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# WHAT DO YOU SEE?

Unit 6: Lesson 13

# Warm-Up

Make a list of strategies or tactics that the colonists have used so far to support their cause or oppose British “tyranny”.





What's Going On?

What do you SEE,  
THINK, and  
WONDER about what  
is happening in the  
image?





# DRAW CONCLUSIONS

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- 1. What do you think is going on in the image?
- 1. Which details from the print image support your conclusion?
- 1. Is there anything else that you have learned and that might support your conclusion?

# Wonderments

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WHAT DOES THIS PRINT  
IMAGE MAKE YOU  
WONDER?



# DRAW CONCLUSIONS

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What **EFFECTS** do you think the actions illustrated in this print image are going to have...

- I. ...on the feathered man?
- I. ...on other colonists?
- I. ...on British authorities?

# DRAW CONCLUSIONS

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- I. What conclusions can you draw about the creator of the print from the print image?
- I. Why was this print created?
- I. Who was the creator's audience?



A man with feathers  
being held down



What Do You SEE?





A tree labelled  
“Liberty Tree”

What Do You SEE?



Another man  
pouring tea down  
the feathered  
man's mouth



What Do You SEE?





A noose hanging  
from the  
Liberty Tree

What Do You SEE?





Piece of paper  
with “Stamp Act”  
hanging upside  
down

What Do You SEE?



People dumping tea  
off of a ship and  
into the water



What Do You SEE?



Watch the [video](#) to learn more.



# Check for Understanding

## Complete Resource 4

Resource 4: Checks for Understanding

Name \_\_\_\_\_

The artwork below illustrates an event that happened in American history. Questions 1 and 2 below involve this artwork.



1- Write a brief account of what is going on in the painting for someone who might be seeing it for the first time.

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Two conclusions about the painting appear below.

Conclusion A: The person who created the image wanted to make the colonists look bad.

Conclusion B: The person who created the painting wanted colonists to know how much power they actually had.

2- Describe one detail from the painting that supports Conclusion A and explain how it supports that conclusion.

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3- Describe one detail from the painting that supports Conclusion B and explain how it supports that conclusion.

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