



Literacy Design
Collaborative

Patriot vs. Loyalist: The Boston Massacre

★ TASK ★ LADDER

by Kim J. Offerman

5th grade students will read articles about the Boston Massacre from the Patriot and Loyalists' points of view. Following close reading of the articles, students will write an essay explaining the the similarities and differences in each article's point of view about the Boston Massacre.

- 1. Deepen the students’ ability to analyze how points of view influences how events are described.
- 2. Allow students to demonstrate their learning through an informational essay.
- 3. Address ELA grade level specific standards.
- 4. Prepare for the PBA PARCC test.

GRADES

5

DISCIPLINE

 **Social
Studies**

COURSE

 **Integrated
Studies**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 4-5.18 - Informational or Explanatory

After reading articles from opposing points of view about the Boston Massacre from *The Split History of The American Revolution*, write an essay in which you explain the similarities and differences in each article's point of view about the Boston Massacre. Support your response with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.6

Focus

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.

W.5.2.a

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.c

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2.e

Provide a concluding statement or section related to the information or explanation presented

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7

Focus

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2

Focus

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Colorado Academic Standards for Social Studies

1.1.b.

Focus

Examine significant historical documents. Topics to include but not limited to the Stamp Act, the Declaration of Independence, and the Constitution

College, Career, and Civic Life (C3) Framework for Social Studies State Standards


D2.His.4.3-5

Focus

Explain why individuals and groups during the same historical period differed in their perspectives.

Texts

Boston Massacre Images (Initial analysis of event through images)

 Boston Massacre Points of View (Used to develop a basic understanding of points of view about the Boston Massacre)

Reading A to Z: How Can Points of View Affect Your Action? From the Diary of Janet Chapman (Lexile 810) From the Diary of Captain Thomas Preston (Lexile 870) From the Diary of John Greenwood (Lexile 930) From the Diary of John Freedman (Lexile 950) From the Diary of Sam Adams (Lexile 1110)

The Split History of the American Revolution, by Michael Burgan (930L) (Anchor Text)

 **Patriot Perspective of Boston Massacre from Split History of the American Revolution (930L) (Anchor text).jpg**

 **Patriot perspective of Boston Massacre primary source (970L) (Anchor text).png**

 **Loyalist perspective of Boston Massacre from Split History of the American Revolution (930L) (Anchor text).jpg**

 **British officer perspective of Boston Massacre primary source (970L) (Anchor text).png**

 **Lives of the Scientists by Kathleen Krull and Kathryn Hewitt (1120L) (Text based evidence lesson)**

Student Work Rubric - Informational or Explanatory Task - Grades 4-5

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Topic / Main Idea	Introduces the topic and an unclear main idea.	Introduces the topic and a clear main idea with an inconsistent focus on the main idea.	Introduces the topic and a clear main idea with a consistent focus on the main idea.	Introduces the topic and a clear and specific main idea with a consistent focus on the main idea.
Use of Sources	Includes few relevant details from sources.	Summarizes, paraphrases, or quotes relevant details from sources with minor inaccurate or incomplete elements . Includes a list of sources.	Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.	Summarizes, paraphrases, or quotes well-chosen details from sources. Includes a complete list of sources.
Development	Includes minimal facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).	Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that help develop the main idea .	Explains facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
Organization	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.	Sequences sentences and groups related information in paragraphs or sections, with a clear beginning, middle and end . Uses transitions (e.g., another, for example, also, because) to connect information .	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information.	Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a unifying conclusion. Consistently and precisely uses transitions (e.g., another, for example, also, because, in contrast, especially) to connect or compare information
Conventions	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing. Language use is inappropriate	Errors in standard English conventions appropriate to the grade level sometimes interfere with the clarity of the writing. Uses language and domain-specific vocabulary with minor errors .	Consistently applies standard English conventions appropriate to the grade level. Minor errors , while noticeable, do not interfere with the clarity of the writing.	Consistently applies standard English conventions appropriate to the grade level, with few errors . Attempts to use untaught conventions, appropriate to grade level .
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Think of a time you had a conflict with a classmate. When you told an adult, your classmate had a different account of the same event. The reporting of different points of view of the same event has been happening throughout history. Over the next few days, you will read about an important historical event, the Boston Massacre, from two different points of view, Patriots and Loyalists. After studying this event through the lens of different view points, you will write an essay explaining the similarities and differences in each article's point of view about the Boston Massacre.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING: BUILDING BACKGROUND KNOWLEDGE: Ability to build background knowledge on a topic in order to better understand the content.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING THE WRITING: Ability to complete an informational plan that introduces the topic, groups related information together logically, and concludes.

