

# The “Bloody Massacre” and Patriot Propaganda

## Lesson Question

**In what way was Paul Revere’s engraving a piece of propaganda for the Patriot cause?**

### Lesson Task

After analyzing Paul Revere’s engraving and reading a secondary source about the Boston Massacre, students write a three-paragraph essay that explains how the engraving was a piece of propaganda for the Patriot cause. Students use specific details from both sources to describe Revere’s point of view and purpose in creating the image.

**NAEP Era:** 3. Revolution and New Nation (1763 to 1815)

**Focal Skill:** Identify how authors convey point of view and purpose, using craft and structure.

**Number of Documents:** 2

**Number of Days:** 4–5

#### Common Core Standards

- CC reading standard (primary): RHSS.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose
- CC reading standard (secondary): RHSS.6-8.9 Analyze the relationship between a primary and secondary source on the same topic
- CC writing standard: WHSS.6-8.2 Write informative/explanatory texts

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*[Suggested time: 1/2 session]*

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*[Suggested time: 1–2 sessions]*

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## OVERVIEW

[Suggested time: 5 minutes]

### Content Objectives

Students will understand how Revere used his engraving of the Boston Massacre—including imagery, title, and captions—to increase Bostonians’ hostility toward the British militia, and by extension, Britain’s tax policies in the colonies.

To fully comprehend Revere’s perspective, students will also understand what historians know about the Boston Massacre and the events leading up to it.

### Historical Thinking Objectives

- Corroboration

### Skill Objective(s)

- Identify how authors convey point of view and purpose, using craft and structure.
- Compare a primary and secondary source on the same topic.

### Instructional Sequence

Before you begin the lesson, you should share a brief agenda with students:

#### HOOK

Together, we will look at a primary source document to discuss a modern-day use of propaganda.

#### CONTEXT

We’ll then review some background context about developing tensions between colonists and the British that led up to the 1770 Boston Massacre.

#### DOCUMENTS

On your own, you will read one primary source (an engraving) and one secondary source, and we’ll have a class discussion after each reading.

#### CONNECT

We’ll discuss how the documents connect to the context and the lesson question.

#### WRITE

You’ll write a three-paragraph explanatory essay in response to the lesson question.

### Lesson Background

The seeds of the American Revolution were planted in the 1740s and ’50s. While Britain fought several wars with France, colonists were left to govern and tax themselves through colonial assemblies. Though voting was limited to male property holders, and colonial assemblies were led by wealthy men like John Hancock and George Washington, this system gave colonists a taste of independence. After the wars ended in 1763, the British tried to tighten the reins on the colonists. Aiming to rebuild its weakened treasury, Britain’s Parliament taxed the colonies with the Stamp Act, the Tea Act, and other laws. Since Parliament had ignored the colonial assemblies, colonists of all classes resented these Acts as “taxation without representation.”

The British also tried to restrict colonial manufacturing. The colonial economy weakened, and urban

laborers were hit especially hard. Meanwhile, off-duty British soldiers competed with laborers for jobs. One Bostonian, describing the condition of the city’s common people, noted that “Poverty and Discontent appear in every Face... and dwell upon every Tongue.”

The economic and political tensions of the 1760s and early 1770s encouraged colonists of all classes to question British rule. As the spirit of resistance spread, working men and women challenged British authorities in public confrontations, or “crowd actions,” which pushed the colonies toward open conflict with the mother country. Colonial working people, especially the young and those who could not vote, traditionally had expressed their social grievances through crowd actions, such as bread and rent riots. As tension with Britain mounted, such popular actions now took on new political meaning.

Following the passage of the Stamp Act in 1765, groups of men in cities across the colonies established the secretive groups known as the “Sons of Liberty.” Boston was a hotbed of crowd activity. Well-known men in the city, including Samuel Adams and Paul Revere, belonged to the Sons of Liberty, and used written propaganda, economic boycotts, and public protests to push back against British policy. In 1767, Boston sailors and laborers rioted to protest the actions of British customs officials and “press gangs.”

When Britain sent 4,000 soldiers to occupy Boston, working people took direct action against the troops. A 1770 street fight between American ropemakers and off-duty British soldiers led to the Boston Massacre, in which British troops killed five Boston workingmen. Paul Revere’s engraving, “The Bloody Massacre,” was published three weeks after the event and was widely circulated throughout the colonies. After publication, the event quickly became known as “The Boston Massacre” and led to increased public anger over—and resistance to—Britain’s taxation policies and troop presence. As the British tried to crack down on crowd actions, their policies grew increasingly desperate and harsh. By 1775, relations between Britain and the colonies were explosively tense.

