Common Core Social Studies Learning Plan

**Lesson Title:** March 5th, 1770: Massacre or Mob?

**Author Name:** Corrine Moffat **Contact Information:** cmoffat@washoeschools.net

**Appropriate for Grade Level(s):** 7/8

**History Standard(s)** *H2.[6-8].8* Determine the significance of the first and second Continental Congress and the Committees of Correspondence.

*H2.[6-8].9* Describe the events, course, and results of the American Revolution, including the contributions of women, African Americans, and Native Americans.

*H3.[6-8].2* Explain the political and economic causes and effects of the American Revolution.

*H3.[6-8].3* Describe key political ideas that influenced the American Revolution and formation of the United States.

**Applicable CCSS(s) (RI, W, S&L, L):** CCSS.R.6-8.1, CCSS.R.6-8.2, CCSS.R.6-8.4, CCSS.R.6-8.8, CCSS.W.6-8.1, CCSS.W.6-8.4, CCSS.W.6-8.9, CCSS.SL.8.1, CCSS.SL.8.3, CCSS.SL.8.4, CCSS.L.8.4

**Type of Lesson:** Socratic Seminar using Primary Sources and culminating with an argumentative writing lesson.

**Student Readings (list):** Depositions from Boston Massacre Trials (included)

**Helpful websites:**

[http://www.bostonhistory.org/pdf/Boston%20MassacreDocuments.pdf](https://webmail.washoeschools.net/OWA/redir.aspx?C=AU3BJ-v-0k6P2Anomwv7VSbkqlTXntAIBWoBLJ2pp6YgXan7XwEx_2pEbpWJIrfS5hnJoMiZKX0.&URL=http%3a%2f%2fwww.bostonhistory.org%2fpdf%2fBoston%2520MassacreDocuments.pdf)

[http://law2.umkc.edu/faculty/projects/ftrials/bostonmassacre/bostonmassacre.html](https://webmail.washoeschools.net/OWA/redir.aspx?C=AU3BJ-v-0k6P2Anomwv7VSbkqlTXntAIBWoBLJ2pp6YgXan7XwEx_2pEbpWJIrfS5hnJoMiZKX0.&URL=http%3a%2f%2flaw2.umkc.edu%2ffaculty%2fprojects%2fftrials%2fbostonmassacre%2fbostonmassacre.html)

[http://www.bostonmassacre.net/trial/](https://webmail.washoeschools.net/OWA/redir.aspx?C=AU3BJ-v-0k6P2Anomwv7VSbkqlTXntAIBWoBLJ2pp6YgXan7XwEx_2pEbpWJIrfS5hnJoMiZKX0.&URL=http%3a%2f%2fwww.bostonmassacre.net%2ftrial%2f)

[http://www.eyewitnesstohistory.com/bostonmassacre.htm](https://webmail.washoeschools.net/OWA/redir.aspx?C=AU3BJ-v-0k6P2Anomwv7VSbkqlTXntAIBWoBLJ2pp6YgXan7XwEx_2pEbpWJIrfS5hnJoMiZKX0.&URL=http%3a%2f%2fwww.eyewitnesstohistory.com%2fbostonmassacre.htm)

[http://chnm.gmu.edu/tah-loudoun/blog/lessons/the-boston-massacre-you-be-the-judge/](https://webmail.washoeschools.net/OWA/redir.aspx?C=AU3BJ-v-0k6P2Anomwv7VSbkqlTXntAIBWoBLJ2pp6YgXan7XwEx_2pEbpWJIrfS5hnJoMiZKX0.&URL=http%3a%2f%2fchnm.gmu.edu%2ftah-loudoun%2fblog%2flessons%2fthe-boston-massacre-you-be-the-judge%2f)