INTRODUCTORY PARAGRAPH: Ability to introduce and give a focus for the topic.

BODY PARAGRAPHS: Ability to group related information together logically and develop the topic using facts, definitions, details, quotations, and other information and examples .


CONCLUDING PARAGRAPH: Ability to write a conclusion that is related to the information presented.






REVISION: Ability to revise, and rewrite with the help of peers or adults.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.







REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?





PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.	QUICK WRITE After observing an "actor's" behavior, write down what you observed.	Write a description of the staged event. Participate in class discussion.	<ul style="list-style-type: none"> Ask a teacher or another adult to serve as an actor in a staged event. Do not explain or announce the event to students. Here is an example: <i>The actor walks into the room, closes the door loudly, stands quietly for a few seconds, and then whispers something in the teacher's ear. The actor picks up a book from a shelf and moves it to another location, then opens a window, and then exits quietly.</i> <p>Immediately following the actor's appearance, distribute index cards to the class. Ask students to write a description or to make a list of what happened when the actor came into the classroom. Collect the cards for use in the next class session.</p> <ul style="list-style-type: none"> Students then orally share their written account of the event. Discuss similarities and differences. Make connections to times in students' lives when others have a different version of an event. Why does this happen? For example, after a dispute with a classmate, each person has a slightly different description of events depending on their motivation and point of view.
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	TASK REWRITE Prompt 1: In your own words, write a brief explanation of what each section of the teaching task is asking you to do. I will.....	Complete the teaching task rewrite organizer.	<ul style="list-style-type: none"> Have students work individually or in pairs to deconstruct the teaching task. Conduct a whole group conversation to identify expectations and requirements of the teaching task.
Additional Attachments:  Teaching Task Rewrite.docx				
30 mins	TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.	RUBRIC TRANSLATION Students review 5th grade informational rubric scoring elements posters and write those expectations on a graphic organizer.	Students write the expectations of each scoring element on a graphic organizer	Earlier in the year the class created posters to describe the informational rubric elements: "Divide class into 7 groups. Assign each group level 4 of one scoring element of the LDC rubric. Have students work in small groups to deconstruct their assigned element of the rubric within the context of the teaching task. (Teacher may need to provide additional scaffolds to small groups during this project.) Have each group create a poster of their scoring element. The





				<p>poster should include student friendly definition of the expectation of that element; an explanation of the element within the context of the teaching task; a visual representation of the element. Conduct a Gallery Walk. Have students take notes."</p> <p>During this review lesson, student groups use the previously created posters to write expectations of each scoring element on the rubric translation graphic organizer.</p>
<p>Additional Attachments:</p> <p> Rubric Translation BM.docx</p>				
Reading Process				
30 mins	<p>PRE-READING: BUILDING BACKGROUND KNOWLEDGE: Ability to build background knowledge on a topic in order to better understand the content.</p>	<p>GRAPHIC ORGANIZER Look at and think about each picture. Answer the questions to help you analyze what you are seeing.</p>	<ul style="list-style-type: none">Students make inferences about each of the four Boston Massacre pictures.	<ul style="list-style-type: none">Students will look at four depictions of the Boston Massacre and answer the questions that accompany each one on the graphic organizer.Each group will only look at one picture at a time, about 5 minutes each. Groups should silently observe the picture, quietly write down their initial thoughts, then discuss the picture with their group. Students may add to their organizer after the group discussion.After 5 minutes, groups rotate pictures until they have seen all four and completed the graphic organizer. If students feel like they are "done" before 5 minutes are up, ask them to keep looking at it and see if they can find more specific details in graphic.Class discussion about the pictures. Ask the students: What are some differences in the pictures? What questions do you still have about this event? If students haven't figured out these pictures are all depicting the Boston Massacre, reveal this fact now. Tell students we will be learning more about it through reading articles from the Patriot and Loyalist points of view.
<p>Additional Attachments:</p> <p> picture analysis example page 2.jpg</p> <p> Picture analysis example page 1.jpg</p> <p> Picture analysis.docx</p> <p> boston massacre images.pdf</p>				
1 hr	<p>PRE-READING: BUILDING BACKGROUND KNOWLEDGE: Ability to build background knowledge on a topic in order to better</p>	<p>GRAPHIC ORGANIZER You will read a historical fiction passage about a person who was involved in the Boston Massacre, in order to gain knowledge of the Boston Massacre, as</p>	<p>Students must use evidence from the text to support their answer to the question, "How does the character's point of view affect his/her actions?"</p>	<p>These differentiated passages will be distributed to students according to reading level.</p> <p>First reading: Students independently read their passage, look for hard words and to understand what the passage is about.</p> <p>Second reading: Chunk the text into paragraphs. Write the gist of each each section</p>

