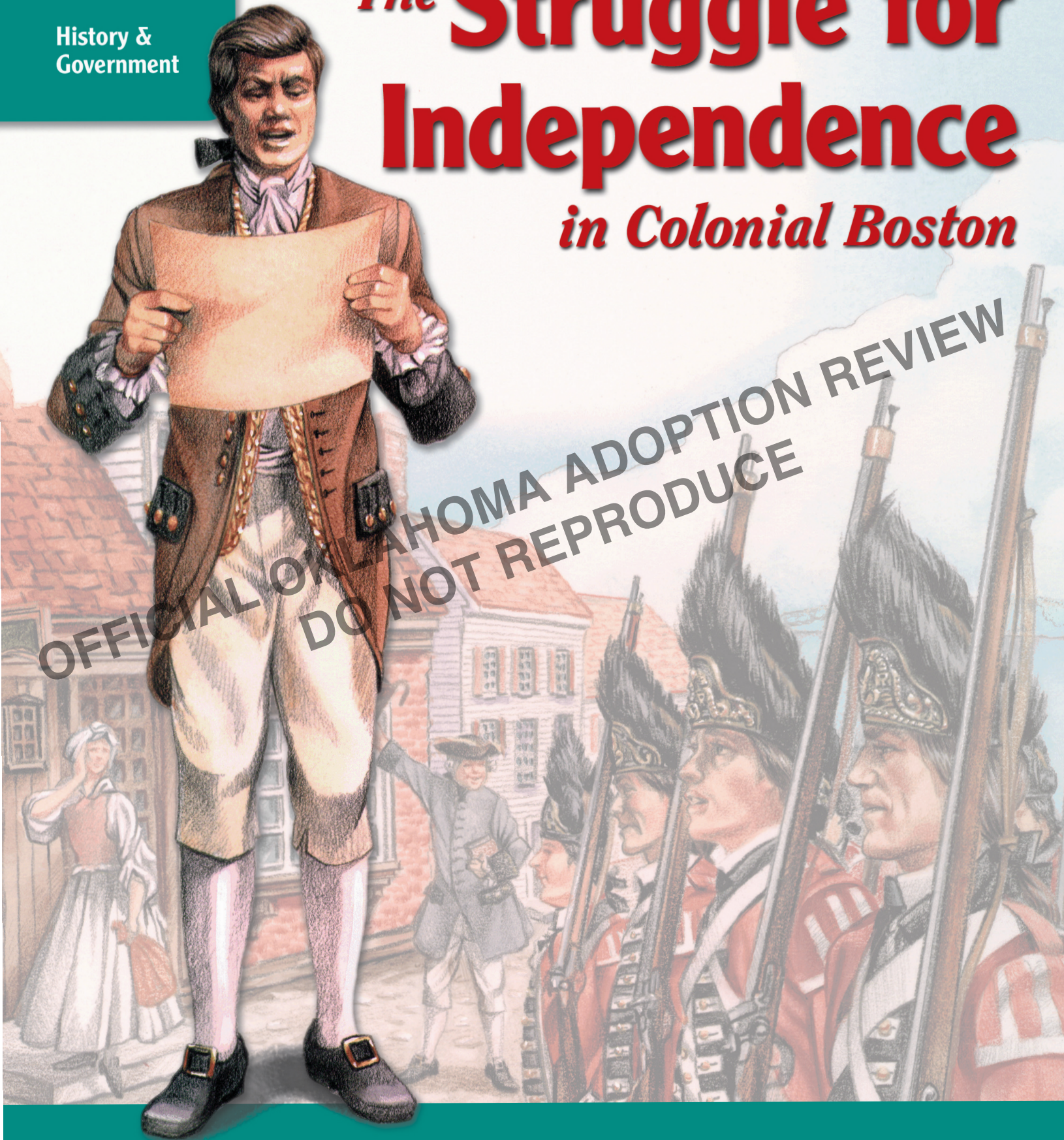


Grades 5–8

History &  
Government

# *The* **Struggle for Independence** *in Colonial Boston*



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*The* **Struggle for  
Independence**  
*in Colonial Boston*

**by Margit E. McGuire, Ph.D.**

Professor of Teacher Education, Seattle University

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–Margit E. McGuire

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<b>About Storypath</b>	2
<b>Episode 1</b> Colonial Boston	14
<b>Episode 2</b> The Colonists	21
<b>Episode 3</b> Life and Work in Colonial Boston	27
<b>Episode 4</b> Taxes from Britain	32
<b>Episode 5</b> Arrival of British Troops	38
<b>Episode 6</b> The Boston Massacre	42
<b>Episode 7</b> A Bold Protest	47
<b>Episode 8</b> Declaring a Position	52
<b>Teaching Masters</b>	58
<b>Assessment</b>	
Unit Questions for Review	74
Synthesis Activities	75
Extending Students' Experiences	77
Background Information	78
Objectives Overview	81
How to Conduct Reading Mini-Lessons	85
Additional Resources	86

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# ABOUT STORYPATH

## THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership for their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

## AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

## THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *Understanding the Marketplace*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

### Typical structure of a Storypath unit

#### CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

#### CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

#### BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

#### CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

#### CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

# USING THE COMPONENTS

## TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

### Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

### Teaching Notes

Each Handbook contains detailed support for instruction.

**BUILDING CONTEXT**

**LIFE AND WORK IN COLONIAL BOSTON**

3  
EPISODE

---

**INTRODUCING COLONIAL LIFE** page 28

Students discuss colonial life and determine ways they can learn more about it.

**Materials** None

**Grouping** Whole class

**Schedule** Approximately 30 minutes

---

**RESEARCHING COLONIAL LIFE** page 28

Students write a report describing the daily life and work of their characters.

**Materials** Teaching Master 5, *Samuel Report: The Bakery*, T11 p. 62  
Teaching Master 6, *Making a Diorama or Poster*, T11 p. 63  
Portfolio 3, *Presenting a Report*, pp. 10–11  
Portfolio 8, *Writing a Report*, p. 12  
Portfolio 9, *Self-Assessment*, p. 13  
Connect Cards 2 and 3

**Optional:** cardboard grocery boxes for dioramas, poster board for posters, construction and tissue paper; textured materials such as yarn, fabric scraps, cotton balls, colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans

**Grouping** Family groups for planning and research; individually for writing the reports

**Schedule** 2–3 hours plus time for students to write reports

---

**CONCLUDING EPISODE 3** page 30

Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.

