

An Interview with the Paxton Boys

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Context

This assignment is intended to be completed in-class over two 45-minute classes or one 90-minute class. Unfinished work may be assigned as homework. This lesson will inculcate students with the skills needed for civic involvement in a participatory democracy as described by Barton & Levstik (2001).

Relevant Standards

- 8.1.12.A through 8.1.12.D
- CC.8.5.11-12.A through CC.8.5.11-12.I
- CC.8.6.11-12.A through CC.8.6.11-12.I

Questions

- How do settlers justify acts of violence?
- How do we evaluate sources?

Learning Objectives

- Students will demonstrate comprehension of the motivations and justifications of historical actors.
- Students will engage in critical dialogue with primary sources.
- Students will translate historic discourse into a contemporary media format (a podcast recording) in order to identify similarities and differences between eighteenth and twenty-first century discourses.

Primary Source Materials

- [A Declaration & Remonstrance](#) (pamphlet)
- [Franklin and the Quakers](#) (political cartoon)
- [The German Bleeds and Bears Ye Furs](#) (political cartoon)

Secondary Source Materials

- [Pontiac's War and the Paxton Boys](#)

Assignment Materials

- Projector
- Google Drive or other file sharing service
- Laptops or smartphones equipped with Internet access and audio recording app (e.g. [Voice Recorder & Audio Editor](#) for iOS or [Voice Recorder](#) for Android)