

Lesson Designed by: Annette Durbin
Grade level: 5

Unit: The American Revolutionary War
Title of lesson: The Boston Tea Party
Timeframe: 60 min. session

Standards addressed:

National Standards:

1B: Identify the temporal structure of a historical narrative or story

2B: Reconstruct the literal meaning of a historical passage by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.

3B: Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

Alaska Standards:

A5: Understand that history is a narrative told in many voices and expresses various perspectives of historical experience.

A7: Understand that history is dynamics and composed of key turning points.

Social Studies Knowledge, Skills, Dispositions:

Knowledge: Students will understand the Boston Tea Party, identify events that led up to the conflict, and the tension between Britain and the colonists

Skills: note cause and effect relationships, form opinion based on critical examination of relevant information

Dispositions: Tension is apparent in many parts of our lives, party has a different meaning

Learning objectives: At the completion of this lesson:

1. Students will respond to literal, inferential, and evaluative questions about literature and orally presented material.
2. Students will be able to determine the meaning of a word based on how it is used in an orally presented sentence.
3. Students will be able to create a concept web to organize their writing ideas.
4. Students will be able to write a good reflection about a topic in the form of a paragraph or poem, using examples from the literature, a teacher model, and a concept web.

Cooperative skills addressed: students will share ideas in small and large groups

Technology inclusion: overhead

Materials needed:

The Boston Tea Party by Walter Oleksy

hot tea and cups, construction paper
white paper, pencils, crayons, markers, colored pencils, glue

Poem: Revolutionary Tea

Sample Web

Sample Paragraph and Poem

Student Paper for Paragraph/Poem

Rubric

Overhead, markers

Lesson Plan/Lesson Design - Students will listen to a chapter from a book and then read and discuss a poem about the Boston Tea Party. After these activities, students write a poem or paragraph about the Boston Tea Party, using a concept web to organize their ideas.

- 1. Prior assignment** – Students have been learning about the conflict and rising tensions between Britain and the colonists. Students are familiar with the various taxes that Britain imposed upon the colonies.

Opening activity – Pass out a birthday party invitation to the students. Have them develop a list of party characteristics in their team using “Talking Pencil” structure.

Give questions to jumpstart their thinking. Write questions on the board and add to the list from the students thinking. What kinds of activities will they do at the party? What types of food will they have? Why is the celebration being held? Who is the celebration being held for? What other types of parties are there? Give students 5 minutes to generate thoughts. Have one team member stand from each group state the teams thoughts as the teacher develops a party map webbing on the board by writing down what the team thought about parties. Students should cross off listed items to prevent repeating.

Lesson procedures – Today we are going to talk about a particular party known as “The Boston Tea Party”. Ask the students if they have ever heard of this type of party? What do you think happens at this type of party? Tell them that we are going to learn about this “special” party and why this party plays a significant role in the development of our history.

Pour the hot tea into the students' cups (decaf tea) and let them begin to drink it. Ask, "Does anyone know where this tea might have come from?" If no one guesses England, tell the students that this is where a lot of tea comes from. Have them think back to what they have been learning about the American Revolution; let them recap some of the acts, taxes, and events. Inform students that one of the items that was heavily taxed was tea, and because of this, in history we have what is remembered as the Boston Tea Party. Today, students will be exploring what happened at the "party," read a poem about it,

and write a summary about what they learned. First, students will listen to a story and take notes.

Begin by reading Chapter 1 in the book, The Boston Tea Party. Along the way, recap what students already know. While the chapter is being read, students should be taking notes on things that they think are important to the story. After the reading, tell the students that now they will be reading a poem entitled, "Revolutionary Tea." Hand out a copy of the poem to the students; tell them to underline words or phrases that they do not understand. Place a copy of the poem on the overhead. After reading the poem, ask students to share some of the things that they underlined. Go over what students underlined as well as the following items in the poem:

Line 8, pence (British money, roughly considered a penny in the United States but

not a totally negligible amount in the 18th century.)

Line 11, shan't (old contraction for shall not, which in 21st-century English usually

takes the form 'will not')

Line 14, quoth (old form for quoted or said)

Line 20, budget of tea (a quantity for a particular use)

Line 28, conveyed (transported)

Line 30, bouncing (lively)

Line 31, boiling (angry)

Line 34, 'tis (it is, it's)

Line 34, when 'tis steeped quite enough (when the tea leaves have released sufficient

flavor into the water)

After going over the words in the poem, re-read the poem to the students.

Students should listen for some of the words previously discussed and try to put meaning into the poem this time. Ask students the following questions:

5. What or whom do you think the old lady in the poem represents? Old lady; island queen (England)
6. What or whom do you think her daughter represents? Her daughter; the bouncing girl (the colonies)

"Let us now think about what we read in the story and poem and look at a web of what happened at the Boston Tea Party."

Begin by showing students a blank overhead of a web with the words, "Boston Tea Party" in the middle. Discuss how to write good paragraphs or a poem by using a web. "First we must organize our ideas in the web." Have students share facts to write in the web and then display the teacher-made web (see materials). Have the students read the branches. Then show students the completed model paragraph and poem that was created from the web. Allow time for discussion in which students can compare the web to the

finished paragraph/poem. Now it's the students' turn! Working with a partner, students will use their notes to make a web, and from that they will write their own paragraph or poem. Ask if anyone has any questions about what to do. Walk around the room, advising students and checking their progress. After they finish their web, give them paper to begin writing out their paragraphs or poems.

Closure:

After students have finished their writing, allow time for students to illustrate their work (and then can be mounted on construction paper). After everyone has finished, students can share their writing with the rest of the class. Display students' work on a wall or bulletin board

Assessment: Each student's writing will be assessed using a writing rubric that focuses on organization, content, and participation (see materials for rubric).

Ideas for this lesson included ideas from:

Lauren Wall, Reinhardt College

Endorsed by: Harriett Lindsey

Price School of Education, Reinhardt College