



A Taxing Time: The Boston Tea Party

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☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation
- ✓ Describe the Boston Tea Party

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe the connection between the taxes imposed by the British on the colonies and the Boston Tea Party (RI.1.3)
- ✓ Ask and answer *what* questions orally, requiring literal recall and understanding of the details or facts from “A Taxing Time: The Boston Tea Party” (SL.1.2)
- ✓ Describe the Boston Tea Party with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America
- ✓ Prior to listening to “A Taxing Time: The Boston Tea Party,” orally identify what they know and have learned about the British colonies
- ✓ Share writing with others
- ✓ Identify new meanings for the word *stamps* and apply them accurately

Core Vocabulary

goods, n. Things that can be traded, bought, or sold

Example: At the market, people bring goods like vegetables from their farms, flowers from their gardens, or other things they have made, like candles, for others to buy.

Variation(s): good

harbor, n. A protected body of water that is deep enough for ships to set anchor and that has port facilities

Example: Every Saturday, Mariela and her father would watch ships come in and out of the harbor.

Variation(s): harbors

port, n. A place located in a harbor where ships can load and unload their cargo

Example: As soon as the ships docked at the port, the sailors began to unload them.

Variation(s): ports

representatives, n. People chosen to speak on behalf of a larger group


Example: Representatives from each class told the principal what changes to the playground their class wanted.

Variation(s): representative

taxes, n. Money people pay to a government for services

Example: The government collects taxes on gasoline to help pay for the construction and repair of roads.

Variation(s): tax

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	What Have We Already Learned?	map of North America	10
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	A Taxing Time: The Boston Tea Party	U.S. map	15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Harbor	drawing paper, drawing tools	5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Timeline	Image Card 5; timeline from previous lesson	20
	Multiple Meaning Word Activity: Stamps	Poster 1M (Stamps)	



A Taxing Time: The Boston Tea Party

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Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

In the last read-aloud, students learned about two other English settlements in North America that were settled before the Pilgrims arrived in Plymouth: Roanoke Island (called The Lost Colony), and Jamestown. As time passed, more and more English settlers arrived in North America. All up and down the East Coast of North America, they formed more colonies where they started new lives for themselves. By 1732, there were thirteen British colonies.

Have a student show the location of the thirteen British colonies on a map of North America. Ask students what *British colonies* means, being certain that students understand the following points:

- Most of the people who lived in the thirteen colonies originally came from Great Britain.
- There were thirteen separate colonies, or places along the coast of North America, where the British settled.
- The people governing and controlling the colonies, however, still lived in Great Britain.

As the British colonies grew, more and more help was needed in the colonies. Before long, the Africans who were brought to North America were no longer treated as indentured servants but as slaves. Ask students the difference between an indentured servant and a slave. (Indentured servants had to work for a number of years before they were free to choose what work to do and where to live. Slaves had no such freedom and were never paid for their work.) Make sure students understand the concept of freedom.

Remind students that they are learning about some of the important events that led to the creation of our country or nation, the United States of America.

Purpose for Listening

Tell students to listen to learn about some of the problems the colonists encountered, and to find out why colonists started thinking about making their own rules and no longer following the king of Great Britain.



A Taxing Time: The Boston Tea Party

◀ Show image 2A-1: Map of the thirteen colonies

For a long time, almost everyone who lived in America was proud to be a British citizen, ruled by the king of Great Britain. But then things began to change. The king and the British government, or Parliament, had spent a lot of money helping to set up and protect the colonies. To help pay for these expenses, Parliament decided to make the colonies in America pay **taxes** to Great Britain.



◀ Show image 2A-2: How taxation works

Taxes are extra money people pay when they buy certain things. For example, today, we may pay taxes when we buy clothes at a department store, food in a restaurant, or gasoline for the car. Depending on the state where you live, you might have to pay a dollar or two more for your new shirt than what's listed on the price tag, or a few extra cents for your sandwich than the price listed on the menu. But these stores do not keep this extra money. They must give the extra money, or taxes, to the government. These days, we vote and elect **representatives**, or people to represent us in government. These people make decisions about how to best spend the taxes to provide public services that benefit all who live here.¹ The government uses the taxes to help pay for things that everybody needs, like schools, public transportation, roads, water and garbage service, police and fire protection, and other public services. Many people agree that it is a good use of their money, and they don't mind paying taxes for a good cause.

1 [You may wish to briefly name one representative of your locality as an example and say: "We voted for this person to represent us in government. S/he speaks for the people who live here."]



◀ Show image 2A-3: British Parliament

But back in the time when the colonies were first established, the people who lived in the colonies were not permitted to vote and elect representatives or people to represent them in the British Parliament on the other side of the ocean.² So, many people

2 [Tell students that the room in this image is one of the rooms in Great Britain in which the British Parliament meets.]