**Materials** Portfolio 10, *Presenting a Report*, p. 14  
Portfolio 11, *Taking Notes: Daily Life Presentation*, p. 15  
Promps for presentation if students so choose

**Grouping** Whole class for the word bank; individually for the writing activity

**Schedule** Approximately 1½ hours

---

**EPISODE OBJECTIVES**

- Culture/Social Interaction** Identify how wants and needs were met in colonial times.
- History** Explain how people's lives were affected by the conditions that existed in colonial times.
- Comprehension** Identify how characters' work contributes to the economy of colonial Boston.
- Social Skills** Organize, plan, and make decisions while planning reports with group members.
- Critical Thinking** Identify criteria for quality reports.
- Library** Conduct research; take notes; draw, write, and make a report.
- Library** Present oral reports to the class to share information.
- Library** Listen actively and take notes during oral presentations.

Struggle for Independence 27

**INTRODUCING COLONIAL BOSTON**

---

**TIMELINE**

Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into ten-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:

- 1625: First European settlers in the area (Rev. William Blackstone)
- 1630: Boston founded

After students create the timeline, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

---

**Launch the unit**

Tell students that they will be creating a story about colonial Boston that begins around 1765. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.

Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.

Create groups of four or five students. Students will work with these same group members throughout the Storypath.

---

**ELL Build background opportunities**

Explain that people living in a new territory had keeping ties with their home country. Colonies usually remain connected to their parent country (or parent country) the country from which they came, or the country of one's parents. It is necessary to relate to colonies, the parent country, and the colonies never lose their ties, even though they are far away from each other.

Then read the following information to students:

When the British arrived in 1703, many European nations attempted to claim a settlement in the same area. The most successful settlement was the one that the British claimed. Although the colonies lived far from their parent country, they remained connected to their parent country.

EPISODE 1  
Struggle for Independence 15

### Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or made into transparencies, depending on your teaching needs.

**EPISODE 4**

**TEACHING MASTER**

**T8**

Name \_\_\_\_\_ Date \_\_\_\_\_

---

**PUBLIC NOTICE: TAXES FROM BRITAIN**

**Stamp Act, passed 1765**

By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

**Townshend Acts, passed 1767**

Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

TEACHING MASTER  
Struggle for Independence 65

### Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

**SYNTHESIS ACTIVITIES**

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're ungraded. They allow for variances in students' abilities as learners.

---

**1. PORTFOLIO RESPONSE**

**Activity**  
Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

**Criteria for Assessment**  
Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effects of British rule on the colonists, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

---

**2. ANALYSIS OF A CURRENT EVENT**

**Activity**  
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

Struggle for Independence 75

# STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. And when completed, the Portfolio becomes an authentic assessment tool.

EPISODE 5 PORTFOLIO 14

DATE \_\_\_\_\_

PRIMARY SOURCE: NEWSPAPER ARTICLE

**The BOSTON Evening-Post.**

*Containing the fullest & most interesting* *Advice, Foreign and Domestic.*

October 29

The inhabitants of this town have been of late greatly troubled and alarmed by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was assailed by an officer, when a scuffle ensued, he was afterwards met by the same officer in company with another, both as yet unknown, who repeated his blows, and as he supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A mob of this town on going under the walls of the Canton in his way home, had a threat in the breast with a bayonet from a soldier, another person passing the street was struck with a musket, and the last evening a merchant of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expounding with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse masters, assuring them that the soldiers were come to protect their freedoms, that with their help and assistance, they should be able to drive all the English to the devil with discourse of that import, tending to excite an insurrection. Depositions are now taking before magistrates, and prosecutions at common law are intended; the inhabitants are determined to oppose by the law of proceedings, apprehending it is the honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will remain an unprovoked spectator, such a conduct in any soldier has committed.

*How do you think you may behold some of the first fruits springing up from that of Britain a standing army. Troops quartered upon us at a time of peace, pretence of preserving order in a nation as an early before their arrival at any large town in the whole extent of his Majesty's dominions; and a little time will show whether we are to be governed by the sword or the common law of the land.*

—From The Boston Evening-Post, October 29, 1768.

18 PORTFOLIO  
Struggle for Independence

EPISODE 5 PORTFOLIO 15

DATE \_\_\_\_\_

PRIMARY SOURCE READING GUIDE

**The Boston Evening-Post**

The article from the Boston Evening-Post is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

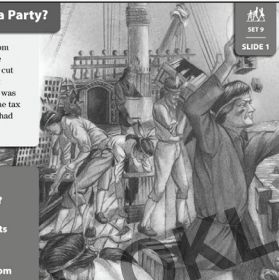
Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

- In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.
- Do you think the writer supports the patriots or the loyalists? How do you know?
- The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think help the writer effectively convey his message.
- Reread the last paragraph of the article. What are the **first fruits**?
- What is this article mostly about?

19 PORTFOLIO  
Struggle for Independence

**What was the Boston Tea Party?**

On December 16, 1773, three ships from Britain loaded with chests of tea were docked in Boston Harbor. Britain had cut the price of tea in half, but the tea tax remained. The next day, the governor was going to have the tea unloaded, and the tax would be paid. The people of Boston had other ideas.



1. What might people watching from the shore have thought? (making inferences)

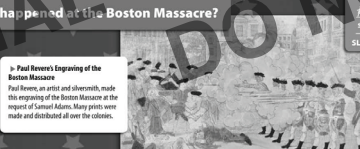
3. Why do you think the colonists dressed as Mohawk Indians? (making inferences)

2. How did this protest differ from a riot? (scanning)

**What happened at the Boston Massacre?**

Paul Revere's Engraving of the Boston Massacre

Paul Revere, an artist and silversmith, made this engraving of the Boston Massacre at the request of Samuel Adams. Many prints were made and distributed all over the colonies.

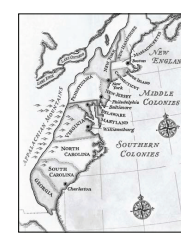


4. Compare the two pictures are the same and different, (understanding, comparing and contrasting) did Revere depict the event the way it really happened? (making inferences)

**British Colonies in North America, 1765**

The British colonies were divided into three regions.

- New England: Massachusetts, Rhode Island, Connecticut, and New Hampshire
- Middle Colonies: New York, New Jersey, Pennsylvania, and Delaware
- Southern Colonies: Maryland, Virginia, the Carolinas, and Georgia



**Colonial Government**

In 1705, British citizens had the right to elect the people who governed them. British citizens living in England voted for members of Parliament, who passed laws for all of Great Britain. In the colonies, British citizens voted for an assembly. The assembly made laws, raised money through taxes, and decided how that money should be spent. Most colonies also had a governor who was appointed by the king of Great Britain. The governor's job was to make sure the colonies followed British laws. The governor could veto, or strike down, an assembly's law if it went against a British law.

