

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Boston Massacre Comparison

Grade - 8

Length of class period – **One Class Period**

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

How is our understanding of the Boston Massacre influenced by artistic images?

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

By analyzing artwork students will be able to identify the perspectives of the event portrayed by the artists.

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

Paul Revere’s engraving of the Boston Massacre (attached)

Alonzo Chappel’s engraving of the Boston Massacre (attached)

NARA photo analysis worksheet (attached)

Compare/Contrast worksheet (attached)

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

Teacher:

Provide a brief background of the events leading up to the Boston Massacre. (Can be completed in advance)

Teach students how to analyze documents according to NARA guidelines.

Practice analyzing example photos, or other artwork as a whole class (I use my family photos to gain students’ interest).

Students:

Practice analyzing documents.

Use the NARA photo analysis worksheet to analyze Revere’s engraving of the Boston Massacre. Next, analyze Chappel’s engraving of the Boston Massacre also using the NARA worksheet.

Complete the Compare/Contrast worksheet.

Write a paragraph that explains what you think happened at the Boston Massacre.

Conduct a whole class discussion about the Boston Massacre.

How will you assess what student learned during this lesson?

Each student will complete a document analysis worksheet, a compare/contrast worksheet, and then write one paragraph that describes what each student really believes to have happened at the Boston Massacre. You may also conduct a whole class discussion about the Boston Massacre.

Connecticut Framework Performance Standards –

- 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;
- gather information from multiple sources, including archives or electronic databases, to have experience with historical sources and to appreciate the need for multiple perspectives;
- distinguish between primary and secondary sources;
- 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;
- analyze data in order to see persons and events in their historical context, understand causal factors and appreciate changeover time;