

Interpreting the Past: “The Case of the Bloody Massacre”



Social Studies Coalition of Delaware

Presenter/Author: Fran O'Malley

Field Reporting: Bob Lingenfelter

Delaware Social Studies Education Project & Democracy Project University of Delaware

Introductions



- Who you are.
- Your professional responsibilities.
- What do you think has been the most important event/moment in American history...?

Preface to Presentation

- Original Unit
- Field Testing
- Teacher Quality Enhancement Project
- Today – guided practice...you do it.

Unit Overview

- Case Study – uncover reasons for different “descriptions” of the same event i.e. Boston Massacre.
- Link reasons to choice of questions and use of sources.

Contributors

- Susan Krikelis, Concord High School.
- Bob Lingenfelter, Skyline Middle School.
- Tom Slavens, Delmar Middle School.

Stage I: Desired Results (3)

- Students will compare different historians' descriptions of the same societies to examine how the choice of questions and use of sources may affect their conclusions.
- Essential Question: Why might historians disagree about the same historical event?

Enduring Understandings (3)

- What is written by a historian depends upon that historian's personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.
- Historians select important events from the past they consider worthy of being taught to the next generation. That selection process, deciding what to emphasize, and the questions that historians ask of the documents and other evidence, contributes significantly to the conclusions drawn.
- History is what the historian says it is. Historians may collect, use, and emphasize sources in ways that result in differing interpretations as they describe, compare, and interpret historical phenomena. Disagreement between historians about the causes and effects of historical events may result from these differences.

Stage II: Assessment Evidence

Summative Task Description (5)



Scenario

Delaware's largest newspaper features a "Life and Leisure" section that offers book, video, and website reviews every Sunday. The editor of the "Life and Leisure" section has given you the assignment of preparing a special feature on the Boston Massacre as part of its March Into History series—a series highlighting famous events that occurred in March.

Task/Product

- You are to write a review of a book, video, or website that deals with the Boston Massacre (maximum length is 250 words).

- Your review should include:
 - A description of the interpretation(s) that appear in the source
 - A critique of the interpretation(s) based on the evidence that is used to support it
 - Reasons why you would OR would not recommend the book, website, or video
 - The use of content-appropriate vocabulary (interpretation, conclusion, sources, massacre)

Stage II: Rubric (7)



Notice the Constructs Measured
(tethered to the benchmark)

- Description of the interpretation.
- Critique of the evidence.
- Reasons for recommendation or not.
- Content appropriate vocabulary.

Stage III. Learning Plan (Preview)

Instructional Activities



- Concept Formation – “massacre.”
- Statement of the Case – reading.
- Thinking Chronologically – order events.
- Map the Scene.
- Fishbowl Role-Play.
- Mock Trial
- Application: construct interpretations.
- Engraving Analysis.
- Venn Diagram: Boston v Kent - Did History Repeat Itself?
- Photograph Analysis.

Lesson 1

Strategy 1a: Think-Pair-Share



What do you see?

Did everyone use the source in exactly the same way?

Lesson 1

Strategy 1b: Think-Pair-Share



What do you see?

Any other examples of images that be used differently to lead to different conclusions?

Lesson 1

Strategy 2: KWL

Boston Massacre

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What I Know

What I Want to
Learn

What I have
Learned

Lesson 1

Strategy 1: Jigsaw (10)

Tasks

a. Proclamation Line

b. Quartering Act

c. Stamp Act

d. Sugar Act

e. Stationing of British Troops
in Boston



- Date – find the date that each step was taken;
- Details – explain what each of the events involved;
- Effect – explain how each contributed to tensions between the colonists and British authorities.

Lesson 1

Strategy 1: Jigsaw (10)

- Begin in 5 Expert Groups (a-e). Each group takes one event.

- Each person take a number from 1-?.

- Move to Jigsaw groups and share information.
 - Create a chart that shows the information from all 5 expert groups (see top of page 11).
 - Create a timeline that includes the 5 events.

Mining Evidence



1. What trend is developing over time?
2. Did you uncover any evidence in your sources that suggest the colonists were responsible for the tensions?
3. Did you uncover any evidence in your sources that suggest the British were responsible for the tensions?
4. How might questions 2 & 3 above illustrate the impact of questions on conclusions?

Lesson 1

Strategy 2: Jigsaw (10)

- Complete the L column in the KWL.

