Eight Lessons: U.S Presidential Assassinations

Lesson 1:

**Overview**
- This lesson entails a group discussion of student’s existing knowledge of American presidential assassinations. This discussion will aim at creating a KWL chart listing the students prior knowledge as well as what they would like to know. It relates to the broader goal of coming to an understanding of why such assassinations occur.

**Learning Goal**
- The knowledge I would like students to be aware of with this particular lesson and understands the classes’ knowledge of the subject as a whole as well as to create a learning environment where students can feel comfortable enough to ask questions and discuss.

**Curriculum Expectations**
- Assess the influence of key individuals and groups in shaping American arts and culture
- The Historical significance historical thinking concept will be utilized in this lesson.

**Materials**

I. Video playing showing various primary sources on American assassinations (ie: Articles from each American assassination, photos, drawings, in the case of the Kennedy Assassination, the Zapruder film, etc), kwl chart.

II. Create a KWL chart outlining student’s knowledge of various American presidential assassinations. This can be done as a group on a blackboard or smart board. Each student will also be handed a BLM of a KWL chart so that they may continue, listing what they would like to know.

III. What do you know about assassinations? What would you like to know? Why do you suppose people want to assassinate leaders? (See Appendix for BLM)

**Plan of instruction**

**Warm Up (3 minutes)**
- Have student make an announcement in class
- Part way through the assignment have a student rush into the room holding an (unloaded) cap gun
- Have the intruder “Shoot” the student in the back
- Allow for a moment for student reactions

**Discussion (5 minutes)**
- Introduce the topic of presidential assassinations
- Draw student’s attention to the KWL chart on the board as well as
Ask students to THINK (but not say outloud) about what they know about American presidential assassinations.

- Explain to students that their answers, once discussed, will be listed in the “K” section of the chart on the board/smart board

**Modeling (5 minutes)**
- Guide students to the types of questions they should be asking themselves by giving them examples of possible answers (ie: are assassinations always politically motivated or can they be personal?)

**Guided Practice (20)**
- Each group (maximum 4 people) have to place the identity of a president who has been assassinated or has had an assassination attempt made on him in chronological order. The first team to correctly place the names in order will win.

**Independent Activity (20 minutes)**
- Place students in groups in order to discuss their answers to the “K” section and brainstorm things they may want to know.

**Sharing/Discussing/Teaching (20 minutes)**
- Ask each group to share what they know, but also what they’d like to learn throughout the unit.

**Assessment**
- While no formal teaching occurs during the lesson, assessment can be gauged by whether or not students were easily able to organize their thoughts on the KWL chart as well as present them to the class.

**Primary Sources Used**
- Artist sketch of Lincoln Assassination
- Artist sketch of Garfield Assassination
- Photo of newspaper announcing McKinley Assassination
- Video clip of Zapruder Film depicting Kennedy Assassination
| **Overview** | This lesson will discuss the Lincoln assassination including previous failed attempts on Lincoln’s life, the events leading up to his shooting, profiling the conspirators, and the actual shooting itself. |
| **Learning Goal** | Students will gain an understanding of the factual information behind the assassination of Abraham Lincoln assassination. |
| **Curriculum Expectations** | Assess the influence of key individuals and groups in shaping American arts and culture. The evidence concept of historical thinking will be utilized in this lesson. |
| **Materials** | I. Video clip of a re-enactment of Lincoln’s assassination, a power point presentation outlining the information to be presented to the students, BLMs listing the information on the events leading up (and including) the assassination (including dates), iPads, Timeline of events leading up to and including the assassination at Ford’s Theatre.  
II. The teacher will discuss the events surrounding Lincoln’s assassination through a PowerPoint presentation.  
III. Why was Lincoln shot? Was it personal or politically motivated? What happened to Booth? What happened to the rest of the conspirators? |
| **Plan of Instruction** | **Warm up** (3 minutes)  
- Have students view a clip from the 2012 film *Lincoln* depicting Abraham Lincoln’s assassination.  
**Discussion** (5 minutes)  
- Have a brief discussion about what occurred in the film  
- Give a brief history of Lincoln’s presidency  
**Modelling** (3 minutes)  
- Introduce the students to the timeline building website TimeToast, and give them an example of a timeline built within the website, using as an example the assassination of Canadian MP Thomas D’Arcy McGee.  
**Guided Practice** (20 minutes)  
- Using school supplied iPads, as the students to create a timeline using TimeToast of what they’d done that weekend.  
- Observe the classroom and answer any questions that may arise  
**Independent Activity** (20 minutes)  
- Using the handout provided, students will individually create a timeline of the events leading up to and including Lincoln’s assassination  
**Sharing/Discussing/Teaching** (20 minutes)  
- Ask if a student wants to volunteer their timeline to be presented at the front of the class  
- Upon the student’s completion of their timeline presentation, ask students if it was difficult to create, if so, why?  
- Discuss findings |
<table>
<thead>
<tr>
<th>Assessment</th>
<th>• Student learning will be based on correctness of their timelines (as observed) as well as the quality of their discussion of the facts</th>
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</thead>
<tbody>
<tr>
<td><strong>Primary Sources Used</strong></td>
<td>• Artist sketch of Lincoln Assassination</td>
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<tr>
<td></td>
<td>• Theatre Poster from Ford’s Theatre from April 14th, 1865</td>
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<tr>
<td></td>
<td>• Newspaper article (or photo of) announcing Lincoln death</td>
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Lesson 3:

| Overview | • Students will be given a power point presentation on the events leading to James Garfield’s assassination which will include similarities and differences between Garfield’s assassination and Lincoln’s |
| Learning Goal | • The goal is for students to gain an understanding of assassinations apart from Lincoln’s and Kennedy’s which have been the focus of the bulk of the discussion of political assassinations through American history. |
| Curriculum Expectations | • Assess the influence of key individuals and groups in shaping American arts and culture  
   • The continuity and change historical thinking concept will be utilized in this lesson |
| Materials | I. Twitter slips  
   II. The teacher is to present the information on the slides to the class.  
   III. Why was he being stalked? Why was he shot? What are some of the reasons this assassination is so overlooked in American History? Was the assassination politically motivated or the act of a mad man? |
| Plan of Instruction | Warm up (2 minutes)  
   • Introduce the subject of Garfield’s assassination and a short description of what the students are expected to do.  
Discussion (15 minutes)  
   • Present the facts surrounding Garfield’s assassination as well as facts about his assassin.  
Modelling (3 minutes)  
   • Explain and give an example of how students are supposed to fill in the sheet outlining the similarities and differences.  
Guided Practice (20 minutes)  
   • Guide students through the presentation  
   • Asking them to take note when they notice a difference or similarity  
Independent Activity (20 minutes)  
   • Have students answer on their own if the assassination was politically motivated or the act of a mentally unstable person.  
Sharing/Discussing/Teaching (15 minutes)  
   • Students will come back together in order to discuss the compare and contrast findings as well as their opinions on the assassin. |
| Assessment | • Students will receive “Twitter” slips in which they will “tweet” one fact about Garfield’s assassination. |
| Primary Sources Used | • Photos of Garfield  
   • Artist recreation of the assassination  
   • Newspaper article announcing death of Garfield  
   • |
**Lesson 4:**

<table>
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<tr>
<th>Overview</th>
<th>The class shall view a documentary on the assassination of William McKinley. This documentary will give a history of McKinley, his presidency and the facts surrounding his killing. Discussion will take place following the viewing.</th>
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<tbody>
<tr>
<td>Learning Goal</td>
<td>Students will understand the facts behind one of the more puzzling assassinations in US history, the victim being a highly effective and well regarded president.</td>
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<tr>
<td>Curriculum Expectations</td>
<td>Assess the influence of key individuals and groups in shaping American arts and culture. The ethical dimension of the historical thinking concept will be utilized in this lesson.</td>
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</tbody>
</table>
| Materials | I. Picture of William McKinley, newspaper articles announcing McKinley’s assassination and death, copy of the documentary *Infamous Assassination: The Assassination of William McKinley*.  
II. Introduce William McKinley to the class, mentioning that he is the 25th president of the United States and that he is a veteran of The American Civil War.  
III. Why was McKinley gunned down? Was it the gunshot wound that killed McKinley or the lack of proper medical attention? |
| Plan of Instruction | Warm up (5 minutes)  
• Introduce McKinley to the class, stating he’s the 25th president as well as a veteran of the American Civil War  
Discussion (5 minutes)  
• Discuss the uniqueness of McKinley as being a president with surprisingly few enemies.  
Modelling (25 minutes)  
• Play DVD of documentary *Infamous Assassinations: The Assassination of William McKinley*  
Guided practice (20 minutes)  
• In groups, have students brainstorm reasons for McKinley’s assassination  
Independent activity (10 minutes)  
• On paper, have students write a short paragraph deciding whether or not McKinley’s assassin was sane or insane  
Sharing/Discussing/Teaching (10 minutes)  
• Discuss group answers as well as independent activity  
• Note that McKinley’s killer was the only presidential assassination tried and executed for his crime. |
| Assessment | Assessment of learning will be gauged by the ability for students to surmise sound possible reasons for McKinley’s killing. |
| Primary Sources Used | Picture of William McKinley  
Newspaper articles announcing *McKinley’s assassination and death* |
Lesson 5:

Overview | This lesson will identify the major players and characters in the assassination of John F. Kennedy and explain their role and importance to the incident, identify the accomplishments of President Kennedy’s term as president, identify the major issues in the world going on that involved the United States at the time of his assassination, as a class we will discuss the Warren Commission and its members, identify and analyze both primary and secondary sources as well as assess the credibility of those sources due to any bias of the author both verbally and in writing formulate and explain their own hypothesis and present evidence that supports their hypothesis.

Learning Goal | This lesson aims to have students think critically about an important and controversial time in American history

Curriculum Expectations | Assess the influence of key individuals and groups in shaping American arts and culture

The historical perspective concept of historical thinking will be utilized in this lesson

Materials | I. Copy of the Zapruder film depicting Kennedy’s assassination, copy of the documentary “JFK: Three Shots That Changed America”, copy of the Hypothesis/Evidence Tracking Sheet for each student, computer with internet access, DVD player, copies of all data sets for each student

II. Begin by showing a 10 minute clip of the assassination from the documentary “JFK: Three Shots that Changed the America”, explain to students about the inquiry process. First they are to work individually to come up with their own hypotheses on the sheets provided, then are to form groups to form additional hypotheses. Take up the theories as a class. Record students’ theories. Allow them a short time after this to reform their groups to come up with some unlikely, “off-the wall” theories.

III. Who shot Kennedy? Do you think there was only one shooter? Based on the footage just viewed, why? Was there a conspiracy?

Plan of Instruction | Warm up (5 minutes)

- Introduce the subject of Kennedy’s assassination

Discussion (5 minutes)

- Give a brief overview of the inquiry process

Modelling (3 minutes)

- Write on the board “Who Shot JFK?”

- Hand out the Hypothesis/Evidence Tracking Sheet

Guided Practice (20 minutes)
- Have students generate hypotheses individually
  Independent Activity (20 minutes)
- Have students form groups in order to generate more hypotheses
  Sharing/Discussing/Teaching (20 minutes)
  - Bring the class back together to share the different theories
    that each as come up with recording them on the board and on
    their tracking sheets.
  - The groups are then given an additional short amount of time
    to come up with some unlikely or “off-the-wall” theories.

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<tr>
<th>Assessment</th>
<th>Students sheets will be collected (during the next lesson) which will aid in gauging their understanding.</th>
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<tbody>
<tr>
<td>Primary Sources Used</td>
<td>Video evidence displayed in the documentary was shot “as it happened”.</td>
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</table>
Lesson 6:

<table>
<thead>
<tr>
<th>Overview</th>
<th>Students will examine the conspiracy theories surrounding the assassination of John F. Kennedy.</th>
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<tbody>
<tr>
<td>Learning Goal</td>
<td>Students will understand the conspiracy theories behind major world disasters (such as the Kennedy Assassination)</td>
</tr>
</tbody>
</table>
| Curriculum Expectations                           | Assess the influence of key individuals and groups in shaping American arts and culture  
||                                                                                          | The evidence concept of historical thinking will be utilized in this lesson |
| Materials                                          | I. Clip of “Magic Bullet Scene” from the Oliver Stone Film JFK, Clip of Lee Harvey Oswald assassination, Clips from Beyond Conspiracy documentary, Clips from Kennedy Conspiracy Theory episode of Conspiracy Theory with Jesse Ventura, Power Point Presentation setting out all the conspiracy theories related to Kennedy and his family. |
|                                                  | II. Open by showing a the “Magic Bullet Scene” from the film JFK, then ask the students to read out some of their more “off-the-wall” theories surmised the day before, present the .ppt presentation to the class, asking questions throughout with short discussion during, after presenting the theories to the class, take a vote among students regarding which conspiracy theory they find most believable. |
|                                                  | III. Do you think the president’s own men would kill “their boss”? Would mobsters dare kill such a high profile target? Do you think LBJ wanted to be president enough to kill? |
| Plan of Instruction                               | Warm-up (5 minutes)  
|                                                  | • View “magic bullet scene” from the film JFK  
|                                                  | Discussion (5 minutes)  
|                                                  | • Ask students to present some of their “off the wall” theories  
|                                                  | • Explain to students that it is difficult to know exactly what happened as “this happened”, after which, the class will be shown the clip of Oswald’s assassination  
|                                                  | Modelling (20 minutes)  
|                                                  | • Present a powerpoint presentation on the various conspiracy theories surrounding Kennedy’s assassination, including information on key players in each of the theories and why they may have wanted Kennedy “eliminated”  
|                                                  | Guided Practice (20 minutes)  
|                                                  | • Have students reform their previous groups to discuss the various theories presented  
|                                                  | Independent activity (5 minutes)  
|                                                  | • Have students, on a sheet of paper, write their theory down, to be discussed later.  
|                                                  | Sharing/Discussing/Teaching (20 minutes) |
- Have students present their “revised” conspiracy theories based on the evidence presented
- Explain to students that all of these theories are just that, theories, with little evidence to support them
- Show *Beyond Conspiracy* clip debunking the “magic bullet” theory.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students will hand in “tweet sheets”, having tweeted their theory of Kennedy’s assassination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Sources Used</td>
<td>Video footage from the day of the assassination</td>
</tr>
</tbody>
</table>
Lesson 7:

**Overview**
- As a change of pace, the class will examine the only political assassination in Canadian history, the 1868 assassination of Thomas D’Arcy McGee. In this lesson, there will be discussions of the similarities and the differences between the American assassinations and this Canadian assassination.

**Learning Goal**
- The learning goals is for students to understand that even our own “peace loving” nation is not exempt from these types of assassinations and conspiracy theories.

**Curriculum Expectations**
- Assess the influence of key individuals and groups in shaping American arts and culture
- The evidence concept historical thinking will be utilized in this lesson

**Materials**

I. Copy of *Blood on the Moon* DVD, Photos of newspaper articles on the assassination, trial and verdict, Photos of McGee, Photos of the “alleged” assassin James Patrick Whelan (or Patrick James Whelan depending on which source you consult), Compare and Contrast sheets for students, Verdict sheets

II. Explain to students that today’s class will be a change of pace, giving a Canadian take on assassinations, explain to students that we will be watching the DVD *Blood on the Moon* written and performed by Ottawa actor Pierre Brault, which dramatizes Whelan’s trial, advise students that throughout the film, they will note the similarities and the differences between American assassinations and this solitary Canadian assassination story, answers will be taken up as a group after the film, and explain to the class that they will write down a verdict of guilty or not guilty for Whelan and hand it in at the end of class. Explain that they are not to discuss their opinion of the verdict with anyone (during the class).

III. Do you think the stories will be more the same or more different? Was Whelan given a fair trial?

**Plan of Instruction**

Warm-Up (2 minutes)
- Give a brief history of the McGee assassination (when it happened, who was accused, that he was tried and convicted, etc)
- Introduce the *Blood on the Moon* DVD to the classroom, explaining its background (a play originally) and about Pierre Brault (actor/historian).

Discussion (2 minutes)
- Ask students if they were ever aware of any assassinations having occurred in Canada

Modelling (50 minutes)
- Play the *Blood on the Moon* DVD
- Ask students to write down any noticeable differences between American assassinations and Whelan’s story
- Point out certain “clues” to students as the DVD plays
Guided Practice (10 minutes)
- Have students reform groups and discuss similarities and differences
- Have students write on their sheets

Independent activity (5 minutes)
- Have students think about their verdict and write down their opinion on sheets

Sharing/Discussing/Teaching (5 minutes)
- Take up student answers to similarities and differences question
- Be sure to note to students one portion of the McGee/Whelan story left out of the film (the influence and presence of Sir John A. MacDonald, prime minister at the time)
- Close by regaling the class with the interesting fact that Robert Todd Lincoln, Abraham Lincoln’s son was present at both Garfield and McKinley’s assassinations, after which he refused any and all presidential invitations that followed.

