



***It's All About Perspective:
Patriot and Loyalist Views of the Boston Massacre***

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E. E. Waddell Language Academy

This curriculum unit is recommended for:
5th Grade Social Studies – Colonial American History

Keywords: propaganda, bias, revolution, massacre, perspective, Patriot, Loyalist, boycott, protests, neutral

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: The purpose of this curriculum unit is to provide students with more than one perspective of an event in American history. As Americans, we tend to be taught the perspective of the “winner;” how the pluck and courage of a few secured the freedom and independence for the many. But is this a well-balanced look at the actual events?

I plan to teach this unit during the coming year to 18 students in 5th grade.

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Unit Introduction

This unit is designed to aid students in understanding that historical events have more than one perspective. The focus of North Carolina's Social Studies curriculum in fifth grade is United States History. One objective within those standards is for students to be able to analyze the major conflicts that took place over time that helped to shape the country in which we live today.

¹ A second objective is for the students to be able to summarize the political, social, and economic aspects of life for the people living in the American colonies. In this unit students will achieve both objectives by examining various primary source documents that are from the point of view of both Patriots and Loyalists- bystanders and participants, soldiers and lawyers.

Students will be required to read and interpret 18th century documents and visuals that will enable them to see multiple perspectives about what happened in Boston on March 5, 1770. They will see the ways in which political and social circumstances influenced the early Revolutionary era and the resultant impact on the conflict and the country as a whole. The primary method of instruction will be small group reading and interpreting documents. Students will be given the opportunity to debate who was "right" in their telling of the event itself. This instructional delivery not only allows for the meeting of the state standards for Social Studies, but for several standards found in the Common Core State Standards for Reading Informational Text, Speaking and Listening Skills, and touching upon some of the skills required in the English Language Arts Standards >>History/Social Studies for grades 6-8. (Note 1: see appendices for annotated objectives)

School Demographics²

E. E. Waddell Language Academy is a public K-8 language immersion school. Waddell is a magnet program serving students from all over Mecklenburg County. Waddell is one of three language immersion programs offered by the Charlotte Mecklenburg School district and is the only one to offer instruction to students in German, Japanese, Chinese, and French. Students are instructed in their second language for the majority of the school day.

Japanese and Chinese Immersion students start in Kindergarten with one hour of English Language Arts instructions, while the students in the German and French begin with one hour of English Language Arts instruction in third grade. This is due to the differences between the logographic and alphabetic writing systems in those languages. Students may take Spanish in grades 6-8, but must continue with their immersion language. Our population in 2015-16 was 1,382 students. Our attendance rate for this year was 96.8%. 56.1% of the teachers at Waddell have been teachers for 10 years or longer. At Waddell, 87% of our Language Immersion teachers are native speakers and were born and educated overseas.

Waddell Language Academy is currently located in a former high school building, but is slated to move to a brand new facility about one mile from the current location. The Charlotte-Mecklenburg School District is committed to creating an identical program, referred to as a "mirror school," in the northern portion of the county in order to meet the rising demand for seats in the immersion program. Waddell's immersion program is nationally and internationally

recognized and has partnerships with Universities in Germany and Japan. There is currently a 300+ waiting list for Kindergarten and first grade students for the current school year. The school has been awarded the Melba D. Woodruff Award as an Exemplary Elementary Foreign Language Program and is consistently recognized as a top magnet school in the state.

The table below shows the breakdown of students at Waddell Language Academy by gender and ethnicity:

Student Breakdown by Group

Male/Female	663/719
American Indian	6
Asian	69
Hispanic	271
Black	336
Pacific Islander	2
White	629
Multi-Racial	69

The table below shows the Achievement Indicators for proficiency for all 3-8 grade students enrolled at Waddell Language Academy in the Spring of 2017:

Reading EOG Proficiency	82%
Math EOG Proficiency	77%
Science EOG Proficiency	86%
Math I Proficiency	95%
Biology Proficiency	n/a

- Growth Status – Exceeded
- School Performance Grade – B

The fifth grade classroom that I am currently working with has 18 students and the breakdown by gender and ethnicity is as follows:

Student Breakdown by Group
5th Grade Japanese Homeroom

Male/Female	6/12
American Indian	0
Asian	0
Hispanic	3
Black	5
Pacific Islander	0

White	7
Multi-Racial	3

The table below shows the Achievement Indicators for proficiency for the areas in which they tested in the Spring of 2016:

Reading EOG Proficiency	65%
Math EOG Proficiency	65%

Interestingly enough, all students were either proficient or not proficient in both Reading and Math on the 4th Grade NC EOG Tests. There are usually a few students who show proficiency in one area and not another. These numbers are based on 17 students taking the test; one of the students transferred to Waddell (in August of 2017) after living in Okinawa, Japan since Kindergarten and did not take the tests. There are three students in this class that have current 504s in place and no students that are certified as a Student with Disabilities. Three students are certified as Talent Development, and two are in the Intervention Process for possible learning difficulties and may be referred for testing.

I will be designing this unit for use with fifth grade Japanese Immersion students in Social Studies, but it will also cover numerous objectives in the Reading/Language Arts curriculum as well. The data for our current fifth graders shows that there is a slight lag in their ability to interpret and comprehend informational text as opposed to literary text. Their MAP assessment data shows that there is a deficit in that area. I am teaching 5th grade Social Studies to students that I also worked with last year. They have been in the same class together since Kindergarten. They are only separated during English Language Arts, which is for one hour per day.

Rationale

Students need to be aware that there is more than one way to view an event in history. Primary sources can often lean toward one person’s or group’s perspective over another, especially if it is before a time that the event could be captured in photographs, sound recording, or video recording. By investigating both sides of an event, students can try to determine the validity and relativity of different perspectives within a situation on their own. I want them to be able to see how word choice and how illustrations were used could help sway the opinion of the public and color our understanding of the event many years later. The students that I work with have a “Patriot” perspective regarding events of the American Revolution and are often quite surprised to learn that things weren’t always as they seemed.

