

Digging Deeper  
into the

# Boston Massacre





# Directions

## Prior to the lesson –

- Print the **Word Wall** terms, **Crop-it Tool**, **Boston Massacre Images**, **Readings**, **Opinion/Proof Notes**, **Dialogue Handout**, **Rubrics** and **Puppets**. You will need class sets of the images and readings. Cut out the *Opinion/Proof Notes* and *Rubrics* (if you choose to use this tool).
- Copy the **Crop-It tool** onto card stock and cut out. I recommend making one set for each student. To increase durability, I also recommend laminating the tool.
- Create your puppets. I recommend making copies on white card stock to increase durability. Glue the puppets to craft sticks or straws.
- Place the pictures to analyze in plastic sleeves. Students can then also write on the images with dry-erase markers.
- Post the **Word Wall** terms in the front of the room.

## Day of the lesson –

1. State the purpose of the lesson. This lesson is designed for your students to understand the importance of the Boston Massacre during the American Revolution
2. Introduce the vocabulary terms for the activity by using the **Word Wall** images – pronounce the terms and define them with your students.
3. As a preview, place your students with a partner. Give each partner group the images of the Boston Massacre, one at a time. Use the **Image Analysis Questions** to guide your students through a quick analysis of the images – have each group share out their information before you move on to the next image. Want to increase engagement? Use the **Crop It tool** for students to look closely at each image.
4. Pass out the **content readings** on the Boston Massacre. Read the pages with your students or allow your students to read the information with a partner. Assign one partner the point of view of an American Patriot, and the other the point of view of a Loyalist. At the end of each page, have them discuss how the events of the Boston Massacre might look from each point of view. Have your students add sentences from the reading to the **Opinion/Proof Notes**.
5. When your students finish reading, have them **write a dialogue** (back and forth conversation) from the point of view of a Loyalist or Patriot. Be sure to review the directions to ensure they include the key terms in their dialogue. When they have finished their dialogue, give them each a **puppet to act-out** their dialogue to another partner group. A rubric is provided if you wish for your students to evaluate each other. I would not use this as a grade, simply a guide for presentation.

*Show your students the puppets before the activity to increase engagement and excitement about their learning.*



# Directions

Be sure to follow these important directions if you want to allow your students to complete this activity using Google Slides™.

Click on this link below from your Google Drive™ –

## [The Boston Massacre](#)

You will be directed to a page in your Google™ account that will ask if you would like to copy the document. Once you make a copy, you will be able to manipulate parts of the activity before you assign it to your students. The individual pages are locked images, but you will be able to delete or add any slides you wish. Once you are ready to go, assign the activity to your students. When assigning in Google Classroom™, be sure to select "Make a Copy for Each Student" to ensure that each student has their own assignment to work on individually.

Enjoy!

