

TEACHING AMERICAN HISTORY PROJECT – 2009-2012

Lesson Title – Two Views of the Boston Massacre from Melissa Szych
Grade - 8

Length of class period – *45 minutes*

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How can photos/cartoons/drawings portray different viewpoints?

What is propaganda?

What is the purpose of photos/cartoons/drawings in world events?

Objectives (What content and skills do you expect students to learn from this lesson?)

How to interpret primary source documents.

How to look at images from many different viewpoints and perspectives.

Compare images of the same event drawn by different artists.

Content- American History from the perspective of the British and of the Patriots.

Materials (What primary sources or local resources are the basis for this lesson?) –
(please attach)

Two drawings of The Boston Massacre attached

One drawing of The Boston Tea Party for discussion/demonstration purposes attached

Activities (What will you and your students do during the lesson to promote learning?)

Teacher will use an image of the Boston Tea Party to demonstrate how to look at all angles of a photo or drawing and how to think about the different perspectives that might be involved. Who is the image made for? Why did the artist choose that moment in time to draw? What was his motive?

Students will then work in small groups and be given one of the two images of The Boston Massacre to discuss and analyze—who is this image for? Who drew this image? What was the motive of the artist? What elements are prominent? Etc.

Each group will then share their thoughts aloud. Students should then question the comments of each group (particularly the ones who were viewing the opposite photo). Then each group will have a chance to view the other photo and then write a comparison/contrasting paragraph about both photos.

How will you assess what students learned during this lesson?

Observe small group discussions and whole group discussions

Collecting student work--the paragraph students construct comparing and contrasting the two photos to get a better understanding of their thoughts and understanding

Connecticut Grade Level Expectations-

- formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts;*
- interpret data in historical maps, photographs, art works and other artifacts;*
- *examine data to determine the adequacy and sufficiency of evidence, point of view, historical context, bias, distortion and propaganda, and to distinguish fact from opinion*

Boston Massacre from the perspective of the Patriots:



Unhappy Boston! 'tis the Sons deplore,
 by hallow'd Walls belincard with gullies Gore:
 ble faithless F—n and his savage Bonds,
 His murderous Buncoour stretch their bloody Hands,
 like fierce Barbarians gaining o'er their Prey,
 approve the Carnage and enjoy the Day.

If falling drops from Illage from Anguish bring,
 If speechless Sorrows lab'ring for a Tongue,
 Or if a weeping World can ought appease,
 The plaintive Obols of Victims such as these:
 The Patriot's copious Tears for each are shed,
 A glorious Tribute which embalms the Dead.

But know Eternals summons to that awful Goal,
 where Justice strips the Murderer of his Soul,
 Should vent C— to the scandal of the Land,
 Snatch the relentless Villain from her hand,
 Keen Executions on this Plate infernal,
 Shall reach a JUDGE who never can be brib'd.

*The unhappy sufferers were Messrs SAM^l GRAY SAM^l MAVERICK, JAM^l CALDWELL, CRISPUS ATTUCKS & PAT^l CARE
 killed, Six wounded; two of them (CHRIST^l MONK & JOHN CLARK), Mortally*

Boston Massacre from the perspective of the British:



The Boston Tea Party:

