

Lesson 1: Introductory Lesson

Overview

This two-day lesson, driven by a PowerPoint slide presentation, introduces the History Experience.

On day one, students first learn that in the History Experience they will act as historians. They discuss what historians do. Then they are shown a slide of Paul Revere's engraving of the Boston Massacre and answer document-based questions about it. Finally, they learn background information about what led to the Boston Massacre.

On day two, students briefly review what they have learned. Then in small groups, they are given snippets of testimony from the Boston Massacre trials, answer questions related to the testimony, and critique the accuracy of Revere's engraving. Finally, they learn about the Boston Massacre trials and hold a discussion about the engraving and about what historians do.

Objectives

Students will be able to:

1. Analyze a primary source for its content and accuracy.
2. Use eyewitness testimony to evaluate a pictorial primary source that claims to be a representation of the Boston Massacre.
3. Explain what historians do.

Standards Addressed

California History Social Science Standard
8.1

California's Common Core State Standards

RH.6-8.1
RH.6-8.2
RH.6-8.6
RH.6-8.7

Preparation and Materials

PowerPoint Teacher Guide — PDF File.

You will need to print this out as it includes the instructions for the lesson.

PowerPoint: History Experience Lesson 1 — Download PowerPoint.

Since the lesson is driven by a PowerPoint slide show, you will need a computer, projector, and screen to show the slide show.

Handout 1A: Observation Handout — 1 per student.

Handout 1B: Sworn Statements — There are three separate sworn statements, labeled Group A, Group B, and Group C. Make enough copies of each for a third of the class.

Handout 1C: Questions — There are three separate sets of questions, labeled Group A, Group B, and Group C. Make enough copies of each for a third of the class.

(Optional) Handout 1D: The Boston Massacre — 1 per student.

This is a reading on the Boston Massacre, which the teacher can use for background information and can even distribute after lesson to students who want to learn more about the event.

Procedure

Day One

Since the lesson is driven by a PowerPoint slide show all instructions for the activities are on the PowerPoint Teacher Guide.

- Introduction and Focus Discussion
- Activity: Initial Inspection of ‘The Bloody Massacre’
- Debriefing the ‘The Bloody Massacre’

Day Two

Since the lesson is driven by a PowerPoint slide show all instructions for the activities are on the PowerPoint Teacher Guide.

- Focus Discussion
- Activity: How Accurate Is This Picture?
- Debriefing the Boston Massacre Trials

History Experience Planner

The History Experience Planner is a step-by-step guide that leads students through the planning, research, completion, and reflection/evaluation of their project. The planner was designed so that students can independently review what they learned in class and apply it to produce their projects. The planner will become a valuable resource for you in helping your students and successfully complete their research projects.

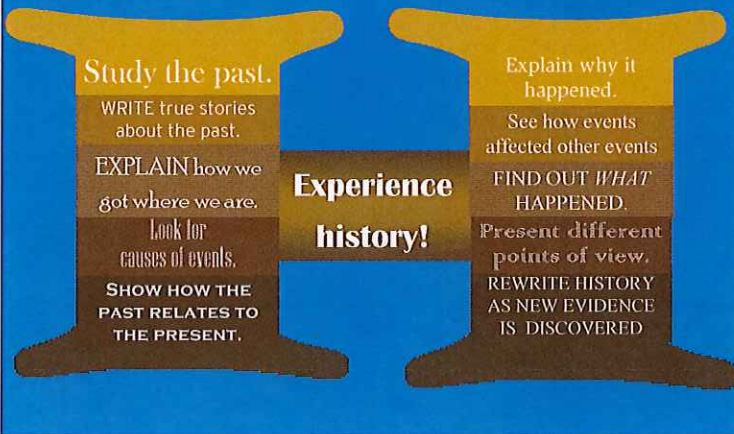
Assign students to review the History Experience Planner pages 1 -5, decide whether their project is an individual or group project, and assign **Log 1: Letter to Parents** as homework. The letter explains the History Experience and students need to ask parents to read and sign the letter.

History Experience

An exciting new way of learning history.

Inform students that they will be working on a new and engaging way to study history called the History Experience (HE). Through this process, they will move beyond the textbook to learn about history.

What do historians do?
Historians do a lot of things. They...



Ask students: What do you think historians do?

Accept all reasonable responses, but look out for these responses in particular:

- Historians look for facts.
- Historians try to tell true stories.
- Historians solve mysteries about the past.
- Historians help explain how we got to where we are.

One of the most important things historians do is:

Solve mysteries about the past.

To do this, they ...

Look at clues.

Piece together evidence.



Explain that in HE students will act as historians. Tell them they are going to solve mysteries.

Ask students: How do you go about to solve mysteries?

Accept reasonable responses, such as:

- Interview eyewitnesses.
- Look for clues.

The evidence comes from sources from the time being studied. These sources are known as primary sources.

They might be ...