Dawn



# Word Wall Terms

# act

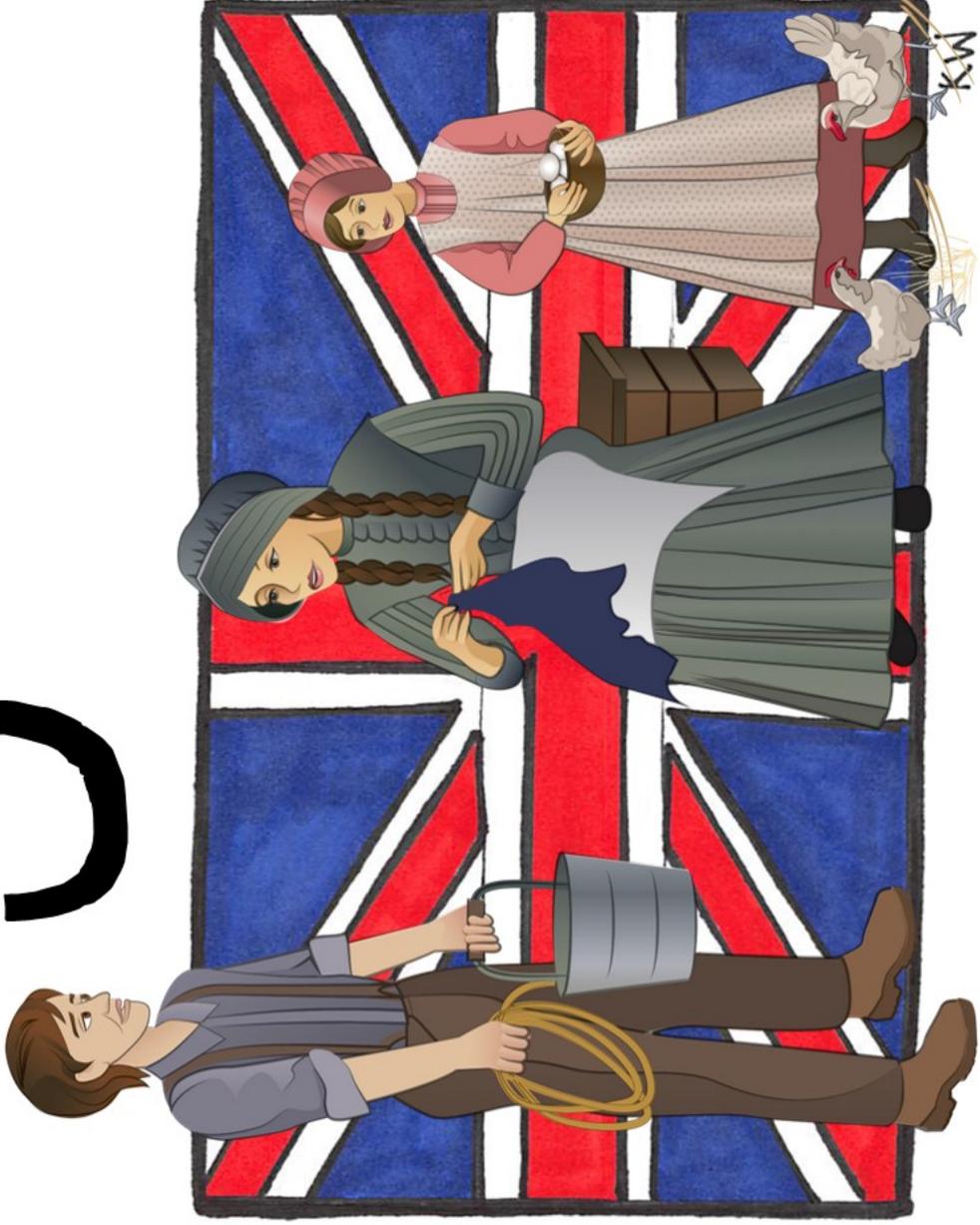
New Rules or Laws



