

Teaching the Common Core: Writing Arguments

“Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?”



“The Bloody Massacre Perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.,” engraved and published by Paul Revere, 1770, The Library of Congress, <http://www.loc.gov/pictures/item/2008661777/>.

Literacy Strategies: Using historical evidence to write arguments (grade 8).

Context: The Boston Massacre is one of many examples of protest made during the years prior to the American Revolution. In 1770, hostilities between the British troops and American colonists came to a head in Boston. Outside the city’s customs house, a crowd of colonists insulted the British soldiers standing guard. A scuffle occurred and shots were fired. Three colonists, including an African American, Crispus Attucks, were killed immediately, and two others died later of their wounds. The event was publicized throughout the colonies and the soldiers were put on trial. The Boston Massacre provides students with the opportunity to critically examine a

variety of different sources about one event – images, court testimony, and diary entries. The event also introduces historical propaganda to students and allows them to determine perspective when analyzing sources. Excerpts from their testimonies at the trial present students with conflicting evidence and perspectives. After analyzing that evidence, students write an opinion piece in which they make a claim to answer the historical investigation question and support that claim with reasons and evidence from the primary sources.

Standards Alignment

Common Core State Standards Alignment – Grade 6-8

Writing Standards - Text Types and Purposes

WS 6.1

Write **arguments** to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim (s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

WS 7.1

Write **arguments** to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

WS 8.1

Write **arguments** to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

California History-Social Science Standards

8.1

Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

Teacher Instructions (Page 1 of 2)

1. Overview

The writing strategies presented in this lesson could be taught at any time in an upper elementary or middle grade classroom. This topic specifically, The Boston Massacre, would be best suited for a fifth or eighth grade classroom. Students should be familiar with the different acts imposed upon the American Colonies by Parliament prior to this lesson. In addition, students should have experience with the analysis of primary and secondary sources in history.

2. Skill and Historical Thinking Goals/Objectives

- Students will closely read the anchor text to provide background information about the Boston Massacre
- Students will examine and analyze images related to the incident
- Students will read primary and secondary source excerpts from the trial of the British soldiers
- Argumentative Essay
 - Students will determine the guilt or innocence of the British soldiers, using evidence from the sources
 - Students will complete an argumentative template to identify their claim, counter-claim, and strongest evidence
 - Students will compose an argumentative essay that:
 - Introduces a claim
 - Acknowledges an opposing or counter-claim
 - Supports the claim with relevant evidence
 - Uses words, phrases, and clauses to clarify the relationships between the claims, reasons, and evidence
 - Establishes a formal style of writing
 - Provides a conclusion that follows and supports the argument
 - Demonstrates good command of standard written English

3. Historical Investigation Question

Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?

4. Teaching Thesis

Witnesses gave conflicting testimony at the trial of a group of British soldiers for the deaths of four colonists in the 1770 protest incident. Rebellious colonists, such as Paul Revere, published propaganda about the event, called the Boston Massacre, to support the rebel cause. In the new US, writers and artists emphasized the cruelty of the British and the tragic bodies of dead protestors as a way to build American patriotism.

5. Time Required

Three Class Periods

6. Texts and Images

- Passage from *The United States: Making a New Nation*, McGraw-Hill, 2007.
- Court testimony from the Trial of the British soldiers, from *The Boston Massacre Trials: An Account*, edited by Douglas Linder, University of Missouri, Kansas City, School of Law, 2001, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.
- "The Bloody Massacre Perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.," engraved and published by Paul Revere, 1770, The Library of Congress, <http://www.loc.gov/pictures/item/2008661777/>. Alternate image (in brighter colors) at <http://www.ushistory.org/declaration/related/images/massacre.jpg>
- Boston Massacre, March 5, 1770. Copy of chromolithograph by John Bufford after William L. Champney, circa 1856., ca. 1936 - ca. 1942, Federal Works Agency, Work Project Administration, Division of Information, 1939-1943, National Archives Identifier 518263, <http://research.archives.gov/description/518263>.
- *Crispus Attucks, the First Martyr of the American Revolution, King (now State) Street, Boston, March 5th, 1770* From Robert F. Wallcut, *The Colored Patriots of the American Revolution* (Boston, 1855), frontispiece, <http://docsouth.unc.edu/neh/nell/frontis.html>

