

Lesson Plan: *Historic Sites of Boston*

[The Animoto Artifact](#)

Student Population:There are 8 students in the class, age raging from 18 to 25. They come from Saudi Arabia, Spain, China, South Korea, Japan, and Switzerland. They are studying at an intensive English program like the one at SNHU or ELS in Plymouth, NH. Classes are held Monday through Friday for 3 hours each (with a 15-minute break).

“Big Idea” this lesson plan supports: Coming to the US allows international students not only to enhance their English language proficiency but also to learn about the US history embedded in its cities and towns.

Lesson Plan Component	Criteria
Title	Historic Sites of Boston
GLE’s	<div>WIDA Grades 9-12</div> <div> <i>1. Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.C (Grade 9-10):</i> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions </div> <div> <i>2. Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration</i> <i>#3 (Grade 11-12):</i> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. </div> <div> <i>3. Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7-9 (Grade 11-12):</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms </div>

<p>NETS Standards</p>	<p>of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><i>1. Creativity and Innovation</i></p> <p>Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p><i>2. Communication and Collaboration</i></p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p><i>3. Research and Information Fluency</i></p> <p>Students apply digital tools to gather, evaluate, and use information.</p>
<p>Objective(s)</p>	<p><u>By the end of this series of lessons the students will:</u></p> <ol style="list-style-type: none"> 1) understand the significance and the role the historic sites of Boston played in Boston and US history, 2) analyze and evaluate numerous primary and secondary resources related to Boston historic sites, 3) apply their acquired knowledge and skills to create 2 digital story projects, acting as 1) a historian, 2) as a travel guide, 4) learn, teach each other, and be able to use over 50 new topic-related words in their projects and classroom discussions, 5) research, discover, learn and apply over 15 new transitional words used in narratives and descriptions, 6) use www.diigo.com to save, keep, and share links pertaining

	<p>to Boston historic sites (the Boston Tea Party Museum, the Old State House and the site of the Boston Massacre, in particular) and their history,</p> <p>7) manipulate Photo Story 3 or Animoto to create digital stories,</p> <p>8) employ Google Docs to store their results and share them with each other and the teacher,</p> <p>9) employ the option Forms in Google Docs to compose comprehension tests performed after their digital story presentations,</p> <p>10) produce multiple choice and open-ended tests with clear and grammatically correct language,</p> <p>11) compose (in groups and individually) narrative and descriptive essays to incorporate them in the digital projects,</p> <p>12) practice correct pronunciation and clear annunciation while recording their voice narrating and or describing their stories (for the final project- mandatory, for the first project-if they wish, for extra credit),</p> <p>13) demonstrate their knowledge of appropriate referencing and citation methods.</p>
Materials	<p>A computer lab with updated software, Internet connection, a white board with dry erase markers, photos from the Internet and student-created ones, and easel with a paper pad and permanent-ink markers, 3 assessment rubrics (2 for the digital stories, one for the student-created tests).</p>
Anticipatory Set	<ol style="list-style-type: none"> 1. To activate prior knowledge, the teacher will ask the students how they feel about the upcoming two-day trip to Boston, how many of them have already been there, and what they have seen. The teacher will draw a mind-map on the board to elicit the students' background knowledge and associations with Boston. 2. The teacher will have the students find the map of Boston on the US map and make predictions about its climate, weather, style of life, and economy based on its geographic location. 3. Next, the teacher will divide the class into pairs and distribute cards with questions about the history of Boston, its neighborhoods, and what the city is mostly famous for (see Appendix 1). There will be 2 lists of questions (4 pairs total, 2 working on the same list). The students will use the Internet for their research (30 minutes), get ready to present their findings, collaborate with the other pair studying the same questions to exchange the information and present it in