- Check for Understanding: 3-2-1
 - 3 causes of tension between the colonists and British authorities.
 - 2 reasons why someone might arrive at different conclusions about the same events.
 - 1 question you still have about the Boston Massacre.

Teacherble Moment



What questions do you have about the preceding activities?

What modifications entered your mind?

Field Commentary: Bob Lingenfelter.

Lesson 1

Strategy 3: Concept Formation (11-12)

“Massacre”

What is the most important question to address if your task is to define the term massacre?



Modeling: What is the most important question to ask if your task is to define scholar?

Does a person have to study late into the evening to be considered a scholar?



▲
Scholar

How might these questions impact conclusions?

Modeling: What is the most important question to ask if your task is to define scholar?

Does a person have to study late into the evening to be considered a scholar?

Is a scholar someone who gets good grades?



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Scholar

Does a person have to be a researcher to be considered a scholar?

How might these questions impact conclusions?

Modeling: What is the most important question to ask if your task is to define scholar?

Does a person have to study late into the evening to be considered a scholar?

Is a scholar someone who gets good grades?



Scholar

Does a person have to be a researcher to be considered a scholar?

Is the person well-read?

How might these questions impact conclusions?

Lesson 1

Strategy 3: Concept Formation (11-12)

“Massacre”

What is the most important question to ask if your task is to define the term massacre?



Ask and answer the question to come up with a definition of massacre.

Refining Conceptual Understanding:



Massacre

- What is the minimum number of people who would have to be killed in order for a killing to be classified as a “massacre”?
- Must the killing be unprovoked in order for an event to be considered a “massacre”?
- Must the killing involve horrible acts of violence?
- Can a “massacre” occur if both sides in the killing (killers and victims) are armed?
- Is the ratio of victims to killers an important consideration in defining a “massacre”?
- Must the killings be indiscriminate in order for an event to be considered a “massacre”?

Lesson 1

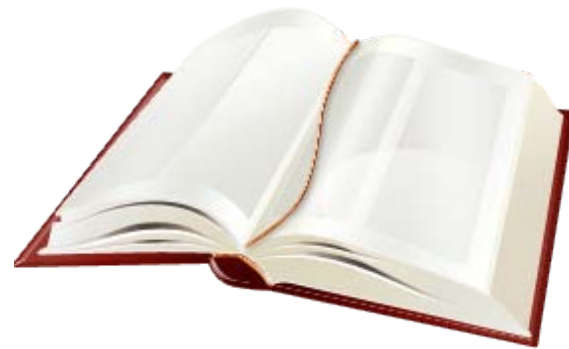
Check for Understanding (12)

Why do the questions one asks matter? Support your answer with an example other than one discussed in this lesson.



Strategy 4: Reading in the Content Area

Read the Statement of the
Case (28)



Optional Strategy: G1T1

- Have students work with partners or groups to answer questions on Appendix 1b (page 31).



- Let them circulate to “Give 1” answer in exchange for “Taking 1” answer.

Teacherble Moment

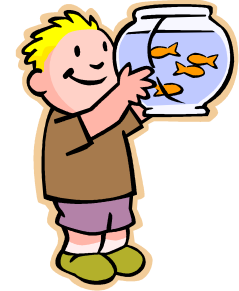


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Strategy 5: Fishbowl Role-Play



Scenario: People are trying to get John Adams to defend or not defend Captain Preston.

- | | <u>Roles</u> |
|--|---|
| ■ Should John Adams represent Captain Preston? | |
| ■ Begin by posing a leading question to Mr. Adams that supports your perspective (e.g. “Daddy, don’t you think that our family’s safety is more important than paying a tax?”) | ■ John Adams
■ Abigail Adams
■ John Adams, jr.
■ James Forrest
■ Samuel Adams
■ James Otis |

See **Appendix 4 (34)** for role descriptions.

Strategy 5: T-Chart

Questions that
encouraged Adams to
defend Preston

Questions that
discouraged Adams to
defend Preston

Strategy 5: Check for Understanding

Draw a web that contains the words *conclusion*, *question*, and *perspective* and that uses arrows to show how one flows from the other. Provide an example of each in the vicinity of each word.



