

# OFFICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE INITIATIVES *(Lesson developed by School 212)*



## Grade 9-10

### BPS INSTRUCTIONAL PRIORITIES

*As you execute these lessons please remember:*

*Use of District Approved Materials with Fidelity · All Students Read · All Students Write · All Students Explain Their Thinking · All Students Engage in Grade-Level Content · Differentiation*

### LESSON TITLE: BROWNIES-AMERICA'S FIRST MARTYR-PATRIOT: A TRUE STORY

This lesson demonstrates the contributions Crispus Attucks, a Black patriot during the American Revolution. Attucks was a supporter of American liberty from Great Britain. He fought not only for his own freedom but for the freedom of all oppressed people. This lesson engages students in student led literature circle discussions, that summarize the text, make connections to historical and current events, engage in research, and truly understand the significance of the contributions of Black patriots from the conception of our country's birth.

### LESSON OBJECTIVES

Students will be able to:

- define patriotism and cite examples from the text.
- use text evidence of to show how Black patriots contributed to American freedom from Great Britain during the Colonial Period.
- engage in collaborative discussions that demonstrate the BLM guiding principles of Collective Value and Loving Engagement.
- write an objective summary of how Crispus Attucks's actions demonstrate his patriotism using evidence from the text.

### ESSENTIAL QUESTION

- How do the contributions of Black patriots contribute to American freedom from Britain during the Colonial Period of United States History?

### NYS STANDARDS

#### English Language Arts

- 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
- RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

#### Writing

- 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

## Social Studies

### Reading Standards for Literacy in History/Social Studies Key Ideas/Details

- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

### Frameworks – Social Studies Practices: Gathering, Interpreting, and Using Evidence

- 5. Make inferences and draw conclusions from evidence.

## BLACK LIVES MATTER GUIDING PRINCIPLES (5 min)

*Discuss one or two of these principles and have students talk about how they connect to them.*

*Recommended principles for discussion in bold.*

- **Collective Value** means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- **Loving Engagement** is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.
- **Black Men**: We are committed to building a Black men affirming space. We reject the over sexualization, criminalization and mass incarceration of our Black boys and men. Furthermore, we are committed to dismantling the school to prison pipeline, adultification of Black and brown boys, and the senseless killing of unarmed Black and brown men.

## VOCABULARY

- **Patriotism** – (noun) the quality of being patriotic; devotion to and vigorous support for one's country
- **Oppression** – (noun) prolonged cruel or unjust treatment or control
- **Revolt** – (verb) rise in rebellion
- **Martyr** – (noun) a person who is killed because of their beliefs
- **Colony** – (noun) a country or area under the full or partial political control of another country, typically a distant one, and occupied by settlers from that country.
- **Despotic** – (adjective) tyrannical
- **Malice** – (noun) intent to do harm; ill will

## LAUNCH (5 min)

1. Discuss:
  - What does it mean to be a patriot?
  - Name some patriots that you are familiar with throughout history or in your own lives.
  - What makes them patriotic?
2. Review: Objectives, Essential Questions, and Vocabulary

## TEXT

**Title: AMERICA'S FIRST MARTYR-PATRIOT: A TRUE STORY**

**By: BROWNIES' BOOK- JULY 1920, W.E.B. DU BOIS, EDITOR**

**Summary:** Crispus Attucks, Black man who had escaped slavery, is known as the first American colonist killed in the American Revolution. His sacrifice and patriotism for a country fighting for their freedom while he was still fighting for his own is not to be forgotten.



**Text Link:**

<https://docs.google.com/document/d/1Q7pIWomYbHHenSxteo9SBYmHBBiOnarfrlWh0cxKxcl/edit>

**Links:**

Video: <https://www.youtube.com/watch?v=U1fM42Yeu0c>

Online Crispus Attucks Museum <http://www.crispusattucksmuseum.org/>

## PROCEDURAL STEPS (34 min)

3. Assign students – literature circle groups (2 minutes).
  - Discussion director (develop questions for group discussion based on text)
  - Summarizer (key points/ideas)
  - Connector (What connections can be made to past/present events, and learning?)
  - Investigator (What background knowledge can you find on the topic to enhance learning?)
4. Masterfully read text to students. Have students independently annotate text and complete Lit Circle notes. (15 Minutes)
5. Break students into literature circle groups - collaborate and discuss findings. Create final lit circle page as small group to present to the class (7 minutes).
6. Share out from each group (10minutes).