	<p>understand the content.</p>	<p>well as learn how varying points of view alter the way this important historical event has been recorded. You must read closely to locate evidence to support your answer to the question, "How does the character's point of view affect his/her actions?"</p>		<p>in the margin.</p> <p>Third reading: Students circle or underline words and phrases that show what a person does, says, and feels. They will use this evidence to determine the person's point of view and write their answer to the question, "How does the character's point of view affect his/her actions?"</p> <p>Teams with the same text meet with the annotated passages and answered question. Team members discuss their initial answers and then come up with a consensus and write down new thinking.</p> <p>Divide the class into heterogenous teams of four so each team has 4 different passages.</p> <p>Each member retells the passage and shows how they think the character's point of view affected his/her actions. As one team member is discussing the text, all other members must listen without interrupting.</p> <p>Students may add new thinking to their answer.</p> <p>Example answer, "People act in ways that support their point of view. If a person favors the beliefs of one side in a conflict, most likely that person will act in support of that side in the conflict. One example is Sam Adams, who speaks out harshly against the British because he thinks people in Boston should make their own rules."</p>
	<p>Standards:</p> <p>RI.5.6 : Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Additional Attachments:</p> <p> John Freeman Close reading example.jpg</p> <p> John Freeman annotated text page 2.jpg</p> <p> John Freeman annotated text page 1.jpg</p> <p> Sam Adams Annotated Text page 2.jpg</p> <p> Sam Adams Annotated Text page 1.jpg</p> <p> Sam Adams Close Reading Example.jpg</p> <p> Close Reading process sheet</p> <p> 4 Historical Fiction texts about people who were involved in Boston Massacre. (Teach how point of view affects how people act) (Lexiles 810-1110)</p>			
40 mins	<p>ACTIVE READING > NOTE-TAKING:</p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p>GRAPHIC ORGANIZER</p> <p>You will closely read informational passages about the Boston Massacre written from the perspective of a Patriot and a Loyalist for</p>	<p>Students accurately complete the organizer, adding evidence to back up the author's point of view.</p>	<p>Instruct students to complete at least 3 readings of their texts.</p> <p>First reading: Students independently read their passage to understand what the passage is about and look for hard words.</p> <p>Second reading: Students chunk the text into</p>

		the flow, unfamiliar vocabulary, the gist, and complete an organizer in order to capture the author's point of view.		<p>paragraphs. Write the gist of each each section in the margin.</p> <p>Partners compare the gists and then share out with the whole class. Students may add to their gist.</p> <p>Third reading: Students complete the organizer in order to capture how the author's point of view influences how the Boston Massacre is described. In order to accommodate different reading levels, students may work with a partner or in a small group with the teacher.</p>
<p>Standards:</p> <p>RI.5.10 : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4—5 text complexity band independently and proficiently.</p> <p>RI.5.6 : Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.2 : Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.1 : Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Additional Attachments:</p> <p> note taking organizer 1</p> <p> note taking organizer 2.docx</p> <p> Note taking organizer student example 1 page 1.jpg</p> <p> Note taking organizer student example 1 page 2.jpg</p> <p> Note taking organizer example 2.jpg</p>				
1 hr	<p>ACTIVE READING > ESSENTIAL VOCABULARY:</p> <p>Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST</p> <p>You will use context clues to define key vocabulary words, then draw a picture or example, add other related words, and write the word in a sentence, on your semantic feature analysis organizer.</p>	<ul style="list-style-type: none"> Accurately completes semantic feature analysis chart for all vocabulary words given. 	<ul style="list-style-type: none"> Key words students must add to their organizer in the word column: Patriot, Loyalist, point of view, massacre, taunts, retaliate, harass, tension. During a class discussion, students define these words using a vocabulary decoding strategy taught earlier in the year, context clues. If context clues are not enough to accurately and clearly define the term, students refer to a dictionary. The class comes up with an agreed upon definition. Students then draw a picture, write related words, and write the word in a sentence to show a deeper understanding of each word's meaning. Students may add other vocabulary words they encounter to the organizer. Discuss these words as a class and clarify the definitions. Students are expected to use the newly learned vocabulary in their essay.
<p>Additional Attachments:</p> <p> Vocabulary note taker.docx</p>				