In order to vote for the assembly, a colonist had to be a white male Christian who owned property. Because it was relatively easy to own land in the colonies, voting was more widespread than it was under other governments. However, Jews, slaves, free African Americans, Native Americans, and all women were barred from voting.

# CONTENT SLIDE SETS & HANDOUTS

Each unit includes sets of Content Slides and Handouts that offer flexibility in how they are used to support student learning. The number of sets varies from unit to unit. The slides and handouts in each set provide focused non-fiction content and can be used for independent, paired, or small group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation along with the handouts. For those with laptops, display the appropriate slides for student reading and discussion or reproduce the slides as needed for each episode for individuals, pairs or small groups. The handouts may also be used without the slides.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" chart in PDF format (located on the CD) provides quick reminders of key reading strategies. Reproduce "reading tips" for each student or group.

Note that the slides and handouts are conveniently available in a printable format on the CD.



# LITERACY AND STORYPATH

With the Storypath strategy, students deepen their understanding of major social studies concepts. Storypath provides literacy support to help students access and make sense of the social studies content. Students apply literacy skills such as reading comprehension, prewriting and writing skills, speaking and listening skills, and vocabulary development.

## Reading

Content Slide Sets and Handouts present opportunities for students to engage in focused content reading. Students can use the slides and handouts to engage in shared reading or listen as a teacher or another student reads.

**Colonial Exports**

Most of the colonies' exports were natural resources, or useful things from the land. Imports from Great Britain were mostly manufactured goods, or useful things made by people. Britain also sent ships and soldiers to protect the colonies.

Most colonies imported more than they exported. This was good for Britain, which profited from what it sold to the colonies.

Colony	Export
New England	fish, whale products, lumber, tar
Middle colonies	grain, iron
Southern colonies	cotton, tobacco, rice, indigo (a plant that produces a blue dye for coloring fabric)

3. Identify items exported to Britain and imported to the colonies. How are these items different? (understanding visuals)

**British Colonies in North America, 1765**

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In order to vote for the assembly, a colony had to be a white male Christian who owned property. Because it was difficult enough to own land in the colonies, voting was more widespread than it is for other governments. However, women, slaves, free African Americans, Native Americans, and all women were barred from voting.

## Comprehension

Questions in each Content Slide Set help students focus on important content. Questions are labeled with suggested reading strategies.

## Visual Literacy

Each unit offers numerous opportunities to evaluate and respond to visuals such as photographs, maps, diagrams, and illustrations.

## Reading Tips

For easy reference, Reading Tips for using the reading strategies are included on the CD.

Struggle for Independence		
Reading Tips		
Reading Strategy	When do I use the strategy?	How do I use it?
Main idea/ supporting details	Use it to find the big idea, and then identify the facts and details that support it.	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Read the text and think: "What is the 'big idea' here?"</li> <li>3. Look for information that is important to the big idea. Some facts are interesting but not important.</li> <li>4. The details you find may cause you to change your big idea.</li> </ol>
Comparing and contrasting	Use it to find information that tells you how two or more ideas are alike and different.	<ol style="list-style-type: none"> <li>1. Think about what you want to know.</li> <li>2. Choose two events or ideas to compare and contrast.</li> <li>3. List important information about one event or idea.</li> <li>4. For each item on the list, look for information about how the other idea is the same or different.</li> <li>5. Look for clue words such as "similarly," "also," and "however."</li> </ol>
Making inferences	Use it to understand information not stated directly in the text, or to "read between the lines."	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for clues in the text that give you new information.</li> <li>3. Compare this new information with what you already know to figure out what the author is saying.</li> </ol>
Connecting	Use it to understand new information by connecting it with what you already know.	<ol style="list-style-type: none"> <li>1. Think about what new information you want to remember.</li> <li>2. Think about what you already know.</li> <li>3. Look for connections between the new information and what you already know from experience or reading.</li> <li>4. These connections will help you remember the new information.</li> </ol>
Scanning	Use it to quickly find the specific information you need.	<ol style="list-style-type: none"> <li>1. Think about what information you need to find.</li> <li>2. Move your eyes over the page looking for subheadings, indicated or bold print words, and key ideas.</li> <li>3. When you find what you're looking for, slow down and read carefully.</li> </ol>
Understanding visuals	Use it to find information presented in visual form, such as maps, graphs, photographs, diagrams, and timelines.	<ol style="list-style-type: none"> <li>1. Think about what you want to know and what you already know.</li> <li>2. Look for information that explains the visual. For example, look at labels, captions, axes, or map keys.</li> <li>3. Search for the specific information you want.</li> <li>4. Put the information into words to help you understand the visual.</li> </ol>

## Writing

Throughout each unit, students complete writing activities to prompt thinking as well as to demonstrate what they have learned.

EPISODE 3  
PORTFOLIO  
8

DATE \_\_\_\_\_

**WRITING: A REPORT**  
**Daily Life in Colonial Boston**

In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

Title: \_\_\_\_\_

Introduction: \_\_\_\_\_

\_\_\_\_\_

**Supporting Examples and Details**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

12 PORTFOLIO  
Struggle for Independence © 2008 Houghton Mifflin Harcourt

## Speaking and Listening

Students refine these skills by presenting ideas to the class and resolving issues through discussion and collaboration.

EPISODE 3  
PORTFOLIO  
10

DATE \_\_\_\_\_

**PRESENTING A REPORT**  
**Daily Life in Colonial Boston**

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: \_\_\_\_\_

Three important facts to share about my topic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Props or costumes I can use

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ways to make my presentation interesting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Special information or details to include

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

- I presented the information in the role of my character.
- I included three important facts.
- I kept the presentation short and to the point.
- I spoke clearly and confidently.
- I used dramatic expression to communicate the role of my character.

14 PORTFOLIO  
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## Vocabulary Development

In each unit, students are exposed to specialized vocabulary for speaking and writing. Students create word banks in their Portfolio by recording content words.

PORTFOLIO  
24

DATE \_\_\_\_\_

**WORD BANK**

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

\_\_\_\_\_

\_\_\_\_\_

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28 PORTFOLIO  
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## Reading Mini-Lessons

Use the Reading Mini-Lesson Framework on p. 85 of the Teacher's Handbook to conduct reading mini-lessons.

**HOW TO CONDUCT READING MINI-LESSONS**

The Reading Tips chart on the back of each Content Card provides a quick reminder for students to use as they work with the texts. These Reading Tips cover strategies that are especially effective for reading and understanding non-fiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions on the Content Cards suggest applicable strategies that the students will need to use on their own.

