

Expert Pack: Lincoln Assassinated!

Submitted by: FirstLine Schools—Louisiana

Grade: 7

Date: February 2016

Topic The Assassination of Abraham Lincoln
<p data-bbox="711 573 911 604" style="text-align: center;">Texts/Resources</p> <p data-bbox="128 611 237 642">Article(s)</p> <ol data-bbox="175 646 1060 821" style="list-style-type: none">1. Excerpt from <i>Chasing Lincoln's Killer: The Search for John Wilkes Booth</i>2. Ford's Theatre Virtual Tour3. "The Blood Relics From the Lincoln Assassination"4. "Wanted! The President's Killer!"5. "Who Was John Wilkes Booth before He Became Lincoln's Assassin?" <p data-bbox="128 825 293 856">Infographic(s)</p> <ol data-bbox="175 861 789 892" style="list-style-type: none">1. 7 Things You Might Not Know: Abraham Lincoln <p data-bbox="128 930 1490 1041">Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This gradated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.</p> <p data-bbox="128 1045 1060 1077">Refer to annotated bibliography on the following pages for the suggested sequence of readings.</p>
<p data-bbox="527 1192 1094 1224" style="text-align: center;">Rationale and suggested sequence for reading:</p> <p data-bbox="128 1276 1490 1591">In the first article, "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 next resource, "7 Things You Might Not Know: Abraham Lincoln," is an infographic that provides interesting background knowledge about Abraham Lincoln. At this point students read an excerpt from, <i>Chasing Lincoln's Killer: The Search for John Wilkes Booth</i>, by James Swanson which gives a lead up to the assassination. Students then begin to explore the setting for the assassination using the interactive website, Ford's Theatre Virtual Tour. The next resource, "The Blood Relics From the Lincoln Assassination," further exposes students to the author James Swanson and the surviving objects from Lincoln's murder. The expert pack culminates with, "Wanted! The President's Killer," which ties the rest of texts together.</p>

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

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (the darkened sections of the standards are the focus of the Expert Pack learning for students):

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 and suggested sequence for reading

1010 "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 www.npr.org

Cost/Access: \$0.00 npr.org <http://www.npr.org/2015/04/15/399579416/historian-john-wilkes-booth-not-a-deranged-lone-madman>

Recommended Student Activities: Quiz Maker

N/A 7 Things You Might Not Know About Abraham Lincoln

Author: Unknown

Genre: Informational (infographic)

Length: N/A

Synopsis: This infographic provides seven less known facts about Abraham Lincoln.

Citation: 7 Things You Might Not Know About Abraham Lincoln. (2014). Retrieved December 11, 2015, from <http://blog.vuze.com/2014/02/27/7-things-might-know-abraham-lincoln-infographic-book-torrents/>

Cost/Access: \$0.00 blog.vuze.com <http://blog.vuze.com/2014/02/27/7-things-might-know-abraham-lincoln-infographic-book-torrents/>

Recommended Student Activities: A Picture of Knowledge

980 Excerpt from *Chasing Lincoln's Killer: The Search for John Wilkes Booth*

Author: James Swanson

Genre: Informational

Length: 2 pages

Synopsis: Based on rare archival material, obscure trial manuscripts, and interviews with relatives of the conspirators and the manhunters, CHASING LINCOLN'S KILLER is a fast-paced thriller about the pursuit and capture of John Wilkes Booth: a wild twelve-day chase through the streets of Washington, D.C., across the swamps of Maryland, and into the forests of Virginia. This excerpt provides a view into Booth's mindset before carrying out the assassination of Abraham Lincoln.

Citation: Swanson, J. (2009). Chasing Lincoln's Killer: The Search for John Wilkes Booth. Scholastic Press.

Cost/Access: \$0.00 <http://www.scholastic.com/teachers/article/excerpt-chasing-lincolns-killer?scrybrkr=4f31e611>

Recommended Student Activities: Wonderings

N/A Ford's Theatre Virtual Tour

Author: Unknown

Genre: Interactive website; includes virtual tour of space, pictures, and lists of relevant people

Length: N/A

Synopsis: This website allows users to view the interior and exterior of the Ford's Theatre as well as pictures of Booth's possessions, the theatre museum, and information on significant individuals involved in Lincoln's assassination.