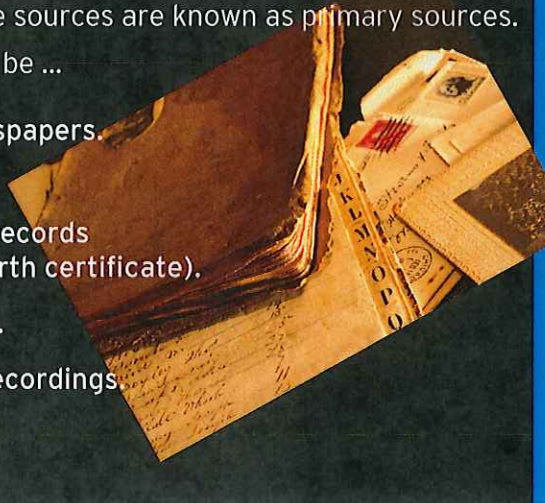
Old newspapers

Diaries.

Official records
(like a birth certificate).

Pictures.

Sound recordings

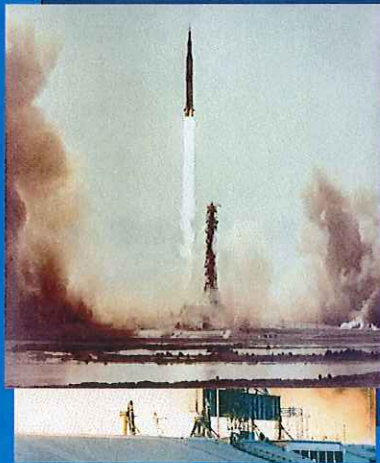


Explain that since much history happened a long time ago, historians don't often get a chance to interview an eyewitness. But they can still find a lot of evidence of what happened.

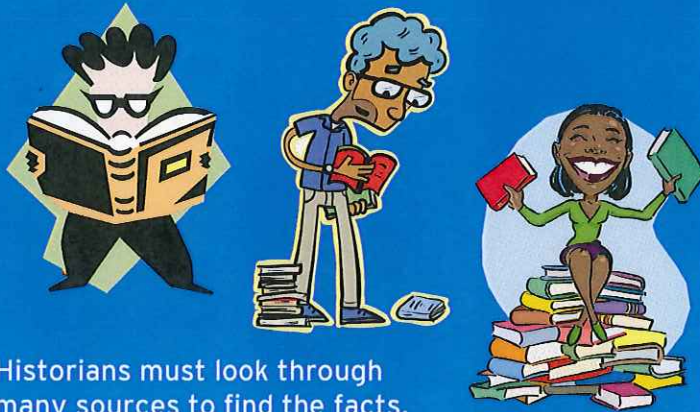
July 16, 1969

Launch of Apollo 11

Sound recording from
NASA archives.



Not every source is reliable.



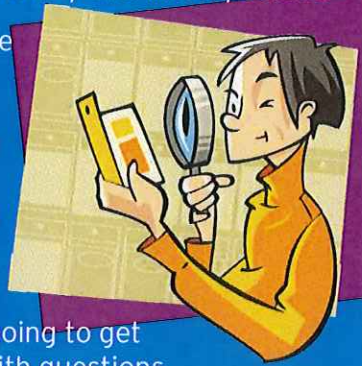
Historians must look through many sources to find the facts.

You are going to act as historians and examine one of the most famous pictures in American history. You will find this picture in many U.S. history books.

First, you'll closely examine the picture.

Half of you will inspect the right side of the picture and half of you will inspect the left side.

Before you start, you are going to get an Observation Handout with questions.



Explain that students are going to be historians and examine a picture made of an actual event in history. Tell them that, like historians, they are going to pay careful attention to the picture.

Divide the class in half: left side and right side of the room. Tell students that the right side will focus on the right side of the picture and the left side, on the left side of the picture.

Distribute **Handout 1A: Observation Handout** to each student. Review the handout and answer any questions students may have.

Tell students they can work in pairs or alone, but everyone should fill out an **Observation Handout**.



As students work on the **Observation Handout**, circulate through the class, answering questions as they arise.

After about five minutes, call time and hold a discussion on the questions from the **Observation Handout**.

What **objects or things** do you see in the picture?

Answers may include: guns, smoke, the moon, buildings, hats.

What **people** do you see in the picture?

Answers may include: soldiers, injured people, bystanders.

What **activities** do you see in the picture? (What are the different people doing?)

Answers may include: soldiers firing at people, people falling, a soldier lifting his sword, a crowd gathered together.

What **words**, if any, do you see in this picture?

Answers may include: "The Bloody Massacre" at the top of the image.

What **questions** does this picture raise in your mind?

Answers may include: When did this happen? In what city did it happen? Why are the soldiers shooting at people at point blank range? Was this a battle? Were the people armed? Did they fight back in any way?

The shooting took place in Boston in 1770.

America was part of the British Empire.

Britain wanted more taxes from Americans.

Americans tried to avoid paying them.



Review the information on this slide, answering any questions that students may have.

The British responded by sending troops into Boston. The people of Boston did not want the troops in their city. Fights broke out between soldiers and citizens.



British troop ships coming to Boston Harbor, 1768.

Tension built up. Then came the shooting.

Review the information on this slide, answering any questions that students may have.

British troops in Boston opened fire on a crowd of colonists, killing five of them.



Talk a little about the technology of the time.

Ask students: Could people take photographs in the 1700s?

Explain that photographs invented in 1826. People had to rely on drawings, paintings, and etchings for pictures.

Ask students: What kind of guns did the soldiers have in the picture?

