



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

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Grade Level(s): 4th grade

Subject: Social Studies

Length of Class: 45 minutes
can be drawn out to cover more than one class period

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a public domain image



Image Citation: The Destruction of Tea at Boston Harbor

[08593r.jpg \(640x489\) \(loc.gov\)](#)

<p>Lesson Title:</p>	<p>The Boston Tea Party: Who spilled the tea?</p>
<p>Overview:</p>	<p>This lesson incorporates primary sources and close reading skills to evaluate and understand how the Boston Tea Party was one event that led to the American Revolution.</p>
<p>Learning Objective:</p>	<p><i>Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives.</i> The students will be able to identify and analyze the Boston Tea Party and how it is connected to the American Revolution. Students will understand the Boston Tea Party led to the Coercive/Intolerable Acts.</p>

Standards:	Standards should be aligned with objectives 4.2.CO, 4.2.CE. 4.2.P
Essential Question:	<i>The essential question should be student-friendly and academic. It should be inquiry-based and connected to standards and learning objectives.</i> Why was the Boston Tea Party important to the American Revolution?
Supporting Question(s):	<i>What two or three questions support students answering the essential question?</i> What perspectives influenced the Boston Tea Party? What side are you on; the colonists or the English? Why? How did the Boston Tea Party add to the tensions that led to the American Revolution? If you were England, how would you respond to the Boston Tea Party?
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p>DocsTeach (source for primary sources) https://www.docsteach.org/documents/document/boston-harbor/5534/2</p> <p>History Smashers: The American Revolution (Pgs: 32-35)</p> <p>MHS Collections Online https://www.masshist.org/database/resource.php?t=MHS%20Collections%20Online%3A%20Tea%2C%20Destroyed%20by%20Indians&i=%2Fdatabase%2Fimages%2Fteadestroyed_1_lg.jpg&u=/database/viewer.php%3Fitem_id%3D402%26mode%3Dlarge%26img_step%3D1%26%26pid%3D2%26br%3D1</p> <p>https://www.masshist.org/database/resource.php?t=MHS%20Collections%20Online%3A%20Tradesmen%27s%20Protest%20against%20the%20Proceedings%20of%20the%20Merchants%20...&i=%2Fdatabase%2Fimages%2FTradesmens_lg.jpg&u=/database/viewer.php%3Fitem_id%3D398%26mode%3Dlarge%26img_step%3D1%26%26pid%3D2%26br%3D1</p> <p>https://www.masshist.org/database/resource.php?t=MHS%20Collections%20Online%3A%20Extract%20of%20a%20Letter%20from%20Philadelphia%2C%20Dec.%204%2C%201773.%20Our%20tea%20consignees%20...&i=%2Fdatabase%2Fimages%2Fbg17731213_3_d2_lg.jpg&u=/database/viewer.php%3Fitem_id%3D403%26mode%3Dlarge%26img_step%3D1%26%26pid%3D2%26br%3D1</p>

	<p>https://www.masshist.org/digitaladams/archive/doc?id=D19&bc=%2Fdigitaladams%2Farchive%2Fbrowse%2Fdiaries_by_number.php</p> <p>https://www.masshist.org/2012/juniper/assets/ed-curricula/blackington_bostontea_party_documents.pdf</p> <p>https://www.battlefields.org/learn/primary-sources/boston-tea-party-reported-boston-gazette</p>
<p>Required Classroom Materials:</p>	<p><i>What materials do you need (computer, projector, etc.)?</i> <i>What materials do the students need (writing journals, laptop carts, textbooks, etc.)?</i> Printed primary sources; articles and photos Writing journals, highlighters Copies of <u>History Smashers: The American Revolution</u></p>
<p>Classroom Environment:</p>	<p><i>How is the room arranged for the lesson? What considerations will contribute to the lesson --- interactive bulletin board, learning stations/centers, table for panel presentation?</i> The room should be arranged for flexible grouping. Some parts of the lesson will be taught in a whole group, and the students will also be put in pairs or small groups. The students will need to</p>
<p>Differentiation and Adaptations:</p>	<p><i>In what ways will you differentiate learning within the classroom? This is not how your lesson meets the needs of diverse learners, but how you could modify your lesson for a range of diverse learners.</i> *Articles used can be put on an LMS and used with immersive reader software. *Cold read articles/primary sources prior to activities as whole group to discuss background and unfamiliar vocabulary. * Jobs within groups to accommodate the learner types. Modifications: graphic organizers, KWL chart, See Think Wonder chart</p>

Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	TSW be split into 5 groups or less depending on the number of students. TSW look at a photo depicting the Boston Tea Party. TSW spend 3 minutes studying the artifact. TSW jot down what they notice and what they wonder. TSW share out what they notice and what they wonder with their group. TSW come up with a consensus of what they want to share. TTW write down the student's wonderings to keep on a chart.
10 minutes	TTW explain the photo. TTW give the students background knowledge of the Boston Tea Party. TSW read along with the teacher an excerpt from History Smashers pages 27 through 39. The excerpt will solidify understandings of the Boston Tea Party. TSW do a quick write in their writing journals to reflect on what the Boston Tea Party was in their own words and how it added to the rising tensions among the colonists.
20 minutes	TTW pass out different first-hand accounts from the Boston Tea Party to students. TSW read the article as a cold read, read a second time and circle words that describe the setting or situation that is happening, finally the students will create a summary of the article they read and present it to the class.
5 minutes	<p>TSW complete an exit ticket on the Boston Tea Party.</p> <p>Possible questions could include:</p> <ol style="list-style-type: none"> 1. Why did the Bostonians decide to throw the tea into Boston Harbor? 2. What was the name of the group of people who threw tea into Boston Harbor? <p>Why did the Sons of Liberty dress as Native Americans?</p>

Assessments:	<p><i>What are the evaluation (informal and formal) tasks for this lesson? How do the evaluation tasks connect with the learning objectives? How do the evaluation tasks demonstrate student learning? How will students receive feedback?</i></p> <p>The evaluations will be observations of student work, quick write, exit ticket, annotations of the artifacts, notes on the artifacts, group notes to share out to the class.</p> <p>The tasks connect with the learning objectives because they showcase that the students demonstrate an understanding of why the Boston Tea Party occurred, how it impacted the colonists, and how it led to growing tensions between the colonists and the British.</p> <p>Students will receive feedback on their exit ticket as well as through positive reinforcement.</p>
Learning Extensions:	<p><i>Ideas for extending the lesson or connecting to other curricular topics or lessons.</i></p> <p>Students discuss how they believe England would react to the Boston Tea Party. Extend learning to discuss Intolerable Acts: Boston Port Act;</p>

Quartering Act; Massachusetts Government Act and First Continental Congress.

The students could write a letter to King George persuading him to lower the taxes. This activity would connect to ELA standards.

The students could also look into other propaganda that was being circulated during the time period and compare and contrast them.