Citation: Ford's Theatre Virtual Tour. (n.d.). Retrieved November 16, 2015, from <http://www.fordstheatre.org/sites/default/files/virtualTour/index.html>

Cost/Access: \$0.00 Ford's Theatre

<http://www.fordstheatre.org/sites/default/files/virtualTour/index.html>

Recommended Student Activities: A Picture of Knowledge

N/A "The Blood Relics from the Lincoln Assassination"

Author: James Swanson

Genre: Informational; includes pictures

Length: 15 pages

Synopsis: This article discusses the author's interest in Abraham Lincoln and describes objects from the murder of the president.

Citation: Swanson, J. (2015). The Blood Relics From the Lincoln Assassination. Smithsonian Magazine. Retrieved November 16, 2015, from <http://www.smithsonianmag.com/history/the-blood-relics-from-the-lincoln-assassination-180954331/?no-ist>

Cost/Access: \$0.00 Smithsonian Magazine <http://www.smithsonianmag.com/history/the-blood-relics-from-the-lincoln-assassination-180954331/?no-ist>

Recommended Student Activities: Wonderings

880 "Wanted! The President's Killer"

Author: Kathy Wilmore

Genre: Informational

Length: 1691 words

Synopsis: The article presents the history of assassination of the former U.S. president Abraham Lincoln by actor John Wilkes Booth and other conspirators including Lewis Powell, George Atzerodt, and David Herold.

Citation: Wilmore, K. (2015). WANTED! THE PRESIDENT'S KILLER. Junior Scholastic, 117(12), 12. Retrieved November 16, 2015, from

<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=102377780&site=ehost-live>

Cost/Access: \$0.00 Ebsco

<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=102377780&site=ehost-live>

Recommended Student Activities: Pop Quiz

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.

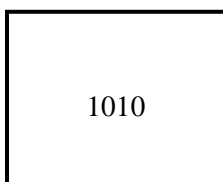
- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- 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.

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.



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

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.

Meaning/Purpose 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. The text presents Booth as courteous, and even heroic. This image contradicts the common understanding of Booth as a monster who assassinated our President. 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.	Structure The text is organized as a News Feature—with the purpose and central idea opening the article. 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.
Language Some of the phrasings may warrant unpacking: “Booth brought to that agitation extremism, the passion almost of a fanatic.” Those ideological differences include increasing the power of the federal government and emancipating the slaves, both things Booth was	Knowledge Demands Students must know that Booth assassinated our President after the surrender of the Confederacy in the Civil War.

vehemently against.	
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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.

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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

1. Read each selection in the set, one at a time.
2. 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, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
"Who was John Wilkes Booth Before He Became Lincoln's Assassin?"	<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>	n/a

	<p>-He carried a “tattered” fortune that predicted his death in his wallet.</p> <p>-His actions destroyed his family.</p>	
7 Things you Might Not Know about Abraham Lincoln	<p>- Abraham Lincoln created the Secret Service the day he died.</p> <p>-Lincoln invented a flotation device and obtained a patent.</p> <p>- He was a wrestling champion.</p>	- Edwin Booth (JWB’s brother) saved Lincoln’s son Robert when he fell on a train platform.
Excerpt from <i>Chasing Lincoln’s Killer: The Search for John Wilkes Booth</i>	<p>-Booth had a chance to kill Lincoln on Inauguration Day and was angry he missed it.</p> <p>-Booth was tormented by the celebrations in DC, “insults to the fallen Confederacy.”</p>	Booth said the speech at the executive mansion was “the last he will ever give” and plotted the assassination for Lincoln.
Ford’s Theater, Virtual Tour	Ford’s Theater fell into disrepair, but is now restored to its former glory.	<p>This resource allows to SEE what Ford’s Theater actually looked like.</p> <p>The Presidential Box isn’t something I have to imagine! I can see exactly how it was set up and how Booth escaped onto the stage.</p>
“The Blood Relics from the Lincoln” Assassination	<p>-No ceremonies marked the anniversary of Lincoln’s assassination at Ford’s Theater until the 150th anniversary.</p> <p>-The author had a “lifelong fascination” with Lincoln since he shared a birthday with the President and his grandmother gave him an engraving of Booth’s gun.</p> <p>-For the 150th anniversary, he picked out his favorite “relics”</p> <p>-Lincoln’s “trademark” was a top hat.</p>	<ul style="list-style-type: none"> ● We learned that Ford’s Theater was not preserved and was only recently restored in the Virtual Tour. This text adds more information and tells us that Lincoln’s death was not marked until more recently either. ● Booth purchased several guns in preparation for his assassination plot. ● He provided weapons to the other conspirators: <ul style="list-style-type: none"> ○ Lewis Powell attempted to kill Secretary of State William Seward, but failed. ○ George Atzerodt got drunk and ran away.