## Student Background Knowledge

- Between 1607 and 1733, people from Great Britain began settling in North America and establishing colonies. There were 13 colonies by 1733.
- These colonies were governed by a locally elected legislature and a governor appointed by the British king. The colonies also had to follow laws passed by Britain’s Parliament.
- After a long and expensive war against the French in North America (known as the French and Indian War), the British government was looking for ways to raise money from the colonies that could help pay for defending and maintaining them.

## THE HOOK

[Suggested time: 10 minutes]

### Pouring on the Pounds

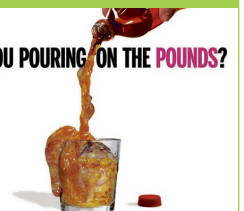
#### Purpose

To familiarize students with the concept of propaganda, a cornerstone of the lesson.

To engage students through the use of a striking image.

#### Pouring on the Pounds

ARE YOU POURING ON THE POUNDS?



## Process

- Project the image.
- **Ask** students to quietly observe the image for a few moments, including:
- The images
  - Hand, soda bottle, soda, glass
  - Soda turning into fat and overflowing the glass
- The words
  - The text on and below the image
  - Pink text emphasizes some words over others
  - Students may notice the text that indicates the creator of this image: City of New York, Department of Health and Mental Hygiene
  - You may need to define the term “mental hygiene”

As students share what they see, encourage them to simply name details that they observe, without discussing the message and meaning yet.

If students mention only the text, remind them that they are practicing the skill of “reading” visuals as well as text, a skill they will use with the main document in the lesson.

- Once students have done an initial “read” of the image, **ask** the first two **Think About It** questions:
  - What is the message of this image?
  - How is the message communicated?
- As students discuss these questions, deepen their thinking and discussion with follow-up questions, such as:
  - How do you feel when you look at this image?
  - What about this image makes you feel this way? Do you think this was the intent of the NYC Department of Health? Why or why not?
  - Is this a literal image? An actual photograph? What was manipulated here? Why?
  - How do these feelings and images create a message?
  - Is the message literal? Does soda turn into fat when you pour it? Why might the NYC Department of Health use an exaggeration like this?
  - What is the NYC Department of Health trying to accomplish? Why?
- **Tell** students that Public Service Announcements (PSAs) like this can be thought of as a form of public service *propaganda*.
- **Ask** students if they can generate a definition of propaganda.
  - Propaganda: ideas or statements that are often exaggerated or false and that are spread in order to help a cause, a political leader, a government, etc.
  - Remind students that they can access the definition in the lesson glossary at any time.
- **Ask** the third **Think About It** question: How can this [PSA] be seen as propaganda?

- Finally, let students know that in this lesson they will be looking at a piece of propaganda from colonial Boston to answer the question: **In what way was the image a piece of propaganda for the Patriot cause?**

### Additional Background:

This type of image is called a Public Service Announcement (PSA). Students may be able to name other PSAs they have seen.

Governments use PSAs to encourage the public to adopt (or quit) a specific behavior that the government deems beneficial (or harmful) to society. In 2013, New York City began running PSAs linking soda and other sugary drinks to obesity and other health-related issues.

Link to PDF of “You Could Be Drinking Yourself Sick” Campaign:  
<http://www.nyc.gov/html/doh/downloads/pdf/cdp/drinking-yourself-sick.pdf>

### TRANSITION TO CONTEXT-SETTING

Transition students to the context slides by letting them know that they are now going to learn more about what was happening at the time the propaganda was created.

Note that the Context section is intended to be an “interactive lecture” with students. The goal is to both provide essential background information and engage students’ prior knowledge and thinking.

While you can certainly slow the process down according to your students’ needs, Context is not intended to be a “deep dive” into slide images. Documents in the context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

## CONTEXT

[Suggested time: 25 minutes—to be completed in the first session]

### Context Overview

The purpose of these four Context slides is to provide the background information that students need in order to understand *The Bloody Massacre* engraving. This content will help students connect the image to the colonists’ dual goals of removing the British militia from Boston and reversing British tax policies.

The four Context slides focus on these ideas:

**British Taxes and the Sons of Liberty, 1765–1767** — British tax policies and formation of the Sons of Liberty

**Boston Quarters British Soldiers, 1768** — 4,000 British soldiers arrive in Boston

**Events Leading Up to the Boston Massacre, 1770** — British soldier kills 11-year-old Bostonian and Sons of Liberty hold huge funeral

**Tensions Mount in Boston, 1765–1770** — Timeline documenting British taxes, colonists’ protests, and clashes between soldiers and colonists

## Slide 1: BRITISH TAXES AND THE SONS OF LIBERTY

### Purpose

To remind students of the impact of British import duties and the colonial resistance that emerged.

