

CSI: Boston - A close look at the Boston
Massacre

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7th Grade Social Studies

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Introduction to Unit

Rationale for Unit:

The purpose of this unit is to push students to delve into the concept of perspective and its influence on how people view history. Students will be exposed to a variety of primary and secondary sources and analyze and interpret multiple historical perspectives about the Boston Massacre. The concept of perspective is present throughout the unit and is an essential component for students to comprehend to be successful. Being capable of perceiving multiple perspectives not only allows students to view history through a more unbiased lens, but also allows them to view their world in a well-rounded manner.

Differentiation for Gifted Learners:

This unit is designed for gifted learners in terms of content, rigor, process skills, and product. The content of this lesson includes high-level texts that require close reading to interpret various historical perspectives regarding the Boston Massacre. The process skills associated with this unit include inference, analysis, evaluating, and creating:

- **Inference:** Students must infer relationships between key figures to the Boston Massacre based on their reading of the character cards in Lesson 1. Students must also make inferences about perspectives while reading various primary sources that they are exposed to throughout the lesson.
- **Analysis:** Students must analyze a variety of primary sources to interpret the Boston Massacre. They should practice close reading skills and annotate their primary sources as they analyze relationships and perspectives related to the Massacre. Students must use their analysis to come up with a supported claim that answers the question: Was the

Boston Massacre really a massacre, or an aggravated assault of British Regulars gone ugly?

- Evaluate: Students must evaluate the primary sources that are provided for them in order to decide which ones best support their claim about whether or not the Boston Massacre was a Massacre.
- Creating: Students must create a crime scene board as a culminating performance task to display their understanding of the essential understanding in relation to the concept of perspective. Students will use the board to display their claim, include evidence from the case that supports their claim, and include two newspaper articles that reflect differing perspective of the event.

Population of gifted children for whom this unit is intended:

This unit is designed for children who have an interest in history and solving problems. It is appropriate for gifted learners because it includes high-interest, high-level content and requires them to apply the concept of perspective to history. Students completing this unit must have a focused drive in order to delve into the texts that they are given in order to interpret historical events and perspectives. This unit is intended for 7th/8th graders in terms of content and depth of the reading and writing required.

Goals and Outcomes

Content Goals and Outcomes

Goal 1: Students will determine the literal meaning of historical documents in order to establish context and understand the Boston Massacre as well as events leading to the Massacre. (7.H.1.2 – NC Essential Standards – 7th grade Social Studies)

Students will be able to:

- A. Differentiate between primary and secondary sources
- B. Exercise close reading to understand the text
- C. Summarize the text
- D. Identify key elements from the text – people, places, ideas

Process Goals and Outcomes

Goal 2: Students will analyze the effect of social, economic, military, and political conflict among nations and groups of people. (7.H.2.1 – NC Essential Standards – 7th grade Social Studies)

Students will be able to:

- A. Use knowledge gained from class discussions and supplementary texts to analyze and discuss the conflicts between the American colonists and Great Britain.
- B. Apply the concept of perspective in order to interpret both sides of the conflicts that occurred between the colonists and the British troops and loyalists.

Concept Goals and Outcomes

Goal 3: Students will use primary and secondary sources to interpret various historical perspectives and create charts and historical narratives to explain particular events or issues. (7.H.1.3 and 7.H.1.1 – NC Essential Standards – 7th grade Social Studies)

Students will be able to:

- A. Use primary and secondary sources to form a claim about the reality of the Boston Massacre – a massacre or aggravated assault?
- B. Interpret perspectives and determine the implications of those perspectives in relation to the conflict
- C. Create a timeline of events leading to the Boston Massacre
- D. Create two newspaper articles that depict differing perspectives of the Boston Massacre
- E. Create profiles of key figures involved in the Boston Massacre with made up quotes to illustrate their unique perspectives

Assessment Plan

To complete the unit, students will create a Crime Scene Board that pulls everything together that they have learned about The Boston Massacre and perspective's influence on history. Students will be presented with a PBL that gives them specific roles to play: March 5, 1770: You are an investigative team that has been asked to dig into the Boston Massacre case. Your team includes a detective, the newspaper editor from *The London Times*, and the newspaper editor for *The Patriot Journal*.

In order to analyze the multiple perspectives surrounding the case, students will create a crime scene board that includes: The group's claim about whether or not the Boston Massacre was really a massacre, a timeline of events leading to the crime starting in 1764, Pictures and profiles of key players involved with a made up quote detailing their perspective of the Boston Massacre, two newspaper articles from *The London Times* and *The Patriot Journal* displaying differing interpretations of the event, and two other pieces of evidence that support the group's claim gathered in group Case Files of resources provided throughout the unit.

Student work samples:

CLAIM:

Was the Boston Massacre really a Massacre, or an aggravated assault against British regulars gone ugly?

We believe that the Boston Massacre was not in fact a massacre, but rather an aggravated assault gone ugly, because the British troops were being assaulted by colonists when they thought they heard "Fire". The Bostonians were armed with bats and snowballs, not like many images show. The colonists cursed and jeered at the Redcoats. Thomas Preston, the captain of the soldiers, ordered the troops not to fire, but a colonist threw a club at one of the soldiers and the said soldier fired in retaliation. In the confusion, the other soldiers fired, thinking they heard Preston give the command. By the time the smoke cleared, four Bostonians were dead. Patriots saw this as a chance to further incite the revolution, and spun this attack from British soldier's accidently firing at the armed colonist, into British soldiers purposely firing on unarmed colonists.

NEWSPAPER ARTICLES:

The Patriot Journal

March 7, 1770

BLOODY MASSACRE SHOCKS COLONISTS

Four people were killed on King Street on March 5th by British soldiers and many more wounded. "I saw the soldiers round the Centinel. I asked one if he was loaded and he said yes. I asked if he would fire and he said yes by the Eternal God and pushed his bayonet at me," said Benjamin Burdick, who was a witness of this unforgivable crime. Captain insists he did not order his soldiers to fire despite numerous eyewitness accounts.

The Lieut. Governor asked the Capt. Preston, "Didn't you know you had no power to fire upon the inhabitants or any number of people collected together unless you had a civil officer to give the order?" The Captain replied, "I was obliged to, to save my sentry," says Isaac Pierce. Up to eleven bullets were fired by the soldiers into the crowd with no return fire from the colonists. What will become of Boston with murderers "guarding" the streets? When will the King's rein of tyranny end? Many speculate the soldiers will escape any punishment in the upcoming trial.

The London Times

Don't shoot.

is what Thomas Preston said to his soldiers, he knew that if they did shoot, it could end up badly. The Bostonians were not afraid of the British soldiers' guns. The Bostonians had a mob and a really big one too. The British soldiers did not listen to Captain Preston and decided to fire on the Bostonians. Preston was angry. In his deposition he said, "My exact words were DON'T FIRE". Even after they started firing he said, "STOP YOUR FIRING". Now all of the soldiers were going to court.

It was lucky for Thomas Preston and his soldiers that they had John Adams as their lawyer on October 24, 1770. John Adams told Preston that he would do whatever he could to defend him. Mr. Preston started off by saying his deposition. He said, "On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I can assure you I gave no such order." With this statement Preston was found not guilty a few days later from October 24, 1770 when his trial began. About a month later on November 27, 1770, Adams prepares a complicated defense that gets six of the soldiers not guilty. Two others were found guilty of manslaughter but escaped the death penalty.

CRIME SCENE BOARD

CSI: Boston

Agents:

November 7, 1765 - The Stamp Act has inspired all colonists to join a list of wider variety of agents: newspapers, pamphlets, almanacs, playing cards, etc.

November 17, 1765 - Boston's Parliament is now organized as the Sons of Liberty. It is a group of men who are known for their radical ideas and actions. They are the ones who are responsible for the Boston Tea Party.

December 17, 1765 - British soldiers are sent to Boston to enforce the Quartering Act. They are quartered in the homes of the colonists. This causes a great deal of anger and resentment among the colonists.

March 5, 1770 - The Boston Massacre occurs. Five colonists are killed and six are injured by British soldiers. This event is a major turning point in the American Revolution.

March 17, 1770 - The British soldiers are ordered to leave Boston. They are sent back to their ships. This is a victory for the colonists.

April 19, 1775 - The Battle of Lexington occurs. The British are defeated by the colonists. This is the beginning of the American Revolutionary War.

Was the Boston Massacre really a Massacre, or an aggravated assault against British regulars gone ugly?