**READING MINI-LESSON FRAMEWORK**

1. Describe the strategy, explaining when and why readers use it. Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.
2. Model the steps as you "think aloud" with a sample text. Demonstrate how you would use each strategy using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:
  - "I think about what I already know..."
  - "When I look for the main idea, I..."
  - "Here is a clue that will help me..."
  - "That makes me think..."
3. Guide students to apply these steps as they read during the unit. Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try one of the strategies with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.
4. Assess students' progress. Students' independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.

85  
Struggle for Independence

# ENGLISH LANGUAGE LEARNERS AND STORYPATH

English Language Learners, or ELL, is a term that applies to students whose primary language is not English. These students are in the process of acquiring English as a way to communicate ideas and gain content knowledge. They don't yet have the tools at their fingertips that native English speakers have that allow them to easily navigate classroom activities and contribute to classroom experiences. ELL students don't lack ability; they just don't know the language.

As ELL students gain experience in an English-speaking classroom, their abilities and comfort level increase. But remember that regardless of the progress made by ELL students, new material will revert them back to beginner status simply because they do not have the same background knowledge that a student who was born here does.

There are some very basic things the teacher can do to make the classroom a place of learning for ELL students. For example, text-rich activities, without visuals, should be avoided. Visually rich activities should be commonly used, and the senses should be engaged whenever possible. Music and kinesthetic activities, such as role-playing, are excellent tools for ELL students.

**Activate prior knowledge.** English language learners are similar to native English speakers in the most fundamental ways: they possess a great deal of prior knowledge, and are excited about sharing that knowledge. To provide scaffolding, preteach new vocabulary and introduce concepts with visuals that relate to the subject matter. When studying another time period, it is important to connect concepts to both the present and the past.

**Allow extra time for small group work.** ELL students will benefit from working with partners and small groups. These situations allow students more opportunities to contribute to conversations and complete tasks. In small groups, assign ELL students a specific task to complete, and allow them extra time to complete this task if needed. When you do have whole class discussions, you might have ELL students follow this discussion by working with a partner to recap the important ideas or the assignment.

**Model tasks and thought processes.** Modeling makes tasks and thinking processes more concrete. For example, if students are expected to write a short poem, model the process of writing a poem. Then have them refer to the model poem as they write their own.

**Develop vocabulary.** Vocabulary development is key to comprehension, so preteach vocabulary whenever possible. Use illustrated word banks and vocabulary exercises that encourage interaction with words. For example, students can write the word and draw an illustration of each word in the word bank and then verbally explain how the word relates to the big ideas in the unit.

**Allow use of the native language.** For students who possess few English words, allow them to complete writing activities in their native language. As they learn more English, they will begin to incorporate English into their written and oral language. This validates the students' native language and their prior knowledge, and also helps bridge the gap on their way to learning—and using—their new language.

**Encourage involvement in class discussions.** English language learners will likely be reluctant to contribute to whole group discussions, so encourage them to contribute in a way that is comfortable for them—words, phrases, simple sentences. Make sure the classroom is a safe and supportive environment.

**Modify assignments and assessments.** Students can use many different modes to communicate their understanding of unit concepts. Illustrating, cutting and pasting vocabulary activities, using graphic organizers such as timelines, and completing sentence stems are all excellent and valid methods for responding to content. ELL students should also work on and present material with a partner or in small groups whenever possible. In these situations, you will gain a more valid assessment of what ELL students have learned.

Additionally, at the beginning of the school year and anytime new material is introduced, limit the number and complexity of the activities you assign. Allow students to use methods other than writing to respond to information.



Look for this icon throughout this Teacher's Handbook. This icon indicates that an activity is particularly appropriate for English Language Learners.

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# ASSESSMENT

Each Storypath unit offers a range of options for assessing student learning.

## Portfolio Assessment

The Student Portfolio provides ongoing assessment of student understanding of unit objectives through writing and other response activities.

## During Each Episode

Assessment suggestions are included throughout the Teacher's Handbook and align with the Student Portfolio. Complex thinking and problem-solving abilities are assessed as students role-play and respond to critical events throughout the unit.

EPISODE 7  
PORTFOLIO  
20

DATE \_\_\_\_\_

**WRITING: FRIENDLY LETTER**

**Episode event:** \_\_\_\_\_

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

Assessment: The letter is written from the character's point of view and includes accurate information about the event, an explicit task, and the character's feelings about the event. Friendly letter format is followed.

24 PORTFOLIO  
Struggle for Independence

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**CONCLUDING EPISODE 6**

**Write about the massacre**

Tell students that they should continue their correspondence—letter writing—and describe their version of what took place at the “massacre.” Prompt this writing activity by saying that news of the event has spread throughout the colonies and across the sea. People in Britain have heard that the soldiers were attacked by a vicious mob. They want to know if this is true.

Have students write their letters onto Portfolio page 22. If time permits, read students' letters aloud. Challenge students to look for examples of information and feelings in the letters that vary from the accounts given on the Teaching Master and on Content Card 8.

**ASSESS: The friendly letter**

- is written from the character's point of view;
- includes accurate information about the massacre;
- describes how the character feels about the events;
- follows the format for friendly letters.

To bring closure to the episode and to set the stage for the next episode, read the following narrative to the class.

**Narrative**

The day after the massacre, March 6, 1770, Col. Dalrymple moved his troops from Boston to Castle William on an island in Boston Harbor. Coincidentally, on the day of the massacre, Parliament was debating if it should keep the Townshend Act taxes. On April 12, 1770, all the taxes, except the tax on tea, were repealed. Although not yet aware of the Boston Massacre, Parliament was persuaded to repeal the taxes by the other violence, protests, and particularly the boycotts. Parliament kept the tax on tea, however, to remind the colonists that it still had the right to govern them and tax them as it saw fit.

Sam Adams, a leader of the Sons of Liberty, has set up a Committee of Correspondence in Boston to keep in touch with other towns in Massachusetts and with the other colonies. News that used to take weeks to travel is now spread in days as special messengers ride day and night. They communicate news about taxes, Parliament, local gatherings, and other political news so that the towns and colonies can support each other. Committees of Correspondence have helped unite the colonies.

Discuss with students the issue of communication of the time. Ask, “What if the colonists knew that the Townshend Acts were going to be repealed? Do you think the Boston Massacre would still have occurred?”

If students want to read about communication during this time period, refer them to Content Card 3.

**LITERACY**

**Writing and Listening**

- Write a friendly letter.
- Listen with a specific purpose.

**CUSTOMIZE**

**Speeches**

Instead of writing letters, you could have students prepare and give speeches about the Boston Massacre. This activity reflects the actual history of Boston, where speeches were made even years later at events that commemorated the Boston Massacre.

