Primary Sources in the Classroom  Smithsonian Institution Archives
Mary Henry: Eyewitness to the Civil War  Institutional History Division
Lincoln’s Death: Memories and Images  siarchives.si.edu

LINCOLN’S DEATH: MEMORIES AND IMAGES

Primary and Secondary Sources

Objectives: Students will learn the difference between primary and secondary sources, and the values and challenges of both. Students will evaluate the way news of important events reaches the public, comparing news sources of today to those of the mid-19th century.

Time: 55 minutes (Adjust Time As Needed)
- introduction, (suggested: 15 minutes)
- small groups, (suggested: 20 minutes)
- large group discussion, (suggested: 20 minutes)

Skills: Critical Thinking, Visual and Written Comprehension

Subject: Social Studies, American History, Document Based Questions and Answers

Materials: (contained below)
- Excerpts from Mary Henry’s diary on the death of Lincoln, images and transcripts
- Newspaper clippings on the death of Lincoln
- Images of Lincoln’s death bed
- Group worksheets

Grade Level: Grades 6 – 8

Historical Overview:
Abraham Lincoln (1809-1865) was the sixteenth President of the United States. He was elected in 1860, and again in 1864. He served as president during the Civil War, which divided the country into the Union and the Confederacy over the issues of slavery and states’ rights versus a strong federal government. During the war, Lincoln issued the Emancipation Proclamation on January 1, 1863, freeing all slaves in the rebel states. The Civil War began on April 12, 1861, and did not end until April 9, 1865. The Confederate states gradually rejoined the Union, and a long process of Reconstruction began.

On the evening of April 14, 1865 John Wilkes Booth shot President Lincoln at Ford’s Theater in Washington, DC, just five days after the end of the Civil War. In the chaos that followed Wilkes’ act, Lincoln was carried across the street to the Petersen
House, where he died the next morning, April 15. News of the shooting and Lincoln’s death spread quickly throughout the city of Washington and the country. With limited communication sources, many differing accounts were given of that horrible night.

Mary Anna Henry (1834-1903) was the daughter of Joseph Henry, the first Secretary of the Smithsonian Institution. She lived with her family in the Smithsonian Institution Building, or “Castle” on the National Mall in Washington, DC, from 1855 to 1878. Mary was well-educated and kept company with many prominent scientific and political citizens of Washington, including the Lincolns. During the Civil War, DC remained the capital of the Union, but from the “Castle”, Mary could see the Confederate States of America. On the border between the warring Union and Confederacy, Mary wrote about events in the city over the course of the entire Civil War in her diary.

**Primary and Secondary Sources:**

A **primary source** is any original source of information that provides a direct or first-person connection to a historical event. Examples may include: documents such as letters, diaries, birth certificates, receipts, and notebooks; photographs and drawings; objects, such as clothing or furnishings; oral history interviews, and home movies. Primary sources were created by a person who witnessed an event first-hand.

**Secondary sources** are summaries, second-hand accounts, and analyses of events. They were created by someone who did not witness the event, but may have read or heard about it. Examples may include: books or articles written on a topic, artworks depicting an event, letters or diaries recounting a version of events told to the author by another source.

One source can contain both primary and secondary information. For example, a diary entry that contains a version of events the author read in the newspaper (**secondary**) and the author's feelings about the event (**primary**). Whether a source is primary or secondary can depend on the question you ask. If you are looking for information on how an event occurred, the diary entry written from a newspaper article would be a secondary source (the newspaper article may
be a primary source). But if you are asking how the author learned about an event, the diary entry written from a newspaper article would be a primary source.

Primary sources provide valuable information that we cannot find elsewhere. They speak to us in a first-person voice and bring history alive. They provide an individual’s view of historic events and times, and they tell stories about how people lived and coped in the past. These letters, diaries, and photographs create engaging stories for students to learn about and relate to. By comparing conflicting primary sources, students learn to carefully examine actual documents, as well as the words they contain, evaluate evidence and point of view, and develop critical thinking skills about the past and also about their world today.

**News Sources:**

When an important event occurs news travels fast. However, stories from different sources often vary in minor ways. Sometimes the truth of an event is warped in the retelling. A traumatic event can lead to confusion, and the true details are difficult to discern.

