

Bias and Perspective

THEME	CONTENT	ART
Who Are We?	CCSS.ELA-LITERACY.RH.6-8.2	VA:Re.7.2.7a

KEY VOCABULARY

- Loyalist
- Patriot
- Primary source
- Secondary Source
- Propaganda
- Bias

PACING: 2-3 DAYS

ASSESSMENT (Summative):
Conscience Alley Checklist

ELEMENTS OF ART:

- Point of view
- Form
- Space

MATERIALS LIST

- [Document analysis pages](#) to match with chosen sources

LESSON OBJECTIVE

Students will analyze a variety of primary and secondary art texts depicting the Boston Massacre to determine central ideas and information.

ESSENTIAL QUESTION

How are primary and secondary art texts influenced by bias and perspective?

21st CENTURY SKILLS:

- | | | | |
|---|---|--|-------------------------------------|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Collaborating | <input type="checkbox"/> Initiative |
| <input checked="" type="checkbox"/> Communicating | <input type="checkbox"/> Media Literacy | <input checked="" type="checkbox"/> Informational Literacy | |
| <input type="checkbox"/> Tech Literacy | <input type="checkbox"/> Flexibility | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Leadership |
| <input type="checkbox"/> Productivity | | | |

CONTENT STANDARDS:

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

ARTS STANDARDS:

VA:Re.7.2.7a

Analyze multiple ways that images influence specific audiences.

WARM-UP OPTIONS (10 MIN)

- 1 - Brain Connect
- 2 - Color
- 3 - Drawing Practice

- 4 - Lettering
- 5 - Line Poem
- 6 - Pencils

- 7 - Picture This
- 8 - Sketch Stretch
- 9 - Sketching From Life

LESSON OVERVIEW

The American Revolution was based on point of view as differing opinions between the Loyalists and the Patriots shaped many of the causes and events of the war. This is particularly true for the Boston Massacre, which is highly debated.

Students will work to analyze primary sources objectively, apart from their prior personal knowledge and opinions. It is important for students to understand the necessity to remove bias from analysis, yet at the same time considering the original sources of the materials at hand. In doing so, students may discover that cause and effect may have been based on bias and intended influences of an audience.

At the end of the lesson, students will be asked to participate in the activity, “Conscience Alley” and to form an opinion after hearing all sides of an argument.

ENGAGEMENT

ACTIVITY 1

Headline activity:

- Show students [this image](#).
- Ask students to create a 6 word headline to go with the picture.
- Share headlines, and engage in a discussion about the different points of view/ interpretations of the picture students have.
- Share the backstory of the picture (It is the cover of the book, [I Survived the American Revolution](#), the fictional story of an 11-year old boy looking for his father during the Revolutionary War.)

ARTFUL THINKING ROUTINE

Step Inside Routine. Have students analyze [Writing the Declaration of Independence](#), painting by Jean

Leon Gerome Ferris, 1932. Choose a person, object or element in an image or work of art, and step inside that point of view.

- What can the person/thing **perceive** and **feel**?
- What might the person/thing **know about** or **believe**?
- What might the person/thing **care about**?

Take on the character of the person you've chosen and improvise a monologue. Speaking in the first person, talk about who/what you are and what you are experiencing.

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>

STEP 1

DOCUMENT ANALYSIS

Students will choose at least three different sources from the Boston Massacre and analyze the document using the corresponding [document analysis worksheets](#) from the National Archives.

Note that within these worksheets, along with the document type, there are varying degrees of difficulty for the analysis sheets.

Students should analyze two or more different types of sources. After completing the analysis worksheet, students should write a one paragraph summary of the source, ensuring that they are citing textual evidence and fact only, not personal opinion.

Select 2-3 documents and engage students in a discussion of their analysis, distinguishing thoughts that may be based on personal knowledge rather than material gathered from the source.

Teacher-to-Teacher

Create an analysis book for students. This would be a bound packet/book with the source on one side of the page and the corresponding analysis sheet on the other. This allows for all of their work to stay together in one place. It would be beneficial to also include analysis pages with no corresponding source, so that students may select their own and attach it into the book.

It may be helpful to complete an analysis of a source together as a class and model it as a Think-Aloud before sending students to independent work.