46 EPISODE 6  
Struggle for Independence

CONTENT CARD  
C3

## Self-Assessment

Students have opportunities to assess their own work, such as writing and oral presentations. There are also opportunities for student reflection at the end of each episode.

**EPISODE 3**  
**PORTFOLIO**  
**9**

DATE \_\_\_\_\_

**SELF-ASSESSMENT**  
**Report on Daily Life**

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work  
2 = on target; met the basic requirements of the assignment  
3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

**Ideas and Content**

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

**Organization**

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

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Struggle for Independence **13**

## Social Skills

A social skills master is provided to support student self-assessment and can be used at the teacher's discretion whenever students need to reflect and build on such skills.

**TEACHING MASTER**  
**T15**

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.

**Episode:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together: \_\_\_\_\_

One thing our group needs work on: \_\_\_\_\_

One thing I really did well: \_\_\_\_\_

One thing I could do better: \_\_\_\_\_

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Struggle for Independence **73**

## End of the Unit

At the conclusion of the unit, synthesizing questions reinforce unit objectives. Optional synthesis activities are included to guide students to apply what they've learned. Each synthesis activity includes criteria for assessment—you decide how best to use these options.

**UNIT QUESTIONS FOR REVIEW**

**DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE**

Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- How was living in colonial Boston similar to living in a city today? How was it different?
- How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?
- What were some major concerns of people living in colonial Boston? concerns of the British government?
- If you had lived at that time, what would you have thought of the Sons of Liberty? Would you have been a friend of Sam Adams? Explain.
- Why do people resort to vigilantism? What are some other ways people can take action and make their ideas known?
- How would you describe the way the British government handled events during this time period?
- Could the colonists have remained loyal but still have asked for changes?
- If Britain had never taxed the colonies, do you think the colonies would have still become an independent nation? Explain.
- What do people look for in a government? Why were the colonists dissatisfied with their government?

**REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE**

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- What have I learned about colonial Boston and the events that led to independence?
- What was the most surprising thing I learned?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? What did I like least?

74 **Struggle for Independence**

**SYNTHESIS ACTIVITIES**

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners.

**1. PORTFOLIO RESPONSE**

**Activity**  
Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

**Criteria for Assessment**  
Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

**2. ANALYSIS OF A CURRENT EVENT**

**Activity**  
Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

75 **Struggle for Independence**

# PLANNING THE UNIT

## STRUGGLE FOR INDEPENDENCE

### MAKE KEY DECISIONS

**Develop Depth of Understanding.** Teachers are faced with many decisions about what to teach in a year-long study of American history. This unit offers learners the opportunity to study important historical events in depth. Students learn about colonial life, the events that led to the Revolutionary War, and the ethical and moral dimensions of these historical events. Students examine and interpret events from multiple perspectives. An in-depth study of this time and place provides a foundation for examining other events in American history.

**Make a Class Timeline.** In this unit you can make a class timeline to keep track of important events and dates. Allow at least ten feet of wall space for the timeline. You may want to add events that take place before or after those in the Storypath. In this way, a context is provided for understanding this time period and its relationship to other events.

**Plan Space for the Storypath.** You will need ample wall space for displaying the setting, characters, and timeline of events. Additionally, you will need space to display various lists, dioramas, and other materials that students create. A table set in front of the frieze allows three-dimensional buildings, ships, and other structures to be displayed.

**Organize Students.** Beginning in Episode 1, students are organized into groups that create homes and businesses on a street in Boston. These places serve as the backdrop for the families who live and work there—each student will create one character who is a member of a family. Groups of four to five students are recommended. Throughout the unit, the groups will work together as an extended family.

**Weave in Historical Information.** As you introduce students to this unit, it will be important to allow them to “figure out” how these people lived during colonial times in Boston. Students will be guided by key questions that you will ask as the Storypath develops. Students will also read and conduct research using materials such as the Content Slide Sets, primary sources in the Portfolio, and outside resources such as nonfiction trade books. This nonfiction content will be used to move the unit forward. It may be tempting to simply tell students what they need to know; if you follow this path, problem solving and critical thinking are greatly reduced and the power of this approach is jeopardized.

**Create a Learning Community.** An open and supportive atmosphere is essential for students to engage in the discourse that is basic to the learning process of the Storypath approach. Students should understand the value of reflective discussions and the importance of collaborative work to deepen their understanding of complex ideas. Consequently, students should be expected to listen carefully and respond thoughtfully and respectfully to one another’s ideas.

## CUSTOMIZE THE UNIT

**Adapt the Unit.** There will likely be many times in this unit when you will want to modify the curriculum to suit your own needs and follow the logical progression of the story. Alternate activities or special arrangements are suggested at various points during the unit to assist you in adapting the unit to meet your unique curriculum goals. Frequently, students will provide an unanticipated twist to the Storypath, or important learning opportunities will arise. The Storypath allows for the accommodation of those special circumstances.

Sometimes students will role-play the characters in the story to understand a particular viewpoint. At other times, students will reflect on the events of this unit out of role so that situations can be examined and understood objectively. These are opportune times to help students connect their own experiences and deepen their understanding of these historical events.

**Address Your Goals.** If you wish, you can adapt this unit to include a different setting or an additional one, such as Philadelphia, Williamsburg, or Charleston. The characters and the events of the time can also be changed to focus on events in other colonies.

**Connect to Other Storypaths.** Several American history Storypath units can complement this unit. *Early Northwest Coast People* examines the culture of and the historical events faced by native people as they encountered traders and settlers. *The Oregon Trail* provides insights into the westward movement. You can select several Storypaths for the year so that students can examine in-depth themes of historical significance.

## INVOLVE OTHERS

**Involve Families and the Community.** Parents and other family members may have special knowledge about this time and place. Families may have traveled to Boston and visited the historical sites that students will learn during this unit. Invite them to share what they know at the conclusion of the unit. Guest speakers and field trips to museums can enrich students' understanding of this time and place. Schedule these events for the end of the unit when students can compare and contrast what they have learned from the Storypath.

**Involve Adults or Older Students.** In Episodes 4, 6, 7, and 8, it is suggested that adults or older students play the roles of Massachusetts' Governor Thomas Hutchinson, Paul Revere, and Sam Adams. You can give the adults Teaching Masters or other background information to prepare for their roles.



# 1

# EPISODE

## CREATING THE SETTING COLONIAL BOSTON

### INTRODUCING COLONIAL BOSTON

page 15

Students listen to and discuss a description of colonial Boston.

