

Voices of Revolution -- People and Events



The Boston Tea Party

During the early 1700s, the American colonies were happy to be part of Britain. They supported the British king. After the French and Indian War, Britain had debts. So the British government passed some laws that ordered the colonists to pay new taxes. The colonists became angry because they had no representative in the British government. They said, "Taxation without Representation was unfair. Many colonists began to protest against British rule

Overview

Objectives:	Students will: <ul style="list-style-type: none"> • Analyze a primary source • Students will become familiar with the struggles the colonists faced during the revolution. • Students will identify individuals and groups who worked for freedom.
Recommended Time Frame:	4-5 periods of 45-60 minutes
Grade Level:	5 th
Curriculum Fit:	Social Studies and Reading
Materials:	<ul style="list-style-type: none"> • Computer • Primary sources Boston Tea Party • Article-African American Roles in the American Revolution • Poem –The Midnight Ride of Paul Revere • Document Camera • Maps of City of Boston past and present • Boston Tea Party Worksheet • Rubric Role Play Loyalist and Patriots

Michigan State Learning Standards

- 5.U.3.1.2 Describe the causes and effects of events such as the Boston Tea Party.
- 5.U.3.1.6 Identify the role that key individuals played in leading the colonists to revolution including Washington, Jefferson, P. Henry, and others.

Procedures

Day One:

- Provide an overview of the purpose of the lesson. Write the word “revolution” in their journals. Tell what the word means to them. Ask the following questions. What was the Revolutionary War? Why? Name some of the people who participated in the war.
- Discuss students’ responses to the word revolution and what they know about the war.
- Introduce Video “And Then What Happened, Paul Revere?” Students are to look for key facts, events and people. <http://player.discoveryeducation.com/index.cfm?guidAssetId=321B06A1-6C49-4395-BE7D-3A90F7E160C1&blnFromSearch=1&productcode=US>
- Feedback: Students will discuss opinions and observations of the video. “How did things that you wrote about regarding the Revolutionary War and what you viewed compare/contrast? Students discuss the events and details that caused the Boston Tea Party as depicted in the video. Students will describe these events. Have students retell the ride of Paul Revere to warn that the British were coming!

Day Two:

- Review facts from the video-Paul Revere. Remind students of the Boston Tea Party. Ask students to reflect on the CAUSES of this event.
- Analyze Primary Source- picture of the Boston Tea Party.
 - Picture of Boston Tea Party on Document Camera
 - In pairs- provide students with a duplicate copy of the picture.
 - Using Boston Tea Party Worksheet, students will
- Answer guided questions.
- Whole Group Discussion after worksheet is completed.
- Class do a Choral Reading “The Midnight Ride of Paul Revere”

Day Three:

- Briefly review information from earlier lessons.
- Begin whole group discussion about the conflict the colonists had with Britain and King George. Then talk about the conflict within the colonies---The Patriots and the Loyalists.
- Activity: Internet Research using LOC.GOV
 - Define/Identify what a Patriot and Loyalist
 - Name two famous Patriots and two Loyalists.
 - Why were they famous?
 - What affect did these groups have on the colonies as a whole?
- Culminating activity: Students will create a scene to show their understanding of the lesson.

Day Four:

- Discuss the role of African Americans in the Revolution.
- Distribute article African American Roles in the American Revolution-Rebecca Hayes
- http://www.associatedcontent.com/article/3285/african_americans_role_in_the_american.html?cat=37
- Activity: Pairs of students will read the article and complete the worksheet.
- Based on the article, indicate what role each played in the Revolution.
 - Governor Dunsmore
 - Crispus Attucks
 - Salem Poor
 - James La Fayette
 - Saul Matthews

Day Five:

- Written Assessment

Evaluation

1. Name the Primary Source used in these lessons.
2. What role did the following people play in the Revolution?
 - Paul Revere
 - Governor Dunsmore
 - Samuel Adams
 - King George
 - Crispus Attucks
 - Salem Poor
3. Writing Response: Based on all that you have learned about the people of the Revolution—Make your Voice Heard! Write about how you can make your voice heard by making a difference regarding something in your life. Will you be the VOICE of the next revolution?

Extension

African Americans Role in the American Revolution (May 30, 2005 by Rebecca Hayes)

At the time of the revolutionary war all thirteen colonies still permitted slavery. Much of what is commonly known about Southern slavery later on occurred in the North during the time that slavery was permitted. The basic rule set up in Virginia in 1662 was that children of black mothers were slaves or free, based on the condition of the mother. There was a slave revolt in 1712 in New York and the 19 captured rebels were put to death. Most of the conditions we are familiar with were present in the North, however, there were more African Americans that were free in the North than there were in the South.