Teacher Instructions (Page 2 of 2)

7. Procedures for Teacher-Created Historical Investigation –

First Class Period – Background Information / Setting Context

- Introduce the Boston Massacre, using Student Reading text
- Engage students in reading the text, answering and discussing the text dependent questions
- Introduce Guiding Question – *Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?*

Second Class Period – Access and Analyze Evidence

- Analysis of Images, guided with teacher prompts
- Analysis of Primary Sources with Summations, using collaborative conversation and evidence
 - **Summary Document A:** The witness (a colonist) said he knew one of the British soldiers, and that the British soldier said he would love to have a chance to shoot one of the colonists.
 - **Summary Document B:** The witness said that one of the people who had been shot told him that the mob of colonists was out of control, and that the British soldiers had to fire their guns to protect themselves. The colonist that was shot died. Before he died, he forgave the soldier who shot him.
 - **Summary Document C:** The witness said he overheard a British soldier saying bad things about the colonists who lived in the town. The soldier said he wouldn't be surprised if there would be a battle soon in Boston, and he would make sure he would shoot to kill.
 - **Summary Document D:** The witness says the British soldiers were surrounded by angry colonists who carried sticks and hit the soldiers' guns with their sticks. The colonists dared the soldiers to shoot them.
 - **Summary Document E:** The captain of the British soldiers was told that his soldiers were not allowed to fire on the colonists. The captain said his soldiers only fired to defend themselves.
 - **Summary Document F:** The witness says he did not hear the captain of the British soldiers order his soldiers to fire.
 - **Summary Document G:** The crowd of colonists kept yelling at the soldiers and throwing snowballs at them. One soldier fired, and then the captain told all the soldiers to fire.
 - **Summary Document H:** A colonist says he thinks he heard the commander of the soldiers giving the order to fire. He went home and got a sword, preparing for a fight. He told the soldiers he would testify against them in court.

Third Class Period - Introduce Argumentative Writing

- Students complete Evidence Analysis Template (designed to organize and narrow down evidence for writing)
- Introduce Argumentative Essay
 - Discuss differences between Argumentative Essay and Opinion Essay
 - Introduce Argumentative Essay Terms and Vocabulary
 - As a class, use a T-Chart to generate "Guilty" or "Not Guilty" points. This will help students to construct their claim from points on the chart.
 - Students determine Claim for their Argument in form of Thesis Statement
 - Students use Argumentative Template to document evidence for claim and counter-claim



Four Coffins of Men Killed in the Boston Massacre, engraving by Paul Revere, published in the Boston Gazette and Country Journal, March 12, 1770, The Library of Congress, <http://www.loc.gov/pictures/item/2004672647/>.

Student Reading: The Boston Massacre

The Boston Massacre happened on March 5, 1770, when British soldiers killed five local protestors. The cause of this conflict went back to Townshend Acts, which the British government had levied on imported goods, such as glass, lead, paint, paper, and tea. Colonists refused to pay any new taxes, and fought back with protests, boycotts, and street violence. Riots were especially large in Boston, just as they had been during the Boston Tea Party and the Stamp Act protests. Boston's customs officials, who were responsible for collecting the new taxes, were so afraid that they demanded military protection. In response, the British colonial government sent 4,000 British troops to the city, which only had 16,000 residents. Under the command of Lt. Colonel William Dalrymple, there were four regiments of soldiers, including the 29th Worcestershire Regiment. Boston patriots grew even more angry when the soldiers arrived in their little city.

Patriots in Boston thought that the British troops were sent to control them and take away their independence. The soldiers had a bad reputation for being rude, mean, and greedy. No one in Boston wanted to rent rooms to the soldiers for fear that the soldiers would harm their families. As a result, some soldiers had to sleep in tents on the Boston Common (the park in the center of the city.) In desperation the governor had British troops live in any empty building around the city. The poorly paid troops even took part-time jobs in Boston in competition with local unskilled laborers. British troops became even more unpopular. Colonists saw them as an army of occupation.

