs/student-activity-to-see-or-not-to-see/>

### Overview

This self-contained student lesson uses primary source images and documents to get students to examine ethics of displaying the weapon John Wilkes Booth used to kill President Abraham Lincoln.

It is a student-directed, at-home version of this lesson, originally built for classroom use:

<https://www.fords.org/for-teachers/teaching-lincolns-assassination-legacy/to-see-or-not-to-see/>

### Formats of Lesson

This lesson is available in three formats. The content and question structure of each is adapted to the format’s strengths.

- **Printable PDF:** A printable activity that your students can use on paper, or can follow along on a screen.
- **Sutori:** An interactive lesson using the platform Sutori.
  - It includes multiple-choice questions to do on the webpage, along with free-response questions for students to do on their own paper.
  - This can be added to your Learning Management System (like Google Classroom, Schoology, and Canvas) following instructions on this page: <https://www.sutori.com/story/sutori-works-with-your-lms--ngiEu4x4d6NHCpYw1oDSNEM4>
- **Google Form:** An interactive lesson using a Google Form.
  - It includes multiple-choice questions and free-response questions that students can fill out in the form directly.
  - The link provided will allow you, as the teacher, to copy the form directly into your own Google Drive installation. You can then share this with your students via email, Google Classroom, or any other LMS.
  - Link: <https://docs.google.com/forms/d/1RRVrL-Vjk4f0cgvj0DcPnhl24k1UDk8X0SSHtvG1kF8/copy?usp=sharing>

### Common Core Standards

- **CCSS.ELA-LITERACY.RH.9-10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **CCSS.ELA-LITERACY.RH.11-12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

## Learning Objectives

- Students will determine the central ideas in a primary source
- Students will perform close readings of letters and photographs
- Students will examine how prevailing opinion has changed over time
- Students will advocate their opinions in writing

## Guiding Questions

- Who decides what gets displayed in a museum?
- Should a weapon used in an act of violence be displayed in a museum?
- How has this decision been viewed over time?
- How should artifacts be preserved?
- Should the public have access to these artifacts?

## Activity Outline

1. Context: What happened to John Wilkes Booth's weapon after Lincoln's assassination? Includes examination of photographs from 1930s.
2. Examination of letter requesting display of weapon, 1931, with accompanying questions.
3. Examination of letter denying request to display weapon, 1931, with accompanying questions.
4. Activity: Students write a letter advocating for or against display of weapon today.