

Preparing to Teach Portfolio
"Acceptable"
#0305022

Note: This is a 2008 graduate and the requirements have since changed to include a Teacher Candidate Mini-Work Sample (see "Exemplary" category for that version); the "mini-unit" we incorporated in this student's Practicum was a prototype of the TCMWS. Included are both the unit assessment pieces (#1-4) and also additional examples of evidence of the work students completed in the History/Social Practicum Site 2 visit.

1. Faculty Disposition Evaluation Form
2. Candidate Disposition Self-Evaluation Form
3. Reflection Essay and Scoring Rubric
4. Implemented Lesson Plan and Rubric
5. Site Visit #2 Assessment Examples
 - a. NCSS Standards Inventory
 - b. Contextual factors
 - c. Mini-unit taught
 - d. Sample lesson
 - e. Sample student reflections
 - f. Observation by Cooperating Teacher



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Preparing to Teach Portfolio

Rubric Cover Sheet

Name:

Student ID: 0305022

Date:

Program/Major:

SE Political Science-BA

Student Teach in Sec Sch

Implemented Lesson Plan Rubric



Reflection Essay Rubric



Disposition Self-Evaluation Complete



Disposition Faculty Evaluation Complete



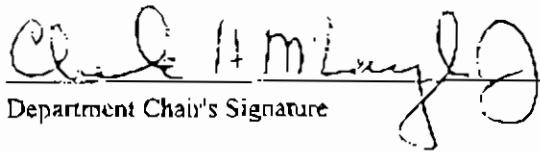
This candidate is



Recommended



Not Recommended for student teaching



Department Chair's Signature

Date



Feinstein School of Education and Human Development

Faculty (Practicum/Methods) Disposition Evaluation Form

Name:

ID#: 0305022

Teacher Preparation Program: Secondary Education

Professional Education GPA:

Major: Political Science/SE

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

	Rarely (1)	Sometimes (2)	Frequently (3)	Almost Always (4)
1. Seeks feedback from multiple perspectives and makes appropriate adjustments. (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Self-monitors progress (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Upgrades knowledge and skills regularly (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Takes initiative and is self-motivated (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Manifests respect toward students (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Advocates for the well-being of students in schools (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Manifests sensitivity to the needs and values of diverse learners (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Establishes rapport and communicates well with diverse audiences (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates strong communication skills (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Uses feedback constructively (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Demonstrates good organization skills (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Completes work in timely manner (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Evaluator: eb



Feinstein School of Education and Human Development

Candidate Disposition Self-Evaluation Form

Name:

ID#: 0305022

Teacher Preparation Program: Secondary Education

Major: Political Science

Assess the extent that you have demonstrated the identified attribute/behavior since your admission into the teacher preparation program. Rate yourself 1 (rarely) to 4 (almost always) for each item.

	Rarely (1)	Sometimes (2)	Frequently (3)	Almost Always (4)
1. Seek feedback from multiple perspectives and make appropriate adjustments (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Self-monitor progress (Self-Reflection)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Upgrade knowledge and skills regularly (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Take initiative and is self-motivated (Lifelong Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Manifest respect toward students (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Advocate for the well-being of students in schools (Advocacy for Children and Youth)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Manifest sensitivity to the needs and values of diverse learners (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Establish rapport and communicates well with diverse audiences (Respect for Diversity)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate strong communication skills (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Use feedback constructively (Collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Demonstrate good organization skills (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. Complete work in timely manner (Professional Work Characteristics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Candidate:

Date:



Feinstein School of Education and Human Development

Reflection Essay Scoring Rubric

Name _____

ID#: 0305022

Teacher Preparation Program: Secondary Education

Major: Political Science

Assess the extent that the candidate has demonstrated his/her knowledge of the following Rhode Island Beginning Teacher Standards in the Reflection Essay. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	The reflection essay demonstrated a broad base of general knowledge that the candidate has acquired. (RIBTS 1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	The reflection essay demonstrated an in-depth understanding of the disciplines the candidates teach. (RIBTS 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	The reflection essay demonstrated an understanding of how children learn and develop. (RIBTS 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4.	The reflection essay demonstrated an understanding of how students differ in their approaches to learning. (RIBTS 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5.	The reflection essay demonstrated developing critical thinking, problem solving, and performance skills. (RIBTS 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	The reflection essay demonstrated an in-depth knowledge of an effective learning environment. (RIBTS 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	The candidate addressed in the reflective essay the importance of fostering collaborative relationships with colleagues and families to support students' learning. (RIBTS 7)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	The candidate used effective communication in the reflective essay to convey his/her message. (RIBTS 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9.	The candidate discussed the importance of using formal and informal assessment strategies to support student learning. (RIBTS 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	The candidate demonstrated reflective practice throughout the essay. (RIBTS 10)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11.	The candidate addressed ethical, legal and professional standards throughout the essay. (RIBTS 11)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Addresses importance of student engagement well, construction of knowledge, teacher's role in adapting content and pedagogy to meet needs of students.

Place Comments Here

Evaluator:

Date:

(Reflection Essay)

Social Studies/History Students ID# 0305022

During my time in Practicum I have learned many ideas and techniques to become a better teacher. These ideas and techniques address the issues of knowledge, diversity, pedagogy, and professionalism. By teaching at both a rural high school and an urban middle school, actually implementing lesson plans and reflecting on my experiences, I have learned what it means to be a social studies teacher in today's world. It is no longer teaching through lecture and notes, but teaching through the constructivist approach that makes learning intrinsic, which then has the students reach beyond factual knowledge. Teaching using the constructivist method allows students to discover answers through hands on activities which will allow a better understanding of the subject at hand.

Knowledge

Social studies is an ever changing field and events from the past tend to repeat themselves in today's society. Because of this, I have attempted to teach students important information that does not only pertain to the past but links their everyday life to the time that I am teaching. I have learned that students are more interested in history and social studies when this link has been attained. For example, when I taught at the high school I was teaching America during World War I and had students analyze a wide range of propaganda posters from that time period. After the students were done analyzing these posters they decided what techniques made the posters effective. I then had the students create their own propaganda poster about an issue that was important to them. The assignment reinforced aspects of propaganda posters but also had the students use these aspects to spread their own message. Through this assignment I learned that

many students were worried about the environment as many of the posters reflected ideas of global warming and recycling. In the future I can use this knowledge to create lessons that meets these interests.

I also learned that teaching goes beyond what the instructor says. Body language and facial expressions will get a point across sometimes even more effectively than the spoken word does. If I was not content with the behavior of my middle school class I would stand and be quiet with a stern look on my face until the class settled down. It is not possible to teach students when you are talking over them. For students to learn they must be paying attention to the material. To do this teachers have to create an effective learning environment. This environment is one in which all students not only know the rules, but also the consequences when someone breaks a rule. If there are no consequences then there is no reason to follow the rule. This environment also allows for students to feel safe to engage in the conversation. Social studies classes are often boring when the lesson is a teacher centered lecture. The constructivist model of learning would agree that most students do not learn much from these lectures because they do not get to hypothesize or predict what will happen next.

When I was teaching at the middle school level, I started a lesson on the Proclamation of 1763 with a teacher centered lecture and the class did not respond. Because of this I had to shuffle my lesson on the spot and had the students imagine that the classroom we were in was a colony. When I drew an imaginary line that the kids could not cross and they reacted angrily. They had many of the same feelings that the colonist had towards Britain at this time. This lesson shifted from a teacher centered activity to a student centered activity which created an understanding of the core

concepts. If I continued with the lecture the class probably would not have understood these concepts, but when I adapted my teaching to the needs of the students they understood the feelings and the dilemmas that stemmed from the Proclamation of 1763.

Diversity

The student population within a classroom is diverse, not only by race, but by gender and learning styles too. Not all students learn the same way so it is impossible to teach all lessons the same way and get the best possible results. Many students have multiple intelligences which allow for them to learn in many different ways. Some students do better through reading and writing, but there are some learners will learn better by listening to the discussion around them. Teachers must take this type of diversity into account when they decide how to teach their classroom. They must also look at the student population and decide if there are topics which will interest the students more. When I taught at the high school and did my propaganda lesson, I intentionally used many posters that were geared towards women because almost the entire class was female. This allowed for these female students to connect more with the posters instead of using posters that were geared to a population that was not present in the classroom.

The middle school was also more culturally diverse than the high school. I observed my cooperating teacher teach his ESL class at the middle school on more than one occasion and noticed the differences in his teaching style. First, the overall pace was slower so the students had more time to grasp key concepts. Second, the class notes were all in chart form to easily organize the new information. Finally, the literacy teaching was more prevalent in this class. Most of these students did not have any knowledge on

how to take notes or outline. My cooperating teacher taught his students these basic skills as the lowest level of scaffolding and in hopes that these skills will continue to grow through their academic careers.

When I was teaching my middle school class I knew that those students already possessed these skills so I had them read primary documents from the Boston Massacre. I had one third of the class read an account from a British officer, one third read depositions from the trial and the other third read the actual newspaper accounts. I had them underline confusing phrases and vocabulary then had the students work in groups with other students who had the same account. I did this so that the students could teach each other confusing parts of the reading. Typically in each group there was a student who understood the reading and taught it to the rest of the group. After these students knew the information I put them in another group with students who had different accounts. They had to teach the rest of the students their document's point of view on the massacre and then fill in a chart. This lesson worked great because the class responded so well. The students who worked well alone learned the material by reading the accounts, and the other students who needed help got it from the groups they were placed in. After each student understood their perspective I had them go and teach the other students who had a different perspective. I feel that when a teacher incorporates room for different learning styles in a lesson the class will get much more out of that particular lesson.

Pedagogy

I have developed new pedagogical skills since entering Practicum. I have learned that cooperative learning groups are just as effective as lecturing when done correctly.

During my first experience in the high school I taught a lesson about new weapons of World War I. In this lesson I had students work in groups and read about machineguns, airplanes, poison gas, antiaircraft guns, and tanks. These groups took what information I gave them and came up with their own strengths and weaknesses of the weapons. This lesson was effective because I did not tell the students what the strengths and weaknesses were, but through hands on activity they were able to create an internal idea which made the outcome their own. This idea of making an outcome the students own is important because then they feel as though they accomplished something and will be more inclined to try something on their own in the future.

At the high school I had the use of a computer and a projector which made PowerPoint presentations an accessible means of teaching. These presentations allowed me to use more visuals in the classroom than I normally would have been able to. My PowerPoint presentations were concise and to the point, but also included political cartoons, pictures of the people that I was talking about and diagrams which made it easier for the students to follow along with the notes. The PowerPoint also allowed me to introduce important ideas to the class and go back to them later. During my last class I stated that after World War I America feared communism in my presentation. Later I gave a reading on the basic differences between capitalism and communism and had the class fill in a chart to better understand these differences.

At both of the schools I taught at I encouraged class participation. I was constantly asking questions and getting feedback from students. A classroom is not effective when communication is monopolized by one side. I also came up with formal assessments at both schools. These assessments were based on the core concepts that I

felt the students should come away with after I taught them. These assessment pieces had multiple sections that ranged from multiple choice questions, to true and false, to essay questions. At the middle school level I asked straight true and false questions, but at the high school level I had the students fix the statement if the answer was false. I feel that this showed higher order thinking because not only did these students have to know whether the statement was factual, but they also had to know why or why not. I also had informal assessments which were assignments I had the students complete during class. These ranged from T Charts to vocabulary lists. The students usually seemed to hit the core concepts but when they did not I started the next class fixing the problems from the day before.

Professionalism

While teaching at these schools I used both my cooperative teacher as well as my fellow Rhode Island College students to collaborate when necessary. At my first site I worked with one other student from Rhode Island College and we co-taught some lessons in which we collaborated on. We came up with the key concepts as well as activities. At the high school my partner and I came up with a Treaty of Versailles conference and had the class create their own treaty to end World War I. I also collaborated with my cooperating teachers many times. They both reminded me that the students are not at a college level and that I have to start from the ground up and teach vocabulary and skills that I assume they have, because at this level most of them do not. This was especially the case when I was making tests. I wanted to ask questions that I would have received in my college level classes, but the students are obviously not ready for these questions at their current levels. I had to revamp my tests in order for the students to build skills that

will eventually lead them to abilities that will allow them to answer those types of questions. I did not get a chance to work with special education teachers or paraprofessionals, but I did observe how my cooperating teachers did, and how they fed off of each other in order to teach the students that needed extra help. Collaboration is important because it gives teachers a place to bounce ideas, help each other, and create a better teaching environment amongst the faculty.

I have learned many things about myself as a teacher. First, I have learned that I have the ability to adapt when students are not grasping the concepts of the lesson. Also, I have learned I am much more comfortable in front of a classroom than I thought I would be. I am a nervous person by nature, but I do not show this nervousness when I am teaching because I feel confident with my lesson and my ability to get the points across. Finally, I have learned that I have to expect more out of the students in order to get them to think critically and achieve higher order thinking.

Since I am a beginning teacher I have distinct strengths and weaknesses. I feel that one of my strengths as a teacher is at the planning level. I am always prepared and have materials that attempt to make learning meaningful and fun, such as posters or songs. I am also creative and try to teach students not in the traditional lecture fashion, but from a constructivist point of view. I feel that I could be stronger at the implementation level. I know what I want to do, but I am not sure how much time certain aspects of the lesson will take. I feel that this comes with knowing your students and what they can do, but also with more experience.

My experiences in the classroom, as brief as they may have been, have given me a new guide on how to be a teacher. I now have personal experiences to reflect upon about

how to make myself a better teacher. By studying and creating my own techniques on knowledge, diversity, pedagogy, and professionalism, I have been able to look at myself and see how far I have come in a few short months. Over my teaching career my views on some of these subjects will change with new experiences, but at least I have a place to start when I get my first class as a student teacher.



Feinstein School of Education and Human Development

Implemented Lesson Plan Scoring Rubric

Name: :

ID#:

Teacher Preparation Program: Secondary Education

Major:

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the disciplines the candidates teach. (RIBTS 2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	The implemented lesson plan reflected an understanding of how children learn and develop. (RIBTS 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. (RIBTS 4)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	The implemented lesson plan provided evidence of students developing critical thinking, problem solving, and performance skills. (RIBTS 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. (RIBTS 6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. (RIBTS 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Formal and informal assessment strategies were integrated in the lesson plan to support student learning. (RIBTS 9)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

... 's lesson was extremely well planned from the beginning and throughout its implementation. His lesson plan was both articulate and flexible enough to allow him to move from each activity efficiently. Additional outside resources were used to meet the instructional objectives of the lessons being taught i.e. primary and secondary sources. ... possesses a keen ability to gather and effectively employ primary source documents. In addition, ... is cognizant of the value of multiple perspectives as an integral part of any historical analysis.

Evaluator: Jeffrey J. Carpenter

Date:

ID#:



Feinstein School of Education and Human Development

Implemented Lesson Plan Scoring Rubric

Name:

ID#:

Candidate Preparation Program: Secondary Education

NAEP#:

High P. Dan Middle School

Assess the extent that the candidate has addressed the following Rhode Island Beginning Teacher Standards in the implemented lesson plan. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Standard 1	Standard 2	Standard 3	Standard 4
1.	The implemented lesson plan reflected an understanding of central concepts, structures, and tools of inquiry of the discipline the candidate teach. <i>(RIBTS 2)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	The implemented lesson plan reflected an understanding of how children learn and develop. <i>(RIBTS 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	The implemented lesson plan reflected an understanding of how students differ in their approaches to learning. <i>(RIBTS 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	The implemented lesson plan provided evidence of students developing critical thinking, problem-solving, and performance skills. <i>(RIBTS 5)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	The lesson plan was implemented in an appropriate learning environment where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	The candidate used effective communication in implementing the lesson plan such that students explored, conjectured, discussed, and investigated new ideas. <i>(RIBTS 8)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7.	Formal and informal assessment strategies were integrated in the lesson plan to support student learning. <i>(RIBTS 9)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments:

Place Comments Here

Exceeded area of primary document

Evaluator:

Date:

ID#:

TC

Hugh E. Bain Middle School, 8th grade

RI Beginning Teacher Standards:

- 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives: This is done through the multiple viewpoints being presented as well as using jigsaw groups to create a chart.
- 3.2 design instruction that meets the current cognitive, social, and personal needs of their students: Through the use of Jigsaw and social learning.
- 2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts: I will have a multiple array of viewpoints shown through the dispositions and the newspaper article.

NCSS and History Standards:

- **Civic Ideals and Practices:** Because the Colonists no longer are being considered British citizens and they have no place in the new world.
- **Power, Authority, and Governance:** I showing this standard by illustrating who had the power, the Colonists or the British soldiers, and show who was correct for their role in the Massacre.
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [**Consider multiple perspectives**]: I am doing this by showing the views of the British soldiers as well as townspeople and the local media of Boston.

Objectives:

- Students will able to describe the different perspectives of the Boston Massacre.
- Students will compare and contrast the different perspectives and predict what really happened.

Instructional materials and resources:

- The overhead having Paul Revere's emblem.
- The papers showing the multiple viewpoints from Preston, local townspeople and the article from the Boston Gazette.

Instructional activities and tasks:

- We will begin by reviewing the Townshend acts quickly and the unrest that was created.
- I will pass out the reading giving some students the reading on Preston, some students the reading on the townspeople and some students the article from the newspaper.

- After the students complete their reading and fill in their part of the chart I will group them with other students who had a different view and they will report to each other filling in the chart.
- We will come back as a class and report what each group has found.
- We will then decide what really happened and if this event was a “massacre” or not.
- I will briefly tell the students what happened in the trial.

Assessment activities:

- I will collect 1 person’s chart from each group and make sure that the students filled in the chart correctly and did their work.

Learner factors:

- Visual learners will learn by having the chart, and the papers from the people involved.
- Intrapersonal learners will learn through the jigsaw groups.

Environment Factors:

- The class will be set up in their normal rows until the class is broken up into groups depending on how many students are there will make me decide about the group size.

Reflection:

N/A



Captain Thomas Preston's Account of the Boston Massacre

It is a matter of too great notoriety to need any proofs that the arrival of his Majesty's troops in Boston was extremely obnoxious to its inhabitants. They have ever used all means in their power to weaken the regiments, and to bring them into contempt by promoting and aiding desertions, and with impunity, even where there has been the clearest evidence of the fact, and by grossly and falsely propagating untruths concerning them.

On Monday night about 8 o'clock two soldiers were attacked and beat. But the party of the townspeople in order to carry matters to the utmost length, broke into two meeting houses and rang the alarm bells, which I supposed was for fire as usual, but was soon undeceived. About 9 some of the guard came to and informed me the town inhabitants were assembling to attack the troops, and that the bells were ringing as the signal for that purpose and not for fire, and the beacon intended to be fired to bring in the distant people of the country. This, as I was captain of the day, occasioned my repairing immediately to the main guard. In my way there I saw the people in great commotion, and heard them use the most cruel and horrid threats against the troops. In a few minutes after I reached the guard, about 100 people passed it and went towards the custom house where the king's money is lodged. They immediately surrounded the sentry posted there, and with clubs and other weapons threatened to execute their vengeance on him. I was soon informed by a townsman their intention was to carry off the soldier from his post and probably murder him. On which I desired him to return for further intelligence, and he soon came back and assured me he heard the mobb declare they would murder him. This I feared might be a prelude to their plundering the king's chest. I immediately sent a non-commissioned officer and 12 men to protect both the sentry and the king's money, and very soon followed myself to prevent, if possible, all disorder, fearing lest the officer and soldiers, by the insults and provocations of the rioters, should be thrown off their guard and commit some rash act.

They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance. Nay, so far was I from intending the death of any person that I suffered the troops to go to the spot where the unhappy affair took place without any loading in their pieces; nor did I ever give orders for loading them. This remiss conduct in me perhaps merits censure; yet it is evidence, resulting from the nature of things, which is the best and surest that can be offered, that my intention was not to act offensively, but the contrary part, and that not without compulsion. The mob still increased and were more outrageous, striking their clubs or bludgeons one against another, and calling out, come on you rascals, you bloody backs, you lobster scoundrels, fire if you dare, G-d damn you, fire and be damned, we know you dare not, and much more such language was used. At this time I was between the soldiers and the mob, parleying with, and endeavouring all in my power to persuade them to retire peaceably, but to no purpose. They advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavouring to close with the soldiers. On which some well behaved persons asked me if the guns were charged. I replied yes. They then asked me if I intended to order the men to fire. I answered no, by no

means, observing to them that I was advanced before the muzzles of the men's pieces, and must fall a sacrifice if they fired; that the soldiers were upon the half cock and charged bayonets, and my giving the word fire under those circumstances would prove me to be no officer. While I was thus speaking, one of the soldiers having received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning to and asking him why he fired without orders, I was struck with a club on my arm, which for some time deprived me of the use of it, which blow had it been placed on my head, most probably would have destroyed me.

On this a general attack was made on the men by a great number of heavy clubs and snowballs being thrown at them, by which all our lives were in imminent danger, some persons at the same time from behind calling out, damn your bloods-why don't you fire. Instantly three or four of the soldiers fired, one after another, and directly after three more in the same confusion and hurry. The mob then ran away, except three unhappy men who instantly expired, in which number was Mr. Gray at whose rope-walk the prior quarrels took place; one more is since dead, three others are dangerously, and four slightly wounded. The whole of this melancholy affair was transacted in almost 20 minutes. On my asking the soldiers why they fired without orders, they said they heard the word fire and supposed it came from me. This might be the case as many of the mob called out fire, fire, but I assured the men that I gave no such order; that my words were, don't fire, stop your firing. In short, it was scarcely possible for the soldiers to know who said fire, or don't fire, or stop your firing. On the people's assembling again to take away the dead bodies, the soldiers supposing them coming to attack them, were making ready to fire again, which I prevented by striking up their firelocks with my hand. Immediately after a townsman came and told me that 4 or 5000 people were assembled in the next street, and had sworn to take my life with every man's with me. On which I judged it unsafe to remain there any longer, and therefore sent the party and sentry to the main guard, where the street is narrow and short, there telling them off into street firings, divided and planted them at each end of the street to secure their rear, momentarily expecting an attack, as there was a constant cry of the inhabitants to arms, to arms, turn out with your guns; and the town drums beating to arms, I ordered my drums to beat to arms, and being soon after joined by the different companies of the 29th regiment, I formed them as the guard into street firings. The 14th regiment also got under arms but remained at their barracks. I immediately sent a sergeant with a party to Colonel Dalrymple, the commanding officer, to acquaint him with every particular. Several officers going to join their regiment were knocked down by the mob, one very much wounded and his sword taken from him. The lieutenant-governor and Colonel Carr soon after met at the head of the 29th regiment and agreed that the regiment should retire to their barracks, and the people to their houses, but I kept the picket to strengthen the guard. It was with great difficulty that the lieutenant-governor prevailed on the people to be quiet and retire. At last they all went off, excepting about a hundred.

Deposition of Benjamin Burdick

When I came into King Street about 9 o'Clock I saw the Soldiers round the Centinel. I asked one if he was loaded and he said yes. I asked him if he would fire, he said yes by the Eternal God and pushd his Bayonet at me. After the firing the Captain came before the Soldiers and put up their Guns with his arm and said stop firing, dont fire no more or dont fire again. I heard the word fire and took it and am certain that it came from behind the Soldiers. I saw a man passing busily behind who I took to be an Officer. The firing was a little time after. I saw some persons fall. Before the firing I saw a stick thrown at the Soldiers. The word fire I took to be a word of Command. I had in my hand a highland broad Sword which I brought from home. Upon my coming out I was told it was a wrangle between the Soldiers and people, upon that I went back and got my Sword. I never used to go out with a weapon. I had not my Sword drawn till after the Soldier pushed his Bayonet at me. I should have cut his head off if he had stepd out of his Rank to attack me again. At the first firing the People were chiefly in Royal Exchange lane, there being about 50 in the Street. After the firing I went up to the Soldiers and told them I wanted to see some faces that I might swear to them another day. The Centinel in a melancholy tone said perhaps Sir you may.

Deposition of Robert Goddard

The Soldiers came up to the Centinel and the Officer told them to place themselves and they formed a half moon. The Captain told the Boys to go home least there should be murder done. They were throwing Snow balls. Did not go off but threw more Snow balls. The Capt. was behind the Soldiers. The Captain told them to fire. One Gun went off. A Sailor or Townsman struck the Captain. He thereupon said damn your bloods fire think I'll be treated in this manner. This Man that struck the Captain came from among the People who were seven feet off and were round on one wing. I saw no person speak to him. I was so near I should have seen it. After the Capt. said Damn your bloods fire they all fired one after another about 7 or 8 in all, and then the officer bid Prime and load again. He stood behind all the time. Mr. Lee went up to the officer and called the officer by name Capt. Preston. I saw him coming down from the Guard behind the Party. I went to Gaol the next day being sworn for the Grand Jury to see the Captain. Then said pointing to him that's the person who gave the word to fire. He said if you swear that you will ruin me everlastingly. I was so near the officer when he gave the word fire that I could touch him. His face was towards me. He stood in the middle behind the Men. I looked him in the face. He then stood within the circle. When he told 'em to fire he turned about to me. I lookd him in the face.

Newton Prince, a Negro, a member of the South Church

Heard the Bell ring. Ran out. Came to the Chapel. Was told there was no fire but something better, there was going to be a fight. Some had buckets and bags and some Clubs. I went to the west end of the Town House where [there] were a number of people. I saw some Soldiers coming out of the Guard house with their Guns and running down one after another to the Custom house. Some of the people said let's attack the Main Guard, or the Centinel who is gone to King street. Some said for Gods sake don't let's touch the main Guard. I went down. Saw the Soldiers planted by the Custom house two deep. The People were calling them Lobsters, daring 'em to fire, saying damn you why don't you fire. I saw Capt. Preston out from behind the Soldiers. In the front at the right. He spoke to some people. The Capt. stood between the Soldiers and the Gutter about two yards from the Gutter. I saw two or three strike with sticks on the Guns. I was going off to the west A, of the Soldiers and heard the Guns fire and saw the dead carried off. Soon after the Guard Drums beat to arms. The People whilst striking on the Guns I cried fire, damn you fire. I have heard no Orders given to fire, only the people in general cried fire.

Diman Morton

Between 9 and 10 I heard in my house the cry of fire but soon understood there was no fire but the Soldiers were fighting with the Inhabitants. I went to King Street. Saw the Centinel over the Gutter, his Bayonet breast high. He retired to the steps. Loaded. The Boys dared him to fire. Soon after a Party came down, drew up. The Captain ordered them to load. I went across the Street. Heard one Gun and soon after the other Guns. The Captain when he ordered them to load stood in the front before the Soldiers so that the Guns reached beyond him. The Captain had a Surtout on. I knew him well. The Surtout was not red. I think cloth colour. I stood on the opposite corner of Exchange lane when I heard the Captain order the Men to load. I came by my knowledge of the Captain partly by seeing him lead the Fortification Guard

The Account of The Boston Massacre

Here is the complete text of the account of the Boston Massacre as reported in the Boston Gazette and Country Journal on Monday, March 12, 1770.

A few minutes after nine o'clock four youths, named Edward Archbald, William Merchant, Francis Archbald, and John Leech, jun., came down Cornhill together, and separating at Doctor Loring's corner, the two former were passing the narrow alley leading Mr. Murray's barrack in which was a soldier brandishing a broad sword of an uncommon size against the walls, out of which he struck fire plentifully. A person of mean countenance, armed with a large cudgel bore him company. Edward Archbald admonished Mr. Merchant to take care of the sword, on which the soldier turned round and struck Archbald on the arm, then pushed at Merchant and pierced through his clothes inside the arm close to the armpit and grazed the skin. Merchant then struck the soldier with a short stick he had; and the other person ran to the barrack and brought with him two soldiers, one armed with a pair of tongs, the other with a shovel. He with the tongs pursued Archbald back through the alley, collared and laid him over the head with the tongs. The noise brought people together; and John Hicks, a young lad, coming up, knocked the soldier down but let him get up again; and more lads gathering, drove them back to the barrack where the boys stood some time as it were to keep them in. In less than a minute ten or twelve of them came out with drawn cutlasses, clubs, and bayonets and set upon the unarmed boys and young folk who stood them a little while but, finding the inequality of their equipment, dispersed.

