

Cindy Scanlon

U.S. History

7th Grade

Topic: American Revolution

ESSENTIAL QUESTION : Should John Adams have defended Captain Preston ? What really happened at the Boston Massacre? Was this really a massacre?

LEARNER BACKGROUND: Students will have knowledge of the facts of the Boston Massacre and the chronology of acts which increased tension in the colonies prior to 1770. Students will have viewed this website *Boston Massacre Trials* so that they are familiar with the parts they will role play in class. They have already discussed the engraving done by Paul Revere.

STUDENT OBJECTIVES:

Students will be able to compare and contrast many sides of the Boston Massacre.

Students will be able to evaluate if John Adams should have represented the Captain and will list a series of effects that happened to Adams as a result.

Students will define the term “massacre” and will explain why this term should or should not be used in this situation.

MATERIALS/RESOURCES:

Creating a Nation Chapter 5

Famous American Trials: Boston Massacre law.umkc.edu/faculty/projects/ftrials/bostonmassacre

INITIATION: To help students better understand point of view, I will demonstrate with the help of a willing student, some unacceptable student behavior followed by some violent teacher reaction. Students from all four corners of the room will gather and interpret what they saw. In conclusion I will explain that though we all witnessed the same scene few groups “saw” the same thing.

LEARNING ACTIVITIES:

- 1.Students will review the Chronology chart to review the sequencing of the facts of the case.
- 2.Students will gather in cooperative learning groups and will randomly choose a person at the trial.

3. Students will either design a role play scene or design a dialogue based on the depositions from the trial from specific characters.
4. Students will present these to the class. Students from other groups will be encouraged to question the presenters.

CLOSURE:

What new conclusions can be drawn from the acts in Boston that night?
Do you think the spin control worked?

ASSESSMENT: Students will write a personal 5 paragraph essay describing the Boston Massacre using the first person. Or they will write a newspaper story reporting on the trial of Preston with Adams as the defender..

Differentiated Instruction: For weaker students I will highlight the important parts of the chronology chart and I will also assign them to the John Adams role play group which is the easiest to discern. For weak writers I would have the assessment be in the form of a chart.