**Total Time Needed:** 4-6 60 minute class periods

**Lesson Summary:** This lesson is a part of a unit on the Revolutionary War. Prior to completing this lesson, students should be introduced to the events leading up to the Declaration of Independence, including the French and Indian War, the Proclamation of 1763, various taxes placed on the colonists. The actual lesson has students read over primary source documents, selected depositions, from the Boston Massacre trial. As students read over these documents, they are analyzing them to see what evidence was presented by the Prosecution to prove the guilt of the defendants and also what evidence was presented by the defense to demonstrate innocence. After document analysis, students will participate in a whole-group jury deliberation, which will follow the format of a Socratic Seminar. This deliberation will allow students to re-examine the evidence prior to making a final individual decision of guilt or innocence for Captain James Preston. After the deliberation, students will individually reflect on the discussion and the lesson will culminate when they write a paragraph defending their decision.

**Lesson Outline:**

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| --- | --- | --- |
| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 60 minutes: Teacher Prep | Make copies of attachments | Nothing, planning step |
| 20 minutes: Witness Opener | Teacher explains to students they will see a picture for exactly 15 seconds and will need to write down whatever they see after it (but picture will be removed). Show picture on smart board and have students write down whatever they saw. You can prompt student responses if you wish  -Lead a discussion on what students saw (crime, people involved, clothing, car, etc). Then focus on witnesses, potential bias, and the accuracy of witness accounts. This will all be relevant with the depositions for the activity | Students write down whatever they saw in the picture. |
| 30 minutes: Background information | Have students read silently through the background information pages. Then read the background information aloud to students. | Quietly read through background/trial information and then follow along as it is read. |
| 90 minutes: Analyzing the depositions | Read over: Massacre or Mob: A Socratic Jury deliberation to students. Make sure students understand the main points/review questions at the bottom of the page.  -Model for students analyzing the first two depositions (one for the Prosecution and one for the Defense, order does not matter). Focus student attention of Prosecution attempting to prove murder or manslaughter and the defense attempting to show the soldiers acting in self-defense.  -Allow students to finish analyzing each of the documents. According to group, this can be accomplished individually, in pairs, in groups of 4, or whole-group. | Students analyze each of the depositions, keeping the charges in mind when filling out the bottom tables. |
| 30-60 minutes  Part C: Grievances Individual | Jury deliberation Preparation Pages (can be assigned as homework). Students complete the two pages so they have information prepared to use during the deliberation. | Students complete preparation pages. |
| 10 minutes: Part C Pre-discussion | Teacher explains the Socratic Seminar format. This video at <http://www.youtube.com/watch?v=6pGVR6ZF_2M> can be used as an example. "Fire-seat" is one thing shown in video that will not be used. Teacher provides students with the Accountable Talk prompts, the Socratic Seminar guidelines and the discussion rubric so they understand how they are being graded for deliberation.  -Emphasis is on students LEARNING more about the depositions through discussion. | Students look over Accountable Talk prompts and ask any questions about deliberation. |
| 30 minutes Jury deliberation | Teacher gets the class started on Socratic Seminar Deliberation and facilitates discussion. Teacher monitors student participation and keeps discussion focused if needed. | Students lead the discussion, using the documents and preparation page. Each student is expected to speak TWICE using accountable prompts and text. |
| 20 minutes Reflection | Teacher passes out Socratic seminar reflection. | Students complete reflection |
| 10 minutes | Teacher plays video <http://www.youtube.com/watch?v=swKvGcGRstU> from John Adams series of verdict being announced. While video is being played, teacher quickly compiles class votes from reflection page (bottom question). After video clip, teacher announces results of class deliberation. | Students watch video |
| 60-90 minutes  Writing | Teacher passes out the writing pages and students complete the writing using common core argumentative writing terms of claim, evidence, and reasoning. | Student completes the writing portion using text-based evidence and reasoning. |

**Description of Lesson Assessment:** Students will complete an argumentative paragraph where they answer the essential question: March 5, 1770: Massacre or Mob? Before turning the final paragraph in, students will highlight their claim, evidence and reasoning so it is clear all components were included (and easier for the teacher to understand).