On hearing the noise, one Samuel Atwood came up to see what was the matter; and entering the alley from dock square, heard the latter part of the combat; and when the boys had dispersed he met the ten or twelve soldiers aforesaid rushing down the alley towards the square and asked them if they intended to murder people? They answered Yes, by G-d, root and branch! With that one of them struck Mr. Atwood with a club which was repeated by another; and being unarmed, he turned to go off and received a wound on the left shoulder which reached the bone and gave him much pain. Retreating a few steps, Mr. Atwood met two officers and said, gentlemen, what is the matter They answered, you'll see by and by. Immediately after, those heroes appeared in the square, asking where were the boogers? where were the cowards? But notwithstanding their fierceness to naked men, one of them advanced towards a youth who had a split of a raw stave in his hand and said, damn them, here is one of them. But the young man seeing a person near him with a drawn sword and good cane ready to support him, held up his stave in defiance; and they quietly passed by him up the little alley by Mr. Silsby's to King Street where they attacked single and unarmed persons till they raised much clamour, and then turned down Cornhill Street, insulting all they met in like manner and pursuing some to their very doors. Thirty or forty persons, mostly lads, being by this means gathered in King Street, Capt. Preston with a party of men with charged bayonets, came from the main guard to the commissioner's house, the soldiers pushing their bayonets, crying, make way! They took place by the custom house and, continuing to push to drive the people off pricked some in several places, on which they were

clamorous and, it is said, threw snow balls. On this, the Captain commanded them to fire; and more snow balls coming, he again said, damn you, fire, be the consequence what it will! One soldier then fired, and a townsman with a cudgel struck him over the hands with such force that he dropped his firelock; and, rushing forward, aimed a blow at the Captain's head which grazed his hat and fell pretty heavy upon his arm. However, the soldiers continued the fire successively till seven or eight or, as some say, eleven guns were discharged.

By this fatal manoeuvre three men were laid dead on the spot and two more struggling for life; but what showed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operation, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded!

Mr. Benjamin Leigh, now undertaker in the Delph manufactory, came up and after some conversation with Capt. Preston relative to his conduct in this affair, advised him to draw off his men, with which he complied. The dead are Mr. Samuel Gray, killed on the spot, the ball entering his head and beating off a large portion of his skull.

A mulatto man named Crispus Attucks, who was born in Framingham, but lately belonged to New-Providence and was here in order to go for North Carolina, also killed instantly, two balls entering his breast, one of them in special goring the right lobe of the lungs and a great part of the liver most horribly.

Mr. James Caldwell, mate of Capt. Morton's vessel, in like manner killed by two balls entering his back.

Mr. Samuel Maverick, a promising youth of seventeen years of age, son of the widow Maverick, and an apprentice to Mr. Greenwood, ivory-turner, mortally wounded; a ball went through his belly and was cut out at his back. He died the next morning.

A lad named Christopher Monk, about seventeen years of age, an apprentice to Mr. Walker, shipwright, wounded; a ball entered his back about four inches above the left kidney near the spine and was cut out of the breast on the saue side. Apprehended he will die.

A lad named John Clark, about seventeen years of age, whose parents live at Medford, and an apprentice to Capt. Samuel Howard of this town, wounded; a ball entered just above his groin and came out at his hip on the opposite side. Apprehended he will die.

Mr. Edward Payne of this town, merchant, standing at his entry door received a ball in his arm which shattered some of the bones.

Mr. John Green, tailor, coming up Leverett's Lane, received a ball just under his bip and lodged in the under part of his thigh, which was extracted.

Mr. Robert Patterson, a seafaring man, who was the person that had his trousers shot through in Richardson's affair, wounded; a ball went through his right arm, and he suffered a great loss of blood.

Mr. Patrick Carr, about thirty years of age, who worked with Mr. Field, leather breeches-maker in Queen Street, wounded; a ball entered near his hip and went out at his side.

A lad named David Parker, an apprentice to Mr. Eddy, the wheelwright, wounded; a ball entered his thigh.

Source: The Boston Gazette and Country Journal, March 12, 1770

	Captain Thomas Preston	The Boston Gazette	Local People of Boston
What happened during the Boston Massacre			



RHODE ISLAND COLLEGE

Feinstein School of Education and Human Development

NCSS Social Studies Teacher Education Standards Practicum Performance Evaluation Form

Thematic Standards SED 410 Practicum

This form is used by the practicum instructors and all cooperating teachers, whenever formal observations occur. The practicum student is assessed on both planning and teaching of the standards at least two times by the supervisor, over the course of their practicum site visit, and twice by their practicum supervisors. The student teacher is expected to substantively engage a range of the thematic standards during the course of the observations. Following each supervisor visit the student, supervisor, and cooperating teacher confer to review the student teacher's progress in addressing NCSS Standards.

Practicum Student:

Date:

Observer: Jeffrey J. Carpenter

Cooperating Teacher

School: Hugh B. Bain MS

US. History/8th

Lesson Topic: (also attach copy of lesson plan) The Boston Massacre

Directions: Circle the themes incorporated into the lesson plan and the teaching. Also circle on this form the appropriate quantitative evaluation to indicate evidence in planning and evidence in teaching for each theme. The numbers on the evaluation scale signify the following:

- 1. Inadequate
- 2. Minimally acceptable
- 3. Average
- 4. Very Good
- 5. Excellent
- NA Not applicable

SUMMARY OF OBSERVATION: (Please fill in after recording on the following pages)

Theme # <u>II</u>	Theme # <u>VI</u>	Theme # _____
Planning <u>5</u>	Planning <u>5</u>	Planning _____
Teaching <u>4</u>	Teaching <u>4</u>	Teaching _____

PRACTICUM SITE #1 of 2 (Circle)

NCSS Theme I: Culture and Cultural Diversity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity.

Description: The study of culture prepares students to answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions (continue as needed at end of form):

NCSS Theme II: Time, Continuity and Change

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity and change.

Description: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw upon historical knowledge and habits.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Bill's lesson focused on multiple perspectives surrounding the events known as The Boston Massacre. By utilizing a jigsaw strategy his students gained valuable insight into the events of the past. Bill's ability to highlight this conflict emphasized the continuing transition of the colonies into their own cultural identity as Americans. It was suggested during post-observation conferences that Bill (as well as his peers) should include in the future, the causes and historical significance of this and any event. This expansion of historical knowledge would further demonstrate to students in future lessons, time, continuity and change.

NCSS Theme III: People, Places and Environments

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places, and environments.

Description: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as: Where are things located? Why are they located where they are? What do we mean by "region"? How do landforms change? What implications do these changes have for people? In schools, this theme typically appears in units and courses dealing with area studies and geography.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IV: Individual Human Development and Identity

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity.

Description: Personal identity is shaped by one's culture, by groups, and by institutional influences. Students should consider such questions as: How do people learn? Why do people behave as they do? What influences how people learn, perceive and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop from youth to adulthood? In schools, this theme typically appears in units and courses dealing with psychology and anthropology.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme V: Individuals, Groups and Institutions

Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among individuals, groups, and institutions.

Description: Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives. It is important that students learn how institutions are formed, what controls and influences them, how they influence individuals and culture, and how they are maintained or changed. Students may address questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change? In schools, this theme typically appears in units in courses dealing with sociology, anthropology, psychology, political science, and history.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VI

Power, Authority and Governance

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance.

Description: Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U. S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individuals' rights be protected within the context of majority rule? In schools, this theme typically appears in units or courses dealing with government, politics, political science, history, law, and other social sciences.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Bill's lesson concerning the Boston Massacre gave the students an understanding of the particular historical event through the use of a "jigsaw" cooperative learning strategy. In addition to addressing the social needs of his students, Bill's lesson provided them with insight into the event by focusing on multiple perspectives i.e. Capt. Preston, eyewitness depositions and the local media. By focusing on this event his lesson vividly brought to life the conflict at times generated by power and governance. Overall, Bill's lesson was a very good example of the use of NCSS standard VI to guide instructional outcomes.

NCSS Theme VII

Production, Distribution, Consumption

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods and services.

Description: Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors to be produced (land, labor, capital, and management)? In schools, this theme typically appears in units in courses dealing with economic concepts and issues.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme VIII

Science, Technology, Society

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology.

Description: Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme IX: Global Connections and Interdependence

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence.

Description: The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically appears in units in courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

NCSS Theme X: Civic Ideals and Practices

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices.

Description: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.

Evidence in planning	1	2	3	4	5	NA
Evidence in teaching	1	2	3	4	5	NA

Comments/Suggestions:

Name _____

Unit Plan/Site Visit #2 Requirements Assessments

SALT data analysis

Introduction/overview of unit

Unit Goals/Objectives

Minimum five fully developed lessons (which may extend over one day)

Use of internet integrated into unit

Literacy development strategies utilized

Cooperative learning exercises

Assessment of ESL strengths

consider more vocal

in observation

Any additional lesson components with objectives developed

Assessment/Formal Evaluation developed (and ideally implemented)

Include in your analyses/reflections (typed and posted on WebCT):

Reflections on lessons taught *sometimes short*

Reflections on literacy activity component (e.g., rationale, degree of success etc.)