Should time allow, ask students to locate a document of their choosing to analyze from the American Revolution.

MAIN ACTIVITY/PROJECT

Students will participate in the Drama Strategy, Conscience Alley.

1. Choose one person to be the decision maker. Put them in "isolation".
2. Split the class into two groups, with one side "Colonists" and the other "British".
3. Allow each side to work together as a group to discuss, think, and jot down their opinions and ideas about who was at fault for the Boston Massacre, based on the images or sources at hand.
4. Ask the two groups to line up in rows, facing each other, with enough space between them to create an alley.
5. Bring the decision maker to the top of the alley which they will walk down. **Ask:** "Who was at fault for the Boston Massacre?" As they pass along the line, one person from each side puts forth their opinion/point of view.
6. When the character reaches the end of the alley, it is their turn to make a decision about which side was most at fault for the Boston Massacre.

Why use this strategy? It allows students to:

- Consider multiple views/sides
- Explore dilemmas/problems and consider positives and negatives of an issue
- Listen to others' opinions
- Increase their ability to read, write and speak from different perspectives

Differentiation options:

- Create multiple alleys, using smaller groups of students rather than the whole class. Be sure to have 4-5 students on each side of the alley when making smaller groups in order to consider all options.
- Ask students to switch sides after doing it once.
- Ask students to choose the side they will be part of (builds their confidence as they likely chose the side they align with and/or understand more clearly)
- Choose the sides for the students, which will often force them to consider alternate perspectives.

ESTIMATED TIME: 20 minutes per alley

CLOSURE

TWO DOLLAR SUMMARY

Students need to write a summary of what they have learned from the lesson which has a value of two dollars or more. Each word they write is worth ten cents. For an added challenge, a maximum value may be added, and you may require the use of certain words in the summary.

TEACHER ASSESSMENT

THEME Who Are We?	CONTENT CCSS.ELA-LITERACY.RH.6-8.2	ART VA:Re.7.2.7a
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Bias and Persepective Checklist

Name: _____

Date: _____

Period: _____

Criteria				Notes
Student followed directions and completed at least three analysis sheets for three different sources.				
Student completed a one paragraph summary for each source.				
Student actively participated in Conscience Alley.				
Student contributed to reasons/evidence for their side during Conscience Alley collaboration.				
Student was engaged and focused during Conscience Alley.				

STUDENT ASSESSMENT

BIAS AND PERSPECTIVE

Name: _____

Date: _____

Period: _____

Complete the checklist below based on your work in this lesson. In the Notes column, add your thoughts as to why you scored yourself as you did.

Criteria				Notes
I followed directions and completed at least three analysis sheets for three different sources..				
I completed a one paragraph summary for each source.				
I actively participated in Conscience Alley.				
I contributed to reasons/evidence for the side I was on during the Conscience Alley collaboration time.				
I was engaged and focused during Conscience Alley.				

Additional Resources

Bias and Perspective



The [bloody massacre perpetrated in King Street, Boston](#), on Mar. 5, 1770.

Engraving by Paul Revere, 1770



[No Stamp Act Teapot](#) c. 1766





[The Boston Massace](#), Chappel, c. 1868

[Source](#)

Eyewitness Accounts - Written Testimonies and Depositions:

- <https://alphahistory.com/americanrevolution/eyewitness-accounts-boston-massacre-1770/>
- <http://www.eyewitnesstohistory.com/bostonmassacre.htm>
- <http://www.bostonmassacre.net/trial/>
- http://alhsapush.weebly.com/uploads/1/1/3/9/11393097/comparison_of_eyewitness_accounts_of_the_boston_massacre.pdf

Vocabulary

Bias and Perspective

Name: _____

Date: _____

Period: _____

Loyalist - a colonist of the American revolutionary period who supported the British cause

Patriot - (also known as Revolutionaries, Continentals, Rebels, or American Whigs) were those colonists of the Thirteen Colonies who rejected British rule during the American Revolution and declared the United States of America as an independent nation in July 1776

Primary source - documents, images or artifacts that provide firsthand testimony or direct evidence concerning an historical topic under research investigation

Secondary source - any source about an event, period, or issue in history that was produced after that event, period or issue has passed

Propaganda - information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view

Bias - cause to feel or show inclination or prejudice for or against someone or something.