**Materials** Teaching Master 1, *Description of Colonial Boston*, TH\* p. 58  
Teaching Master 2, *Businesses in Colonial Boston*, TH p. 59  
Content Slide Set 1

**Grouping** Whole class

**Schedule** Approximately 30 minutes

### CREATING THE STREET SCENE

page 17

Students create a frieze of a street in colonial Boston.

**Materials** Portfolio 1, *Frieze Guide*, p. 4

For the frieze:

- wall space approximately 6' long and 4' high covered with white butcher paper
- various colors of construction and tissue paper
- colored markers, crayons, glue, tape, scissors, pushpins
- foil, cotton balls, yarn and other craft supplies
- optional: tempera paint, brushes, water, cans, cereal boxes for buildings

**Grouping** Divide the class into groups of four or five students. Each group will make one building plus other features of the setting.

**Schedule** 1–2 hours

### CONCLUDING EPISODE 1

page 19

Students reflect on the experience, make a word bank, and write about the setting.

**Materials** Teaching Master 3, *Postcard of Colonial Boston*, TH p. 60  
Lined index cards, 5" × 8", one for each student  
For the word banks: thick black markers and index cards  
Pocket folders or sturdy paper to make folders (one per student)

**Grouping** Whole class for the word banks; individuals for the writing activity

**Schedule** Approximately 1 1/2 hours

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways people lived and worked in colonial Boston.*
- **Social Skills** *Organize, plan, and make decisions while creating a frieze with group members.*
- **Social Skills** *Determine an appropriate course of action to complete the frieze within a group.*
- **Critical Thinking** *Organize ideas from class discussion in new ways and apply those ideas to the frieze.*
- **Literacy** *Use spoken, written, and visual language to understand colonial Boston.*
- **Literacy** *Use specialized vocabulary to understand and communicate historical concepts.*

# INTRODUCING COLONIAL BOSTON

## TIMELINE

Start a timeline to record and sequence the events that will be presented throughout the Storypath. Make the timeline horizontal and display it in the classroom. You might divide the timeline into ten-year segments, beginning with the year 1600 and ending with 1800. Let students add dates as the story progresses. Begin by posting these dates and events:

- 1625 First European settler in the area (Rev. William Blackstone)
- 1630 Boston founded

After students create the frieze, let them speculate about when their buildings were built and add this date to the timeline. Many buildings in colonial Boston were built in the late 1600s and early 1700s. For the timeline, students might choose one date such as 1700.

## Launch the unit

Tell students that they will be creating a story about colonial Boston that begins around 1765. Ask a student to point out Boston's location on a map. Explain that often we can understand our own lives and communities better when we learn about the lives and communities of others in the past.

Review with students the elements of a story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story—a view of colonial Boston.

Create groups of four or five students. Students will work with these same group members throughout the Storypath.

## **ELL** Build background on colonialism

To build background, discuss the concept of colony and the relationship of colonies to the mother country.

**colony** a group of people living in a new territory but keeping ties with the parent country

**colonists** people who live in a colony. Colonists usually remain citizens of the parent country.

**mother country (or parent country)** the country from which colonists come, or the country of one's parents or ancestors; relating to colonists, the parent country continued to rule over the colonists, even though the colonists lived across the ocean.

Then read the following information to the class:

*After Columbus's arrival in 1492, several European nations attempted to establish settlements in the Americas. The most successful settlements were the thirteen British colonies. Although the colonists lived far from*

## LITERACY

### Vocabulary

- colonists
- colony
- democracy
- mother country

Britain, they remained British citizens, and they thought of themselves as British.

Each colony had a *democracy* that gave the colonists the freedom to control and improve their own lives. Self-government was also important to the towns within the colonies. At town meetings, everyone had a chance to speak before a vote was taken to settle an issue. Colonists were proud of their ability to govern themselves and look after their own affairs.

Great Britain protected the colonies and colonists enjoyed the right to govern themselves. But Britain also controlled much of what the colonists could and could not do.

Discuss the main ideas of this narrative with students, reviewing the definitions for colony, colonists, and mother country. Review the concept of democracy as defined below.

**democracy** a government in which the people rule themselves by electing others to represent them and make laws for them

For further information on the relationship between the colonies and Britain, refer students to Content Slide Set 1.

### **ELL** Build background on colonial Boston

Students will create a frieze using the description on Teaching Master 1, “Description of Colonial Boston,” TH page 58. Point out that Boston was the capital of the Massachusetts colony. Encourage students to listen for words that help create a picture in their minds. They should use the description to help them see and hear what colonial Boston was like. Then read the description to the class. Afterwards, lead a discussion using the key questions below. Make a list of students’ responses on the board or on chart paper.

- ❓ What do you remember about this setting? (*Students should recall some specifics from the description, such as the harbor, the wharves, and the businesses. The questions that follow will prompt their recall.*)
- ❓ What are the geographical features in this setting? (*hills, harbor*)
- ❓ What kinds of businesses were in colonial Boston? (*Lead students to list businesses from this time period. Use Teaching Master 2, “Businesses in Colonial Boston,” TH page 59, as a guide.*)
- ❓ Business signs represented what the businesses sold. How might some of those signs have looked? (*Brainstorm a list of ideas. For example, a cobbler’s sign might be in the shape of a shoe. Encourage students to use their imaginations.*)
- ❓ What features did the homes have? (*wood or brick, a chimney, two or three stories, multi-paned windows, shutters, pitched roof*)
- ❓ What is a wharf? Why would a community like this have wharves? How might they look? (*A wharf is a structure built along a shore or extending from it, where ships can load and unload cargo. A wharf can also be called a dock or pier, although these latter terms also refer to smaller structures.*)



### **CUSTOMIZE**

**ELL** In whole class discussions such as this one, allow ELL students to

- contribute words, phrases, or simple sentences;
- use visuals to make concepts more concrete;
- share their prior knowledge related to the topic;
- draw or write their ideas.

### **LITERACY**

#### **Listening Skills**

- Listen with a specific purpose.
- Visualize.



### **AUTHOR NOTE**

#### **Learning Process**

When students suggest ideas that seem implausible, I ask them to explain their ideas. Their responses often provide new insights. I allow implausible ideas to stand, helping students build ownership for the place and story they create. We can correct any misconceptions as students gain more knowledge.

- ❓ What sounds would you hear while standing on a wharf? (*Students should be able to recall some specific sounds from the description, such as the sounds of horses and wagons, sailors and dockworkers yelling, children playing, and the sounds of bells. Encourage speculation about other sounds such as people greeting one another, waves lapping against the docks, and wooden ships creaking as waves rock them.*)
- ❓ What else might be here that wasn't in the description? (*Students might mention specific places they happen to know about, such as the Boston Common and the Old North Church. Encourage such additions that enrich the setting and add them to the list.*)

## CREATING THE STREET SCENE

### AUTHOR NOTE

#### Learning Process

Starting with a frieze of colonial Boston provides students with a common, concrete point of reference. The purpose is not to create an exact replica but to capture the flavor of it.