Strategy 6: Construct a Timeline

Damaging to British



Damaging to Colonists

- See Appendix 2 (p. 32).
- Cut out the event strips then create a above/below timeline that contrasts “events damaging to the British” (above) and “events damaging to colonists” (below).

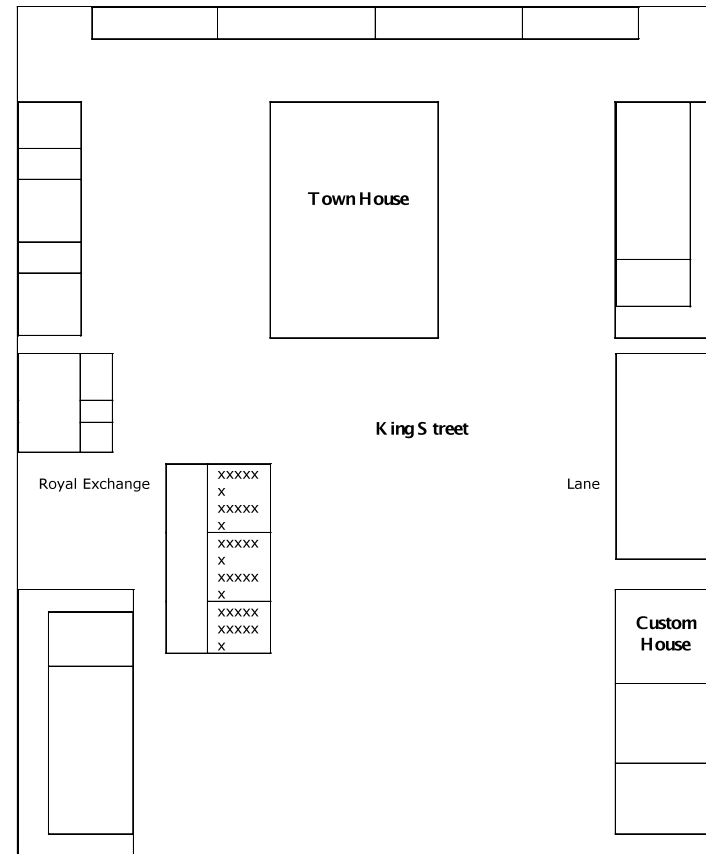
Strategy 6: Construct a Timeline

- Based on the limited number of events provided on the sentence strips, who appeared to be more to blame for the casualties?
- Explain how does this activity illustrates the point that the manner in which a person uses sources (e.g., a timeline) can explain why historians sometimes arrive at different conclusions?

Mapping the Scene (Appendix 3, p. 33)

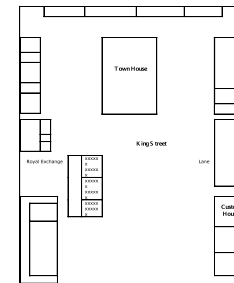
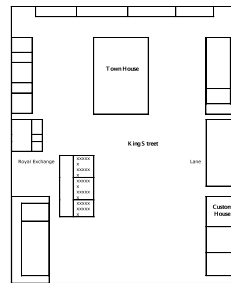
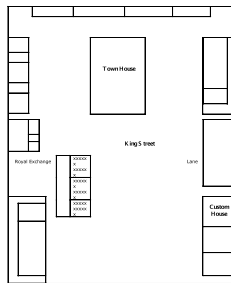
Working individually...use the following symbols to map the scene at the very moment when the first shots were fired

- P = Captain Preston
- S = Soldiers
- C = Colonists.



Be as detailed as possible...numbers, location etc.

Mapping the Scene (Appendix 3, p. 33)



- Are the 3 interpretations the same or different?
- In what ways are the interpretations different?
- Why might there be different interpretations given that the 3 students all relied on the same source of information, i.e., the Statement of the Case?

Check for Understanding



Error Check

Two historians using the same source of information will arrive at the same conclusion about the past. Agree or disagree with this statement and explain why.

