

## **Expert Pack: Lincoln’s Assassination**

Lexile Range: 1010 – 1210

**Topic/Subject:** The Assassination of Abraham Lincoln

### **Texts/Resources**

#### Articles

1. “The Assassination of President Abraham Lincoln” (Harper’s Weekly)
2. “Who Was John Wilkes Booth before He Became Lincoln’s Assassin”
3. “Timeline: The Assassination of Abraham Lincoln”
4. “Assassination of President Abraham Lincoln”

#### Video

1. “Abraham Lincoln’s Assassination”

### **Rationale and Suggested Sequence for Reading:**

This text set begins with a short video called “Abraham Lincoln’s Assassination” that gives a brief description of the events surrounding Lincoln’s assassination. In the next resource, “Who Was John Wilkes Booth Before He Became Lincoln’s Assassin,” students are introduced to, and provided background information on, Abraham Lincoln’s killer. The third resource, “Timeline: The Assassination of Abraham Lincoln,” is organized in the form of a timeline with 15 short sections. In the fifth resource, “Assassination of President Abraham Lincoln,” students read a recap of the events surrounding Lincoln’s assassination. This resource includes a summary of the events, a timeline that runs from March-July of 1865, and a gallery of photos, drawings, and documents of events related to that time. In the final resource, the students read an article from Harper’s Weekly called “The Assassination of Abraham Lincoln.” The article is written so that the students are transported back in time to April 1865.

### **The Common Core Shifts for ELA/Literacy**

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich nonfiction

### **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts:**

1. *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
10. *Read and comprehend complex literary and informational texts independently and proficiently.*

## Annotated Bibliography

**N/A “Abraham Lincoln’s Assassination”**

Author: Unknown

Genre: Video

Length: 4:47

Synopsis: A short video (4:47) that gives a brief description of the events surrounding Lincoln’s assassination.

Citation: <http://www.teachertube.com/video/abraham-lincoln039s-assassination-185959>

Recommended Student Activities: Pop Quiz

**1010L “Who Was John Wilkes Booth before He Became Lincoln’s Assassin?”**

Author: Renee Montagne

Genre: Informational Length: 4 pages

Synopsis: This text provides information about the life of John Wilkes Booth before the assassination of Abraham Lincoln.

Citation: Montagne. R. (2015). “Who was John Wilkes Booth before He Became Lincoln’s Assassin?” Retrieved November 16, 2015, from

<http://www.npr.org/2015/04/15/399579416/historian-john-wilkes-booth-not-a-deranged-lone-madman>

Recommended Student Activities: Quiz Maker

**1070L “Timeline: The Assassination of Abraham Lincoln”**

Author: PBS

Genre: Informational

Length: 15 brief timeline sections

Synopsis: This article provides a time of the events of April 1865. From Lincoln’s second inaugural address to the deaths of Mary Surratt, Lewis Powell, David Herold and George Atzerodt.

Citation: “Timeline: The Assassination of Abraham Lincoln”. PBS. Retrieved from

<http://www.pbs.org/wgbh/americanexperience/features/timeline/assassination/>

Recommended Student Activities: A Picture of Knowledge

**1150L “Assassination of President Abraham Lincoln”**

Author: Unknown

Genre: Informational; includes article, timeline, and gallery

Synopsis: This article recaps the events surrounding the assassination of Lincoln, a timeline of those events, and a gallery of photos, drawings, and documents related to the events.

Citation: Assassination of President Abraham Lincoln.

<https://memory.loc.gov/ammem/alhtml/alrintr.html>

Recommended Student Activities: Wonderings

**1210L “The Assassination of President Abraham Lincoln”**

Author: Harper’s Weekly

Genre: Informational; primary source

Synopsis: This primary source article from Harper’s Weekly reports on the death of President Abraham Lincoln. It gives background about John Wilkes Booth, and explains how Booth planned and carried his plan to kill President Lincoln.