The Boston Massacre was not a massacre but rather an aggravated assault gone ugly, because the British regulars were being assaulted by colonists, when they thought they heard "fire". The colonists were armed with bats and snowballs, not the heavy muskets above. The colonists started shouting and jeering at the British, throwing stones, the captain of the soldiers, ordered the troops not to fire, but a colonist threw a club at one of the soldiers and the soldier fired in retaliation. In the confusion, the other soldiers fired, thinking they heard their captain give the command. By the time the smoke cleared they were about. Patriots saw this as a chance to further incite the revolution, and spread the word that British soldiers were murdering innocent colonists, and British soldiers purposely firing on unarmed colonists.

EVIDENCE

The Boston Journal
March 6, 1770
The Boston Journal of the Massacre

The Boston Journal was a British newspaper published in Boston. It was one of the most popular newspapers in the city at the time. The article on the Boston Massacre was a major turning point in the American Revolution.

TEACHER NAME			Lesson #
Nicolette Lovell			1
MODEL	CONTENT AREA	GRADE LEVEL	
Taba	Social Studies	7	
CONCEPTUAL LENS		LESSON TOPIC	
Perspective		The Boston Massacre	
LEARNING OBJECTIVES (from State/Local Curriculum)			
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.			
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)	
<i>History is influenced by perspective.</i>		<i>In what ways is history influenced by perspective?</i>	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<ul style="list-style-type: none"> The Boston Massacre was portrayed as a ruthless murder of colonists by American patriots. The Boston Massacre occurred during 1770 when the British presence in the colonies was becoming increasingly unwelcome. The Boston Massacre was an opportunity to incite patriotic sentiments. 		<ul style="list-style-type: none"> Analyze primary and secondary sources to interpret contrasting historical perspectives. Draw conclusions about the manner in which perspective affects how we view history. 	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> What is perspective? How can perspective influence events? 	<ul style="list-style-type: none"> What different perspectives do you see? How did those perspectives influence patriotic sentiments of the time period? 	<ul style="list-style-type: none"> What is the relationship between perspective and history? 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
The readings used in this lesson are high level texts along with primary and secondary sources.	Students are required to analyze content and use critical thinking skills to make relational connections between perspective and the way history is viewed.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Ice breaker – Heads up – The teacher should tape an index card with a well-known person's name on it to each student's forehead. Students must ask the group questions that give them hints to who the person is. Once they guess correctly, they can give a formal introduction: name, grade, what they like to do/interesting facts.

Perspective Discussion:

Whole group discussion about perspective:

1. What is perspective?
2. How can perspective be limiting/broadening?
3. What perspective do we identify best with?
4. How are history and perspective related?
5. How can history be influenced by perspective?

Students will fill out a graphic organizer (**Handout 1**) to be glued on the first page of their detective notebook.

1. Students will watch a video that introduces them to the Boston Massacre and the idea that the story is viewed through two different perspectives: that of the British regulars and the patriots whose emotions were fueled by separatist and Enlightenment ideals.

<http://www.history.com/topics/american-revolution/boston-massacre/videos/boston-massacre>

2. Students will listen to a whole group talk about the events leading up to the Boston Massacre and gain necessary content. (PowerPoint slides below). Students will take notes in graphic organizers glued in a "detective notebook" (**Handout 2**) that they will add to and use as a resource throughout the unit.

3. Students will look through "files" to familiarize themselves with the real people who were involved in the historical event. Each card will have a picture, personal information on the individual, as well as information on their involvement in the Boston Massacre. Students will use the graphic organizer (**Handout 3**) to synthesize and organize information about key historical individuals involved in the Boston Massacre.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

LISTING

Students will read an article about the Boston Massacre with various primary sources and explanations linked. While reading these articles they will be expected to make a list (**Handout 4**) of the people and events that were influenced by perspective (**articles 1-4 listed under Handout 4**).

Students will share their list and the teacher will make a comprehensive list on the board.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

GROUPING AND LABELING

Students will create smaller word lists from the compiled class list in groups of 4. Students will group words based on similarities. Students must create at least 3 groups and give each group a label. No item can be used more than once. Once groups have finished, they will share their conclusions among their classmates.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

SUBSUMING, REGROUPING, RENAMING

After sharing their labeled lists, students will be challenged to regroup their original lists. The new groups must have new labels, items can be used again, and each new category must have at least 4 items. Students will share their new lists once groups have finished.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be asked to write a letter to the editor about the effect of perspective on the manner in which history is viewed. They should use at least 5 pieces of SFI (Specific Factual Information) and the knowledge that they gained from the grouping and regrouping activity to support their claim. The letter should be stored in a case file that they will add to all week to use for their performance task.

Events leading to the Boston Massacre



Benoit, P. (2014). *The Boston Massacre*. Children's Press.

Essential Vocabulary

- **Acquittal** – a situation in which someone is found not guilty of a crime
- **Boycotted** – refusal to buy something or to do business with someone as punishment or protest
- **Colonies** – areas settled by people from another country and controlled by that country
- **Customs** – authorities responsible for regulating the goods coming into and going out of a country
- **Export** – sending products to another country to sell them there
- **Import** – goods brought in from a foreign country
- **Indicted** – officially charged with a crime
- **Legislatures** – the parts of government that are responsible for making and changing laws
- **Manslaughter** – the crime of killing someone without intending to do it
- **Parliament** – the part of the British government that makes laws
- **Regiments** – military units made up of two or more battalions

Taxing the Colonies

In 1763, Great Britain won the French and Indian War in North America and gained complete control of the eastern part of the continent.



The war left Britain in debt



Parliament raised new taxes in Britain's North American colonies.



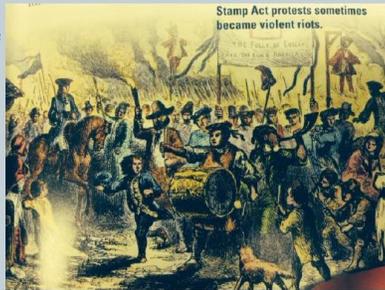
Angered many colonists

Taxes, taxes, taxes

- Parliament wasted no time collecting taxes. It put the American Revenue Act in place in April 1764.
- The Revenue Act named several items that colonists could export only to Britain.
- This made colonists aware that Parliament intended to tax them heavily.

The Stamp Act

- 1765 – The debate over taxes sharpens
- The Stamp Act required all colonists to pay a tax on a wide variety of papers (licenses, legal documents, newspapers, playing cards)
- Because the Stamp Act affected a wide variety of people, it was met with strong resistance.
- Many states were angry because Parliament did not seek approval from colonial legislatures and issued laws against the Stamp Act.



Continued Unrest

- In Massachusetts, resistance erupted into violence.
- The Sons of Liberty unified under Samuel Adams – this group of patriots was essentially a gang that used force and violence to get their way



The Sons of Liberty tarring and feathering a British Commissioner.

Townshend Acts

- In 1767, Parliament began passing a new series of laws called the Townshend Acts.
- These laws taxed imports of glass, lead, paper, and tea.

“Too Late to Apologize”

<https://www.youtube.com/watch?v=VIpACJRnZZE>

- Extremely unpopular, Boston threatened to erupt in violence.

The Massachusetts Circular Letter

- February 1768- John Adams issued a statement called the Massachusetts Circular Letter – expressed the belief that only colonial legislatures should have the power to create new taxes in the colonies.
- Adam’s letter won the support of the Massachusetts House of Reps.
- Parliament demanded that Massachusetts stop supporting the letter and the colony’s leaders refused.
- Caught in the middle of the Sons of Liberty and Parliament, the governor dissolved the Massachusetts legislature.

Consequences of dissolving the legislature...

- With no official way to make complaints against Parliament’s actions, Boston’s citizens turned to mob violence.
- Mobs attacked British officials and boycotted British goods in an attempt to pressure Parliament.
- Parliament responded with customs agents who enforced the law...

Customs officers were sometimes dragged from their homes and harassed by the Sons of Liberty.

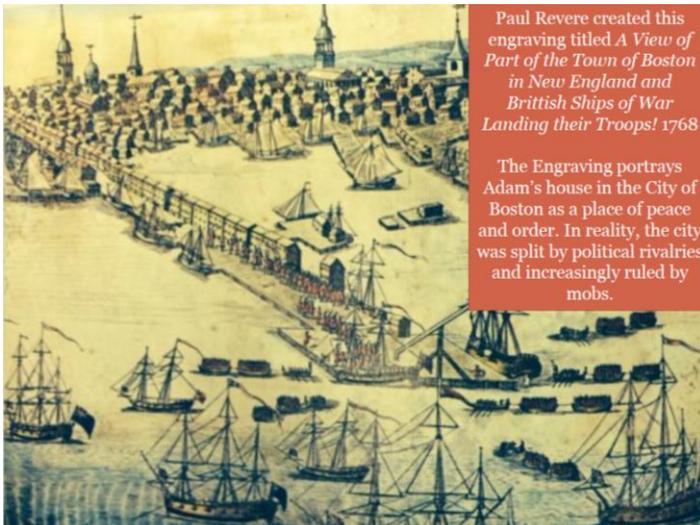


Send in the troops!

