

Lesson Plan Format

Copper Country ISD Workshop June 19-21, 2012

The poetry of the Assassination of Abraham Lincoln

Lesson Overview:

Through the analysis of primary sources, this lesson will allow students to examine and analyze three poems inspired by the assassination of Abraham Lincoln in 1865. In addition, students will watch and listen to a video reading of Walt Whitman's "O Captain! My Captain!" At the conclusion of this lesson, students will begin to understand the major impact of Lincoln's death on our nation and on the Reconstruction period that followed the Civil War.

Objectives:

Students will be able to:

- Analyze primary sources to understand distinct historical perspectives of people who experienced a personal connection with an event in American history.
- Students will better understand human behavior and the societal impact of events related to a historical time period to infuse cultural memory.
- Identify central ideas within informational text
- Increase knowledge of time period vocabulary
- Understand/Identify author's tone, point of view, and imagery in a historical primary source
- Make historical connections to today
- Express the knowledge gained through written assessment

Standards:

Common Core History/Social Studies:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Common Core English: Reading and Writing

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Time Required:

- **3 - 55 minute class periods**

Recommended Grade Level(s):

- **6-8**

Topic(s):

- **Civil War**
- **Poetic Expression**

Era:

- **Civil War and Reconstruction, 1861-1877**

Preparation:

Materials:

- 3 Poems
 - "The nation mourns"
[http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field\(DOCID+@lit\(scsm000434\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field(DOCID+@lit(scsm000434)))
 - "On the death of President Lincoln!" Who was assassinated on the 14th of April, 1865.
[http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field\(DOCID+@lit\(scsm000590\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field(DOCID+@lit(scsm000590)))
 - "O Captain! My Captain!"
<http://www.loc.gov/exhibits/treasures/trm013.html>
- "O Captain! My Captain!" by Walt Whitman poetry reading on youtube.com
http://www.youtube.com/watch?feature=player_detailpage&v=HSAYmj4hp7Y
- Analysis Sheet (copies needed)
- Computer, video projection, sound

Resources:

Library of Congress poem listed above

Resource Table below

Procedure:

Activities (described as steps)

Day 1: Introduction

1. *Review the events of the assassination of Abraham Lincoln (show visuals if you'd like)*
 - a. *Location*
 - b. *Event*
 - c. *Date*
 - d. *People present*
2. *Introduce poetry as a means of interpreting an event and explain the need to compare several primary sources*
3. *Modeling*
 - a. *Pass out "The Nation Mourns" poem to each student and an analysis worksheet*
 - b. *Project the poem on the board*
 - c. *Read the poem out loud to the class*
 - d. *Complete the analysis worksheet together as a class*

Day 2: Lesson/Activity

1. Pass out to one-half of the students in the class a copy of the poem "O Captain! My Captain!" and an analysis worksheet
2. Pass out to the other half of the class a copy of the poem "On the Death of President Lincoln" and an analysis worksheet
3. Have each student read their poem and answer the questions on the analysis sheet
4. Once they have completed their own analysis, pair up students (pair-share activity)
 - a. 1 "O Captain! My Captain!" student with 1 "On the Death of President Lincoln" student
 - b. Students with swap poems and read
 - c. Once both students have read each others poems they will discuss their responses to their specific poem allowing their partner to provide feedback

Wrap-up

1. Upon the completion of the pair/share activity, bring the class together for a group review/discussion.

Day 3 - Assessment

Students will respond in writing to two critical thinking questions. All writing convention will apply. Allow students to use their notes as reference while answering the questions.

