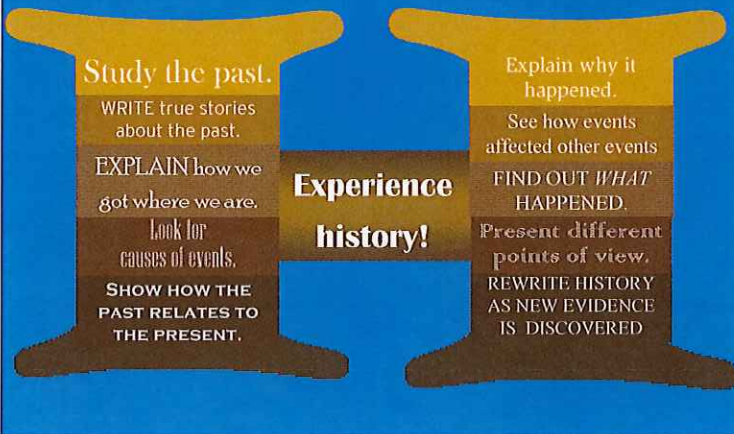


History Experience

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 ...

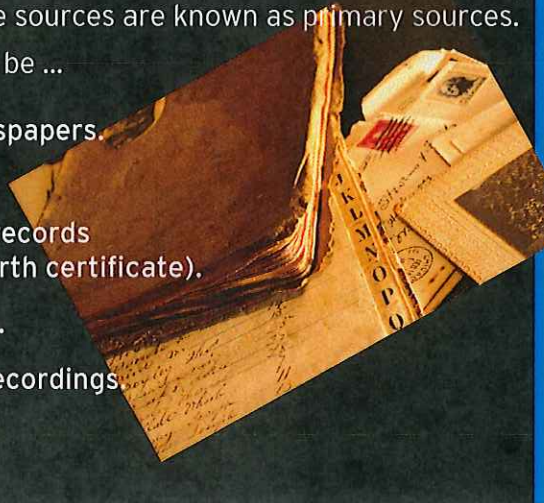
Old newspapers

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.



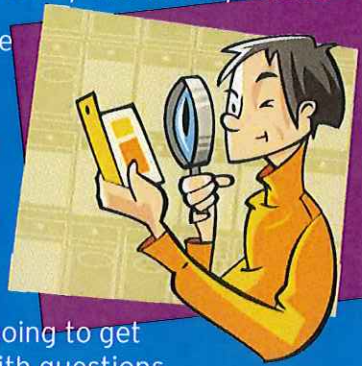
Historians must look through many sources to find the facts.

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.

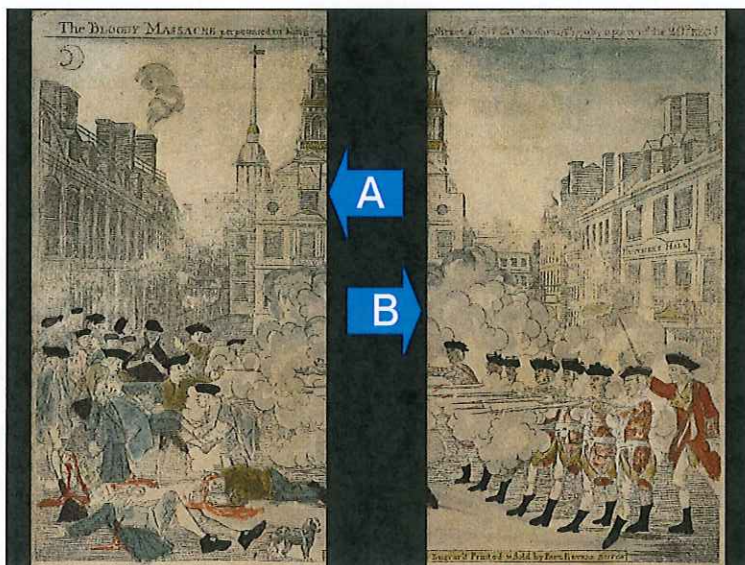


Explain that students are going to be historians and examine a picture made of an actual event in history. Tell them that, like historians, they are going to pay careful attention to the picture.

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???