- Violence had become the standard reaction to British intrusions.
- Alarmed by the breakdown of order on the streets of Boston and the attacks on customs officials, Britain sent its 14th and 29th Regiments to restore order and protect customs officials.
- Bostonians were furious that their governor allowed the British troops in Boston.

British Occupation of Boston

- Two thousand British soldiers now watched over Boston's 16,000 citizens.
- The troops were temporarily housed in Faneuil Hall and the Old State House where local government meetings were held.
- Many of Boston's citizens were convinced that the soldiers were placed there to disrupt the protest meetings held by local leaders who opposed Parliament.



Boston Turns Bloody

- The newly arrived British soldiers had some success protecting customs agents.
- Samuel Adams urged a boycott of taxed British goods more strongly than ever.
- Adams publicly named merchants who did not boycott and punished anyone who tried to do business with a boycott violator.
- February 22, 1770 – Ebenezer Richardson (a non-supporter of the boycott) was attacked by a crowd of boys. He retaliated by firing into the crowd, killing 11 year old Christopher Seider.
- <http://www.history.com/topics/american-revolution/boston-massacre/videos/boston-massacre>

YESTERDAY'S HEADLINES



The shooting of Christopher Seider by Ebenezer Richardson during the British goods boycott shocked the people of Boston. Many of them wanted to see Richardson hanged. Seider's funeral was paid for by the city and attended by thousands of people. It was an emotional event that pushed hatred of British soldiers and customs officers to a dangerous new level. On the day of the funeral, the *Boston Gazette* lamented the boy's death. It also made note of Richardson's refusal to go along with the boycott and stated the hope that Seider's death would be a warning against more violence in the city.

Handout 1

History is influenced by PERSPECTIVE

Synonyms for PERSPECTIVE:



My definition of perspective: _____

Class definition of perspective: _____



How are history and perspective connected?

Handout 2 — Pages to be glued into detective notebook and filled in during class

Events leading to the Boston Massacre: Intro Notes

Agent: _____

Acquittal: _____

Boycotted: _____

Colonies: _____

Customs: _____

Export: _____

Import: _____

Indicted: _____

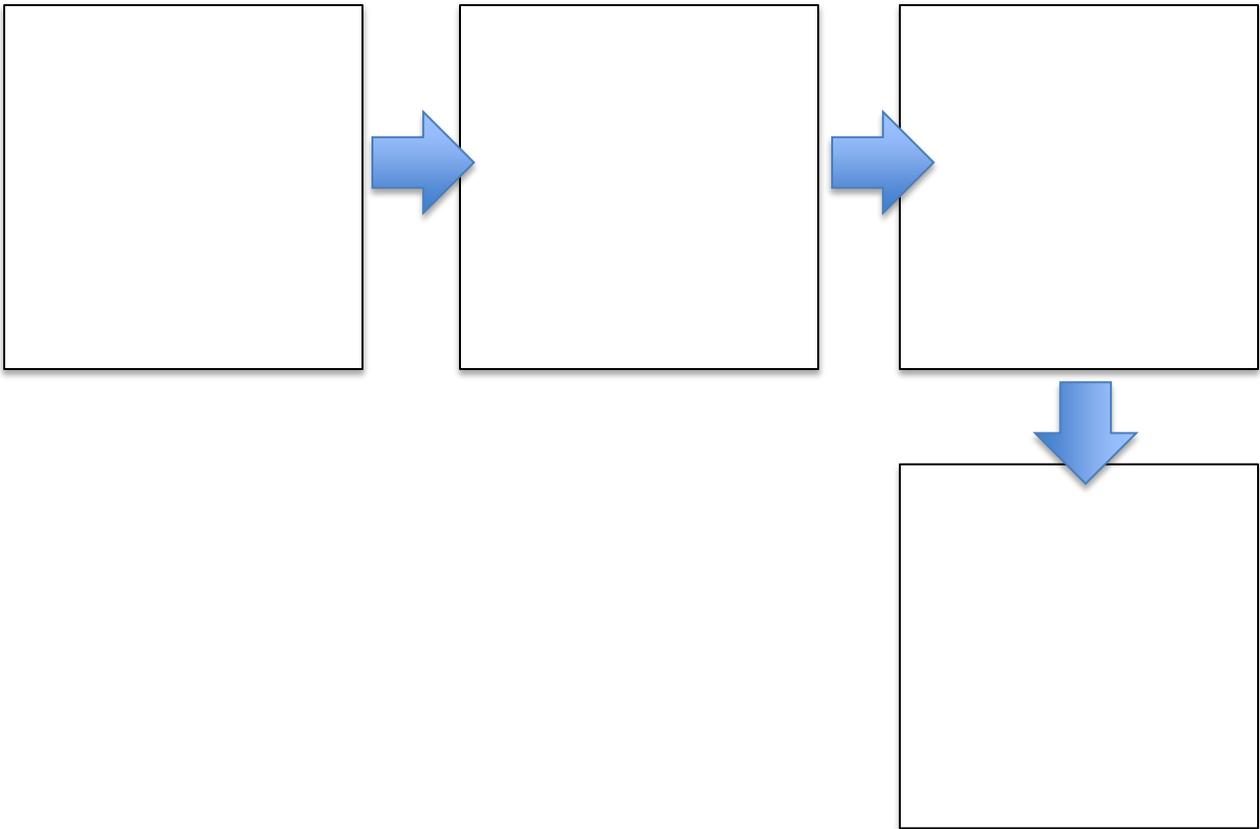
Legislatures: _____

Manslaughter: _____

Parliament: _____

Regiments: _____

Taxing the Colonies



Taxes, taxes, taxes

- _____ wasted no time _____. It put the _____
_____ in place in April
_____.
- The Revenue Act _____
_____.
- This _____ that Parliament intended to
_____.

The Stamp Act

- 1765 – _____
- The Stamp Act required all colonists to pay a tax on _____

- Because the Stamp Act _____
_____, it was met with strong _____.
- Many _____ were _____ because Parliament did not seek _____
_____ and _____
_____ the Stamp Act.

Continued Unrest

- In _____, _____ erupted into _____.
- The _____ unified under _____

Townshend Acts

- In _____, _____ began passing a new series of laws called the _____
_____.
- These laws taxed _____ of _____

- Extremely _____, _____ threatened to erupt in
_____.

The Massachusetts Circular Letter

- February _____ - _____ issued a statement called the Massachusetts Circular Letter – _____

- Adam's letter _____ of the _____

- _____ demanded that _____
_____ and the colony's leaders _____
_____.
- _____ of the Sons of Liberty and Parliament, the governor _____ the Massachusetts legislature.



Consequences of dissolving the legislature...

- With _____ to _____
_____ against Parliament's actions, _____ turned to _____
_____.
- Mobs _____ and _____
_____ in an attempt to pressure Parliament.
- Parliament responded with _____ who enforced the law...

Send in the Troops!

- _____ had become the _____ to British intrusions
- Alarmed by the breakdown of order on the streets of Boston and the attacks on customs officials, Britain sent its 14th and 29th Regiments to _____ and _____.
- _____ were _____ that _____ allowed the _____ in Boston.

British Occupation of Boston

- _____ British soldiers now _____ Boston's 16,000 citizens.
- The troops were temporarily _____ in _____ and the Old State House where local government meetings were held.
- Many of Boston's citizens were convinced that the soldiers were placed there to _____ held by _____.

