

Teacher: Jamie Berry

Title: Boston Massacre DBA

FLVS Course: American History v.9

Topic: American Revolution

Grade level: 11

FLVS Turning Points Grant Lesson/ Activity/Content	
Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i>	<ul style="list-style-type: none">- This assignment is for the module 2 Discussion Based Assessment for American history v.9. When the student sets up an appointment for the module 2 DBA they are sent an image of the Boston Massacre by Paul Revere to examine. During the DBA, the teacher will ask the student to evaluate the picture.
National Standards for History Era: Link	Era 3 Revolution and the New Nation (1754-1820s) Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
State Standard(s): Link to SSS Link to Next Gen SSS	SS.912.A.1.2 , SS.912.A.1.4 , SS.912.A.1.5 , SS.912.A.1.6 , SS.912.A.1.7,
Themes/Concept:	What can be learned about the American Revolution through primary resources.
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	How was propaganda used by colonists on the road to independence? What really happened at the event called the “Boston Massacre”?
Learning Goal(s): <i>(What you want students to understand)</i>	Students should have a better understanding of how to use primary sources to understand a historical event.
Launch Activity (Hook)	This activity will be used as an alternate assignment for module 2 DBA.
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	The students should have already read the American Revolution information in module 2. The students will use their skills interpreting primary sources and their knowledge of the American and British tensions at the start of the American Revolution.
Lesson <i>(The lesson itself; Procedure)</i>	
<ol style="list-style-type: none">1. The student will set up an appointment for the module 2 oral assessment (discussion-based assessment).2. The teacher will then send the student the image of the Boston Massacre so the student will have time to look it over. The title of Paul Revere’s engraving is “The Bloody massacre perpetrated in King Street”. It depicts the Boston Massacre as seen from the	

point of view of the colonists. It is an early example of the use of propaganda. The name alone is meant to bring out sympathetic feelings for the colonists, as the painting shows a well-armed military attacking unarmed civilians. In reality the colonists outnumbered the soldiers and were throwing rocks at them. One colonist, John Adams, even stood up for the captain of the soldiers, Captain Preston, in court and the soldiers were acquitted. This event is looked at as one of the main events that led to the American Revolution.

3. The teacher will call the student and ask questions about the picture. Possible questions include:

Can you see what side the painter is on? How do you know that?

What is the painter trying to make you, the viewer, feel?

What can you pick out of the picture that you think is biased?

Assessment Evidence: *What evidence will show that students met the learning goal?*

The teacher will assess the students based on their answers during the DBA.

Examples of possible responses:

- The painter is probably a colonist- the British are the obvious aggressors.
- There are colonist's bleeding while the British are still attacking.
- It appears, because of the general's raised sword, that the soldiers are being ordered to open fire.
- The faces of the British are threatening.
- The painter wants the viewer to feel sympathetic toward the colonists' cause.
- The colonists are all unarmed.

Resources: Informational sites on the picture:

<http://www.earlyamerica.com/review/winter96/massacre.html>

<http://www.bostonmassacre.net/gravure.htm>

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