

Paul Revere and the Boston Massacre

Propaganda and the American Revolution

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Grade Level	8th Grade	**Time Frame**	2-3 class period(s)
Subject	Social Studies	**Duration**	100 minutes
Course	U.S. History		

Essential Question

How was propaganda used by Loyalists and Patriots to influence the public opinion of Great Britain within the colonies?

Summary

Propaganda plays a significant role in influencing populations, especially in times of crisis. In this lesson, students will build on their knowledge about Paul Revere's role in the American Revolution by learning how he used propaganda to influence colonists' opinions through his engraving of the Boston Massacre. Students will discern how Paul Revere intentionally misrepresented the roles of colonists and British regulars in his engraving and connect this engraving to the idea of propaganda. Students will then extend their learning by creating propaganda posters to represent the viewpoints of both Loyalists and Patriots of the American Revolution era. Students will conclude the lesson by examining their peers' propaganda posters and reflecting on the essential question.

Snapshot

Engage

Students examine two posters and one political cartoon, each from different wars, and discuss what they have in common.

Explore

Students discuss the perspectives of the Patriots, Loyalists, and neutral colonists and consider if they would have been willing to rebel against their own government.

Explain

Students read about the Boston Massacre and analyze a propaganda engraving, created by Paul Revere, of the event.

Extend

Students consider the viewpoints of both the Patriots and Loyalists and create propaganda posters to persuade classmates to join the side of the Loyalists or Patriots.

Evaluate

Students reflect on the lesson by examining their classmates' propaganda posters and summarizing the

meaning of each poster with a single statement.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

IDT301: Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives

ACT College and Career Readiness Standards - Writing (6-12)

I&A 201: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a thesis that is unclear or not entirely related to the given issue -Respond weakly to other perspectives on the issue
ORG 302: A score in this range indicates that the writer is able to: -Provide a basic organizational structure are grouped locally

Oklahoma Academic Standards (Social Studies Practices (8th Grade))

8.1.3G: Boston Massacre
8.1.5A: points of views of the Patriots and the Loyalists

Attachments

- Boston Massacre Engraving—Paul Revere and the Boston Massacre - Spanish.docx
- Boston Massacre Engraving—Paul Revere and the Boston Massacre - Spanish.pdf
- Boston Massacre Engraving—Paul Revere and the Boston Massacre.docx
- Boston Massacre Engraving—Paul Revere and the Boston Massacre.pdf
- H.I.P.P. Graphic Organizer—Paul Revere and the Boston Massacre - Spanish.docx
- H.I.P.P. Graphic Organizer—Paul Revere and the Boston Massacre - Spanish.pdf
- H.I.P.P. Graphic Organizer—Paul Revere and the Boston Massacre.docx
- H.I.P.P. Graphic Organizer—Paul Revere and the Boston Massacre.pdf
- Lesson Slides—Paul Revere and the Boston Massacre.pptx
- The Boston Massacre—Paul Revere and the Boston Massacre - Spanish.docx
- The Boston Massacre—Paul Revere and the Boston Massacre - Spanish.pdf
- The Boston Massacre—Paul Revere and the Boston Massacre.docx
- The Boston Massacre—Paul Revere and the Boston Massacre.pdf

Materials

- Lesson Slides (attached)
- The Boston Massacre reading (attached; one per student)
- H.I.P.P Graphic Organizer handout (attached; one per pair of students)
- Boston Massacre Engraving handout (optional; attached; one per pair of students; print in color)
- Notebook paper
- Highlighters
- Chart paper or poster paper
- Markers and colored pencils
- Sticky notes

10 minutes

Engage

Use **slide 2** of the attached **Lesson Slides** to introduce the lesson. Begin with **slide 3** and review the lesson's essential question:

- How was propaganda used by Loyalists and Patriots to influence the public opinion of Great Britain within the colonies?

Advance to **slide 4** and read through the lesson objectives with students.

Display **slide 5** and introduce the I Think/We Think instructional strategy. Have students take out a sheet of notebook paper and fold it in half lengthwise. Have them label the top of the left column "I Think" and the top of the right column "We Think."

Ask students to look at the individual pictures and consider the two questions on the slide: "What do these images have in common? What was their importance?" Have students respond to the questions in the "I Think" column of their paper. Allow them a few minutes to do so.

Pair up students and have them compare their "I Think" answers with those of one of their peers. Then, have pairs work together to create a new response related to the images on slide 5 that reflects their comparison and conversation. Have them record this response in the "We Think" column.

Ask groups to share out only their "We Think" responses to the first question along with their reasoning. Then, ask groups to share out their "We Think" responses to the second question along with their reasoning. Allow time for discussion. At the end of the discussion, ask students if their personal ideas or opinions were at all influenced by the responses of their classmates.

Possible Student Responses

Students' responses to the first question should indicate that all of the images were displayed to the public during war time. Responses to the second question should express that the images were important because they were meant to persuade the public to act a certain way during times of war.

Continue to **slide 6**. Explain that this type of persuasion, which promotes only one point of view, is called *propaganda*. Read the definition on the slide aloud. Inform students that the political cartoon "Join, or Die" was circulated in newspapers again in 1765 to unite colonists for a second time against the British.

15 minutes

Explore

Introduce students to the three types of colonists that emerged during this decade: Patriots, Loyalists (those still "loyal" to Britain), and colonists who chose to remain neutral at the time. Express to students that there was division among these groups of people, who all lived near each other in many towns and villages. Emphasize that this division led to high levels of tension between these groups in small colonial communities.