Boston Turns Bloody

- The newly arrived British soldiers had _____ protecting customs agents.
 - Samuel Adams urged a _____ of taxed _____ more strongly than ever.
 - Adams _____ merchants who _____ and _____ anyone who tried to _____ with a _____
 - February 22, 1770 – _____ (a _____ of the boycott) was attacked by a crowd of boys. He _____ by firing into the crowd, killing 11 year old _____.
-

Handout 3

Boston Massacre Player

Players	General Info - occupation, beliefs, background	Connection to the Boston Massacre	Connection to other players
Thomas Hutchinson			
Thomas Preston			
Samuel Adams			
Crispus Attucks			
Paul Revere			
John Adams			

Thomas Hutchinson

1711-1780

American colonial politician, judge and historian Thomas Hutchinson (1711-1780) was born into a prominent Boston family. He began his career in local politics in 1737, and was named speaker of the Massachusetts House of Representatives in 1746. Hutchinson later simultaneously held a series of posts, including chief justice of the Superior Court of Judicature and lieutenant governor of the state. A supporter of parliamentary

ernor of Massachusetts in 1771. His position made him a natural supporter of royal (and parliamentary) authority, although he opposed the [Stamp Act](#). Nonetheless, in 1765, the worst mob in Boston history gutted his home and destroyed its contents. Thereafter, he became less and less able to understand not only the political currents but his (and the home government's) inability to control them. As the violence escalated, culminating in the [Boston Massacre](#)(1770) and

the [Boston Tea Party](#) (1773), Hutchinson, appointed governor in 1771, vainly tried to work out an imperial policy that could accommodate London's insistence on control and the radicals' increasingly overt resistance to parliamentary oversight. However, he struggled to establish control during increasingly turbulent times and was replaced by General Thomas Gage in 1774

<http://www.history.com/topics/thomas-hutchinson>



Thomas Preston

1722-1803

Captain Thomas Preston was the key figure in the fatal incident known as the Boston Massacre and the subsequent trials. In fact Preston's name is one of the most mentioned in the historic texts, second perhaps only to Crispus Attucks who became a well known American hero. But unlike Attucks whose biographies can be found in abundance, we know practically next to nothing about Preston. The only hard facts that we know are the details of the Massacre itself that were well documented due to the scrutiny they received in the trial.

Here are the few facts that we do we know about Thomas Preston.:

1. Thomas Preston was an officer of the 29th Regiment of Foot. He was serving as captain of the watch on the night of the Boston Massacre March 5, 1770.
2. He was arrested after the shooting and charged with murder.
3. As an officer Preston received a separate trial from the other accused soldiers. The trial lasted from October 24, 1770 to October 30, 1770. It was held in Boston and the future US President John Adams successfully defended Captain Preston who was "honorably acquitted" of the charges. The defense was able to prove that Preston did not give the order for the troops to fire.
4. Within a month after the trial Preston was reported to have left Boston. Preston wrote a farewell note to General Thomas Gage, the commander of the British occupying forces. In this note he referred to his acquittal, "I take the liberty of wishing you joy at the complete victory obtained over the knaves and foolish villains of Boston."

After his trial, Preston retired from the army and presumably settled in Ireland, though Adams recalled seeing him in London in the 1780s.

<http://www.bostonmassacre.net/payers/preston-biography.htm>



Samuel Adams

1722-1803

American patriot Samuel Adams (1722-1803) failed as a brewer and newspaper publisher before becoming one of the Independence movement's most celebrated leaders and statesmen. An organizer of Boston's Sons of Liberty, Adams conceived of the Boston Committee of Correspondence and coordinated Boston's resistance to the Tea Act, which climaxed in the famous Tea Party. He represented Massachusetts in the Continental Congress from 1774 through 1781, and was elected to the

cock's lieutenant from 1789 to 1793, Adams took over as governor before retiring in 1797.



Sam Adams

Crispus Attucks

1723-1770

[Crispus Attucks](#), one of the first men to die for American Revolution, was a fugitive slave who had escaped from his master and had worked for twenty years as a merchant seaman. When [Samuel Adams](#), [prominent leader](#) of the struggle against British domination of the American colonies, called upon the dock workers and seamen in the port of Boston to demonstrate against the British troops guarding the customs commissioners, Crispus Attucks responded to the plea. Aroused by Adams' exhortations, a group of 40 to 50 patriots, armed with clubs, sticks and snowballs, approached the British soldiers. Attucks was apparently in the front of the line of the aroused citizens, urging them

on. Suddenly there was a terse order--"Fire!" The British troops responded with a barrage of rifle fire. Crispus Attucks was the first to fall in the celebrated "Boston Massacre" of 1770. Four other Americans died that night from the action. Samuel Adams used the incident to incite the colonists to further rebellion. Although only five people were killed, Adams termed it a "massacre" of innocent citizens by the tyrannical mother country. [Paul Revere](#) published a poem and a drawing of this famous incident in the Boston Gazette on March 12, 1770. Writers

who omit Crispus Attucks'

Writers who omit Crispus Attucks' name from the accounts of the American revolution might as well dismiss the "Boston Massacre" as an irrelevant incident in the struggle for American independence. His sacrifice without doubt puts him in the same category of such prominent African American heroes as [Frederick Douglas](#), Sojourner Truth and Harriet Tubman.

<http://www.bostonmassacre.net/players/crispus-attucks.htm>



Paul Revere

1735-1818

Born January 1, 1735, Paul Revere was a silversmith and ardent colonialist. He took part in the Boston Tea Party and was principal rider for Boston's Committee of Safety. In that role, he devised a system of lanterns to warn the minutemen of a British invasion, setting up his famous ride on April 18, 1775.

By all accounts, the young Revere was a serious and committed artisan. When he was 19, tragedy struck when Revere's father died, leaving his son to take over his business and support his mother and siblings. Soon, Revere also had his own family to care for. In 1757 he married Sarah

Walker, with whom he had another eight children.

Revere, who augmented his income by becoming an engraver and dentist, was the by the 1760s a master goldsmith, faring well in a city that was struggling economically, squeezed by British tax policies. His clients included both artisans like himself and the city's upper class, whose homes were adorned with Revere-made tea sets and spoons.

Revolutionary Times

Even as his business did well, Revere took stock of the situation around him. As others struggled, he sensed that his

own livelihood could soon be affected unless issues with the British were soon addressed. He joined the Freemasons and befriended other activists such as James Otis and Dr. Joseph Warren. As his confidence in his leadership abilities grew, so did his responsibilities. As tensions between the colonies and the British deepened, Revere was tapped to spy on British soldiers and report on their movement.

In addition he worked as a courier for the Boston Committee of Correspondence and the Massachusetts Committee of Safety. In a brazen act of defiance, he and others dressed as Indians and dumped tea into Boston Harbor, launching what came to be known as the



John Adams

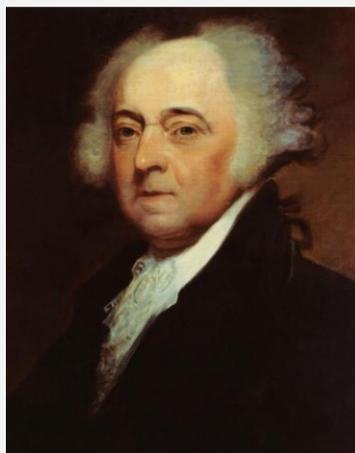
1735-1826

John Adams is best known as the second president of the United States. In his early political years, he quickly became identified with the patriot cause, initially as the result of his opposition to the Stamp Act of 1765. He wrote a response to the imposition of the act by British Parliament titled "Essay on the Canon and Feudal Law," which was published as a series of four articles in the *Boston Gazette*. In it, Adams argued that the Stamp Act deprived American colonists of the basic rights to be taxed by consent and to be tried by a jury of peers. Two months later Adams also publicly denounced the act as invalid in a speech delivered to the Massachusetts governor and his council. In 1770, Adams agreed to represent the British soldiers on trial for killing five civilians in

became known as the Boston Massacre. He justified defending the soldiers on the grounds that the facts of a case were more important to him than the passionate inclinations of the people. He believed that every person deserved a defense, and he took the case without hesitation. During the trial Adams presented evidence that suggested blame also lay with the mob that had gathered, and that the first soldier who fired upon the crowd was simply responding the way anyone would when faced with a similar life-threatening situation.

The jury acquitted six of the eight soldiers, while two were convicted of manslaughter. Reaction to Adams's defense of the soldiers was hostile, and his law practice suffered greatly.

erous and fair man. That same year, Adams was elected to the Massachusetts Assembly and was one of five to represent the colony at the First Continental Congress, in 1774. When Congress created the Continental Army in 1775, Adams nominated George Washington of Virginia as its commander-in-chief. In May 1776, Congress approved Adams's resolution proposing that the colonies each adopt independent governments. He wrote the preamble to this resolution, which was approved on May 15, setting the stage for the formal passage of the Declaration of Independence. On June 7, 1776, Adams seconded Richard Henry Lee's resolution of independence, and backed it passionately until it was adopted by Congress on July 2, 1776. Congress appointed Adams, along with Thomas Jefferson, Benjamin Franklin, Robert R. Livingston and Roger Sherman, to draft the declaration. Jefferson would write the first draft, which was approved on July 4.



<http://www.biography.com/peo>

Handout 4

Boston Massacre: Intro to Perspective:

List 1: After reading the article and primary sources, make a list of the people and events that were influenced by PERSPECTIVE.