Some colonists made fun of the soldiers, calling them "lobsters" and "redcoats," because of the soldiers' bright red uniform jackets. British sentries (guards) stood in front of all public buildings. Some soldiers flaunted their authority or were rude to the colonists, and there were frequent street fights between soldiers and teenagers from Boston. Violent episodes grew more and more common.

On March 5, 1770, Edward Garrick, a young Boston barber's apprentice, yelled out an insult to soldiers of the 29th regiment who were on sentry duty in front of the Custom House, the office where colonists had to pay the hated taxes on imported goods. One of the British soldiers, Hugh White, raised his rifle butt and hit Garrick on the ear. Garrick yelled for help, and, in response, a large crowd of boys and young men rushed to the Custom House. White called for the main guard to help him. Captain John Preston and six other soldiers arrived to reinforce their fellow soldier. The soldiers were armed with guns that were supposed to be unloaded, but had fixed bayonets on the ends.

After someone rang the bells in a nearby church, more and more rowdy, angry colonists joined the crowd, which now numbered almost 400 men. The crowd threw snowballs, chunks of ice, and rocks at the soldiers. They advanced towards the soldiers, yelling taunts, such as "Come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, God damn you, fire and be damned, we know you dare not."

The soldiers fired into the crowd, killing three men instantly and mortally wounding two others. Among the dead was an African-American sailor named Crispus Attucks, who may have been an escaped slave of mixed Indian and African ancestry. Six other men were wounded but survived.

Paul Revere, a Boston silversmith and patriot, made an engraving (a picture that can be reprinted on many sheets of paper) called "The Bloody Massacre." In this piece of propaganda, Revere used the term "massacre," which means the killing of a large group of people who cannot defend themselves, in order to blame the soldiers for firing and create sympathy for the patriot cause. Patriots, led by Samuel Adams, started calling the incident "the Boston Massacre," and it became an important symbol of British tyranny and patriot sacrifice.

Captain Preston and the British soldiers were immediately arrested and held on charges of murder. The Massachusetts Superior Court delayed the trial for several months, to give the town time to calm down. The British colonial government withdrew all the soldiers from Boston.

John Adams, later president of the US, defended the soldiers. All but two of them were acquitted by the jury who determined that the soldiers had acted in self-defense. Two soldiers were found guilty of manslaughter and branded as a punishment.

Student Handout: Deconstructing The Boston Massacre

The Boston Massacre happened on March 5, 1770, when British soldiers killed five local protestors. The cause of this conflict went back to Townshend Acts, which the British government had levied on imported goods, such as glass, lead, paint, paper, and tea. Colonists refused to pay any new taxes, and fought back with protests, boycotts, and street violence. Riots were especially large in Boston, just as they had been during the Boston Tea Party and the Stamp Act protests. Boston's customs officials, who were responsible for collecting the new taxes, were so afraid that they demanded military protection. In response, the British colonial government sent 4,000 British troops to the city, which only had 16,000 residents. Under the command of Lt. Colonel William Dalrymple, there were four regiments of soldiers, including the 29th Worcestershire Regiment. Boston patriots grew even more angry when the soldiers arrived in their little city.

Patriots in Boston thought that the British troops were sent to control them and take away their independence. The soldiers had a bad reputation for being rude, mean, and greedy. No one in Boston wanted to rent rooms to the soldiers for fear that the soldiers would harm their families. As a result, some soldiers had to sleep in tents on the Boston Common (the park in the center of the city.) In desperation the governor had British troops live in any empty building around the city. The poorly paid troops even took part-time jobs in Boston in competition with local unskilled laborers. British troops became even more unpopular. Colonists saw them as an army of occupation.

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Underline reasons why American colonists were upset with the British.

Circle reasons why the British government were upset with the colonists.

*What started the fighting?
Highlight any relevant events or people who you believe were the immediate cause of the conflict.*

After someone rang the bells in a nearby church, more and more rowdy, angry colonists joined the crowd, which now numbered almost 400 men. The crowd threw snowballs, chunks of ice, and rocks at the soldiers. They advanced towards the soldiers, yelling taunts, such as “Come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, God damn you, fire and be damned, we know you dare not.”