Teacherble Moment



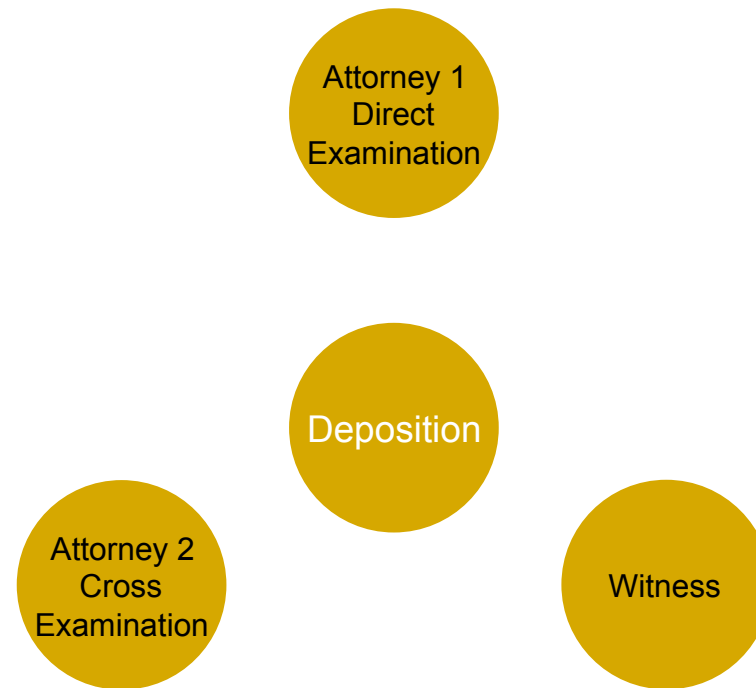
What questions do you have about the preceding activities?

What modifications entered your mind?

Field Commentary: Bob Lingenfelter.

Lesson 2

Strategy 1: Analyze Evidence/Role Preparation



Divide into prosecution & defense teams.

Create triads to analyze depositions & prepare for mock trial.

Witnesses

Prosecution



Defense

- William Wyat (36)
- Daniel Calef (36)
- Isaac Pierce (37)
- Benjamin Burdick (37)

- *Newton Prince (43)
- James Woodall (45)
- *Jane Whitehouse (46)
- *Richard Palmes

Lesson 2

Strategy 2a: Mock Trial



Simplified Steps in a Mock Trial

- 1. Opening Statements: Prosecution then Defense.**
- 2. Presentation of the prosecution's case**
- 3. Presentation of defendant's case**
- 4. Closing statements: Defense then Prosecution.**
- 5. Jury instructions**
- 6. Jury deliberates and decides**
- 7. Sentencing**

Questioning Witnesses



- **Direct Examination**
(questioning friendly witnesses)

- Ask open-ended questions (e.g. “*What did you hear when you went down to King Street.*”). Let the witness report on what he or she saw.

- **Cross Examination**
(questioning “hostile” witnesses).

- Ask leading questions (“*Were the people shouting ‘fire’ when you went down to King Street?*”). Don’t let a hostile witness explain.

Mock Trial Tips (pp. 53-56)

- Opening Statements (53)
- Direct Examination (53)
- Cross Examination (54)
- Objections (55)
- Closing Arguments (56)



Lesson 2

Strategy 2a: Conduct the Mock Trial



Simplified Steps in a Mock Trial

- 1. Opening Statements: Prosecution then Defense.**
- 2. Presentation of the prosecution's case**
- 3. Presentation of defendant's case**
- 4. Closing statements: Defense then Prosecution.**
- 5. Jury instructions**
- 6. Jury deliberates and decides**
- 7. Sentencing**

Lesson 2: Strategy 2b – Guided Note Taking

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Which **helped** Captain Preston's case?

Which **hurt** Captain Preston's case?

Questions

Which questions did the attorneys raise that proved most effective?

Use of Sources

What did specific witnesses say that helped/hurt Preston's case?

Students complete as they listen to testimony

Lesson 2: Check for Understanding

Students write an abbreviated closing statement in which they try to convince a jury that Preston is guilty **or** not guilty. Statements must address evidence or questions presented during the trial.