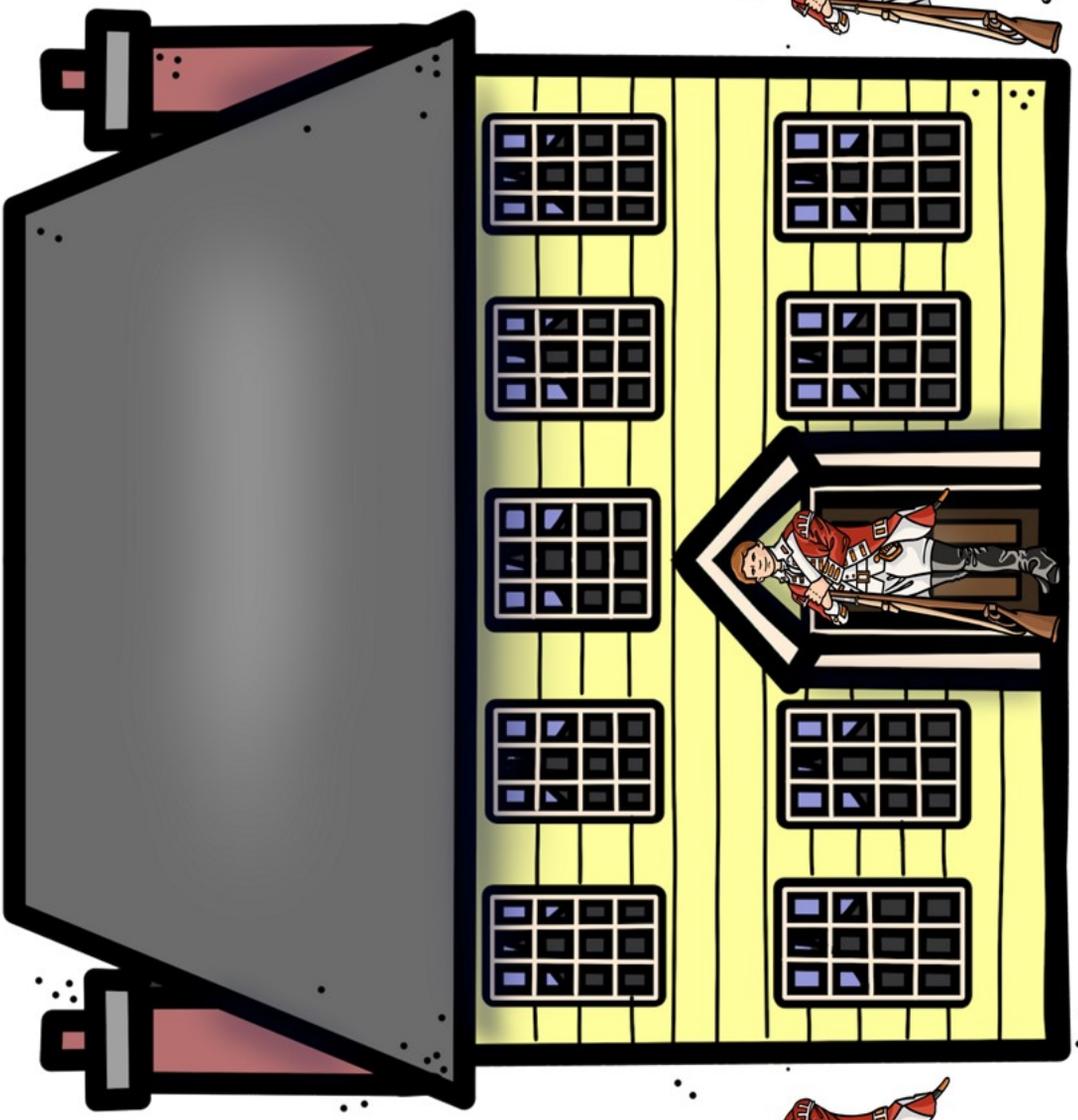
# Patriot



# Loyalist



# quarterming