*\*Literature circle role sheets - Adapted from Literature Circles: Voice and Choice in the Student-Centered Classroom by Harvey Daniels (Stenhouse Publishers: York, Maine, 1994. Published in Canada by Pembroke Publishers, Markham, Ontario, 1994. \**

## CLOSURE (8 min)

7. Write: In an objective summary paragraph use evidence from the text to respond to the following claim:
- Crispus Attucks was an American Patriot.

## DIFFERENTIATION

*How will you incorporate Specially Designed Instruction strategies?  
What will the integrated ENL teacher be doing to support instruction?*

- Independent and small group instruction.
- Direct vocabulary instruction.
- Guided questions/examples built into worksheets.
- Graphic organizer for paragraph writing.

## SPECIALLY DESIGNED INSTRUCTION

*How will you incorporate specially designed instruction strategies?*

(Intentionally left blank, for Special Education teachers to add the appropriate SDI for the lesson)

## TECHNOLOGY AND VIRTUAL INSTRUCTION

- Schoology to access text and literature circle worksheets.
- Schoology discussion boards for group work discussions.

## TEACHER REFLECTION

**Teacher Thoughts Prior to the Lesson**

**Teacher Reflection Following the Lesson**

# ***AMERICA'S FIRST MARTYR-PATRIOT A TRUE STORY***

**BROWNIES' BOOK- JULY 1920, W.E.B. DU BOIS, EDITOR**

ALMOST every land boasts of some man who has particularly distinguished himself in the service of his country. Sweden has its Gustavus Adolphus, Italy its Garibaldi, Poland its Kosciusko and America its Crispus Attucks.

Long ago when these United States were still a part of the British Empire and were known as "colonial possessions", a revolt broke out on the part of the colonists against the mother country. English soldiers who were guarding the province of New England—as it was then known—conducted themselves with such arrogance and swagger that finally the "colonials" could stand it no longer. So one never-to-be-forgotten day, the 5th of March, 1770, a small band of citizens made an attack on some British soldiers who were marching through State Street, Boston, and the affray which has come down to us under the name of the "Boston Massacre" took place.

The leader of this band was Crispus Attucks. He was a tall, splendidly-built fellow, and must have been very impressive as he rushed with his handful of men pell-mell into the armed opposition. He knew only too well how precious a thing is freedom and how no sacrifice is too much for its purchase. For Attucks had been a slave and perhaps still was at this date, though a runaway one. Of this we cannot be sure, for history goes blank at this point, but in any event twenty years earlier in 1750 this advertisement had occurred in *The Boston Gazette or Weekly Journal*:

*"Ran away from his master, William Brown of Framingham, on the 30th of September last, a Molatto Fellow, about 27 Years of Age, named Crispas, 6 Feet 2 Inches high, short curl'd Hair, his Knees nearer together than common; had on a light colour'd Bear-skin. Coat, plain brown Fustain Jacket, or brown all-Wool one, new Buck-skin Breeches, blue Yarn Stockings, and a checked woolen Shirt.*

*"Whoever shall take up said Run-away, and convey him to his above-said Master, shall have ten Pounds, old Tenor Reward, and all necessary Charges paid. And all Masters of Vessel and others, are hereby cautioned against concealing or carrying off said Servant on penalty of the Law. Boston, October 2, 1750."*

What had Attucks done in those twenty long years? Certainly whatever else his interests he must have spent some time dwelling on the relationship existing between England and the American colonies. Perhaps he was imaginative enough to feel that if England were so despotic in her treatment now of her colonies, she would be a worse task-mistress than ever as the years rolled by and her authority became more secure. If he had spent his time near Boston, which seems likely, he may have heard the eloquent and fearless assertions of James Otis on the rights of the colonists. That he was deeply interested in political affairs is shown by this letter which he wrote long before the date of the Boston Massacre to Thomas Hutchinson, Governor of the Province.