**How will students reflect on the process and their learning?** Reflection page included in packet

**Boston Massacre Background Information**

THE BOSTON MASSACRE OF MARCH 5, 1770

Boston Before the Event

The Boston Massacre was a major event on the road to the American Colonies’ violent break with the British government. Troubles in Boston began when the British crown began imposing taxes on the colonists--taxes the colonists did not have a vote on as no colonists was allowed to be in Parliament, the British law-making body. On October 1, 1768, two regiments of British troops—the 14th and 29th—arrived in Boston. The troops were sent to try to maintain order in a town that was becoming increasingly rowdy. Over the next two years, it is estimated as many as 5,000 soldiers were in Boston, there to control a town of about 15,000 inhabitants. The arrival of soldiers only added to the chaos, and skirmishes continued to breakout. Two such outbreaks occurred in the weeks prior to the Boston Massacre, and increasingly strained the relationship between the soldiers and Boston’s inhabitants.

**The Summary of the Boston Massacre Trial**

Written by Stephen C. O'Neill,

Supreme Judicial Court Historical Society

March 5, 1770.

British Private Hugh White stands sentry duty in the snowy, moonlit street before the Custom House. Moments before, he had sent a local boy running off, bruised and crying, after an exchange of words. Now, facing an angry crowd of civilians, White calls for help. Captain Thomas Preston and seven soldiers respond. Bells ring out nearby from the Old Brick Church, normally the town's fire alarm. On the dark street, people are shouting "Where's the fire?" adding to the confusion and tension. At the Custom House the crowd presses in, began to throw ice and rocks, taunting the soldiers, damning them to fire their muskets, knowing that soldiers are forbidden to shoot without orders from a civil magistrate. Private Hugh Montgomery is knocked down, and someone yells "Fire!" The soldiers shoot into the crowd, killing five and wounding six.

Thomas Hutchinson, the acting governor, rushes from his North End home, past blood-stained snow, into the chambers of the Old State House. Civilian leaders of Boston pressure him to remove the soldiers from the city to prevent further violence. Hutchinson steps onto a balcony to address the large crowd still in the street. "The law shall have its course. I will live and die by the law."

The trials for the Captain and for the eight enlisted men, two of the longest trials in Colonial history, are a landmark in American legal history.

The accused soldiers of the Twenty-ninth Regiment

Captain Thomas Preston

Corporal William Wemms

James Hartigan

William McCauley

Hugh White

Matthew Kilroy

William Warren

John Carrol

Hugh Montgomery

The Victims:

Crispus Attucks: runaway slave and dock worker, believed to be first person to die

Samuel Gray: Rope maker, known agitator in streets

James Caldwell: 17 years old, sailor from unknown location

Samuel Maverick: 17 years old, believed to be a carpenter's apprentice, on scene worried about fire

Patrick Carr: Last to die (died 9 days later from bullet in stomach

**Boston Massacre Trial Information**

**The Superior Court of Judicature**

The British soldiers were tried before the Superior Court of Judicature, the highest court in Massachusetts. As English subjects, they had a right to a fair trial by jury and competent defense counsel. Loyalists wanted the soldiers pardoned, but were prosecuting in the King's name. Patriots wanted the soldiers found guilty, but also wanted to show Boston as fair.

For the trial of the soldiers, the jury consisted of 12 men, none of them from the city of Boston, a purposeful decision to ensure a fair trial for the soldiers. For Captain Preston's trial, 2 of the 12 were from Boston.

**Judges of the Superior Court of Judicature**

Chief Justice Benjamin Lynde, Jr., described as a "nervous" man, he was a political moderate who served less than three years as chief justice.

Justice Edmund Trowbridge, a meticulous and learned judge, he was responsible for suggesting the use of the Benefit of Clergy during the trials. He became a reluctant Patriot during the Revolution.