My goal for this unit is to present students with more than one perspective of a pivotal event in American history. Textbooks and other materials often used in elementary classrooms focus heavily on the Patriot perspective and point of view. What we often leave out is how those remaining Loyal to King George III and the British government felt, as well as how those who remained neutral felt about the events surrounding the American Revolution.

Building Content Knowledge

As background prior to beginning to examine the unit's specific content, students will need to explore and have a working definition for the following terms: perspective, bias, and propaganda. Merriam-Webster's most relevant definition of perspective is "the interrelation in which a subject or its part are mentally viewed", or point-of-view. Students should question how this relates to different people having a different perspective of an event. Merriam-Webster defines bias as "a personal and sometimes unreasoned judgment: prejudice." Students should ask how bias influences the ways events are reported and retold. Merriam-Webster defines propaganda as "the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person." Students should question how we determine if information is propaganda or has bias.

Students need to also have a working knowledge of the events that led up to the Boston Massacre including the history of settlement in the American colonies and particularly the increasing economic and political grievances of the colonists in Boston and beyond. The initial English settlement in Jamestown, Virginia became a money making endeavor, leading more and more men and women in England to leave for America as a potential life-changing venture. The primary reasons to establish colonies in America were to make money, expand the territory of Great Britain, and to experience religious freedom. The estimated colonial population in 1750 was 1,170,760.³

These million plus people were under the governance and protection of the British Crown. The western borders of the colonies were very close to French holdings in the Ohio Valley and control of the vital Mississippi River was tentative. The southern border of the colonies was alongside Spanish holdings. The British government worked hard to keep the French and Spanish from encroaching further onto British territory while surreptitiously moving into territory to the south and west. This came to a head in 1754 when the French held Fort Duquesne was attacked by a young British soldier by the name of George Washington. Despite Washington being defeated by the French, the British government, upon hearing of the battle and one other, declared war on France.

This war is known as the French and Indian War in the United States and is referred to as the Seven Years' War in most other parts of the world. The Seven Years' War lasted from 1756 until 1763 and involved countries in Europe and West Africa, as well India and the Philippines. This larger conflict stemmed from Austria trying to regain territory from Prussia. During an earlier conflict in the 1740, the Prussians took control of Silesia, an area rich in natural resources, from the Austrians. France, Austria, Saxony, Sweden, and Russia came together to fight against Great Britain, Prussia, and Hanover. Some historians refer to this as the "European Phase" of the continued struggles between France and Great Britain to gain control over both land in North America and India.⁴

The war put the French, French colonists, and their Native American allies against the British and their colonists in North America who were aided by Native Americans who were a part of the Iroquois Confederacy.⁵ Many different Native American tribes aligned themselves

with the French after years of grievances against the British colonists. It was not uncommon for ancient tribal fishing and hunting grounds to be cut off by fences or new villages that popped up and cut off access to the land and the water for the Native Americans. Native Americans had little or no redress in colonial courts. The French were more invested in hunting and trapping than creating settlements as the British were doing and had far fewer settlements in North America. New France, as the territory was called, had only about 70,000 settlers at the start of the war.⁶ The French took advantage of the British abuses of Native Americans and were able to convince many tribes to take their side during the war. The war ended with a British victory and peace treaty signed in 1763.

Despite the victory and control of large portions of North America, there was a great deal of expense and debt incurred by the Crown because of the French and Indian War. In January of 1763, the British debt from the War was about £133,000,000. This was money owed by the government to British and Dutch banks.⁷ In order to pay this debt, the government would need to get help from its people in the form of increased taxes on the colonies. This was viewed by many colonists as a hardship.

Another issue that faced the colonists beyond the cost of the war was that they now had a hard western border put in place by the British Parliament and King George III. As a way to try and keep the peace with the Native American populations who had fought against them, the British government put forth the Proclamation of 1763. The purpose of the Proclamation was to stop the encroachment of American colonists onto land that belonged to the Native Americans. This border began along the peaks of the Appalachian Mountains. The Proclamation stated that no one was to travel or settle beyond that border:

*We do therefore, with the Advice of our Privy Council, declare it to be our Royal Will and Pleasure, that no Governor or Commander in Chief in any of our Colonies of Quebec, East Florida, or West Florida, do presume, upon any Pretence whatever, to grant Warrants of Survey, or pass any Patents for Lands beyond the Bounds of their respective Governments, as described in their Commissions: as also that no Governor or Commander in Chief in any of our other Colonies or Plantations in America do presume for the present, and until our further Pleasure be known, to grant Warrants of Survey, or pass Patents for any Lands beyond the Heads or Sources of any of the Rivers which fall into the Atlantic Ocean from the West and North West, or upon any Lands whatever, which, not having been ceded to or purchased by Us as aforesaid, are reserved to the said Indians, or any of them.*⁸

In addition to having a great deal of debt, the British became responsible for protecting a lot more territory. British troops were stationed near the new frontier border to protect colonists from possible Native American raids or possible attacks by the French to regain lost land or by the Spanish to gain new land.