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John Adams, later president of the US, defended the soldiers. All but two of them were acquitted by the jury who determined that the soldiers had acted in self-defense. Two soldiers were found guilty of manslaughter and branded as a punishment.

Who died in the conflict?

Why do you believe that Crispus Attucks was the only victim identified in this account?

Circle the reason(s) why the event became known as the Boston Massacre.

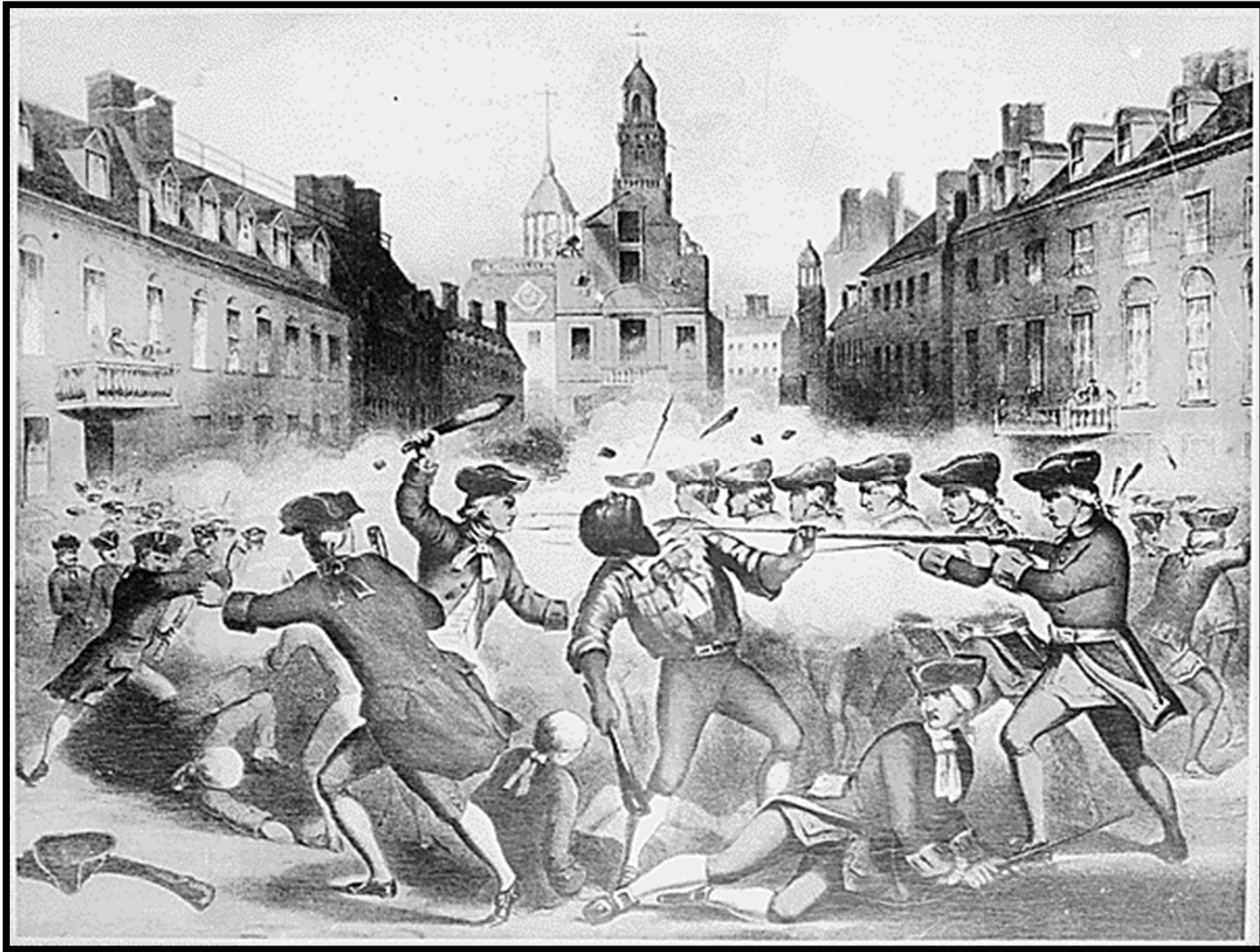
Underline why the British soldiers were not convicted of any crimes.