Justice John Cushing, another political moderate, he retired the following year after serving twenty-four years on the bench.

Justice Peter Oliver, a fierce and outspoken loyalist, he became chief justice after Lynde, only to be impeached by the Massachusetts House of Representatives. He was exiled with other Loyalists in 1776.

Lieutenant-Governor Thomas Hutchinson was chief justice of the Superior Court, but declined to preside at the trials. Benjamin Lynde, Jr. of Salem became the acting chief justice. Lynde tried to resign his position twice before the trials began. He and the remaining three justices of the court presided at the trials in full bottomed wigs and scarlet robes for the capital crime of murder.

**Counsel for the Prosecution**

Samuel Quincy, a Loyalist and the Solicitor General for the colony, was appointed as special prosecutor for the trials. Samuel was the handsome and urbane older brother of defense lawyer Josiah Quincy Jr.

Robert Treat Paine, a Patriot and lawyer from Taunton, Massachusetts, was asked by the town of Boston to prosecute the soldiers. Paine was a prominent attorney who was later elected to the Continental Congress and signed the Declaration of Independence.

**Counsel for the Defense**

[John](http://www.john-adams-heritage.com/) Adams was the foremost Boston attorney of the time. Adams became instrumental in the cause for independence as a representative to the Continental Congress.

Robert Auchmuty, Jr., a Loyalist, was the judge of the Vice-Admiralty Court. He agreed to serve as attorney for Preston on the condition that John Adams be co-counsel.

Josiah Quincy, Jr., a fervent Patriot and Samuel Quincy's younger brother.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_

**Massacre or Mob? A Socratic Jury Deliberation**

Is Captain John Preston guilty of murder?

Task: Your task is to analyze the evidence to determine the fate of Captain Thomas Preston.

**Charges:**

* The Prosecution is out to prove that Thomas Preston, and his men, acted in cold blood, which resulted in the death of five people. If they are able to prove this act was premeditated (thought out before hand), the conviction is for murder and it will result in the death penalty.
* If the Prosecution cannot prove Captain Preston and his men planned the killing, they still can go for a manslaughter charge. A conviction for manslaughter means the prosecution proved the killing was unjustified (without reason), inexcusable, and purposeful but was without premeditation and malice. The penalty for manslaughter is also death.
* The defense, on the other hand, set out to prove the defendant(s) acted in self-defense.
* If the Prosecution cannot prove the killings were purposeful, the defendant, Captain Thomas Preston, is acquitted and released.

**Depositions:**

* As you read over the depositions from the trials of Captain Preston and the soldiers, fill in the table at the bottom of the page.

-Reminders: The Prosecution is trying to prove that Preston and his men acted in cold-blood, purposefully killing 5 people

-The Defense is trying to prove the soldiers acted in self-defense and therefore are not guilty of any crime

**Review:**

**-**Who is being put on trial?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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-What are they being accused of?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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-Where/when did the alleged crime take place?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VOCABULARY

Acquittal (Acquitted)- Decision, by a judge or a jury, that a defendant is not guilty

Apprentice- a person bound by a legal agreement to work for someone in return for learning a trade or job

Barracks- buildings used to house soldiers

Bayonet-a knife made to fit the open end of a musket

Bias- an opinion that is based on your own point-of-view instead of real evidence

Citizen- a person who owes loyalty to and who receives protection from a country

Colony- a territory subject to a parent country

Defense-The defendant and his legal counsel

Deposition- a statement under oath to be used in court

Engraving-an image made by cutting or carving a picture into a piece of metal or wood which is then used with ink to print