It fell to the colonists to get the debt paid down and to provide housing and other necessary services to maintain the troops that were being sent to protect them. The first attempt at this was the enforcement of the Sugar Act in 1764. This was an attempt to collect taxes on a very important part of making rum – molasses. This law had actually been in place for more than twenty years, but the colonists had virtually ignored it. The British government believed

that enforcing this Act would provide much needed revenue. There was a quick and expected pushback against the Act and enforcing it proved to be a failure.⁹

The next year, the government tried a enacted a tax on all printed and paper goods called the Stamp Tax. This tax affected pretty much every person in the colonies; the taxes ranged from one shilling for a newspaper to ten pounds for a law license. This tax passed Parliament without any debate and colonists were incensed by it.¹⁰

The year 1765 also saw the introduction of the Quartering Act, which required colonists to feed and shelter soldiers providing protection to the colonies. Colonies were expected to erect barracks, at their expense, to house the soldiers. If the barracks provided were not large enough to shelter, or quarter, the men, then they were to be provided lodging in any other acceptable area. This could include inns, taverns, or livery stables. If these spaces became filled, colonists were then expected to either rehabilitate uninhabited property to make it fit for living or to take the soldiers into their homes. Soldiers in the city of Boston ended up living in tents on the Boston Common to avoid further riling up the citizens.¹¹

Outrage and malcontent over the Stamp Act led to its repeal after approximately four months in early 1766. To replace revenue lost from the repeal of the Stamp Act, British Parliament put into place the Townshend Revenue Acts in 1767. These Acts placed taxes on various items imported from Britain. These items included paint, glass, paper, lead and tea. These are all items that had to be imported as none were made or produced within the colonies. This reinforced the idea among many colonists that the members of Parliament were not interested in representing the wishes of the people they served in North America.

In response many colonial leaders called for the boycott of these goods. The city of Boston becomes a flashpoint for those who feel that the colonists were being abused and put upon by an oppressive government that believes in “taxation without representation.” The Massachusetts House of Representatives sent a letter to King George III asking that the tax be repealed as it was put in place without input or representation from the colonies. Customs commissioners in the city were continuously harassed by merchants, shopkeepers and members of the general public over the collection of these taxes.¹²

A little known incident in 1768 was emblematic of what was happening in Boston at the time. John Hancock was an extremely wealthy merchant in the city who was being heavily taxed on his imports. In order to still make a profit, Hancock would need to pass those costs on to the consumers of the city. The people however, would often boycott a product that had a higher cost. In May of 1768, a cargo of Madeira wine was brought into the city on a ship of Hancock’s called *The Liberty*. Customs officials demanded the import tax be paid, which it was. The officials thought that the shipment was light and that Hancock had somehow smuggled more than the 25 casks of wine that were counted and taxed on the ship into the city. After a further confusing series of events, Hancock’s ship was seized and he was accused of smuggling. He was tried in colonial court (defended by John Adams) and found to be not guilty due to a lack of evidence. Because Hancock was such a respected leader in the city, this event led to a greater tension and distrust between Patriots and Loyalists within the city.¹³

Also in 1768, the earliest efforts of joining Patriots in the 13 colonies are becoming apparent. In September, two regiments of British infantry are sent to Boston to keep order on a permanent basis. Patriots within the city set about to make life for the soldiers as difficult as possible. Soldiers were tormented on a daily basis—they were spit on, insulted, and had everything from rotten food to rocks thrown on them. In many cases, citizens of Boston refused to follow orders of the governor and the military leaders and power shifted toward Patriot leaders.¹⁴

Approximately two weeks before the Boston Massacre, a young boy named Christopher Snider was shot and killed by a known Loyalist informer. An angry mob had surrounded the home of Ebenezer Richardson on the evening of February 22, 1770, throwing stones and damaging his home. Richardson, in a move to try and protect his family and his property, fired a shot into the crowd to try and disperse them. The shot hit the ten-year-old Snider, killing him. Richardson was dragged from his home by the mob and eventually brought to trial and found guilty of murder (later to be pardoned by the King in 1772.).¹⁵

On the evening of March 5, 1770 a small group of Patriots surrounded a lone British sentry, Private Hugh White, as he stood guard over the Customs House on King Street. British soldiers were often taunted and verbally abused while performing their basic duties. As the evening wore on, more Patriots joined the group and the taunting became louder. Small items such as sticks and snowballs were thrown at Private White. When the crowd size reached about 50, word was sent to the commanding officer, Captain Thomas Preston, who sent more soldiers to aid White. When the soldiers arrived, the sight of them carrying rifles that were reinforced with bayonets, enraged the crowd further. Men began yelling and pushing toward the soldiers and the situation spiraled further out of control. Some of the Patriots even dared the soldiers to shoot them. The British soldiers had been ordered to keep the peace and maintain the order, they were not instructed to use violence to do so.

Captain Preston soon arrived to take control of the situation himself. Upon seeing Preston, the crowd began slowly dispersing. It is unclear from this point exactly what happened, but it is agreed that something was thrown from the crowd at the soldiers. Some say it was a stick, some a rock, others say it was a snowball that was also packed with ice. No matter what it was, a soldier named Private Montgomery was hit with the object. Again, stories differ. Many said that Private Montgomery fell upon the impact of the object and as he fell, his weapon discharged. After hearing the shot, other soldiers then fired into the crowd. Others in the crowd stated that the soldiers were given a command to fire when Montgomery fell and they did so. When the smoke cleared a few moments later, three colonists lay dead on the ground, two more would succumb to their injuries soon after.¹⁶

The crowd was eventually dispersed, along with the help of the Royal Governor of Massachusetts, Thomas Hutchinson. Thirteen people were arrested: eight soldiers, Captain Preston, and four civilians. The British soldiers and their captain were charged with murder and immediately jailed. The troops that were residing in the city were immediately removed to a location outside of the city limits to try to alleviate some of the tension. The accused soldiers remained in jail until the trial in November of 1770. It was extremely difficult for them to find representation for court. “Founding Father” John Adams was eventually hired to take their case.

