

Lesson 3:

Topic/skill: Colonists Unite: The Boston Massacre

Standards:

-*Language Arts Standard 1*- Students will read, write, listen, and speak for information and understanding

-*Language Arts Standard 2*- Students will read, write, listen, and speak for literary response and expression.

-*Language Arts Standard 3*- Students will read, write, listen, and speak for critical analysis and evaluation.

-*Social Studies Standard 5- Civics, Citizenship, & Government:* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental systems of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Objectives:

1. Students will be able to generate petitions to the King from the perspective of a colonist.
2. Students will be able to use a Q.A.D. correctly to determine answers and differing opinions relating to the Boston Massacre.

Materials:

-example of a petition

-writing paper and utensils

-primary documents ("Anonymous Account of the Boston Massacre" and "Captain Thomas Preston's account of the Boston Massacre, 13 March 1770")

-Q.A.D. chart

Advanced Preparation:

-Research background information about the Stamp, Townsend, and Quartering Acts.

-Find a sample petition to share with the class.

-Research the varying perspectives of the Boston Massacre, finding primary documents.

-Create a Q.A.D. chart to accompany the primary documents.

-Prepare modifications.

Activating Prior Knowledge:

-Review yesterday's lesson, asking the students questions about vocabulary words and the colonists' protests. Review the term petition, asking students what a petition might look like.

Procedure:

1. Share with the students a sample petition and have them create a petition to the King about lowering the taxes or ending the Sugar and Stamp Acts.
2. Share these petitions with the class.
3. Explain that after they found about the colonists' anger, the Parliament repealed (or took away) the Stamp Act and created the Townsend Acts, which placed taxes on goods from Britain like glass, paper, paint, and tea.

4. Ask the students what how they think the colonists felt about these acts. Why?
5. Explain that there was also a Quartering Act in the 1765, which forced colonists to provide housing to British soldiers and give them food, drink, candles, and other goods.
6. Ask the students how the colonists felt about this and why.
7. Explain that the colonists were angry about the acts and that there were British soldiers in the colonies. Fights broke out and several people were killed. This was called the Boston Massacre.
8. Ask the students to define the word massacre based on this context. (A massacre is the killing of a number of people who cannot defend themselves.)
9. Distribute the Q.A.D. and text, setting the purpose for reading as finding differences between a colonist and a British Captain's point of view.
10. Review Q.A.D technique (what each letter represents, how answers should be written, and how details are given).
11. Read the text start/stop, pausing to allow students to answer questions on their Q.A.Ds. as well as to answer other questions they may have.
12. Review the Q.A.D.
13. Discuss point of view.

Modifications:

The teacher will provide the student with CP with an enlarged copy of the Q.A.D. on heavy paper, and a pencil grip. The student will be permitted to abbreviate answers if necessary. The text (both the anonymous colonist's and Captain Preston's account) will be enlarged as well. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessments:

The teacher will assess whether or not the objectives were met by listening to their answers of how colonists may have felt and what they may have done. The teacher will determine if these answers were realistic given the students' knowledge of the subject. S/he will also note the students' responses in terms of answers/details to the Q.A.D. and to those asked in class.

-Account 1- *

**Anonymous Account of the Boston Massacre:
A Short Narrative of the Horrid Massacre in Boston.**

"... The officer on guard was Capt. Preston, who with seven or eight soldiers, with fire-arms and charged bayonets, issued from the guardhouse, and in great haste posted himself and his soldiers in front of the Custom House, near the corner aforesaid. In passing to this station the soldiers pushed several persons with their bayonets, driving through the people in so rough a manner that it appeared they intended to create a disturbance. This occasioned some snowballs to be thrown at them which seems to have been the only provocation that was given.....

[British soldiers] formed into a half circle; and within a short time after they had been posted at the Custom House, began to fire upon the people.

Captain Preston is said to have ordered them to fire, and to have repeated that order. One gun was fired first; then others in succession and with deliberation, till ten or a dozen guns were fired; or till that number of discharges were made from the guns that were fired. By which means eleven persons were killed and wounded..".

-Account 2-**

Captain Thomas Preston's Account of the Boston Massacre:

"...I saw the people in great commotion, and heard them use the most cruel and horrid threats against the [British] troops.... [The people] immediately surrounded the sentry posted there... I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him.....

I immediately sent...men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder.....

The mobs still increased and were more outrageous, striking their clubs or bludgeons one against another...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....

Instantly three or four of the soldiers fired, one after another, and directly after, three more in the same confusion and hurry....

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 assured the men that I gave no such order; that my words were, don't fire, stop your firing."

*quotes from the text presented at
<http://www.ukans.edu/carrie/docs/texts/bostanon.html>

**quotes from the text presented at
<http://www.ukans.edu/carrie/docs/texts/preston.html>

The Boston Massacre

According to "An Anonymous Account of the Boston Massacre"

Question	Answer	Discussion
1. What were the weapons used by the soldiers called?	The soldiers had fire-arms and charged bayonets.	-issued from the guardhouse
2. What did the soldiers do that caused snowballs to be thrown at them?	The soldiers hit colonists with their bayonets.	-in rough manner, seemed like they wanted to cause trouble
3. What formation did the British take around the Custom House?	The British formed themselves into a half circle.	-fired soon after
4. Who ordered the fire?	Captain Preston ordered the fire.	-shots were fired repeatedly
5. How many shots were fired?	Between ten and twelve shots were fired by the British.	-continued one after another, deliberately
6. What was the outcome?	Eleven were killed and wounded.	

According to the "Captain Preston's Account of the Boston Massacre"

Question	Answer	Discussion
1. What were the colonists doing to the British troops?	The colonists were making cruel threats against the British troops.	-horrid threats
2. What did the colonists threaten to do to the sentry?	They threatened to carry him away and murder him.	-The colonists surrounded the sentry.
3. What did the captain do as a result?	The captain sent men to protect the sentry and then followed.	-immediately -crowd getting outrageous
4. Who ordered fire?	Captain Preston ordered fire.	-repeated order
5. How many shots were fired?	Between eight and nine shots were fired.	-one (by man who was hurt) -three or four more -three in a hurry

*Note: The students' Q.A.D. includes only the questions and then spaces for answers and details.