<p>Transition to Writing 40 mins</p>	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>BULLETS AND DISCUSSION In a quick write, note what you know now that you've read about the Patriot and Loyalists' points of view of the Boston Massacre and then participate in a Socratic Seminar to discuss this topic.</p>	<p>Students participate in the discussion responding to classmates ideas and adding new thinking about the topic.</p>	<ul style="list-style-type: none"> ● Socratic Seminar: <ul style="list-style-type: none"> ○ Students sit in one of two circles (inner circle for participants, outer circle for coaches). ○ Participants set goals for the discussion with coach. ○ Teacher poses the essential question, <i>"How do the Patriots and Loyalists' points of view influence written accounts of the Boston Massacre? Discuss similarities and differences in the texts you've read about the Boston Massacre written from these different points of view."</i> ○ The teacher may need to ask follow up questions to lead the participants to greater understanding of the text. ○ Students respond to the question orally. ○ Teacher facilitates the seminar discussion by guiding students to a deeper and clarified consideration of the ideas of the text, a respect for varying points of view, and adherence to and respect for the seminar process. ○ Students cite evidence from the text, ask questions, speak, listen, make connections, and add insight or new knowledge to discuss their point of view in regards to the opening question. ○ Teacher takes notes on a chart to capture students' thinking. Students may refer to previously discussed ideas, add new thinking to those ideas, and add new ideas. This chart will be available for students to refer to during the writing process. ○ Students add to their quick write chart as new information is presented. ○ When satisfied that the opening question has been thoroughly explored, the students may pose new questions. New questions posed must relate to students' ideas and contributions in response to the initial essential question. ○ Once the text has been explored thoroughly the teacher will thank students for their participation and summarize the main ideas and concepts examined during the discussion. ○ After the discussion, the coaches provide feedback. ○ Coaches and participants switch roles. ○ Complete a second round beginning with new thinking about the essential question. <p>Rules and Roles for Socratic Seminars The Participants:</p> <ul style="list-style-type: none"> ○ May only participate in the discussion if they have read the selection
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				<ul style="list-style-type: none"> Must support their arguments with evidence from the text May speak at any time during the seminar with respect for the other participants May refer to other works the class has read May write notes to themselves during the discussion May ask relevant questions of other participants <p>The Coaches:</p> <ul style="list-style-type: none"> Must evaluate the participant's performance during the seminar Must provide oral and written feedback to the participant after the seminar May not speak to their participants during the seminar May not speak to other participants or coaches at any time <p>The Teacher:</p> <ul style="list-style-type: none"> Must provide adequate "think time" for students to respond appropriately Can only ask questions; cannot state his or her opinions or interpretations Must require participants to support their arguments with evidence from the text Must encourage participants to agree and disagree for substantial reasons May record the number and quality of participant responses
<p>Additional Attachments:</p> <p> Quick Write.docx</p> <p> Socratic Seminar teacher guide</p>				
Writing Process				
20 mins	<p>PLANNING THE WRITING: Ability to complete an informational plan that introduces the topic, groups related information together logically, and concludes.</p>	<p>ORGANIZER</p> <p>Complete an informational map based on your notes and reading in which you state your controlling idea, sequence your differences and similarities in the Patriot and Loyalists' points of view, and note your supporting evidence.</p>	<ul style="list-style-type: none"> Completes an organizer. Supports controlling idea. Uses evidence from texts read earlier. Includes similarities and differences in points of view. 	<ul style="list-style-type: none"> Provide and model how to complete the informational map. Invite students to use their texts, notes, and organizers to help complete the informational map.
<p>Additional Attachments:</p> <p> informational map student example.jpg</p> <p> Informational Map.docx</p>				