Assessment
- Students understanding of the McGee/Whelan story will be assessed based on their “tweets” about their verdict. The hypothesis is that there will be more “not guilty” verdict than “guilty”

Primary Sources Used
- Photos of McGee
- Photos of Whelan
- Newspaper articles of assassination, trial, conviction and hanging
<table>
<thead>
<tr>
<th>Lesson 8:</th>
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</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td>- This lesson will be a review of the assassinations, and their outcomes.</td>
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<tr>
<td><strong>Learning Goal</strong></td>
</tr>
<tr>
<td>- Students will gain an understanding of how political assassinations affected American society.</td>
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<tr>
<td><strong>Curriculum Expectations</strong></td>
</tr>
<tr>
<td>- Assess the influence of key individuals and groups in shaping American arts and culture</td>
</tr>
<tr>
<td>- The historical significance historical thinking concept will be utilized in this lesson</td>
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<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td>I. Repeat various key elements of each assassination, pens, papers, sheet of paper numbers 1-5</td>
</tr>
<tr>
<td>II. Review the points in order of Lincoln, Garfield, McKinley, and finally Kennedy</td>
</tr>
<tr>
<td>III. How have these assassinations shaped American society? Did society change in the immediate aftermath? Had these leaders not been assassinated, would they hold as much historical significance?</td>
</tr>
<tr>
<td><strong>Plan of Instruction</strong></td>
</tr>
<tr>
<td><strong>Warm-Up (5 minutes)</strong></td>
</tr>
<tr>
<td>- Line portraits of the 5 slain men along the board</td>
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<tr>
<td>- Write across the board “5 Men Are MURDERED!”</td>
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<tr>
<td>- Before proceeding, deliver the class’ verdict in the Whelan trial.</td>
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<tr>
<td><strong>Discussion (5 minutes)</strong></td>
</tr>
<tr>
<td>- Discuss with the class their reasons for finding Whelan guilty or not guilty</td>
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<tr>
<td><strong>Modelling (15 minutes)</strong></td>
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<tr>
<td>- Review with the students the facts of each of the assassinations as presented</td>
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<tr>
<td><strong>Guided practice (20 minutes)</strong></td>
</tr>
<tr>
<td>- Have students come together in groups to brainstorm the effects that each of the slayings had on society.</td>
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<tr>
<td><strong>Independent activity (20 minutes)</strong></td>
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<tr>
<td>- Ask the students, on the numbered sheet provided, to rank the importance of each assassination (1 being the most important and 5 being the least important)</td>
</tr>
<tr>
<td><strong>Sharing/Discussing/Teaching (10 minutes)</strong></td>
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<tr>
<td>- Tally up the scores of the students’ sheets and then deliver the results to the class.</td>
</tr>
<tr>
<td>- Discuss the results with the class and ask if anyone has any rebuttals.</td>
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<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>- The lesson will be assessed based on the students’ ability to identify a clear “most significant” assassination.</td>
</tr>
<tr>
<td><strong>Primary Sources Used</strong></td>
</tr>
<tr>
<td>- Photograph of Lincoln</td>
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<td>- Photograph of Garfield</td>
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<tr>
<td>- Photograph of McKinley</td>
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<tr>
<td>- Photograph of Kennedy</td>
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<tr>
<td>- Photograph of McGee</td>
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</tbody>
</table>
Appendices:

PRIMARY DOCUMENTS

- Lesson 1:
Lesson 2:

- YouTube Link to Zapruder Film
  - [http://www.youtube.com/watch?v=kq1PbgeBoQ4](http://www.youtube.com/watch?v=kq1PbgeBoQ4)
THE ASSASSINATION OF PRESIDENT LINCOLN.
AT FORD'S THEATRE WASHINGTON D.C. APRIL 14TH 1865.
FORD'S THEATRE
FORT STREET, ABOVE E.

SEASON II....WEEK XIV....NIGHT 127
WHEN MEMBERS OF BRIGADE, ETC.

John P. Ford, Proprietor and Manager

FRIDAY EVENING, APRIL 14TH, 1865
THIS EVENING.
The Performance will be preceded by a signal of fire.