Indictment- a formal written charge of a crime before a grand jury

Jury- a group of people responsible for hearing and giving a verdict in a trial

Massacre- the killing of a very large group of people at one time

Musket- a long gun like a rifle, held to the shoulder when fired

Propaganda- information presented to convince people of one point of view

Prosecution- The institution brought forth to put a person on trial

Regiment- a military grouping of soldiers

Sentry- a guard posted in one area to prevent unauthorized people from passing

Taunt- to make fun of someone in a disrespectful way

Taxes- money collected by a government from its people

Testify- to give evidence

Testimony-the account of the evidence given

Town House-the headquarters of Massachusetts colonial government; it is now called the Old State House

Witness-a person who tells at a trial what he has seen (eye-witness) or heard about an event

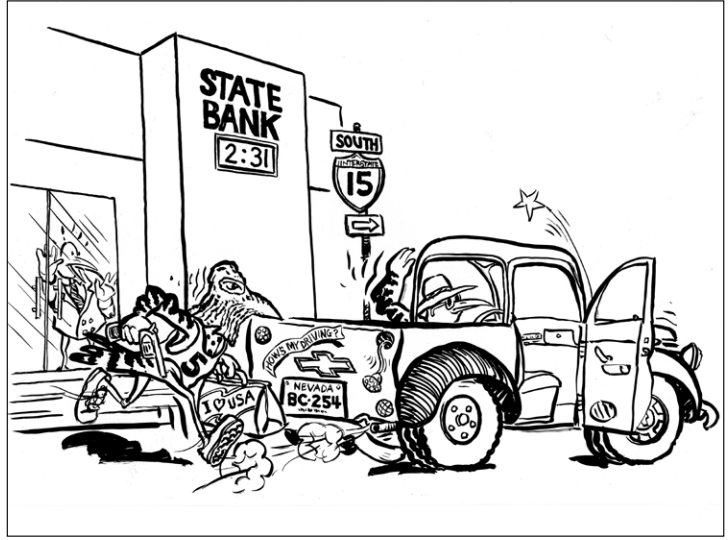
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Play by the Rules

Worksheet PG-1: Witness This!

Directions:

Study the crime scene for 15 seconds. Then, fold this sheet closed and report what you saw to the police officer.



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Deposition of Captain Thomas Preston, March 12, 1770 (Witness for Defense)

...I saw the people in great commotion and heard them use the most cruel and horrid threats against the troops. They immediately surrounded the sentry…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…. 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… They soon rushed through the people, and by charging their bayonets in half-circles, kept them at a little distance. …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…

…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

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Summary of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Deposition of Theodore Bliss (witness for the Defense)**

At home. I heard the Bells for fire. Went out. Came to the Town House. The People told me there was going to be a Rumpus with the Soldiers. Went to the Custom house. Saw Capt. Preston there with the Soldiers. Asked him if they were loaded. He said yes. If with Ball. He said nothing. I saw the People throw Snow Balls at the Soldiers and saw a Stick about 3 feet long strike a Soldier upon the right. He sallied and then fired. A little time a second. Then the otherl s l fast after one another.

One or two Snow balls hit the Soldier, the stick struck, before firing. I know not whether he sallied on account of the Stick or step'd back to make ready. I did not hear any Order given by the Capt. to fire. I stood so near him I think I must have heard him if he had given an order to fire before the first firing. I never knew Capt. Preston before. I can't say whether he had a Surtout on, he was dressed in red. I know him to be the Man I took to be the Officer.

The Man that fired first stood next to the Exchange lane. I saw none of the People press upon the Soldiers before the first Gun fired. I did after. I aimed a blow at him myself but did not strike him. I am sure the Captain stood before the Men when the first Gun was fired. I had no apprehension the Capt. did give order to fire when the first Gun was fired. I thought, after the first Gun, the Capt. did order the Men to fire but do not certainly know. I heard the word fire several times but know not whether it came from the Captain, the Soldiers or People. Two of the People struck at the Soldiers after the first Gun. I dont know if they hit 'em. There were about 100 people in the Street. The muzzles of the Guns were behind him. After the first Gun the Captain went quite to the left and I to the right.