### Suggested Process

- **Read** the slide title and text with students.
- **Provide** some additional background information on the British import duties and the Sons of Liberty.
  - Britain passed the Stamp Act in March 1765. The Act placed a tax on all written documents (newspapers, marriage licenses, pamphlets, playing cards, etc.).
  - The Sons of Liberty formed in response to the Stamp Act, and after wide public protest, the act was repealed in March 1766.
  - The Sons of Liberty operated in public ways (wrote newspaper articles and created broadsides; held public protests; supported nonimportation), but they were “secret” because the people who belonged to the group and their meeting times and locations were kept secret.
  - In June 1767, Britain passed the Townshend Acts, which placed an import tax on lead, paper, tea, and glass.
    - > The purpose of the Acts was to earn revenue from the colonies.
    - > The Act also created a Board of Customs Commissioners for America, stationed in Boston and charged with enforcing the Acts.
    - > The Sons of Liberty responded with a nonimportation campaign; they encouraged colonists to boycott imported British goods and instead buy goods made in the colonies.
- **Point out** the slide image and **ask**: Is this a literal image? What was the purpose of this image?
  - The illustration shows a devil-like creature chaining (enslaving) colonists, and holding a piece of paper (the official tax), which is the “badge of slavery” the caption mentions.
- **Ask** students the **Think About It** question: Why did the Sons of Liberty form, and what do you think they wanted to accomplish?
  - The Sons of Liberty wanted to repeal the taxes the British placed on the goods they imported.

#### British Taxes and the Sons of Liberty



In the 1760s, Great Britain passed Acts that placed taxes on important everyday goods such as:

- \* Written documents
- \* Tea
- \* Paint
- \* Lead

Between 1765 and 1767, secret protest groups called the Sons of Liberty reacted by:

- \* Staging protests
- \* Encouraging boycotts of British goods



## Slide 2: BOSTON QUARTERS BRITISH SOLDIERS

### Purpose

To establish a second reason (besides taxes) for Bostonians’ anger toward British troops.

### Suggested Process

- **Read** the slide title text with students.
  - June 1768: Soldiers arrive in Boston at the request of the Commissions Board.
  - Purpose of soldiers: To protect the unpopular customs officials so that they could collect taxes from colonists. Therefore, the soldiers became a target of the Sons of Liberty.
  - Economic burden: The colonies were in an economic recession, but under the Quartering Act, colonists had to pay for the soldiers’ housing and supplies.
- **Observe** the engraving with students.
  - Paul Revere created this engraving of “British ships of war” when they arrived in Boston in 1768, and captured the public’s sentiments about this event.
  - Revere was a silversmith and a member of the Sons of Liberty, and used his artistic talents to further the Patriot cause.
- **Ask** students the **Think About It** question: How do you think Bostonians felt toward the British troops? Why?

### Boston Quarters British Soldiers



An engraving by Paul Revere titled: “The Town of Boston in New England and British ships of war landing their troops! 1768.”

- \* In 1768, 4,000 British troops arrive in Boston
- \* Troops help British officials collect taxes
- \* Boston residents must quarter the British soldiers

## Slide 3: PATRIOT FUNERAL FOR AN 11-YEAR-OLD BOY

### Purpose

To show students an event that occurred just before the Boston Massacre—one that the Sons of Liberty used to inflame colonists’ anger against the British.

### Suggested Process

- **Read** the slide introduction and text.
- **Tell** students the quote is from a 1770 newspaper article, and tell them:
  - By early 1770, most British soldiers had been removed from Boston, but colonists continued to clash with the soldiers still in the city.

### Sons of Liberty Hold Funeral for 11-Year-Old Boy

The Remains of young *Skinner*, the unfortunate Boy who was barbarously Murdered the 23d of February last, were decently interred on the Monday following—His tragical Death & the peculiar Circumstances attending it had touch'd the Breasts of all with the tenderest Sympathy, a few only excepted, who have long shewn themselves to be void of the Feelings of Humanity. The little Corpse was let down under the Tree of Liberty, from whence the Protection began. About Five Hundred School Boys preceded; and a very numerous Train of Citizens followed, in the Estimation of good Judges at least Two Thousand of all Ranks, amidst a Crowd of Spectators; who discover'd in their Countenances and Deportment the evident Marks of true Sorrow.

