Lesson Title: The Boston Massacre – Crime Scene

Objective:

- Students will be able to identify and interpret primary and secondary source documents to increase understanding of an event in United States history. (US1.1a)
- Students will also be able to interpret ideas and events from different historical perspectives. (US1.1d)
- Students will be able to list and explain the ideas that led the Revolutionary War (US1.1a)

Office of the Superintendent for Social Studies – Suggested Unit Outlines for Social Studies - H.4.1.2. Understands how the following themes and developments help to define eras in U.S. history from 1776 to 1900: Fighting for independence and framing the Constitution (1776—1815).

Missouri Knowledge Standards
1. Principles expressed in the documents shaping constitutional democracy in the United States
7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Missouri Grade Level Expectations
H7C. Distinguish between fact and opinion and recognize bias and points of view
H7G. Identify, research and defend a point of view
CCSS.ELA-Literacy.RH.6-8.7. Integrate visual information (i.e., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (Supports all History Core Standards and GLE’s)
CCSS.ELA-Literacy.W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented. (Supports all History Core Standards and GLE’s)
CCSS.ELA-Literacy.W.8.1.e. Provide a concluding statement or section that follows from and supports the argument presented. (Supports all History Core Standards and GLE’s)
CCSS.ELA-Literacy.W.8.2.a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (Supports all History Core Standards and GLE’s)
CCSS.ELA-LITERACY.WHST.6-8.1.B
Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
CCSS.ELA-LITERACY.WHST.6-8.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

Materials

Student Analysis Sheet (Given to each student)
Station 1 Pictures of British Soldiers and Bostonians & Exhibits A – E: Copies of British Soldiers and Bostonians to be enlarged, laminated, and displayed for crime scene
Station 2 Exhibits A-B: Copies of excerpts from the Boston Gazette & a London Publishing company (I suggest you laminate these as well, so they may be used multiple times without wear.)
Station 3 Exhibit A – Copy of The Bloody Massacre by Paul Revere (Again lamination is suggested)
Exhibit D – You Tube URL https://www.youtube.com/watch?v=KP5dfKjohLk
“Recorded Eye Witness Accounts” of the Boston Massacre
**Procedure**

1. **Attention Getter:** Teacher begins by asking students if they can recall an incident where different accounts of what transpired where given by multiple individuals. Teacher gives students time to discuss their stories and class discusses why individuals often tell different stories about the same event.

2. **Students** will then review their knowledge of the various acts and taxes that Boston had endured under King George III. Class will discuss how the Bostonians felt about the British living in Boston, working on the docks, and monitoring the Bostonians behavior.

3. **Teacher** will then advise that the relationship between the British and the Bostonians was strained and give a hint that something happened in the winter of 1770 that would cause even more tension.

4. **Teacher** will then hand out the Student Analysis Packet and follow the prompt for the Pre-reading activity –

5. **Once** students have completed the reading activity, the class discusses the **Overview of the Boston Massacre Case**. The teacher and class discuss the case, and the teacher explains the function of a Grand Jury. Teacher tells the class they will now collect evidence, and become a Grand Jury to decide whether or not the British Soldiers should be charged with murder or whether they acted in self-defense.

6. **Students** rotate through a series of stations, completing their Analysis Sheet as they examine evidence for each side.

7. **This lesson generally takes 2-3 days to complete -** Be sure to leave time for the Grand Juries to discuss with the class why they chose their decision.

**Stations**

**Station 1**

This is the actual crime scene. Teacher will need to use Station 1 Exhibits A-E

– I used a projector to enlarge the size of my “men”, cut them out, and tap the British Soldiers on the wall. I lay the victims on the ground. Make sure to place the Soldier near his victim (when applicable), and tape the “exhibits” about the victim and soldiers by the correct individuals.

For example: I place Private Matthew Killroy on the wall, with Samuel Gray lying on the floor in front of him. I tape Station 1 – Exhibit B beside the scene.

Notes: Students read the Station 1 Exhibit information, examine the cut outs of the individuals and look for forensic evidence to see if the overview and information they have been given matches the evidence in front of them.

I place crumpled pieces of paper (snow balls) with rocks inside beside many of my scenes. I also lay one or two clubs at various scenes.

As the students work through Station 1, they fill in their Student Analysis Sheet.
Station 2

This station will use Station 2, Exhibits A-B (Excerpts from the Boston Gazette and a London Publisher)

This station focuses on perspective, detail analysis and compare/contrast. Students will read an excerpt for the Boston Gazette and one from a London publisher. Each primary document, explains events of the Boston Massacre. Students are to look for inconsistencies and/or evidence that match evidence collected at other stations. Students are to analyze the documentation and complete the questions under Station 2 of their Student Analysis Sheet.

Station 3

This station will use Station 3, Exhibit A

This station focuses on propaganda and bias. Students are to look for items within the painting that are consistent or inconsistent with evidence they have collected at other stations. Students will analyze Paul Revere’s The Bloody Massacre and complete questions under station 3 of their Student Analysis Sheet.

Station 4

This station will use URL: https://www.youtube.com/watch?v=KP5dfKjohLk

This station focuses on perspective and compare/contrast. Students listen to actors express their version of events that transpired the night of March 1770. (Scripts were obtained from actual testimony) Students listen for evidence that supports and goes against evidence collected at other stations. Students are to complete Station 5 of the Student Analysis Sheet as they listen to this “eye witness” testimony.

I use classroom laptops, and simply have students log onto https://www.youtube.com/watch?v=KP5dfKjohLk .... To review the testimony

Once students have had the opportunity to complete all stations, teacher will need to place students in teams (sometimes I do this at the beginning so students can discuss as they go). Students discuss their findings and get a chance to “add more detail” to their student analysis sheet.

Students then must decide whether or not the soldiers should be charged with murder, or if they acted in self-defense. Teams take a vote and record their results at the bottom of the summation page of the Student Analysis Sheet. Class discussion follows

The student must then write an essay explaining what he or she believes to be true, justifying his/her opinion with the evidence found at the various stations of this activity.

SCORING GUIDE FOR PROJECT IS ON THE BACK OF THE STUDENT ANALYSIS SHEET