Boston Tea Party

What caused the American Revolution?

Grade Level: 3rd  Extension Lesson- Social Studies/History/Civics

<table>
<thead>
<tr>
<th>Sunshine State Standards</th>
<th>FL Frameworks for K-12 Gifted Learners</th>
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<tr>
<td><strong>Week #3</strong></td>
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<tr>
<td>Learning Goal: The student will know how our nation began and will be able to explain the purpose and need for government.</td>
<td><strong>Goal 1</strong>: Thinking Creatively. <strong>Objective 1</strong>: the student identified as gifted will be able to critically examine the complexity of knowledge: the location, definition, and organization of a variety of fields of knowledge.</td>
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<td><strong>Big Ideas &amp; Benchmarks:</strong></td>
<td><strong>Goal 3</strong>: Use and manipulate information sources. <strong>Objective 1</strong>: The student identified as gifted will be able to conduct thoughtful research/exploration in multiple fields.</td>
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<td>SS.3.C.1.1: Explain the purpose and need for government.</td>
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<td>SS.3.C.1.2: Describe how government gains its power from the people.</td>
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<td>SS.3.C.1.3: Explain how government was established through a written Constitution.</td>
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<td>Common Core:</td>
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<td>R.I.1.1 Ask and answer questions about key details in a text.</td>
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**Subject(s):** (To be used during Week 23 on the 3rd Grade CCPS Social Studies Curriculum Map)

**Description:** News of the Boston Tea Party spread like wildfire through the colonies through songs, cartoons, paintings, writings and word of mouth, even though there was no system of speedy mass communications such as students are accustomed to in the digital age. But let them imagine that the colonists did have access to Internet technology and create a podcast of songs, slogans and eyewitness testimonies to broadcast to fellow patriots. Alternatively, some students may want to imagine how a British podcast would sound compared to a colonial patriot podcast.

**Closure:** As you wrap up this lesson, have discussions on how doing what is right is not always easy. Most importantly reflect how standing up for what you believe can help us to respect different cultures and recognize how we should learn from them.
Boston Tea Party

Teacher Activity Sheet

**Goal:** News of the Boston Tea Party spread like wildfire through the colonies through songs, cartoons, paintings, writings and word of mouth, even though there was no system of speedy mass communications such as students are accustomed to in the digital age. But let them imagine that the colonists did have access to Internet technology and create a podcast of songs, slogans and eyewitness testimonies to broadcast to fellow patriots. Alternatively, some students may want to imagine how a British podcast would sound compared to a colonial patriot podcast.

**Materials:** Student Activity sheets printed for each student, highlighters, pencils, flip camera optional to video podcast/news report

**Procedure:**

1. Introduce the students to the Boston Tea Party as a pivotal point of the Revolutionary War and our independence from England.
2. Assign student groups to a section of the Boston Tea Party that they will be reporting about. Once in their small cooperative groups read the Student Activity text to take notes and further research their topic. As the students read the information they should use their In-Depth comprehension (see example shown in teacher resource section) to better understand and the selection of relevant information. (Common Core)
3. After open reflection of each text, have the students work together to give their reflection on how they will present the news of the time of each event. They may use props such as of songs, maps, pictures, slogans and eyewitness testimonies to broadcast to fellow patriots.
4. When they have completed the reflection, have a class discussion about each group’s ideas. Then have the groups practice their section before broadcast.
5. You may also use the Hot-Dok Higher Order questions (at the bottom of this document) to help with discussion starters and may want to watch Discovery Education tradition videos on Angel if needed.
Student Activity Sheet

**Goal:** In the late 1700s, conflict about "taxation without representation" brewed tensions to a fever pitch between the colonists and the British crown. The tensions boiled over at The Boston Massacre, leading to the refusal of the colonists to concede to British demands and the dumping of tea during the Boston Tea Party, paving the road to the Revolutionary War. News of the Boston Tea Party spread like wildfire through the colonies through songs, cartoons, paintings, writings and word of mouth, even though there was no system of speedy mass communications such as we are accustomed to in the digital age. But let us imagine that the colonists did have access to Internet technology and create a podcast of songs, slogans and eyewitness testimonies to broadcast to fellow patriots. Alternatively, some of you may want to imagine how a British podcast would sound compared to a colonial patriot podcast.