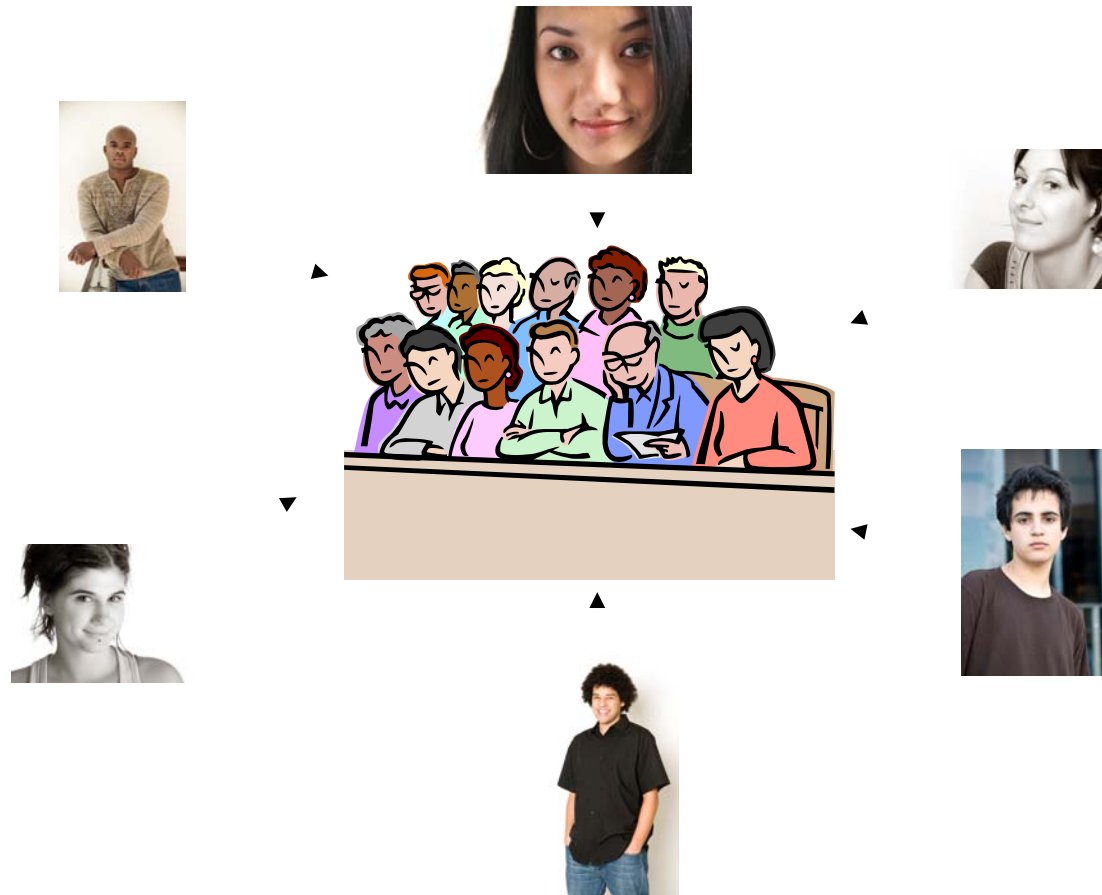


Seeing Students Perform



Lesson 2

Strategy 3: Fishbowl Jury Deliberations



Teacherble Moment



What questions do you have about the preceding activities?

What modifications entered your mind?

Field Commentary: Bob Lingenfelter.

Lesson 3

Strategy 1: Analyzing Primary Sources

Appendix 12 (p. 59)



Think-Pair-Share: Corroborating Evidence

Witness Testimony

How many soldiers were present at the shooting?

How many people were in the crowd that confronted the British Soldiers?

Describe the emotions revealed in the faces of the soldiers just prior to the shooting.

Were the townspeople threatening the soldiers in any way? If so, how?

Describe the formation of the soldiers.

What was the name of the building that the soldiers were standing in front of?

Were shots fired by anyone besides the soldiers standing on King Street? Was it a dark or well-lit night?

Was it a dark or well-lit night?

Where was Captain Preston standing?

Did Captain Preston give the order to fire?