Student Handout: The Boston Massacre, Image Analysis (1)



"The Bloody Massacre Perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.," engraved and published by Paul Revere, 1770, The Library of Congress, <http://www.loc.gov/pictures/item/2008661777/>.

Student Handout: The Boston Massacre, Image Analysis (2)



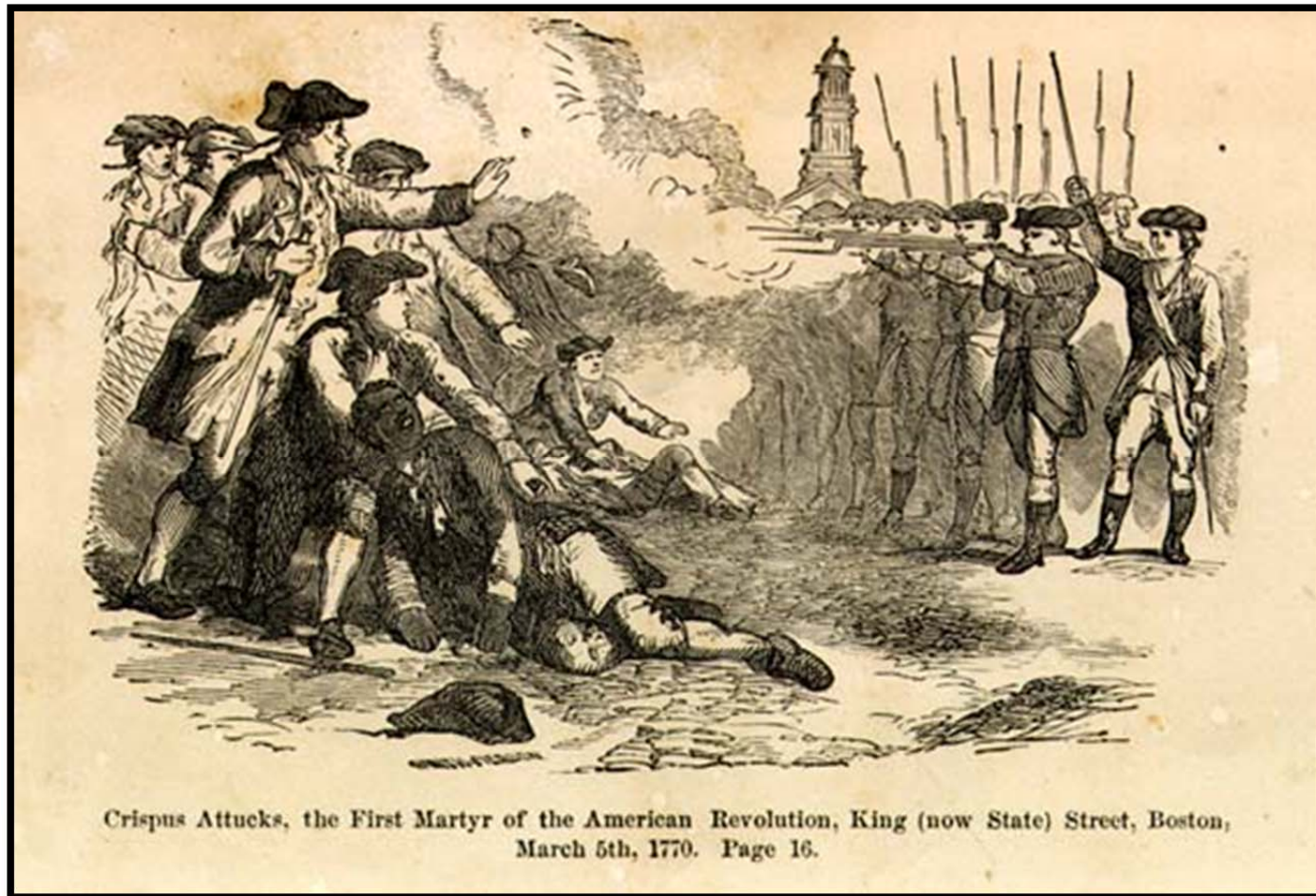
Boston Massacre, March 5, 1770. Copy of chromolithograph by John Bufford after William L. Champney, circa 1856., ca. 1936 - ca. 1942, Federal Works Agency, Work Project Administration, Division of Information, National Archives Identifier 518263, <http://research.archives.gov/description/518263>.

