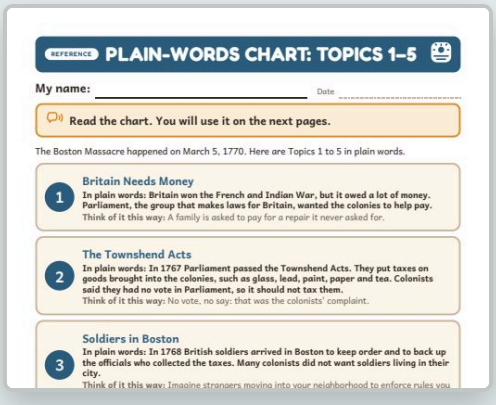
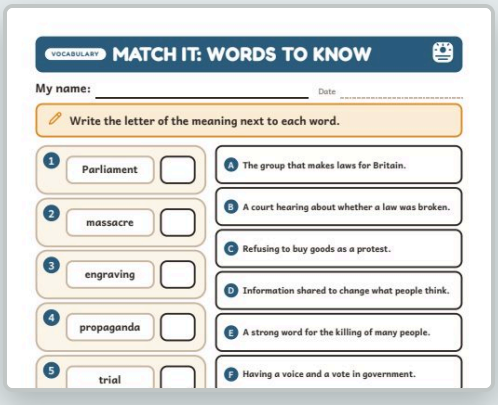
6TH–8TH · SOCIAL STUDIES

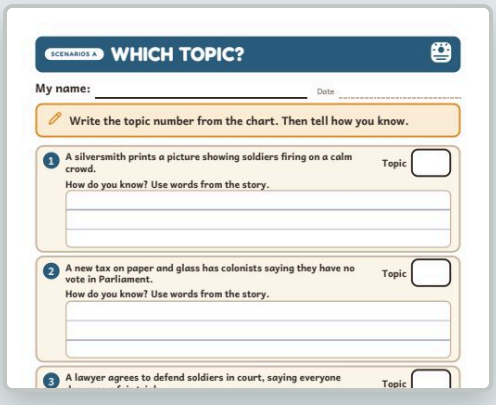
TOPICS 1-10

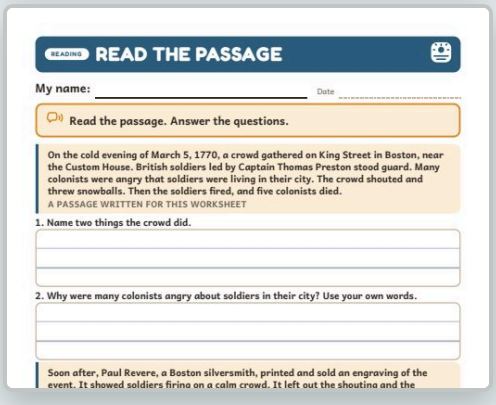
BOSTON MASSACRE CAUSES AND EFFECTS WORKSHEETS

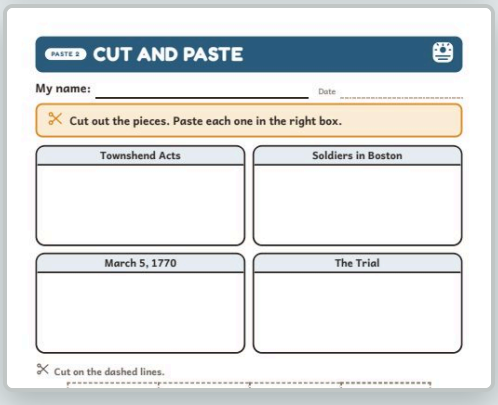
A plain-words chart, vocabulary match, scenarios, a timeline to build, a reading passage, a case study, writing organizers and cut-and-paste sorts. Keys, a tracker and a family page. Print, or type the answers. PDF.

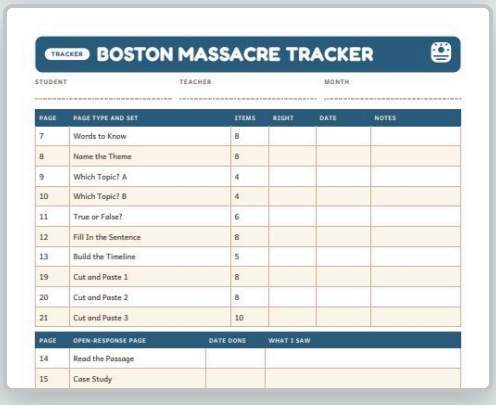












33 Pages | **13 Page Types** | **69 Items** | **16 Scenarios**

BRIGHT PATH SPED

START HERE

QUICK START

1 Start with the two charts

Pages 5 and 6 put ten topics about the Boston Massacre in plain words, with a way to picture each. Read them aloud together and keep them on the desk; most pages ask the student to look something up.

2 Hand over a page

Every student page opens with a name line and one short instruction, with room to write. Nothing on it is written for an adult. The chooser below says which page for which job.