	<p>-Lincoln's death deeply affected those around him: the actress who cradled his head kept her blood stained dress, the War Secretary kept a lock of his hair, one million Americans viewed his corpse.</p>	<ul style="list-style-type: none"> • a 100,000 reward was offered for Booth's capture. • Booth believed "all our troubles" were owed to Lincoln and "God Simply made me the instrument of his punishment."
"Wanted! The President's Killer"	<ul style="list-style-type: none"> • Booth broke his leg as he jumped from the box to the stage. • He fled the city with Herold and went to a doctor outside of the city to hide. • The doctor told him to leave when he heard news of the assassination. • Booth was shocked at the reactions to the assassination. He thought he would be considered a hero, not "a murderer and a coward." • Booth was killed after hiding out at a farm in Maryland. • Even though he wasn't popular in the South, Southerners were "appalled" at the way Lincoln was killed--it wasn't a fair fight because he was shot from behind. • Lincoln's assassination, right after his promise to heal the nation and hold "malice toward none," made him a "respected" and "beloved" President--even to those who disagreed with him. 	<ul style="list-style-type: none"> • He may not have fought in the war, but Booth was a secret agent for the Confederacy! • Booth plotted for months to kidnap the President and hold him for ransom, but the war ended, so he decided to assassinate him. • Booth appeared in a play at Ford's Theater and knew it well. • Atzerod "could not bring himself to kill Johnson" and got drunk instead. • Booth also slashed a man (Rathbone) who came to Lincoln's aid during the assassination.

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.

Title	Six Vocabulary Words & Sentences
<p>“Who was John Wilkes Booth Before He Became Lincoln’s Assassin?”</p>	<p>Words:</p> <p>murder, prominent, heroism, ideological, opposition, heinous</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Booth was responsible for the murder of Abraham Lincoln. 2. Booth was a prominent actor who was well known and well loved; fans tore his clothes as he left the theater! 3. He was remembered for his acts of heroism, like saving a woman whose dress caught on fire. 4. Booth’s ideological beliefs conflicted with Lincoln’s; especially, his beliefs about emancipation, income tax, and the draft. 5. With the end of the war, Booth’s opposition to Lincoln and his beliefs grew. 6. He plotted to commit the heinous act: the assassination of Lincoln.
<p>“7 Things you Might Not Know about Abraham Lincoln”</p>	<p>Words:</p> <p>irony, legislation, emancipation, patent, ingested, ransom</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Lincoln created the Secret Service the day he was assassinated--the irony that he created the structures that would save future Presidents the day he was unprotected is not lost on the American people. 2. Lincoln signed other historic pieces of legislation, most importantly, the Emancipation Proclamation. 3. The Emancipation Proclamation emancipated, or freed, the slaves. 4. Lincoln invented a flotation device, for which he obtained a patent. The patent meant no one could steal his idea and make money from his invention. 5. Lincoln’s mother died when she ingested, or drank, poisoned milk. 6. Gang members in Chicago attempted to hold Lincoln’s body for ransom, but the Secret Service (which he created the day he died!) stopped them.