Citation: Harper’s Weekly <http://www.sonofthesouth.net/leefoundation/civil-war/1865/assassination-abraham-lincoln.htm>

Recommended Student Activities: Wonderings

## Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered before students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time
- Use Expert Packs as the **resources for Guided Reading** with a small group of students

### Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

## ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

### **Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

*Options for this step include:*

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

### **Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

### **Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

### **Step four: Write about what was read.**

*Options for this step include:*

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
  - Use mentor texts about which students can pattern their writing.
  - Allow them to write collaboratively.
  - Show students visual resources as prompts, etc.
  - Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

## Text Complexity Guide

“Who Was John Wilkes Booth Before He Became Lincoln’s Assassin?” by Renee Montagne

### 1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

1010L
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2-3 band	420-820L
4-5 band	740-1010L
6-8 band	925-1185L
9-10 band	1050-1335L
11-CCR	1185-1385L

### 2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note specific examples from the text that make it more or less complex.

<p><b>Meaning/Purpose</b></p> <p>The article presents Booth as a celebrity of the time, drawing comparisons to modern celebrities. “...Booth was the first actor known to have had his clothes torn by fans.” This comparison will resonate with students.</p> <p>The text presents Booth as courteous, and even heroic. This image contradicts the common understanding of Booth as a monster who assassinated our President.</p> <p>More difficult, is understanding the distinction between Booth being a “mad man” v. the assassination being “politically” motivated. Understanding this distinction could prove difficult for students.</p>	<p><b>Structure</b></p> <p>The text is organized as a News Feature—with the purpose and central idea opening the article.</p> <p>However, the text is not ordered chronologically and moves between the family’s recollection of Booth, anecdotes about these interactions with the public, and his “ideological” beliefs that motivated the assassination.</p>
<p><b>Language</b></p> <p>Some of the phrasings may warrant unpacking: “Booth brought to that agitation extremism, the passion almost of a fanatic.”</p> <p>Those ideological differences include increasing the power of the federal government and emancipating the slaves, both things Booth was vehemently against.</p>	<p><b>Knowledge Demands</b></p> <p>Students must know that Booth assassinated our President after the surrender of the Confederacy in the Civil War.</p>

### 3. Reader and Task Considerations

*What will challenge students most in this text? What supports can be provided?*

- The language will be the biggest challenge to students. Providing the glossary to define words and allowing opportunities for close reading of strategic paragraphs (or even single sentences) could alleviate the complexity.
- Understanding why the author makes the distinction between Booth as “mad men” and Booth as a politically motivated “fanatic” could require opportunities for student discussion and collaboration and strategic questioning to drive the point home.

## Expert Pack: Lincoln’s Assassination

### **Learning Worth Remembering**

**Cumulative Activities** – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

#### **1. Rolling Knowledge Journal**

- Read each selection in the set, one at a time.
- After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text about (topic).
- Then write or list how this new resource added to what you learned from the last resource(s).

#### **Sample Student Response**

Title	Write or List	
	New and important learning about the topic	How does this resource add to what I learned
1. “Abraham Lincoln’s Assassination”	Lincoln was elected president in 1861 and was opposed to slavery.  John Wilkes Booth came up with a plan to kill the 3 top leaders so the government would fall apart.  While Lincoln was watching a play Booth shot him in the back of the head.  Booth was caught 12 days later.  Booth broke his leg as he was escaping, but escaped by horseback.  Lincoln died the next morning.	

<p>2. "Who was John Wilkes Booth Before He Became Lincoln's Assassin?"</p>	<p>John Wilkes Booth assassinated Lincoln at Ford's theater as he watched a play.</p> <p>He was a famous actor--he had "his clothes torn by fans"!</p> <p>Booth wasn't a "madman." He was politically motivated to assassinate Lincoln.</p> <p>He was against emancipation, income tax, and the draft.</p> <p>He didn't serve in the Confederate Army because his mother begged him not to.</p> <p>He carried a "tattered" fortune that predicted his death in his wallet.</p> <p>His actions destroyed his family.</p>	<p>Booth was a confederate sympathizer, which is why he wanted to kill Lincoln.</p>
<p>3. "Timeline: The Assassination of Abraham Lincoln"</p>	<p>Lee surrendered to Grant at Appomattox Courthouse on April 9, 1865.</p> <p>Booth plots to kidnap Lincoln and hold for ransom with other conspirators.</p> <p>Booth was caught and killed on April 26, 1865 by Union soldiers.</p>	<p>This was the end of the Civil War.</p> <p>There were others who shared dislike of Lincoln.</p>

