

## WHAT DO YOU SEE?

Unit 6: Lesson 13

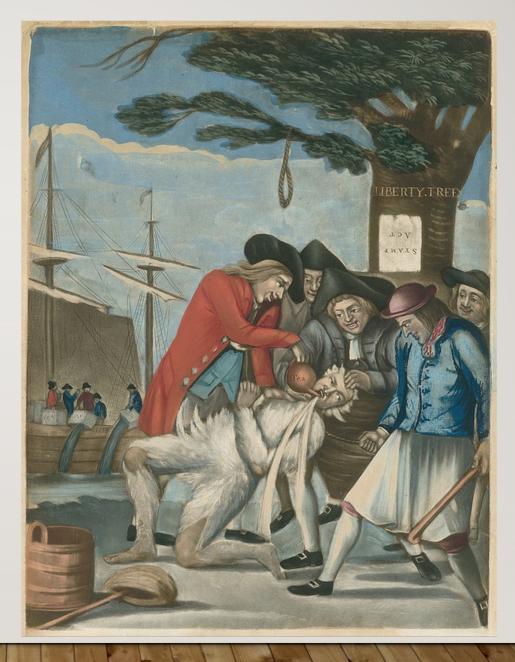
# Warm-Up

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

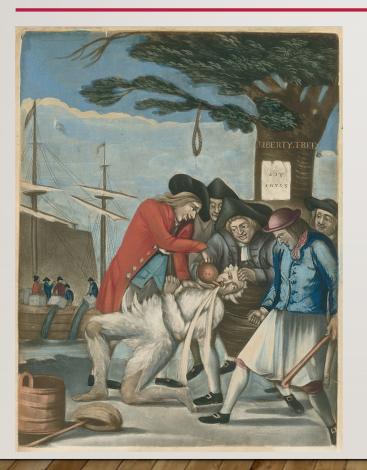


#### What's Going On?

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



#### **DRAW CONCLUSIONS**



I. What do you think is going on in the image?

I. Which details from the print image support your conclusion?

I. Is there anything else that you have learned and that might support your conclusion?

## Wonderments



## WHAT DOES THIS PRINT IMAGE MAKE YOU WONDER?

#### DRAW CONCLUSIONS



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?

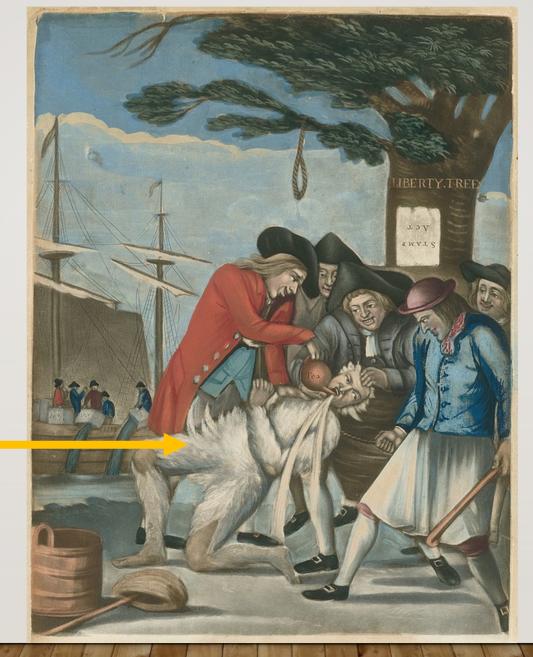
I. ... on British authorities?

#### **DRAW CONCLUSIONS**



- 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?