30 mins	<p>INTRODUCTORY PARAGRAPH: Ability to introduce and give a focus for the topic.</p>	<p>OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea which sequences the key points, including similarities and differences of each article's point of view of the Boston Massacre, <i>and</i> is interesting to hook the reader.</p>	<ul style="list-style-type: none"> Writes a concise draft opening. Provides direct answer to the task's requirements. Establishes a controlling idea. Identifies key points that support development of the Patriots and Loyalists' points of view of the Boston Massacre. Hooks the reader. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Chart these techniques and write some sample opening statements. Students try out each technique and eventually choose the one they feel best suits their piece.
<p>Additional Attachments:</p> <p> informational lead strategies.jpg</p> <p> opening and closure.jpg</p>				
40 mins	<p>BODY PARAGRAPHS: Ability to group related information together logically and develop the topic using facts, definitions, details, quotations, and other information and examples .</p>	<p>INITIAL DRAFT Write an initial draft complete with opening, development, and closing; insert and cite text based evidence.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts- Differences and similarities of how the Patriots and Loyalists report the events of the Boston Massacre. Supports the opening in the later sections with text based evidence. 	<ul style="list-style-type: none"> Encourage students to re-read prompt partway through writing, to check that they are on track. Remind students to include evidence from the text and cite the text sources by reviewing the "Evidence Based Terms" poster created earlier in the year. As needed, pull small groups of students to review text based evidence lesson in reading notebook: <ul style="list-style-type: none"> Read <i>Lives of the Scientists: Isaac Newton</i> by Kathleen Krull and Kathryn Hewitt Model pulling out text based answers to the essential question: In what ways was Isaac Newton a unique individual? Use sentence starters and the text based answers to completely answer the essential question. Use the same strategy to help small groups with the task: Explain the similarities and differences in each article's point of view of the Boston Massacre. <ul style="list-style-type: none"> After reading the Boston Massacre articles, pull out text based answers to support the teaching task. You may need to begin with modeling a few answers, then gradually release the work to the students, guiding them to find the evidence. Eventually students should find their own text evidence to support the teaching task.
<p>Additional Attachments:</p> <p> text based terms poster.pdf</p> <p> supporting text evidence examples for flapbook</p> <p> Text Evidence flap book</p>				

30 mins	CONCLUDING PARAGRAPH: Ability to write a conclusion that is related to the information presented.	CONCLUDING PARAGRAPH Write a conclusion paragraph that reminds the reader of your controlling idea and key points.	<ul style="list-style-type: none"> Completed rough draft of concluding paragraph. Restates the controlling idea. Reviews key points that support development of the Patriots and Loyalists' points of view of the Boston Massacre. 	<ul style="list-style-type: none"> Offer several examples of conclusion paragraphs. Ask class to discuss what makes them strong or weak. Chart these techniques and write some sample concluding statements.
	Additional Attachments: 			
50 mins	REVISION: Ability to revise, and rewrite with the help of peers or adults.	USING ARMS TO REVISE You will use the ARMS strategy to systematically revise your writing and give feedback to others about their writing.	Complete: <ul style="list-style-type: none"> Evidence of feedback: <ul style="list-style-type: none"> Added words or sentences Removed words or sentences Moved words or sentences Substituted words or sentences Not Complete <ul style="list-style-type: none"> Missing or incomplete feedback 	<ul style="list-style-type: none"> Explain: When we revise our writing, we are looking at the ideas and progression of the writing. To help you revise your writing, we are going to use the ARMS strategy. Display ARMS strategy: <ul style="list-style-type: none"> Add words or sentences where information is missing or lacking development Remove words or sentences that do not fit or are repetitive Move words or sentences around to help the flow of the essay Substitute weak words and/or sentences with more specific vocabulary Briefly review the ARMS strategy with the students (if it has been taught before). For students unfamiliar with this strategy, more time will be needed for modeling: <ul style="list-style-type: none"> Model how (any why) to add, remove, move, and substitute words/sentences with an example text (suggestion: use a piece of your own writing as an example to revise) Assign students partners. Instruct students to use this strategy on their partner's writing. Monitor and assist as needed Invite students to conference when revisions are complete, encouraging them to explain the changes they made to their partner. <p>Note: "Additional Peer Revision" and "Peer Checklist for Revision" below offer different revision strategies.</p>
	Standards: CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	Additional Attachments: 			