3 Check, then record

Answer keys are on pages 22 to 24. Record scores on the tracker (page 25) and the open-response pages by what you see, using the look-fors on page 24.

WHICH PAGE FOR WHICH JOB

WHEN YOU WANT TO...	USE	PAGES
Introduce the unit	Plain-Words Chart, Match It	5, 6, 7
Check what they remember	Name the Theme, True or False, Fill In, Timeline	8, 11, 12, 13
Apply it to real situations	Which Topic?, Case Study	9, 10, 15
Read and write	Read the Passage, Explain It, Build a Paragraph, Snapshot	14, 16, 17, 18
A hands-on sort	Cut and Paste, three mats	19, 20, 21
Record and report	Tracker, class grid, team note, family page	25, 26, 27, 28

Everything inside (33 pages)

- **17 student pages** in 13 page types, 69 scored items
- **16 scenarios** to sort by topic or theme, plus an invented case study
- **26 cut-and-paste pieces** on 3 sort mats
- **3 answer keys**, a tracker, a class grid, a team note, a family page
- A filled example, a phrase bank, a binder cover and divider tabs

Your standards, your words

These are textbook-level summaries for classroom use. Every scenario, passage and the case study are invented. Write the standard or the district's wording you want students to see on the line on the tracker (page 25).

REFERENCE

PLAIN-WORDS CHART: TOPICS 1–5

My name: _____ Date .....

Read the chart. You will use it on the next pages.

The Boston Massacre happened on March 5, 1770. Here are Topics 1 to 5 in plain words.

1 Britain Needs Money

In plain words: Britain won the French and Indian War, but it owed a lot of money. Parliament, the group that makes laws for Britain, wanted the colonies to help pay.

Think of it this way: A family is asked to pay for a repair it never asked for.

2 The Townshend Acts

In plain words: In 1767 Parliament passed the Townshend Acts. They put taxes on goods brought into the colonies, such as glass, lead, paint, paper and tea. Colonists said they had no vote in Parliament, so it should not tax them.

Think of it this way: No vote, no say: that was the colonists' complaint.

3 Soldiers in Boston

In plain words: In 1768 British soldiers arrived in Boston to keep order and to back up the officials who collected the taxes. Many colonists did not want soldiers living in their city.

Think of it this way: Imagine strangers moving into your neighborhood to enforce rules you did not choose.

4 Rising Tension

In plain words: Crowds and soldiers shouted at each other in the streets, and sometimes they fought. The anger in Boston kept growing month after month.

Think of it this way: Two groups keep bumping in a crowded hallway until a small push starts a fight.

5 March 5, 1770

In plain words: On the evening of March 5, 1770, a crowd gathered outside the Custom House on King Street in Boston. Soldiers led by Captain Thomas Preston stood guard. The crowd shouted and threw things such as snowballs.

Think of it this way: A small spark in a pile of dry leaves.

VOCABULARY

MATCH IT: WORDS TO KNOW

My name: _____ Date .....

Write the letter of the meaning next to each word.

1	Parliament	
2	massacre	
3	engraving	
4	propaganda	
5	trial	
6	representation	
7	boycott	
8	tax	

A	The group that makes laws for Britain.
B	A court hearing about whether a law was broken.
C	Refusing to buy goods as a protest.
D	Information shared to change what people think.
E	A strong word for the killing of many people.
F	Having a voice and a vote in government.
G	A picture cut into metal and printed on paper.
H	A settlement far from the country that rules it.
I	Money people must pay to a government.
J	An agreement between nations or groups.

Two of the meanings are not used.

SCENARIOS A

WHICH TOPIC?

My name: _____ Date .....

Write the topic number from the chart. Then tell how you know.

1 A silversmith prints a picture showing soldiers firing on a calm crowd. **Topic** ☐

How do you know? Use words from the story.

2 A new tax on paper and glass has colonists saying they have no vote in Parliament. **Topic** ☐

How do you know? Use words from the story.

3 A lawyer agrees to defend soldiers in court, saying everyone deserves a fair trial. **Topic** ☐

How do you know? Use words from the story.

4 Five colonists die in a Boston street after soldiers fire. **Topic** ☐

How do you know? Use words from the story.

READING

READ THE PASSAGE

My name: _____ Date .....

Read the passage. Answer the questions.

On the cold evening of March 5, 1770, a crowd gathered on King Street in Boston, near the Custom House. British soldiers led by Captain Thomas Preston stood guard. Many colonists were angry that soldiers were living in their city. The crowd shouted and threw snowballs. Then the soldiers fired, and five colonists died.

A PASSAGE WRITTEN FOR THIS WORKSHEET

1. Name two things the crowd did.

2. Why were many colonists angry about soldiers in their city? Use your own words.

Soon after, Paul Revere, a Boston silversmith, printed and sold an engraving of the event. It showed soldiers firing on a calm crowd. It left out the shouting and the snowballs, so it showed only one side. Copies spread through the colonies, and many people who saw it grew angry at the soldiers.

