

# OVERVIEW

**GOAL:** Students will engage in a series of exercises centered around primary sources relating to the Boston Tea Party. They will discern the several different economic, political, and social strands that created the tension leading up to the Tea Party. Students will culminate their analysis of documents by first engaging in an oral debate in front of their peers and teacher(s) and then by writing an argumentative essay that draws from the many documents we discussed in class.

## PROCESS

1. *Setting the Stage* – Students will make a timeline of the events leading up to the Tea Party of 16 December 1773. Students will have about one class day to make their part of the time line and start discussing it in class. (See Introduction: “From Tea to Shining Sea.”) As part of the background information, I have created a **power point presentation** that can be used to support the time line. It introduces some key economic information as well as key people in this time period.
2. *Documents* are divided into five sections. There are a few possible ways to proceed with the activity.
  - In an Advanced Placement class that is already short on time, I will assign the students one section of documents to analyze. However, I may make all students read Document Section 5: “Tea Party Perspectives.”
  - If there are no restrictions with time and you have the luxury of really allowing the students to see the process unfold, take the students through each set of documents. You can place them in reading groups but you can have the class do the pre-reading activities together. Then the groups can work on the documents of the day – answering the Document Analysis questions and the “Consider” questions.
  - Students can spend homework time reading the documents and using the document analysis sheet to help take notes. The next day in class, students will meet with their groups to discuss the documents and the “consider” questions that I have placed throughout the documents in each packet. I will go around and solicit comments and try to get the groups to engage in thoughtful discussion.
  - Use the last part of class to do an activity or exercise to get students thinking about the documents (See *Activity Ideas* in appendix.)

**ASSESSMENT:** At the end of the “discussion phase”, there will be a debate question that each group has to prepare. A reading group will divide in half, each preparing one side of the debate. Groups will present the debates in front of the class for a grade. (See sample rubric in appendix.)

## **Introduction to the Boston Tea Party:**

### ***From Tea to Shining Sea: What were the key events leading up to the Boston Tea Party?***

**GOAL:** Students will create a timeline of the key events that precede the Boston Tea Party.

**FOCUS:** Place the term “Boston Tea Party” on the board. Have the students take five minutes to brainstorm what they remember about the Tea Party from other history classes. Students can use this time to pose any questions they may have as well (such as “when did they start calling it the Boston Tea Party?”)<sup>1</sup>

Show students the **powerpoint** “From Tea to Shining Sea: The Origins of the Boston Tea Party.”

#### **SUBJECT:**

1. Students will work in small groups (2 to 3 students).
2. Each group will receive an index card with a term/event on it. (See attached list.) Students will research the term using their textbook and other available resources.
3. Each group will be given a piece of the timeline. (This can just be a piece of paper with line drawn through it.)
4. Groups will place the name of their event on top of the line with the date and description below the line. As an alternative, have students provide an illustration of the event.
5. Students will be able to explain to the class how their event played a role in leading to the Boston Tea Party. They should communicate causation and effect of their event/term.
6. Students will present their timeline in order. The class has to work together to determine the order of events and presentation.

**TRANSITION/WRAP-UP:** Have students discuss which event(s) were key in creating an environment for the Boston Tea Party.

What are student impressions of the solidarity of the patriots in Boston at this time?

**HOMEWORK:** Assign document groups. Have students read documents at home and take notes.

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<sup>1</sup> The first reference to the happenings of Dec. 16<sup>th</sup> as a “tea party” is not until the 1830s. (Alfred Young, *The Shoemaker and the Tea Party*, Boston, 1999: 88)

## ***TERM/EVENT LIST***

*Place on index cards for students to research.*

**Seven Years War**

**Proclamation of 1763**

**Pontiac's Rebellion**

**Sugar Act**

**Stamp Act**

**Repeal of Stamp Act**

**Declaratory Act**

**Townshend Acts**

**John Dickinson – *Letters from a Farmer in Pennsylvania***

**Daughters of Liberty**

**“Circular Letter” from Massachusetts House (1768)**

**Hancock's *Liberty* seizure**

**Boston Massacre**

**Indemnity Act of 1767**

**Tea Act**

**Virtual v. Actual Theory of Representation**