	<div> <div> Use ARMS to Revise </div> <div> Additional Peer Revision Resource </div> <div> Peer Checklist for Revising with a little Editing </div> </div>			
50 mins	REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.	USING CUPS TO EDIT You will use CUPS editing strategy to edit writing and help give systematic feedback to others to improve their writing.	Assess self editing and/or peer editing as complete or not complete. Complete: <ul style="list-style-type: none"> Evidence of student feedback from self and/or peer(s) <ul style="list-style-type: none"> comments/suggestions proofreading marks Completed Checklist Not Complete: <ul style="list-style-type: none"> No evidence of student feedback from self and/or peer(s) No Checklist 	<ul style="list-style-type: none"> Explain: Once you've revised your writing, it's time to edit. When editing, use the CUPS strategy. Display the CUPS strategy (i.e. anchor charts, projected for students, etc. <ul style="list-style-type: none"> Check the following in your writing and when peer editing: <ul style="list-style-type: none"> Capitalization Usage Punctuation Spelling Briefly review the CUPS strategy with the students who have used it before. For students unfamiliar with this strategy, model how to edit for capitalization, usage, punctuation, and spelling with a example text (suggestion: use a piece of your own writing to edit) assign students to partners to employ the CUPS strategy with a piece of their writing <ul style="list-style-type: none"> walk around and give feedback to students where needed Invite students to conference with their partner, outlining and explaining the edits made. <p><i>Note: "NCTE Edit Checklist" and "Peer Checklist" included below in teacher resources outline alternative editing strategies</i></p>
	Standards: CCR.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
	Additional Attachments: <div> <div> arms cups poster.jpg </div> <div> CUPS Editing Checklist </div> <div> CUPS Editing Checklist </div> <div> CUPS Editing Strategy </div> <div> NCTE Edit Checklist </div> <div> Peer Checklist (Revision and Edit) </div> </div>			
Not provided	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<ul style="list-style-type: none"> Have students look over their draft and corrections. Students should type their final draft. Students read over their final draft before printing. The final draft should have the student's name, title, 4-5 paragraphs, opening and

				conclusion.
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Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Meets Expectations

 [student essay example 1.pdf](#)

 [student essay example 2.pdf](#)

Approaches Expectations

 [student essay example 3.pdf](#)

 [student essay example 4.pdf](#)

Teacher Reflection

I realized once my students began taking notes on the Boston Massacre Point of View Graphic Organizer, that the boxes were too small to hold the information my students wanted to record. I created a second organizer, which I believe is more conducive to note taking with room for evidence from the text.

All Attachments

 **Boston Massacre Images (Initial analysis of event through images) :**

<https://s ldc.org/u/5w18cdquqdr4wh6lyza3vr3nd>

 **The Split History of the American Revolution, by Michael Burgan (930L) (Anchor Text) :**

<https://s ldc.org/u/2zxk6mi9k4ntqf1r3usgi4awe>

 **Patriot Perspective of Boston Massacre from Split History of the American Revolution (930L) (Anchor text).jpg :** <https://s ldc.org/u/4dy59q2laxgt4n6t1ug0elrtn>

 **Patriot perspective of Boston Massacre primary source (970L) (Anchor text).png :** <https://s ldc.org/u/cpffabdh8rgg2vc29rg7wu3lq>

 **Loyalist perspective of Boston Massacre from Split History of the American Revolution (930L) (Anchor text).jpg :** <https://s ldc.org/u/4m6qnl4rym7h6falitjq39wlc>

 **British officer perspective of Boston Massacre primary source (970L) (Anchor text).png :** <https://s ldc.org/u/3c7hqwzjwmevfhrqg8qs4jg9w>

 **Lives of the Scientists by Kathleen Krull and Kathryn Hewitt (1120L) (Text based evidence lesson) :** <https://s ldc.org/u/efzkzko4bpd23ytkuqdir08ts>

 **student essay example 1.pdf :** <https://s ldc.org/u/6d6ecn4j98w68rbze18n2rumk>

 **student essay example 2.pdf :** <https://s ldc.org/u/bf002yv49ni3ki0e8tsdgoep>

 **student essay example 3.pdf :** <https://s ldc.org/u/ahgaa7h71rfa3xsrtckpfzbyj>

 **student essay example 4.pdf :** <https://s ldc.org/u/c0kjafwghqlhz5bs9qeu0ufvy>