- 3 In this sentence the word *stamps* refers to small pieces of paper you stick to an item to show you paid the government what you owe, such as a postage stamp you put on a letter to send it through the mail. The word *stamps* can also refer to the action of bringing down a foot heavily and noisily.



← **Show image 2A-4: Eighteenth century teacup**

- 4 The people in the colony of Massachusetts were really mad about paying taxes!

who lived in the American colonies in the 1700s felt that it was unfair for the British king to ask them to pay taxes. The colonists were asked to pay extra for stamps, sugar, and other things.³ Because the colonists could not voice their opinions to the British government through representatives, why, they wondered, should they have to pay taxes? It just didn't seem fair to them.

All over the colonies, people grew more and more angry, but it was in the colony of Massachusetts that tempers flared the most. King George of Great Britain sent troops to try to keep the peace in Boston, but it did not help very much.⁴ Then, in 1773, the British Parliament did something that the colonists could not stand. They passed a law called the Tea Act and tried to force the colonists to buy tea from one British company only, charging a large tax for the tea. The colonists did not think it was fair to force them to pay more for tea, and they refused to pay taxes on tea, one of their favorite drinks.

- 5 Why do you think the colonists ordered tea from Holland?



← **Show image 2A-5: Boston Tea Party**

- 6 A port is a place on the coast where ships load and unload supplies.
- 7 If we were going to have a tea party, what would we do? Listen to see if that is the kind of tea party the Sons of Liberty had.
- 8 or the water along the coast

They began sending shiploads of tea back to Britain and ordering tea from Holland instead. This made the king even angrier. He told them that they could not send any more tea back to Great Britain without paying the tax. Because of this, the colonists of Massachusetts revolted, or rose up, against the British king. They decided that they would not accept the king's decision.⁵

Shiploads of British tea continued to enter the **port** of Boston, Massachusetts.⁶ On a December night in 1773, a group of men known as the Sons of Liberty planned a most unusual "tea party."⁷ Smearing their faces with soot, grease, and streaks of red paint, they stuck feathers in their hair. Disguised as Mohawk Native Americans, a common symbol of freedom at the time, they made their way down to the **harbor**.⁸ Climbing aboard three British

ships, they dumped 342 chests of valuable tea into the Boston Harbor. This meant that the British lost tea *and* money. This event became known as the Boston Tea Party.



← **Show image 2A-6: Paul Revere's shop in Boston**

Furious, King George of Great Britain closed the port of Boston, one of the American colonies' most important ports. He told them that they would not receive any more **goods** from Britain until they paid for the tea that they had destroyed.⁹ With no supplies coming from Great Britain, there was nothing for the colonists to sell in their shops, so people had to close their shops.¹⁰ Many people lost their jobs. Food was scarce. Colonists from up and down the East Coast helped out, sending money and supplies to Massachusetts.

What were the colonists to do? What should they say to the British king?

The people of Boston began to talk of war against Great Britain and its king, but other colonists warned them not to act so quickly. "Wait a bit," they suggested. "It is never a good idea to fight back without cooling off a bit first."



← **Show image 2A-7: First Continental Congress**

All thirteen colonies decided to come up with a plan together. They held a big meeting in Philadelphia, Pennsylvania, about midway between the farthest New England colonies and the farthest Southern colonies.¹¹ Each colony elected representatives to attend the meeting.¹² It was the first time that representatives from all the colonies (except Georgia) met together in one place. They called themselves the Continental Congress.

Leaders in the colonies were divided. Some remained loyal, or faithful, to Great Britain and the king. They were called Loyalists. "After all," they said, "we're British, too!" Others were beginning to think of themselves not as British citizens, but as Americans. They wanted to rule themselves instead of being ruled by a faraway king. These people were called Patriots.

9 Goods are things that can be traded, bought, or sold.

10 [Point to the image and explain that it is a shop in Boston that was owned by a man named Paul Revere. Tell students they will hear more about Paul Revere in the next read-aloud.]

11 [Point out Philadelphia on a U.S. map. Review the location of the thirteen colonies.]

12 It wasn't possible for all colonists to attend the meeting, so each colony sent a few people to speak for them.



← **Show image 2A-8: George Washington, Benjamin Franklin, and Thomas Jefferson**¹³

13 [Point to each person in the image as you read about him.]

Members of the Continental Congress included George Washington from Virginia, a young army commander who had helped protect the colonies. Benjamin Franklin was there too, a Philadelphian known for his ability to get people to work together. Though unable to attend, Thomas Jefferson, known as an excellent writer, was elected as a representative from Virginia.¹⁴

14 [Point to the men again, and have students repeat the names of these three men after you.]