The Fall was supported by six Youth, chosen by the Parents of the Deceased. Upon the Foot of the Coffin was an Inscription in five'd Letters, *Let's Anguish in Herbs!* intimating that in the gayest Season of Life amidst the most flattering Scenes, and without the least Apprehension of an evil Hour, we are continually expos'd to the unseen Arrows of Death: *The Serpent is lurking in the Grass*, ready to infuse his deadly Poison!—Upon each Side *Harsh Laughs* *lethal* *grands!* In English, *the fatal Dart is fix'd in the Side!* And on the Head was another Inscription, *Innocentia nullquam tuta!* The original Sentiment revers'd; and denoting that we are fallen into the most unhappy Times, when even *Innocence itself is no secure safe!*

Upon this very mournful Occasion, and during the Solemnity, the Sons of Liberty ordered a *Boat* to be affix'd to Liberty Tree, inscrib'd with the following Quotations from the sacred Writings, which perhaps can-

“...The little Corpse was set down under the Tree of Liberty... A very numerous train of citizens followed, in the estimation of good Judges at least two thousand [people] of all ranks [were] amidst a crowd of spectators...”

—The Boston Gazette, and Country Journal, March 5, 1770.

- Christopher Seider’s death: On February 22, colonists arrived in front of merchant Theophilus Lillie’s shop to protest customers who bought Lillie’s imported goods. In an effort to disperse the protesters, a customs official fired into the crowd and killed 11-year-old Christopher Seider.
- Soldiers and colonists also clashed in other ways:
  - > In the midst of hard times, colonists competed with soldiers for jobs that each wanted in order to make extra money.
  - > On March 2, another fight broke out between soldiers and colonists at a rope-making shop when the owner insulted a soldier.
- **Ask** students the **Think About It** question: Why do you think the Sons of Liberty held a large funeral for an 11-year-old boy?
  - The Sons of Liberty turned Christopher Seider’s funeral into a form of propaganda. They wanted the public to blame British customs officials for an innocent boy’s death. In addition to being mourned, Seider became a martyr for the Patriot cause. The Sons of Liberty used the funeral as a rallying call to get more people to publicly oppose import duties and the use of violence against colonists.

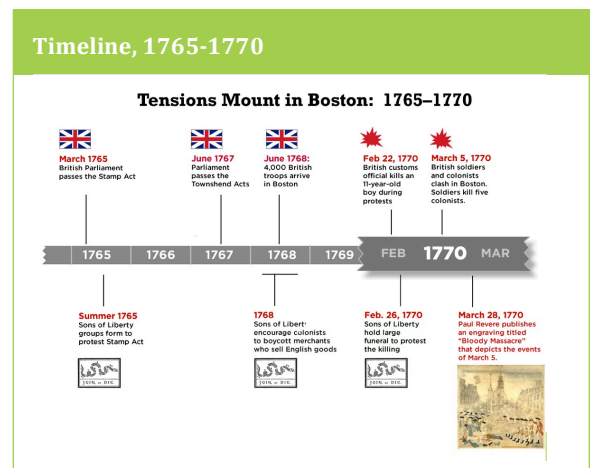
## Slide 4: TENSIONS MOUNT IN BOSTON, 1765–1770

### Purpose

To review the sequence of events that led up to the creation of *The Bloody Massacre*.

### Suggested Process

- **Read** through the timeline with students.
- **Point out** where in the sequence the engraving was created:
  - The engraving is the last point on the timeline (March 28, 1770).
- **Ask** the **Think About It** question: What factors were causing tensions to escalate during this time period?
  - Help students to notice that British actions included *passing laws* that increased taxes (Stamp and Townshend Acts) and *sending troops* to Boston.
  - Colonists’ actions included boycotts and protests by the Sons of Liberty, Seider’s funeral, and the engraving. One follows the other, with increasing violence.





## Slide 5: REVIEW CONTEXT ON THE “BLOODY MASSACRE”

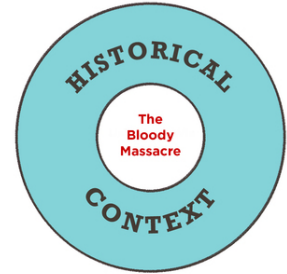
### Purpose

To summarize the essential information from the Context slides that students will need to understand the engraving “The Bloody Massacre.” Students will draw on their Context review notes when writing their essays.