Sir:

*You will hear from us with astonishment. You ought to hear from us with horror. You are chargeable before God and man, with our blood. The soldiers were but passive instruments, mere machines; neither moral nor voluntary agents in our destruction, more than the leaden pellets with which we were wounded. You were a free agent. You acted, coolly, deliberately, with all that premeditated malice, not against us in particular, but against the people in general, which, in the sight of the law, is an ingredient in the composition of murder. You will hear further from us hereafter.*

CRISPUS ATTUCKS.

Whatever his preparation he was ready on that fateful fifth of March to offer himself up to the holy cause of liberty. At the head of his little host he flung himself on the soldiers of the oppressors shouting: "The way to get rid of these soldiers is to attack the main-guard; strike at the root; this is the nest!"

We are used to terrible descriptions of warfare on a huge plane in these days, but the scene that followed in that quiet street still brings a thrill of horror. For the enraged British soldiers answered the blows and missiles of the American patriots with a deadly shower of bullets. Down fell Crispus Attucks mortally wounded, the first American to die for his Fatherland. And with him fell Samuel Gray and Jonas Caldwell. Afterwards Patrick Carr and Samuel Maverick died also as a result of their wounds received in the fray.

The cost of patriotism had come high.

All down the street, doors and windows flew open. The alarm bells rang and people rushed to the scene from all directions. The bodies of Attucks and Caldwell were carried to Faneuil Hall and laid in state. The other dead and dying were carried to their homes and buried thence. But Attucks and Caldwell, being strangers in the city, were buried from the hall where they had lain. A long procession attended them as a token of respect and appreciation. These two and Gray and Maverick were buried in the same grave and over them was reared a stone on which the inscription read:

"Long as in Freedom's cause the wise contend, Dear to your country shall your fame extend ; While to the world the lettered stone shall tell Where Caldwell, Attucks, Gray and Maverick fell."

Many years later Boston showed afresh her appreciation of Attucks in the shape of a new monument which she raised to his memory on Boston Common.

What patriot of any time has done a nobler deed than that of Attucks? *Dulce et decorum est pro patria mori*, says the Roman proverb. "It is a sweet and fitting thing to die for one's country." That is true and many have done it. But to die as Attucks did for a country which while seeking its own freedom, yet denied his—such an act calls for the highest type of patriotism. I like to think that as his courage was high, so was his faith so abounding that he needs must have believed that America one day would come to realize and put into practice what one of her great statesmen said one famous fourth of July:

*"All men are born free and equal."*

## Literature Circles Role Sheet

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### Summarizer\*

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Name \_\_\_\_\_ Circle Members \_\_\_\_\_

Reading \_\_\_\_\_

**Summarizer:** Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key point, main highlights, and general idea of today's reading assignment.

#### Summary:

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#### Key Points:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Connections: What did today's reading remind you of?**

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## Literature Circles Role Sheet

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### Discussion Director\*

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Name \_\_\_\_\_ Circle Members \_\_\_\_\_

Reading \_\_\_\_\_

**Discussion Director:** Your job is to develop a list of questions that your group might want to discuss about this text. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics for your group.

#### Possible discussion questions or topics for today

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

#### Sample Questions

- What was going through your mind while you read this?
- How did you feel while reading this text?
- What was discussed in this text?
- Can someone summarize briefly?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this text?
- Did anything in this text surprise you?
- What are the one or two most important ideas?
- What are some things you think will be talked about next?

## Literature Circles Role Sheet

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### Connector\*

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Name \_\_\_\_\_ Circle Members \_\_\_\_\_

Reading \_\_\_\_\_

**Connector:** Your job is to find connections between the text your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this text brings to mind. You might also see connections between this text and other writings on the same topic. There are no right answers here. Whatever the reading connects *you* with is worth sharing!

**Some connections I found between this reading and other people, places, events, authors:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