<p>4. "The Assassination of President Abraham Lincoln"</p>	<p>Booth first planned to kidnap Lincoln in March 1865 while Lincoln was visiting a soldiers' hospital, but Lincoln canceled that visit.</p> <p>After Booth escaped the theater he stopped in Maryland to have his broken leg bandaged by Dr. Samuel Mudd.</p> <p>Six days after he died Lincoln's body was taken by train to Illinois to be buried. Funeral processions were held in cities along the way.</p> <p>Booth and his accomplice Herold were finally caught in a tobacco barn in Virginia. Herold surrendered, but Booth was shot and later died.</p> <p>In July 1865, four accomplices were executed by hanging, and others were sentenced to life in prison.</p>	<p>This confirms that there was pre-meditation involved; this was not a spur-of-the-moment killing.</p> <p>Booth received help for his broken leg. Would he have been able to escape without this help?</p> <p>Although not everyone agreed with Lincoln, he was much-loved by many.</p> <p>Booth had a number of accomplices.</p>
<p>5. "The Assassination of President Abraham Lincoln" (Harper's Weekly)</p>	<p>Booth was 26 when he killed Lincoln</p> <p>He was an actor but was not successful</p> <p>He frequently threatened to kill President Lincoln</p> <p>Booth planned to kill the President</p> <p>Booth escaped the theater with the help of accomplices.</p>	<p>Booth had carefully planned out how he was going to kill President Lincoln.</p>

## 2. Rolling Vocabulary: “Sensational Six”

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your word
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
“Abraham Lincoln’s Assassination”	Words: adamantly, abolition, simultaneously, Civil War, assassinate, derringer <ol style="list-style-type: none"> <li>1. Abraham Lincoln was <u>adamantly</u> opposed to slavery.</li> <li>2. The <u>abolition</u> of slavery was Lincoln’s goal.</li> <li>3. The <u>Civil War</u> started after the southern states seceded from the Union.</li> <li>4. John Wilkes Booth created a plan to <u>assassinate</u> Lincoln.</li> <li>5. Booth’s plan was to <u>simultaneously</u> kill Lincoln and two other government leaders.</li> <li>6. Booth shot Lincoln with a <u>derringer</u>.</li> </ol>
“Who was John Wilkes Booth Before He Became Lincoln’s Assassin?”	Words: murder, prominent, heroism, ideological, opposition, heinous <ol style="list-style-type: none"> <li>1. Booth was responsible for the murder of Abraham Lincoln.</li> <li>2. Booth was a <u>prominent</u> actor who was well-known and well-loved; fans tore his clothes as he left the theater!</li> <li>3. He was remembered for his acts of <u>heroism</u>, like saving a woman whose dress caught on fire.</li> <li>4. Booth’s <u>ideological</u> beliefs conflicted with Lincoln’s, especially his beliefs about emancipation, income tax, and the draft.</li> <li>5. With the end of the war, Booth’s <u>opposition</u> to Lincoln and his beliefs grew.</li> <li>6. He plotted to commit the <u>heinous</u> act: the assassination of Lincoln.</li> </ol>

<p>“Timeline: The Assassination of Abraham Lincoln”</p>	<p>Words: surrendered, conspirators, mourners, executions, manhunt, Confederate sympathizer</p> <ol style="list-style-type: none"> <li>1. Lee <u>surrendered</u> to Grant at Appomattox Courthouse.</li> <li>2. Samuel Arnold and Mary Surratt were <u>conspirators</u> with Booth in Lincoln’s assassination.</li> <li>3. On Easter Sunday, churches were full of <u>mourners</u> for Lincoln’s death.</li> <li>4. Pictures were made of the <u>executions</u> of Booth’s co-conspirators.</li> <li>5. There was a <u>manhunt</u> for Booth, people were looking for him far and wide.</li> <li>6. <u>Confederate sympathizers</u>, such as Booth, disagreed with Lincoln’s ideology.</li> </ol>
<p>“Assassination of President Abraham Lincoln”</p>	<p>Words: figure, lodged, claiming, retained, conspirators, mayhem</p> <ol style="list-style-type: none"> <li>1. John Wilkes Booth was a well-known person, or <u>figure</u>, in the theater world.</li> <li>2. The bullet that killed Lincoln was <u>lodged</u>, or stuck, behind his right eye.</li> <li>3. Lewis Paine, who tried to kill Secretary Seward, got into the house by <u>claiming</u> he was delivering medicine.</li> <li>4. Seward not only survived, he <u>retained</u> his place in the government, and is known for purchasing Alaska from Russia.</li> <li>5. There were at least 4 <u>conspirators</u> in the plot to kill Lincoln and others.</li> <li>6. After Lincoln was shot, there was <u>mayhem</u> in the theater as people tried to figure out what had happened.</li> </ol>
<p>“The Assassination of President Abraham Lincoln” (Harper’s Weekly)</p>	<p>Words: accomplices, deliberately, audience, frequently, private, nation</p> <ol style="list-style-type: none"> <li>1. Booth had <u>accomplices</u> in his plan to kill Lincoln.</li> <li>2. Booth planned out and <u>deliberately</u> killed the president.</li> <li>3. Lincoln and his wife were in the <u>audience</u> on the night he was killed.</li> <li>4. Booth <u>frequently</u> threatened to kill President Lincoln.</li> <li>5. The President and his wife were sitting in a <u>private</u> box in the theater watching the play.</li> <li>6. The entire <u>nation</u> was very sad when President Lincoln died.</li> </ol>