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Deposition for Newton Prince, a Negro (Witness for the defense)**

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 lets touch the main Guard. I went down. Saw the Soldiers planted by the Custom l house two deep. The People were calling them Lobsters, daring 'em to fire 1, saying damn you why don't you fire. I saw Capt. Preston out from behind 1 the Soldiers. In the front at the right. He spoke to some people. The Capt. 1 stood between the Soldiers and the Gutter about two yards from the Gutter. a 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 l after the Guard Drums beat to arms. The People whilst striking on the Guns 1 cried fire, damn you fire. I have heard no Orders given to fire, only the people in general cried fire.

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Deposition of Ebenezer Hinkley (witness for the Prosecution)**

Just after 9 o'clock heard the Cry of Fire. I saw the party come out of the Guard House. A Capt. cried out of the Window "fire upon 'em damn 'em." I followed 'em down before the Custom House door. Capt. Preston was out and commanded 'em. They drew up and charged their Bayonets. Montgomery7 pushed at the people advancing. In 2 or 3 minutes a Boy threw a small stick over hand and hit Montgomery on Breast. Then I heard the word fire in 1/4 minute he fired. l saw some pieces of Snow as big as Egg thrown. 3 or 4 thrown at the same time of pushing on the other End of the file, before 1st gun fired. The body of People about a Rod8 off. People said Damn 'em they durst not fire don't be afraid. No threats.... I was a Rod from Capt. Preston. Kid not hear him give Order to firej 1/2 minute from 1st Gun to 2d. same to 3Vd. The others quicker. I saw no people striking the Guns or Bayonets nor pelting 'em. I saw Preston between people and Soldiers. I did not see him when 1st firing.

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Deposition of Benjamin Burdick (Witness for the Prosecution)**

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.

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Deposition of Robert Goddard (witness for the Prosecution)**

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

**Find evidence (using line #’s) that describes the person’s view of the following major ideas:**

Evidence for the defense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Evidence for the prosecution:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Potential bias of the account:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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Jury Deliberation Preparation Page

You must complete this page to be able to participate in the jury deliberation:

|  |  |  |
| --- | --- | --- |
| Source | Evidence for the Prosecution | Evidence for the Defense |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Jury Deliberation Preparation

The best TWO pieces of evidence for the Prosecution were (include source # and line #'s)

1)

2)

The best TWO pieces of evidence for the Defense were (include source # and line #'s)

1)

2)

One question I would to have asked or have answered was (and say which witness you would ask it to):

One (or more) area(s) of confusion were (include source and line #)

As of now, I would find Captain Preston \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of murder/manslaughter because (cite evidence to support your claim of guilt or innocence)...

**Socratic Seminar Discussion Rules/Norms**

1. **Don’t Raise hands**
2. **Listen Carefully**

**(ex: eye contact, build upon, agreeing or disagreeing, clarifying)**

1. **Address one another respectfully**

**(ex: Accountable Talk)**

1. **Base any opinions on the text**

**(ex: As stated on Line #...)**

1. **Address conversations to the group (no side conversations)**
2. **Use sensitivity to take turns and not interrupt others**
3. **Monitor ‘air time’**

**(Look around the room and notice students who haven’t talked)**

1. **Be courageous in presenting thoughts, but be flexible and willing to change your mind in the face of new and compelling evidence.**

## Stem Questions that Facilitate & Sustain Dialogue

**Agree / Disagree**

* Has anyone else had a similar . . .?
* Who has a different . . .?

**Clarification**

* I'm not sure I understand . . .?
* Tell me more about . . .?
* Do you see gaps in my reasoning?
* Are you taking into account something different from what I have considered?

**Support Questions**

* Can you give us an example of . . .?
* Where in the story . . .?
* What would be a good reason for . . .?
* What is some evidence for . . .?

**Cause and Effect**

* Why do you think that happened?
* How could that have been prevented?
* Do you think that would happen that way again?  Why?
* What are some reasons people . . .?

