

Eames Family Massacre
Relationships and Stereotypes Depicted and Perpetuated through Visual Imagery
Lesson Plan

GRADE: 5

- I. Massachusetts Curriculum Framework Standards
 - A. Massachusetts History and Social Studies Curriculum Framework
 - i. 5.6 Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them
 - B. Massachusetts English Language Arts Curriculum Framework
 - i. 13.14 Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations).
 - C. ELPBO (English Language Arts Proficiency Benchmarks and Outcomes)
 - i. S.3 Students will comprehend and communicate orally, using spoken English to participate in academic settings.
 - ii. W.3 Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.
 - D. Massachusetts Arts Curriculum Framework
 - i. 6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history.

- II. Student Objectives: Students will –
 - A. Evaluate the relationship between English settlers and Native Americans
 - B. Interpret the meaning of graphic images through verbal and written communication using *SIGHT* (Scan, Identify, Guess, Hear, and Talk)

- III. Materials
 - A. “How to Use IMAGES to Teach History / *S.I.G.H.T.* informational worksheet (Edward O’Donnell)
 - B. *S.I.G.H.T.* Student Graphic Organizer
 - C. Eames Massacre image
 - D. Eames Red House image
 - E. General Geoffe during King Philip’s War image
 - F. Attack on Brookfield image

- IV. Lesson Procedures
 - A. Preassessment
 - i. Display the image of the Eames Family Massacre and ask students to evaluate the image
 - ii. Invite students to record their findings and organize their thoughts in any manner they wish
 - iii. Ask students to list the methods they used to evaluate the image.

- iv. Evaluate the students' lists of methods by asking students how many used one, two, three or more criteria in which to evaluate and what the criteria consisted of.
 - B. Introduce "How to use IMAGES to Teach History" and review *S.I.G.H.T.* mnemonic with students.
 - i. Display How to Use IMAGES to Teach History informational worksheet on the overhead projector (or other projector to display image)
 - ii. Read through the list of *SIGHT* at the bottom of the page – revealing one letter of the mnemonic at a time. (Example: Reveal *S* = *Scan for important details*)
 - iii. View image and ask students to scan for important details and volunteer as they have discovered a detail to share with the class.
 - iv. Continue through the *SIGHT* list until all five letters of the mnemonic have been exhausted with information from the image.
 - C. Students will be guided through the practice use of *S.I.G.H.T.* while viewing the Eames Family Massacre image.
 - i. Display the Eames Massacre image on the overhead projector or other projection system.
 - ii. Ask students to view the image and evaluate the scene while recording their initial reactions.
 - iii. Distribute the *SIGHT* Graphic Organizer and ask students to fill in the blanks while viewing the same Eames Massacre image.
 - iv. Allow time for students to record their findings
 - v. Ask student to share their findings as you record their insights for the class to view (either on a board, poster or overhead projector).
 - vi. Encourage students to add to their own *SIGHT* Graphic Organizers as more insights are expressed through class guided discussion.
 - D. Students will practice the use of *SIGHT* through a pair/share activity while viewing the Eames Red House image
 - i. Distribute a blank *SIGHT* Graphic Organizer to pairs of students and ask each pair to fill in the worksheet with their findings.
 - ii. As pairs of students complete their reactions to the image, ask pairs to buddy up with another pair of students to create a small group of four students.
 - iii. Small groups will share their paired evaluations
 - iv. Groups continue to grow until all have been assimilated into a whole class discussion.
 - E. Mid-point assessment
 - i. Display the image of General Geoff during King Philip's War
 - ii. Invite students to record their findings and organize their thoughts in any manner they wish
 - iii. Ask students to list the methods they used to evaluate the image.
 - iv. Evaluate the students' lists of methods by asking students how many used one, two, three or more criteria in which to evaluate and what the criteria consisted of.

- v. Students with 3 or fewer criteria will continue in small group *SIGHT* lessons with the teacher while students with 4 or 5 listed criteria may choose to work independently or in small groups to continue visual image evaluations. Differentiated/tiered lessons will continue from this point

F. Final evaluation / Assessment

- i. Display the image of the Attack on Brookfield
- ii. Invite students to record their findings and organize their thoughts in any manner they wish
- iii. Ask students to list the methods they used to evaluate the image.
- iv. Evaluate the students' lists of methods by asking students how many used one, two, three or more criteria in which to evaluate and what the criteria consisted of.

G. Rubric for pre-assessment, mid-point assessment and final assessment

	✓ -	✓	✓ +
Criteria used to evaluate images (<i>SIGHT</i>)	None, one or two of the <i>SIGHT</i> criteria	Three of the <i>SIGHT</i> criteria	Four or Five of the <i>SIGHT</i> criteria

S.I.G.H.T. Student Graphic Organizer

	<p>Title of image: _____</p> <p>Record your observations and be prepared to share with the class</p>
<p>S Scan</p>	<p><u>S</u>can for important details:</p>
<p>I Identify</p>	<p><u>I</u>dentify the conflict or tension:</p>
<p>G Guess</p>	<p><u>G</u>uess the creator's intent of message:</p>
<p>H Hear</p>	<p><u>H</u>ear the voices:</p>
<p>T Talk</p>	<p><u>T</u>alk about your observations:</p>