Even though Adams was a staunch Patriot, he realized the importance of the soldiers getting a fair trial. If the soldiers were treated fairly under the law, then it would prove to the King and Parliament that the colonists were able to govern themselves and that they were able to have and truly deserved representation in Parliament. Adams argued that the soldiers fired their weapons in self-defense, they were in fear for their lives and had been the victims of numerous verbal and even physical assaults at the hands of colonists in the city. The soldiers themselves as well as many colonists who had been in the crowd that night provided testimony for both the defense and the prosecution. Six of the soldiers were found not guilty, two were found guilty of manslaughter. These two men avoided a long prison sentence by invoking a “benefit of clergy” claim and they instead branded with a letter “M”. The civilians were also tried, but it was found that there was not enough evidence for them to be found guilty and they were released.¹⁷

Instructional Implementation

The following activities and materials are designed to help students gain a better understanding of how there is more than one side (perspective) to the Boston Massacre. The unit is broken into several parts to be taught in order. This unit should take approximately seven days. It should be taught upon completion of studying the French and Indian War and its effects. There are supplemental activities included that may be used as well. Day #1 and #2 will serve to help students synthesize a lot of information in a short period of time.

Activities

Day #1 – What happens when war is over? Have students brainstorm both the pros and cons of the British winning the French and Indian War. Give each student 4 sticky notes and have them start by writing two pros and two cons and post on an anchor chart split into a T-chart. Additional sticky notes can be provided as needed. Once all notes have been posted onto the chart, teacher should read aloud the notes for the whole group and the class as a whole can look at whether or not ideas are repeated and cluster them. Do the pros outweigh the cons? Don’t view numerically, have students think about the pros and cons overall; does the massive debt seem not as important when looking at the valuable natural resources gained?

Day #2 – How does this debt get paid? Break students into 4 groups. Each group will do quick research into one of the following Acts or Taxes put in place by the British Parliament for the colonists to help pay off the war debt: The Quartering Act, The Stamp Tax, The Sugar Act, and The Townshend Acts. Have the students do a “Who, What, When, Where, Why and How?” type of format to get the quick info. Each group should choose one person to share the information with the whole group. Teacher can make general notes on chart paper to post that will allow students to refer to as the lessons advance.

Day #3 – Students will complete the activity “What Side Are You On?” (Appendix 2) to help them differentiate between the three sides during the pre-Revolution period. Students can reference their TCI *Social Studies Alive! America’s Past* text to help put names and faces to these sides using Lesson 11 “To Declare Independence or Not?” in their text, however it does come after the text information about the Boston Massacre which is found in Lesson 10 “Tensions Grow Between the Colonies and Great Britain.” Cut around the chart and glue into notebooks.

Day #4 – 5 The Boston Massacre- have the students read the basic account “What is the Boston Massacre” (Appendix 3) and look at how the event is named by the American Patriots as well as the British and the Loyalists. Students should complete the worksheet “Is this Biased?” (Appendix 4) based on one of two images of the event (Appendix 5).

1. What Side Are You On? – help students get a basic understanding of the three “sides” of the American Revolution
2. Is This Biased? –students will use an engraving of the Boston Massacre made by Paul Revere OR an obituary engraving by Revere and the Primary Resource Analysis Worksheet (from the National Archives) to determine whether or not the item is biased. I chose “poster” for the intermediate student level.¹⁷ Break students into groups of three to four for this part of the activity. Students with a higher than grade level reading ability should work with the Boston Massacre engraving, those with on grade level or below reading ability should work with the obituary engraving. Students may need assistance with the 18th century text.
3. Have students share their analysis with like groups.
4. Show images on Promethean/Smart board so all students get to see both. Invite students to share their analysis. They should see that these are both from a Patriot perspective – look at the word choice, emphasize the use of the word *massacre* to describe the deaths of five men in an incident that was started by the Patriots themselves.

Day #6 Trial Testimony- Provide students with parts of trial testimony that is differentiated based on their independent reading level. Students may need assistance with the 18th century text. There are seven excerpts available that can be found by visiting <http://chnm.gmu.edu/tah-loudoun/wp-content/lessons/avdellas/testimony.pdf>. These have been adapted for use from the Boston Historical Society’s website.¹⁸ Students need to read the accounts carefully to try to determine what perspective the account reflects. What happens when you have someone who is a Patriot who seems to be giving a more neutral or a Loyalist version of the event? Why might that happen? Show students a clip from the HBO series *John Adams* <https://www.youtube.com/watch?v=SiCEyuIuwAU> (This video clip IS approved by CMS). This will help them understand why a strong Patriot such as Adams would help the British soldiers – it was to the benefit of the Patriotic cause to follow the letter of the law as opposed to following a Patriotic fever.

Day #7- “How Do We Remember?” Break students into four groups and give each group a copy of the handout and a different photo of how the five people in the Boston Massacre have been memorialized (Appendix 6).

1. Discuss the purpose of monuments like the Washington Monument and the Lincoln Memorial with the small group.
2. Review the given definitions of memorial and monument.¹⁹
3. Share photos with the groups (Boston Massacre Memorial to Group 1, Crispus Attucks Memorial in the Boston Gardens to Group 2, Gravestone in the Old Granary Burial Ground to Group 3, and the “Whispering Bells” Memorial to Group 4) and have each group make observations about the photograph.

4. Invite groups to share photos with whole class and share their observations.
5. Individual students will either sketch their own version of a memorial or monument to the Boston Massacre. Questions to think about - Should it be for an individual or a group? Should it even be for the “Massacre” or for the “Incident” – has what we’ve learned about the different perspectives involved determine how the event and the people involved should be remembered? Where should it be located?
6. Further thinking - Do we even need a memorial for something that happened so long ago and that has different perspectives? Have students answer this as an Exit Ticket on a notecard.

Endnotes

¹ <http://www.ncpublicschools.org/docs/curriculum/socialstudies/scos/unpacking/5th.pdf>

² <http://www.ncpublicschools.org/accountability/reporting/>

³ <https://web.viu.ca/davies/h320/population.colonies.htm>

⁴ <https://www.britannica.com/event/Seven-Years-War>

⁵ <https://history.state.gov/milestones/1750-1775/french-indian-war>

⁶ <http://www.thecanadianencyclopedia.ca/en/article/new-france/>

⁷ <http://www.taxhistory.org/www/website.nsf/Web/THM1756?OpenDocument>

⁸ <https://www.gilderlehrman.org/sites/default/files/inline-pdfs/t-05214.pdf>.