### CUSTOMIZE

#### Gathering Place

Pubs, or public houses, were important social centers for colonists. People gathered to eat and discuss current events. However, if you feel this setting is not appropriate for your class, consider making it a coffeehouse instead.

### Create the frieze

Divide a bulletin board or wall space horizontally into three sections. Explain to the class that they will work in groups to fill in the sections as they create a frieze of colonial Boston. The bottom section can be the harbor and wharves; the middle section will be the street with businesses and homes; and the top section can be distant buildings, church spires, rooftops, Beacon Hill, and sky.

Each group will design a building for the street. The building should include a business on the first floor and living quarters above. Distribute or display Teaching Master 2 and let students decide on a business for their building. They may have their own ideas for businesses as well. Explain that in the next episode each group will create a family who owns the business, so the group should think carefully about the business it chooses. Be sure that at least a grocery, print shop, and pub are chosen, as those businesses will have specific roles later in the Storypath.

Based on the space available, provide dimensions for the buildings on the street. For example, a large sheet of construction paper can approximate the size of a three-story building. Standardize the sizes so that the buildings fit together and are in scale.

Guide the groups to decide

- what features are on their house/business—including the sign for their business;
- where to place the various features;
- who is responsible for each feature—everyone should have a task.

### Organize the work

Portfolio page 4, “Frieze Guide,” gives students a good starting point for organizing their work. This activity sheet also contains tips for constructively working together in groups.

There are a number of ways students can accomplish their work on the frieze. Here's one method for organizing students' work.

**Step 1** Have the groups meet to decide on the features of their homes/businesses. Be sure students understand that the frieze is made from the perspective of the viewer looking from the harbor toward the street.

### CUSTOMIZE

#### 3-D Model

You may want to create a 3-D model rather than a frieze. You decide which will work best in your class.

### AUTHOR NOTE

#### Group Learning

Be prepared for disagreements as to where certain details should go on the frieze. I use such disagreements as a chance to bring the group together and discuss the problem. Negotiating and compromising are important skills developed in every Storypath.

### AUTHOR NOTE

#### Learning Process

Resist the temptation to show students pictures of colonial Boston to help them make their frieze. Otherwise, students will simply replicate what they see instead of constructing their own understanding of the place. Students can change the frieze to reflect new learning throughout the Storypath.

### PORTFOLIO

1



**Step 2** The groups can make their homes/businesses at their desks. Encourage students to add as many details as possible. The shutters, doors, and signs can be three-dimensional.

**Step 3** When the buildings are completed, have students decide how they should be arranged in the midsection of the frieze. Attach the buildings.

**Step 4** Brainstorm with the class other features to add to the frieze in the background and foreground. The list might include, but not be limited to, the following:

- Beacon Hill with trees (A beacon pole stood on the hill.)
- Church spires and roofs of buildings in the distance
- Clouds, sun, birds in the sky
- Trees on the street
- Wharves, or piers, and warehouses nearby
- Ships in the harbor

**Step 5** Students can work in pairs or small groups to create some or all of the features on the class list. Everyone should have something to make. As features are completed, add them to the frieze.

### Consider art concepts

As students work on the frieze, discuss

- how the sizes of objects get smaller as they recede in the distance,
- how foreground objects are clear and detailed while background objects are blurred and indistinct;
- how to add texture to the frieze. Torn paper works well for distant hills. Trees folded down the middle appear more three-dimensional. Crushed bits of colored tissue paper can be glued on for flowers. Signs for the buildings can be made three-dimensional and fastened to the buildings.

### Guide student work

As students work on the frieze, try to restrict your role to asking questions about the various tasks students are engaged in. They need to develop ownership of their setting and make decisions themselves about the features. Students should monitor their own work by considering what is working well and what they might do differently. Have students complete Step 4 of “Frieze Guide.” If some students finish their tasks early, ask them to make additional features.

You may find that some businesses are more popular than others. For example, there may be four pubs. Use this situation as a teachable moment by posing the question, “Can this street support four pubs?” Students will probably conclude that it cannot. Prompt them to decide what to do. In this way, students can “figure it out” for themselves and maintain ownership of their story.

### AUTHOR NOTE

#### Pacing

Set a time limit for creating the frieze, otherwise students will want to continue working on it for a long time. They can add to their settings when extra time permits.

### AUTHOR NOTE

#### Learning Process

As work progresses on the frieze, students may want to look for specific information about the setting. This is fine, because they will be investigating colonial Boston on a need-to-know basis. Provide reference books in a designated place and refer students to Content Slide Sets 2 and 3.

### CONNECT

#### Map Skills

Have students draw a simple map of the street they have created. They can add details to the map throughout the unit.

# CONCLUDING EPISODE 1

## Discuss the frieze

Initiate a discussion about the frieze. The discussion is a good opportunity for you to assess students' progress. Here are some questions to initiate the discussion.

- What is interesting about this place?
- How might it feel to walk down this street?
- What features can you identify?
- In what ways did we use proportion and scale in the frieze?
- Where did we use texture on the frieze?
- How did you use color to make the setting more interesting?
- What did you do that helped the group work efficiently?
- What can you do differently to help your group work better together?

### AUTHOR NOTE

#### Word Bank

Students should do language activities that foster ownership and develop a rich vocabulary for talking about the setting. The word bank develops vocabulary that students can use in their writing as the unit progresses.

### ELL Create a word bank

Assign one student from each group to be the recorder, then have the groups brainstorm a list of words that describe the entire frieze. Using a thick black marker, the recorder can write the words on index cards—one term on each card. Post the words next to the frieze. Encourage students to write as many words as they can; all the words should be posted even if there are duplications. In this way, each student will have contributed to the word bank. Through the course of discussion, also encourage students to include words related to this time period, such as *colony*, *mother country*, *monarchy*, and *democracy*. As the Storypath unfolds, add new words to the word bank.

Students can write words into their own word bank on page 28 in the Portfolio. Encourage students to write definitions, describing words, and examples of the word or to sketch images that help them understand and remember the words. As the Storypath progresses, any word that relates to the unit or is interesting or unknown to the student can be added to the word bank.

## Write a postcard

Students become more connected to the place they have created by writing a postcard to their family. Distribute a copy of Teaching Master 3, TH page 60, to each student. Students will use this Master to help them write their postcards. Students should imagine they have just arrived at the wharf and are describing this new place. Encourage them to use the words in the word bank. Let students read and discuss their postcards before they take them home to share with their families.