Student Name: _____ Date: _____

ANALYSIS OF PRIMARY SOURCE HISTORICAL LITERATURE: POEM

Title of Primary Source Literature: _____

| OBSERVE | REFLECT | QUESTION |
|--|--|---|
| <p>What kind of poem is it?</p> <p>Who wrote it?</p> <p>When was it written?</p> <p>To whom was it written for?</p> <p>What is the tone of the poem?</p> <p>Who is the speaker's audience?</p> <p>What story does the poem tell?</p> | <p>What kind of imagery does the poem project?</p> <p>Which words are used to create this imagery?</p> <p>Describe the author's use of figurative, literal, and rhetorical language.</p> <p>Can you identify historical persons, places, events that are described in the poem?</p> <p>What was happening during the time the poem was written (+/- 3 years)</p> | <p>What are the underlying issues within the source?</p> <p>What did others (from that historical time period) think about the assassination of President Lincoln?</p> <p>What are you wondering about now?</p> |

Extension Activities:

Throughout this era, Civil War and Reconstruction, we will continue to look at and evaluate primary and secondary sources to aid in better understanding of the time period. A few examples are below.

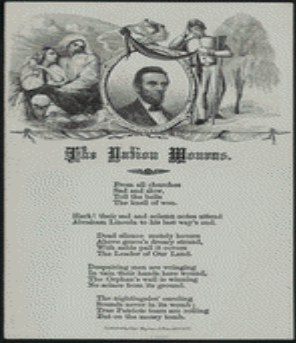
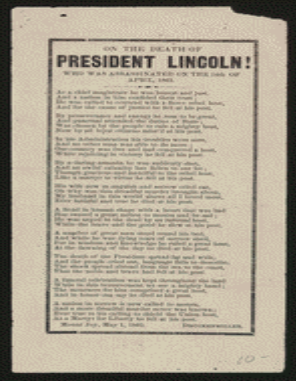
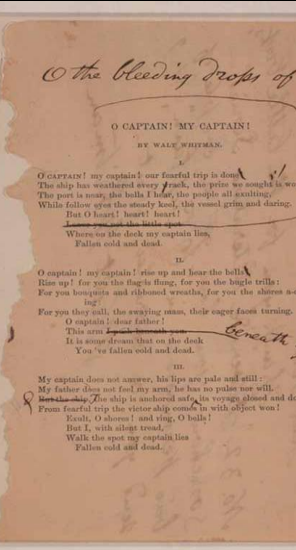
- <http://memory.loc.gov/ammem/collections/stern-lincoln/>
- http://memory.loc.gov/ammem/collections/civil_war_maps/
- <http://memory.loc.gov/ammem/collections/stern-lincoln/letters.html>

Evaluation:**Critical thinking writing assessment:**

After reading and analyzing three poems depicting the profound impact President Abraham Lincoln's assassination had on Americans, explain in your own words the ripple effect this event had both in the United States and abroad.

What kinds of parallels are there between the nation's perception of this event in 1865 to current day events (political, historical, or societal)?

Resource Table - Melissa Egner - Gladstone Junior High - June 2012

| IMAGE | DESCRIPTION | CITATION | PERMANENT URL |
|---|---|---|--|
|  | <p>The nation mourns. [Poem].</p> <p>c1865 New York Chas. Magnus</p> | <p>The Alfred Whital Stern Collection of Lincolnian</p> <p>Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540 USA</p> | <p>http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field(DOCID+@lit(scsm000434))</p> |
|  | <p>On the death of President Lincoln! Who was assassinated on the 14th of April, 1865</p> <p>May 01, 1865 Mountjoy, Pennsylvania</p> | <p>The Alfred Whital Stern Collection of Lincolniana</p> <p>Library of Congress, Rare Book and Special Collections Division, Washington, D.C. 20540 USA</p> | <p>http://memory.loc.gov/cgi-bin/query/r?ammem/scsmbib:@field(DOCID+@lit(scsm000590))</p> |
|  | <p>Walt Whitman (1819-1892) "O Captain! My Captain!" Proof sheet with corrections in ink, 1888 Manuscript Division</p> | <p>Library of Congress (July 27, 2010)</p> <p>American Treasures of the Library of Congress Memory</p> | <p>http://www.loc.gov/exhibits/treasures/trm013.html</p> |
| <p>Video Clip</p> | <p>"O Captain! My Captain!" by Walt Whitman poetry reading on youtube.com</p> | <p>www.youtube.com</p> | <p>http://www.youtube.com/watch?feature=player_detail_page&v=HSAymj4hp7Y</p> |