Reflection on cooperative learning exercise (e.g., did you achieve your objectives here? What worked? Did not work? How might modify it? Etc.)

How your lessons/teaching would have met the needs of second language students in your class

Reflection on technology/web use

Analysis of assessment (performance assessment and/or formal evaluation)

Additional Comments:



Some real strengths:

+ Multiple perspectives

+ Primary/secondary sources + visuals

to work on
A - *[You will want to clarify the NCSS standards - Grammar issues - grammar*

Name _____

Field Experience #1 or #2? (Circle)

**Secondary Education 410: History/Social Studies Practicum
NCSS Standards Inventory**

The purpose of this exercise is to give you a chance to evaluate the thematic range of your teaching in terms of the standards for teaching competence outlined by the National Council for the Social Studies. The grid gives a shorthand title for each of the themes. For a complete explication of the themes refer to your NCSS text. You should consider each theme in terms of the lessons you planned and executed in each of the two field experiences in Practicum separately. This assessment comes in with each Site Visit Write-Up.

- 1) Indicate whether the NCSS theme you are considering was addressed as a **major theme**, a **marginal theme**, or **not addressed** in your teaching. If it was a major theme, it was addressed consistently across several lessons and was the focus of the teaching objectives in a number of classes. A marginal theme was addressed infrequently or not at all in the objectives of the lesson but was touched on "in passing", "as background" or "in reference or review" in at least one lesson you taught. The fact that many themes were addressed marginally or not at all does not reflect badly on your teaching. This is expected. It is also very possible that you will have addressed several themes in your teaching or even in a single lesson.
- 2) After you have identified the themes which you addressed, cite (on the grid below) a specific lesson (date or number of lesson) and a specific activity or set of activities within the lesson which you consider to be a **good example** of the way in which you effectively addressed the theme in question.
- 3) Highlight the lessons cited that you consider to be "major" examples with a yellow post-it on which you have written the theme, in order to facilitate access to those particular lessons.

Inventory of NCSS Thematic Standards Addressed in Practicum Field Experience

NCSS Theme (Include the substandard numbers you addressed below each of these)	Degree Addressed: Major, Marginal, N/A	Lesson Citation (date or #)	Activity (descriptive title)
1.1 Culture/Diversity	N/A		
1.2 Time/Continuity/Change	Major	#1, 4	People change Townshend reading/letter Gospee Affair reading/discussion
1.3 People/Place/Environ.	N/A		
1.4 Individ. Dev/Identity	Major	#1	Townshend reading/discussion Fraternal Representative
1.5 Individuals/Groups/Inst.	N/A		
1.6 Power/Authority/Gov.	Major	#2, 4	Readings/3/350w Gospee Narrative factored
1.7 Production/Dist/Cons.	N/A		
1.8 Science/Tech/Society	Marginal	#3	Web search on Boston Massacre
1.9 Global Connections	N/A		
1.10 Civic Ideals/Culture	Major	#2, 3	Boston Massacre/ Trial

Letter Pan
5075
sons
Letter
Pan
upon
made
12/26/17
5/2/18

Overview Onsite 2

The second site visit for practicum was at Hugh B. Bain Middle School in Cranston and was completely different from my experience at Coventry High School. Bain had a much larger diverse population, the development levels of the students were not at the same level as those from Coventry and teaching consecutive days made this experience different. This experience was surprisingly more rewarding than the experience I received at the high school because coming in I expected less from the students because I had never worked in a middle school setting before and these students surprised me. The class that I taught was the red group, probably Jeff Carpenter's most behaved and highest performing class. This class was a diverse group made up of 28 students and they made my experience interesting and ultimately a rewarding one that I did not expect.

I was nervous entering a Middle School classroom because I am not getting middle school endorsed, so I only have a basic knowledge of students at this age level. I learned quickly that I have to keep them engaged and constantly thinking. During my first practice lesson before my unit I could tell that the class was bored of the assignment I had in front of them so I changed it to make the class feel internally what the colonists felt at the time of the Proclamation of 1763. This change worked and my class responded and remembered the content later on. I realized at this moment that my usual lecture and discussion was not going to work.

*never
asked the question*

When I eventually took over the red group I had ideas about what I wanted to do. I sent Jeff my first lesson via email and he sent me back pointers on how to change my lesson. At this point I realized what I had to do and I made readings for the students followed by questions so they would have information to refer to when I was talking to them. This worked on the first day of my unit for the Townshend Acts, but unfortunately Jeff was not at this point yet. So I had to adapt and teach the class all of the acts and laws up to this point. I used guided questioning and I restated ideas many times for these students in order for them to understand the key concepts.

I also learned to be ready for anything including assemblies that take up almost the whole period. I adapted my lesson on this day and split it up into a 10 minute introductory set so the class could be thinking about the information for the next class and then turned this introductory set as the basis for my lesson on the Boston Massacre. I was able to find excellent primary resources that taught these students more than their textbooks could and I broadened the scope by bringing in multiple perspectives of the massacre.

I found it much easier to teach this time out because I was referring back to my own lessons and I knew what key information I wanted the class to get out of my mini-unit. During the first site I was constantly referring back to Darren and he had not stressed information which I needed for my lesson. This time I stressed the key points and based on my assessment most of the class was able to learn the information that I wanted them to through my unit.

A problem I had with planning the unit is the fact that I did not have a text book to refer to. All of my lessons came from primary documents or other documents that I

gathered and made up. This was rewarding but I feel that the text may have been a good starting point when I was looking for information. I did not know what key terms the text wanted nor did I know what the text stressed, Jeff said he would fill in the holes when he took the class back over but I wish I had a chance to teach these holes.

There were never any classroom management problems in the red class. In the yellow group I would constantly be walking up and down rows so the class would know I was there and aware of what they were or in some cases were not doing. The red group was able to work in cooperative learning groups to learn the multiple perspectives of the Boston Massacre. This was a good thing for me because I was not sure if I could be successful using cooperative groups because I feel that as a teacher I am giving up almost all control to the students. This made me nervous when I planned this lesson but the class excelled. They showed me that with the right direction and material those cooperative learning groups could work at any level.

This second time out I tried to focus more on the needs of the students instead of just spitting out the content that I wanted them to learn. I think that this showed in my assessment with eleven students receiving at least a 90 and ten more receiving at least and 80. These numbers were mind blowing for me as the class average on my quiz was an 85. Based on these grades I feel that I met my goals in my unit. This was important to me because I was intimidated with the idea of teaching a middle school class, but now I am no longer nervous or intimidated but excited for my chance to move on and grow as a teacher.

✓

SALT Assessment
Site 2

For my second site I was placed at Hugh B. Bain Middle School in Cranston, RI. Most of the teachers that are at Bain have been there for at least 1 year including Jeff Carpenter who had been there for 7 years. The school is broken up almost evenly between male and female students. At Bain 58% of the students receive free or reduced lunch. The school is a diverse environment with 50% of the students identifying as white, 4% as black/African American, 20% as Hispanic or Latino, 12% as Asian, 1% as American Indian and 12% answered with a multi-response answer. The Red group in which I taught truly represented this diversity; in fact my class seemed to be more diverse than the numbers that are out there. ✓

Only 52% of the students at Bain live with both their parents and more than a quarter of the students live with one parent. Almost a quarter of students do not speak English at home, with 15% of the students speaking Spanish predominately at home. Eighty-nine percent of the students have parents that at least graduated high school, with 24% of students having parents' graduate college. I used this information in my lessons by having almost all the work done in class because I did not think that many parents would have time to help homework, especially if they are only living with one parent. This is represented by the fact that most parents do not check the student's homework but most parents make sure that the students are doing the assignment. During my classes I had students read and respond during class discussion. I explained the material and helped the students learn the main concepts of the lessons.

Most of the students feel safe at school. Because of this safe environment I opened the class up to discussions, group work, and I even had a sing-along in my last lesson. If the students did not feel safe these activities would not work because the class would not want to give answers and a sing-along would be impossible. When students are in a safe environment they are more comfortable to work and class time is more productive.

The red group that I taught seemed like a good class so I made the assignments more on the higher order scale of thinking. I noticed that in the data students had somewhat of a problem understanding assignments so I walked around the room and explained vocabulary and answered questions that the students had about the reading. The assignments that I required would help them in the future because almost everyone expects to graduate high school and the skills that they learn now will help them during their high school career. Many of these students also expect that they will go to college so these documents would be important to begin learning the skills to read primary documents.

almost
all
can handle
with
appropriate
scaffolding

Classroom management was not a big deal in my class. This reflects the discipline part of the SALT survey. Most students were never sent to the principals' office and even more never have been suspended. I gave the students more freedom to do their work and even had them work in groups because I did not feel that management would be a problem in class. I also had them read alone and then discuss. The class did not get out of order and stayed on task.

The SALT survey helped me with my lessons because I had an idea to the background of the students. I geared my lessons towards the information to help the class

relate to the information. I learned that in-class assignments would be better for the mini-unit; I also learned that the students felt safe and that there was not much classroom management problems. I learned the expectations of the students and geared my lessons for these students to reach this expectation. The SALT survey is a useful tool as it gave me an idea to the level of diversity in my classroom and to plan effective lessons to teach and plan objectives.