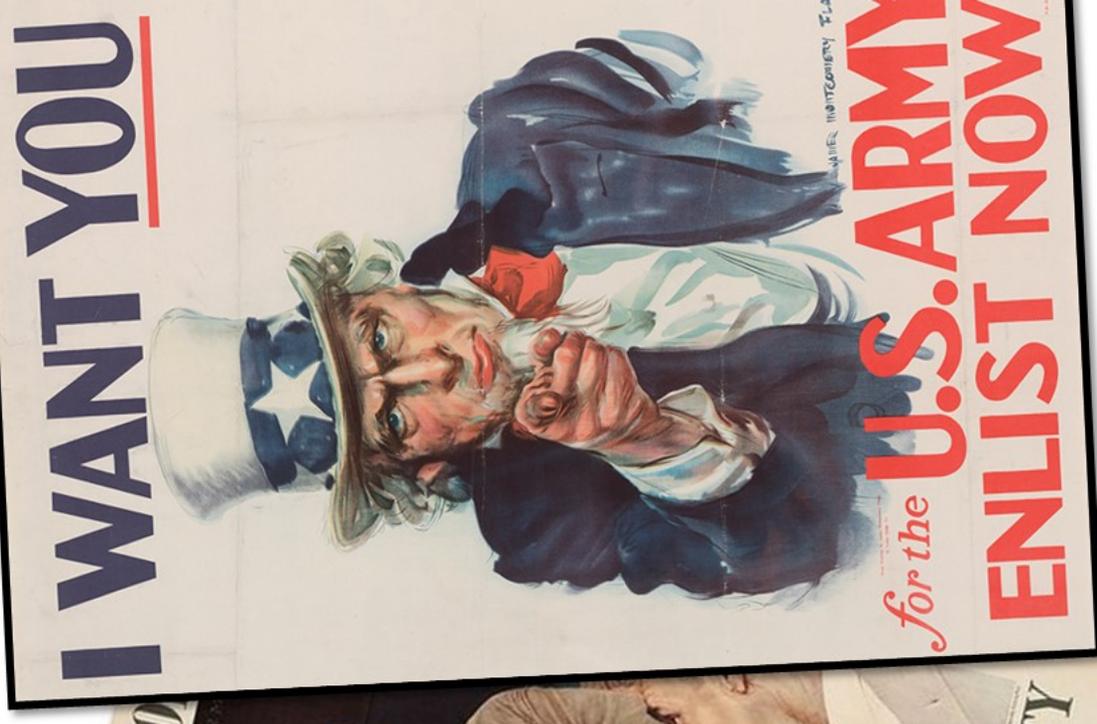


massacre

MASS  
MURDER

**POLICE LINE DO NOT CROSS**

# propaganda