In the mid-19th century people would have received news from newspapers, telegraph, and word-of-mouth, whether in conversation or in a letter from a friend. Important information traveled quickly between cities via short telegraph reports. At that time newspapers printed multiple editions per day, so that timely information reached the public. Today we receive news almost constantly on television and the internet, as well as by word-of-mouth.
Instructions for Teachers:

Explain the differences between a primary and secondary source to your students. Ask them to think of examples of both primary and secondary sources. Ask why they think primary sources are a valuable way to study history.

Discuss the different ways that news is delivered today. Ask students how they learn about important events. Ask them to try to imagine how people in the mid-19th century would have learned about important events.

Divide students into small groups. Print copies of the sources and worksheets for each student in each group. Each group will be given a different set of sources: the Mary Henry diary excerpts, the newspaper clippings, or the photograph and painting.

Before sending the groups to analyze and read their respective sources, describe the historical context of Abraham Lincoln’s death.

Have the students examine the original documents and discuss them with their group. Encourage the students to use the original documents, but can utilize the transcripts for reading if necessary.

After students have analyzed and read their sources and answered their questions in the small groups, bring the class back together for a large discussion. Have each group share a summary of their sources and the answers they found. Ask these questions to begin a discussion:

- What do these documents tell you about the public’s initial reaction to Lincoln’s death?
- Are there any conflicts or contradictions between the various types of evidence? How can you resolve them?
- Does one form of evidence shed light on other forms of evidence?
- Does one document help you to evaluate the quality of information in other documents?
- When you combine these primary sources, is the whole greater than the sum of its parts?

Please note that all Smithsonian Institution primary and secondary source materials can be used and reproduced for educational purposes without further permission.
Instructions for Students:

In your assigned groups, look at, read and analyze your original source documents or images carefully. Answer the questions listed on your worksheet, using evidence from the documents or images to support your answers.
Mary Henry Diary Entry on the Death of Abraham Lincoln

Names: ____________________________________________

Questions:
1. Who wrote this diary?

2. When and where was this diary written?

3. What is this diary entry describing?

4. Why was this diary written?

5. Who was the intended audience?

6. What was the point of view of the diary writer?

7. What does the diary entry tell you about life in Washington, DC at the time of Lincoln's assassination?

8. Is this diary a primary source or secondary source, or both?

9. Are any/all parts of it a primary source, explain why or why not?

10. How could you check the accuracy of the information in the diary?

11. How does the information in the entry compare to what you have learned in your textbooks?
Newspaper Reports of Lincoln's Death

Names: ________________________________________________________________

Questions:
1. Who created these news reports?

2. When and where was this news clipping printed?

3. What are these news reports describing?

4. Why were these reports produced?

5. Who was the intended audience?

6. Are there any contradictions in the information in the different reports?

7. What does the news clipping tell you about life in Washington, DC, at the time of Lincoln's assassination?

8. Are these news reports primary sources or secondary sources, or both?

9. Are any/all parts of these news reports primary sources, explain why or why not?

10. How could you check the accuracy of the information in the news clipping?

11. How does the information in the news clipping compare to what you have learned in your textbooks?
Images of Lincoln's Death

Names:________________________________________________________________________________________

Questions:
1. Who created these images?

2. When and where were these images created?

3. What is happening in these images?

4. Compare and contrast the images, how are they similar, how are they different, if at all?

5. Why were these images created?

6. Who was the intended audience?

7. What was the point of view of the creators in each image?

8. What do the images tell you about life in Washington, DC, at the time of Lincoln's assassination?

9. What can we learn from these images about attitudes towards Lincoln's assassination?

10. What type of sources are the images, primary, secondary, or both, explain why?

11. How could you check the accuracy of the images?
Mary Henry Diary Entry, April 15, 1865:

Mary Henry Diary entry for April 15, 1865, page 1, Smithsonian Institution Archives. 
http://siarchives.si.edu/history/exhibits/documents/mary.htm
Mary Henry Diary entry for April 15, 1865, page 2, Smithsonian Institution Archives.
http://siarchives.si.edu/history/exhibits/documents/mary.htm
Mary Henry Diary entry for April 15, 1865, page 3, Smithsonian Institution Archives.
http://siarchives.si.edu/history/exhibits/documents/mary.htm
Mary Henry Diary entry for April 15, 1865, page 4, Smithsonian Institution Archives. 
http://siarchives.si.edu/history/exhibits/documents/mary.htm
Mary Henry Diary Entry, April 18, 1865:

