

Boston Trip Humanities Assignment

Essential Question:

Between 1763 and 1775 Boston was at the center of the colonies' struggle for independence. One hundred years later the Boston area was home to a literary and social revolution: Transcendentalism.

How does the notion of *liberation* or *freedom* speak to you in your chosen site? How are you able to synthesize your understanding of Transcendentalism and the American Revolution? As you think about how you might define liberation, or freedom, think about it in all its various incarnations (political, spiritual, personal) before settling on one or on some compelling combination.

Description:

You will work in groups of 3-4 to explore the role of Boston, Concord and Salem in the Revolutionary and Transcendentalist moments. You will construct a presentation that responds to the Essential Question above. You will sign up for a site to locate your presentation from the list below.

Each group will prepare as follows:

- At Fieldston, students will do library research on their site. One pair of students will write up a **1 page discussion of their site in its historical context** (including a visual primary source). Another pair of students should take charge of a developing a **creative response to the Essential Question** above. This could be, for example, a performance, a poem, a historical fiction, a rap, or, yes, an interpretive dance (but should take no more than 2 minutes to read or perform). The group will write a **short paragraph explaining how the historical context write-up and the creative response help address the Essential Question**. So, for example, if a group is doing the Paul Revere House, one pair would do the 1 page write-up situating the House in history, another pair could compose a version of the poem *The Midnight Ride of Paul Revere* from the perspective of the British, and one group member would report the group's discussion of the midnight ride in the context of liberty and liberation. **The 1 page discussion, a visual, a short description of the creative response, and the short paragraph will be due on Wednesday October 22**
- Each teacher will collect the write-ups and images and distribute a packet to his/her classes on the bus, allowing students to have some familiarity with the sites before we go.

On Site:

- In Boston, each group will give an approximately 5-7-minute presentation at their site. This presentation should **summarize the 1 page historical context** (including an accompanying visual primary source), **present the creative response**, and end with a **brief response to the Essential Question**

Grading

You will be graded in your group, using the rubric attached.

Sites To Be Researched:

BOSTON

Old State House
State House
Boston Common
Paul Revere House
Site of the first public school
Old Corner Bookstore
Granary Burying Ground
Boston Massacre site
Old North Church

CONCORD

Old North Bridge
Minutemen / Minuteman Statue
The Old Manse

SALEM

New England Slave Trade (Salem harbor)
Hawthorne Statue
Salem Customhouse

Things to remember when presenting public history

- Do not read from your notes. Refer to them, but look up and make eye contact.
- Be sure to have visual aids: paintings, maps, graphs, etc.
- Use primary sources whenever possible, but be sure to distill them down to digestible portions.
- If you use quotations, explain what they mean.
- Project, using your best "teacher voice."
- Stand with you back to the scene you are describing / using, so your audience can see both it and you.
- If describing a building or statue, know the architect / sculptor and date made.
- Always connect your story to a larger story / theme. Answer the "so what?" question.