⁹ <https://www.landofthebrave.info/sugar-act.htm>

¹⁰ <http://www.historycentral.com/Revolt/stamptax.html>

¹¹ <http://www.history.com/this-day-in-history/parliament-passes-the-quartering-act>

¹² <https://www.landofthebrave.info/townshend-acts.htm>

¹³ <http://www.newenglandhistoricalsociety.com/the-liberty-affair-john-hancock-loses-a-ship-and-starts-a-riot/>

¹⁴ <http://www.bostonmassacre.net/timeline.htm>

¹⁵ <http://www.celebrateboston.com/biography/christopher-snider-murder.htm>

¹⁶ Taylor, Elizabeth Berlin. "The Boston Massacre." The Gilder Lehrman Institute of American

History.

¹⁷ <http://www.john-adams-heritage.com/boston-massacre-trials/>

¹⁸ <https://www.archives.gov/education/lessons/worksheets>

¹⁹ <http://www.bostonmassacre.net/trial/index.htm>

²⁰ <https://www.merriam-webster.com/dictionary>

Appendix 1 – Implementing Teaching Standards

NCES for Social Studies

5.H.1.2 Summarize the political, economic and social aspects of colonial life in the thirteen colonies. Students will be able to explain the political climate of the colonies prior to the American Revolution.

5.H.1.3 Analyze the impact of major conflicts, battles and wars on the development of our nation through Reconstruction. Students will investigate the various events that were creating conflict between the Patriots in the colonies and the British Loyalists and government officials prior to the Boston Massacre.

5.H.2.1 Summarize the contributions of the “Founding Fathers” to the development of our country. Students will be able to explain how John Adams and Paul Revere affected the Boston Massacre and the events that immediately followed it.

CCSS Reading Informational Text

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Students will be able to read and understand primary documents that are key to understanding the Boston Massacre and the ensuing trials of the British troops and their captain.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Students will be using a variety of text to learn about the Boston Massacre.

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. Students will be able to use specific examples within the primary resources that are using to justify or supplement their positions in discussion.

SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. Students will use Accountable Talk helpful hints to facilitate their discussions.

Appendix 2 – Day 3 Worksheet

Name _____

Date _____

What Side Are You On?

Before you can make a choice, you need information! In the pre-Revolutionary Era, people began choosing sides. Read the following information and jot down some key words and/phrases on the organizer to help you gather your thoughts.

Patriot: Patriots were people who wanted the colonies to be free from Britain. They felt very strongly that Britain was treating them unfairly and that colonists had the right to rule themselves. Patriots also felt that it was unfair that Britain taxed the colonists without allowing them to have representatives in Parliament. They often used the phrase “taxation without representation” to justify and explain their actions.

Loyalist: Loyalists were people who wanted to remain under the control of the British government. They remained *loyal* to the King of England and Parliament. They believed that they were better off under British rule and protection and that colonists should have to help pay for the debts owed by the government incurred for their protection.

Neutral: People who were neutral did not pick one side over another. Many of those who remained neutral did it because of their religion. Quakers, for instance, did not believe in war or fighting. Some people did not choose sides because they felt that as long as things were running smoothly, they did not need to!

Patriot	Loyalist	Neutral

Appendix 3 – Day 4 Worksheet

Name _____

Date _____

What is the Boston Massacre?

The Boston Massacre started as a small incident on King Street in Boston on March 5, 1770. A British soldier by the name of Private Hugh White was arguing with a small group of Boston colonists near the Customs House. At the time, the soldiers and the Patriot residents of the city were in regular conflict with one another and tension was very high between the two groups. As the argument got worse, more colonists began arriving and taunting Private White.

Before long, there were over 50 colonists in the area, allegedly throwing rocks and snowballs. Captain Preston, the British soldier in charge of the area, went to the site with some armed British soldiers to give aid to Private White and to disperse the crowd. The colonists weren't prepared to leave and the situation became very dangerous.

We do not know exactly how the situation turned violent. Either something was thrown at a soldier who fell and accidentally fired his rifle as he was falling, OR the British got tired of being yelled at and abused and just began shooting at the colonists. When the situation was over, there were five dead colonists and several British soldiers were arrested and put on trial for murder.

The Patriots called this event The Boston Massacre, but the Loyalists and the British authorities called it The Incident on King Street.



THINK ABOUT THIS...

Was this *really* a massacre OR was it more of an incident?

Massacre: Merriam-Webster dictionary defines massacre as "*the act or an instance of killing a number of usually helpless or unresisting human beings under circumstances of atrocity or cruelty.*"

Incident: Merriam-Webster dictionary defines incident as "*an action likely to lead to grave consequences especially in diplomatic matters*" or "*an accompanying minor occurrence or condition.*"

What is the difference between these names? What is the role of perspective and bias in the choice of terms?

Appendix 4 – Day 5 Worksheet

Name _____

Date _____

Is This Biased?

1) Quick Jot: What is bias?

2) We will be making observations about an engraving created by Paul Revere in late March or early April of 1770. Before you look at the illustration, discuss with your group what you already might know about Paul Revere. Be ready to do a simple share with the whole class.

