

**Lesson Title: Boston Massacre**

**Grade Level: 5th**

**State Core Standards:**

**Standard 2**

Students will understand the chronology and significance of key events leading to self-government.

**Objective 1**

Describe how the movement toward revolution culminated in a Declaration of Independence.

- 1 Explain the role of events that led to declaring independence (e.g., French and Indian War, Stamp Act, Boston Tea Party).
- 2 Analyze arguments both for and against declaring independence using primary sources from Loyalist and patriot perspectives.

**Essential Question: How did different perspectives effect the Boston Massacre?**

**Lesson Purpose: How did the Boston Massacre push the colonists to fight against Britain?**

**Vocabulary Focus: Massacre, Primary Sources**

**Materials:**

**Lesson Time: 4**

**B. Instructional Procedures.**

**Engage and Launch: 5-7 Mins**

**I will start off the lesson by reviewing the other events we learned: The French and Indian War, The Stamp and Sugar acts. I want the students to recall the main point of each of these events.**

**French and Indian War:**

1. Colonists were fighting against the French and Indians for land, resources and trade routes
2. France gave the colonists Canada and Spain gave Florida after the war, which opened up the way for westward expansion.
3. The colonists won the war but Great Britain restricted them from moving past the Appellation Mountains. This led to frustration from the colonists

### Sugar and Stamp Acts

1. Because the war was so expensive Britain expected the colonists to pay for it so they imposed unfair taxes which caused even more frustration among the colonists.
2. The first was the sugar act. They had to pay taxes on imported molasses and caused a drop in rum sales
3. The second was the Stamp act in which the colonists had to pay for a stamp to be on any formal document in order for it to be legitimized.
4. These two taxes were the tipping point where the colonists decided that something needed to be done about the British.

After this I will tell them that we are going over another event today that pushed the colonists further from the British: The Boston Massacre.

Teacher Role	Asks questions; Assesses prior knowledge; Provides information needed for Explore phase
Student Role	Gains interest; Calls up prior knowledge; Develops a need to know

### **Explore:** 20 min.

I will then pass out the Boston Massacre and Images. The students will need to look at each image and fill out the questions on the graphic organizer. Each group will only look at one picture at a time. Rotate pictures until they have seen all four and have them record answers on the graphic organizer. Ask the students what they think happened based off the pictures and we will go over the organizer.

Teacher Role	Makes open suggestions; Questions and probes; Provides feedback; Assesses understanding and processes
Student Role	Explores resources and materials; Hypothesizes and predicts; Records observations and ideas;

### **Explain and Summarize: 20 minutes**

1. Next I will tell the students that we will be analyzing some first hand accounts of what happened during the Boston Massacre. I have 5 primary sources that the students will read through and analyze to get the information on what happened.

Teacher Role	Asks for clarification and evidence from students; Enhances or clarifies student explanations; uses students' experiences as a basis for explaining new concepts; provides new vocabulary; evaluates student explanations.
Student Role	Clarifies understandings discovered; Shares understandings for feedback; Forms generalizations; Seeks new explanations

**Elaborate and extend: 5 mins**

1. If there is enough time I will ask the students if there was ever a time where there was a fight, car crash or disaster where there were multiple perspectives on who started it or what caused it. In their Social Studies folders I want them to write a diary entry about these events and if the event was one sided or not.

Teacher Role	Asks questions; Poses new problems and issues;
Student Role	Applies new knowledge by performing related tasks; Asks questions;

**Evaluate:**

I will have formative assessment based of the students answers during the discussion in class. I will also be able to look at their analysis on both organizers to get an understanding on where they are.

I am also planning a group presentation so the student will get a cumulative assessment when they present their project.

Teacher Role	Observe and assess students; Asks open-ended questions;
Student Role	Demonstrate an understanding of a skill or concepts; Evaluates his/her own progress and knowledge; Answers open-ended questions by using observations, evidence, and previously accepted explanations

**Adaptations for Special Needs:**

ELL students with limited English are paired with other students speaking their first language in these groups. This allows them to have more complex concepts and thoughts translated and allows for deeper level understanding.

Students are grouped in mixed ability groups, allowing students in SPED will benefit from group instruction and discussion. These Include Hossein, Jiyune, Abram and Charlie.