Mary Henry Diary entry for April 18, 1865, page 1, Smithsonian Institution Archives. 
http://siarchives.si.edu/history/exhibits/documents/mary.htm
April 18, 1865

Sad End. In a while past, the people were justice. We were called to leave. The event was, Mr. Lincoln and found him in an almost paralytic condition. The President died about 7:22 o'clock. Dr. Strong returned to his bed side a few moments before his decease. He made his way through the snowing and difficult elevations to find him slowly returning his death at long intervals, lying as he ordered. To another. I then hardly breathed or woke by the shining cold. The wind and all was done. So little for the arm that the sleeping of the President made was distinctly heard. After a solemn and impressive service, the body went to lie in the Old South Church and was in the parlor below. She cried out. "Oh where did you walk of me" she was laying. Afterward. Shewed a God to the people. It was all in God's power not cause him to come.

Mary Henry Diary entry for April 18, 1865, page 2, Smithsonian Institution Archives. http://siarchives.si.edu/history/exhibits/documents/mary.htm
Mary Henry Diary entry for April 18, 1865, page 3, Smithsonian Institution Archives.
http://siarchives.si.edu/history/exhibits/documents/mary.htm
Transcript Mary Henry Diary Entry April 15:

[April] 15th. We were awakened this morning by an announcement which almost made our hearts stand still with consternation. The President was shot last night in the Theater. When the morning paper was issued he was still alive although little or no hopes were entertained of his recovery but now the tolling bells tell us he has ceased to breathe. He is dead. Mr. De Bust has just told Hannah he died at ½ 7 o'clock. Deeply must the country mourn this death for although uncouth & ungainly he was true hearted, magnanimous and kind and in the present crisis ready to follow the such a course with the defeated [Start Page 2] belligerants as would win them back to their allegiance to the Government and subdue the rebellion in their hearts as well as subjugate their aims. The South has lost in him a good & judicious friend. His successor Johnson heartily desires the death of the leaders of the rebellion & is in every way ultra in his views. I have not given the particulars of the disaster. It was announced in the yesterday's papers that the President with Gen Grant would be at Ford's Theater in the evening and a large crowd collected there in consequence. Gen Grant however left the city before night for N.Y. Mrs. Lincoln had not been well & the President went to the place of amusement with reluctance, not wishing to disappoint the audience. He was received with more than usual applause. About 9½ o'clock a shot was heard which was at first supposed to be from the stage and a man [Start Page 3] leaped from the President's box upon the stage crying, "Sic semper Tyrannis" "I have done it." and making his way to the door mounted a horse & rode off. The shrieks of Madame Lincoln first announced to the petrified audience the catastrophe which had taken place. The President was found to be in a state of insensibility, shot twice through the head. He was immediately conveyed to a house opposite the theatre followed by Mrs. L. escorted by her friends in an almost frantic condition.

At the same time of the accident an attempt was also made upon the life of Sec. Seward. The assasin entered the house upon the plea that he had brought a prescription of Dr. Verde the physician of the Sec. He pushed passed the servant into the room of the sick man & after disabling the attendants inflicted several sabre wounds in his neck & then made his escape. Sec. Stanton it is said was warned [Start Page 4] of the danger and guarded himself against it. The rain is falling heavily and the bells still toll their melancholy tale.
Transcript Mary Henry Diary Entry April 18:

[April] 18th. Have just returned from the Kennedys where I passed the night. I went to see Dr. & Mrs. Gurley yesterday afternoon. The Dr. said he had been called to go to the President about 4 o'clock in the morning. He found him in the house opposite the theatre lying insensible upon a bed with the life blood dripping from the wound in his head upon the clothes on the floor beneath. The several members of the Cabinet & other persons were standing around the deepest sorrow depicted upon their countenances. The Dr. went to the bed [Start Page 2] side but for a while was too much overcome with his feelings to perform the religious services required of him. He went to Mrs. Lincoln and found her in an almost frantic condition. The President died about 7½ o'clock. Dr. Gurley returned to his bedside a few moments before his decease. He made his way through the sorrowing & silent spectators & found him slowly drawing his breath at long intervals lying as before perfectly motionless. A faint hardly perceptible motion in his throat and all was over. So still was the room that the ticking of the President's watch was distinctly heard. After a solemn & impressive prayer, Dr. Gurley went to break the sad intelligence to Mrs. Lincoln who was in the parlor below. She cried out "Oh why did you not tell me he was dying?" Robert Lincoln showed great self possession & calmness and did all in his power to comfort his sorrow [Start Page 3] stricken Mother. Dr. Gurley went with her to the White House. Some of her expressions are exceedingly painful. To day remains of the good kind man are deposited in the East Room and from an early hour the streets have been thronged with people going to take their last view of him. Sally & Annie Kennedy asked me to go with them but I thought I would rather remember him as I saw him last at the Capitol at the inauguration. Carry and I are going out again soon, we feel too restless to remain at home. Father writes that the feeling of resentment against the Southerners in New York is bitter in the extreme. One man for an expression indicating want of sympathy in the general sorrow was thrown over the railing of a ferry boat & instantly crushed by the wheels. We expect Father to night. He heard the news shortly after his arrival in New York on Friday night.
President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