	<p>a coherent and cohesive way, using an LCD projector, a computer, and the Internet. The teacher will observe and evaluate the presentations, facilitate a discussion, and make comments or corrections.</p> <p>4. Next, the teacher will ask the students name 2 milestones of American Revolution that happened in Boston and then tell them that this week they will study and create digital stories about 1)the Boston Tea Party, 2) the Old State House, and 3) the Boston Massacre.</p> <p>5. The teacher will inform the students that for the rest of this class period (Monday) and through Wednesday they will research the topic they choose (one topic per a group of 3 students), then work on putting together the digital photo story and the comprehension test, and on Friday present the story and give the test to their peers. During the trip, they will take photos and record what they see so as to create an engaging photo story about Boston overall and its places of interest and produce it in two versions: one in English, the other- in the native language (for their families and friends).</p> <p>6. The students will choose the topic to work on (all the topics should be covered).</p> <p>7. The teacher will let the students know that they will continue using Google Docs, Photo Story 3, Animoto, and Diigo and that each day they will learn and teach each other 7-10 new words of the topic related vocabulary plus transition words to enhance their essay writings. And after the students receive the necessary rubrics, they will get the lists of questions to research for their projects (see Appendix 2) and start working on the assignments.</p>
Procedures	<p>1. In the first class, the teacher will introduce the topic for this week. (see Anticipatory Set) and will allow the students to choose topics for their projects from the three given.</p> <p>2. The teacher will distribute the rubrics, go over them, and hand out the questions for the projects. Since the students have already used www.diigo.com, Photo Story 3, Animoto, and Google Docs (including Forms and composing tests), the teacher will not spend much time here, but only tell them that these programs will be used for this series of classes.</p> <p>3. When the students are working on the projects, the teacher will be monitoring their work and progress via Google Docs and if necessary, comment on their work or offer suggestions using Insert-Comment tool.</p> <p>4. Forty minutes before the end of each class, the teacher will interrupt the students work and will allow them to share</p>

	<p>the new words. When it is necessary, the teacher will make corrections or comments.</p> <p>5. Ten minutes before the end of each class, the teacher will have the students open KWL forms in Google Docs and fill them out for the current class.</p> <p>6. When the students are about to finish their research and start writing essays for the digital stories, the teacher will remind them to use transition words (the students are already familiar with academic transitions) and get them to look for transition words for narrative and descriptive essays and share their findings with each other in Google Docs.</p> <p>7. The teacher will continue observing their progress, including their use of transition words, and will use Insert-Comment whenever needed.</p> <p>8. On Friday, the teacher will evaluate the projects, comment on them, offer suggestions if needed for future projects, and allow the groups to grade each other's tests.</p> <p>9. The teacher will remind the students that the other project is due next Friday and when the final projects are presented, will evaluate, assess them, calculate final grades and send them to the students in Excel files within Google Docs. (For higher-order thinking questions, please see Appendix 2, especially questions 1.22, 1.23, 2.6, 2.12, 3.4, 3.6, 3.8).</p>
Closure	<p>Ten minutes before the end of each class, KWL charts will be submitted by each student via Google Docs, where they will reflect what they learnt in the class.</p> <p>Forty minutes before the end of the class, each group will use an easel, a note pad, and permanent ink markers to present the new words they learnt in the class for their project and teach the other students these words.</p>
Assessment	<p>To assess the students and to demonstrate their progress, 2 digital projects (the first on Boston landmarks and the second on a video tour of Boston) will be required from the students. They will also create multiple and open ended tests to determine how clearly they presented their projects and how well their classmates comprehended them.</p> <p>The final grade will be composed of 5 grades:</p> <ol style="list-style-type: none"> 1) their contribution to the group work, (20%) 2) their project and its presentation, (25%) 3) the student-created test, (10%) 4) the score on the other students' created-tests, (15%) 5) the final individual project and its presentation. (30%) <p>3 Rubrics (2 for the projects and one for the student-created tests) will be distributed in the first class.</p>

Modifications/ Accommodations	There are no special needs students in this program. However, the students differ in their language and computer skills. Group work on the projects allows to compensate for weaknesses of individual students and to demonstrate and apply their strengths. The first project also primes them for the second one (a video tour of Boston), on which they work individually.
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Appendix 1

Question List #1

1. When, by whom and what for was Boston founded?
2. What was Boston original name?
3. What gave Boston its current name?
4. What is the current Boston population and proper? Compare them with the ones of your hometown and the capital of your country.
5. Name and find on the map all 21 Boston neighborhoods.
6. Continue the sentences "Boston is home to the first..." and "Boston is famous for..."