List 2: Using the comprehensive class list, make 3 lists with at least 4 words each. Your word groups should be based on similarities and you must give each group a title.

1. _____

2. _____

3. _____

List 3: Regroup original lists – New groups must have new titles and you may use the same words you used in your original lists.

1. _____

3. _____

2. _____

Article 1 - The Boston Massacre

In June 1767, Parliament passed the Townshend Acts, which levied import duties on articles including tea, lead, glass, paint, and paper and established a Board of Customs Commissioners for America to be stationed in Boston. Bostonians protested the import duties by encouraging nonimportation and nonconsumption movements in the colonies. In February 1768, the customs commissioners asked Parliament to guarantee their safety as they carried out their duties in Boston. Troops began arriving in October of that year. Many Bostonians resented the presence of the standing army in their town, and patriot leaders made concerted efforts to feed the population's animosity toward the soldiers.

As the nonimportation movement falters in January and February of 1770, some Bostonians take it upon themselves to discourage merchants from selling British goods. Importers' stores are vandalized and customers bullied. On 22 February, eleven-year-old Christopher Seider is slain as irate customs informer Ebenezer Richardson fires into a crowd. Patriots ensure that Seider becomes **a young martyr** in the war against import duties.

By the winter of 1770, civilians are clashing more and more frequently with the soldiers of the Fourteenth and Twenty-ninth Regiments, the last troops remaining in Boston. (Other regiments had been previously relocated.) After a series of clashes between soldiers and workers at John Gray's ropewalks during the weekend of 2 March, Bostonians are predicting additional trouble. On the evening of 5 March, a lone sentry posted in front of the Customs House is hassled by a group of young men. As the crowd swells, Captain Thomas Preston leads seven soldiers from the Twenty-ninth Regiment to reinforce the sentry, but he cannot persuade the crowd to disperse. Amidst the noise and confusion, shots are fired; three civilians are killed and two more are mortally wounded. Within hours of the episode, Captain Preston and his men are in jail, and townspeople are demanding that the troops be removed from Boston. Newspapers scramble to report the news of **the tumultuous week** and its capstone event.

Tories and patriots immediately blame each other for the confrontation, and both sides begin collecting depositions to support their points of view. The **Tories strike first,**

and their account and depositions are sent to England on 16 March. Not content to let military officials talk for him, **Preston speaks out** from his jail cell. Patriot leaders, meanwhile, stage their own propaganda attack. A town-appointed committee drafts a narrative implying that the incident was the result of **a sinister plot**. Paul Revere markets an engraving that vividly depicts **a bloody massacre**, while others commemorate the **"tragical scene"** in verse.

Patriot leaders call for an immediate trial, but Lieutenant Governor Thomas Hutchinson, knowing that townspeople are demanding **an eye for an eye**, hopes to push the trials into the summer. The trials are ultimately delayed until fall, but in the intervening months, Richardson is tried in the death of young Seider and found guilty of murder.

John Adams, Robert Auchmuty Jr., and Josiah Quincy Jr. are retained to defend Preston and his men. Robert Treat Paine and Samuel Quincy (brother of Josiah) will prosecute. Lieutenant Governor Thomas Hutchinson, also chief justice of the Superior Court of Judicature, declines to preside at the trials. Benjamin Lynde serves in his place. Preston's trial opens on 24 October 1770, and a few days later the jury reaches **a surprise verdict**: not guilty. Preston's men are tried separately beginning 27 November 1770. Adams prepares **a complicated defense**, and six of the soldiers are found not guilty; two others are found guilty of manslaughter but escape the death penalty.

Quiet settles over Boston following the trials. Writing under the pseudonym "Vindex," Samuel Adams attempts to retry Preston and the soldiers through a series of newspaper articles, but his writings fail to rouse public sentiment as he had hoped. Adams does succeed in turning 5 March into a day of mourning, and commemorative orations are delivered in Boston each year through 1784. Years later, John Adams looks back at the events of 1770, believing that **justice had prevailed**.

Article 2 - from page 2 of *The Boston-Gazette, and Country Journal*, Number 778, 5 March 1770

The Remains of *young Snider*, the unfortunate Boy who was barbarously Murdered the 22d of February last, were decently interred on the Monday following -- His tragical Death & the peculiar Circumstances attending it had touch'd the Breasts of all with the tenderest Sympathy, *a few* only excepted, who have long shewn themselves to be void of the Feelings of Humanity. The little Corpse was set down under the Tree of Liberty, from whence the Procession began. About Five Hundred School Boys preceded ; and a very numerous Train of Citizens followed, in the Estimation of good Judges at least Two Thousand of all Ranks, amidst a Crowd of Spectators ; who discover'd in their Countenances and Deportment the evident Marks of true Sorrow.

The Pall was supported by six Youths, chosen by the Parents of the Deceased. Upon the Foot of the Coffin was an Inscription in sliver'd Letters, *Latet Anguis in Herba !* Intimating that in the gayest Season of Life amidst the most flattering Scenes, and without the least Apprehension of an evil Hour; we are continually expos'd to the *unseen* Arrows of Death : *The Serpent is lurking in the Grass*, ready to infuse his deadly Poison ! -- Upon each Side *Hæret Lateri lethalis arundo !* In English, *the fatal Dart is fix'd in the Side !* And on the Head was another Inscription, *Innocentia nusquam tuta !* The original Sentiment revers'd ; and denoting that we are fallen into the most unhappy Times, when even *Innocence itself* is *no where safe !*

Upon this very mournful Occasion, and during the Solemnity, the Sons of Liberty ordered a Board to be affix'd to Libery Tree, inscrib'd with the following Quotations from the sacred Writings, which perhaps cannot easily be misapply'd.

Thou shall take no Satisfaction for the Life of a MURDERER ; -- He shall surely be put to Death.

Though *Hand join in Hand*, the Wicked shall not pass *unpunish'd*.

The Memory of the Just is *Blessed*.

The Parents of the unfortunate Youth who was lately murder'd, have desired in this publick Way to acknowledge with Gratitude the Respect shewn to their Son by the Attendance of so great a Number of the Friends of Liberty, at his Funeral on Monday last.

We can assure the Publick, that a Monument will be erected over the Grave of *young Snider*, with an Inscription, to perpetuate his Memory : A Number of patriotic Gentlemen having generously subscrib'd for that Purpose -- It is said it will be done in an elegant Simplicity, and that the Overplus Money, if any, will be given to the Parents.

It is whispered that the Trial of *Richardson and Wilmot* will be put off till --

<http://www.masshist.org/revolution/massacre.php>

Article 3 - from pages 2-3 of *The Boston-Gazette, and Country Journal*, Number 779, 12 March 1770

Thirty or forty persons, mostly lads, being by this means gathered in Kingstreet, Capt. Preston, with a party of men with charged bayonets, came from the main guard to the Commissioners house, the soldiers pushing their bayonets, crying, Make way ! They took place by the custom-house, and continuing to push to drive the people off, pricked some in several places ; on which they were clamorous, and, it is said, threw snow-balls. On this, the Captain commanded them to fire, and more snow-balls coming, he again said, Damn you, Fire, be the consequence what it will ! One soldier then fired, and a townman with a cudgel struck him over the hands with such force that he dropt his firelock ; and rushing forward aimed a blow at the Captain's head, which graz'd his hat and fell pretty heavy upon his arm : However, the soldiers continued the fire, successively, till 7 or 8, or as some say 11 guns were discharged.

By this fatal manœuvre, three men were laid dead on the spot, and two more struggling for life ; but what shewed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operations, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded !

Mr. Benjamin Leigh, now undertaker in the Delph Manufactory, came up, and after some conversation with Capt. Preston, relative to his conduct in this affair, advised him to draw off his men, with which he complied.

The dead are Mr. Samuel Gray, killed on the spot, the ball entering his head and beating off a large portion of his skull.

A mulatto man, named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North-Carolina, also killed instantly ; two balls entering his breast, one of them in special goring the right

lobe of the lungs, and a great part of the liver most horribly.

Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back.

Mr. Samuel Maverick, a promising youth of 17 years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, Ivory-Turner, mortally wounded, a ball went through his belly, & was cut out at his back : He died the next morning.

A lad named Christopher Monk, about 17 years of age, an apprentice to Mr. Walker, Shipwright ; wounded, a ball entered his back about 4 inches above the left kidney, near the spine, and was cut out of the breast on the same side ; apprehended he will die.

