

First Literacy Lab Grant

*Making Connections to
Massachusetts through
Historic Tourism*



This was an 8 week
Course with equal
parts classroom learning
and supported field trips.

Getting Connected to Massachusetts Through Historic Tourism

Objectives: Learn basic information about Massachusetts History.

- 1600's- Puritan Beginnings
- 1700's- What led up to the Revolutionary War
- 1800's Underground Railroad and Fugitive Slave Act
- Waves of migration/ immigration: Irish, Italian, Eastern European/ Jewish, Chinese
- We will connect this information to what we know about the history of your native countries and other immigrant experiences.

Learn how to find information about Massachusetts historic sites, and how to interact with tour guides.

Practice listening to tour guides and asking questions.

Speaking practice, give a short presentation of a historic site with a partner.

Dates and trips:

July 2: YMCA

July 3: YMCA

July 9: YMCA

July 10: Old South Meeting House and
Downtown Crossing neighborhood

July 16: YMCA

July 17: Old State House, Rose Kennedy
Greenway and North End

July 21: Plimoth Plantation day trip 9- 4:30

July 23: YMCA

July 24: To Be Determined

July 30: YMCA

July 31: Boston Tea Party Ships and Museum

August 6: YMCA

August 7: Lexington Green (this class will
Probably end @4:00, because of the
Commute to Lexington)

August 13: YMCA

August 14: African Meeting House, Beacon Hill
And West End

August 20: YMCA

August 21: East Boston [changed to Bunker Hill]

We will make a google document that will become a book showing our experiences with words and pictures. Everyone will get a copy at the end of the class

Primary Goals of the Project

- **Help students feel more comfortable accessing historic tourism in the city**

-first by learning and discussing history in the classroom and then having supported museum visits or historic walking experiences.
- **Increase understanding of U.S. history**
- **Increase listening comprehension and communicative capabilities as they interact with many guides at various museums.**



How did we measure the outcomes?

- Pre and Post assessments at the beginning and end of the course
- Forming Pre-trip questions.

**Write a question you have about Lexington. Tomorrow, you can either ask your question while we are in Lexington or find the information by listening to the guide or reading in the museum.
*Write the question on this paper and in your journal***

- After a history lesson there was always some activity to discuss content or to show understanding of the subject the following are examples:

Pre and post lesson Questions, ex.

Why do people migrate?

After learning about the first European residents of Boston and why they immigrated, we watched a video about religious dissenters in the original community and discussed.

Did puritans really believe in religious freedom?

After learning about the events leading up to the Boston Tea Party and the reasons for this protest we discussed in small groups (This was the day before our trip to Old South Meeting House)

1. Do you believe what they did was correct?
2. Was there a similar event or protest in your country's history or is there one now?
3. If 5,000 people needed to gather in Boston today to have an important debate, where would they do it?

After reading about the events of the Boston Massacre, based on witness testimony, each group was assigned a part of the event to script and act out for the class.

I asked (before we read the outcome of the trial) “Do you think the soldiers were found guilty?”

Discussion of Paul Revere's Massacre Engraving
and the role of propaganda.

What do you see?

What is different from what we know?

Is propaganda used today? How? Why?

Paul Revere's Engraving

This is a piece of propaganda.

It shows the Boston Massacre in a way that will make the people of Boston more emotional and angry at the British soldiers.



Practice speaking: Quotes from Boston Tea Party

- “There is nothing more a meeting can do to save this country.”
- “Let each man do what is right in his own mind.”
- “Taxation without representation is tyranny.”

Do you agree or disagree with these words?

After learning about various actions between the French and Indian War and the Revolution, we took each event in small groups and put them in Chronological order.

Sugar Act	Townsend Acts Repealed	Coercive Acts/ Intolerable Acts
Stamp Act	Tea Act	First Continental Congress in Philadelphia
Stamp Act Riots	Tea Arrives in Boston	War Begins
Stamp Act Repealed	Tea Arrives in South Carolina Boston Tea Party	
England sends 2,000 soldiers to Boston	Tea Arrives in Philadelphia	
Townsend Acts	Tea Arrives in New York	
Boston Massacre		

Introduce a historic site to classmates

Student introduces Armenian Genocide Memorial



**Final Class Project: “Historic Tourism in Boston” student created
guidebook.**

Each student was able to take a printed copy of the book home, and a copy of the book is on our school book shelf for other students to enjoy.

<https://docs.google.com/presentation/d/1yVKL9iVbh87kvLpJ5C5KK1vODM1zelzupfrHpA7aPRU/edit?usp=sharing>

Successes

Pre-assessment quiz average score was 40% and the post-assessment was 75%

At the beginning of summer students reported they had visited 0-1 museums or historic spots in Massachusetts

By the end of the summer we had made 8 trips, some with multiple stops.

Students had plans to visit other places, and in some cases had already returned to spots to give tours to their families. One student on her post-assessment *“I am going to show Lexington to my daughter. Last week my daughter and I walked on Beacon Hill. I showed to her some places and told about the Underground Railroad. I had a good experience. I open to know something else.”*