Explain that the soldiers had muskets, single-shot guns. After each shot, a soldier would have to pour gun powder into the barrel and load a lead ball. This could take from 20 to 30 seconds for an experienced person to load a musket.

The shooting angered the people of Boston.
They sent petitions demanding the troops be removed.
They spread the word around the colonies about what had happened.

Paul Revere, a silversmith, made an engraving of the shooting. His picture was shown throughout the American colonies.

Look familiar???



Review the information on this slide, answering any questions that students may have.

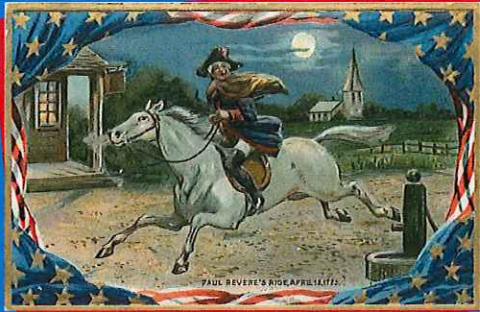
Make sure students understand:

- The event in Revere's engraving took place in 1770, five years before the American Revolution began.

- Revere was a Patriot, who opposed British rule in America.

You could say his picture "went viral."

Have you heard of him before?



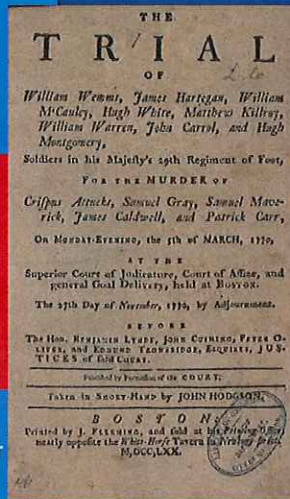
Revere was a Patriot. Patriots were American colonists who opposed British rule in America.

As for the question about Paul Revere, remind students that in 1775, he made a famous ride at the beginning of the American Revolution warning people that the British were coming.

The British responded to the shooting by arresting the soldiers and their commanding officer, Captain Preston.

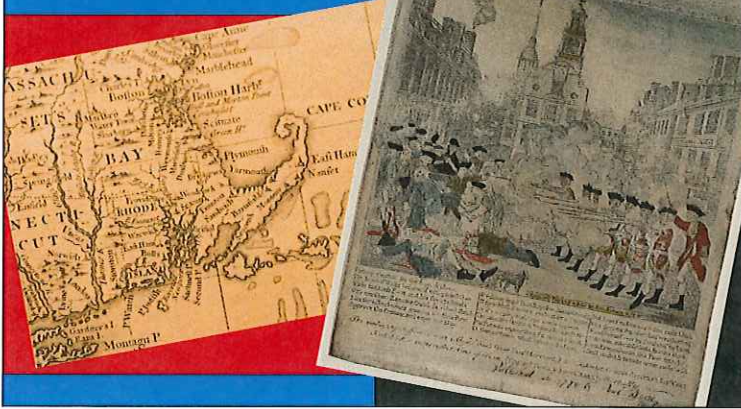


They were put on trial for murder before a jury of Boston citizens.



Review the information on this slide, answering any questions that students may have.

Meanwhile, the picture of the shooting circulated in newspapers throughout the colonies.



Review the information on this slide, answering any questions that students may have.
Ask students:

How do you think many American colonists felt when they saw Revere's engraving of the shooting?

Students should recognize that it probably angered many people.



Explain that students are going to work as historians to learn more about the shooting in the next class meeting.

Day Two

Let's see what we know so far...

When did the shooting take place?

In 1770, five years before the American Revolution began.

Where did it take place?

Boston.

Who did the shooting?

British soldiers.

Why were the soldiers in Boston?

To make sure the American colonists obeyed the British laws and paid taxes.

Who was Paul Revere?

A silversmith and a patriot who opposed British rule of the colonies.

Hold a brief discussion over the questions to refresh students' memories.

When did the shooting take place?

In 1770. Remind students that this was five years before the American Revolution began.

Where did it take place?

In Boston.

Who did the shooting?

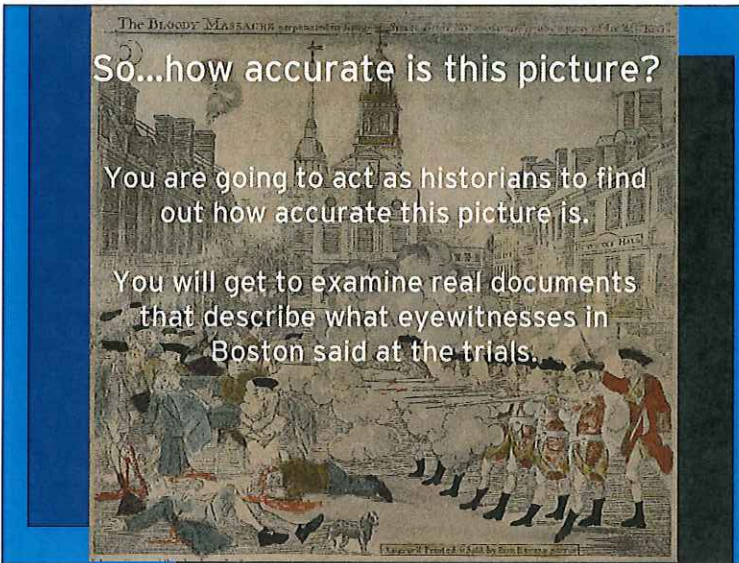
British soldiers.