### Suggested Process

- **Tell** students they now have a chance to take some notes about what they have just learned, and that their notes will be useful in writing their essay, when they need to explain how *The Bloody Massacre* was propaganda.
- **Read** the **Take Notes on Context** questions:
  - Why were colonists in Boston so angry with British soldiers?
  - Who were the Sons of Liberty, and why did they form?
- **Review** the information that helps students answer these questions, e.g.:
  - Slide 1 explains that the Sons of Liberty had the goal of repealing Stamp (and later, Townshend) Acts.
  - Slides 2 and 3 highlight anger with militia (e.g., help enforce tax collection; add to economic burden; use violence on protesters).
  - Overall, students should understand that the Sons of Liberty sought repeal of taxes and the removal of troops.
  - If necessary, click back to past slides to jog students’ memories.
- Allow students to discuss their answers at table groups or with a partner. Each student, however, should **record** his/her own notes.

#### Context Review



### TRANSITION TO DOCUMENTS

After reviewing the context slides, say to students:

The context information we just discussed will help you to better understand the information in the two documents you are about to read. The context and the documents will help you to answer the lesson question: **In what way was Paul Revere’s engraving a piece of propaganda for the Patriot cause?**

## DOCUMENTS

[Suggested time: 1–2 sessions]

### Documents: Overview

Students analyze Paul Revere’s engraving and compare it to a secondary text by a historian to understand Revere’s point of view on the events that took place in Boston on March 5, 1770, and how the print served as propaganda.

**Revere’s engraving** portrays organized British soldiers massacring defenseless and innocent Bostonians.

**The historian’s essay** describes a chaotic event during which nine British soldiers were provoked by, and fired upon, a crowd of 300 Bostonians, ultimately killing five.

The central reading skill is to explore how Revere’s engraving uses imagery to convey his point of view and purpose.

A secondary reading skill is to analyze the relationship between a primary source (Revere’s engraving) and a secondary text (historian’s essay) on the same topic.

Note: Students can work on these documents independently while you circulate and support their work. (See PD Doc on supporting students during document work.)

### Document 1: *THE BLOODY MASSACRE*

#### Purpose

To help students uncover Revere’s perspective on the Boston Massacre:

- The British militia led an organized attack on the colonists, and murdered them in cold blood.
- The colonists were defenseless and innocent.

#### Suggested Process

- Consider** “reading” the engraving with your whole class as a way to model close reading of a visual image. As students are discussing their answers to the document questions, you can bring up the extension questions below, as needed.
- If students read the engraving independently, be sure to pause afterward for a class discussion.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Paul Revere’s Engraving



## Document 1: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

Check for and deepen students’

- comprehension of the document
- grasp of the “Big Idea”—i.e., how Revere depicted the events of the night of March 5th

### Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, and Big Idea questions and prompts for discussion. Depending on your class’s needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by pressing for reasons and evidence, and for accountable talk. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

**Select student responses to the “Big Idea” question, and use them to guide discussion.**

- Ahead of time, use the Lesson Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - How did Paul Revere want people to think about the colonists’ roles in the Boston Massacre? The soldiers’ roles?
  - What evidence in the document supports your thinking?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

## Discuss the Source It Questions

Follow-up sourcing questions to ask include:

- Who was Paul Revere? (A Bostonian and member of the Sons of Liberty.)
- How is knowing who the creator was important?
- What did you think the purpose was (to inform, persuade, etc.)?
  - It is useful if, at this point, students disagree over “inform” vs. “persuade.” Encourage students to share their perspectives and why they think the way they do.
  - **Ask** students: What more do we need to know in order to figure out Revere’s intent?

## Discuss the Read Closely Questions

Help students look carefully at the whole image. **Ask:** Who are the Bostonians, and who are the British soldiers? How do you know?

Help students think about the significance of the title “*The Bloody Massacre*.”

- What’s a “massacre”? Why would Revere have used this word?
- Where does he show blood in this image?
- Why start his title with the word “bloody”?

## Discuss the Gather Evidence Questions

**Ask** students: What message do you think Revere was trying to communicate through the details he included? What do these details mean?

Be sure that students mention these details:

- The number of people on each side
- Postures, poses, and actions
- Facial expressions
- Who has weapons, who is shown as injured

**Do not mention** at this point that some of these details conflict with more accurate descriptions of the event. Students will have a chance to explore this on their own when they read the secondary source.

Follow-up questions you could **ask** include:

- Did anyone notice another detail? Why did that stand out to you? What does that detail mean?

## Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to the Big Idea about what happened that night. One way to articulate the Big Idea is

- Paul Revere showed a scene in which the British soldiers are deliberately massacring undefended and innocent colonists.

Anticipate these difficulties that students will have getting to the Big Idea:

- In their responses students may focus on smaller details and have a harder time articulating the big ideas (for example: Paul Revere showed a scene in which the British soldiers are shooting guns and colonists are bleeding).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: The soldiers had a bigger role than the colonists).