School Basic Information Sheet

School/District/Project Name: Hugh B. Bain Middle School
Year Joined Program: 1998
Address Line 1: 135 Gansett Avenue
Address Line 2:
City: Cranston
State: RI
Zip: 02910
Phone: 401-270-8014
Fax: 401-270-8567
Principal: Thomas Barbieri
Contact: Cheryl Anderson
First Year of Data Collection: 1998
Last Year of Data Collection: 0

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Unit Author	
First and Last Name	
Course Name/Level	Social Studies/Red (Higher Level)
School/	Hugh E Bain Middle School
Instructor Name(s)	Jeff Carpenter

Unit Overview	
Title	America Before the revolution 1765-1772
Essential Question	What caused the American Colonists to get so angry that they felt they had to strike violently against the British?
Unit Goals	<p>Students will demonstrate and understanding of the British putting taxes on the Colonists without consent.</p> <p>Students will demonstrate and understanding of The Boston Massacre and how personal accounts can change history.</p> <p>Students will demonstrate and understanding of how the Colonists began to create and new American identity and had to break away from the British.</p>

Unit Summary	
<p>This unit will be a precursor to the American Revolution. I will begin by discussing various taxes that the British placed on the Colonists without Representation and describe the ill-will that the Colonists felt towards the British. After this my next two lessons will be based on two major events that took place at times that were reactionary to these feelings, The Boston Massacre and the Gaspee Affair. While teaching these lessons I will focus on multiple perspectives to show the students there truly are two sides to every story. After these events are done a quiz will be given out in order assess what the students have taken out of the unit and to see what should be focused on the next time I teach the unit.</p>	

Subject and Grade Level	
American Revolution Grade 8.	

You want it to be really - Big picture - so that study of this topic focuses on broader trends (e.g.) how do governments control their people? What do they do? How do you get along? How does the nation or democratic concepts take hold? What?

This needs a serious grade - don't think this to be seen as your best professional effort.

Lesson Plan	Student Objectives	RIBTS/NCSS Standards	Procedures/Activities
<p>The Townshend Acts.</p>	<p><i>I will introduce my goals to my mini-unit.</i></p> <ul style="list-style-type: none"> Students will be able to describe the colonist's reactions to the Townshend Acts. Students will describe in their own words what the Townshend Acts were. 	<ul style="list-style-type: none"> 2.3 select instructional materials and resources based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts. The use of the reading and the worksheet as well as the primary source letter excerpts that I will use show this. 5.1 design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills: This is done because I will have the students read parts of the letters from a Pennsylvania Farmer and have them interpret how the colonists felt. 2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts: I will be showing how the British felt about the colonists through 	<ul style="list-style-type: none"> Time, Continuity, and Change: I am stating how the emotions of the colonists are beginning to change and there is now an unrest that was never present in the New World before. Individual Development and Identity: I am describing how the colonists no longer feel to be a part of the British society part of a new growing society within the colonies because of these acts. Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]: I am doing this by showing that the British feel that the colonists are their children and that they

the historical-geographical

to my mini-unit

<p>The Boston Massacre</p>	<p>Students will be able to describe the different perspectives of the Boston Massacre.</p> <ul style="list-style-type: none"> Students will compare and contrast the different perspectives and predict what really happened. 	<p>the reading as well as how I colonist felt through reading parts of letters.</p> <ul style="list-style-type: none"> 5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives: This is done through the multiple viewpoints being presented as well as using jigsaw groups to create a chart. 3.2 design instruction that meets the current cognitive, social, and personal needs of their students: Through the use of jigsaw and social learning. 2.6 represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts: I will have a multiple array of viewpoints shown through the dispositions and the newspaper article. 	<p>can do whatever they want to them and it will be ok.</p> <ul style="list-style-type: none"> Civic Ideals and Practices: Because the Colonists no longer are being considered British citizens and they have no place in the new world. Power, Authority, and Governance: I showing this standard by illustrating who had the power, the Colonists or the British soldiers, and show who was correct for their role in the Massacre. Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]: I am doing this by showing the views of the British soldiers as well as
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justify whether it was an act of war.

Affair from the viewpoints of the British as well as the Colonist.

- 8.4 emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction: I will be doing this by explaining main ideas of the Gaspee Affair as well as having the class read and write about the subject.

and take the injustices anymore but they now was to fight back.

- **Power, Authority, and Governance:** This is being shown because the power the British once had is being undermined by the colonists and they no longer feel that they have to listen to the laws of the king.
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [**Establish temporal order**] Because the Gaspee is the first armed conflict against the British.

Approximate Time Needed		
Technology-Hardware		
Camera	Laser Disk	VCR
Computer(s)	Printer	Video Camera
Digital Camera	Projection System	Video Conferencing
DVD Player	Scanner	Equip
Internet Connection	Television	Other: Overhead Projector
Technology-Software		
Database/Spreadsheet	Image Processing	Web Page Development
Desktop Publishing	Internet Web Browser	Word Processing
E-mail Software	Multimedia	Other: PowerPoint
Encyclopedia on CD-ROM		
Student Assessment		
A quiz at the end of the unit.		

(Sample lesson from Unit Taught)

Hugh E. Bain Middle School, 8th grade

Red Group

RI Beginning Teacher Standards:

-1.3 exhibits a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students: I am doing this by having the class use the internet to learn about history.

-2.4 incorporate appropriate technological resources to support student exploration of the disciplines: by using the laptops to fill in a worksheet.

-5.2 pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives: The website uses multiple perspectives in order to better understand the idea of the massacre.

NCSS and History Standards:

Science, Technology, and Society: I am expressing this by having the students use laptops in order to learn about society and the Boston Massacre. Students also learn about the trial and fair representation.

Civic Ideals and Practices: This is because the students will learn about law and the trial of the Boston Massacre. The students will also understand the jury process back then.

7-2 Analyze political, ideological, religious, and economic origins of the Revolution.
[Analyze multiple causation]

Objectives:

-Students will use the internet to analyze the Boston Massacre.

-Students will conclude based on the multiple perspectives whether or not the Boston Massacre was truly a massacre.

Instructional materials and resources:

-Laptops

-Worksheet

Instructional activities and tasks:

- I will begin the class by going over the chart that we did the day before.
- The class will tell me who caused the Massacre based on the previous day's lesson.
- I will pass out the laptops and worksheet and have the class do the lesson.

Assessment activities:

-The worksheet from the internet

Learner factors:

-The internet will help the visual learners because they get a clear picture of what happened on the website.

-The lesson will help linguistic learners because they read about what happened through the different parts of the site.

Environment Factors:

-The class will sit in rows in order to complete this assignment.

Reflection:

N/A

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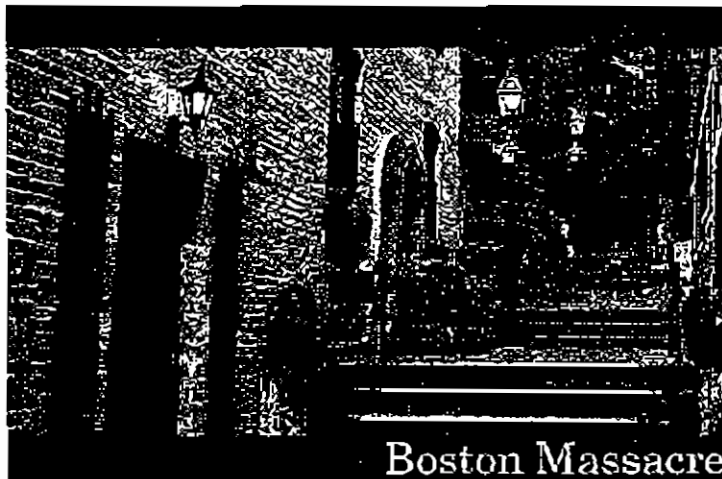
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[Pictures](#)

18 historic drawings and
reenactment pictures of B.M.

[Historic Documents](#)

All known accounts of the event in
Boston. All to read the details of the
court trial.

[Location](#)

See exactly where it happened.
View pictures and satellite imagery.

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[What is Boston Massacre?](#)

The killing of five men by
British soldiers on March
5, 1770 was the
culmination of civilian-
military tensions that had
been growing since royal
troops first appeared in
Massachusetts in October
1768.

[The Trial](#)

Defended by John Adams, Captain
Preston was acquitted during the trial.
Find out why. Read the original
testimonials of witnesses. See who else
was accused.

[What Made this Riot a Massacre?](#)

In 1770 one of the most well known
events occurred in Boston. This was
called the Boston Massacre. If you've
heard of it you probably may wonder
why it is called a massacre.

[PAUL REVERE'S GRAVURE](#)

Read the complete story behind the
famous gravure by Paul Revere. Unknown
facts on what actually is depicted on the
picture.



[ESSAYS](#)

Looking for an essay you
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Bibliography? All that,
plus different
interpretations of the event
are here.



[VICTIMS](#)

The colonists killed in the
battle. Few facts that are
known about these people.
Crispus Attucks was
among them.



[Hardly a Massacre - British View on Events](#)

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Captain Preston and some of the soldiers were arrested and held for trial; the two regiments were removed to Castle William - an old fort on an island in Boston harbour. The popular leaders demanded that the soldiers be tried immediately but Hutchinson delayed the trials until October.

The Original Description as Published in the Gazette in 1770

In 1768, Britain stationed military troops in Boston to maintain control among colonists and help to enforce the Townshend Acts of 1767. After Parliament repealed the Stamp Act, they wanted no more trouble like that. It still needed to pay for the army in America, though. So, the king's finance minister, Charles Townshend, came up with a way to tax the colonies "without offense", as he put it. This way was the Townshend Acts. These placed import taxes on glass, paint, paper, lead, and tea.