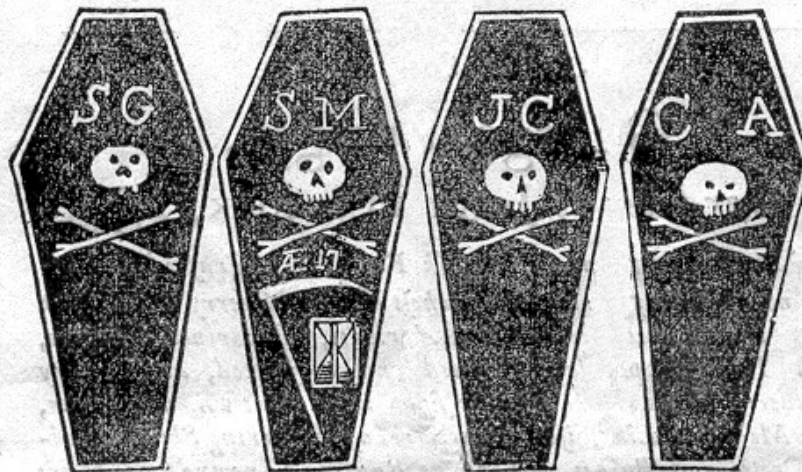
3) Complete the Poster Analysis Worksheet with your team using the engraving by Revere titled *The Bloody Massacre perpetrated in King-Street Boston on March 5th 1770 by a party of the 29th Reg.* OR a copy of an obituary created with an engraving by Revere. You will have 10-15 minutes to complete this step and then we will come back as a whole group to discuss your thoughts and observations.

4) If you had to place Paul Revere in a category based on your engraving alone – where would you place him? Loyalist, Patriot, or Neutral? Why? What is the evidence?

5) Based on what you observed and the questions that you answered with your group, do you feel your document this shows an accurate, unbiased view of an event?

Appendix 5 – Visual Material for Day 5 Worksheet

Last Thursday, agreeable to a general Request of the Inhabitants, and by the Consent of Parents and Friends, were carried to their *Grave* in Succession, the Bodies of *Samuel Gray*, *Samuel Maverick*, *James Caldwell*, and *Crispus Attucks*, the unhappy Victims who fell in the bloody Maffacre of the Monday Evening preceding!



On this Occasion most of the Shops in Town were shut, all the Bells were ordered to toll a solemn Peal, as were also those in the neighboring Towns of Charlestown, Roxbury, &c. The Proceffion began to move between the Hours of 4 and 5 in the Afternoon; two of the unfortunate Sufferers, viz. Mess. *James Caldwell* and *Crispus Attucks*, who were Strangers, borne from Faneuil-Hall, attended by a numerous Train of Persons of all Ranks; and the other two, viz. Mr. *Samuel Gray*, from the House of M. Benjamin Gray, (his Brother) on the North-side of the Exchange, and Mr. *Maverick*, from the House of his distressed Mother Mrs. *Mary Maverick*, in Union-Street, each followed by their respective Relations and Friends: The several Hearses forming a Junction in King-Street, the Theatre of the inhuman Tragedy! proceeded from thence thro' the Main-Street, lengthened by an immense Concourse of People, so numerous as to be obliged to follow in Ranks of six, and brought up by a long Train of Carriages belonging to the principal Gentry of the Town. The Bodies were deposited in one Vault in the middle Burying-ground: The aggravated Circumstances of their Death, the Distress and Sorrow visible in every Countenance, together with the peculiar Solemnity with which the whole Funeral was conducted, surpass description.

The Boston Gazette and Country Journal, Monday, March 12, 1770

The BLOODY MASSACRE perpetrated in King-Street BOSTON on March 5th 1770 by a party of the 29th REG



Engrav'd Printed & Sold by PAUL REVERE ZORRAN

Unhappy Boston! see thy Sons deplore,	If scalding Drops from Rage from Anguish Wring	But know EXT. flames to that awful God!
Thy hallow'd Walks be near'd with guiltleß Gore,	Speeche's Sorrows lab'ring for a Tongue.	Where JUSTICE strips the Murderer of his Soul.
While faithleß P—n and his savage Bands	On a weeping World can ought appease	Should venal C—ts the scandal of the Land.
With murderous Rancour stretch their blood-thirsty	The plaintive Ghosts of Victims such as these:	Snatch the relentleß Villain from her Hand.
Like fierce Barbarians grinning o'er their Prey	The Patriot's copious Tears for each are shed.	Keen Execrations on this Plate inferib'd.
Approve the Carnage, and enjoy the Spoil,	A glorious Tribute which embalms the Dead.	Shall reach a JUDGE who never can be brib'd.

*The unhappy sufferers were: M^{rs} SAM^l GRAY SAM^l MAWERICK, JAM^s CALDWELL, CRISPUS ATTUCKS & PAT^l CARE
killed Six wounded two of them (CHRIST^l MONK & JOHN CLARK) Mortally*

The Bloody Massacre perpetrated in King-Street Boston on March 5th 1770 by a party of the 29th Reg by Paul Revere

Appendix 6 – Day 7 Worksheet

How Do We Remember?

What do you think is the purpose of having something like the Washington Monument or the Lincoln Memorial? Turn and talk in your small group about your thoughts on this question.

From Merriam-Webster's online Dictionary...

- monument – noun - a memorial stone or a building erected in remembrance of a person or event
- memorial – adjective - serving to preserve remembrance

Task #1 – Small Group: There are various memorials and monuments around the country that have been dedicated to the Boston Massacre and the men who died during the event. You have been given a photograph of one of these monuments. With your group, read the questions and discuss the questions below and be prepared to share your thoughts with the rest of the class.

- 1) What monument/memorial is your group looking at?
- 2) Look at what the monument/memorial is made of, how it is formed. What do you think about its *structure*?
- 3) Can you see any wording on the monument/memorial? What does it say? *If you see a *V* where you expect to see a *U*, remember that it is meant to be a *U*, it's just an old style of writing. TRUST would look like TRVST or FOURTH would look like FOVRTH.
- 4) What can you tell about the environment in which the monument/memorial was placed? Is this a place that makes sense based on what you know about the event?
- 5) Overall, do you think this is a good way to commemorate (remember) the Boston Massacre and the men killed? Could it be done in a better way?

Task #2 – Individual: On a piece of white paper, create a sketch of what you think would be an appropriate monument/memorial to the Boston Massacre and its victims.

