**Subject area/course**: HSS/Reading

**Grade level/band**: 5

**Task source**: New Hampshire Task Bank; Original author: Emerging America, the Collaborative for Educational Services, and the U.S. Department of Education Teaching American History Program.

**The Boston Massacre**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will examine three versions of the same historical event, the Boston Massacre, and note important similarities and differences in the points of view. They will analyze and write about these similarities and differences using textual evidence to support their answers. They will synthesize information to write their opinion on why we use more than one source of historical evidence when learning about history.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**[CCSS.ELA-LITERACY.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/)** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**CCSS.ELA-LITERACY.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**CCSS.ELA-LITERACY.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**CCSS.ELA-LITERACY.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. **C3 Standards**

**D2.His.4.3-5.** Explain why individuals and groups during the same historical period differed in their perspectives.

**D2.His.6.3-5.** Describe how people’s perspectives shaped the historical sources they created.

**D2.His.9.3-5.** Summarize how different kinds of historical sources are used to explain events in the past.

**D2.His.10.3-5.** Compare information provided by different historical sources about the past.

1. **Critical abilities**

**Analysis of Information**: Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1. **Other standards**

*New Hampshire Competencies*

Reading Informational Text Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print informational texts – including texts for science, social studies, and technical subjects.

Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

1. **Time/schedule requirements:**

Three 35-minute sessions.

1. **Materials/resources:**

Project color image of “The Bloody Massacre Perpetrated in King Street BOSTON on March 5th 1770.”

1. **Prior knowledge:**

Not included.

1. **Connection to curriculum:**

Pre-requisites and Placement in the Curriculum:

After the study of historical events from French and Indian War up to the writing of the Declaration of Independence.

1. **Teacher instructions:**
* Direct instruction covering the historical events from French and Indian War to Declaration of Independence – 3 weeks.
* Three 35 minute sessions to administer assessment.
* Materials needed: assessment, copy for each student. Projector to project larger, color image of Boston Massacre.

Teaching Plan

1. Teach students about historical events from the French and Indian War though the Declaration of Independence being sure to have discussions about the two sides and propaganda.
2. Teach about opposing points of view.
3. Practice citing evidence from various media to support explanation.
4. Administer Performance Assessment.
5. Schedule Social Studies block to discuss assessments after it has been scored.

Possible Formative Assessments

* Classroom discussions about the Boston Massacre would take place during the unit of study.
* Classroom discussions, throughout the unit of study, about the differing sides and propaganda.
* Classroom reenactment could be done during the unit of study.
* End of unit assessment given prior to Performance Assessment.
1. **Student support:**
* More time allowed
* Scribing for student
* Passages read aloud
* Highlighters could be used
* Assessment is formatted with built-in organizers for student success
1. **Extensions or variations:**

Not included.

1. **Scoring:**

Student work can be scored using the Boston Massacre Performance Assessment Rubric.