

## **Boston Virtual Field Trip Lesson Plan**

**GRADE LEVELS:** All

### **APPROXIMATE LENGTH OF TIME**

2-3 hours, depending on how many supplemental materials you incorporate

### **GOAL**

To virtually explore the history of Boston via video, primary and secondary sources and classroom discussion.

### **OBJECTIVES**

Upon completion of this lesson, the students will be able to:

1. Knowledge
  - a. Students will be able to identify important locations and historic events in Boston.
2. Comprehension / Application / Analysis
  - a. Read primary source documents.
  - b. Summarize findings by writing an original creative piece.
3. Evaluation
  - a. Evaluate and discuss some of the key locations and historic moments in and around Boston, Massachusetts.

### **INSTRUCTIONS**

Before class, look through the supplemental videos, articles and lesson plans to decide which you want to utilize alongside the Virtual Field Trip. Show students the Virtual Field Trip Video and have them answer the multiple-choice question worksheet while viewing the video. Utilize the discussion questions after watching the video.

### **DISCUSSION QUESTIONS**

- Have you ever visited this city or any of its historic sites?
- Which site would you like to visit and why?
- What role do you think the city played in the Revolutionary War?
- What was your favorite site the videos visited and why?
- Is there a site or subject from the video you'd like to know more about?
- Was there something you didn't understand about the video? What was that?

### **ACTIVITIES**

1. Watch some or all the [Boston Virtual Field Trip video](#).

2. Conduct a group discussion utilizing the discussion questions.
3. Have the students complete the [Video Question Quiz Worksheet](#).
  - a. If the entire Virtual Tour video was watched, have the students complete all of it.
  - b. If only some of the Virtual Tour video was viewed, have the students complete the relevant sections.
4. Have the students complete one of the following exercises utilizing primary and secondary sources to influence a creative piece. They should provide an accurate summary of the sources.
  - a. Have students read [Everyday Life in Boston](#) and read one of these primary sources:
    - i. [Stamp Act of 1765](#)
    - ii. [Townshend Act](#)
    - iii. [Tea Act](#)
    - iv. [Boston Port Act of 1774](#)
    - v. [Quartering Act of 1774](#)Then, have students write a diary entry or letter about how life in Boston has changed due to the implementation of these acts.
  - b. Have students review these Union recruiting posters:
    - i. [Poster 1](#)
    - ii. [Poster 2](#)
    - iii. [Poster 3](#)
    - iv. [Poster 4](#)
    - v. [Poster 5](#)
    - vi. [Poster 6](#)
    - vii. [Poster 7](#)

Instruct students to think about what would motivate someone from Boston to enlist in the Union Army during the American Civil War. Have students create their own recruiting poster.

5. Complete an optional exercise.

## STANDARDS

Please visit the Lesson Plan Page and select the “Common Core and NCSS Standards for Social Studies” to view the details.

## RESOURCES

Visit the Lesson Plan Page to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, maps, and biographies.

### Quick Links

- [Boston Virtual Tour \(Video\)](#)
- [Video Question Quiz Worksheet](#)

**OPTIONAL EXERCISES / HOMEWORK /ASSESSMENT/ADDITIONAL ACTIVITIES:**

OPTION #1: Break students into small groups and assign one or two chapters of the video for each group to watch. Have the groups only watch their assigned sections. After viewing, have the small groups present what they learned to the class.

OPTION #2: Have students research one aspect of the video that piqued their interest. They can prepare a 500-word paper or present their findings to the class in the form of an in-person or video presentation.

OPTION #3: Have students watch [Paul Revere's Ride](#). Have them consider: how would they get the word out today? Would it be midnight riders like Paul Revere? A text message? An App? A email? Then, have them create a modern-day information relay system, like Paul Revere and his intelligence network. This system could be used to notify others about an upcoming rally, to share information, to coordinate a community effort, etc.

OPTION #4: Have students watch [USS Constitution In4 Minutes](#) and read the biography of USS Constitution Captain [Isaac Hull](#) and this [primary source](#). Have students write a plaque commemorating the preservation of the USS Constitution noting its heroic acts and significance to the United States.

**Teacher Preparation – If you're watching the Virtual Tour, then visiting Boston in-person:**

Visiting Boston will be a memorable experience for you and your class. We want it to be memorable for the right reasons...not logistical headaches! Here are a few helpful tips as you prepare to use this lesson plan and begin your explorations.

**TEACHING TIPS**

1. Check out the [Boston Field Trip Itinerary](#) for more ideas.
2. Contact any sites or museums that you plan to visit.
3. There are some parts of Boston (like the North End) that buses are not allowed; also, traffic in Boston can make travel distances take longer than anticipated! Be prepared.
4. Consider if you would like to hire a local guide to help you and your students explore the local history and the city! There are many buses and walking tour guides available.
5. Print any resources that you will want on paper – like the maps or photographs.
6. Pre-watch any videos that you don't want to pre-download for the day.

**MAPS and APPS**

- Print or download our [tour map](#).

- Download the FREE app for the Freedom Trail created by The Freedom Trail Foundation. The app will give you insights into the different sites that you visit.



AMERICAN  
BATTLEFIELD  
TRUST ★ ★ ★