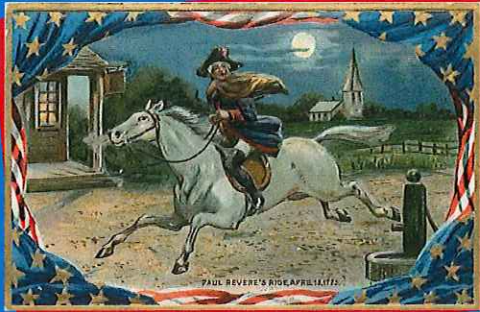
Review the information on this slide, answering any questions that students may have.

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?



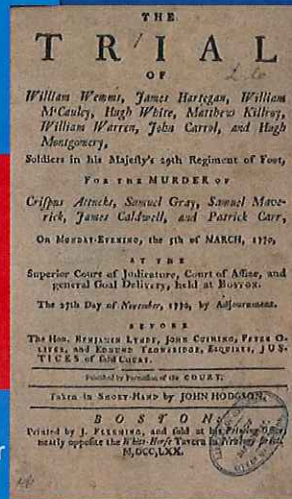
Revere was a Patriot. Patriots were American colonists who opposed British rule in America.

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.

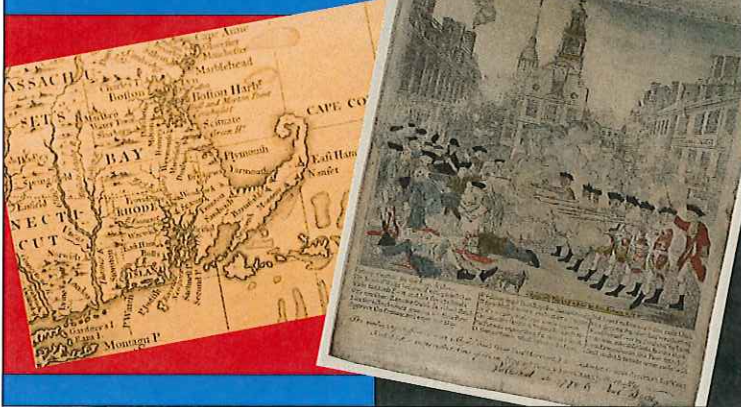


They were put on trial for murder before a jury of Boston citizens.



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 colonies 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?

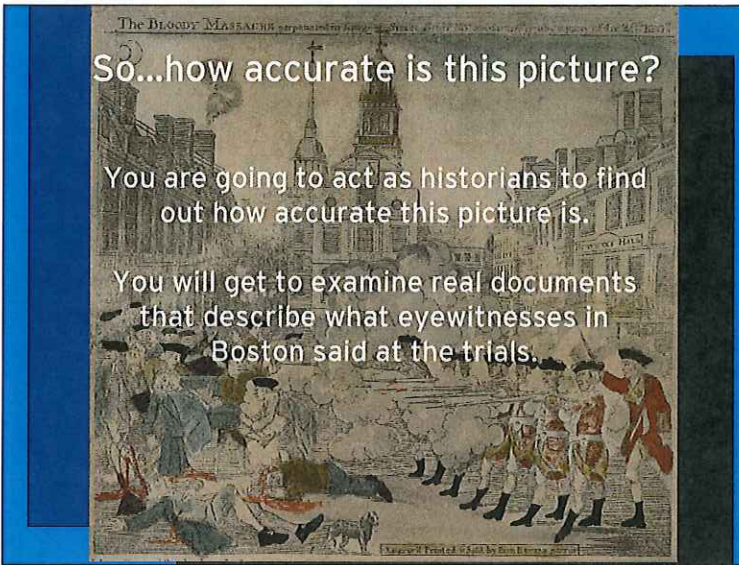
British soldiers.

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.



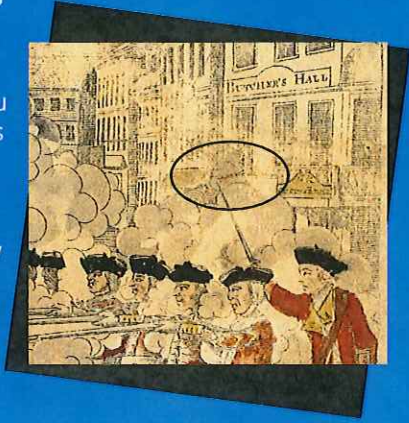
Review the information on this slide, answering any questions that students may have.

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>