

## Unit 6, Lesson 12: Boston Tea Party: Was it a “Party?”

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### Lesson Overview

In this lesson students will be analyzing a range of historical sources in preparation for drawing conclusions about whether the events of December 16, 1773, constituted a “party”.

### Delaware Content Standards:

- History Standard 1, 4-5 [Chronology]: Students will study historical events and persons within a given time frame in order to create a chronology and identify related cause-effect factors.
- History Standard 2a, 4-5 [Analysis]: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials
- History Standard 2b, 4-5 [Analysis]: Students will examine historical materials relating to a particular region, society, or theme; chronologically arrange them; and analyze change over time.

**Big Ideas:** propaganda, party, point of view, cause, effect, change over time

### Essential Questions:

- [do not post or share this essential question with students until you get to Procedure 8 in the lesson as the plan is to have students learn about what happened on December 16, 1773, before drawing conclusions about whether it was a party]
- Was it a “party?” If not, why is it called that?

### Enduring Understandings:

Students will understand that the label “Boston Tea Party” did not appear until a half century after the event and is considered by some to be part of an effort to craft a euphemism for what amounted to actions that contradicted colonists’ assertions that property should not be taken away without the consent of the owners.

### Resources:

- [Google Slides](#)
- [Resource 1: Frayer Model Diagram](#)
- [Resource 2: Problem Solving Activity](#)
- [Resource 3: Background Reading](#)
- [Resource 4: Interim Checks for Understanding](#)
- [Resource 5: Text Set](#)
- [Resource 6: Check for Understanding](#)
- [Resource 7: Print Depicting a Scene in Boston on December 16, 1773](#)
- [Resource 7b: Image Analysis Activities](#)
- [Resource 8: Was it a “Party”?](#)
- [Resource 9: Create an Account](#)

### Procedures:

Option and caution: Consider launching the lessons by playing Pink's "Get the Party Started" (but not the second stanza as it includes a "bad word").

1. **Warm-Up:** Do not tell students anything about the historical context for this lesson yet i.e., the Boston Tea Party as this will be revealed after students read accounts of what took place and decide for themselves whether it was a "party". For now, simply say something along the lines of "we are going to begin today's social studies lesson in an odd sort of way i.e., by breaking down the definition of the word "party." Ask them to begin thinking about a definition and some things that commonly happen at parties, and some things that a person would not expect to happen at a party.
  - a. Distribute copies of [Resource 1 - Party Frayer Model](#). Guide students through the four empty blocks and the information that they are asked to enter into each of the four. Then have students work with a partner or in small groups to complete the chart.
  - b. Invite volunteers to share their inputs. If possible, keep track of things that the students add to the Frayer Model. They will be asked to revisit their responses later in the lesson after they read about the events of December 16, 1773.
  - c. Set the warm-ups aside and tell students that they will return to them later in the lesson.
2. **Problem-Solving Activity:** Explain that the event that they are going to focus on today began as a problem. You want to see how their attempt to solve the problem compares to how they actually tried to solve the problem. Ask them to pretend that they have been hired by a company to figure out how to cut costs so that more people will buy their product (because it is cheaper).
  - a. Distribute copies of [Resource 2 - Problem Solving Activity](#). Consider projecting the flow chart on Resource 2 and walking students through the four steps, noting how the price of the company's product is increasing at every step. Then present the assignment described at the bottom of the paper and have students work with a partner or in small groups to recommend ways to cut costs without the company losing all profits from sales of the product.
  - b. Invite volunteers to present their cost-cutting plans.
3. **Read for Content and Context:** Tell students that they are now going to read details about a similar problem that occurred in history and how the company tried to solve it. Distribute copies of [Resource 3](#). Chunk the reading so that you can check for understanding at the end of each Section. Pose the question header as your check.
4. **Interim Checks for Understanding:** distribute copies of [Resource 4](#) and have students complete the interim checks for understanding.
5. **Text Set:** the state assessment that students will take includes questions relating to text sets. This next activity will help students become familiar with text set tasks.
  - a. Tell students that you are going to present them with a text set that will explain what happened on December 16, 1773 - the night before the deadline to unload the tea.
  - b. Distribute copies of [Resource 5](#) and ask students to read the 3 sources that comprise the text set and formulate a picture of what happened. By looking at three different accounts, the students should be corroborating details in each of the sources. Where the sources agree, it is more likely that we can have confidence in those details. In contrast, if only one source states something, confidence levels diminish.

6. **Checks for Understanding:** After the students have read the three “Sources” on Resource 5, distribute copies of [Resource 6](#), read the instructions as students follow along, and have the students complete the check for understanding.
7. **Image Analysis - Sticks or Strays:** [Resource 7](#) contains an image of Nathaniel Currier’s visualization of what happened on the night of December 16, 1773. Project or distribute copies of the image (or do both). Distribute copies of [Resource 7b](#) at the same time. Guide students through the two activities on Resource 7b then have them complete the activities.
  - a. Discuss responses in the whole group after students complete the activities.
8. **Evaluating Titles:** tell students that they are now going to be asked to think about the name given to the events in Boston on December 16, 1773. Distribute copies of [Resource 8: Was it a “Party”?](#) Have students read “Was it a ‘Party’”, discuss the three questions at the bottom of the page with a partner, then share out in the whole class discussion.
  - a. Vocabulary Development Opportunity: This may be a “teachable moment” when you introduce the word euphemism to students and ask if the label “party” for the events of December 16, 1772, is an example of a euphemism.
9. **Create Accounts:** distribute copies of [Resource 9 - Create an Account](#). Explain the following to the students:
  - a. Pretend that you have been asked to write a brief account of what happened in Boston on December 16, 1773, and that your account is going to appear in a new American history textbook for students in grade 4. Use the spaces below to write your account and give it a title. You must limit your account to two paragraphs..
10. **Video Supports**
  - a. TEDEd’s The Story Behind the Boston Tea party Video [here](#) (length = 3:47)
  - b. NBC News Learn’s The Boston Tea Party Video [here](#) (length = 3:16)
  - c. Integrating Knowledge and Ideas: Have students identify new information provided by the videos.