The Exact Timeline of Events

The first British troops arrived in Boston in October 1768 and from then onwards there was continuous antagonism between the people of Boston and the soldiers. The local people did all they could to prevent quarters being found for the troops and the newspapers printed accounts of the 'atrocities' committed by the soldiers on the Bostonians. British officers made every effort to prevent trouble but minor conflicts were unavoidable.

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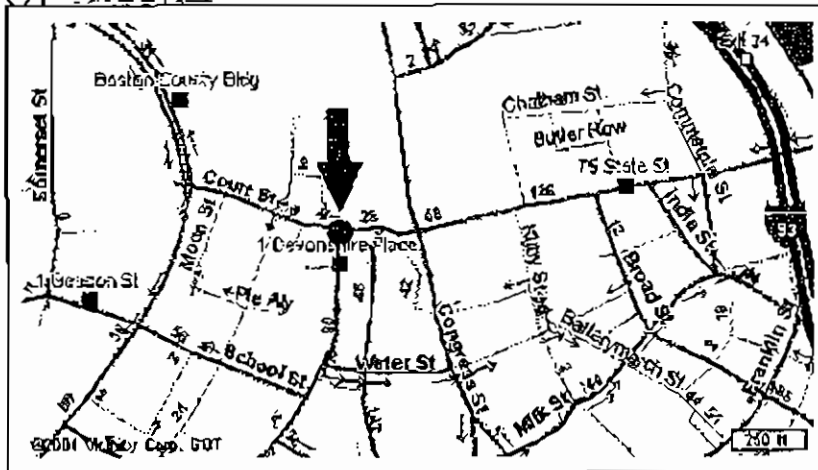
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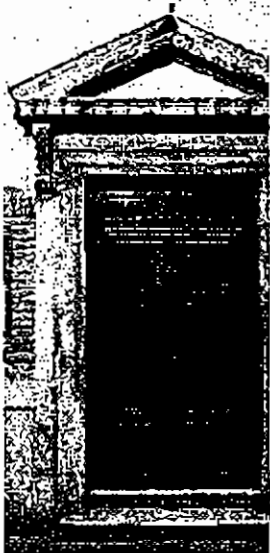
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of the Boston
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Participants of Boston Massacre

- **Thomas Preston**, the captain of the 14th regiment
- **Robert Treat Paine**, the prosecutor
- **John Adams**, defence lawyer
- **Josiah Quincy**, defence lawyer
- **Paul Rivere**, the engraver
- **Samuel Adams**, the patriot and the brewer

The Victims

- **Crispus Attucks**, a mulatta, killed on the spot by two balls entering his head.
- **Mr. Samuel Gray** killed on the spot.
Mr. James Caldwell, killed on the spot by two balls entering his back.
- **Mr. Samuel Maverick** a youth of seventeen years of age mortally wounded, he died the next morning.
- **Patrick Carr** a leather worker. Carr was also an Irish immigrant.

More information

The [photograph](#) of the burrial place on Boston Massacre Victims at Granary Burying Ground, Boston, Massachusetts, USA

The [obituaries](#) of the victims



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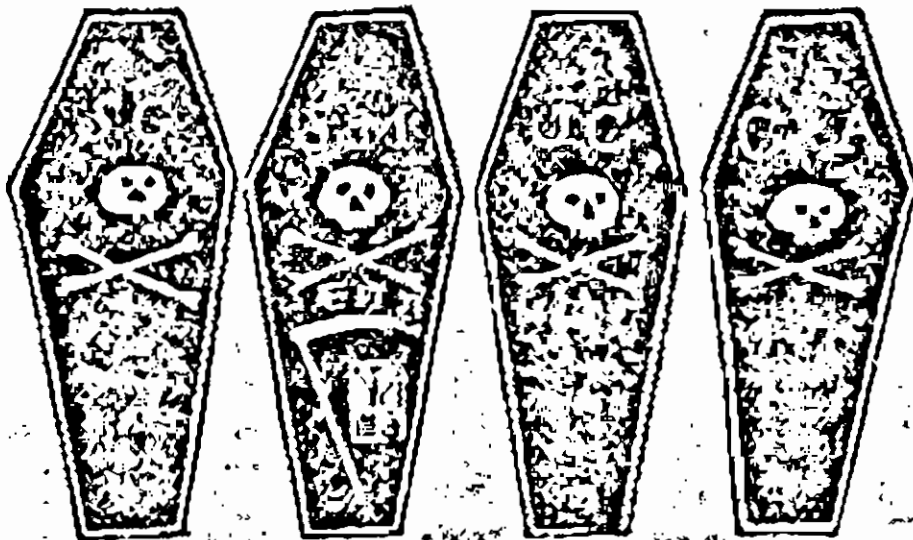
No. 779.
Gazette,
JOURNAL

Containing the freshest Advices,

Foreign and Domestic.

MONDAY, March 12, 1770.

Last Thursday, agreeable to a general Request of the Inhabitants, and by the Consent of Parents and Friends, were carried to their *Grave* in Succession, the Bodies of *Samuel Gray*, *Samuel Maverick*, *James Caldwell*, and *Crispus Attucks*, the unhappy Victims who fell in the bloody *Massacre* of the Monday Evening preceding!



On this Occasion most of the Shops in Town were shut, all the Bells were ordered to toll a solemn Peal, as were also those in the neighboring Towns of Charlestown, Roxbury, &c. The Procession began to move between the Hours of 4 and 5 in the Afternoon; two of the unfortunate Sufferers, viz. Mess. *James Caldwell* and *Crispus Attucks*, who were Strangers, borne from Faneuil-Hall, attended by a numerous Train of Persons of all Ranks; and the other two, viz. Mr. *Samuel Gray*, from the House of M. Benjamin Gray, (his Brother) on the North-side of the Exchange, and Mr. *Maverick*, from the House of his distressed Mother Mrs. *Mary Maverick*, in Union-Street, each followed by their respective Relations and Friends. The several Hearses forming a Junction in King-Street, the Theatre of the inhuman Tragedy! proceeded from thence thro' the Main-Street, lengthened by an immense Concourse of People, so numerous as to be obliged to follow in Ranks of six, and brought up by a long Train of Carriages belonging to the principal Gentry of the Town. The Bodies were deposited in one Vault in the middle Burying-ground: The aggravated Circumstances of their Death, the Distress and Sorrow visible in every Countenance, together with the peculiar Solemnity with which the whole Funeral was conducted, surpass description.

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Summary of Events

1770, pre-Revolutionary incident growing out of the resentment against the British troops sent to Boston to maintain order and to enforce the Townshend Acts. The troops, constantly tormented by irresponsible gangs, finally (Mar. 5, 1770) fired into a rioting crowd and killed five men: three on the spot, two of wounds later. The funeral of the victims was the occasion for a great patriot demonstration. The British captain, Thomas Preston, and his men were tried for murder, with Robert Treat Paine as prosecutor, John Adams and Josiah Quincy as lawyers for the defense. Preston and six of his men were acquitted; two others were found guilty of manslaughter, punished, and discharged from the army.



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Timeline

The "Boston Massacre" as it is called, was really not a massacre in the sense that a lot of people were slaughtered (because only five people were killed), it was a massacre in the sense that the British government's authority was not going to be tolerated. This incident marked the beginning of the end for England and its presence in the United States of America.

**October 1,
1768**

On October 1, 1768 a group of British regulars arrived in Boston, MA. to maintain order. The civilians reacted to the redcoats like they were invaders by taunting them through name calling, spitting, and fighting. The people of Boston had gained control of the reigns of power and prevented the soldiers from carrying out their duties. During the next eighteen months tension mounted between the two sides.

March 5, 1770

On March 5, 1770 the Twenty-Ninth Regiment came to the relief of the Eighth on duty at the Customs House on King (now State) Street. The soldiers, led by Captain Thomas Preston, were met by a large and taunting crowd of civilians. Captain Preston was unable to disperse the crowd and as they chanted "Fire and be damned" he ordered his troops "Don't Fire!" With all the commotion the soldiers probably did not hear his orders and they opened fire on the crowd killing three men instantly and another two who died later.

**October of
1770**

Seven months later, in October of 1770, Captain Preston was tried for murder in a Boston courtroom. He was defended by John Adams and Robert Auchmuty and assisted by Josiah Quincy Jr. Captain Preston was acquitted by a Boston jury. It was never satisfactorily explained why the radicals Adams and Quincy represented Preston, and later the soldiers, although some surviving documents suggest that the jury in Preston's case was "packed." When the soldiers case came to trial soon after they were defended by Adams, Quincy, and Sampson Salter Blowers. The jurors in their case came from outside of Boston and they won acquittals a month after the trial began.

Uncover
the Mystery



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Hardly a Massacre - British View

Although hardly a massacre this event was a milestone on the road to American independence, being the first powerful influence in forming an outspoken Anti British public opinion.

On Monday March 5, 1770, after a weekend of minor clashes, the conflicts between Boston Garrison Soldiers and colonialists came to a head. Insults exchanged between a British soldier and a local merchant ended with a butt-stroke of a musket. This led to a small riot, and the Boston Garrison responded with a small squad of soldiers under the command of Captain Thomas Preston. The colonial mob taunted and menaced the squad, but it wasn't until Private Hugh Montgomery was struck by a thrown club that any action occurred. When Montgomery returned to his feet he took aim into the crowd and fired, his compatriots joined him, under no command of Preston. Three colonialists were killed and two mortally wounded.