**Materials:** Student Activity sheets printed for each student, highlighters, pencils, flip camera optional to video podcast/news report

**Procedure:**

1. You will be introduced to the Boston Tea Party as a pivotal point of the Revolutionary War and our independence from England.
2. Once you are assigned in student groups to a section of the Boston Tea Party that you will be reporting about. Once in your small cooperative groups read the Student Activity text to take notes and further research their topic. As your group reads the information they should use their In-Depth comprehension (see example shown) to better understand and the selection of relevant information. (Common Core)
3. After open reflection of each text, your group will work together to give a reflection on how you will present the news of the time of each event. You may use props such as of songs, maps, pictures, slogans and eyewitness testimonies to broadcast to fellow patriots.
4. When your group has completed the reflection, you will have a class discussion about each group’s ideas. Then you should practice your presentation before the broadcast.
In the late 1700s, conflict about "taxation without representation" brewed tensions to a fever pitch between the colonists and the British crown. The tensions boiled over at The Boston Massacre, leading to the refusal of the colonists to concede to British demands and the dumping of tea during the Boston Tea Party, paving the road to the Revolutionary War. Fifth grade classroom activities define the key players and sequence of events for each incident and help the children understand the points of view of the colonists and the British.

News of the Boston Tea Party spread like wildfire through the colonies through songs, cartoons, paintings, writings and word of mouth, even though there was no system of speedy mass communications such as students are accustomed to in the digital age. But let them imagine that the colonists did have access to Internet technology and create a podcast of songs, slogans and eyewitness testimonies to broadcast to fellow patriots. Alternatively, some students may want to imagine how a British podcast would sound compared to a colonial patriot podcast.

On December 16, 1773 116 American colonists dressed as Mohawk Indians sneaked aboard three merchant ships and dumped 45 tons of tea into Boston Harbor. Preschoolers running amok? Nope. The “Sons of Liberty” were protesting British Parliament’s Tea Act, which granted the British-owned East India Tea Company a monopoly on exporting tea into the colonies. Colonists would willingly pay taxes on British tea, the King reasoned, if it cost less than smuggled imports. Wrong! Led by Sam Adams, the colonists rebelled, starting down the long road that would lead to the American Revolution and independence.

Most kids love learning about the Boston Tea Party. They understand the frustration of “taxation without representation” – being told what to do without being asked for input. Here are some activities that help illustrate other facets of the rebellion.
Boston Tea Party Leaders
The Boston Tea Party was organized and carried out by a group of Patriots led by Samuel Adams known as the Sons of Liberty. The Sons of Liberty were made up of males from all walks of colonial society, and among its membership were artisans, craftsmen, business owners, tradesmen, apprentices, and common laborers who organized to defend their rights, and to protest and undermine British rule. Famous Boston Patriots who were members of the Sons of Liberty included John Adams, John Hancock, James Otis, Josiah Quincy, Paul Revere, and Dr. Joseph Warren. Incited by the Sons of Liberty, over 5,000 people gathered at the Old South Meeting House, the largest public building in Boston at the time, at 10:00 AM on December 16, 1773, to decide what was to be done about the tea and to plan the Boston Tea Party.
Boston Tea Party Cause

In simplest terms, the Boston Tea Party happened as a result of “taxation without representation”, yet the cause is more complex than that. The American colonists believed Britain was unfairly taxing them to pay for expenses incurred during the French and Indian War. Additionally, colonists believed Parliament did not have the right to tax them because the American colonies were not represented in Parliament.