Why were they in Boston?

Britain controlled the American colonies, and when Americans tried to avoid paying taxes to the British, the British sent troops into Boston.

Who was Paul Revere?

He was a Boston silversmith and a Patriot, who opposed British rule in the American colonies.



Review the information on this slide, answering any questions that students may have.

Explain that this picture circulated throughout the American colonies and is even used today in books as an illustration of what happened in Boston in 1770. Tell students that they are going to be historians and examine other evidence to see how accurate the picture is.

In Your Group ...

Examine the sworn statements from eyewitnesses (Handout 1B) and answer the questions on Handout 1C.

Look at the picture of the Bloody Massacre. How might this picture be inaccurate? Make a list of the inaccuracies.



To make your list, use the answers to the questions and other information you have learned from the sworn statements of witnesses. Be prepared to explain why you think something in the picture might not be accurate.

Divide the class into small groups of students (three to five in a group). Each group will get handouts meant for either Group A, Group B, or Group C. Distribute **Handout 1B: Sworn Statements** to the groups along with the corresponding **Handout 1C: Questions** (e.g., Group A Questions go to students with Group A Sworn Statements).

Review the instructions on the slide and answer any questions that students may have.

Give students time to answer the questions. Circulate through the groups and answer questions that students raise.



When students are ready, call time. Tell students to prepare at least three things to say about the accuracy of the engraving.

Call on groups to present their answers to questions. Skip around from group to group so that all students are engaged in the process. When they answer, ask them to point out any inaccuracies in the engraving. Below are the suggested answers for each group.

Group A: Where in Boston did the shooting take place? (Name of street and nearby building) *King Street in front of the Custom-house.*

Were the British troops standing in a straight line? *No. They were standing in a semicircle.*

Captain Preston was the leader of the troops. Where was he standing? *He was basically behind them but one soldier was between him and the Custom-house.*

Where were the people standing? *The people had surrounded the soldiers.*

How close were they to the soldiers? *Some members of the crowd were very close — 2 feet from the bayonets.*

Group B: What time of day did the shooting happen? *About 9 p.m.*

What was the weather like? *It was cold. Snow covered the ground.*

How many soldiers were there? *Witnesses' statements range from 10 plus Captain Preston to 7 or 8 plus Preston.*

Aside from the soldiers, how many people were on the street? *The street was crowded; it was hard to get in. Estimates range from 40 to 80, with more people in surrounding streets.*

How many shots were fired? *Witness heard from four to eight.*

Group C: If you had been on the street before the shooting, what sounds would you have heard? *Church bells ringing; whistling; huzzaing; people screaming (fire, fire). In short, it was noisy.*

Did the people on the street have any weapons or things they could use as weapons? *Yes. Sticks, clubs, large pieces of ice, snowballs, swords.*

All Groups: What other interesting information did you learn? *Accept reasonable answers.*

Aftermath

Three murder trials were held.

Captain Preston was tried first. The issue was whether he ordered his troops to open fire. The Boston jury decided he did not. It found him not guilty.

The second trial: The eight soldiers under Preston's command were tried before a different jury. The defense argued the soldiers fired in self-defense. The prosecution argued it was cold-blooded murder.

The jury found six soldiers not guilty. But it convicted two soldiers of manslaughter, a lesser crime than murder.

Review the information on this slide, answering any questions that students may have. Students may not understand what manslaughter is. It is a killing done under great provocation. The jury apparently believed the two soldiers were provoked into shooting.

The two soldiers were punished by branding their thumbs with the letter M, standing for Murder or Manslaughter.

This was a common punishment at the time.

You might see this picture on some of the Boston Massacre websites.

But the image is really of a branding at the Old Bailey, London's central criminal court around the same time period as the Boston Massacre.



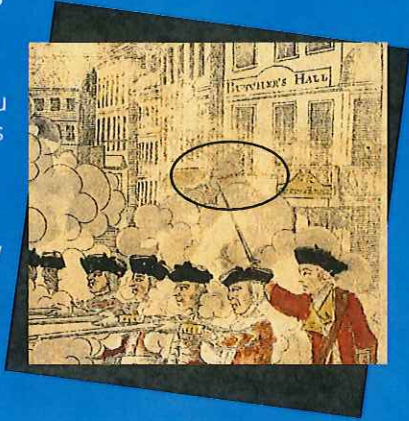
Review the information on this slide, answering any questions that students may have.

The Third Trial

Did you notice in Revere's engraving anyone aside from soldiers shooting?

If you look closely at Revere's engraving, you will see that someone is shooting from the Custom-house.

A witness swore he saw four people shooting from a window.



Review the information on this slide, answering any questions that students may have.

The four were put on trial. But it soon become clear that the witness was lying.
The four were found not guilty.

As for the young witness, he was tried and found guilty of perjury (not telling the truth to the court).

He was sentenced to an hour on the pillory and a whipping, but a crowd wouldn't allow it. The sheriff waited two days, then gave him 25 "stripes," as ordered by the judge.



