**Interpreting the Boston Massacre,**

**Reconstructing a Historical Narrative.**

So far this unit, we have been analyzing, writing, and looking at documents that discuss events that are leading up to the Revolutionary War. As a class ,we have taken an in-depth look at how history can be biased based on the documents/ images we have read in class. However, the tables have turned and it is your turn to create a document interpreting the Boston Massacre.

You will be responsible for creating a newspaper article depicting what “really” happened on King Street March 5, 1770 in Boston, Massachusetts. You will have to decide who your audience will be, will your newspaper article be geared toward a Patriot or Loyalist stance.

**Requirements**:

1. Create a Newspaper title, with headline. (Can not use “Boston Massacre” as headline). Should be creative and reflect your opinion of what took place.
2. Select an image from the list that is provided. Image should reflect the opinion/viewpoint that you will be writing on.
3. Write newspaper article describing what took place March 5, 1770 on King Street. The article should reflect Patriot or Loyalist viewpoints.
4. Incorporate Historical Figure within the Newspaper article.
5. At the bottom of article, write a paragraph describing who was really at fault for the Boston Massacre.

**Pictures:**

1. [Picture 1](http://www.ushistory.org/declaration/related/images/massacre.jpg)
2. [Picture 2](http://www.celebrateboston.com/image/sites/boston-massacre-site.jpg)
3. [Picture 3](http://www.generalatomic.com/AmericanHistory/boston.jpg)
4. [Picture 4](http://ushistoryimages.com/images/boston-massacre/fullsize/boston-massacre-5.jpg)
5. [Picture 5](http://centralillinois912project.com/wp-content/uploads/2010/09/BostonMassacre.gif)

**Grading Newspaper Article.**

* RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
* RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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| Advanced Proficient 5 | Above Proficient 4.25 | Proficient  3.75 | Below/Developing Proficient 3 | Non-Proficient  2.5-0 |
| \* Creative newspaper title with an original headline  \*Image reflects viewpoint/ opinion of article.  \*Article is detailed and clearly reflects (Patriot, Loyalist, view of issue).  \*Paragraph demonstrates a clear understanding of the issue with support from notes and game.  \*all information is correct.  \* correct grammar and spelling  \* well written & easy to understand | \* Newspaper title with original headline.  \*Image reflects viewpoint of article.  \*Article reflects (Patriot, Loyalist l view). Some detail missing.  \* Paragraph demonstrates an understanding of the issue drawing on notes or game for support .  \*Most information is correct.  \* minor grammar and spelling errors  \* well written & easy to understand | \*Newspaper title with original headline.  \*Image reflects a viewpoint of article but lacks clarity.  \*Student attempts to write a article that reflects (Patriot, Loyalist view). Some detail missing.  \*Paragraph demonstrates an understanding of issue but is unclear.  \*Most information is correct.  \* minor grammar and spelling errors  \*easy to understand | \*Newspaper title, does not use original headline.  \*Image does not reflect the viewpoint of article.  \* Can not distinguish between (Patriot, Loyalist view of event).  \*Paragraph is unclear, student has idea of what happened, does, not draw on game or notes for support.  \* Some information is incorrect.  \* major grammar and spelling errors  \* difficult to understand at times  \* REDO | \*No Newspaper title or headline.  \*Image is non existent or does not reflect a viewpoint of event.  \*No article or article has not viewpoint/ opinion of what took place.  \* Student does not demonstrate an understanding of what took place.  \* Information is incorrect . emphasis  \* REDO |

**Grading Write up “Who’s fault is the Boston Massacre and Why”.**

* **RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.**
* **RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.**

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| Advanced Proficient 5 | Above Proficient 4.25 | Proficient  3.75 | Below/Developing Proficient 3 | Non-Proficient  2.5-0 |
| \* Clear topic sentence that states who was at fault or who was innocent.  \*Student gives 3 reasons for why Patriots/ Loyalists were at fault.  \*All information is correct.  \*Student can support ideas with detail from class and game.  \* Student has clear concluding sentence.  \* correct grammar and clear writtenly | \*Topic Sentence that states who was at fault or proves innocence.  \* Students gives 2 or more reasons for why Patriots/ Loyalists were at fault.  \* All information is correct/ missing 1 reason.  \*Student can draw on support form game or notes.  \* Concluding sentence.  \* correct grammar and clearly written | \*Topic Sentence states who was at fault.  \*Students gives 1-2 reasons for why Patriots/ Loyalists were at fault.  \* Most information is correct/ missing 1 or more reasons.  \*Student attempts to draw support from game or notes.  \*some grammar mistakes but clearly written. | \*Topic sentence is unclear of who was at fault  \* Student gives a reason why Patriots/ Loyalists were at fault.  \* Some information is incorrect/ missing 2 or more reasons.  \*Student demonstrates knowledge of understanding.  \* confusing at times to read  \* REDO | \* No Topic Sentence.  \*Student can not give a reason for who was at fault.  \*Information is incorrect.  \*Student can not draw on support from notes or game for support.  \* REDO |