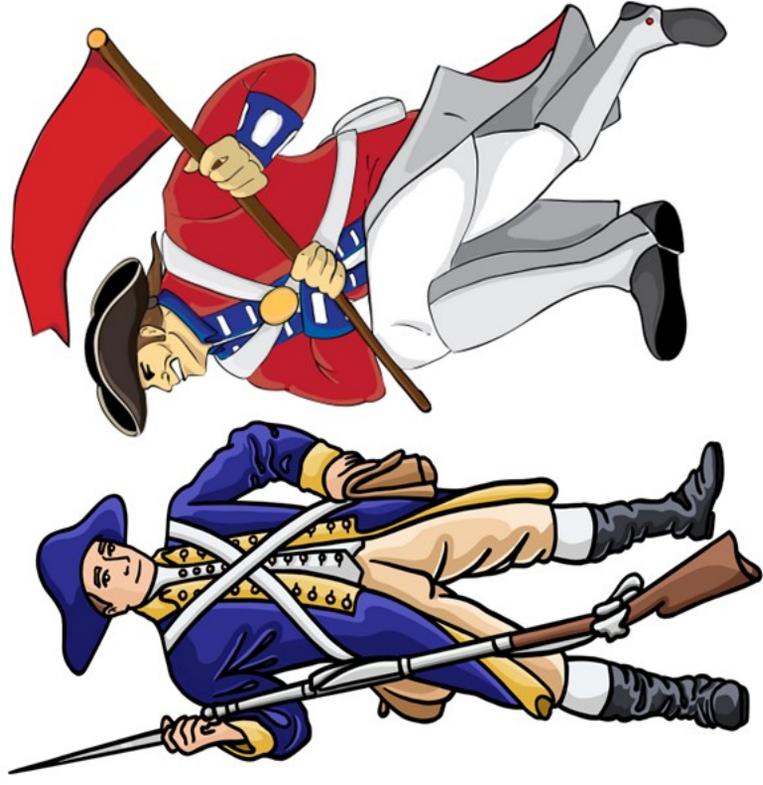
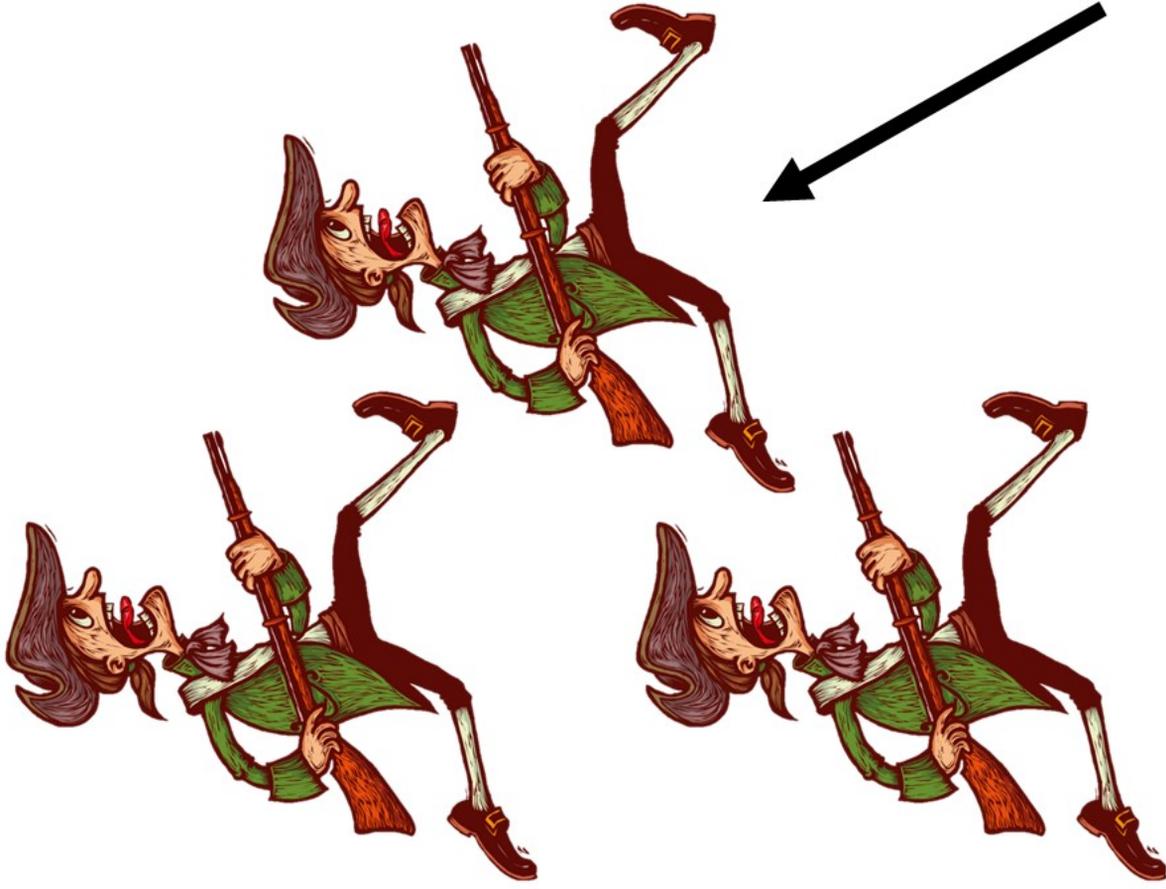
# acquitted