**Benefits / Burdens**

* What are some of the reasons this wouldn't (would) be a good idea?
* Would anyone like to speak to the opposite side?
* Those are some reasons this would work; what reasons might it not work?

**Point of View / Perspective**

* How might she/he have felt . . .?
* What do you think he/she was thinking when . . .?
* He might not like that, but can you think of someone who would?
* \_\_\_\_\_\_\_\_\_\_\_\_\_ has expressed a different opinion.  Are there others?
* Do you have a different interpretation?
* Do you have different conclusions?
* How did you arrive at your view?

**Counterexample**

* Would that still happen if . . . ?
* What might have made the difference?

**Different Situation**

* Can you describe a situation that would . . .?
* Suppose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Would that still be true?  Why or why not?

**Solicit Questions**

* What are some things that you wonder about?
* What would you like to know about?
* Are there questions we should remember now?

**Accountable Talk Prompts**

|  |  |
| --- | --- |
| **Remember to…** | **Sounds like** |
| **Ask questions when you don’t understand a topic** | **Can you tell me more?**  **Would you say that again?**  **Can you give me another example so I can understand?** |
| **Give me a reason why your idea is a good one** | **This reminds me of \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **I believe this is true because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| **Ask for evidence when something sounds incorrect** | **I’m not sure that’s right. Can you tell me why you think it is true?**  **Can you show me a place in the document that illustrates that idea** |
| **Give evidence to support your statements** | **Read a passage from the document that illustrates your idea**  **Bring another information source to support your idea** |
| **Use ideas from other to add to your own** | **I agree with \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_’s idea reminds me of\_\_\_\_\_\_\_\_\_\_\_.** |

**Socratic Seminar-Peer Observation Guide/ Outside Circle**

*After you have made observations, evaluate your partner’s discussion skills. On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?*

**Peer Observation:**

\_\_\_\_\_Made at least **two relevant (text-based)** statements/ Provide Examples

Evidence -1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evidence-2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ Tactfully challenged the accuracy (**what line did you find that on**) or clarity of statements made by others in a civil manner

Evidence/Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_**Built upon** or **invited** the of others to the discussion

Evidence/Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_Used **Accountable Talk** (I would like to disagree, - Accountable Guide)

Evidence/ Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_Student **actively listened** to all the points and pieces of evidence addressed in the conversation

Evidence/Example:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recommendations/Notes:**

**Discussion Skills:** (Speak loudly/clearly, stay on topic, interrupt others, monopolize the discussion/ air-time, side-conversations, responded appropriately)