Student Handout: The Boston Massacre, Image Analysis (3)



*Boston Massacre, March 5, 1770. Creator: Department of Commerce, Bureau of Public Roads, 1949-1967.
Source: National Archives, Identifier #513326, <http://research.archives.gov/description/513326>*

Student Handout: The Boston Massacre, Image Analysis (4)



Nell, William Cooper. "Crispus Attucks, the First Martyr of the American Revolution, King (now State) Street, Boston, March 5th, 1770. Page 16." *The Colored Patriots of the American Revolution: With Sketches of Several Distinguished Colored Persons: To Which is Added a Brief Survey of the Condition and Prospects of Colored Americans*. Boston: Robert F. Wallcut, 1855. *Documenting the American South*. 2004. University Library, The University of North Carolina at Chapel Hill. 4 November 2013, <http://docsouth.unc.edu/neh/nell/frontis.html>.

Teacher Instructions: Questions to use for Image Analysis:

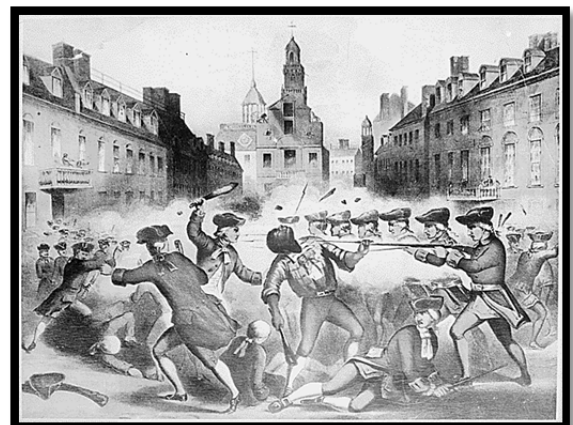
Paul Revere, *The Bloody Massacre (1)*

- Read the words written below the engraving. What “loaded” words are used in the verse?
 - Unhappy, deplore, hallowed, besmeared, gore, etc.
- What differences do you notice in the stance of the two groups of people (the soldiers and the crowd)?
 - British soldiers are lined up, officer giving order to fire on defenseless crowd
- Which group is reacting to the other? Is this accurate?
 - It would appear that the soldiers started the attack, when it was actually the colonists
- What differences do you notice in the faces of the people?
 - British faces are sharp and mean-looking while the colonists appear more innocent
- What is the dog doing in the picture?
 - The dog does not seem bothered by the mayhem
- What is the weather like in the picture? Time of day? Is this accurate?
 - There does not appear to be any snow on the ground, very light for nighttime event



John Bufford Engraving (2)

- Who is the central figure in this engraving?
 - Crispus Attucks
- Is Crispus Attucks defenseless?
 - No, he is clearly holding a club or a piece of wood
- How many people are involved in the incident?
 - There appears to be a very large crowd
- What is the weather like in this picture? Time of day?
 - There does not appear to be any snow on the ground; very light for a nighttime event



Teacher Instructions: Questions to use for Image Analysis (page 2):

Department of Commerce Engraving (3)

- Which group is reacting to the other?
 - It is hard to tell – most of the soldiers are standing firm
- What objects are being used in the skirmish?
 - Bayonets, sticks, other flying objects
- What differences do you notice in the stance of the two groups of people?
 - The colonists appear to be attacking the soldiers, some colonists appear to be hurt or worse
- What is the weather like in this picture?
 - Very light, not necessarily nighttime, people do not seem dressed for cold weather



William Cooper Nell Sketch (4)

- Which group is reacting to the other?
 - The soldiers appear to be firing upon defenseless colonists who do not have weapons
- Is Colonel Preston giving the command to fire?
 - It would appear that the Colonel is leading his troops, and many more



Student Handout: The Boston Massacre - Image Analysis

Image	Artist	When Painted	Observations	Guilty or Innocent?