A PASSAGE WRITTEN FOR THIS WORKSHEET

3. Fill in the two missing words from the passage.

The crowd gathered on King _____

Paul Revere sold an _____

4. Why would people who saw the picture feel angry at the soldiers? Use a clue.

PASTE 2 CUT AND PASTE

My name: _____ Date .....

Cut out the pieces. Paste each one in the right box.

Townshend Acts	Soldiers in Boston

March 5, 1770	The Trial

Cut on the dashed lines.

John Adams defended the soldiers	A crowd outside the Custom House	Taxes on glass, paper and tea	Many colonists did not want them
Five colonists died	Passed by Parliament in 1767	Arrived in 1768 to keep order	Most soldiers found not guilty

TRACKER

BOSTON MASSACRE TRACKER

STUDENT _____ TEACHER _____ MONTH _____

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
7	Words to Know	8			
8	Name the Theme	8			
9	Which Topic? A	4			
10	Which Topic? B	4			
11	True or False?	6			
12	Fill In the Sentence	8			
13	Build the Timeline	5			
19	Cut and Paste 1	8			
20	Cut and Paste 2	8			
21	Cut and Paste 3	10			

PAGE	OPEN-RESPONSE PAGE	DATE DONE	WHAT I SAW
14	Read the Passage		
15	Case Study		
16	Explain It		
17	Build a Paragraph		
18	Topic Snapshot		

How to fill this in

Write how many items the student got right with no prompt, and the date. A blank means not tried yet, never wrong. There are 69 items on the 10 scored pages. The charts (pages 5 and 6) are not scored. Answer keys: pages 22 to 24. Filled example: page 29.

THIS MONTH WE ARE WORKING ON (YOUR OWN STANDARD OR WORDING)

EXAMPLE MARCUS'S TRACKER

Marcus T. is invented; nothing on this page describes a real student. The blank tracker is on page 25.

STUDENT **Marcus T. (an invented student)**

TEACHER **Ms. Odom (invented)**

MONTH **October**

PAGE	PAGE TYPE AND SET	ITEMS	RIGHT	DATE	NOTES
7	Words to Know	8	7	10/1	Mixed up two meanings
8	Name the Theme	8	8	10/2	–
9	Which Topic? A	4	3	10/6	Needed a prompt on one item
10	Which Topic? B	4	4	10/7	–
11	True or False?	6	5	10/8	Missed one false sentence
12	Fill In the Sentence	8	7	10/9	Needed a prompt on one item
13	Build the Timeline	5	4	10/10	Swapped two steps
19	Cut and Paste 1	8	8	10/3	–
20	Cut and Paste 2	8	–	–	–
21	Cut and Paste 3	10	–	–	–

How to read it

Marcus T. has done **8 of 10** scored pages and got **46 of 51** items right with no prompt. **3** pages were all right and **5** carry a note. Every number here comes from the table above.

The family note this tracker would produce

"This month Marcus finished 8 pages and got 46 of 51 items right. Marcus is solid on Name the Theme and the cut-and-paste sort; the next thing to practice is saying which words in a story point to a topic." — every number in it is a row of the table above.

What the table points to

5 pages carry a note and each is short of full. The pages left blank (2 of them) are not tried yet, never wrong.

THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has a table of students who each need a different amount of support learning and explaining what they learn. If this helped, leaving feedback on TPT helps other teachers find it.

Everything inside, one more time

- **17 student pages** in 13 page types, 69 scored items, every answer computed in code from the lists on the page.
- **26 cut-and-paste pieces** on 3 sort mats, **3 answer keys**.
- **1 tracker, 1 class grid, 1 team note, 1 family page, 1 filled example, 1 phrase bank** (17 starters), **1 binder cover** and divider tabs.

How this file avoids guessing

Wherever a student picks among printed spots — the lettered meanings, the box of words, the order of the pieces on the cut strip — the position of the right answer is checked in code so it never sits in the same spot three times in a row.

No real student anywhere in this file

The filled example on page 29 names "Marcus T.," an invented student used only to show how the tracker fills in. Every scenario and the case study are invented, and nothing here is legal advice. Once you fill in a real student's name, the tracker, class grid and team note (pages 25, 26 and 27) do carry real information — keep completed pages secure the same way you would any other record.

Something missing or wrong?

Please use the **Ask a Question** tab on the product page first — every question is read, and a fix to the file is a free update you re-download from **My Purchases**.

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A career readiness portfolio for students in transition.



Transition and Life Skills Data Sheets Bundle
Vocational, career and daily-living data sheets.



Community Helpers Worksheets K-2
Match, who am I, and a cut-and-paste sort for K-2.

Part of the Bright Path Sped collection — new products are added regularly. Click **Follow** on the store page and TPT will email you when new products go up.

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