



South Carolina

Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):

4

Subject:

Social Studies

Length of Class:

45 minutes, 2 days



Image Citation:

Old State House. Wikipedia,

https://en.m.wikipedia.org/wiki/File:Old_State_House_and_State_Street,_Boston_1801.jpg.

Accessed 8 Sept. 2024.

Lesson Title:

How did the colonists use the Boston Massacre to their advantage?

Overview:	The Boston Massacre was a sobering moment for colonists, but it became one they used to their advantage.
Learning Objective:	Students will be able to summarize the Boston Massacre. Students will be able to explain how colonists used this event to their advantage.
Standards:	Standard 2: Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800. 4.2.CE Examine the economic and political motivations for colonists to declare independence from Great Britain.
Essential Question:	How did the colonists use the Boston Massacre to their advantage?
Supporting Question(s):	What was the Boston Massacre? What is propaganda? What are other examples of propaganda used by the Patriots?
Digital Primary and Secondary Sources:	Engraving of Boston Massacre by Paul Revere Four coffins of men killed in the Boston Massacre by Paul Revere Join or Die political cartoon Repeal or Funeral of Stamp Act This is the place to affix the stamp History Smashers: The American Revolution by Kate Messner (pages 16-26)
Required Classroom Materials:	Teacher materials: laptop, projector, printer, History Smashers: American Revolution by Kate Messner Student materials: paper, pencil
Classroom Environment:	The room should be arranged so that there is easy access to move around the perimeter during the Gallery Walk.
Differentiation and Adaptations:	This lesson can be shortened depending on the needs of learners. In addition, student choice will be utilized when deciding how to present findings.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
20 min	Read this background information to students from Britannica Kids: https://kids.britannica.com/kids/article/Boston-Massacre/489274
5-10 min	Discuss factual events of Boston Massacre
5-10 min	Display engraving of the Boston Massacre and discuss what is happening in the picture. This can be a whole group discussion or students could discuss in small groups and then share out to the entire class.
5 min	Define <i>propaganda</i> . The website dictionary.com defines propaganda as <i>information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.</i>
15 min	Return to the engraving of the Boston Massacre. Have students pretend that they live in a colony far away from Boston, Massachusetts. They have read no newspaper accounts of the events of March 5, 1770. They stumble across the engraving while visiting town. Students will make a list of details in the engraving that would help them form an opinion of the events that occurred that day.
30 min	Complete a gallery walk to look at different examples of propaganda from Revolutionary times. Propaganda examples can be found linked earlier in this document. Students should create a chart to record how each example of propaganda influenced the Patriot cause.
15-20 min	Debrief as a whole class through a discussion about how the Patriots used events such as the Boston Massacre to their advantage.

Assessments:	If used as an inquiry, students will conclude their journey by developing a way to present their findings to classmates. This may be through writing a detailed paragraph, creating a Google Slide/Powerpoint presentation, designing a website, etc. In the presentation students should include answers to each of the supporting questions as well as the essential question.
Learning Extensions:	Students can research and investigate other causes of the Revolutionary War to determine if other events were used to the colonists' advantage.

Research other times in history where events that were meant to harm were used for the good of the group.

Discuss a time that something bad happened to you and you turned it around so that there was a positive effect.