At that first Continental Congress, the representatives decided to approach the king in a friendly way. They sent him a letter, telling him that they wanted to work things out peacefully. They asked the British Parliament to stop making laws or rules for them. “We feel that we should create our own laws since we are not able to vote for laws in Parliament,” they said. In the meantime, while they waited for an answer from the king, the colonists decided to stop selling goods *to* Great Britain and to stop buying goods *from* Great Britain.



← **Show image 2A-9: Carpenters' Hall, location of First Continental Congress**¹⁵

15 [Point out that the representatives met in this building in Philadelphia, Pennsylvania.]

At the end of the meeting, the colonists were still split in their opinions about what to do. The Loyalists hoped that the king would grant their requests, letting them make their own laws while still remaining British. The Patriots kept things stirred up, talking of going to war and breaking away from Britain altogether.¹⁶ It certainly was not a calm time!

16 So the Loyalists and Patriots did not agree about what to do. The Loyalists were loyal to whom? The Patriots wanted to make their own laws. Did they want to obey the king anymore?

Comprehension Questions

10 minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses.

1. *Inferential* What are taxes, and what are they used for? (extra money paid for goods you buy that government uses to help pay for public services, such as schools, police and fire protection, water and garbage services, etc.)
2. *Literal* What is a representative? (someone elected to represent a larger group of people in the government; helps the government decide what to spend taxes on)
3. *Inferential* Why did the king and the British Parliament decide to tax the British colonies in America? (They wanted to get some money; the British Parliament had spent a lot of money to help set up and protect the colonies.)
4. *Evaluative* How did the British colonists feel about being taxed? (They disagreed with it; they were angry.) Why do you think they felt that way? (They didn't have representatives in Parliament.)
5. *Literal* What was the Boston Tea Party? (The colonists dumped tea into the Boston Harbor.)
6. *Evaluative* Did the Boston Tea Party solve the problem of tea being taxed? (no) How do you know the problem wasn't solved? (The king was furious and closed the port so that no more supplies could come into Massachusetts; the colonists didn't have anything to sell in their stores, which led to more problems.)
7. *Inferential* What was the colonists' next plan for solving the problem with the British king? (They had a meeting called the First Continental Congress and wrote the king a letter.)

8. *Literal* Did everyone agree on what should be done? (No, some colonists—the Loyalists—wanted to remain loyal to the king, while others—the Patriots—wanted to rule themselves.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

9. *What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What did you learn about in today’s read-aloud?” Turn to your neighbor and ask your *what* question. Listen to your neighbor’s response. Then your neighbor will ask a new *what* question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
10. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Harbor

5 minutes

1. In the read-aloud you heard, “Climbing aboard three British ships, they dumped 342 chests of valuable tea into the Boston *Harbor*.”
2. Say the word *harbor* with me.
3. A harbor is a protected body of water that is deep enough for ships to set anchor; a harbor has port facilities where ships load and unload goods.
4. The workers unloaded crates of fruit from the ship in the harbor.
5. Have you ever visited a harbor or seen a picture of a harbor in a book? Try to use the word *harbor* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I saw a harbor . . .”]
6. What’s the word we’ve been talking about?

Use a *Drawing* activity for follow-up. Directions: You are going to draw a picture of a harbor. First we will brainstorm what you will need to include in your drawing so that anyone looking at the picture will know that it is a harbor. (land, water, ships)

[After drawing, have students write a sentence about the picture, making sure that the word *harbor* is used. Some students may need to dictate their sentences to an adult, whereas others may be able to write their sentences independently. Give students the opportunity to share their drawings and writing with the class or a partner.]



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Timeline

Use the timeline created for Lesson 1. Show students Image Card 5 (The Boston Tea Party) and ask them to describe that event. Ask them where on the timeline the Image Card should be placed. Make sure they understand that the Boston Tea Party took place after the establishment of the thirteen colonies in America, so the Image Card should be placed to the right of the Image Card of the colonies.

↔ Multiple Meaning Word Activity: Stamps

Sentence in Context: Stamps

1. [Show Poster 1M (Stamps).] In the read-aloud you heard, “The colonists were asked to pay extra for *stamps*, sugar, and other things.” Here *stamps* means small pieces of paper you buy to put on an envelope or package to pay the cost of mailing it. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
2. *Stamps* also has other meanings. The word *stamps* can mean objects you use to mark something else with a design. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
3. *Stamps* also has another meaning as well. The word *stamps* can mean to bring a foot down heavily and with a lot of noise. [Have students hold up one, two or three fingers to indicate which image on the poster shows this meaning.]
4. Now with your neighbor, make a sentence for each meaning of *stamps*. Remember to use complete sentences. I will call on some of you to share your sentences. [Call on a few students to share their sentences.]