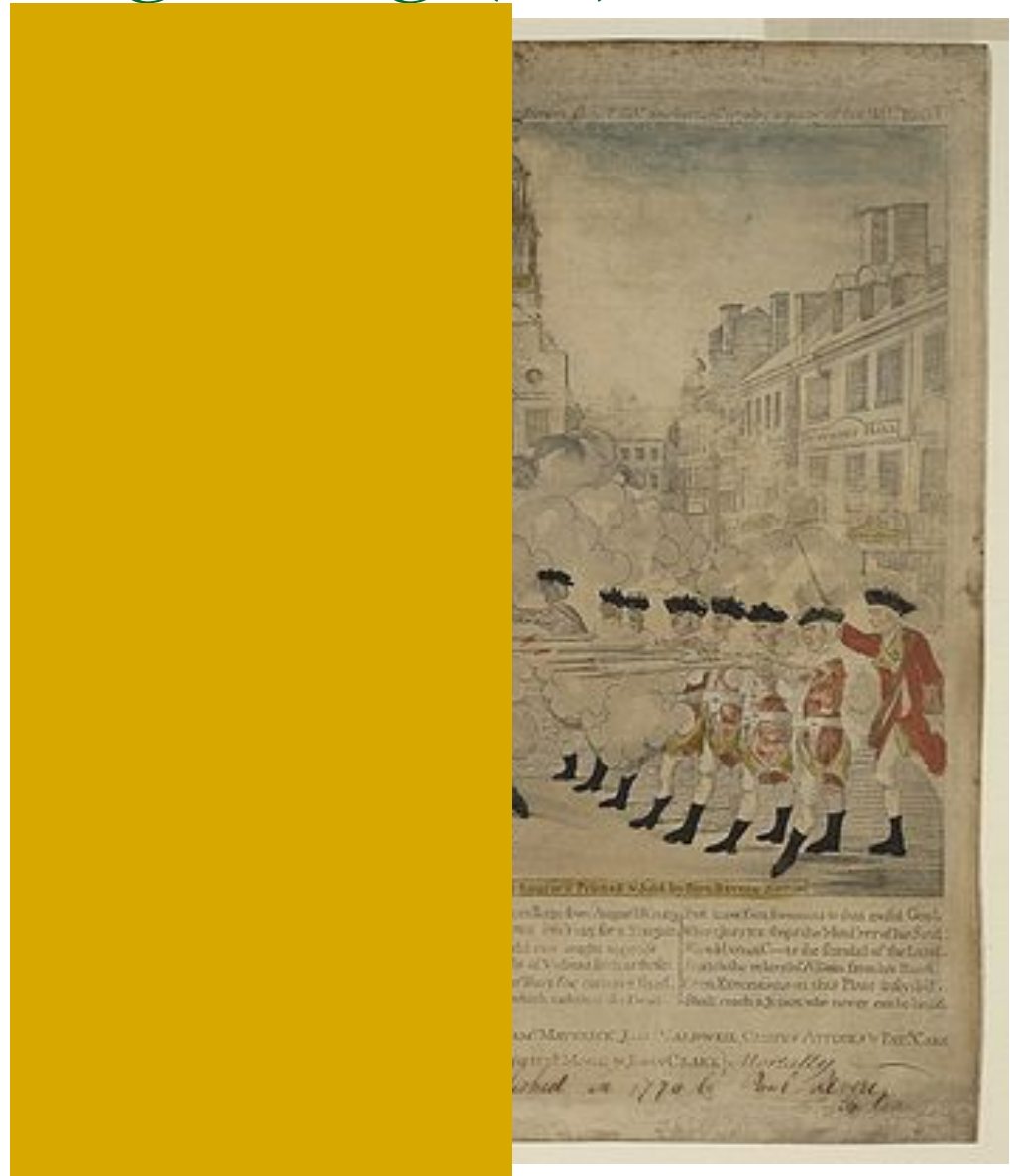
Answer questions based exclusively on witness testimony.

Pelham-Revere Engraving (60)

Divided Image

Cover up **left** side of page & analyze.

Does the information on this document corroborate or refute evidence introduced earlier?



Corroborating Evidence: Complete Chart

Witness
Testimony

Engraving

How many soldiers were present at the shooting?

How many people were in the crowd that confronted the British Soldiers?

Describe the emotions revealed in the faces of the soldiers just prior to the shooting.

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Were shots fired by anyone besides the soldiers standing on King Street? Was it a dark or well-lit night?

Was it a dark or well-lit night?

Where was Captain Preston standing?

Did Captain Preston give the order to fire?

Lesson 3: Check for Understanding

Draw a version of shootings on March 5, 1770, that offers a credible [balanced] interpretation of the tragedy.

Explain how your source (i.e., drawing) might be used to arrive at different interpretations of the past.



Teacherble Moment



What questions do you have about the preceding activities?

What modifications entered your mind?

Field Commentary: Bob Lingenfelter.