mob



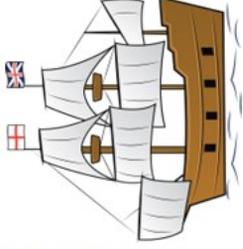
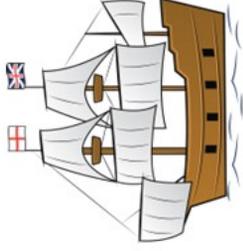
# reinforcement



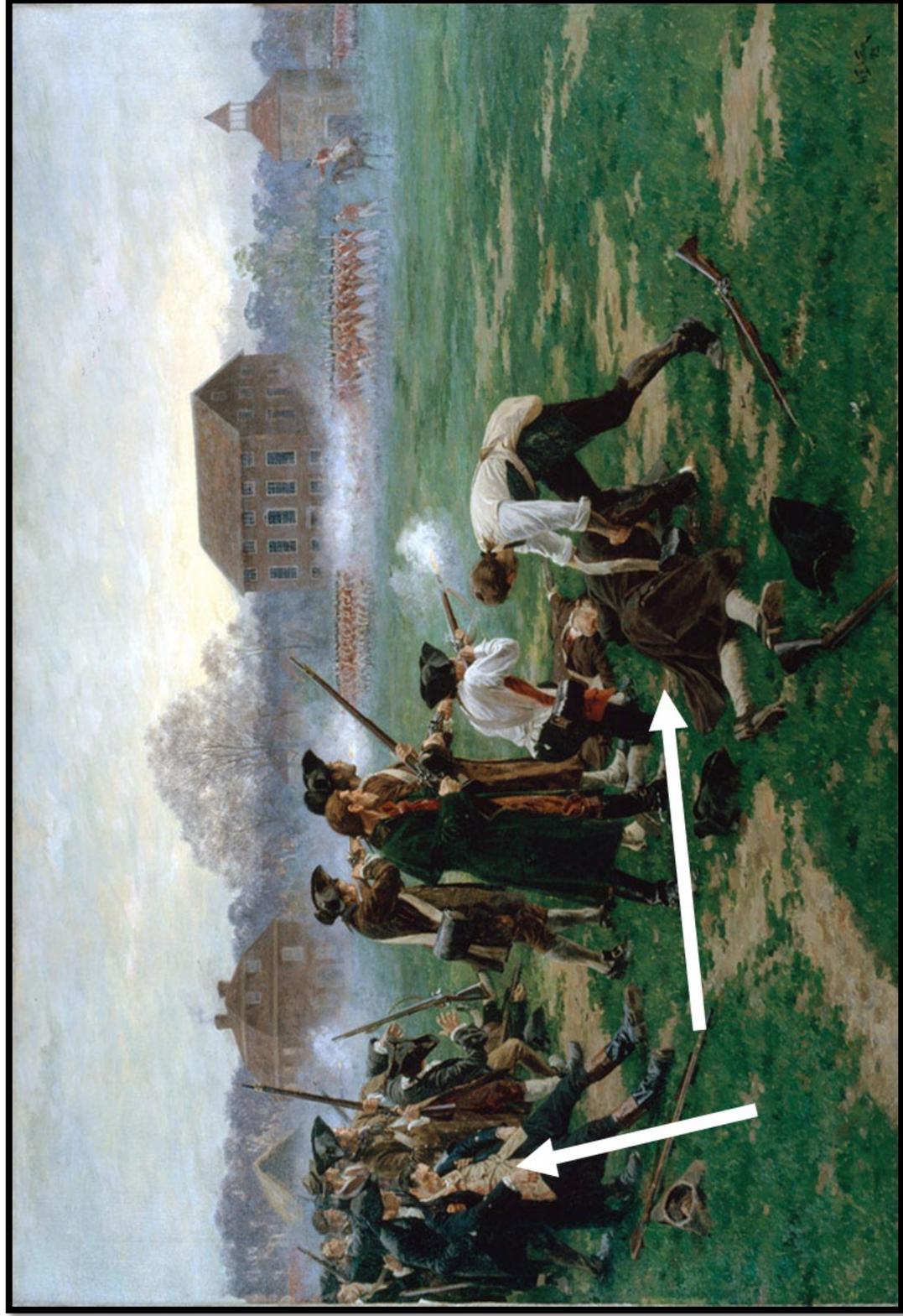
# musket



# customers

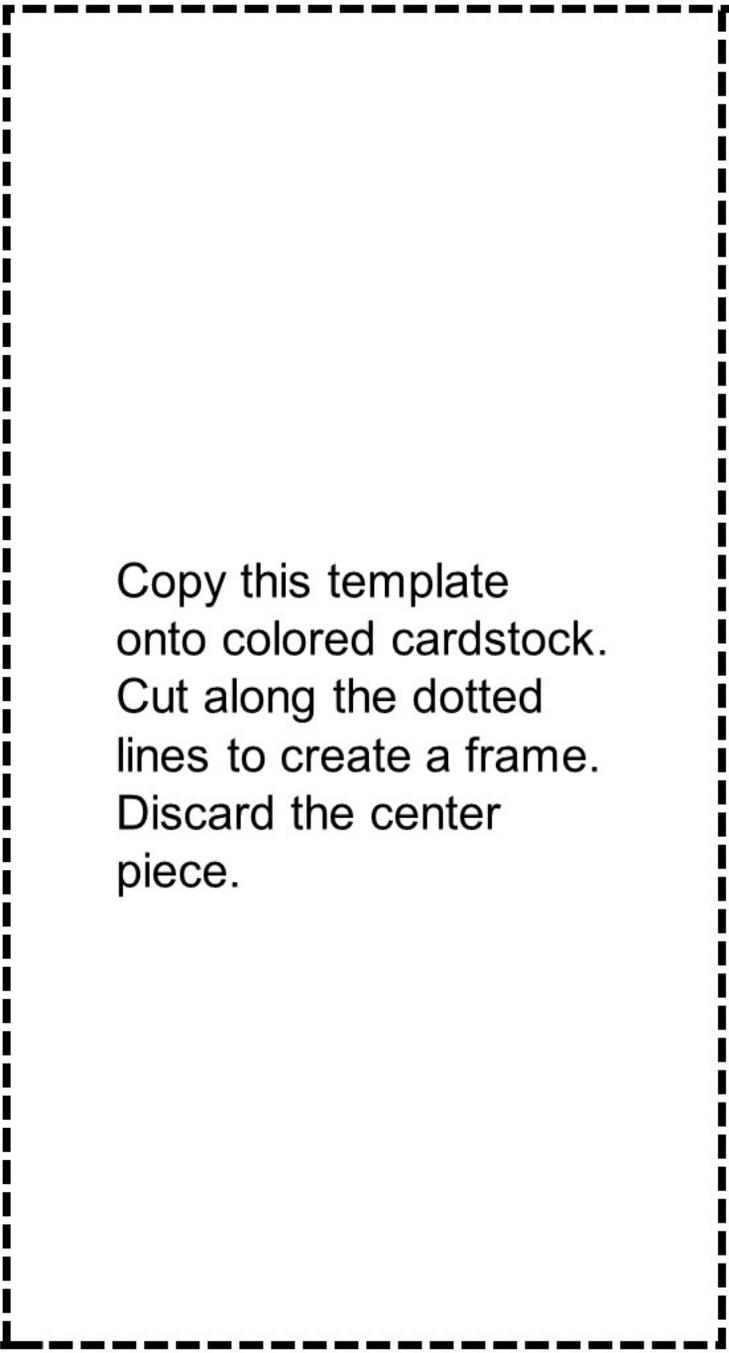


# casualties



# Preview Activity

USE THE CROP-IT TOOL, QUESTIONS, AND  
IMAGES TO PREVIEW THE LESSON



Copy this template  
onto colored cardstock.  
Cut along the dotted  
lines to create a frame.  
Discard the center  
piece.

# Image Analysis Questions



**Directions:** Examine each of the images depicting the Boston Massacre. Discuss the following questions with your partner:

1. List 3 details you see in each image.
2. What are 3 similarities you see in each image? 3 differences between the images?
3. What words or descriptions would go with each of these images?

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# The Boston Massacre



Image from Paul Revere

# The Boston Massacre



An 1856 print of the Boston Massacre. This painting was created shortly before the American Civil War.

# The Boston Massacre



BOSTON MASSACRE.

*From an original painting by Alfred Charles, in the possession of the Publishers.*

*London, Wey & Co. Publishers, New York.*

An 1868 print of the Boston Massacre. This painting was created almost 100 years after the Boston Massacre.

# Readings and Dialogue

COPY FOR YOUR STUDENTS

# The Boston Massacre

American colonists were upset in 1770. The British government had passed many taxes and unfair laws. American colonists were angry because British soldiers were living in their homes and towns because of the *Quartering Act*. Rather than changing the unfair laws, the British government shut down the Massachusetts local government. American **Patriots** attacked tax collectors for revenge. The British government reacted by sending more soldiers to Massachusetts colony. The scene in Boston was set for conflict.



