

THE BOSTON MASSACRE & THE BOSTON TEA PARTY

(Four or Five Periods for Grade 5)

NCSS – I. b, d; II. a, b, c, d, f; III. i; VI. b, h; V. a, b, d; VI. a, b, c, f, h, i; VII. a, d, f, i; IX. f, g; X. e, i, j

MA Curriculum Frameworks –

History & Social Science – 5.15

English Language Arts – Language 1, 2, 3, 5; Composition 20, 21, 22, 25; Media 26

Objective : To become knowledgeable with the events surrounding the Boston Tea Party and the Boston Massacre

To be able to analyze court room testimony to draw conclusions

To be able to understand and to draw a political cartoon

Activity : The Boston Massacre & the Boston Tea Party

- Read aloud with class a selection recounting the events of the Boston Massacre and the Boston Tea Party (Silver Burdett Ginn, *Our Country* pp. 258-261)
- On the first day, hand out to students court testimonies of the Boston Massacre. Divide students into appropriate groups. Give each group large sheets of chart paper to take notes on. Have groups try to determine whether an order to fire was actually given. If so, by whom? If not, how can you explain why shots were fired? Was Captain Preston responsible?

Homework : Work on finalizing arguments.

- On the second day, have groups finalize and present their arguments.

Activity : Designing a Political Cartoon

- For the third and fourth days, have a group design a political cartoon. Have current political cartoons ready for analysis on overhead transparencies. (You may want to use political cartoons of the period or present-day political cartoons are available in each edition of *Scholastic News* that are appropriate for 5th graders.) Discuss how cartoons are different from pictures. (Political cartoons use symbols, are often caricatures, exaggerate an idea, and express an opinion.)
- Determine the criteria with students for assessing the cartoon.
- Each cooperative group now discusses a political cartoon they would like to design based on the events of the Boston Tea Party using the criteria above. They may choose either the Patriot or Loyalist position.

- Students need to determine what role they will play, either work on the artistic side of the piece or the commentary. Hand out rubric for assessing political cartoon.

Homework : Work on political cartoons.

- Students finish and present their cartoons. The teacher will make an overhead transparency of each group's political cartoon. The rest of the class will analyze them and chart its findings on the form American Revolution Political Cartoons Chart (EA-34).
- Assess political cartoon using rubric based on criteria established.
- Display political cartoons.