This image shows a pillory. It does not depict the witness from this trial.

Review the information on this slide, answering any questions that students may have.

Ask students: What is perjury?

Explain that it is lying while testifying in court.

The Boston Massacre



It was one of the conflicts between Britain and the American colonists that led to the American Revolution.

Review the information on this slide, answering any questions that students may have.

Think It Over

Why do you think Paul Revere created the engraving?

How would you describe the role of the historian?



Hold a concluding discussion using the questions on the slide.

Why do you think Paul Revere created the engraving?

Students should note that Revere was a Patriot, who opposed British rule. The engraving was meant to inflame the American population against the British. Note that many consider the engraving propaganda. Propaganda is defined as material sent out by the advocates or opponents of a cause in order to further or detract from cause. It is particularly associated with emotional appeals.

How would you describe the role of the historian?

Accept reasonable answers.

Images

Paul Revere's Ride <http://turkdeb.org/postcard/2754/> ;
<http://creativecommons.org/licenses/by-sa/3.0/>

Trial <http://lcn.loc.gov/08037490>

Apollo 11 Soundbite:
http://www.nasa.gov/mission_pages/apollo/apollo11_audio.html

Apollo 11 images: <http://history.nasa.gov/apollo11/apollophotos/apollo.html>

Branding
<http://www.oldbaileyonline.org/static/Punishment.jsp#branding>

Pillory <http://www.gutenberg.org/files/34005/34005-h/34005-h.htm>

Strategic Retreat

<http://www.istockphoto.com/stock-photo-3869670-strategic-retreat.php?st=a14d7b0>

Observation Handout

Look at your assigned side of the picture and answer the following questions:

1. What **objects or things** do you see in the picture?
2. What **people** do you see in the picture?
3. What **activities** do you see in the picture? (What are the different people doing?)
4. What **words**, if any, do you see in this picture?
5. What **questions** does this picture raise in your mind?

Group A: Sworn Statements

Below are sworn statements from witnesses. Use them to answer the Group A Questions.

Richard Palmes: I heard a noise, and was told there was a rumpus at the Custom-house; I said, I will go down and make peace. [When I got there] I ... saw Capt. Preston at the head of seven or eight soldiers ... I went to Capt. Preston ... [The soldier who fired the first shot] was the next man to Capt. Preston, the only soldier that was betwixt the captain and the Custom-house. When he fired I heard the word fire, who gave it I do not know... *Did you take notice of the situation of the soldiers?* I saw the form they were in, they were formed in a half circle.

Jedediah Bass: *At the place where you stood, could you see all the soldiers?* No, only two, they stood in a circular form.

Josiah Simpson: *How many soldiers were with him [Captain Preston]?* Seven. *How did they stand then?* They stood in a circle... *Where did Capt. Preston stand then?* He stood a little behind the soldiers towards the Custom-house.

Newton Prince: The soldiers were all placed round in a circle with their guns breast high... when the captain came the people crowded in to speak to him, and I went behind them; there were people all round the soldiers.

James Brewer: *Could you see the whole party [of soldiers]?* Yes, they stood in a circle, or half moon.

Robert Williams: I went to King street. People there some huzzaing, whistling, some leaning over their sticks, somebody said don't press upon the Guard, I repeated the words. The people seemed to be pressing as I was to get among the thickest of them...*Did the people stand close in with the soldiers' bayonets?* No, they appeared to be two feet from the bayonets.

Andrew (a slave): I turned about and saw the officer standing before the men, and one or two persons engaged in talk with him. A number were jumping on the backs of those that were talking with the officer, to get as near as they could.

Ebenezer Bridgham: *How did the soldiers stand?* 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 ...

Group B: Sworn Statements

Below are sworn statements from witnesses. Use them to answer the Group B Questions.

Jeremiah Allen: [I]n the evening of the 5th day of March current, being at about nine o'clock ... [I] heard some guns fired... [I] heard the discharge of four or five guns ...

James Bailey: *Was any number of people standing near the man that struck [the soldier's] gun?* Yes, a whole crowd, fifty or sixty... *Was there at that time a good deal of ice in King street?* Yes, considerable broken ice.

James Brewer: *How many guns did you hear fired?* I think seven.

James Dodge: *How many people were there?* I took them to be about fifty... *Was the snow trodden down, or melted away by the Custom-house?* No, the street was all covered like a cake.

Joseph Hinkley: *How many guns were fired?* I think six or seven, I did not count them.

Bartholomew Kneeland: [O]n Monday evening, the fifth ... about fifteen minutes after nine o'clock, hearing a bell ring, which I supposed was for fire, went immediately to the front door, ... I saw a number of soldiers ... in the main street... I retired into the house. In about half an hour's time ..., I heard a volley of small arms fired off in King street; and upon inquiry was told that three men were killed and one wounded.

Henry Knox: I ... went off through the crowd and saw a detachment of about eight or nine men and a corporal, headed by Capt. Preston... [T]here was not present in King street above seventy or eighty people...

Edward G. Langford: *How many people were there before the soldiers at that time?* About forty or fifty, but there were numbers in the lane... *How many soldiers were there?* I did not count the number of them, about seven or eight, I think.