Student Handout: Boston Massacre - The Soldiers' Trial

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Samuel Hemmingway was Patrick Carr's doctor. Carr was the fifth victim of the Massacre. Matthew Kilroy was a British soldier.

Testimony of Samuel Hemmingway for the Crown

Questions and Answers from a colonial witness (a patriot).

Q. Do you know any of the prisoners?

A. Yes, several, there is Killroy I know particularly well.

Q. Did you ever hear Killroy make use of any threatening expressions, against the inhabitants of this town?

A. Yes, one evening I heard him say, he would never miss an opportunity, when he had one, to fire on the inhabitants, and that he had wanted to have an opportunity ever since he landed.

Q. How long was that before the 5th March"

A. A week or fortnight...

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

B

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Dr. John Jeffries was Patrick Carr's surgeon, Boston scientist, and military surgeon with the British army.

Testimony of Dr. John Jeffries for the Defense

Q. Was you Patrick Carr's surgeon?

A. I was...

Q. Was he [Carr] apprehensive of his danger?

A. He told me...he was a native of Ireland, that he had frequently seen mobs, and soldiers called upon to quell them...he had seen soldiers often fire on the people in Ireland, but had never seen them bear half so much before they fired in his life...

Q. When had you the last conversation with him?

A. About four o'clock in the afternoon, preceeding the night on which he died, and he then particularly said, he forgave the man whoever he was that shot him, he was satisfied he had no malice, but fired to defend himself.

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. John Wilme and his wife lived in Boston. Both gave nearly identical testimony during the soldiers' trial.

From the testimony of John Wilme

"I, John Wilme, of lawful age, testify that about ten days before the late massacre, Christopher Rumbly of the 14th regiment, was at my house...[and]...did talk very much against the town, and said if there should be any interruption, that the grenadier's company was to march up King street...and that he had been in many a battle; and that he did not know but he might be soon in one here; and that if he was, he would level his piece so as not to miss; and said that the blood would soon run in the streets of Boston...."

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Ebenezer Bridgham was a successful businessman in Boston.

From the testimony of Ebenezer Bridgham

"They stood with their pieces before them, to defend themselves; and as soon as they had placed themselves, a party, about twelve in number, with sticks in their hands, who stood in the middle of the street, gave three cheers, and immediately surrounded the soldiers, and struck upon their guns with their sticks, and passed along the front of the soldiers, toward Royal-Exchange-lane, striking the soldiers' guns as they passed...I saw the people near me on the left, strike the soldiers' guns, daring them to fire, and called them cowardly rascals, for bringing arms against ... men...."

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

E

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Captain Thomas Preston was the officer of the day for the British army on the night of March 5, 1770.

The Lieut. Governor asked Capt. Preston “didn't you know you had no power to fire upon the Inhabitants or any number of People collected together unless you had a Civil Officer to give order.” The Captain replied “I was obliged to, to save my Sentry.”

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Daniel Cornwell was a Boston citizen who was an eyewitness to the event.

Testimony from Daniel Cornwell

Capt. Preston was within 2 yards of me and before the Men and nearest to the right and facing the Street. I was looking at him. Did not hear any order. He faced me. I think I should have heard him. I directly heard a voice say Damn you why do you fire. Don't fire. I thought it was the Captain's then. I now believe it. .

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

G

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. William Sawyer was a citizen of Boston.

Testimony from William Sawyer

The people kept huzzaing. Damn 'em. Daring 'em to fire. Threw Snow balls. I think they hit 'em. As soon as the Snow balls were thrown and a club a Soldier fired. I heard the Club strike upon the Gun and the corner man next the lane said fire and immediately fired. This was the first Gun. As soon as he had fired he said Damn you fire. I am so sure that I thought it was he that spoke. That next Gun fired and so they fired through pretty quick.

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>.

Student Handout: Boston Massacre - The Soldiers' Trial

Background: The following excerpt is from testimony given at the trial of the British soldiers who were at the Boston Massacre, November - December, 1770. Benjamin Burdick was a citizen of Boston.

