**Module 3.1**

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| **Pre-Assessment** | Complete formative assessment quiz for 3.1 |
| **Reading Activity** | For the opening reading activity students will learn to appreciate dual perspectives with regard to the Boston Massacre. This seminal event is recounted from both the Colonial and British perspectives in the two excerpts below, which will be completed in day one. To aid students understanding, the following questions should be completed for the proximate class period:   1. Each of the two accounts demonstrate an emerging American Identity. What evidence indicates how the people of Boston saw themselves in relation to the British troops? (Follow this link for an explanation of the themes [APUSH Themes](http://piedmont.k12.ca.us/phs/faculty/mcowherd/advanced-placement-united-states-history/themes-in-ap-u-s-history-from-the-college-board/)) 2. British Captain Thomas Preston reveals a unique perspective on the responsibilities of British subjects. How does this perspective lead us to understand the origins of the Colonial independence movement? (Key Supporting Concept 3.1.II)   Colonist perspective: <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=114>  Captain Preston’s Account of Boston Massacre:  <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4121> |
| **Writing Activity** | Students will examine the image below. There is enclosed a brief description of how this image relates to the events described above.  Students will compose a brief essay that addresses one of the following prompts:   1. “To what extent does Paul Revere’s picture evidence an emerging Colonial identity and unity, which contributed to the American independence movement?” 2. “Evaluate how British imperial policies changed the relationship between the colonies and the British between the years 1763-1776.”   <http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=8&psid=2373&filepath=http://www.digitalhistory.uh.edu/primarysources_upload/images/the_bloody_massacre_l.jpg> |
| **Student Product** | Students will experience two essential course themes in our classroom activity: Identity and Politics & Power. In this activity the class will recreate the trial of the British troops accused of murdering Bostonians in 1770. A key figure of this trial was none other than John Adams, who volunteered to represent the British soldiers. (Adams would comment that his defense of the soldiers was a critical service to the cause of the Revolution. Why?)   1. To what extent does the American side of this trial evidence the emerging American Identity. 2. To what extent does the British side reflect an adherence to the British view of Politics and Power?   Use the following link for more information:  <http://www.loc.gov/law/help/rare-books/john_adams.php>  **-Resource three has a transcript of the trial**  **-Teachers can assign characters to limit the required reading for students** |