Positive-One thing the student did well or the best ☺:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 Excellent** | **3 Good** | **2 Could be Better!** | **1 Unacceptable** |
| **Preparation** | ● All reading is complete prior to beginning of discussion  Annotating Complete  ● Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort  *Discussion Packet* | ● All reading is complete prior to beginning of discussion  Annotating Complete  ● Student has completed all assigned work prior to discussion  *Discussion Packet* | ● All reading is complete prior to beginning of discussion  Annotating Incomplete  ● Student has completed most of the assigned work prior to discussion  *Discussion Packet Incomplete* | ● Reading is not complete  Missing Annotating  ● Work is not complete  *Discussion Packet not done* |
| **Participation** | ● Student contributes several times to each topic, but allows others to contribute to the discussion, too. (TEXT-BASED) | ● Student contributes at least two time to the topic (Text-based) | ● Student contributes at least one time (Text-based) | ● Student hardly ever talks OR never gives anyone else a turn to talk |
| **Quality of responses** | ● Student uses accountable talk appropriately  ● Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples | ● Student uses accountable talk appropriately  ● Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence | ● Sometimes student forgets to use accountable talk  ● Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas | ● Student never uses accountable talk  ● No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others |
| **Respect and Manners** | ● Student always listens while others are speaking and looks at them  ● Student provides feedback, asks follow-up questions, and gives compliments  ● Student often helps those who are struggling  ● Student is courteous and polite at all times | ● Student always listens when others are speaking  ● Student sometimes gives feedback or asks follow-up questions  ● Student occasionally helps those who are struggling  ● Student is almost always polite and courteous | ● I can’t tell if this person is listening, but he/she looks like he/she is  ● Student usually just answers the questions; does not respond to what others say  ● Sometimes student forgets to be polite | ● Student sometimes writes notes, reads, or spaces out when others are speaking  ● Student says rude or inappropriate things to others |
| **Reflection** | -Student demonstrates personal discussion strengths and weaknesses  -Reflection shows thorough thoughtfulness and has supporting details and examples of deeper learning.  -All parts of the reflection are complete and well done.  -Student established strong clear goals for future learning and discussions based on the areas where they need to make more progress | -Student identifies most discussion strengths and weaknesses  -Reflection shows thoughtfulness with some details and examples of learning  -The reflection is complete  -Student established goals for future learning and discussions | -Student identifies some discussion strengths and weaknesses  -Reflection shows some details and examples of learning  -The reflection is incomplete  -Student established some goals for future learning and discussions | -Student did not identify discussion strengths and weaknesses  -Reflection lacks or is missing details and examples of learning  -The reflection is not complete  -Student did not establish goals for future learning and discussions |

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_

Socratic Seminar Analysis **(after discussion)**

**Is Captain John Preston guilty of murder/manslaughter?**

1. How often did you participate and did your comments use text-based evidence?
2. **Self Assessment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Taking a position on a question | 5 | 4 | 3 | 2 | 1 |
| Using evidence to support a position or presenting factual information | 5 | 4 | 3 | 2 | 1 |
| Drawing another person into the discussion | 5 | 4 | 3 | 2 | 1 |
| Asking a clarifying question or moving the discussion along | 5 | 4 | 3 | 2 | 1 |
| Highlighting and marking the text with questions/commentary | 5 | 4 | 3 | 2 | 1 |

3.Did you gain a better understanding of the events of March 5th, 1770- Be specific?

**Which number best describes your understanding of the focus issue? [circle one]**

1 2 3 4 5

**NO DEEPER MUCH DEEPER MUCH DEEPER**

**UNDERSTANDING UNDERSTANDING**

4. Did your view on the trial Protests change due to this discussion? In what ways- Be specific?

5. What is your goal for the next discussion we have?

6. Explain at least one point/argument from the debate that you had not thought of before and “made you think” (You do not have to necessarily agree with the points/arguments)

Additional comments.

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rewrite the question in your own words:**

**Is Captain John Preston Guilty or innocent of murder?**

**Paragraph Outline**

**Claim**

Captain John Preston is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of murder/manslaughter.

**Evidence #1** (with citation- Line #’s?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reasoning Linking Evidence to Claim**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evidence #2** (with citation- lines #?)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reasoning #2 Linking Evidence #2 to Claim**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Summary sentence**

(summarize the paragraph)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_\_\_\_\_**

**HIGHLIGHT:** You must highlight before the paragraph is turned in!

**CLAIM**-GREEN **EVIDENCE**-RED OR PINK **REASONING**-YELLOW

Final Paragraph

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**----------------------------------------------------------------------------------------------------------------------------------------------------------------**

\*\*\*Sentence Starters for introducing **Evidence:**

For example,

Another example from the documents,

According to the documents,

In documents A it states

As found on document B,

As document…states,

Evidence for this can be seen on …

\*\*\*Sentence starters for **Reasoning** or connecting evidence to claim**:**

This shows…

This demonstrates…

This evidence suggests

This evidence contributes

This evidence supports

This evidence confirms

It is apparent this evidence caused

Considering this evidence, it can be concluded

Based on the… it can be argued that

According to…

The connection

Hence,

This proves…

This highlights