

TEACHER NAME: Miss Ross	
LESSON 2: Tea Act and The Boston Tea Party	SUBJECT AREA: AP United States History
GRADE LEVEL: 10th to 12th	TIME ALLOCATION: 50 minutes
STANDARDS (State) <i>Topic: Historical Thinking and Skills-</i> 1. Historical events provide opportunities to examine alternative courses of action. 2. The use of primary and secondary sources of information 3. Historians develop theses and use evidence to support or refute positions. 4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	
STANDARDS (NCSS) 2. Time, Continuity, and Change 6. Power, Authority, and Governance	
STANDARDS (AP) 3.1 Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.	

OBJECTIVES	
A. "Important to Know" The Student will know..... 1. What is the Tea Act 1.1 Why the British passed the Tea Act 1.2 What happened during the Boston Tea Party 1.3 Why the Colonists held/had the Boston Tea Party 1.4 What outside factors lead to the Boston Tea Party 1.5 Who was involved with the Boston Tea Party	A. "Important to Do" The Student will be able to.... 2.1 Explain the Tea Act 2.2 Outline the events of the Boston Tea Party 2.3 Analyze why the British would Pass the Tea Act 2.4 Reason why the colonist would be against the Tea Act 2.5 Evaluate one of the points of view for the Boston Tea Party either British or Colonist 2.6 Create an argument based on the evaluation in SLO 2.5 2.7 Support arguments from SLO 2.6 with evidence.

Materials / Resources	Monday	Tuesday	Wednesday	Thursday	Friday
Textbook (also on-line)			x		
Graphic Organizers			x		
Technology (Smart phones, Power Points)			x		
Primary Sources			x		
Worksheet/Question Guide			x		
Article[s]			x		
Grading Rubric			x		
Manilla File Folders			x		
Timer			x		

PROCEDURES: OVERVIEW

Essential Interdisciplinary Question: Were the Colonists justified in having/committing the Boston Tea Party?

1. Anticipatory Set-

Review information covered in the past classes mainly the effects of Seven Years War, the legislation Great Britain is beginning to pass and how that is effecting the colonies. This brief review will lead into an introduction of the essential question for the lesson, the material students will be learning, and the learning activity students will be participating in for the day.

2. Inform Learner of the Objectives-

There is a section on the chalkboard dedicated to learning objectives. Everyday the learning objectives are posted in this area and the students are made aware after the introduction of the essential question to look at this area for the days learning the objectives.

3. Pre-Assessment-

The pre-assessment for the course is a district assessment, this is a multiple choice test is taken at the beginning of the semester tells how familiar students are with the content.

4. Presentation of Content-

After the review of what students have previously learned an introduction to the day's lesson will occur. Students will be participating in a class debate. The way the room is arranged there is a clear distinction between the right side of the room and the left, this will be used to set up the two teams for the debate. One side will be arguing that the Colonists were justified and the other side will take the position of the British/East India Company/Loyalists that the Colonists were not justified.

The first half of the class will be giving students time to prepare and get organized for the debate. Every student will have a blank graphic organizer to fill out that breaks down their teams argument and supporting evidence. It also has a spot for the teams opening and closing arguments. Additionally there is a spot for every argument the team comes up with they must also think of what the other team might say to refute and/or undermine it. To assist with this there is also a spot where students must come up with counter arguments to what the other team might say this will help the teams organize their thoughts and help them prepare for the debate. Each team must turn in one copy of the Debates graphic organizer.

Each team will receive several manilla folders for the team to share. In the folders students will find several primary and secondary sources. The first sheet students will encounter is the format for the debate, describing how the rounds will go and the time limits for each round.

PROCEDURES: OVERVIEW

4. Presentation of Content Continued-

The second is background information on the Boston Tea Party taken from the student workbook for the Choices Program developed by Brown University, the next is a secondary sources from the Boston Tea Party Historical Society describing the American point of view and the other is the British point of view. The last documents are the primary sources, the first is from the Massachusettes Gazette, next the first hand accont of Samual Cooper who was the same age as a lot of the student in my class during the time the Boston Tea Party occured, and lastly there is a primary source document written by Ann Hulton discussing loyalist unrest and the tarring and feathering of an individual. Students will also be able to use their smartphones and textbooks to find any additional information for the debate.

The second half of the class is going to be the debate. It will last for 3 rounds, and each team will have equal time to present their arguements and the other team will be able to refute and then there will be a counter arguement. The debate is timed out to last around 28 mintues but this can be adjusted if there is not enough time by removing one of the rounds. During the debate students will be creating and supporting arguments, they will be evaluating each others statements, and coming up with alternatives for how the situation could have been handled.

5. Providing Feedback-

Students will recieve verbal feedback during the first half and at the very end of the lesson. In the beginning while students are in groups I will walk around listen to the arguements they are coming up with, providing clarification on any confusion concerning the task students will be completing and making sure students are staying track. Additional feedback will be after the debate is over, this will be both verbal and in the form of a rubric that is used to score the debate. The rubric scores will be given to all of the students the day after the debate, but they may come up at the end of class and see the scores sooner. Students will recieve feed back from each other as well during this lesson, the teams will constantly be responing to each others arguements, evidence, and evaluation of the Boston Tea Party. This will give them the opportutinity to hear verbal feedback from their peers during the debate. Students will also have the opportunity to give verbal feedback to their own team members in the first half of class when they are just working with each other on coming up with arguements and evidence for their side. All of this feed back will be verbal.

6. Assessing Student Learning- *implemented at various points during the lesson*

- a. *Formative assessments:* The debate during the last half of the lesson, see rubric
- b. *Informal assessments:* Done through observations during the first half of the lesson looking at the arguements each team is creating and how they are supporting that arguement.

7. Closure- The lesson will close final remarks on how the debate went, who won, why that team won. During this time some of the key points that came up during the debate will be rehighlighted and any misconceptions that came up will also be addressed at this time. The class will end with a mention of how the british responded to the Boston Tea Party, which will be covered in the nexts days lesson.

ACADEMIC LANGUAGE:*Content:*

Commerce, Trade, Tea Act, Boston Tea Party, Tarring and Feathering, Civil Disobedience, East India Company, Bankruptcy, Patriots, Loyalists/Tories, Sons/Daughters of Liberty

Pedagogy:

Cooperative learning- group work

Graphic Organizer/Visual Learning aids []

Analysis

Evaluation

Synthesis [creating arguments]

Debate

DIFFERENTIATED INSTRUCTION:

Students are working together in teams to create and develop their learning and 21st century skills. By having students in teams there will be a range of students working together so lower performing students will be able to learn from the behaviors being modeled from the gifted students. The activity will challenge the gifted students by requiring them to use their analytical skills.

Instructional Strategies	Monday	Tuesday	Wednesday	Thursday	Friday
Modeling [I Do]					
Guided Practice [We Do]					
Direct Instruction [lecture]					
Problem-Based		x			
Inquiry					
Guided Inquiry					
Cooperative learning		x			
Collaborative learning					
Discussion		x			
Visual Aids		x			

MODIFICATIONS AND ACCOMMODATIONS:

No modifications or accommodations will need to be made for the one IEP student for this lesson.

Reflection:

- What I think was successful – Students really liked the learning activity, lots of participation
- What I would change next time - I would give more prep time before the final debate so students are not rushed. Also give each team some lap-tops to search for additional resources.