Testimony from Benjamin Burdick

When I came into King Street about 9 o'Clock I saw the Soldiers round the Centinel. I asked one if he was loaded and he said yes. I asked him if he would fire, he said yes... and pushd his Bayonet at me. After the firing the Captain came before the Soldiers and put up their Guns with his arm and said stop firing, dont fire no more or dont fire again. I heard the word fire and took it and am certain that it came from behind the Soldiers...I saw some persons fall. Before the firing I saw a stick thrown at the Soldiers. The word fire I took to be a word of Command...I had not my Sword drawn till after the Soldier pushed his Bayonet at me. I should have cut his head off if he had stepd out of his Rank to attack me again. At the first firing there (were) about 50 in the Street...

Excerpt taken from Douglas Linder's "The Boston Massacre Trials: An Account." Kansas City: Douglas Linder, 2001. Famous American Trials, 2001. University of Missouri, Kansas City School of Law. 4 November 2013, <http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html>

Student Handout: The Boston Massacre - Primary Source Investigation

Guiding Question: *Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?*

	Trial Testimony of	According to this document, who is to blame for the Boston Massacre?	What evidence supports your opinion or claim ?
Document A			
Document B			
Document C			
Document D			

Student Handout: The Boston Massacre - Primary Source Investigation

Guiding Question: *Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?*

	Trial Testimony of	According to this document, who is to blame for the Boston Massacre?	What evidence supports your opinion or claim ?
Document E			
Document F			
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Student Handout: The Boston Massacre - Primary Source Investigation

Guiding Question: *Guilty or Innocent? Did the British soldiers at the Boston Massacre commit murder or act in self-defense on March 5, 1770?*

The Boston Massacre: Guilty or Not Guilty?

Guilty	Not Guilty
<i>List points supporting the guilt of the British soldiers. Cite evidence in parentheses.</i>	<i>List points supporting the innocence of the British soldiers. Cite evidence in parentheses.</i>

Student Handout: Evidence Analysis

Evidence Supporting the Guilt of the British Soldiers	Evidence Supporting the Innocence of the British Soldiers
<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>	<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>
<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>	<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>
<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>	<p><i>Source:</i></p> <p><i>Facts from Source:</i></p>

Student Handout – What is An Argument?

Argumentative Essay vs. Opinion Essay

Argumentative Essay	Opinion Essay
<ul style="list-style-type: none">✓ Makes claims based on factual evidence✓ Makes counter-claims (author considers opposing points of view in writing)✓ Defeats opposing ideas✓ Convinces audience using evidence✓ Compares texts and ideas to establish position✓ Is evidence-based	<ul style="list-style-type: none">✓ Make claims based on opinion✓ Might not take opposing ideas into consideration✓ Convinces by using emotions of audience✓ Relies less on evidence

Key Vocabulary of an Argumentative Essay

✓	CLAIM – your basic belief about a particular topic, issue, event, or idea
✓	COUNTERCLAIM – a solid argument that disagrees with or opposes your claim
✓	REBUTTAL – a written or verbal response to the counterclaim. A rebuttal takes into consideration the ideas of the counterclaim and explains why they are not valid enough to outweigh your claim
✓	SUPPORT – the specific facts or evidence used to support why your claim is true, always cite your source
✓	QUALIFY – a statement in which you agree (in part) with another person’s claim – recommended for use with students in the upper grades
✓	CONCESSIONS – a statement in which you acknowledge that part of the counter-claim may be valid

Student Handout: Argumentative Essay Template

Historical Investigative Question

Introduction of CLAIM

Acknowledgement of COUNTER-CLAIM

Evidence Supporting the CLAIM

1.

2.

3.

Evidence Defeating Counter-Claim

1.

2.

3.

CONCLUSION

Argumentative Essay Grading Rubric

Name _____ Score _____

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Does Not Meet Expectations
Introduces claim, acknowledges counter-claim	4	3	2	1
Develops claim and counter-claim with evidence	4	3	2	1
Uses words, phrases, and clauses to link the major sections of the text to clarify relationships between claim and counter-claim	4	3	2	1
Provides a conclusion that supports the argument presented	4	3	2	1
Establishes and maintains a formal writing style	4	3	2	1
Exhibits understanding of content	4	3	2	1
Demonstrates good command of standard written English	4	3	2	1