- **Unit Topic or Theme:** Massachusetts History
- **Grade:** 3-6
- **Duration:** One or Two Class Blocks

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- **Lesson Topic or Theme**: Boston (The Freedom Trail)
- **Lesson Objectives:**
    o Students will be able to successfully navigate a website in order to collect information and further their research methods.
    o Students will be able to recognize historical buildings and sites within Boston on The Freedom Trail that will help them to better understand Massachusetts' role in the development of the country.
- **Instructional Technique:**
    o Online Lesson
    o Self-Guided Learning
    o [Accompanying Worksheet](#)
- **Instructional Materials:**
    o Worksheet
    o Computer with Internet Access
- **Theoretical Perspective:**
    o Students will require knowledge of the history of Massachusetts to begin the understanding of the history of the United States of America. Boston served a key role in the development of the country and is a crucial part of our state even today. When using this lesson with the Massachusetts DOE History & Social Sciences Frameworks, it connects with standard 3.5 for Third Grade as well.
- **Procedure:**

    A. Introductory Activity: Gather students on carpet or just address them in the classroom at their seats. Ask students about key persons of the revolutionary period (Franklin, Adams, Revere, etc.)

and see how much they already know. Provide a background of the places the website covers and make sure students have enough computer skills to work independently. Notify students about the outside research they will have to do as well.

B. Step-by-step:

1. Have students log onto computers.

2. After having the students log on, hand out the worksheet that will guide their learning and require them to do some outside research on the subject.

3. Allow the students the class period (or two if schedule permits) to make their way through the website and explore the external links.

4. Make sure students are completing the worksheet and then have them turn it in for a grade.

5. Have students log off and return to their seats. Ask the students questions to check their understanding of the lesson.

C. Closure:

1. Ask the students questions to check their understanding of the lesson.

2. Answer any questions students have about any of the sites along the freedom trial or their connection into events they may have discovered in their research

3. Plan a field trip to the freedom trail (optional).

D. Adaptations for different learners:

1. If there is a non-native speaker in the class, you can run the website through an online translator (i.e. Babelfish & Google Translate), which will allow students to navigate the site in their own language.

2. If there are students in the class that do not feel comfortable with their computer skills, you can pair the student with a student that has good computer skills and allow them to work together to answer the questions.

E. Homework:

1. Have students write a research paper on one of the stops along the freedom trail, or how the freedom trail came to be.

- **Evaluation:**
  A. How/ when will you determine if you have met your objectives?
    - Students will be able to successfully navigate a website in order to collect information and further their research methods.
      - Students will be able to get to the end of the website and complete the accompanying worksheet.
    - Students will be able to recognize historical buildings and sites within Boston on The Freedom Trail that will help them to better understand Massachusetts' role in the development of the country.
      - Students will construct a short essay, based upon their research about one of the stops along the Freedom Trail and will discuss the role of that particular place in the scope of the happenings within that time period.

  B. Concerns or questions you have about teaching this lesson?
    - Make sure students have basic computer knowledge before beginning the lesson, if not a quick lesson may be necessary or pair with a student that already has computer skills.