

## Unit 6, Lesson 13: What's Going On? Image Analysis

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### Lesson Overview

In this lesson students will analyze a primary source image of a loyalist being tarred and feathered following passage of the Tea Act in 1773 and draw conclusions about the action and its effect(s). Do not tell students the information about the image as the lesson is designed to see if students can figure them out with only the image and prior learning as their supports.

### 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 3, 4-5 [Interpretation]: Students will explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented or the point-of-view of the author.

**Big Ideas:** causes-effects

### Essential Question:

- What conclusions can I draw from this image?
- What effects did the actions taken by the individuals depicted in the image have on others?

### Enduring Understandings:

Students will understand that some colonists used extreme measures to get others to oppose British policies. Those extreme measures worked in some instances but backfired in others by causing some colonists to view those opposing British policies as extremists to be feared, not supported. Even some who led the opposition to British policies felt the extremists were going too far.

### Resources:

- [Google Presentation](#)
- [Resource 1: Image](#)
- [Resource 2: Analyzing Images - See, Think, Wonder](#)
- [Resource 1b: The Bostonians Paying the Excise-Man attributed to Phillip Dawe \(1774\)](#)
- [Resource 3 - Suggested Script for Google Slide Presentation](#) (slides XX - XX)
- [Resource 4: Check for Understanding](#)

### Procedures:

1. **Warm-Up:** have students work with a partner or small group to make a list of strategies or tactics that the colonists have used so far to get others to support their cause and oppose British “tyranny”.

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| <p><b>For the Teacher:</b> examples of strategies include protests, petitions, boycotts, creating “homespun” made in the colonies clothing rather than buying British clothing,</p> |
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destroying taxed products (e.g., tea), spreading propaganda (e.g., “massacre” and the Paul Revere engraving).

2. **Introduce the Lesson:** Tell students that you are going to show them an image that dates back to 1774 and that you want to see if they can figure out what is going on in the image. They should think about events that they have been learning about recently.
3. **Image Analysis:** Project or distribute the image found on [Resource 1](#) as well as a copy of [Resource 2 - See, Think, Wonder](#). Have students work independently or with a partner/small group to analyze the image on Resource 1 and complete the See, Think, Wonder analysis tool.
  - a. Have students share out after having time to complete their analyses. The main objective of this lesson is having students understand that more radical colonists used violence (tarring and feathering) to punish people who were suspected of, or actually supporting and carrying out British laws that colonists believed violated their rights.
  - b. Do not share this with students yet but this is a 1774 print entitled *The Bostonians Paying the Excise-Man*. Image accessed [here](#).
  - c. The title and text on the print have been removed from Resources 1 so that students can draw conclusions without the benefit of excessive clues. The image depicts the tarring and feathering of Boston Commissioner of Customs John Malcolm. This was the second time that Malcolm had been tarred and feathered (Malcolm’s story is quite interesting - see [here](#)). [Resource 1b](#) - for the teachers - offers the full print.
  - d. Needless to say, activities like tarring and feathering caused more than a few colonists to have second thoughts about the direction that the “revolution” was heading. Was this level of violence necessary? Would it be part of the practices of a new colonial government that might replace the British government if independence was an outcome?

### **For the Teacher: See, Think, Wonder**

Some details on the image that you will want students to “SEE” include the following:

- A man with feathers
- 5 other men who look like bullies forcing the feathered man to drink tea
- A “liberty tree”
- upside down piece of paper with “Stamp Act” on it
- A noose hanging from the tree
- People in the left background dumping tea

There will be a range of possible responses for the “THINK” and “WONDER” columns.

4. **Image Analysis Debrief:** Resource 3 is a slide presentation that can be used to debrief the analysis of the *The Bostonians Paying the Excise-Man* print image. Access Google slide presentation [here](#).
  - a. A suggested script for the slides is offered on [Resource 3](#).

### For the Teacher

**Slide 4** focuses attention on History Standard 1 - identifying effects of historical events. Below are some possible effects that you might suggest to students if they do not:

- on the feathered man? [he would suffer physical injury, come to dislike the radical colonists intensely, leave Boston etc.]
- on other colonists? [some might be afraid to oppose the Sons of Liberty; others might think they have gone too far and decide not to support them etc.]
- on British authorities? [they might decide to punish the men who did this to John Malcom; they might decide that they need to crack down on the colonists etc.]

**Slide 5** focuses attention on History Standard 2 - drawing conclusions. Possible answers to questions posed on the slide appear below.

1. What conclusions can you draw about the creator of the print from the print image? [he may have been British - sharing what the colonists were doing in America; he may have been a colonists - pointing out the power that colonists had to oppose British policies etc. The creator of the print is not definitively known but it is attributed to a British man named Phillip Dawes (see [here](#)). A shop based in London published the print.]
2. Why was this print created? [not certain but it appears it was created to offer people in England images of colonial responses to British policies]
3. Who was the creator's audience? [art historian Amy Torbert - see below - suggests that the printer had multiple audiences in mind, hoping to sell many copies. As pointed out in #1 above, one could conclude that the print could have had value for the objectives of both the colonists and British authorities or sympathizers]

5. **Video Resource:** The Choices Program at Brown University offers a video in which a doctoral candidate from the University of Delaware named Amy Torbert offers her analysis of the "Tarring and Feathering" print. Access the 4-minute video [here](#). Torbert is now the Andrew W. Mellon Foundation Assistant Curator of American Art at the Saint Louis Art Museum.
6. **Debrief:** revisit the essential question and enduring understandings for the lesson.
7. **Check for Understanding:** distribute copies of [Resource 4](#) and have students complete the checks for understanding.

**Note:** The “Time to Choose Sides” lesson in this American Revolution unit will have students review selected British acts from 1763-1775 with an eye toward understanding how the colonists were splitting in their allegiances with some becoming Patriots, some becoming Loyalists or Tories, and others choosing to remain neutral. This “tarring and feathering” lesson lays a foundation for helping students understand why some colonists chose to remain loyal.

**Other Resource**

- Students might express interest in learning more about Loyalists. See sample stories of Loyalists [here](#)