A lad named John Clark, about 17 years of age, whose parents live at Medford, and an apprentice to Capt. Samuel Howard of this town ; wounded, a ball entered just above his groin and came out at his hip, on the opposite side, apprehended he will die.

Mr. Edward Payne, of this town, Merchant, standing at his entry-door, received a ball in his arm, which shattered some of the bones.

Mr. John Green, Taylor, coming up Leverett's Lane, received a ball just under his hip, and lodged in the under part of his thigh, which was extracted

Mr. Robert Patterson, a seafaring man, who was the person that had his trowsers shot through in Richardson's affair, wounded ; a ball went through his right arm, and he suffered great loss of blood.

Mr. Patrick Carr, about 30 years of age, who work'd with Mr. Field, Leather Breeches-maker in Queen-street, wounded, a ball enter'd near his hip and went out at his side.

A lad named David Parker, an apprentice to Mr. Eddy the Wheelwright, wounded, a ball entered in his thigh.

The People were immediately alarmed with the Report of this horrid Massacre, the Bells were set a Ringing, and

[column3 (section 3)]

great Numbers soon assembled at the Place where this tragical Scene had been acted ; their Feelings may be better conceived than express'd ; and while some were taking Care of the Dead and Wounded, the Rest were in Consultation what to do in those dreadful Circumstances. -- But so little intimidated were they, notwithstanding their being within a few Yards of the Main-Guard, and seeing the 29th Regiment under Arms, and drawn up in King-Street ; that they kept their Station and appear'd as an Officer of Rank express'd it, ready to run upon the very Muzzles of their Muskets. -- The Lieut. Governor soon came into the Town-House, and there met some of his Majesty's Council, and a Number of Civil Magistrates ; a considerable Body of the People immediately entered the Council Chamber, and expressed themselves to his Honor with a Freedom and Warmth becoming the occasion. He used his utmost Endeavours to pacify them, requesting that they would let the Matter subside for the Night, and promising to do all in his Power that Justice should be done, and the Law have its Course

Article 4 - from pages 1 and 2 of the *Supplement to the Boston Evening-Post*, Number 1813, 25 June 1770

**CASE of Capt. THOMAS PRESTON
of the 29th Regiment.**

IT is Matter of too great Notoriety to need any Proofs, that the Arrival of his Majesty's Troops in Boston was extremely obnoxious to it's Inhabitants. They have ever used all Means in their Power to weaken the Regiments, and to bring them into Contempt, by promoting and aiding Desertions, and with Impunity, even where there has been the clearest Evidence of the Fact, and by grossly and falsly propagating Untruths concerning them. On the Arrival of the 64th & 65th, their Ardour seemingly began to abate ; it being too expensive to buy off so many ; and Attempts of that Kind rendered too dangerous from the Numbers. -- But the same Spirit revived immediately on it's being known that those Regiments were ordered for Halifax, and hath ever since their Departure been breaking out with greater Violence. After their Embarkation, one of their Justices, not thoroughly acquainted with the People and their Intentions, on the Trial of the 14th Regiment, openly and publicly, in the Hearing of great Numbers of People, and from the Seat of Justice, declared, ' that the Soldiers must now take Care of ' themselves, *nor trust too much to their Arms*, for they ' were but a Handful ; that the Inhabitants carried ' Weapons concealed under their Cloaths, and would ' destroy them in a Moment *if they pleased*.' This, considering the malicious Temper of the People, was an alarming Circumstance to the Soldiery. Since which several Disputes have happened between the Towns-People and Soldiers of both Regiments and the former being encouraged thereto by the Countenance of even

[column3 (section 2)]

some of the Magistrates, and by the Protection of all the Party against Government. In general such Disputes have been kept too secret from the Officers. On the 2d instant, two of the 29th going through one Gray's Rope-Walk, the Rope-makers insultingly asked them if they would empty a Vault. This unfortunately had the desired Effect by provoking the Soldiers,

and from Words they went to Blows. Both Parties suffered in this Affray, and finally, the Soldiers retired to their Quarters. The Officers, on the first Knowledge of this Transaction, took every Precaution in their Power to prevent any ill Consequences. Notwithstanding which, single Quarrels could not be prevented ; the Inhabitants constantly provoking and abusing the Soldiery. The Insolence, as well as utter Hatred of the Inhabitants to the Troops, increased daily ; insomuch, that Monday and Tuesday, the 5th and 6th instant, were privately agreed on for a general Engagement ; in consequence of which several of the Militia came from the Country, armed to join their Friends, menacing to destroy any who should oppose them. This Plan has since been discovered.

On Monday Night about Eight o'Clock two Soldiers were attacked and beat. But the Party of the Towns-People, in order to carry Matters to the utmost Length, broke into two Meeting-Houses, and rang the Alarm Bells, which I supposed was for Fire as usual, but was soon undeceived. About Nine some of the Guard came to and informed me, the Town-Inhabitants were assembling to attack the Troops, and that the Bells were ringing as the Signal for that Purpose, and not for Fire, and the Beacon intended to be fired to bring in the distant People of the Country. This, as I was Captain of the Day, occasioned my repairing immediately to the Main-Guard. In my Way there I saw the People in great Commotion, and heard them use the most cruel and horrid Threats against the Troops. In a few Minutes after I reached the Guard, about an hundred People passed it, and went towards the Custom-House, where the King's Money is lodged. They immediately surrounded the Sentinel posted there, and with Clubs and other Weapons threatened to execute their Vengeance on him. I was soon informed by a Townsman, their Intention was to carry off the Soldier from his Post, and probably murder him. On which I desired him to return for further Intelligence ; and he soon came back and assured me he heard the Mob declare they would murder him. This I feared might be a Prelude to their plundering the King's Chest. I immediately sent a non-commissioned Officer and twelve Men to protect both the Sentinel and the King's-Money, and very soon followed myself, to prevent (if possible) all Disorder ; fearing lest the Officer and Sol-

diery by the Insults and Provocations of the Rioters, should be thrown off their Guard and commit some rash Act. They soon rushed through the People, and, by charging their Bayonets in half Circle, kept them at a little Distance. Nay, so far was I from intending the Death of any Person, that I suffered the Troops to go to the Spot where the unhappy Affair took Place, without any Loading in their Pieces, nor did I ever give Orders for loading them. This remiss Conduct in me perhaps merits Censure ; yet it is Evidence, resulting from the Nature of Things, which is the best and surest that can be offered, that my Intention was not to act offensively, but the contrary Part, and that not without Compulsion. The Mob still increased, and were more outrageous, striking their Clubs or Bludgeons one against another, and calling out, 'come 'on, you Rascals, you bloody Backs you Lobster 'Scoundrels ; fire if you dare, ' G-d damn you, fire ' and be damn'd ; we know you dare not ;' and much more such Language was used. At this Time I was between the Soldiers and the Mob, parleying with and endeavouring all in my Power to persuade them to retire peaceably ; but to no Purpose. They advanced to the Points of the Bayonets, struck some of them, and even the Muzzles of the Pieces, and seemed to be endeavouring to close with the Soldiers. On which some well-behaved Persons asked me if the Guns were charged : I replied, yes. They then asked me if I intended to order the Men to fire ; I answered no, by no Means ; observing to them, that I was advanced before the Muzzles of the Men's Pieces, and must fall a Sacrifice if they fired ; that the Soldiers were upon the Half-cock and charged Bayonets, and my giving the Word fire, under those Circumstances, would prove me no Officer. While I was thus speaking, one of the Soldiers, having received a severe Blow with a Stick, stepped a little on one Side, and instantly fired, on which turning to and asking him why he fired without Orders, I was struck with a Club on my Arm, which for sometime deprived me of the Use of it ; which Blow, had it been placed on my Head, most probably would have destroyed me. On this general Attack was made on the Men by a great Number of heavy Clubs, and Snow-Balls being thrown at them, by which all our Lives were in imminent Danger ; some Persons at the same Time from behind calling out, 'Damn your Bloods,

' why don't you fire ? Instantly three or four of the Soldiers fired, one after another, and directly after three more in the same Confusion and Hurry.

The Mob then ran away, except three unhappy Men who instantly expired, in which Number was Mr. Gray, at whose Rope-Walk the prior Quarrel took Place ; one more in since dead, three others are dangerously, and four slightly wounded. The Whole of this melancholy Affair was transacted in almost 20 Minutes. On my asking the Solidiers why they fired without Orders, they said they heard the Word "Fire," and supposed it came from me.