Extending Conceptual Understanding

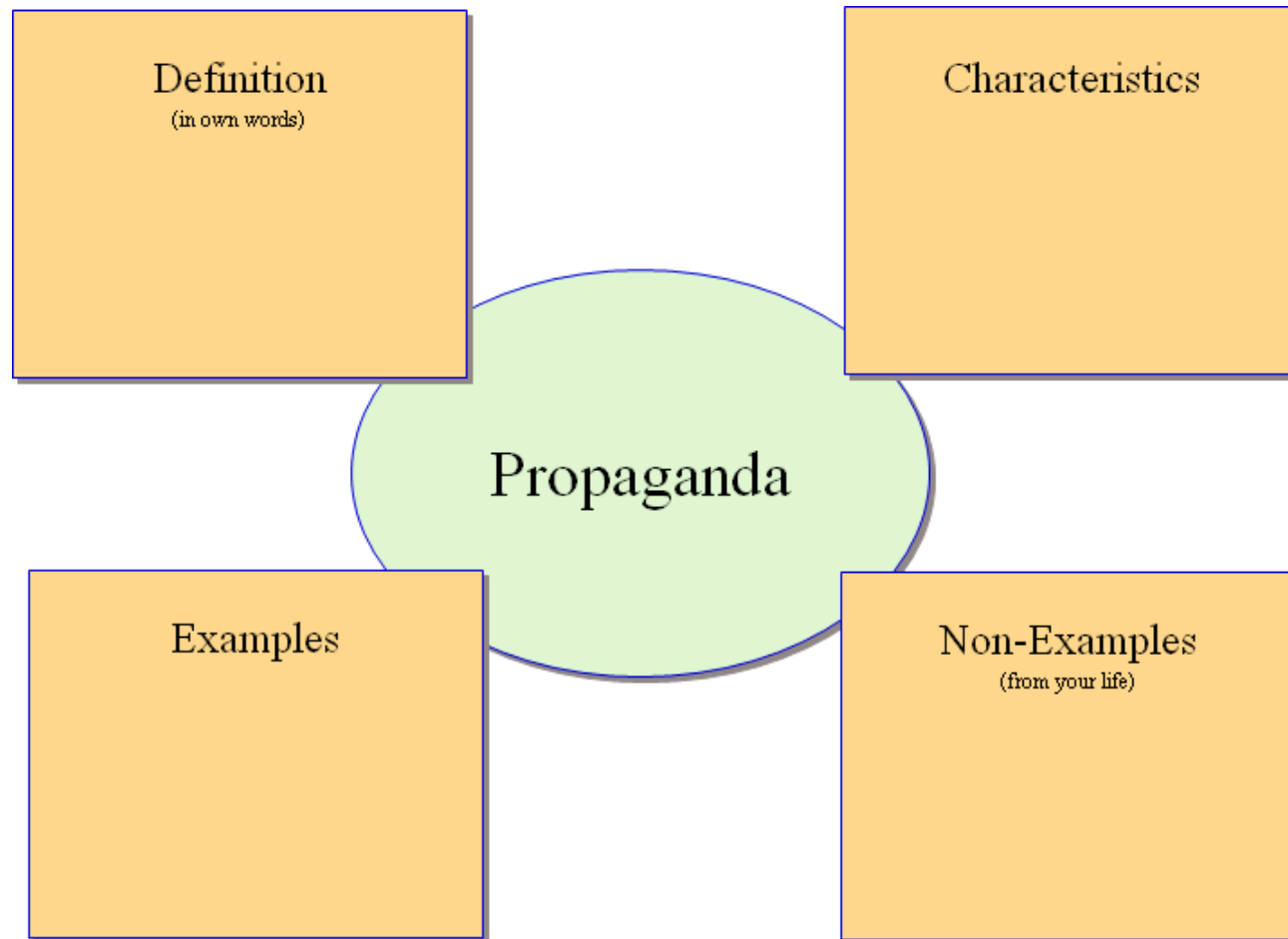
Revisit our definition of massacre.



- Webster's = *“the act of instance of killing a number of usually helpless or unresisting human beings under circumstances of atrocity or cruelty”*

Did a massacre occur on March 5, 1770?

Collaborative Pairs: Complete a Frayer Model for “*Propaganda*”



Discussion

- Who might have been responsible for the “Bloody Massacre” propaganda and what was their purpose?
- Might historians be divided over whether propaganda was used in the case of the Boston Massacre? Explain.
- Should propaganda evidence be used by historians who tell the story of the past? If so, how?
- How should you and other researchers approach historical sources/accounts now that you know about propaganda?