Richard Palmes: I ... saw Capt. Preston at the head of seven or eight soldiers, with their guns, and bayonets fixed... I saw a piece of ice strike Montgomery's gun, whether it sallied him back, or he stepped one foot back, I do not know, but he recovered himself and fired immediately... *How many guns were fired?* I do not know certain, seven or eight I believe, I did not count them.

Robert Polley: [W]e looked for stones or bricks but could find none, the ground being covered with snow.

Thomas Wilkinson: I counted the guns. *How many were fired?* Seven fired and one flashed... *How many people do you imagine were there?* Sixty or seventy.

Robert Williams: I tried to press into the [crowd to find out] what they were about. I could not get in; I therefore stepped over the gutter, and saw the soldiers, seven or eight of them, by the sentry box... Numbers were crowding to get in as I was.

Group C: Sworn Statements

Below are sworn statements from witnesses. Use them to answer the Group C Questions.

James Bailey: [People] were huzzaing, whistling and carrying their sticks upright over their heads... *Did you see the pieces of ice thrown?* Yes. *What sort of pieces...?* [H]ard and large enough to hurt any man; as big as one's fist... *Did you see anything thrown before the firing?* Yes, Montgomery [a soldier] was knocked down with a stick, and his gun flew out of his hand... *Did you observe any body strike Montgomery, or was a club thrown?* The stroke came from a stick or club that was in somebody's hand, and the blow struck his gun and his arm.

Ebenezer Bridgham: *Was any thing thrown at the soldiers?* Yes, there were many things thrown, what they were I cannot say. *Did you hear any particular words...?* I heard no particular words, there was such a noise I could not distinguish any words... *Did you hear any bell ring?* Yes. *What bell?* I believe all the bells in town were ringing...

Benjamin Burdick: [A soldier] pushed at me with his bayonet, which I put by with what was in my hand. *What was it [in your hand]?* A Highland broad sword.

James Dodge: *Did you see any ice or snow balls thrown at the soldiers?* I saw several snow balls and pieces of ice thrown, and heard a rattling against the barrels of their guns, whether it was sticks, or what, I do not know.

Joseph Hinkley: [T]he bells were ringing; I was close to [the soldiers] when they loaded. *Who gave orders to load?* I did not hear, there were such a huzzaing and whistling that I could not hear... then the people halloed fire, why do you not fire you bloody backs?

Dr. John Jeffries: [He testified about what Patrick Carr told him. Carr died about a week after being shot.] [H]e saw many things thrown at the sentry. I asked him if he knew what was thrown. He said he heard the things strike against the guns, and they sounded hard; he believed they were oyster shells and ice; he heard the people huzza every time they heard any thing strike that sounded hard.

Richard Palmes: I saw a piece of ice strike [soldier] Montgomery's gun, whether it sallied him back, or he stepped one foot back, I do not know, but he recovered himself and fired...

Newton Prince: When the bells rung... I went out and asked where the fire was; somebody said it was something better than fire... After a while [the crowd] huzzaed and went down King street; ... The soldiers were all placed round in a circle with their guns breast high... I saw people with sticks striking on their guns... *Did you hear at that time they were striking, the cry of fire, fire?* Yes, they said fire, fire, damn you, fire, fire you lobsters, fire, you dare not fire.

Josiah Simpson: I ... saw a white club thrown at some distance from me towards the soldiers... *Did that club hit any body?* I believe it hit one of the soldiers' guns, I heard it strike... *How near to the soldiers was the person who threw the club?* About ten yards off... *Did the people make a great deal of noise and huzzaing?* Yes, considerable.

Robert Williams: *Was there any sticks thrown?* No, I saw two or three snow balls, which seemed to come from a distance.

Group A: Questions

Where in Boston did the shooting take place? (Name of street and nearby building)

**Were the British troops standing in a straight line? YES or NO.
Describe how they were standing.**

Captain Preston was the leader of the troops. Where was he standing? (In front of the troops, behind them, beside them?)

Where were the people standing?

How close were they to the soldiers?

What other interesting information did you learn?

After you have answered the questions, look at the picture of the Bloody Massacre. How might this picture be inaccurate? Make a list of the inaccuracies. To make your list, use the answers to the questions and other information you have learned from the sworn statements of witnesses. Be prepared to explain why you think something in the picture might not be accurate.

Group B: Questions

What time of day did the shooting happen?

What was the weather like?

How many soldiers were there?

Aside from the soldiers, how many people were on the street?

How many shots were fired?

What other interesting information did you learn?

After you have answered the questions, look at the picture of the Bloody Massacre. How might this picture be inaccurate? Make a list of the inaccuracies. To make your list, use the answers to the questions and other information you have learned from the sworn statements of witnesses. Be prepared to explain why you think something in the picture might not be accurate.

Group C: Questions

If you had been on the street before the shooting, what sounds would you have heard? List them.

Did the people on the street have any weapons or things they could use as weapons? YES or NO. List them.

What other interesting information did you learn?

After you have answered the questions, look at the picture of the Bloody Massacre. How might this picture be inaccurate? Make a list of the inaccuracies. To make your list, use the answers to the questions and other information you have learned from the sworn statements of witnesses. Be prepared to explain why you think something in the picture might not be accurate.