<http://www.masshist.org/revolution/massacre.php>

TEACHER NAME			Lesson #
Nicolette Lovell			2
MODEL	CONTENT AREA	GRADE LEVEL	
Visual Thinking Strategies	Social Studies	7	
CONCEPTUAL LENS		LESSON TOPIC	
Perspective		The Boston Massacre	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>			
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.			
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
History is influenced by perspective.		In what ways is history influenced by perspective?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
<ul style="list-style-type: none"> The Boston Massacre was portrayed as a ruthless murder of colonists by American patriots. The Boston Massacre occurred during 1770 when the British presence in the colonies was becoming increasingly unwelcome. The Boston Massacre was an opportunity to incite patriotic sentiments. 		<ul style="list-style-type: none"> Analyze primary sources in the form of artwork to interpret contrasting historical perspectives. Draw conclusions about the manner in which perspective affects how we view history. 	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> What is perspective? How can perspective influence events? 	<ul style="list-style-type: none"> What’s going on in this picture? What do you see that makes you say that? What else is going on? What different perspectives do you see? Why do you say that? How did those perspectives influence patriotic sentiments of the time period? 	<ul style="list-style-type: none"> What is the relationship between perspective and history? 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
	Students are required to analyze artwork and use critical thinking skills to make relational connections between perspective and the way history is viewed.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Hook – The teacher will lead the students in the first artwork analysis. The group will view Paul Revere's engraving of The Boston Massacre. The teacher will begin with basic questions:

1. *What's going on in this picture?*
2. *What do you see that makes you think that?*
3. *What else can you find?*
4. *What do you see that makes you think that?*
5. *Does anyone else agree that? Does anyone see something different?*

Paul Revere engraving: http://www.americaslibrary.gov/es/ma/es_ma_massacre_1_e.html

The teacher will then introduce a more specific question sheet that accompanies the engraving (**see handout 5 below**).

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

In groups, students will take a look at 4 primary artwork sources (pictured below) that depict the Boston Massacre. They will first look at the picture and analyze it with the same basic questions used for the whole group model. The teacher should circulate and listen to the conversations taking place, probing/redirecting as needed.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After using the basic analysis questions, students will branch out with more specific questions given to them by the teacher (Handout 1 - below) when they are prepared to move forward. These questions will allow students to prepare to take a deeper look into how perspective influences history.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will take the information from the analysis they have completed and apply that to the essential understanding of the lesson. They will be prompted with the following question: How do these primary art sources illustrate how history is influenced by perspective?

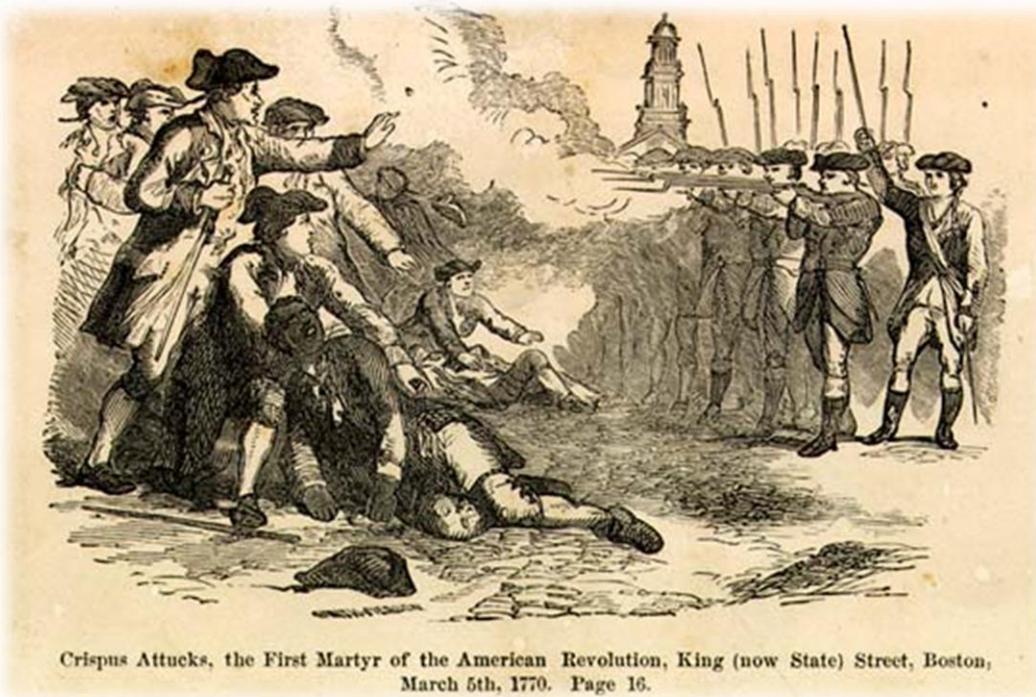
Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will present their answer to the prompt, "How do these primary art sources illustrate how history is influenced by perspective?" and be assigned one of the pictures. They will write a dialogue from the perspective that is depicted in the picture (either from a British perspective or Colonial perspective.)

Image 2

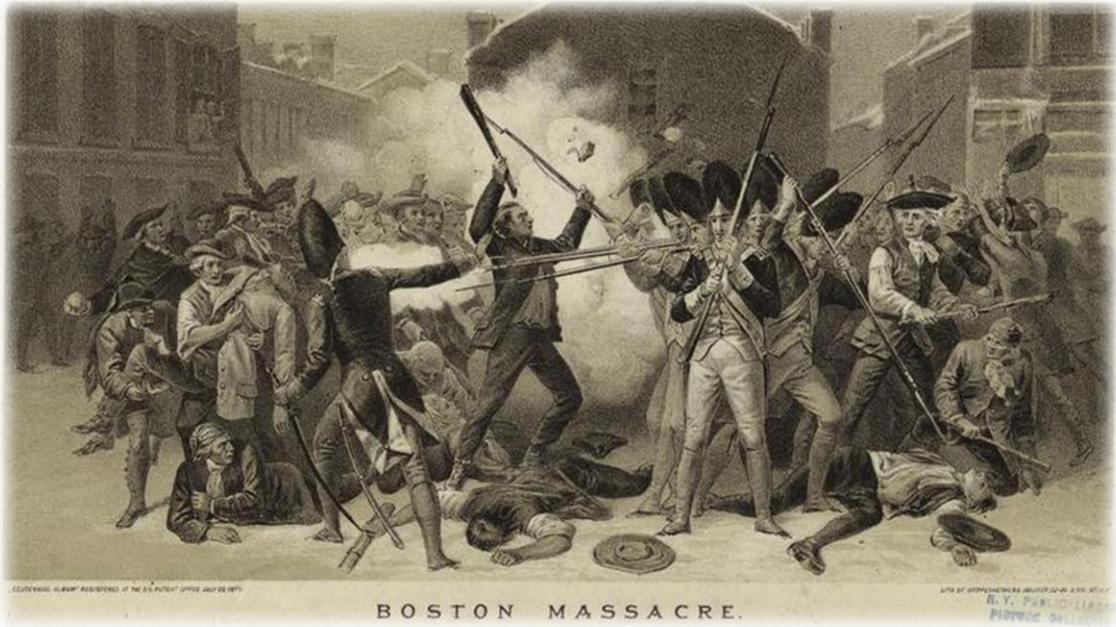


Image 3



Crispus Attucks, the First Martyr of the American Revolution, King (now State) Street, Boston, March 5th, 1770. Page 16.

Image 4



Handout 5

Directions: On the night of March 5, 1770, several Boston residents were shot and killed by British soldiers in what became known as the Boston Massacre. What follows are several images and first-hand accounts from eyewitness to and participants in the event. Following each primary source are questions to help you examine and interpret the information. Scan the QR code with your device to see the picture in color and zoom in as needed!

Paul Revere Engraving—“The Bloody Massacre Perpetrated in King-Street . . .”

Some things to consider . . .

Image 1

1. Based on this engraving, who looks like the victims, the British soldiers or the American colonists? Explain.
2. How would you describe the behavior and actions of the crowd?
3. How would you describe the behavior and actions of the British soldiers?
4. Paul Revere, an American, made this engraving. Why is this important information when interpreting this piece of art?

Image 2

1. Based on this engraving, who looks like the victims, the British soldiers or the American colonists? Explain.
2. How would you describe the behavior and actions of the crowd?
3. How would you describe the behavior and actions of the British soldiers?

Image 3

1. Based on this engraving, who looks like the victims, the British soldiers or the American colonists? Explain.
2. How would you describe the behavior and actions of the crowd?
3. How would you describe the behavior and actions of the British soldiers?

Image 4

1. Based on this engraving, who looks like the victims, the British soldiers or the American colonists? Explain.
2. How would you describe the behavior and actions of the crowd?
3. How would you describe the behavior and actions of the British soldiers?