Appendix 7 – Visual Material for Day 7 Worksheet

Group 1



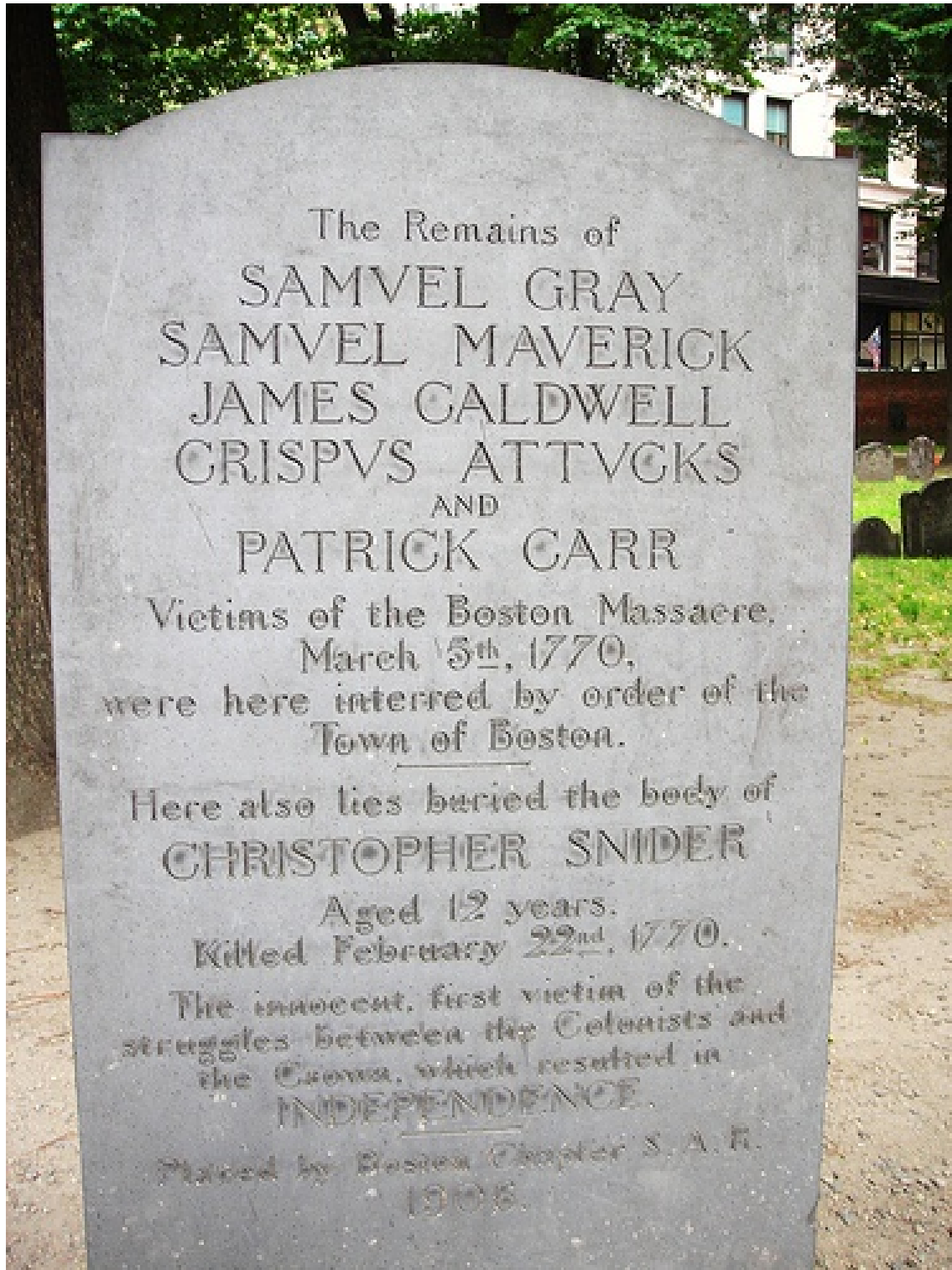
*Boston Massacre Memorial, at State and Devonshire Streets,
Old State House, Boston, MA, 1887*

*Not the actual site – was moved to make way for the city's subway in 1960!

Group 2



*Crispus Attucks Memorial,
Boston Common, Boston, MA, 1887*



*Gravesite of the Victims,
Old Granary Burial Ground, Boston, MA, 1906*

Group 4 (photo 1)



*“Whispering Bells” honoring Crispus Attucks,
African American Museum, Philadelphia, PA, 1776*