On **March 5, 1770**, a small fight grew out of control into a "*massacre*". A British soldier was on duty outside of the **customs** (tax) house. Private Hugh White was the only soldier guarding the King's money stored inside the Custom House on King Street. A teenage colonist, Edward Garrick, started yelling at Private White. They soon started yelling insults back and forth. Soon Edward Garrick fell on the ground after being hit in the head by Private White's **musket**. As Garrick laid on the ground, he yelled for help - and help arrived!

Church bells rang out in alarm as many angry American Patriots ran to the street. Hundreds of angry American Patriots rushed to defend Garrick, and soon Private White was surrounded by an angry **mob**. **Reinforcements** arrived to support the British soldier, but seven men against an angry mob was an unfair fight. Yelling changed into violence as American colonists threw snowballs with stones at the British soldiers. American Patriots "*armed with clubs, sticks*" surrounded the British soldiers.



**\*STOP AND DISCUSS:** What would the point of view of this event be from a British Loyalist? What would the point of view be from an American Patriot?

# The Boston Massacre

Next, an American Patriot struck a British soldier with a stick and caused him to fall on the ground. The soldier quickly got up but was hit again and fell again. Scared, he raised his **musket** and fired. Startled by the gunshot, the other British soldiers also fired their weapons into the crowd. Bullets started to fly as American Patriots fled the scene in fear for their lives.

When the smoke from the muskets cleared, **casualties** lay along the street. Five American colonists were killed, some dying immediately and two others dying later. Many others were wounded. **Crispus Attucks**, a formerly enslaved man, lost his life. Crispus Attucks was the first African American to die in the Revolutionary War.

The city of Boston was on edge, anger and emotions were out of control. In order to calm the situation, the governor promised to arrest the British soldiers involved. At a later trial, the soldiers, defended by lawyer **John Adams**,

were **acquitted** (not found guilty) of murder. The jury believed that they were threatened by the crowd but should have delayed firing.