Excerpt from <i>"Chasing Lincoln's Killer: The Search for John Wilkes Booth"</i>	<p>Words:</p> <p>inauguration, surrendered, regretted, gloating, illuminate, target</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Lincoln made a speech at his inauguration that John Wilkes Booth attended. 2. Robert E. Lee surrendered to the Union Army and all of Washington was celebrating. 3. Booth regretted not assassinating Lincoln at the Inauguration, when it could have affected the outcome of the war to the South's benefit. 4. Lincoln made a speech during the celebrations at the executive mansion. He was not gloating over the Union's win. 5. The city was illuminated with hundreds of lights to honor the end of the war; Booth felt the celebrations were an insult to the Confederacy. 6. He could see Lincoln lit up on the balcony of the White House--he was a perfect target. Booth missed the opportunity and resolved that it "would be the last speech he will ever give."
Ford's Theater, Virtual Tour	<p>Words:</p> <p>Unobstructed, invaluable, conservation, iconic, access, proscenium arch</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The view from the Presidential box was unobstructed—they had a perfect view of the stage. 2. Images and lithographs of the old theater have been invaluable in recreating Ford Theater as it was the night of the assassination. 3. Many of the relics of the assassination, including Lincoln's coat, undergo conservation processes to preserve them. 4. Iconic images of President Lincoln can be found on the penny and on Mt. Rushmore. 5. Booth had access to the Presidential Box because he was a well known actor of that time. 6. The audience at Ford's Theater could see Lincoln because his box was within the confines of the proscenium arch.
"The Blood Relics from the Lincoln Assassination"	<p>Words:</p> <p>relics, fascination, artifacts, archive, resonate, conjures</p> <p>Sentences:</p>

	<ol style="list-style-type: none"> 1. The “blood relics” are the physical evidence from the murder of Abraham Lincoln. 2. The author, who shared Lincoln’s birthday, had a lifelong fascination with President Lincoln and began collecting the relics after his grandmother gifted him a cutting of the Chicago Tribune from the day of Lincoln’s death. 3. The artifacts he collected inspired him to write many books about the assassination of Lincoln and the murderer, John Wilkes Booth. 4. His archive of relics is impressive. 5. Each item emotionally resonates with those who encounter them. 6. They conjure the night the President was assassinated and help us understand that terrible night, even though it was long ago.
“Wanted! The President’s Killer”	<p>Words:</p> <p>assassination, co-conspirators, fugitive, coward, capture, legacy</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Lincoln’s assassination was a critical point in American history. 2. Booth and his co-conspirators plotted to kill the President, the Secretary of State, and the Vice President. 3. Booth was a fugitive after he committed the assassination. 4. Many considered Booth a coward because he shot Lincoln from behind. 5. He was captured and killed weeks after Lincoln’s death. 6. Lincoln’s legacy was cemented after his assassination.
Sensational Six	assassination, co-conspirators, ideological, fugitive, legacy, irony
<p>Summary:</p> <p>The assassination of Abraham Lincoln has fascinated the American public for more than 150 years. The story of the co- conspirators, driven by their anger at Lincoln’s ideological beliefs, which were so different from their own, 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 assassinate the President. Booth and his co-conspirators became fugitives 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. The great irony of their plan is that their act would only cement Lincoln’s legacy as a great American President.</p>	

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 Ford's Theatre Virtual Tour and 7 Things You Might Not Know About 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: square, triangle, circle, 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 Blood Relics From the Lincoln Assassination" and Excerpt from *Chasing Lincoln's Killer: The Search for John Wilkes Booth*)

On the left, track things you don't understand from the article as you read. things you still wonder (or wonder now) about this *topic*.

On the right side, list some

I'm a little confused about:	This made me wonder:

4. **Pop Quiz** (Recommended for “Wanted! The President’s Killer”)

Answer the following questions.

Question	Possible Answer
1.	
2.	
3.	
4.	

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Expert Pack Glossary

“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>a heinous crime.</i>

Abraham Lincoln: 7 Things You Might Not Know

Word	Student-Friendly Definition
irony	A conflict between what might be expected and what actually occurs: <i>We noted the irony that the boy who always complained about the cold weather became a famous skier.</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.
patent	A patent is a government document that proves that an invention is yours and yours alone: <i>Thomas Edison applied for a patent for the light bulb.</i>
ingested	To eat or drink foods or liquids. The cows ingested a poisonous plant.
ransom	The release of property or a person in return for payment of a demanded price: <i>The kidnappers demanded a ransom in return for the child.</i>
intervened	To jump in the middle of something: <i>The teacher intervened in the fight.</i>

Excerpt from *Chasing Lincoln's Killer*

Word	Student-Friendly Definition
gloating	To feel or express great, often spiteful pleasure: <i>The rival team gloated over their victory.</i>
illuminate	To provide with light: <i>A lamp illuminated the steps.</i>

delirious	uncontrolled excitement: <i>Common ran through the streets delirious with happiness when he won the lottery.</i>

Ford's Theater: There are no words that need to be added here.