TEACHER NAME			Lesson #
Nicolette Lovell			3
MODEL	CONTENT AREA	GRADE LEVEL	
PBL	Social Studies	7	
CONCEPTUAL LENS		LESSON TOPIC	
Perspective		The Boston Massacre	
LEARNING OBJECTIVES (from State/Local Curriculum)			
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.			
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding?)	
<i>History is influenced by perspective.</i>		<i>In what ways is history influenced by perspective?</i>	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<ul style="list-style-type: none"> Supporting claims with evidence. There are a variety of primary sources that depict various perspectives on the Boston Massacre. When analyzing primary sources, it is essential to look at the perspective from which it was written and how that affects your interpretation. 		<ul style="list-style-type: none"> Analyze primary and secondary sources to interpret contrasting historical perspectives. Draw conclusions about the manner in which perspective affects how we view history. Compile a variety of sources to support their determined claim about whether or not the Boston Massacre was a massacre. 	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> What is a claim? What is support and why is it important when stating a claim? 	<ul style="list-style-type: none"> What is your claim? How does that source support your claim? What commonalities are you finding in your sources? 	<ul style="list-style-type: none"> How has your claim been influenced by perspective? 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
Students must interpret historical documents and use them to support their determined claim.	Students must choose from a variety of sources to support their claim.	Students must connect their claim back to the enduring concept of perspective.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Problem Based learning: "The historian ought to be considered a type of detective"

The teacher will introduce the next phase of the lesson to students. They are now going to be asked to take on the role of Boston detectives during 1770 and are asked to solve the case of the Boston "Massacre". Students must take the information that they have gathered from the previous lessons (historical information and historical artwork) along with newly introduced primary source documents to piece together the details of the case and decide whether or not the incident was indeed a "massacre" or an aggravated assault of British regulars gone ugly. **PBL prompt below in Handout 6.**

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

1. Students should first get an idea of what their claim is going to be: massacre/aggravated assault gone ugly? This phase of the lesson should primarily include discussing the information that has been covered so far and deciding which claim is stronger to support.

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

2. From there, they should explore the new primary source documents (links below) that include article clips and accounts of the event. From these sources, they should set aside the pieces that support their claim.

<http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/boston-gazette.pdf>

<http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/london-chronicle.pdf>

<http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/testimony.pdf>

3. The teacher should make this stage in the lesson a check point. Students must be able to explain their claim and how the primary sources that they have compiled support that claim.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

4. Once they have found their new primary sources, they should backtrack to lessons 1 and 2 to compile information and artwork that supports their claim. Students must be able to explain how the primary sources/ information that they have compiled from lessons 1 and 2 support that claim.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

5. This final piece of the lesson requires students to compile their claim and evidence into a case file. Their claim must be transformed into a paragraph that:

- 1. Declares their claim.**
- 2. Connects to the concept of perspective and its influence on history.**

This paragraph should be written on Handout 7 and glued to the front of the case file.

Handout 6

CSI Boston:

You are a group of Bostonian detectives in the year of 1770. Boston is in an uproar because of the recent Boston Massacre. Your team must compile the evidence that you have gathered so far, along with new primary source documents that have surfaced over the past few days to create a case file of support for your investigation.

Your file should include:

- Your claim: massacre or aggravated assault gone ugly?
- Content from the Taba (listing) lesson (1) that supports your claim
- Artwork from the VTS (artwork) lesson (2) that supports your claim
- Primary source documents from this lesson that support your claim (each primary source document has content specific questions attached that must be answered and included in your case file.)

TEACHER NAME			Lesson #
Nicolette Lovell			4
MODEL	CONTENT AREA	GRADE LEVEL	
PBL	Social Studies	7	
CONCEPTUAL LENS		LESSON TOPIC	
Perspective		The Boston Massacre	
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>			
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.			
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
<i>History is influenced by perspective.</i>		<i>In what ways is history influenced by perspective?</i>	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
<ul style="list-style-type: none"> There were many causes of the Boston Massacre – several events lead up to this conflict. When analyzing primary sources, it is essential to look at the perspective from which it is written and how that affects your interpretation. 		<ul style="list-style-type: none"> Analyze primary and secondary sources to interpret contrasting historical perspectives and use those resources to display contrasting historical perspectives. Compile a variety of resources to compose two newspapers that portray contrasting perspectives on the Boston Massacre. 	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:	
<ul style="list-style-type: none"> Based on what we have seen so far, in what ways is history influenced by perspective? 	<ul style="list-style-type: none"> How are you illustrating multiple perspectives? How do your resources support your claim and demonstrate multiple perspectives? 	<ul style="list-style-type: none"> How is history influenced by perspective? How does your final product illustrate how history is influenced by perspective? 	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment
	Students must create a detailed product that analyzes the multiple perspectives of the Boston Massacre.		

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher will introduce the performance task –

March 5, 1770: You are an investigative team that has been asked to dig into the Boston Massacre case. Your team includes a detective, the newspaper editor from *The London Times*, and the newspaper editor for *The Patriot Journal*.

Your GOAL: In order to analyze the multiple perspectives of the case, your team will create a crime scene board that includes the following:

1. Timeline of events leading up to the crime starting in 1764.
2. Pictures and profiles of key players involved with a made up quote detailing their perspective of the Boston Massacre.
3. Newspaper article from *The London Times* and *The Patriot Journal* displaying differing interpretations of the event.
4. 2 other pieces of evidence gathered from the resources provided for you in class (eyewitness accounts and primary sources).

You will present your crime scene board to a jury and judge and answer the question: Was the Boston Massacre really a massacre, or an aggravated assault of British regulars gone ugly?

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students should break into their investigative groups and establish roles:

1. detective – pictures and profiles of key players
2. newspaper editor *The London Times* - article
3. newspaper editor *The Patriot Journal* – article

This should be a collaborative process, but the roles above give each member a leadership role in three of the components of the project. The timeline and additional evidence should be done as a team.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

As a part of the project presentations, students must be able to explain their product as well as state their claim about whether the Boston Massacre was really a massacre, or an aggravated assault of British Regulars gone ugly.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students should compile their case files (lesson 3) detective notebook that holds content from all lessons provided by their teacher, and their crime scene board. These will be displayed together for students to present to parents and teachers.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

The teacher and students should reflect on the unit with the post lesson question and discussion.

Performance Task – CSI: Boston

Standard: 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

Your ROLE: March 5, 1770: You are an investigative team that has been asked to dig into the Boston Massacre case. Your team includes a detective, the newspaper editor from *The London Times*, and the newspaper editor for *The Patriot Journal*.

Your GOAL: In order to analyze the multiple perspectives of the case, your team will create a crime scene board that includes the following:

1. Timeline of events leading up to the crime starting in 1764.
2. Pictures and profiles of key players involved with a **made up quote** detailing their perspective of the Boston Massacre.

Profile should include:

Name:

Occupation:

Connection to Massacre:

3. Newspaper article from *The London Times* and *The Patriot Journal* displaying differing interpretations of the event – 2-3 paragraphs each
4. 2 other pieces of evidence gathered from the resources provided for you in class (eyewitness accounts and primary sources).

You will present your crime scene board to a jury and judge and answer the question: Was the Boston Massacre really a massacre, or an aggravated assault of British regulars gone ugly? (type your claim)

Unit Resources

Benoit, P. (2014). *The Boston Massacre*. Children's Press.

This book is a student-friendly resource that presents the content surrounding the Massacre in a way that students can understand. The history is told like a story and essential information is presented. This is a great resource for teachers to look over in order to simplify the history they are teaching and make it more relatable to students.

Boston Massacre Historical Society. (n.d.). Retrieved August 4, 2015, from <http://www.bostonmassacre.net/>

This web resource provides detailed information about the Massacre along with primary and secondary resources that students need access to for the Taba lesson during day one of the unit.

Boston Massacre. (n.d.). Retrieved August 4, 2015, from <http://www.history.com/topics/american-revolution/boston-massacre>

This web resource has additional information regarding the Boston Massacre. It also has an excellent introductory video that can be used as a hook in lesson one.

The Boston Massacre. (n.d.). Retrieved August 4, 2015, from <http://www.ushistory.org/declaration/related/massacre.htm>

This web resource includes information on the Boston Massacre as well as links to other people and events related to the Massacre and American Revolution.

York, N. (2010). *The Boston Massacre: A history with documents*. New York: Routledge.

This resource provides the teacher with detailed historical information regarding the Boston Massacre. This content heavy book details events leading to and from the event, as well as primary and secondary sources connected to the Massacre. It is an excellent resource to prepare to teach The Boston Massacre in detail.