**Sensational Six**

Words: assassination, surrendered, accomplices, heinous, executions, conspirators

The **assassination** of Abraham Lincoln has fascinated the American public for more than 150 years. The events surrounding the assassination began shortly after Lee **surrendered** to Grant in 1865. Prior to that, John Wilkes Booth and his **accomplices**, driven by their anger at Lincoln's beliefs, hoped to kidnap Lincoln and bring an end to the War and a Confederate victory. When the war ended before their plot took place, they decided to commit their **heinous** crime. Booth and his co-conspirators eluded capture for 12 days. They believed they would be viewed as heroes for killing the President. Little did they know, they would be called cowards and **executions** would be carried out once they were captured. Although Booth died before he could be tried, his co-**conspirators** were captured and either hanged or sentenced to life in prison.

## Student Copy

### 1. Rolling Knowledge Journal

- Read each selection in the set, one at a time.
- After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
- Then write or list how this new resource added to what you learned from the last resource(s).

### Sample Response

Title	Write or List	
	New and important learning about the topic	How does this resource add to what I learned already?

**2. Rolling Vocabulary: “Sensational Six”**

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

**Sample Response**

<b>Title:</b>	<b>Six Vocabulary Words &amp; Sentences</b>
<b>Sensational Six</b>	Words:

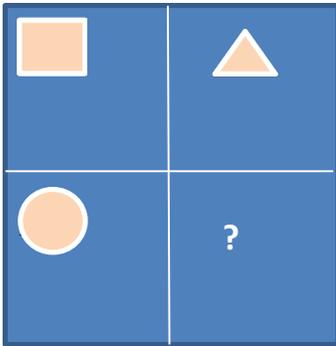
### Learning Worth Remembering

**Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

#### 1. A Picture of Knowledge (Recommended for “The Assassination of President Abraham Lincoln” (Harper’s Weekly) and “Timeline: The Assassination of Abraham Lincoln”)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.
- Draw these shapes in the corner of each quadrant:

1. square
2. triangle
3. circle
4. question mark



- Write!

Square: What one thing did you read that was interesting to you?

Triangle: What one thing did you read that taught you something new?

Circle: What did you read that made you want to learn more?

Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

#### 2. Quiz Maker (Recommended for “Who Was John Wilkes Booth before He Became Lincoln’s Assassin?”)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.

- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

**3. Wonderings** (Recommended for “The Assassination of President Abraham Lincoln”)

I’m a little confused about:	This made me wonder:
On the left, track things you don’t understand from the article.  <b>I am confused about or do not understand....</b>	On the right side, list some things you still wonder (or wonder now) about this topic.  <b>I wonder or would like to learn more about....</b>

**4. Pop Quiz** (Recommended for “Abraham Lincoln’s Assassination” (video))

Answer the following questions:

Question	Possible Answer
1.	
2.	
3.	
4.	