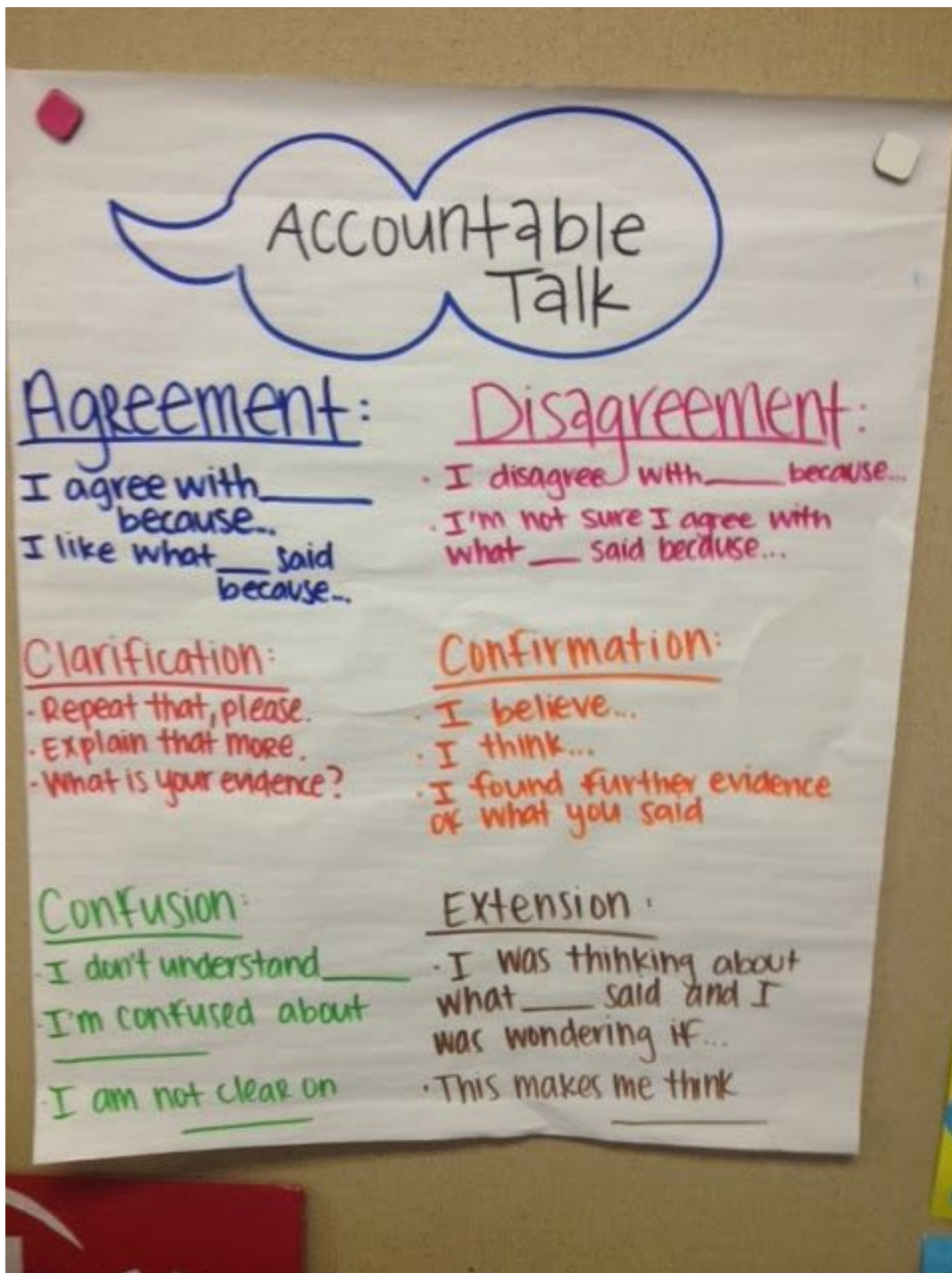
*use with the following page showing the plaque in detail

Group 4 (photo 2)



Detail of "Whispering Bells" honoring Crispus Attucks, African American Museum, Philadelphia, PA, 1776

Appendix 8 – “Accountable Talk” Anchor Chart Example



Teacher Resources

"Analyzing Documents." DocsTeach. Accessed June 07, 2017.

<https://www.docsteach.org/tools/analyzing-documents> Resource that gives step by step hints and instructions on how students should use primary source documents, created by the National Archives.

Boston Massacre Historical Society. Accessed June 05, 2017. <https://www.masshist.org/> By searching "Boston Massacre", teachers will be able to find additional primary resources.

Brady, Marion, and Howard Brady. "Biased Reporting/Boston Massacre, 1770." *Biased Reporting/Boston Massacre, 1770*, 2013. Provides four views on the Boston Massacre. Provides notes to teachers on how to teach the lessons using the court testimony.

<http://www.celebrateboston.com/biography/christopher-snider-murder.htm> This site provides a news account of the death of Christopher Snider, which preceded the Boston Massacre by a few weeks. Some historians feel that the residual anger over this incident helped spark the Massacre.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/brittwo/account.html> Library of Congress website for the Boston Massacre containing numerous links to primary resources and various accounts of the Massacre.

"Perspectives on the Boston Massacre." Massachusetts Historical Society. Accessed May 30, 2017. <https://www.masshist.org/features/massacre/initial>.

Taylor, Elizabeth Berlin. "The Boston Massacre." The Gilder Lehrman Institute of American History. March 14, 2012. Accessed May 23, 2017. <https://www.gilderlehrman.org/history-by-era/road-revolution/resources/boston-massacre>

Student Resources

“American Revolution.” *Ducksters Educational Site*, www.ducksters.com/history.american_revolution.php Ducksters is a fantastic website that puts historical information into “kid language” and provides a read aloud function of the text on the web page. Illustrations and factoids are included for most of the pages. Students also have an opportunity to take an online quiz on the information that they have read. The section that best lends itself to this unit is called “Leading up to the War” and has individual pages that include *Causes of the American Revolution*, *Stamp Act*, *Townshend Acts*, and *Boston Massacre*.

Bower, Bert. *Social Studies Alive!* Teachers' Curriculum Institute, 2016. District adopted textbook, Lessons 10 and 11. This text also has photos of the Revere engravings used in the activities for Day 5.

Revere, Paul. "The Bloody Massacre Perpetrated in King Street, Boston on March 5th, 1770 by a Party of the 29th Regiment." Digital image. Accessed May 30, 2017. https://www.masshist.org/database/viewer.php?item_id=2&mode=large&img_step=1& This is the same image that is in the student text and is widely available in many formats.

Classroom Resources

Benoit, Peter. *The Boston Massacre*. New York: Children's Press, An Imprint of Scholastic, 2014. This is a great nonfiction text that can be used to read aloud or just to have on hand for students to read on their own time. It is a 1040 Lexile level and recommended for grades 4-7.

Burgan, Michael, et al. *The Boston Massacre*. Capstone Press, 2006. This is a nonfiction text written in graphic format and contains great information about the Boston Massacre and the events leading up to it. Since it is done in graphic format, the students really enjoy it.