“The Blood Relics from the Lincoln Assassination”

<i>Word</i>	<i>Student-Friendly Definition</i>
relics	Something that is treasured for its age or historic interest: <i>The museum contained civil war relics, old guns and army uniforms, in their collection.</i>
pilgrimages	A journey to a sacred place or shrine: <i>They went on a pilgrimage to the holy city.</i>
solemn	Deeply serious or earnest: <i>She was a solemn scholar.</i>
swivel (Swiveled)	To turn or rotate. : <i>The chair swiveled from side to side.</i>
vigil	an act or period of watching; sometimes devotional: <i>She kept vigil at her bedside.</i>
frenzy (frenzied)	<i>Frenzy</i> A state of violence agitation or wild excitement: <i>The frightened horses dashed about in a frenzy.</i> <i>Frenzied</i> Affected with or marked by frenzy; frantic: <i>There was a frenzied rush for the nearest exit.</i>
advisory	Having the power to advise: <i>an advisory committee</i>
gaped	To stare in amazement, often with the mouth open: <i>The fans gaped as the baseball went soaring out of the ballpark.</i>

uncomprehending	lacking understanding: <i>Tom remained uncomprehending, and failed his test, after skipping his math class all week.</i>
hostile	Feeling or showing ill will: <i>Amy was hostile to her worst enemy.</i>
lurking	To move about secretly; sneak. <i>The tiger was lurking through the jungle, stalking its prey.</i>
sesquicentennial	A 150th anniversary : <i>The town celebrated the town's sesquicentennial. It was founded 150 years ago.</i>
deringer	A handgun : <i>Booth used his deringer to shoot Lincoln.</i>
artifact	An item of cultural or historical interest: <i>The gun Booth used to assassinate Lincoln is an artifact.</i>
archive	A collection of records and documents of historical interest: <i>The librarian searched through the archive to research silent movies.</i>
resonate	to have particular meaning or importance for someone ; to affect or appeal to someone in a personal or emotional way: <i>The gift would resonate to her teacher.</i>
presumably	Very likely though not known for certain: <i>Mary would presumably get an A in science class.</i>
ephemera	Something impermanent, lasting only a short time: <i>You might enjoy such ephemera as sunsets and rainbows.</i>
unparalleled	Distinctive and without equal: <i>The record-breaking time for the athlete was unparalleled.</i>
significance	Meaningful, important: <i>The necklace held some great significance to her.</i>
conjures	To bring something such as a feeling or memory to your mind: <i>The swings on the playground conjure recess with her best friends.</i>

foreboding	A glimpse or a feeling that bad things are going to happen: <i>She had a foreboding that the trip would get canceled due to the weather.</i>
potently	Powerful influence of the mind or feelings; highly effective: <i>He potently made an argument for joining the team.</i>
contemporaries	If people are the same age and living in the same era: <i>The students in the 7th grade are contemporaries.</i>
doffed	To remove something: <i>He doffed his hat before the playing of "The Star-Spangled Banner."</i>
jubilant	Filled with joy: <i>The end of World War II was just such a jubilant moment</i>
lapels	The front part of a jacket or suit coat that's folded back: <i>The tuxedo he wore to your uncle's wedding had a satin lapel.</i>
grosgrain	A silk or silk like fabric: <i>Her dress was made out of grosgrain.</i>
morbid	Preoccupied with death or decay: <i>The way she was always thinking and talking about death was morbid.</i>
gruesome	shockingly repellent; inspiring horror: <i>The horror movie shows a lot of gruesome scenes of death.</i>
exiled	To be forced to leave and not return: <i>She was exiled from her country.</i>
vintage	A year or period of origin: <i>He drives a car of 1950 vintage.</i>
hippodrome	A theater or other performance venue: <i>The play took place in the hippodrome.</i>