The Boston Massacre

On March 5, 1770, British soldiers fired on a mob of colonists in Boston. This incident, known as the Boston Massacre, enraged American colonists.

In the years before the American Revolution, the British tried to take firm control over their American colonies. In the British view, British troops had protected Americans from the French, Spanish, and Indians. When a long war against the French ended in 1763, the king's minister announced in Parliament: Great Britain protects America; America is bound to obey.

Parliament then began passing laws to control trade, stop smuggling, and collect taxes from the colonies. The Americans considered these laws unjust and began to resist. Much of the resistance took place in Boston.

One target of American outrage were customs collectors. They collected taxes and tried to stop smugglers. At the Customs House, officials collected and counted import duties for the king.

Sometimes customs collectors conducted searches using search warrants, called writs of assistance. These documents allowed them to search any house for smuggled goods. When customs officials in 1768 seized John Hancock's ship on charges of smuggling wine, Boston mobs attacked them. The British government sent 700 soldiers to occupy Boston. The troops trained in public and stood guard in front of government offices, including the Customs House.

The occupying army and the townspeople grew to hate each other. Wearing red coats and armed with muskets and swords, the soldiers intimidated the people with insults and threats. Boston workmen, sailors, and teenage apprentices cursed at the redcoats and challenged them to fistfights. The Sons of Liberty, a radical Patriot group, called for the troops to leave.

The Boston Massacre

On Friday, March 2, 1770, an off-duty British soldier asked a group of Boston rope makers if there was any work. One of the rope makers replied there was. "Go clean my outhouse," he jeered. A fight broke out. The soldier was knocked about and then fled. A little while later, the soldier returned with friends and a brawl erupted. One of the soldiers, Matthew Killroy, and one of the rope makers, Samuel Gray, would meet again soon.

On the evening of Monday, March 5, a lone British soldier guarded the entrance to the Boston Customs House. The sentry got into an argument with a boy and swung his musket, hitting him on the head. Other boys gathered, daring the sentry to fight. "Bloody lobster back!" they yelled, taunting the soldier and his red coat.

By about 9 p.m., adults had joined the growing crowd. Some began to throw snowballs and chunks of ice at the sentry. He loaded his musket. "Fire, damn you, fire, you dare not fire!" the crowd taunted.

The sentry called for help when a group of about 25 American sailors arrived, yelling, whistling, and carrying wooden clubs. A tall, stout man named Crispus Attucks led this noisy band. Part Indian and black, Attucks pushed his way to the front of the crowd, club in hand.

Captain Thomas Preston, officer of the guard, responded to the sentry's call for help. He led a squad of seven soldiers. In the squad was Private Matthew Killroy, who had been involved in the rope-maker brawl. The soldiers marched with their muskets and bayonets to the Customs House. They lined up in a semicircle facing the crowd. A corporal ordered the soldiers to load their muskets with two lead balls per gun. Capt. Preston stood by his men.

From 40 to 80 people had now gathered. Many more people crowded nearby streets. "Lobsters!" "Bloody backs!" "Fire! Why don't you fire?" many shouted. Some threw snowballs, ice, oyster shells, and even lumps of coal at the soldiers. Crispus Attucks and others struck the soldiers' musket barrels with sticks and clubs. Attucks yelled, "Kill them! Kill them! Knock them over!"

Then, someone from the back of the mob threw a club. It hit Pvt. Montgomery, knocking him to the ground. "Damn you, fire!" someone shouted. Enraged, Montgomery rose to his feet and fired his musket killing Crispus Attucks. Soon, most of the other soldiers were erratically firing into the mob. When Pvt. Killroy fired, rope-maker Samuel Gray fell dead. As the men began to reload, Capt. Preston ordered, "Stop firing! Stop firing!" Five men lay dead or dying in the bloody snow.

Capt. Preston managed to march his men back to their barracks. Acting Governor Thomas Hutchinson, a strong supporter of Britain, arrived to try to calm the people. "Let the law have its course," he pleaded.

The next day, the Sons of Liberty held a huge protest meeting demanding that all British soldiers be ordered out of Boston. Gov. Hutchinson persuaded the British army commander to remove the soldiers to an island in Boston Harbor. Boston residents lined the streets to insult and curse the redcoats as they left the town.

On March 13, the colony's attorney general charged 13 people with murder. Three trials took place. Capt. Preston was tried first followed by a separate trial of the eight soldiers. Four customs officers were accused of shooting into the crowd from the Customs House windows. They were tried last. (This final trial ended when the jury found out that the main witness had falsely accused the officers.)

The Trial of Capt. Preston

Before the trials began, both sides tried to influence public opinion. Gov. Hutchinson sent a report to London. It criticized Boston for its violence. It reported mob actions against British soldiers. He later wrote, “government is at an end and in the hands of the people.”

The Sons of Liberty took witness statements. They put the statements in their own document, titled, “A Short Narrative of the Horrid Massacre in Boston.” But the most influential piece was Paul Revere’s widely printed cartoon, “The Bloody Massacre.” It showed British soldiers firing on a peaceful crowd.

The court appointed Samuel Quincy, a strong Tory, as prosecutor. The Sons of Liberty persuaded the town of Boston to pay for a second prosecutor, Patriot Robert Treat Paine.

