Context: During this 8th grade history lesson students read an original article about the Boston Massacre and were asked to analyze it for personal bias or misrepresentation.

Objective: Students will identify and support notions of bias in primary source documents

Conversation Prompt: Why did the author write this?

(1)   Student A: Why did the author write this?
(2)   Student B: To tell us about the Boston Massacre. But I saw that only seven people were killed. That isn't a massacre.
(3)   Student A: What do you mean?
(4)   Student B: Well, a massacre means lots of people die.
(5)   Student A: Maybe the people who wrote it wanted to make it sound really bad.
(6)   Student B: Yeah. I think they wanted to get people all mad, to fight. Maybe to start the Revolution.
(7)   Student A: Why?
(8)   Student B: Not all people wanted to fight to be separate. They were okay with England over them. But some wanted to separate.
(9)   Student A: Yeah. So calling it a massacre made the British look evil. I would've wanted to fight back too.
(10)   Student B: So that's bias, right? It's lying a little, I think.
(11)   Student A: Yeah. I wonder how many bias there are in history.

Dimension 1: Turns build on previous turns to build up an idea	Score 4-3-2-1
Rationale for score	
Dimension 2: Turns focus on the knowledge or skills of the lesson's objectives	Score 4-3-2-1
Rationale for score	

DIMENSION 1: Turns build on previous turns to build up an idea
4   Half or more of the turns build on previous turns to effectively build up a clear and complete idea
3   Half or more of the turns build on previous turns to adequately build up an idea, which may be incomplete or lack clarity.
2   Few turns build on previous turns to build up an idea.
1   Turns are not used to build up an idea.

DIMENSION 2: Turns focus on the knowledge or skills of the lesson's objectives
4   Half or more of the turns effectively focus on the lesson's objectives and show depth or fostering of the intended learning.
3   Half or more of the turns sufficiently focus on the lesson's objectives, but this focus may be superficial or lack clarity
2   Few turns focus on the lesson's objectives.
1   Turns do not focus on the lesson's objectives.