The real significance of this event was that it gave rebellious leaders propoganda against the British. Sam Adams has been accused of actually instigating the whole event for just this purpose. Popular legend has made these colonials who died heroes and martyrs, they were neither. It is widely accepted now that those who died were no more than the unlucky members of an angry crowd. The British were tried for thier acts, defended by John Adams, and were acquitted.

After this event, and the propoganda that followed it, the British Troops had to evacuate Boston to the Castle William.



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The Boston Massacre Trial



Anonymous

[Anonymous Account](#)

Probably the most famous description of the events. A propaganda piece printed by Order of the Town of Boston.



Thomas Preston

[Preston's Account](#)

...The mob still increased and were outrageous, striking their clubs one against another.



John Adams

[Speech of John Adams](#)

The trial speech that brought acquittal to the accused.
...May it please your Honours...

[Trial Results](#)

The Massacre trials ended quietly. Samuel Adams wrote several articles in the Boston Gazette during December, 1770, that accused the soldiers of escaping with blood on their hands.

[Witness Testimonies](#)

There were dozens of witnesses testifying during the trial, each presenting his own version of the events.

► [Deposition of Theodore Bliss](#)

Went to the Custom house. Saw Capt. Preston there with the Soldiers. Asked him if they were loaded...

► [Deposition of Benjamin Burdick](#)

When I came into King Street about 9 o'Clock I saw the Soldiers round the Centinel.

► [Deposition of Robert Goddard](#)

The Soldiers came up to the Centinel and the Officer told them to place themselves and they...

► [Other Depositions](#)

[Nathaniel Fosdick](#), [The Governor Thomas Hutchinson](#), [Richard Palmes](#), [William Wyatt](#), [Thomas Preston](#) and others...



[The Jury](#)

The jury assembled for the trial did not have a single Bostonian:

- ☛ Joseph Mayo, Roxbury, Foreman
- ☛ Nathaniel Davis, Roxbury
- ☛ Edward Pierce, Dorchester
- ☛ Abraham Wheeler, Dorchester
- ☛ Isaiah Thayer, Braintree

See the [complete list...](#)

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› **Boston Massacre Oration**

by John Hancock Delivered at Boston on 5
March 1774, on the Anniversary of the
Boston Massacre of 1770.

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Alternative View on the Event

The Boston Massacre was not really a massacre, but more like a riot. In fact only five people died.

One of the most common myths is that the BM was the event that led to the Revolutionary War. In fact, many important events led up to the massacre. It was called a massacre by the use of propaganda. It mainly started by the British trying to enforce laws.

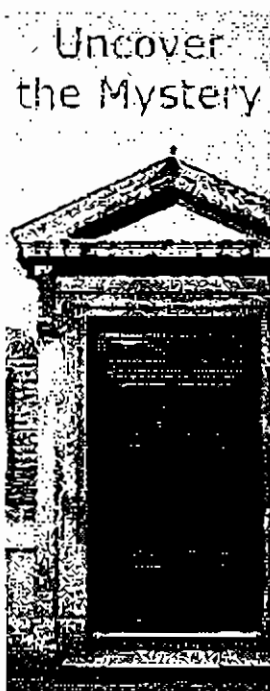
British Soldiers were sent to America to enforce the Proclamation and to maintain order but their presence just made matter worse.

It all started March 5 by a couple of boys throwing snowballs at British soldiers. A crowd soon gathered throwing ice and making fun of them. Soon after, the British started firing wildly. Other weapons were clubs, knives, swords, and a popular weapon, your own bare hands.

The people that died are: Crispus Attucks, one of the more famous people who was an African American sailor, Samuel Gray, a worker at rope walk, James Caldwell, a mate on a American ship, Samuel Maverick, who was a young seventeen year old male, and Patrick Carr, a feather maker.

The purpose of the Boston Massacre was to try to make liberal and moderate people become radicals. It was really an accident and the radicals tried to use propaganda and turn something small into something big. The British soldiers were accused of Murder and manslaughter. To represent them was John Adams, a relative of Samuel Adams. Adams wanted the trial to get over and didn't want the truth to come out. The Boston Massacre and misleading visual representation by Paul Revere could have been one cause of a later war.

The BM increased the hatred between the Americans and the British. The radical people tried to use this minor event as propaganda. Paul Revere and Samuel Adams were happy the few colonists died because they used it as propaganda so the colonist would get mad at the British. Whenever the word propaganda is used it means the truth is stretched



of the
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Name:

Date:

Directions: Using the website <http://www.bostonmassacre.net> answer the following questions.

1. Who died in during the massacre?

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

2. Where are these victims buries?

3. Who defended Captain Thomas Preston at the trial and what was the outcome?

4. Look at the pictures section of the website and tell me how the pictures are similar?

5. What events led up to the Boston Massacre?

6. Describe the British view of the Massacre.

7. How was Paul Revere's engraving different from the actual massacre?

Reflection November 28

Today Andrew began our collaborative lesson with the class reading personal narratives about teenagers in the Revolution and then had the students interview other students with a different narrative. I feel that this was great lesson. The only thing I would have changed would be to assign the class their parts. Andrew allowed the class to choose on a first come first serve basis and many students were upset they didn't get the one that they wanted or were fighting over the parts. While the students were working I heard a lot of them get into the assignment. I think this was because the students were able to relate to these people because they were the same age. The class was not studying about old men of the revolution but of boys and girls who were like them. Many of the students internalized the lesson and I heard Tiffany in the back playing out her character. This was an effective and efficient lesson and will lead us into our collaborative assignment.

Rhode Island College
Feinstien School of Education and Human Development
Department of Educational Studies
History/Social Studies Practicum
Student Evaluation

Semester _____

Practicum Student _____

Cooperating Teacher: Jeffrey J. Carpenter

College Supervisor: Dr. Ellen Bigler

School: Hugh B. Bain Middle School

Directions: As Rhode Island College History/Social Studies Practicum students prepare to become reflective teachers skilled in the best current practice, they are evaluated according to the Rhode Island Beginning Teacher Standards (RIBTS). Please evaluate student performance in the following standards according to the key below:

0	Not Observed
1	Does Not Meet Standard
2	Meets Standard
3	Exceeds Standard

The Practicum Student:

- 2 plans lessons that include integrated connections across content areas. (RIBT 1).
- 2 demonstrates a thorough understanding of the subject matter. (RIBT2).
- 2 plans lessons in which content is meaningful and accurate. (RIBT 3).
- 2 sequences instruction to form a cohesive unit. (RIBT 2).
- 2 uses a variety of instructional strategies and materials. (RIBT 2).
- 2 creates instructional opportunities which build upon student's previous knowledge, understanding, and experience. (RIBT 3).
- 2 creates instructional opportunities which develop positive learning attitudes. (RIBT 3).
- 2 creates instructional opportunities which develop necessary factual information. (RIBT 3).
- 2 creates instructional opportunities which develop necessary skills. (RIBT 3).

The Practicum Student:

- 2 plans and makes modifications for a student population with diverse learning styles. (RIBT 4).
- 2 encourages higher level thinking skills. (RIBT 5).
- 2 executes lessons with appropriate time management. (RIBT 6).
- 2 creates a learning environment which is positive and encourages student involvement and collaboration. (RIBT 6)
- 2 creates a respectful learning environment and deals with classroom management using a variety of appropriate strategies. (RIBT 6).
- 2 works collaboratively with the cooperating teacher. (RIBT 7).
- 2 accepts constructive criticism from the cooperating teacher. (RIBT 7).
- 2 demonstrates effective oral and written communication skills. (RIBT 8).
- 2 uses a variety of formal and informal assessment strategies. (RIBT 9).
- 2 uses a variety of resources. (RIBT 10).
- 2 evaluates his/her own effectiveness and considers and implements improvements for his/her own teaching. (RIBT 10).
- 2 projects a professional image and interacts in a professional manner with peers, students, and others. (RIBT 11).

Comments and Suggestions:

1. Preparations and Planning (student outcomes, activities, materials, assessments).

Each of _____'s lessons were prepared in a coherent manner and presented to the practicum instructor in adequate advance of his teaching assignments. _____'s lessons were carefully planned to address student understanding of the course content. _____ was able to develop and employ an array of level appropriate materials each designed to engage his students. In the future, I advise that _____ combine an emphasis of skills development within his lesson plans.

2. Instruction (styles, content, personal skills).

possesses a calm demeanor within the classroom and as such the students seem to respond to his mannerisms. He employed multiple styles of instruction through his experience here at Bain each able to garner students interest. He is particularly adept at gathering and utilizing primary source documents as the focal point of his lessons.

3. Reflection (self-evaluation, modifies instruction, responsive to criticism).

In every instance where the practicum instructor would make recommendations concerning teaching he would implement them in his subsequent lessons.

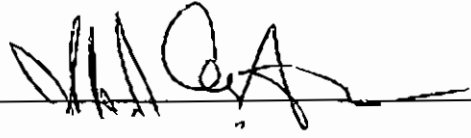
4. Classroom Management (discipline, direction, organization, and timing).

He did an admirable job in planning and implementing his lessons. As a result his lessons were effectively organized, timed and executed.

5. Overall Evaluation (readiness to student teach)

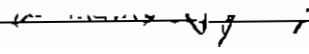
He possesses many key attributes of a beginning teacher. His ability to gather and employ primary source documents is among his positive qualities. However, I believe that he would enhance his teaching performance by implementing a skill-based component to his lessons. I recommend he continue his professional sequence to the level of student teaching.

Cooperating Teacher



Date

Practicum Student



Date