



BOSTON TEA PARTY 250 POSTER AND POWERPOINT LESSON PLAN

Grade Level – 5 - 8th Grades

Lesson Purpose – The purpose of this lesson is for your students to learn about the key events leading up to the Boston Tea Party, as well as the people who were a part of the Boston Tea Party. This should also be a collaborative assignment in which students can work together and present together to build teamwork and presentation skills.

Alabama Standards Met –

5th Grade Standard 7 – Determine causes and events leading up to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

5th Grade Standard 8 – Identify major events of the American Revolution. Explaining contributions of Samuel Adams and Paul Revere. Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution.

Historical Context - On December 16, 2023, America will celebrate the 250th anniversary of the Boston Tea Party. In 1773, the East India Company's warehouses in London were filled with millions of pounds of tea they could not sell because the Colonists discovered that they could buy tea from smugglers at a lower price! To help the East India Company, King George III and the British Parliament passed the Tea Act.

The Tax Act was enacted in three parts:

1. Added a tax of three pence per pound (about \$3.00 today) on tea.
2. Required the tax be paid when it was unloaded in the Colonies.
3. Named the East India Company as the only company allowed to sell tea in the Colonies.

All 13 colonies had been fighting for survival due to economic strains brought on by the massive inflation that had taken place following the French and Indian War. Great Britain was heavily in debt following the war and felt the colonies would be a good place to regain some of the lost money.

All 13 colonies were outraged by the tax and, once again, protested "No Taxation Without Representation!" They felt the Tea Act was another way King George was trying to control the Colonies. Why, they thought, should the British be able to tell them what tea they could buy and who they could buy it from? Colonists in Boston promised that East India Company tea would never be allowed into their city!

Near the end of 1773, three ships - the Eleanor, the Dartmouth, and the Beaver - carrying tea from England, arrived in Boston Harbor. Samuel Adams and the Sons of Liberty decided the tea would not be taken off the ships and into Boston. There was also a legal issue at play. Once ships landed in a harbor, they had 20 days to unload their cargo and pay the duties on it or the ship and cargo would be taken by the government. Nor could the ships legally return to England before unloading their cargo. The Sons of Liberty were on the docks in Boston, not allowing that. The ships and their captains were stuck.

On December 16, 1773, approaching the 20th day since the Dartmouth arrived, 7,000 colonists gathered in Boston's Old South Meeting House to protest the Tea Act. Some had used soot and red clay to paint their faces to disguise themselves as members of the Mohawk tribe. In the 1770s, the Mohawks were a symbol of freedom and liberty in the colonies and the Sons of Liberty felt this "disguise" would represent their cause.

As the meeting ended, hundreds marched down to Griffin's Wharf, where the British ships were docked. The mob's leaders led 60 colonists into groups to board the three ships and destroy the tea. The men dumped 342 chests (45 tons) of tea into Boston Harbor. The tea destroyed that night would be worth over \$1 million dollars in today's currency!

Until the 1800s, when it was renamed the Boston Tea Party, the events of that December night were known as “the destruction of the tea.” Soon after the destruction of the tea, Paul Revere was sent on two trips - to Philadelphia and New York City - to tell the story of the tea party to colonists outside of Boston. When King George III found out about these events he became determined to make the colonists pay for what they had done, leading to the passage of the Intolerable Acts in 1774.

Directions –

Create a poster (or possibly PowerPoint-type presentation) in groups of 2 to 3 students from the topic list. Groups will then present the information to the class and teach the material to their classmates. Teachers should modify groups as they think is best. Students should be assigned a topic or person to research or have them randomly pick a topic or person. If students do the poster lesson, poster materials (poster paper, markers, glue sticks, access to a printer) will be needed. Research should take one class period and construction of the posters (or creating the PowerPoint) should take one class period. Modify as needed. Presentations may take one to two class periods. This will be a fun, creative way for the students to teach the material to each other!

POSSIBLE TOPICS – PLEASE ADD OTHERS IF YOU LIKE!

Samuel Adams

Dr. Joseph Warren

John Hancock

Paul Revere

French-Indian War

Townshend Acts

Sons of Liberty

Daughters of Liberty

Stamp Act

Sarah Fulton

Boston Massacre

Tea Act

Thomas Hutchinson

Lord North

King George III

Boston Tea Party

Green Dragon Tavern - Boston

BOSTON TEA PARTY POSTER GRADING RUBRIC

FACTS AND HISTORY OF THE PERSON/EVENT GIVEN	4 – Excellent 5 facts are given and accurate	3 – Good 4 facts are given and accurate	2 – Fair 3 facts are given and accurate	1 – Developing 2 or fewer facts are given and accurate
IMAGES	4 – Excellent 5 images are clear, relevant, and easy to see	3 – Good 4 images are clear, relevant, and easy to see	2 – Fair 3 images are clear, relevant, and easy to see	1 – Developing 2 or fewer images are clear, relevant, and easy to see
ANSWERS HOW THE PERSON/EVENT WAS RELATIVE TO THE BOSTON TEA PARTY	4 – Excellent Shows a strong connection to the Boston Tea Party	3 - Good Shows some connection to the Boston Tea Party	2 – Fair Shows a minimal connection to the Boston Tea Party	1 – Developing Does not show a connection to the Boston Tea Party
NEATNESS AND CLARITY OF POSTER	4 – Excellent The poster is neat, free of errors and easy to read and understand	3 – Good The poster is mostly neat with minimal errors and easy to understand	2 – Fair The poster is somewhat neat and has some errors – may be difficult to understand	1 – Developing The poster is not very neat and has errors. May be difficult to understand.
CREATIVITY	4 – Excellent Lots of creativity present	3 – Good Some creativity present	2 – Fair Minimal creativity present	1 – Developing Lacking creativity

TOTAL POINTS – 20

STUDENT TOTAL _____