

Lesson 5:

Topic/skill: The Boston Tea Party

Standards:

-*Social Studies Standard 1*-History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

-*Fine Arts Standard 1*-Creating, Performing, and Participating in the Arts -Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts

-*Fine Arts Standard 2*-Knowing and Using Arts Materials and Resources- Students will be knowledgeable about and make use of the materials and resources available for the participation in the arts and various roles.

-*Language Arts Standard 1*- Students will read, write, listen, and speak for information.

-*Language Arts Standard 2*- Students will read, write, listen, and speak for literary response and expression.

Objectives:

1. Students will be able to construct masks similar to those worn at the Boston Tea Party.

Materials:

- mask
- pattern
- wrapping paper
- scissors
- buckram
- pencil
- sponge
- black crayons
- paper towels
- red, black, white, yellow, and blue tempera paints
- mixing pan
- paintbrushes
- tape
- rubber bands and string
- aluminum foil and colored felt-marking pens

Advanced Preparation:

- Gather the materials listed above.
- Find out how to create masks, using a pattern and buckram material.
<http://artsedge.kennedy-center.org/content/2236/>
- Research the masks used during the Boston Tea Party.
- Prepare modifications.

Activating Prior Knowledge:

- Refer to yesterday's lesson, reviewing the causes of the event and what it entailed.

Procedure:

1. Have the students brainstorm reasons for wearing masks.
2. Discuss the masks they were used by Mohawks (colors, designs, materials).
3. Distribute the directions of how to make the masks.
4. Read over the directions with the students in terms of making their masks.
5. Answer any questions the students may have about making the masks.
6. Have the students brainstorm what colors they will use in their mask and how/why they will decorate the mask.
7. Distribute the mask materials and assist the students in making their masks.

Modifications:

The teacher will enlarge the directions for the student with CP and pre-cut the mask if necessary. The student will be given larger paintbrushes and assisted when necessary. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will assess the students' understanding of the masks by listening to their responses in terms of why masks were colored in certain manners. The teacher will also watch the students construct the masks, assist when necessary, and note difficulties in reading directions or constructing masks.