**Ask** these questions to help students more clearly identify and articulate the Big Idea:

- We noticed a lot of important details. How do these details connect? Is there another way to think about this?
- Did anyone else write a different Big Idea? Why? What evidence do you see in the document for that idea?

- OK, we have several thoughts here about the Big Idea in this document: Revere’s thoughts on the colonists’ and soldiers’ roles. Which ideas seem to have the strongest evidence from the document? What makes this evidence stronger?

The idea here is not to push students towards the “right” answer, as there are many possible ways to articulate the Big Idea, but to push them to engage in a rich discussion with one another in which they have to articulate their ideas and ground their thinking in the document.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated Revere’s point of view.

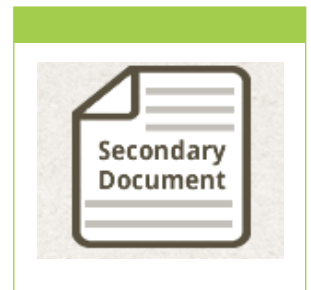
## Document 2: BOSTON, MASSACHUSETTS, MARCH 5, 1770

### Purpose

To help students uncover what facts and details historians know about the Boston Massacre.

### Suggested Process

- As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions, bring them to the attention of the class as appropriate.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (like the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.



### Document 2: Class Discussion

It is critical for students to briefly discuss each document after they have read it.



### Purpose

Check for and deepen students’

- comprehension of the document
- grasp of the “Big Idea,” i.e., What really happened the night of the Boston Massacre

### Process

Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, and Big Idea questions and prompts for discussion. Depending on your class’s needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and *for accountable talk*. Use the prompts for the extension questions below.

## FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion.

- Ahead of time, use the Lesson Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - What were the colonists’ and British soldiers’ roles in the Boston Massacre?
  - What evidence in the document supports your thinking?
- Identify student responses that reflect understanding of the Big Idea and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

## Discuss the Source It Questions

Be sure that students see that this is a secondary document written by historians.

**Ask:** How might a source like this look at the events of March 5th differently from a colonist living at the time? Or a British soldier?

## Discuss the Read Closely Prompts

This is an opportunity to **review** with students the recent and long-term events that led to heightened tensions between Bostonians and British troops.

- The death of an 11-year-old boy
- The ongoing protests over British policies

## Discuss the Gathering Evidence Questions

Press students for evidence they gathered about the roles of both British soldiers and colonists on the night of March 5th. Be sure to **flag** the following details:

- Aggression began with the colonists (many colonists confronted one soldier)
- Soldiers were outnumbered (about 9 soldiers faced 300 colonists)
- Colonists taunted soldiers and threw things (snowballs and “brickbats”) at them
- Soldiers fired upon unarmed colonists
- Soldiers’ actions were not organized
- 5 colonists died, no soldiers died

As students are sharing these details, **prompt** them to think about the similarities and differences between these details and the engraving.

Follow-up questions you could **ask** include:

- How did Revere depict the soldiers/colonists? Does that match what we read here?
- Do soldiers look organized, or like they are firing in random ways, in Revere’s engraving?



## Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to the Big Idea about what happened that night. One way to articulate the Big Idea is:

- On the night of the Boston Massacre, both the colonists and the British soldiers had a role to play in the violence that occurred. The colonists were unarmed and some were killed, but they played a role in provoking and challenging the British soldiers.

Anticipate these difficulties that students will have in getting to the Big Idea:

- In their responses, students may focus on smaller details and have a harder time articulating the big ideas (for example: The role of the colonists was they threw stuff at the soldiers and the soldiers shot the colonists).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: Both the colonists and the soldiers had a role to play).

**Ask** these questions to help students more clearly identify and articulate the Big Ideas:

- We noticed a lot of important details. How do these details connect? Is there another way to think about this?
- Did anyone else write a different Big Idea? Why? What evidence do you see in the document for that idea?
- OK, we have several thoughts here about the Big Idea in this document: The colonists’ and soldiers’ roles in the Boston Massacre. Which ideas seem to have the strongest evidence from the document? What makes this evidence stronger?

The idea here is not to push students towards the “right” answer—there are many possible ways to articulate the Big Idea—but to push them to engage in a rich discussion with one another in which they have to articulate their ideas and ground their thinking in the document.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the historian’s depiction of colonists’ and soldiers’ roles in the Boston Massacre.

## CONNECT

[suggested time: ½ session]

### Purpose

Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a *Zoom In* teacher is to create these discourse opportunities.