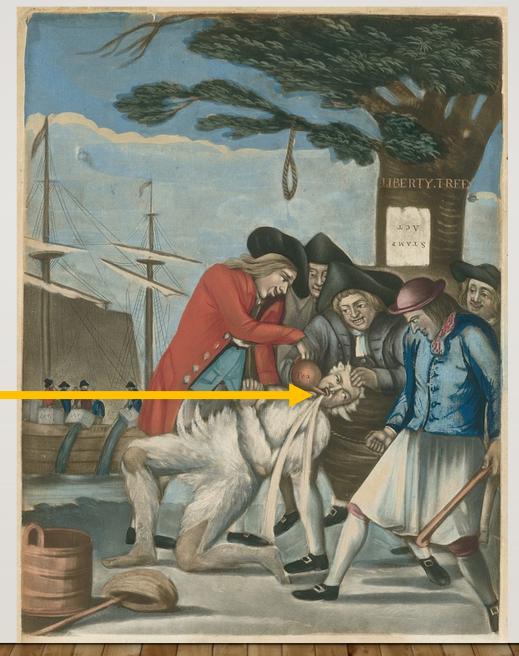
A man with feathers being held down

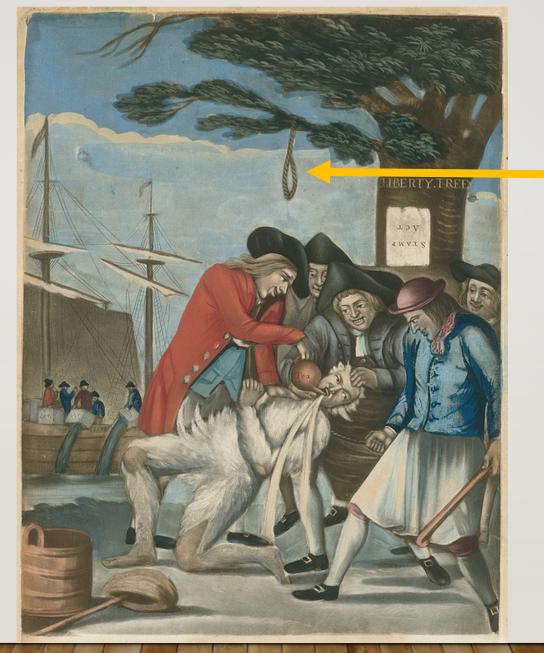




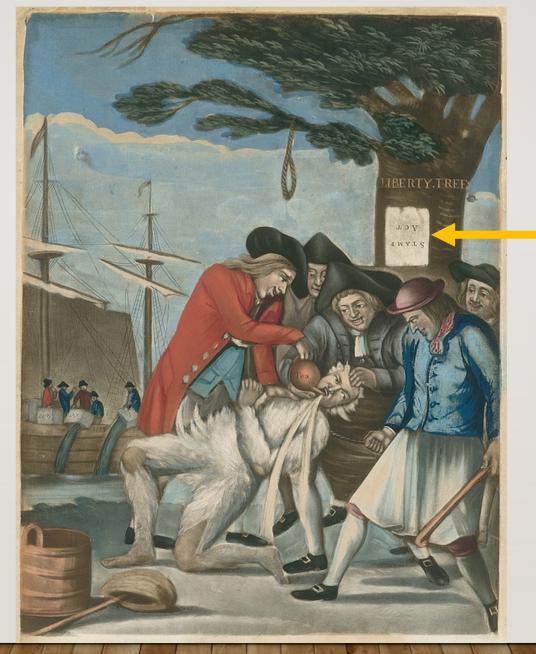
A tree labelled "Liberty Tree"

Another man pouring tea down the feathered man's mouth



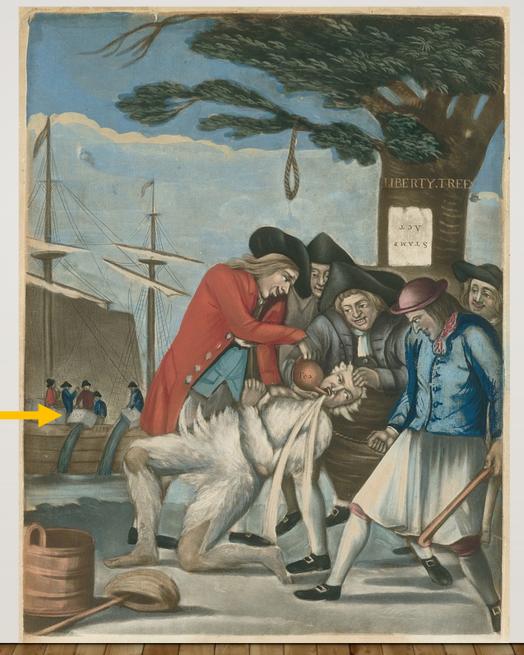


A noose hanging from the Liberty Tree



Piece of paper with "Stamp Act" hanging upside down

People dumping tea off of a ship and into the water





### Watch the <u>video</u> 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.

Two conclusions about the painting appear below.

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

Conclusion 8: The person who created the painting wanted colonists to know how much power they actually had.

 Describe one detail from the painting that supports Conclusion <u>A</u> and explain how it supports that conclusion.

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