PRESIDENT LINCOLN
BENEFIT!
AND
LAST NIGHT
OF MISS
LAURA KEENE

Miss Keene has been Manager, Author, and Author; suggested by
MR. JOHN DYOTT
AND
MR. HARRY HAWK

TOM TAYLOR'S CELEBRATED NOVELISTIC COMEDY
An original production in America by Miss Keene, and performed by the company of

ONE THOUSAND NIGHTS
OUR AMERICAN COUSIN

FLORENCE TRINCHARD—MISS LAURA KEENE

Abel Marrott, Clerk to Attorney......... John Gay
Ann Tringham.............................. Harry Howes
John Dyer.................................sq. J. L. Norcross
Lawrence Wiltse..........................sq. J. C. Durbin
E. J. Fretwell..............................sq. S. Borden
S. P. W. Borden.........................sq. J. L. Borden
Mrs. J. L. Borden........................sq. J. L. Borden

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Lesson 3:

- GARFIELD PPT

Lesson 4:
Lesson 5:

http://www.youtube.com/watch?v=yg0f_QHNSUw

Lesson 6:

http://www.youtube.com/watch?v=4ZU9BKe4w
Lesson 7:
PROCLAMATION!

WHEREAS, THE
Honorable Thomas D'Arcy McGee
A Member of the House of Commons of the Dominion of Canada, was
Foully Assassinated in this City, on the Morning of the
Seventh Day of April, 1868, in accordance with a resolution of the
Corporation, by HENRY JAMES FRIEL, Mayor of the City of

REWARD OF
$2,000

For the apprehension and Prosecution to Conviction of the Assassin.

TWO THOUSAND DOLLARS

For any information or assistance in the arrest of, or procuring evidence
of, any person in any way implicated in, or connected with, the Perpetration of
the above crime.

Given under my Seal at the City of Ottawa, the Seventh Day of April, 1868.

HENRY J. FRIEL May 2, 1868
Lesson 8:
POWER POINT PRESENTATIONS

(SEE ATTACHED PDF DOCUMENTS)

- Lincoln Assassination.pdf
- Kennedy Conspiracy.pdf
- Conclusion.pdf

BLACK LINE MASTERS

- KWL Chart (See PDF attachment)
- Lincoln Assassination Timeline
Timeline: The Assassination of Abraham Lincoln
(AS PRESENTED BY AMERICAN EXPERIENCE SERIES ON PBS)

1865: Lincoln Delivers His Second Inaugural Address
On March 4th, President Abraham Lincoln delivers his second inaugural address to a crowd of 50,000 in front of the newly completed iron dome of the U.S. Capitol. Nationally known stage actor John Wilkes Booth and several other Confederate sympathizers are among the crowd. Booth will later claim he had “a splendid chance… to kill the president where he stood.”

March 17: Booth Plots to Kidnap Lincoln
Booth plots to kidnap Lincoln and hold him ransom for Confederate Army prisoners. Lewis Powell, George Atzerodt, David Herold, Samuel Arnold, Michael O’Laughlen and John Surratt conspire with Booth, but their plot will not be carried out.

April 9: Civil War Ends
Confederate general Robert E. Lee surrenders at the Appomattox Courthouse and the Civil War ends.

April 14: The Day of the Assassination
The day of Lincoln’s assassination is also Good Friday.

Late morning
While picking up his mail at Ford’s Theater, John Wilkes Booth overhears someone saying Lincoln will attend that evening’s performance. He spends the following eight hours gathering supplies and plotting with Powell and Atzerodt.

10:13 p.m.
At the theater, Booth shoots President Lincoln in the head during a performance of “Our American Cousin.” Booth breaks his leg, but escapes by horseback. Lincoln is taken to the Peterson boarding house, across the street, where a death watch begins.

10:15 p.m.
Lewis Powell attacks Secretary of State William Seward in his bed, slashing Seward’s face and inflicting a serious wound. Powell escapes out the front door of the house.

Late evening
Secretary of War Edwin Stanton takes charge of a manhunt for the assassins.

April 15: The Day After
4 a.m.
Booth, now traveling with David Herold, arrives at Dr. Samuel Mudd’s house in southern Maryland. Mudd, an acquaintance Booth met while scouting escape routes, sets Booth’s broken leg.

7:22 a.m.
President Lincoln is pronounced dead. As word spreads, angry mobs gather in several Northern and occupied Southern cities.
In 140 characters or less, write a tweet about today's topic, ____________________
<table>
<thead>
<tr>
<th>AMERICAN ASSASSINATION VS. CANADIAN ASSASSINATION</th>
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<tbody>
<tr>
<td><strong>SIMILAR</strong></td>
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VERDICT: DID PATRICK AMES WHELAN KILL THOMAS D’ARCY MCGEE?

YOUR VERDICT:
WHO'S THE MOST SIGNIFICANT?

List the assassinations in order of which you believe is most significant to the one which you is the least significant. Explain your reasoning.

1.

2.

3.

4.

5.