### Cross-Document Discussion

In this discussion, the main goal is to help students to synthesize their learning across documents and to connect back to the context and the larger historical question under investigation. This supports the historical thinking skills of corroboration.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details across documents
- Support students in articulating their own thinking, while listening and responding to their peers

#### **A) Re-engage students in the historical inquiry**

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what “big picture” students have walked away with. **Say to students:**

- “You’ve had a chance to read the secondary source. So now what are you thinking about the lesson question: **In what ways was Paul Revere’s engraving propaganda for the Patriot cause?**”
- Let’s think back to the context; how did what was going on at the time impact the way that Revere depicted this event?

Have students **discuss** the following questions using turn-and-talk or table groups:

- Why were colonists such as Revere so angry with British soldiers?
- Revere was part of the secret group called the Sons of Liberty. How do you think being part of this group affected the way he depicted this event?

We have to think about this question of how this image was propaganda in the context of what was occurring in Boston at this time.

Let’s think back to that image we looked at the beginning of the lesson. When political groups want to make a big change in people’s attitudes and perspectives—like New York City wanting to change people’s eating habits—what is one strategy they sometimes use?

Let’s look at differences between the way Revere described events in his image and the way a historian has described the Boston Massacre.

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. You do not need to spend a long time on these questions, because you will dig in deeper in the next phases.

#### **B) Support students in comparing big ideas and details across documents**

Display the Connect Tab.

**Tell** students:

- Let’s look at how each document portrayed the Boston Massacre.

**The Connect tab will display the key discussion questions.** Connect will also display a t-chart labeled “Primary Source” and “Secondary Source” that displays student notes on the Big Idea question, and their supporting evidence. You can choose one student’s work to project to guide the discussion, or you can project notes you’ve “starred” while using the Teacher Dashboard to review students’ Big Idea notes.

<b>CONNECT</b> <ul style="list-style-type: none"> <li>How did Revere portray the events of March 5th differently from the historian?</li> <li>What do these differences tell us about the way in which the engraving was a piece of propaganda for the Patriot cause?</li> </ul>	
Primary Source	Secondary Source
<b>Big Idea:</b> <ul style="list-style-type: none"> <li>The organized soldiers murdered innocent and defenseless Bostonians</li> </ul> <b>Evidence:</b> <ul style="list-style-type: none"> <li>Orderly line of soldiers</li> <li>Captain Preston directing soldiers</li> <li>Small crowd of disorganized colonists</li> <li>Etc.</li> </ul>	<b>Big Idea:</b> <ul style="list-style-type: none"> <li>Colonists initiated confrontation, and when soldiers couldn't disperse them they fired upon the crowd in a random way</li> </ul> <b>Evidence:</b> <ul style="list-style-type: none"> <li>Colonists threw snowballs and brickbats</li> <li>300 colonists against 9 soldiers</li> <li>Etc.</li> </ul>

Engage students in the “Connect” questions. Again, we recommend using turn-and-talk or table group structures to have students engage in these discussions with their peers.

As students are looking at the chart, ask them questions to deepen their thinking, such as:

- Did Revere use any of the techniques we saw in the sugary drinks ad?
- Did he lie? Exaggerate? Share only part of the story? How do we know? What details from each source support that idea?
- Did Revere describe anything accurately?

Be sure to follow up on student responses by Pressing for Evidence:

- How do you know? What evidence do you have for that?

Give students time to edit their responses in *Zoom In*, based on class discussion.

### C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking. This can happen at any stage of the discussion, through turn-and-talks or small-group discussion. Questions to support this kind of thinking include:

- What's important here?
- Did your thinking about the engraving change after you read the secondary source? How?
- What impact do you think this image might have had on the people of Boston?
- Do you think it's ethical for people to use propaganda? Why or why not?

## WRITING

[suggested time: 1–2 sessions]

In a three-paragraph essay, students must explain how Paul Revere's engraving *The Bloody Massacre* was a piece of propaganda for the Patriot cause. Students will use historical context to explain why the colonists were so angry, and to explain the events that led up to the creation of *The Bloody Massacre*. The focal writing skill is for students to cite contrasting details from the primary and secondary source to support their explanation of how Revere's engraving was intended to increase Bostonians' anger at the British militia and Britain's tax policies in the colonies.

### Teacher's Roles During Writing

As students are writing, support them in these key ways according to their needs:

- Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
- Conference individually with students on their writing. Support their development by asking probing questions:
  - You seem stuck; where might you find that information?
  - If you don't remember what that quote means, where can you go?
  - Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
  - Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
- If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
- Support students in being peer editors.
- Help students move on to polished writing.

### Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a three-paragraph explanatory essay. The key elements of historical essay writing you will help them with are:

- Citing evidence from documents to support historical ideas
- Analyzing how authors communicate their message

**Project the Essay Outline View.** Use this to review the writing prompt and to preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.

