

# Wednesday, March 28 History lesson

## Lesson 2: The Colonists Rebel

### Academic Standards

- Social Studies 5.1.12 Identify contributions of women and minorities during the American Revolution.
- Social Studies 5.1.9 Analyze the causes of the American Revolution as outlined in the Declaration of Independence.
- English Language Arts 5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.

### Preparation

- Set up pictures for projection and CD in the computer
- Write on the board: groups—4 pictures, class discussion, class sees 4 pictures
- Make 4 copies each of the 5-questions page

### Lesson Outline

1. Review yesterday's performances. Draw out contrasting accounts of the performances. Can you think of other examples of times when you have remembered something differently than someone else? Point out that the memories are affected by our differing points of view. We'll come back to that. (5 minutes)
2. Ask questions to review the situation in the colonies in 1770. (Tensions from the Stamp Act, Townshend Acts, Patrick Henry, boycotts, British war ships landed troops in Boston in 1768) We're going to look at what happened in 1770, about two years after the British warships arrived in Boston. (2 minutes)
3. Separate students into 4 groups; each group examines one piece of artwork depicting the Boston Massacre and answers questions about it. After we discuss the event together, I'll show each picture on the screen. I might call anyone in the group to explain your answers, so everyone should be ready to be a spokesperson. When you finish, turn your paper over and list original 13 colonies and their capitals along with the states/capitals that give you the most trouble. (We'll come together as a class before you finish that.)
4. Pictures are in the second half of the document found at <http://www.bostonhistory.org/pdf/Boston%20Massacre%20-%20Using%20Images.pdf>
  1. What are the colonists doing? What are the British soldiers doing? With what weapons?
  2. What is the **setting**? (Buildings, weather, time of day) Statehouse is in all 5
  3. Describe the colonists' **faces**. Describe the British soldiers' **faces**. — Calm and orderly vs. panicked
  4. **How many** soldiers are in the picture? **How many** colonists? Crispus Attucks
  5. **When** was the artwork created? Why would this matter?
  6. On the back of this paper, list original 13 colonies and their capitals along with the states/capitals that give you the most trouble. (7 minutes)
7. Bring class back together. Prepare students to hear a description of the Boston Massacre. Ask students to notice anything that supports or differs from what is shown in their groups' picture. Play dramatization (twice) from textbook CD of "You Are There" on page 276. (2 minutes)
8. Have students take turns reading page 277, but stop at the words "scene of the protest."

- Discuss escalation: insults, fist fights, throwing objects, shooting.
- Cause/effect: What caused the soldiers to fire at the colonists?
- Discuss the word *massacre*. What makes a massacre a massacre? The number of people killed? Compared to the total who survived on either side? The way they are killed? The weapons held by each side?
- Could mention that there is a school in Indianapolis named after Crispus Attucks. Tangent: In the movie *Hoosiers*, the Huskers played their semi-final game against the Crispus Attucks team.

(5 minutes)

9. Show each picture on screen, one at a time.

1. Ask each group to comment on their picture. What is the same in the textbook account and their picture? (Old Statehouse in background, color of uniforms, weapons, Crispus Attucks, weather)
2. Why are there differences in the pictures of the Boston Massacre? (Date artwork was created – primary source?, what the artist wanted to emphasize (struggle against slavery), artist’s point of view as to who started the conflict)
3. Do we know how accurate the textbook version is? Discuss bias, balance, and the myth of being able to find out “what really happened.” Recall examples from the beginning of class about perspectives on the same event.

(10 minutes)

10. Switch gears. Turn off projector. Bring a couple of students forward to represent the British soldiers, colonists, and John Adams. Read last paragraph on page 277. Discuss the right to a trial and an attorney, even for serious crimes. Could mention current event: trial of U.S. soldier accused of killing 17 Afghan civilians, or is that too controversial? Discuss John Adams’s respect for the law in being willing to represent the British soldiers in court. (Constitution not written yet, but will guarantee the right to a trial by jury and the right to an attorney.) (5 minutes)

11. Read first 2 paragraphs on page 278—On the same day as the Boston Massacre, Parliament voted to repeal the Townshend Acts; all taxes cancelled except the tax on tea. (Stop here, so we can pick up with the Boston Tea Party and the Committee of Correspondence after spring break.) What do you think will happen next? If extra time, discuss list of most challenging states and capitals. Have a student write them on the board. (5 minutes)