Display **slide 7** and introduce the Lines of Agreement instructional strategy. Ask students the question on the slide, “If you were a colonist in the 1770s, would you be willing to overthrow your government?” Have students consider how they would respond to the question, then have students who respond “no” move to one side of the room and students who respond “yes” move to the other side of the room.

Have students discuss the reasoning for their response with the others on the same side of the room. Have both sides develop a group rationale for their answer, then invite each side to share out their rationale. After both groups share, allow students to change their answers and move sides, if they wish.

30 minutes

Explain

Tell students that these divisions among colonists were prevalent in Boston during the spring of 1770. Pass out one copy of **The Boston Massacre** reading and introduce the CUS and Discuss instructional strategy. Display **slide 8** to provide students with guidelines for annotating the reading using the CUS and Discuss strategy. Allow time for students to read and annotate The Boston Massacre text.

Once students have finished annotating the text, move to **slide 9**. Have students find a partner. Have pairs compare their annotations and work together to create a short summary of the text. Allow time for students to complete their summaries.

Lead a whole-class discussion about the Boston Massacre. Begin by asking students to share out which items they starred, either questions or confusing points, in the reading. Discuss these items together and offer clarification as needed. Invite students to share out the main ideas or key points from the reading. As students share, encourage them to explain why they identified those key points or main ideas.

Have students reunite with their partners and transition to **slide 10**. Pass out one copy of the attached **H.I.P.P. Graphic Organizer** handout to each pair and introduce the H.I.P.P. instructional strategy, elaborating on the following questions as needed:

- H is for historical context. What events were occurring during the document's creation?
- I is for intended audience. Whom is the author addressing in the document?
- P is for point of view. What is the author's perspective? What role in society did the author have?
- P is for purpose. What is the author(s) trying to accomplish with the document?

Move to **slide 11** and draw students' attention to Paul Revere's engraving *Bloody Massacre Perpetuated in Kings Street in Boston*. Consider also passing out one copy of the attached **Boston Massacre Engraving** handout to each pair.

Have pairs examine the engraving and work together to complete the H.I.P.P. Graphic Organizer. Allow approximately ten minutes for students to complete the activity.

Invite student pairs to compare their observations and responses with the article they previously read about the Boston Massacre. Ask students if they notice any similarities or differences between these two information sources. As students share, consider recording their responses in an visible location for future reference.

As the discussion comes to a close, pose the following questions to students: "What impact do you think Paul Revere's engraving had on the colonists?"

Give students the opportunity to volunteer a response to the question. As they respond, make sure they understand that Paul Revere purposely created this engraving of the Boston Massacre to persuade colonists to side with the Patriots.

30 minutes

Extend

Display **slide 12** and organize students into groups of three or four. Designate groups as Loyalists or Patriots. Make sure that both perspectives are represented.

Have each group use The Boston Massacre reading to create a propaganda poster that represents their designated side, either the Loyalists or Patriots. Provide students with extra paper, markers, or other art supplies to create their posters. As students complete their posters, provide them with tape and have them hang their posters in a designated space.

20 minutes

Evaluate

Advance to **slide 13** and introduce the Caption This instructional strategy to students. Have students find a partner and provide each pair with several sticky notes. Preview the activity by telling students they should examine each group's poster and work with their partners to create a brief caption for each poster that explains how it represents the goals and beliefs of the Patriots or Loyalists.

Have students circulate the room and caption each poster. Have them post their captions on or near each poster. As students work, review the sticky notes. The captions should address the work students produced on paper and should also address the essential question from the beginning of the lesson.

Resources

- Boston Massacre Historical Society. (2008). *Paul Revere's engraving—explained.* http://www.bostonmassacre.net/gravure.htm
- Brey, L. (1917). *Enlist on which side of the window are you?* [Color slide film]. Library of Congress. https://www.loc.gov/pictures/resource/cph.3g09659/
- The Gilder Lehrman Institute of American History. (2019). *Paul Revere's engraving of the Boston Massacre, 1770.* https://www.gilderlehrman.org/history-resources/spotlight-primary-source/paul-reveres-engraving-boston-massacre-1770
- History.com editors. (2018). *Boston Massacre*. History.com. https://www.history.com/articles/boston-massacre
- Franklin, B. (1754). *Join or die* [Color slide film]. Library of Congress. https://www.loc.gov/pictures/resource/cph.3g05315/
- K20 Center. (n.d.). Caption this. Strategies. https://learn.k20center.ou.edu/strategy/82
- K20 Center. (n.d.). CUS and discuss. Strategies. https://learn.k20center.ou.edu/strategy/162
- K20 Center. (n.d.). H.I.P.P. Strategies. https://learn.k20center.ou.edu/strategy/1618
- K20 Center. (n.d.). I think / we think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). Lines of agreement. Strategies. https://learn.k20center.ou.edu/strategy/165
- Revere, P. (1770). *Bloody massacre perpetrated in Kings Street in Boston* [Engraving]. Paul Revere Heritage Project. http://www.paul-revere-heritage.com/boston-massacre-engraving.html#google_vignette
- United States Office of War Information. (1943). *Do with less, so they'll have enough! Rationing gives you a fair share* [Poster]. University of North Texas Digital Library. https://digital.library.unt.edu/about/digital-library/purpose/