

Title and Length:

Lesson Seven:

– Road to Revolution, The Colonists Rebel: Primary Sources

50 minutes

Objectives for today's lesson:

Objectives 1, 2, 4, 5

MI GLCEs

5 – U3.1.2

5 – U3.1.3

5 – U3.1.6

5 – U3.1.1

Materials & supplies needed:

America: The Story of Us

John Adams

Paul Revere, "The Bloody Massacre in King-Street, March 5, 1770." Boston, 1770. (Gilder Lehrman Collection)

"The Boston Massacre Engraving after the painting" by Alonzo Chappel, 1868

Revolutionary War Journal

Procedures and approximate time allocated for each event**LAUNCH ("BEFORE")**

(5 minutes)

Tell the students the purpose of the lesson.

"We just finished up reading about the Boston Massacre. Now we are going to watch a video of it and the trial that the British soldiers went through. The movie is *John Adams* and used the real testimonies of the colonists and the soldiers. So even though it is a movie, it is very accurate. When we are doing we will look at the etching that Paul Revere made to see if his work was accurate. We will also look at a painting that was done about 100 years after the event. Again, we will look to see if that painting is accurate."

EXPLORE ("DURING")

(30 minutes)

- Cue, "America: The Story of Us" to 00:25:45
- Get students thinking about their prior knowledge:
 - "Why were there British soldiers in Boston?"
 - "Why were the colonists upset?"
- Play video to 00:29:15, highlight "Bloody Massacre"
 - "So, we know the event as the Boston Massacre, let's think about why Paul Revere would call the event the bloody massacre."
 - Possible student responses: "Blood is scary, so it might make the people looking at the picture scared." "'Bloody Massacre' is a lot more violent than 'Boston Massacre.'"
 - Add on to student thoughts, "So 'Bloody Massacre' has a very different meaning than 'Boston Massacre.' We will talk about why Paul Revere might have chosen that title instead of 'Boston Massacre'"
- Cue "John Adams" to 00:27:15
- Show the testimony of Richard Palmes to 00:31:14
- FF to 00:34:20, play to 00:38:15

- Reiterate to the students what the two different testimonies are saying:
 - “Where does Richard Palmes say the Captain is? How is that different from the other colonist’s testimony?”
 - Student response: “One testimony says that the Captain is behind the soldiers, but the other one says that he was behind the soldiers.” “He testified that the colonists had weapons and were threatening the soldiers.” “He testified that colonists were surrounding the soldiers and throwing things at them.” “There were a lot of people yelling ‘fire’, not the Captian.” “He said that he asked the Captain if he planned on firing in the crowd. The Captain said no.”
- Recap the videos, “The testimonies of Richard Palmes helped acquit many of the British soldiers. Let’s take a look at Paul Revere’s etching and see if his work matched up with the actual events.”
- Pass out the depictions of the event, “The Bloody Massacre” Paul Revere 1770, “The Boston Massacre” Alonzo Chappel ca. 1868
- Talk about what we see.
 - In Revere’s...
 - In Chappell’s...
- Ask students to share what we know.
 - “The Captain was standing in front of the soldiers. The soldiers were surrounded. There were dozens of colonists. The colonists had weapons. It was a chaotic event.”
- Ask, “After listing the characteristics of the artwork and the actual events of the Boston Massacre, what can we say about the two artists’ perspective?”
- Make T-chart to list the characteristics of each of the pieces of artwork.
- Ask, “Why did Paul Revere depict the event falsely?”
 - “To make the soldiers look like the bad guys. He had the Patriot’s perspective.”
 - “He wanted to get colonists against the British government.”

SUMMARIZE (“AFTER”)

(5 minutes)

“Art is a tool used to communicate ideas. We saw two different works of art that depicted one event. The etching and the painting had many differences, therefore, they communicated different ideas. The perspective of the artist can have a huge effect on the ideas that the viewer takes from it. We learned that Paul Revere used art to get the colonists to feel a certain way about the Boston Massacre and he did that by changing real events into fictional events. It is important that when we read or look at a piece of art, that we have the factual information.”

Assessment

(10 minutes)

The students will use their T-charts and information from the class discussion to answer the following questions on lined paper.

There are 22 copies of the artwork for the students to take back to their seats.

I have one student who has a difficult time writing, he can answer the questions orally while I dictate.

There are 4 students who qualify for support, they will be allowed to go to the resource room for assistance, and take copies of the artwork with them.

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5th 1770 by a party of the 29th REG^t



Engraved, Printed & Sold by PAUL REVERE BOSTON

Unhappy Boston! see thy Sons deplore,
Thy hallow'd Walks bein' car'd with guiltless Gore,
While faithless P—n and his fav'age Bands,
With murderous Rancour stretch their bloody Hands,
Like fierce Barbarians grinning o'er their Prey,
Approve the Carnage and enjoy the Day.

If falling drops from Rage from Anguish wring,
If speechless Sorrows lab'ring for a Tongue,
Where Justice strips the Murderer of his Soul,
Or if a weeping World can ought appeal,
The plaintive Ghosts of Victims such as these,
The Patriot's copious Tears for each are shed,
A glorious Tribute which embalms the Dead,
Should venal C—ts the scandal of the Land,
Snatch the reicent'd Villain from her hand,
Keen Execrations on this Plate inscrib'd,
Shall reach a JUDGE who never can be brib'd.

The unhappy Sufferers were Mess^{rs} SAM^l GRAY SAM^l MAVERICK, JAM^s CALDWELL, CRISTUS ATTUCKS & PAT^l CARE
Killed, Six wounded two of them (CHRIST^l MONK & JOHN CLARK), mortally