The Act of a Desperate Rebel.

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

Details of the Dreadful Tragedy.

[Official]

War Department,
Washington, April 15—1:30 A. M.

Maj.-Gen. Dix:

This evening at about 9:30 P. M., at Ford's Theatre, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathburn, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theatre.

The pistol ball entered the back of the President's head and penetrated nearly through the head. The wound is mortal. The President has been insensible ever since it was inflicted, and is now dying.

About the same hour an assassin, whether the same or not, entered Mr. Seward's apartments, and under the pretense of having a prescription, was shown to the Secretary's sick chamber. The assassin immediately rushed to the bed, and inflicted two or three stabs on the throat and two on the face. It is hoped the wounds may not be mortal. My apprehension is that they will prove fatal.

The nurse alarmed Mr. Frederick Seward, who was in an adjoining room, and hastened to the door of his father's room, when he met the assassin, who inflicted upon him one or more dangerous wounds. The recovery of Frederick Seward is doubtful.

It is not probable that the President will live throughout the night.

Gen. Grant and wife were advertised to be at the theatre this evening, but he started to Burlington at 6 o'clock this evening.

At a Cabinet meeting at which Gen. Grant was present, the subject of the state of the country and the prospect of a speedy peace was discussed. The President was very cheerful and hopeful, and spoke very kindly of Gen. Lee and others of the Confederacy, and of the establishment of government in Virginia.

All the members of the Cabinet except Mr. Seward, are now in attendance upon the President.

I have seen Mr. Seward, but he and Frederick were both unconscious.

Edwin M. Stanton,
Secretary of War.


http://timesmachine.nytimes.com/
http://timesmachine.nytimes.com/
Images of Lincoln's Death:

Photograph of bedroom where Lincoln died in Peterson house, taken shortly after body was removed, April 15, 1865, photograph, Chicago Historical Society.
http://www.chicagohistory.org/

NOTES:
Death of Abraham Lincoln (April 15, 1865), by Alonzo Chappel (1828-1887) and John Badger Bachelder (1825-1894), 1868, Chicago Historical Society, 28 ¾ x 46 in., oil.
http://www.chicagohistory.org/

NOTES:
Further Activities:
Have students use contemporary materials to make them aware of the historic events of which they are part.
- Take a series of photographs
- Clip articles on a topic, such as a local hero, from newspaper
- Keep a journal/diary that reflects their thoughts on an important figure in today's world
- Interview an important figure in your community
- Write a letter describing an event they witnessed
- Create a drawing of an event they witnessed
- Interview another student about an event in which they participated

Additional Resources:
Reliable websites with documents online:

SI Stories, Smithsonian Institution Archives,
http://siarchives.si.edu/history/exhibits/documents/index.htm

Smithsonian Institution Archives History Pages,
http://siarchives.si.edu/history

Smithsonian Institution Archives Home Page,
http://siarchives.si.edu/

Historic Pictures of the Smithsonian, Smithsonian Institution Archives,
http://siarchives.si.edu/history/exhibits/historic-pictures-smithsonian

Smithsonian Institution Education site,
http://www.smithsonianeducation.org/educators/

Smithsonian Institution Abraham Lincoln Online Conference,


Edsitement, The Best of the Humanities on the Web, National Endowment for the Humanities,
http://edsitement.neh.gov/

History Matters, The U.S. Survey Course on the Web, The Social History Project,
http://historymatters.gmu.edu/


Chicago Historical Society: “Wet with Blood: The Investigation of Mary Todd Lincoln’s Cloak,”
http://www.chicagohistory.org/wetwithblood/index.htm