

Lesson 6:

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.

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

-*Language Arts Standard 3*- Students will read, write, listen, and speak for critical analysis and evaluation.

-*Language Arts Standard 4*- Students will read, write, listen, and speak for social interaction.

-*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 participation in the arts in various roles.

-*Fine Arts Standard 4-Understanding the cultural Dimensions and Contributions of the Arts*- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Objectives:

1. Students will be able to simulate the events of the Boston Tea Party based on their reading.

Materials:

-textbook

-students' masks

-props (boards for ship, tea "chests", "harbor water", etc.)

Advanced Preparations:

-Gather the above materials.

-Create "water" by placing blue paper on the floor around the boards to be the British ship.

Activating Prior Knowledge:

-Review the purpose of masks and the process of the Boston Tea Party.

Procedure:

1. Divide the class into groups of four.

2. Have each group read the sections concerning the Boston Tea Party from their texts, create characters and dialogue, melodies to "Rally Mohawks", and reactions to consequences of the Boston Tea Party.

http://www.ratical.org/many_worlds/6Nations/EoL/chp7.html

3. Have the groups perform their simulations one at a time.

4. Discuss the significance of the Boston Tea Party.
5. Discuss the results of the Boston Tea Party.

Modifications:

The teacher will evaluate the student with CP on the basis of oral presentation, not use of props or movement. The teacher will provide him/her with notes summarizing class discussion and findings after class.

Assessment:

The teacher will evaluate the role play using a check-off list, providing checks when the students:

- collaborate with each other
- each have a role in the demonstration]
- create a character
- use appropriate dialogue
- sing a melody to "Rally, Mohawks"
- use appropriate materials
- reenact the colonists' reactions to at least one consequence of the Boston Tea Party