In Virginia in April of 1775 the British appointed Governor of Virginia John Murray Dunmore ordered that the gunpowder that was stored in the magazines for the colony's defense in Williamsburg be put aboard an English ship. The people of Virginia were outraged and Dunmore promised to pay them for it. In November of the same year, the war for Independence was underway and Governor Dunmore came up with a plan to help the British. He issued a proclamation that stated that any slave that left his patriot master and enlisted in the British army would be freed. By the time he issued the proclamation colonists had known of his plans since April. Dunmore knew this plan would cause the patriots to focus less on the war and more on the internal threat this presented. He also knew that this would slow America's production and economy and add soldiers to his own small army of only 300. This only increased the patriots desire to be rid of the British.

After this there were even rumors that a bill was introduced into parliament that would emancipate the slaves. Although there has never been any evidence this rumor was true it still shows how suspicious the patriots were of the British's actions. In total about 800 blacks enlisted with Dunmore and were put into a regiment called the Ethiopian regiment. Dunmore's actions enraged so many patriots that when Thomas Jefferson wrote out reasons for Independence Governor Dunmore and his proclamation were included. So from the beginning African American's and their futures had an instrumental role in forming public opinion towards Britain and how she treated her colonies. On the American side, only Georgia and South Carolina refused to enlist blacks, in every other colony they only had to prove that they were free.

Extension (continued)

This, however, was often not even required. When an African American enlisted they were entitled to the same wages, enlistment bounties, clothing allowances, food and pension as white soldiers. Although in some cases if it was found out that a black had served “while a fugitive” he was often denied pension after the war. New England regiments had by far the most blacks in their regiments. It is estimated that nearly 8% of the New England soldiers were African American and it seems that there was little prejudice in the New England regiments as well.

Dorothy Dudley spent some time with a regiment and wrote: “There is an element in our camp life not to be overlooked—I mean the Negroes, many of them slaves, who heart and soul enter into the interests of our country and render valuable service both in tent and field. It was a colored soldier, you know, who shot Major Pitcairn at Bunker Hill. Many of them are scattered through the ranks of the army, and in the hospitals and camps faithfully fill offices of many kinds.” The man Dorothy Dudley spoke of, that killed Major Pitcairn, was Salem Poor. He was viewed as a hero along with a number of other African Americans who helped in the war effort such as Crispus Attucks who died in the Boston Massacre, Prince Whipple who crossed the Delaware with George Washington, James LaFayette and Saul Matthews who were spies for the patriots, Ceasar Tarrant who was a harbor pilot, Richard Pointer who fought Indians on the frontier, Jeru Grant who was a teamster, Ned Griffin who served in place of his master, as well as Lambo Latham and Jordan Freeman who died defending Fort Griswold. There were countless others who pledged their lives to defending America who are lost to history because many enlistment records only contained first names, but they rendered a great service to a country that wouldn’t free their people until nearly a hundred years later in 1865.

Primary Resources from the Library of Congress

Replace this text with the resource table you generated while managing the primary resources used in this learning experience. You can do this by selecting the entire table at once and copying it to your computer’s temporary memory, (i.e., clipboard) then pasting it here.

<http://memory.loc.gov/ammem/gwhtml/3b8738r.jpg>

[http://en.wikipedia.org/wiki/Loyalist_\(American_Revolution\)](http://en.wikipedia.org/wiki/Loyalist_(American_Revolution))

<http://memory.loc.gov/learn//features/timeline/amrev/shots/describe.html>

<http://library.thinkquest.org/TQ0312848/loyalRst.htm>

<http://www.jarodkearney.com/id19.html>

<http://www.redcoat.me.uk/page6.htm>

[http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field\(NUMBER+@band\(cph+3b52022\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field(NUMBER+@band(cph+3b52022)))

[http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field\(NUMBER+@band\(cph+3a02240\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field(NUMBER+@band(cph+3a02240)))

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[http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field\(NUMBER+@band\(cph+3a52571\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/PPALL:@field(NUMBER+@band(cph+3a52571)))

Rubric
Historical Role Play: Loyalists and Patriots

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Props/Costume	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Handouts

Insert each handout as a separate page so that it can be printed for student use. We have provided four blank pages for you to copy and paste your student handouts.

The Boston Tea Party Worksheet

1. Where did this event take place?
2. Who are the people in the picture?
3. Was this an actual tea party? Describe the event in detail.
4. How and why did the colonists disguise themselves?
5. What do you think about the colonists' method of sending a message to the king?
6. Can you hear THE VOICES OF THE REVOLUTION at the Boston Tea Party?