

Learning Activity - Elementary Level

DETERMINING POINT OF VIEW: PAUL REVERE AND THE BOSTON MASSACRE

The Bloody Massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. Revere, Paul. 1770 Prints and Photographs Division, Library of Congress

OVERVIEW

Students analyze Paul Revere's famous engraving of the Boston Massacre to consider his purpose and intent. Students use evidence from this primary source to examine Revere's point of view. They use information from a secondary source to discuss the value of using more than one source to gain insight into an event in history.



Objectives

After completing this learning activity, students will be able to:

- Use primary source-based evidence to explore the creator's point of view; and
- Compare information from a primary source to a secondary source about an event

Time Required

One or two class periods

Recommended Grade Level

5-6

Topic/s

American Revolution
Primary Source Analysis

Subject/s

American History

Standards

Common Core State Standards <http://www.corestandards.org/>

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

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Credits

Adapted from Bloody Massacre - Or Was It? created by Emerging America, the Collaborative for Educational Services.

PREPARATION

Materials

Have the following materials ready before the activity:

Print or prepare to display digital versions:

- “The Bloody Massacre perpetrated in King Street Boston on March 5th, 1770”
<http://www.loc.gov/pictures/item/2008661777/>
- “The Boston Massacre” in *America’s Library*
http://www.americaslibrary.gov/jb/revolut/jb_revolut_boston_1.html
- Primary source analysis tool
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
(online version <http://www.loc.gov/teachers/primary-source-analysis-tool/>)

Prior Knowledge

This activity assumes that students have some prior knowledge of the American Revolution.

PROCEDURE

1. Tell students that they will be considering the motives for creating primary sources, and how these influences the content of materials created.
2. Display or distribute *The Bloody Massacre perpetrated in King Street Boston on March 5th 1770* . Ask students to study the image briefly and then turn to a partner and say what they think is happening in the picture.
3. Ask small groups of students to use the print or online version of the Primary Source Analysis Tool to note what they observe happening in the picture, reflect on their observations and record questions.
4. Have students share their thoughts with the whole class. Ask questions as needed to guide students in forming hypotheses and asking new questions based on observations and prior knowledge. Possible questions include:
 - What people and objects are shown?
 - How are they arranged?
 - What is the physical setting?
 - What’s happening in this image?
 - When do you think it was made?
 - What did the creator of this source want people to think happened at the Boston Massacre?
 - What do you see that supports your opinion?Select additional questions from the Teacher’s Guide to Analyzing Prints & Photographs, if needed.
5. Ask students what they see on the image that indicates who made it – if necessary, help them locate the signature in the bottom right corner of the image. Ask students to recall what they know about Paul Revere. Ask why he might have created this engraving. Who was its intended audience?
6. Ask students to read *The Boston Massacre in America’s Library*, either by projecting it, or by having them view it on computer screens.
7. In a whole class discussion, ask students to identify what in the text raises questions about the portrayal of the Boston Massacre found in the engraving.
8. Ask students to revisit their answers to the question – Why did Paul Revere create this engraving? If necessary, remind them to consider what the text from the secondary source says about the role that the Boston Massacre played leading up to the War of Independence. Tell the students that some of the British soldiers were tried for murder.

9. Ask students to return to small groups and pretend that they are judges at this trial.
- What additional information would they request? Who else would they like to hear from?
 - What questions would they have for these individuals?
 - Ask them to compare this list of questions to the questions that they recorded earlier on their analysis tools.
 - How is each list different? What is the same in both lists?

EVALUATION

Review students' completed primary source analysis worksheets to assess their level of skill for analyzing primary sources. Look for students' ability to:

- Thoroughly and thoughtfully address each phase of the analysis process (observe, reflect, question)
- Develop a hypothesis about the creator's point of view as illustrated by the primary source
- Contextualize the source in time and place
- Develop higher-order questions that focus on further examination and research of the primary source and related events
- Compare/contrast additional sources to corroborate/refute their interpretations based on their initial analysis of the primary source



Unhappy Boston! see thy Sons deplore,
Thy hallow'd Walks bein' eard with guiltle's Gore.
While faithle's P—n and his savage Bands,
With murderous Rancour stretch their bloo'y hands;
Like fierce Barbarians griming o'er their Prey,
Approve the Carnage and enjoy the Day.

If falling drops from Rage from Anguill Wring,
If speechle's Sorrows lab'ring for a Tongue,
Or if a weeping World can ought appease,
The plaintive Ghosts of Victims such as these;
The Patriot's copious tears for each are shed,
A glorious Tribute which embalme the Dead

But know Excess summons to that awful Goal,
Where Justice strips the Mind rer of his Soul:
Should venal C—ts the scandal of the Land,
Seatch the relentle's Villain from her Hand,
Keen Execrations on this Plute infern'd,
Shall reach a JUDGE who never can be brib'd.

*The unhappy Sufferers were Messrs SAM^l GRAY SAM^l MAVERICK, JAM^s CALDWELL, CRISPUS ATTUCKS & PAT^l CARR
Killed. Six wounded, two of them (CHRIS^t MONK & JOHN CLARK) Mortally
Published in 1770 by Paul Revere
Boston*

<http://www.loc.gov/pictures/item/2008661777/>