

**ED 101 Educational Technology Lab – Spring 13  
Boston University – School of Education**

<h1>LESSON PLAN</h1>
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<b>Grade(s) Content Area(s) Topic of Lesson</b>	5 <sup>th</sup> grade social studies: Boston Massacre
<b>Objective</b>	Students will be able to correctly identify 7 facts and opinions when given a list of 10 statements. Students will be able to defend the two sides of the Boston Massacre during a debate, providing 2 opinions and 2 facts per side.
<b>Technology standard</b>	<p>Massachusetts Technology Literacy Standards, Grades 3-5, Technology Standard and Expectations</p> <p>Standard 1: Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>Internet, Networking, and Online Communication</p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
<b>Curriculum Framework</b>	<p>Massachusetts History and Social Science Curriculum Framework United States History, Geography, Economics, and Government: Early Exploration to Westward Movement, Grade 5 The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775 5.15 Explain the reason for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these politics. (H, C, E)</p> <ul style="list-style-type: none"> <li>A. Sugar Act (1764)</li> <li>B. Stamp Act (1765)</li> <li>C. Townsend Act (1767)</li> <li>D. Tea Act (1773) and the Intolerable Acts (1774)</li> <li>E. the slogan, “no taxation without representation”</li> <li>F. the roles of the Stamp Act Congress, the Sons of Liberty, and the Boston Tea Party (1773)</li> </ul>
<b>Materials, Resources, Technology, Personnel</b>	<p>Each student will need:</p> <ul style="list-style-type: none"> <li>-Copy of <i>Massacre in Boston</i> by Louis C. Adelman</li> <li>-Computer with Internet access.</li> </ul> <p>I will need:</p> <ul style="list-style-type: none"> <li>-an aide also in the classroom.</li> <li>-Smart Board.</li> </ul>

<p><b>Lesson Introduction</b> <b>(5 minutes)</b></p>	<p>I will introduce the lesson by posing a question that will spark debate. It will be on a topic that is fun and that they can relate to (such as which is better Halloween or Independence day, cats or dogs, summer or winter?). I will ask the students to defend their positions. I will divide the Smart Board into 2 columns and will write down their arguments. Next, I will introduce the difference between an opinion and a fact by defining the two terms and explaining indicators of each type of statement. As a class, we will then go back through our lists of arguments and determine which are facts and which are opinions. The students will have to justify their labels as opinion or fact. I will explain how differences in opinions can cause conflict and the formation of different points of view by manipulating facts. I will connect the Boston Massacre to this, explaining the controversy of the event Paul Revere's famous engraving of the event can be presented to spark interest in the controversy.</p>
<p><b>Guided Activity</b> <b>(10 – 15 minutes)</b></p>	<p>As a class we will read the children's play <i>Massacre in Boston</i> by Louis C. Adelman. My teacher provided me with this source. It gives some background on the causes and allows the students to act out the scene of the massacre. I will expand on the background information, such as what the Seven Year's War was and about other taxes and acts passed by Parliament. Each student will get a part in the play. We will read it together.</p>
<p><b>Independent Student Activity</b> <b>(10-15 minutes)</b></p>	<p>At this point, my students will work independently on my website. While introducing it and demonstrating how to get to it on the Smart Board, I will introduce and explain terms such as Web browser, URL, World Wide Web, and link. My website will reinforce what we learned using the play. I will be walking around to answer questions and to get a sense of their understanding. I will revisit anything that seems to be unclear. For students who finish early, they can click a link to Captain Preston's personal account of the events.</p>
<p><b>Wrap-Up of Lesson (Closure)</b> <b>(5 minutes)</b></p>	<p>I will divide the class into 2 groups: the colonists and the soldiers. They will then defend their respective sides. I will ask the students to first use facts and then use opinions. All students will write down 2 facts and 2 opinions on their own and then will share with their group. As a group, they will choose 2 facts and 2 opinions to present.</p>
<p><b>How will students be assessed to make sure they are able to perform the</b></p>	<p>Objective: Students will be able to correctly identify 7 facts and opinions when given a list of 10 statements and will be able to defend the two sides of the Boston Massacre during a debate, providing 2 opinions and 2 facts per side.</p> <p>To assess that my students can determine the difference between facts and opinions and can argue the two sides of the Boston Massacre, they will</p>

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debate in my wrap-up. If each side can provide 2 opinions and 2 facts to support their argument then I think I have been successful. Additionally, my quiz will give a list of 10 statements about the massacre that must be identified as facts or opinions. Students should achieve a score of at least 7 out of 10.