Capt. Preston could not get anyone to defend him in court. A Tory merchant finally persuaded lawyer John Adams to do so. Adams was a Patriot leader in Boston. But the 35-year-old Adams believed that the British soldiers and their captain deserved fair trials. Adams believed that the cause for self-government would be damaged if the trial wasn’t fair. Joining Adams on the defense team were a Tory judge, Robert Auchmuty, and Josiah Quincy. Quincy, a Patriot, was the younger brother of the prosecutor.

In short, Tory Samuel Quincy was prosecuting the king’s soldiers for murder. And Patriot John Adams was defending them.

Amid continued mob activities and threats of lynching, Capt. Preston’s trial began on October 24, 1770. It lasted six days, a long time then for a criminal trial. The court also took the unusual step of sequestering the jury (keeping jury members away from their families and friends).

Four judges presided at Capt. Preston’s trial. The key question was whether he actually gave an order to his men to fire at the mob. Preston denied giving the order, but did not testify. Some witnesses said he gave such a command; most said he did not. Much of the testimony centered on who was shouting the word “Fire!” when the shooting began. In the end, the Boston jury found Capt. Preston not guilty.

To the Sons of Liberty, Capt. Preston’s acquittal was disturbing, but not entirely unexpected. After all, Preston was never accused of shooting at the crowd himself. But the strong feeling in the town remained that someone would have to pay for the five men who died.

The Trial of the British Soldiers

The trial of the eight British soldiers began on November 27 with a different jury (again sequestered). The same four judges presided as in the Preston case. Samuel Quincy and

Robert Treat Paine continued to prosecute. Sampson Blowers joined John Adams and Josiah Quincy for the defense. This trial lasted seven days. More than 80 witnesses testified.

The prosecutors only had to prove that one of the soldiers fired with malice and the intent to kill. All the soldiers would then be equally guilty of murder and would hang.

The prosecution tried to show that after months of abuse from the town's people, all the soldiers had revenge in their hearts. One witness testified that one or two weeks before the shooting, Pvt. Killroy had said:

He would never miss an opportunity, if he had one, to fire on the inhabitants, and that he had wanted to have an opportunity ever since he landed.

After Pvt. Montgomery fired the first shot, the prosecution argued, Killroy had his chance and shot rope-maker Samuel Gray to death.

The defense team had to overcome a major problem. The previous jury had found that Capt. Preston did not order his men to fire. Then why did the men fire? The defense lawyers had to show that the crowd was endangering the soldiers. They would have to convince jurors who probably disliked the British soldiers.

The defense focused on the mob that threatened Capt. Preston and his men. Witnesses for the defense told about the insults, curses, threats, and taunts shouted at the soldiers. They described the physical objects the mob hurled at the men. An important witness was Dr. John Jeffries. He had treated victim Patrick Carr for 10 days before he finally died. Dr. Jeffries related what Carr had said on his deathbed. Carr disclosed that he believed the soldiers fired to defend themselves. He did not blame the man who shot him.

John Adams made the defense's closing argument. He explained the law of self-defense to the jury. He recalled the testimony about the "people crying kill them! kill them! knock them over! heaving snowballs, oyster shells, clubs, white birch sticks." Adams asked the jurors to "consider yourselves, in this situation, and then judge whether a reasonable man ... would not have concluded they were going to kill him."

Adams referred to Pvt. Montgomery, the first to fire. "He was knocked down at his station," Adams continued. "Had he not reason to think his life in danger?" As for Pvt. Killroy, Adams pointed out that the evidence showed he had fired into the mob. No one had testified that he had aimed at Samuel Gray.

John Adams concluded by stating the law at the time: "If an assault was made to endanger their lives, the law is clear, they had the right to kill in self-defense" Adams conceded, however, that if the assault "was not so severe as to endanger their lives ... [then] this was a provocation, for which the law reduces the offense of killing down to

manslaughter.”

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Robert Treat Paine concluded the case for the prosecution. He told the jurors that the soldiers had unlawfully assembled in front of the Customs House, loading their muskets, which inflamed the crowd. The soldiers then opened fire without any order from Capt. Preston. They did this, Paine argued, not to defend themselves, but out of malice. The redcoats sought revenge for all the insults and harassment they had suffered since arriving in Boston. He called on the jury to find the soldiers who fired guilty of murder.

After instructions from the judge, the case went to the jury to deliberate on a verdict. After deliberating for about three hours, the jurors returned to court. They found all the soldiers innocent of murder, but judged Pvts. Montgomery and Killroy guilty of manslaughter. Their punishment could have been hanging, but the court permitted them to make a special plea. Their penalty was reduced to branding on the thumb. Montgomery later admitted that it was he who had shouted, “Damn you, fire!” just before he shot his musket.

* * *

The Boston Massacre was followed by other events that outraged American colonists. In 1776, America declared its independence from Britain. The Revolutionary War was fought, and independence was won.

John Adams went on to serve in the Continental Congress and was on the committee to write the Declaration of Independence. During the Revolutionary War, Congress sent him to Europe. He eventually helped arrange the peace treaty that ended the war. He served as vice president under President George Washington. In 1796, he was elected the second president of the United States.

Late in life, Adams referred to his work on the Boston Massacre trials as “one of the best pieces of service I ever rendered my country.”