Boston Tea Party December 16, 1773

The Boston Tea Party took place on the winter night of Thursday, December 16, 1773. According to eyewitness testimonies, the Boston Tea Party occurred between the hours of 7:00 and 10:00 PM and lasted for approximately three hours.
Boston Tea Party Location

The Beaver, Dartmouth, and Eleanor were moored at Griffin’s Wharf in Boston. It is at this location where the December 16, 1773 destruction of the tea occurred. The original location of the Boston Tea Party no longer exists because of extensive landfills that destroyed the location. This was caused by the city of Boston’s rapid expansion in the 19th century. In 18th century Boston, Griffin’s Wharf was a bustling center for maritime commerce and shipping. The exact location of the original Griffin’s Wharf is open to debate, but the Boston Tea Party Ships & Museum, located on the Congress Street Bridge, is located near the approximate area where the Boston Tea Party took place. A historical marker commemorating the Boston Tea Party stands on the corner of Congress and Purchase streets.
Participants in the Boston Tea Party

December 16th, 1773

It is estimated that hundreds took part in the Boston Tea Party. For fear of punishment, many participants of the Boston Tea Party remained anonymous for many years after the event. To date it is known that 116 people are documented to have participated. Not all of the participants of the Boston Tea Party are known; many carried the secret of their participation to their graves. The participants were made up of males from all walks of colonial society. Many were from Boston or the surrounding area, but some participants are documented to have come from as far away as Worcester in central Massachusetts and Maine. The vast majority was of English descent, but men of Irish, Scottish, French, Portuguese, and African ancestry were documented to have also participated. The participants were off all ages, but the majority of the documented participants were under the age of forty. Sixteen participants were teenagers, and only nine men were above the age of forty. Many of the Boston Tea Party participants fled Boston immediately after the destruction of the tea to avoid arrest. Thousands witnessed the event, and the implication and impact of this action were enormous ultimately leading to the start of the American Revolution.
Disguise of Sons of Liberty

In an effort to hide their true identities, many of the Sons of Liberty attempted to pass themselves off as Mohawk Indians because if caught for their actions they would have faced severe punishment. Reports from the time describe the participants as dressed as Mohawks or Narragansett Indians. The disguise was mostly symbolic in nature; they knew they would be recognized as non-Indians. The act of wearing “Indian dress” was to express to the world that the American colonists identified themselves as “Americans” and no longer considered themselves British subjects. They were not dressed as Indians in the classic sense with headdresses and full authentic regalia; rather they wore wool blankets match coat style, painted their faces with soot, and employed other modes of dress commonly known at the time as “Indian dress”, which had been adopted by soldiers during the French and Indian War. An observer of the Boston Tea Party, John Andrews wrote the following in 1773: “They say the actors were Indians… Whether they were or not to a transient observer they appeared as such, being clothed in blankets with the heads muffled and copper colored countenances, each being armed with a hatchet or ax, and pair pistols, nor was their dialect different from what I conceive these geniuses to speak, as their jargon was unintelligible to all but themselves.” Boston Tea Party participant George Hewes recorded the following: “It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, which I and my associates denominated the tomahawk, with which, and a club, after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin’s wharf, where the ships lay that contained the tea. When I first appeared in the street after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me and marched in order to the place of our destination.”
Tea Party Ships

On the night of the Boston Tea Party, three ships that had sailed from London carrying cargoes of British East India Company tea were moored in Boston Harbor. The three ships were the Beaver, Dartmouth, and Eleanor. The Dartmouth arrived in Boston on November 28, 1773, the Eleanor on December 2, and the Beaver on December 15. Each of the three ships carried more than one hundred chests of British East India Company tea. The Sons of Liberty on the night of December 16, 1773, offloaded the tea cargoes of all three ships.

There were to be four ships sailing from London carrying cargoes of British East India Company tea to Boston, but the William ran aground off Cape Cod on December 10, 1773 in a violent storm. The cargo of 58 chests of British East India Company tea was salvaged before the William was abandoned. A portion of the salvaged tea cargo ended up in Boston and was later destroyed by the Sons of Liberty. Samuel Adams recorded the following about the fate of the William: “The only remaining vessel which was expected with this detested article, is by the act of righteous heaven cast on shore on the back of Cape Cod, which has often been the sad fate of many a more valuable cargo.”
Boston Tea Party Damage