“Facts are stubborn things”

- Two trials: Preston tried first, then soldiers.
- Accused were not permitted to testify.
- One “Negro servant to Oliver Wendell” named “Andrew” testified. No last name.
- Preston found not guilty. Gave a deposition.
- Dr. John Jeffries testified at soldiers trial – tended to the dying Patrick Carr.
- Two soldiers found guilty of manslaughter.
- Soldiers pleaded benefit of the clergy. Branded on thumb and deported to England.

Lesson 3

Strategy 3: History of the Massacre over Time

See Appendix 15, Page 62-63

Jigsaw in groups of 4 (each take 1 account).

- Read the first 4 accounts.
- Share findings.
- Identify any differences in the accounts, including what is or is not included.
- Create a timeline that summarizes any new twists on the history of the “massacre” and that show when the different accounts appeared.
- Create a title for the timeline.

Lesson 3

Strategy 3: History of the Massacre over Time

- Has the history of the “Boston Massacre” changed over time?
- Why might history textbooks offer different interpretations of the same event?
- Which pieces of evidence might each historian or textbook author have used (e.g., defense or prosecution depositions)?
- How might the choices of questions have influenced their conclusions
- **Sample Questions:**
 - ❑ Why were the soldiers sent to Boston?
 - ❑ Where did the witnesses say Captain Preston was standing?
 - ❑ Were the colonists doing anything to provoke the soldiers?
 - ❑ Was the crowd an imminent threat to the soldiers?)

Wrapping Up the Unit

- How might author's (historian) use of evidence explain different conclusions?
- How might questions shape an author's conclusions?
- Why might historians disagree about the same historical event?

Stage I: Desired Results (3)

- Students will compare different historians' descriptions of the same societies to examine how the choice of questions and use of sources may affect their conclusions.
- Essential Question: Why might historians disagree about the same historical event?

Stage II: Assessment Evidence

Summative Task Description (5)



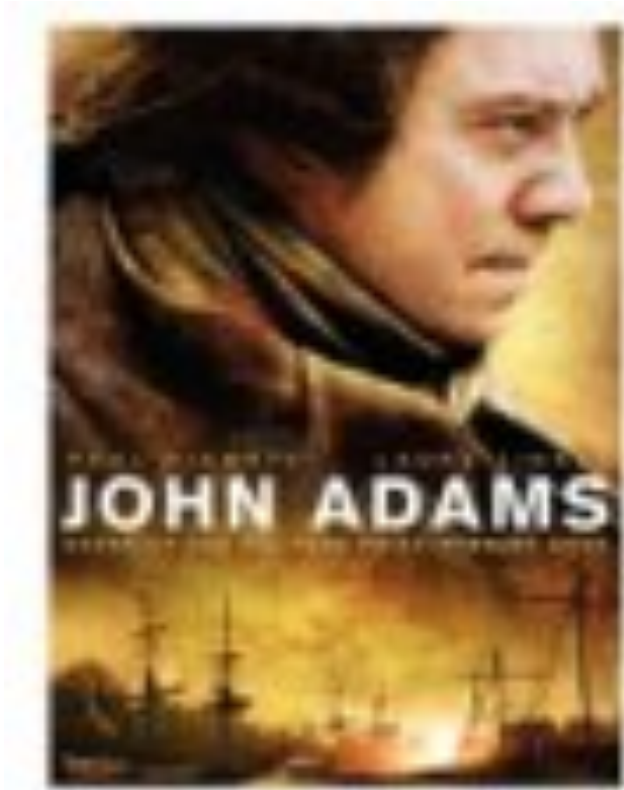
Scenario

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- Reasons why you would OR would not recommend the book, website, or video
- The use of content-appropriate vocabulary (interpretation, conclusion, sources, massacre)

Guided Practice: Assessing Student Understanding



“Facts are stubborn things.”

Construct a
Review of the Video
Using Evidence
Presented in this Unit.

Review Rubric on p. 7

Did History Repeat Itself?

March 5, 1770

Boston



Soldiers kill 5 civilians.

May 4, 1970

Kent State



Soldiers kill 4 civilians.