Question List #2

1. Name and find on the map all 21 Boston neighborhoods.
2. Describe each neighborhood in a few words.
3. What are their differences and similarities?
4. Continue the sentences "Boston is home to the first..." and "Boston is famous for..."

Appendix 2

1. Questions for *the Boston Tea Party Project*

- 1.1. When did the Boston Tea Party happen and why?
- 1.2. What did "taxation without representation" have to do with the Boston Tea Party?
- 1.3. How many ships were involved in Boston Tea party? What were their names? Where were the ships built and by whom were they owned? Provide a picture for each of them.
- 1.4. Draw on the map the route of the Boston Tea Party ships (starting with the departure and ending with the arrival points).
- 1.5. What is a chest of tea? Who used them, how and for what purpose?
- 1.6. Who (if any) drank tea at Boston Harbor that day?
- 1.7. Who were the "Sons of Liberty" and who was (were) their leader(s)? (Please provide photos of several of the most famous ones).
- 1.8. Draw a picture of the Sons of Liberty, using the description below (for extra credit):
" "They say the actors were Indians... Whether they were or not to a transient observer they appear'd as such, being cloth'd in blankets with the heads muffled and copper color'd countenances, each being arm'd with a hatchet or ax, and pair pistols, nor was their dialect different from what I conceive these geniusses to speak, as their jargon was unintelligible to all but themselves."
- 1.9. Why were John Hancock and Samuel Adams interested in the Boston Tea Party?

- 1.10. How many people (approximately) participated in the Boston Tea Party?
- 1.11. Were any of the Boston Tea Party participants arrested? If yes, how many.
- 1.12. Were there any violence between the Americans and the British during this event?
- 1.13. Show on the map the exact (or approximate) location of the Boston Tea Party.
- 1.14. Were there any human casualties?
- 1.15. How long did the Boston Tea Party last for?
- 1.16. How costly was the Boston Tea Party in today's money?
- 1.17. What is a chest of tea? Who used them, how and for what purpose?
- 1.18. Who (if any) drank tea at Boston Harbor that day?
- 1.19. What was British reaction to the Boston Tea Party? What were its consequences?
- 1.20. Did the Americans have to pay for the dumped tea after all?
- 1.21. What was the Boston Port Act about?
- 1.22. What is the significance of the Boston Tea Party?
- 1.23. What is the Boston Tea Party Legacy felt even nowadays?

2. Questions for *the Old State House* Project

- 2.1. Where on the map of Boston is the Old State House located?
- 2.2. What determined its location?
- 2.3. When was it built?
- 2.4. What functions did the Old State house have over time? Please describe in details and provide the most significant dates.
- 2.5. Please explain how and why the architecture of the Old State House underwent numerous alterations.
- 2.6. Create a floor plan of the Old State House, labeling the following rooms on it:
 - Seat of Royal Government
 - The Massachusetts Assembly
 - Home of the Courts
 - Balcony
- 2.7. What were the functions of each of these rooms?
- 2.8. What did *the Lion and the Unicorn* have to do with the Old State House? Have they always been there?
- 2.9. How did the Old State House witness the birth of the American War of Independence?
- 2.10. Name at least three reasons why the Old State House has been called one of the most important public buildings in Colonial America?
- 2.11. If this is the Old State House, where is the New State House located?
- 2.12. Preserving old buildings can be difficult and very expensive. So why do we save them?

3. Questions for *the Boston Massacre Project*

- 3.1.** When and where did the Boston Massacre happen? Please show it on the map of Boston.
- 3.2.** How did it start, continue, and end?
- 3.3.** Was the Boston massacre a real massacre?
- 3.4.** What political and economical causes led to it?
- 3.5.** Who was Paul Revere and what did he have to do with the Boston Massacre?
How did he affect the flow of the American history?
- 3.6.** Study [the two primary sources](#) and tell how differently they describe the Boston Massacre. What factors caused the discrepancies?
- 3.7.** Play the game to understand every step of the massacre and various historical accounts better.
- 3.8.** Describe what happened at the Boston Massacre Trial and how fair you find the verdicts.
- 3.9.** Comment on something that particularly aroused your interest or drew your attention.

Here is the link to the materials used in the lesson plan

<http://www.diigo.com/user/yuliacoupon>