340 chests of British East India Company tea, weighing over 92,000 pounds (roughly 46 tons), onboard the Beaver, Dartmouth, and Eleanor were smashed open with axes and dumped into Boston Harbor the night of December 16, 1773. The damage the Sons of Liberty caused by destroying 340 chests of tea, in today's money, was worth more than $1,700,000 dollars. The British East India Company reported £9,659 worth of damage caused by the Boston Tea Party. According to some modern estimates, the destroyed tea could have brewed 18,523,000 cups of tea! The destruction of the tea was a very costly blow to the British. Besides the destruction of the tea, historical accounts record no damage was done to any of the three ships, the crew or any other items onboard the ships except for one broken padlock. The padlock was the personal property of one of the ships' captains and was promptly replaced the next day by the Patriots. Great care was taken by the Sons of Liberty to avoid the destruction of personal property – save for the cargo of British East India Company tea. Nothing was stolen or looted from the ships, not even the tea. One participant tried to steal some tea but was reprimanded and stopped. The Sons of Liberty were very careful about how the action was carried out and made sure nothing besides the tea was damaged. After the destruction of the tea, the participants swept the decks of the ships clean, and anything that was moved was put back in its proper place. The crews of the ships attested to the fact there had been no damage to any of the ships except for the destruction of their cargoes of tea.
Read with a Pen
Annotating Marks

- Circle powerful words or phrases
- Underline words or phrases you do not understand
- Write important thoughts in the margin
Hot DOK Questions 1

- Can you recall ______?
- When did ____ happen?
- Who was ____?
- How can you recognize ____?
- What is ____?
- How can you find the meaning of ____?
- Can you recall ____?
- Can you select ____?
- How would you write ____?
- What might you include on a list about ____?
- Who discovered ____?
- What is the formula for ____?
- Can you identify ____?
- How would you describe ____?

Hot DOK Questions 2

- Can you explain how ____ affected ____?
- How would you apply what you learned to develop ____?
- How would you compare ____? Contrast ____?
- How would you classify ____?
- How are ____ alike? Different?
- How would you classify the type of ____?
- What can you say about ____?
- How would you summarize ____?
• How would you summarize___?

• What steps are needed to edit___?

• When would you use an outline to ___?

• How would you estimate___?

• How could you organize___?

• What would you use to classify___?

• What do you notice about___?

**Hot DOK Questions 3**

• How is _____ related to _____?

• What conclusions can you draw _____?

• How would you adapt_____ to create a different____?

• How would you test____?

• Can you predict the outcome if____?

• What is the best answer? Why?

• What conclusion can be drawn from these three texts?

• What is your interpretation of this text? Support your rationale.

• How would you describe the sequence of____?

• What facts would you select to support____?

• Can you elaborate on the reason____?

• What would happen if____?

• Can you formulate a theory for____?

• How would you test____?

• Can you elaborate on the reason____?
Hot DOK Questions 4

- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment.

Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about___?
- DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument.
- DOK 4 requires time for extended thinking.
# Available Rubrics

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<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td></td>
<td>Even with help, no understanding or skill demonstrated. (I don't get it.)</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (I kinda-sorta get it.)</td>
<td>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. (I get it, but I can't explain it.)</td>
<td>No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. (I get it, and I can explain it to others!)</td>
<td>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. (I get it, I can explain it to others, and I can extend my understanding to new situations!)</td>
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### Classroom Formative Assessment

#### Generic Rubric Design

<table>
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<tr>
<th>Scale</th>
<th>Student Language</th>
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<tr>
<td>4</td>
<td>&quot;I know it better than my teacher taught it.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>&quot;I know it just the way my teacher taught it.&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;I know some of the simpler stuff, but can't do the harder parts.&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;With some help, I can do it.&quot;</td>
</tr>
<tr>
<td>0</td>
<td>&quot;Even with help, I can't do it.&quot;</td>
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The student demonstrates mastery of the subject matter by exhibiting in-depth understanding, application, and performance beyond what was taught in class. The student's responses indicate no major errors or omissions regarding any of the information and/or processes taught in class. The student indicates errors or incomplete knowledge of the information and/or processes; however, they do not indicate major errors or omissions relative to simpler details and processes. The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge. The student provides little or no response. Even with help, the student does not exhibit a partial understanding of the knowledge.

Source: Robert Marzano, *Classroom Formative Assessment and Grading*