## Essay Outline View

**Prompt:** Write a three-paragraph essay that answers the lesson question: In what way was Paul Revere’s engraving, *The Bloody Massacre*, a piece of propaganda for the Patriot cause?

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

- **An introduction in which you explain what led to Revere’s engraving “The Bloody Massacre”**
  - State the topic of your essay.
  - Provide historical context about why the colonists were so angry, who Paul Revere and the Sons of Liberty were, and what events led up to the creation of the *Bloody Massacre* engraving.
  - Introduce your thesis about the ways in which this image was propaganda.
- **A first body paragraph in which you provide one reason Revere’s engraving was propaganda**
  - Identify one detail from the engraving that is evidence Revere was creating this image for propaganda.
  - Compare this detail to how the event was described in the secondary source. Be sure to select strong evidence from the secondary source that connects to the detail you selected.
  - Explain how Revere meant to make Bostonians feel by changing the story in the way he did.
- **A second body paragraph in which you provide another reason Revere’s engraving was propaganda**
  - Identify a second detail from the engraving that shows why this image is propaganda.
  - Compare this detail to how the event was described in the secondary source. Be sure to select strong evidence from the secondary source that connects to the detail you selected.
  - Explain how Revere meant to make Bostonians feel by changing the story in the way he did.
  - Conclude the essay with an idea about why Paul Revere and the Sons of Liberty used propaganda like this.

## Setting the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students’ writing support. (Note: Do this before they begin drafting their essays, or essay writing will be lost.) *Zoom In* offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers—especially in using evidence from documents to support their ideas—teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

## **Preparing Students to Write with Low Supports**

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.

### **Overview**

- Let students know that the next stage of the lesson will be their writing.
- Remind them that they will be explaining the ways in which Paul Revere’s engraving was a piece of propaganda for the Patriot cause.
- Their final product will be a three-paragraph explanatory essay.

### **Introduction**

- Remember, what is the purpose of your essay? Right, you are going to explain how this image was not a literal description of events, but was actually propaganda.
- What do the various pieces of this essay need to be? [Review the overarching structure of the paragraphs.]
- What’s going to go into this introduction?
- How will you start this essay?
- What background information will you need to provide? Your reader will probably want to know what was going on in Boston and why colonists like Revere wanted to use images like this at that time.
- What is the thesis statement in an essay like this? Right, you have set up the fact that you are going to provide evidence for the ways in which this image was propaganda.

### **Body Paragraphs**

- OK, now that we have a sense of what should go into the introduction, let’s think about the two body paragraphs.
- You will need to identify two reasons (or details) that show why this image is propaganda. You’ll write about each reason in its own paragraph.
- In each paragraph, you will need to compare a detail from the engraving to how the event was described in the secondary source. Be sure to select strong evidence from the secondary source that connects to the detail you selected.
- Then you’ll need to explain how the way Revere changed the story was likely meant to make Bostonians feel.
- Finally, let students know that they will end the essay with a concluding idea about the role or importance of propaganda at this time.



## Sample Student Essay

On March 5th, 1770, people in Boston and British soldiers got into a big fight that left five colonists dead. It became known as the “Boston Massacre.” Many things led to this fight. Bostonians were angry at the British because they felt that British taxes were unfair. They were also angry that the king sent British troops to live in Boston and forced Bostonians to put them up in their homes. A Patriot group called the Sons of Liberty organized protests against British taxes, and tried to get people not to buy British goods. One of the Patriot leaders, Paul Revere, made an engraving of the “Boston Massacre.” But he didn’t show what really happened. His engraving was propaganda that was meant to make the people of Boston even more angry with the British soldiers in their city.

One way Revere’s engraving was propaganda is that in the picture there are eight British soldiers and about 20 colonists. However, according to a 2014 essay that describes what historians know about what happened, the crowd was actually “made up of about 300 people.” This means that Revere’s picture was not accurate. Revere probably changed the story in order to make people in Boston feel like the colonists in the crowd were helpless against so many soldiers.

Another way the engraving was propaganda is that the colonists in the picture are unarmed and are not being aggressive. According to the essay, though, the large crowd of colonists “threw snowballs and brickbats” at the soldiers before the soldiers fired at them. This means that Revere left important details out of his picture of the event. He probably did this to make people feel that the British soldiers were completely to blame for the violence that happened. As a Patriot, Revere used propaganda like his engraving to make colonists even angrier at the British and more willing to join the Patriot cause.

## Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

- “Zoom In Essay Rubric” (PDF)
- “Tracking Students’ Progress and Assessing Student Work” (PDF)