## Expert Pack: Lincoln’s Assassination

### Expert Pack Glossary

#### “Abraham Lincoln’s Assassination”

<i>Word</i>	<i>Student-Friendly Definition</i>
secede	To quit an organization <i>The southern states seceded from the Union.</i>
Emancipation Proclamation	An official announcement issued by President Abraham Lincoln on January 1, 1863, freeing slaves in the areas of the Confederacy still at war in the United States <i>The Emancipation Proclamation made people who supported the confederacy angry.</i>
Civil War	A war within a nation between opposing factions <i>The Civil War in the U.S. was between the Northern states and the Southern states.</i>
Confederacy	A union of persons, groups, states, or nations <i>The Southern states that seceded from the Union were known as the Confederacy.</i>
sympathizer	Someone who feels or shows support for or approval of something <i>Since he was in favor of slavery, he was considered a confederate sympathizer.</i>

#### “Who Was John Wilkes Booth before He Became Lincoln’s Assassin?”

<i>Word</i>	<i>Student-Friendly Definition</i>
coordinated	To work together in a common cause or effort <i>The student council coordinated the homecoming dance.</i>
delves	To search hard for facts or information <i>The researcher delves into many books at the library.</i>
prominent	Widely known <i>Our neighbor is a prominent scientist.</i>
fundamental	basic <i>Food is a fundamental need.</i>

ideological	Shared ideas or beliefs <i>Democrats and Republicans have different ideological backgrounds.</i>
vehemently	Intense expression of emotion <i>John vehemently denied that he lied about skipping class.</i>
extremism	Belief in and support for ideas that are very far from what most people consider correct or reasonable <i>The events on 9/11 in the United States are examples of religious extremism.</i>
exile	Living away from one's home or country while being refused permission to return or fearing punishment <i>Booth's sister went into exile, because she was worried she would suffer for her brother's crimes.</i>
heinous	Very wicked or evil <i>The murdered was punished for their heinous crime.</i>

**“Timeline: The Assassination of Abraham Lincoln”**

<i>Word</i>	<i>Student-Friendly Definition</i>
Inaugural address	Speech given during a ceremony which informs the people of his or her intentions as a leader <i>Lincoln gave his second inaugural address on March 4<sup>th</sup>, 1865.</i>
conspirators	People involved in a secret agreement to commit a crime <i>Booth's fellow conspirators helped him to carry out his plan.</i>
acquaintance	A person someone knows slightly but is not a friend <i>While Booth is on the run, an acquaintance helps him with his broken leg.</i>
fugitive	Someone who has escaped from a place or is hiding to avoid persecution <i>There was a large reward for the fugitives who took part in the plan to assassinate Lincoln.</i>
liberator	Someone who frees people from oppressed <i>Booth thought that he would be considered a liberator for assassinating Lincoln.</i>

### “The Assassination of President Abraham Lincoln”

Word	Student-Friendly Definition
boarding house	A residence that provides rooms and meals to paying lodgers <i>After he was shot, the doctor arranged for Lincoln to be carried across the street to a boarding house where he later died.</i>
dagger	A short, pointed weapon like a sword <i>After he shot Lincoln, Booth dropped his gun and waved a dagger at those trying to stop him.</i>
brutally	Cruel or savage <i>When Seward’s son tried to stop Paine he was brutally beaten.</i>
attending	In this article the word attending, is used to mean a practicing doctor <i>Seward’s son Augustus was the attending hospital corps veteran.</i>
gallows	A high, wooden frame to which ropes for hanging criminals are attached <i>Booth’s co-conspirators were hung at the gallows of the Old Penitentiary.</i>
secretary	The head of a government department <i>Secretary of State William Seward was attacked and left for dead on the same night that Lincoln was killed.</i>

### “The Assassination of President Abraham Lincoln” (Harper’s Weekly)

Word	Student-Friendly Definition
weary	Tired in body or mind; fatigued <i>Studying for the exam made her weary.</i>
prospect	Something that is expected or very likely to happen <i>Going to college is an exciting prospect.</i>
deliberately	Done on purpose <i>He deliberately hurt her feelings.</i>
eminent	Notable; outstanding <i>She is an eminent scientist.</i>
audience	A group of people gathered to see or hear something <i>The audience was silent during his speech.</i>

profession	A job or type of work <i>He entered the legal profession after finishing law school.</i>
degree	Measure or amount <i>Skiing takes a high degree of skill.</i>
secretary	An official who is the head of a government department <i>When the president takes office, he will soon appoint secretaries to manage specific departments.</i>
conversed	To have a talk <i>I conversed with my parents about the movie we had just seen.</i>
private	Restricted to the participation or knowledge of specified people <i>I'm sorry, but this is a private meeting and no outsiders are allowed to attend.</i>
scene	A part of an act in a movie or play <i>The last scene in the movie was very sad.</i>
according	In agreement with <i>According to tradition, the bride wore white.</i>
producing	To bring into being; yield <i>Our chickens are producing eggs for market.</i>