Typhoid fever	An infectious, often fatal disease: <i>They were worried he might die if he caught typhoid fever.</i>
Diphtheria	A serious contagious disease: <i>He was worried he would catch diphtheria.</i>
imperious	Having or showing the proud and unpleasant attitude of someone who gives orders and expects other people to obey them: <i>He made imperious demands.</i>
acquisition	Something you have purchased or received. <i>The book was her favorite acquisition.</i>
coveted	To want (something that you do not have) very much: <i>She coveted her friend's backpack.</i>
alleged	A claim or statement that hasn't been proven true: <i>The alleged murderer had been accused but not convicted.</i>
broadside	an advertisement intended for wide distribution: <i>The news was printed on a broadside.</i>
accomplice	A cooperator or participator, commonly in criminal acts: <i>The accomplice to the gas station robbery distracted the store manager while their partner took the money from the cash register.</i>
defaced	To ruin the surface of (something) especially with writing or pictures: <i>The monument was defaced with graffiti.</i>
carte-de-visite	A small picture of someone, mounted on a piece of card: <i>She carried a carte-de-visite of her favorite actor.</i>

provenance	The origin or source of something: <i>The artifact is of unknown provenance.</i>
contempt	A feeling that someone or something is not worthy of any respect or approval: <i>She has displayed a profound contempt for her opponents.</i>
chivalry	An honorable and polite way of behaving: <i>She held open the door as an act of chivalry.</i>
obscene	Very offensive in usually a shocking way: <i>The way he writes about his family is simply obscene.</i>
carbine	A short, light rifle: <i>He took a carbine with him to defend himself.</i>
notorious	Well-known or famous especially for something bad: <i>The coach is notorious for his violent outbursts.</i>
vanity	Inflated pride in oneself or one's appearance: <i>The handsome actor's vanity was well-known.</i>
scrutinizing	To examine (something) carefully especially in a critical way: <i>I closely scrutinized my opponent's every move.</i>
hitherto	Until now; before this time: <i>At the talent show Kyle revealed his hitherto unknown gift for doing impressions.</i>
unheralded	Appearing without warning or prior announcement; unexpected: <i>The singer's appearance was unheralded. She simply walked out on stage.</i>
procession	An organized group or line of people or vehicles that move together slowly as part of a ceremony: <i>The cars moved in procession to the cemetery.</i>
patina	A thin layer: <i>There is a patina of dust on the shelf.</i>
remnant	The part of something that is left when the other parts are gone: <i>After all these years only a remnant of the dress remained.</i>

“Wanted! The President’s Killer”

<i>Word</i>	<i>Student-Friendly Definition</i>
infamous	Well-known for being bad: known for evil acts or crimes: <i>He committed an infamous crime.</i>
co-conspirators	A person who is involved in a secret plan to do something harmful or illegal: a person who is involved in a conspiracy. <i>The kidnappers were co-conspirators in their plans to kidnap the king.</i>
fateful	Having important results : producing a serious and usually bad result: <i>Hundreds perished on that fateful day.</i>
vaults	To jump over something: <i>She went to vault over the gate in her excitement.</i>
scouting	Exploring and observing in order to gain information: <i>Looks like they were scouting the town</i>
sympathizer	Someone who feels or shows support for or approval of something: <i>He was a Nazi sympathizer during World War II.</i>
fugitives	Running away to avoid being captured: <i>The thief ran away from the police.</i>
tyrant	A ruler who has complete power over a country and who is cruel and unfair: <i>A majority of the country’s people have decided to rise up against the tyrant who kills anyone he views as a threat to his power.</i>
pardoned	An act of officially saying that someone who was judged to be guilty of a crime will be allowed to go free and will not be punished: <i>The governor pardoned him.</i>
mourning	Great sadness felt because someone has died: <i>His widow was dressed in mourning after her husband died.</i>
resented	To be angry or upset about (someone or something that you think is unfair): <i>She resented being told what to do.</i>

appalled	To be shocked and disappointed. : <i>He was appalled by the way those children have been treated.</i>
malice	A desire to cause harm to another person: <i>It was an attack motivated by pure malice.</i>
charity	Goodwill or kind feelings toward others: <i>Lincoln urged charity for all after the civil war.</i>
legacy	Something that happened in the past or that comes from someone in the past: <i>The war left a legacy of pain and suffering.</i>