The violence in Boston angered American colonists. **Propaganda** was written in newspapers and was sent around the 13 Colonies by both the Patriots and **Loyalists**, trying to encourage Americans to join their side. **Paul Revere**, one of the Sons of Liberty, distributed an image, showing the British soldiers firing on innocent American colonists. This propaganda image, along with others, angered people in the colonies. Americans were one step closer to war with Great Britain.



Paul Revere's engraving of the Boston Massacre was used as propaganda to anger American colonists.

**\*STOP AND DISCUSS:** What would the point of view of this event be from a British Loyalist? What would the point of view be from an American Patriot?

# Opinion/Proof

What do you think? Prove the statement true or false with 3 facts from the reading.

Opinion

Proof

The British caused the Boston Massacre.



# Opinion/Proof

What do you think? Prove the statement true or false with 3 facts from the reading.

Opinion

Proof

The Americans caused the Boston Massacre.



# The Boston Massacre

**Directions:** Write a dialogue (conversation) describing the events of the Boston Massacre from two different points of view - the American Patriots and the British soldiers. Be sure to include these key vocabulary **terms and people:** Patriot, massacre, mob, reinforcement, quartering, propaganda, John Adams, Paul Revere, and Crispus Attucks. You will then be given puppets to act out your dialogue to another group.

Large empty speech bubble for writing a dialogue from the perspective of American Patriots.

Large empty speech bubble for writing a dialogue from the perspective of British soldiers.





Directions: Cut out these puppets and glue them to a craft stick or a straw.

# The Boston Massacre

**Directions:** Write a dialogue (conversation) describing the events of the Boston Massacre from two different points of view - the American Patriots and the British soldiers. Be sure to include these key vocabulary **terms and people: Patriot, massacre, mob, reinforcement, quartering, propaganda, John Adams, Paul Revere, and Crispus Attucks.** You will then be given puppets to act out your dialogue to another group.

Your classmates will evaluate your puppet show. Follow these steps to success!

1. Write a dialogue on the handout between two people discussing the Boston Massacre. Your dialogue needs to last at least one minute and summarize the content you have learned. Check with your teacher before you move on to the next step.
2. Practice your dialogue with your puppets. You will need to entertain and educate your audience.
3. Perform your dialogue to a small group. They will use the rubric below to evaluate your performance.



# The Boston Massacre

Did the puppet show use all of the terms in the word bank?	Yes - 10 points	Only 4-5 terms - 7 Points	Only 2-3 terms - 5 points	Total
Did the puppet show last at least 1 minute?	Yes - 10 points	Only 45 seconds - 7 Points	Less than 30 seconds - 5 points	Total
Did the dialogue sound like a natural conversation?	Yes - 10 points	A little awkward - 7 points	Didn't really make sense - 5 points	Total
Was the puppet show interesting?	Yes - 10 points		No - 0 points	Total
Was the puppet show historically accurate	Yes - 10 points		No - 0 points	Total

Partners: \_\_\_\_\_ Total Points: \_\_\_\_\_

# Opinion/Proof

Possible answers may include.

What do you think? Prove the statement true with 3 facts from the reading.

Opinion

Proof

The British caused the Boston Massacre.



- British soldiers were living in their homes and towns because of the *Quartering Act*
- Edward Garrick fell on the ground after being hit in the head by Private White's musket.
- The soldier quickly got up but was hit again and fell again. Scared, he raised his musket and fired.

# Opinion/Proof

What do you think? Prove the statement true with 3 facts from the reading.

Opinion

Proof

The Americans caused the Boston Massacre.



- A teenage colonist, Edward Garrick, started yelling at Private White.
- Private White was surrounded by an angry mob.
- American Patriots "armed with clubs, sticks" surrounded the British soldiers.



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# About the Author

## What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.  
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.  
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.  
-Seidnitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.  
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.  
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.  
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.  
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.  
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.  
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.  
-Muir *Reasons Millennials Get Fired*
- ✓ The best way to improve reading comprehension and scores, is to focus on building knowledge through Social Studies instruction.  
-Wexler *The Knowledge Gap*



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success<sup>®</sup> with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question, or would you like to purchase a license for your district? You can reach Dawn [here](#).

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