

Unit: 5th Grade Curriculum – What Tensions did America Face During the Revolutionary War Period?

Lesson Plan:

The Boston Massacre

Time frame: One hour and thirty minutes

AK. Standards addressed: Government and Citizenship. P. 25 A.2 &3, B.1, Page 29-31, History, A. 7-9, B. 1d-e, C. 2-4, D. 3-5

Social Studies Knowledge, Skills, and Dispositions: Students will recognize how years of turmoil created tension. Students will learn about how the tension built up in Boston until a minor event, the snowballing of soldiers, led to the massacre. Students will understand that history is dynamic and composed of key turning points. Students are able to define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others.

Cooperative skills addressed: Students can work with a partner, or groups when engaged in the lesson. (Kagan activity)

Materials needed: Interactive Notebooks, Copy of article from the Anthology book, Overhead projector, crayon/color pencils,

Specific lesson:

Vocabulary: lobsterback, musket, massacre, engraving, soldiers, rebel,

Lesson Design: Students are given the lesson question to answer telling you what they know about the lesson. This will be the pre-assessment that show the prior knowledge of the student.

1. Prior assignment/preparation—Students will have learned about the different events that lead up to the massacre. The tension that had caused so much hostility among the British & the Colonist.

2. Opening Activity: Do you consider the killing of four to five citizens a massacre? The pre-assessment question checks the understanding of students.

3. Specific lesson design--Students are given a copy of the primary document from the Anthology book, on The Boston Massacre. It's a reproduction of a newspaper article that had appeared in the Boston Gazette and Country Journal, 1770. Teacher leads whole group oral reading of the article. Discuss the events in the reading. Sequence the events. Students will sketch headstones for the casualties that perished during the massacre. An Epithet was placed on the headstones.

Assessment: Each student produces a product in the Interactive Notebook.

Daily - Teacher walks around the classroom and while students have conversations about the lesson small group and partner discussions. Teacher gives positive comments and helpful suggestions. Students will use a model of outstanding notes for a particular lecture or activity. In partner groups students will evaluate their notebooks according to the model provided. Allow students to use their notebooks to take a quiz. If their notes are good, their grade should reflect this.

Formal – Every three to four weeks IAN is assessed for quality and completeness of assignments, visual appearance and organization and extra credit assignments. Student should be given a notebook evaluation sheet to use for self-evaluation before turning them in for teacher evaluation.