### LITERACY

#### Vocabulary

Create a word bank.

ELL Encourage students to illustrate the vocabulary words.

PORTFOLIO

24



TEACHING  
MASTER

T3

### LITERACY

#### Writing

Write a description of the setting.

### CUSTOMIZE

ELL Students can sketch a picture of the frieze on the postcard and label key features on the sketch.



## ASSESSMENT

### **ASSESS: The postcard**

- includes accurate information about colonial Boston;
- uses words from the word bank;
- provides details about colonial Boston;
- uses appropriate writing conventions;
- has a date and signature;
- includes a sketch of colonial Boston that relates to the written text.

### **Create Portfolio folders**

When students complete their postcards, have each of them make a folder with a pocket or distribute ready-made folders with pockets to each student. At the end of the Storypath, the folder pockets can be used to hold students' characters and other products that demonstrate their learning.

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# CREATING THE CHARACTERS

## THE COLONISTS

# 2

# EPISODE

### INTRODUCING THE CHARACTERS

page 22

Students discuss the kinds of families that would live and work in the homes and businesses they've created.

**Materials** None

**Grouping** Whole class

**Schedule** Approximately 30 minutes

### CREATING THE FAMILIES

page 23

Students create the extended families and write a biography for each family member.

**Materials** Teaching Master 4, *Character Biography*, TH p. 61  
Portfolio 2, *Making a Character*, p. 5

For the characters:

- various colors of construction and tissue paper
- yarn, fabric scraps, cotton balls
- colored markers, crayons, colored chalk, glue, tape, scissors
- optional: wool fiber for hair

**Grouping** Same groups as in Episode 1 to create families and then individually to create characters

**Schedule** 2 hours

### CONCLUDING EPISODE 2

page 25

Students introduce their characters to the class and reflect on colonial times by writing friendly letters in the roles of their characters.

**Materials** Portfolio 3, *Character Introductions*, p. 6  
Portfolio 4, *Active Listening Guide*, p. 7  
Portfolio 5, *Prewriting: Friendly Letter*, p. 8  
Portfolio 6, *Writing: Friendly Letter*, p. 9

**Grouping** Whole class for introductions and individually to write letters

**Schedule** Approximately 1 1/2 hours

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Create a community of families based on the setting and historical information.*
- **Culture/Social Interaction** *Identify how families interacted with each other in their jobs and home lives.*
- **History** *Identify examples of how people lived and worked in colonial times.*
- **Social Skills** *Organize, plan, and make decisions while creating family characters.*
- **Critical Thinking** *Organize ideas from class discussion in new ways to create unique characters.*
- **Literacy** *Write a friendly letter about life in colonial Boston.*



# INTRODUCING THE CHARACTERS

## TIMELINE

Throughout this episode, have students add birth dates of some family members or other significant events to the timeline. The “present” for this Storypath is 1765; thus, students should calculate dates accordingly.

## AUTHOR NOTE

### Developing Relationships

Because students will later choose between loyalist or patriot, you will want to develop close connections among the families. That way, the problems they encounter will affect the relationships among the characters.

## AUTHOR NOTE

### Background Information

After the discussion, share with students the Background Information about common names on page 78 of this Handbook. Students might select one of the names listed there. Don't use students' names; it gets too confusing.

## Launch the episode

In this episode, students will work in groups to create families of characters for their colonial street setting. Tell students that colonial families were often large—families with six or more children were common. Also, it was not uncommon for grandparents and unmarried or widowed relatives to live with the family. Explain that families that include many different relatives living together are called *extended families*. In addition, extended families might have *apprentices* living with them and learning a trade. Tell students that, on their street, some families have intermarried and others have been friends for 20 years or more.

### ELL Activate prior knowledge about families

Use questions like the following to get students thinking about extended families. During the brainstorming, create a list of students' ideas.

- 1 Who can be a member of a family? (*Encourage a wide range of possibilities such as aunts, cousins, stepbrothers, grandparents, and in-laws.*)
- 2 Why do you think colonial people lived in extended families? (*Individual family members could not afford to live alone; there were many chores that needed to be done and many hands were needed to do all the jobs.*)
- 3 What are the advantages of having grandparents live with younger family members? (*The extended family system makes it easier to care for older people who cannot live alone. They can help with the chores, work in the business, or look after the children.*)

### ELL Activate prior knowledge about names

Students will be choosing names for their characters. Begin a discussion about people's names by asking, “How do people get their names?” Write students' ideas on the board. If necessary, ask probing questions like these.

- 1 Why do some children share a first name with an older relative? (*They may be named after that family member.*)
- 2 What are some last names that are also skills or job titles? (*Some family names, such as Smith, Carpenter, Cooper, Mason, and Butler, stem from jobs held by ancestors.*)
- 3 What are some other ways to choose names? (*People might be named after a famous person, special friend, or religious figure. People can be named for animals, a skill they possess, a feat they performed, or their personality.*)

## LITERACY

### Vocabulary

- apprentice
- extended families

## AUTHOR NOTE

### Historical Figures

Students may want to select real people for characters and try to portray them authentically. However, fictitious characters allow for greater flexibility and creativity in responding to the critical incidents of the Storypath.

## CREATING THE FAMILIES

### Choose characters

Students should work in the same groups as in Episode 1. Each group will create an extended family. Students will need to work together to determine how many people are in the family, what each person's relationship will be (mother, father, aunt), what the age of each family member is, and which student will develop which character. Remind students that their family is involved in a business or trade that they created for the frieze. Then each student will create a visual representation of one of the family members. You might provide some guidelines. For example, the students' characters should be old enough to play an active role in the business they have created.

Discuss the kinds of jobs people might have in the various businesses that have been created. For example, in the pub, family members may cook the meals, serve the drinks, wash the dishes, and so forth. Have students speculate on which family members are likely to do which jobs. As this discussion continues, add words to the word bank to re-inforce vocabulary.

Because groups consist of only four or five students, each student can create more than one family member. But students' main focus should be on one character. The "extra characters" can play minor roles in the Storypath. Those characters will not be fully developed.

### Develop the characters

After students have decided on their characters' roles, they will need to decide how their characters look, what they might wear, and what special skills they will need. Refer students to the Content Slide Sets and other resources to help them answer those questions. Let students decide how accurate and detailed they want their characters to look in terms of clothing and hair styles.

When students have decided on the general traits of their characters (gender, age, family position, occupation), they should make the figures. Refer students to Portfolio page 5, "Making a Character," to help them in this task.

After students make their figures, they can mount them on a large sheet of butcher paper or poster board alongside other family members.

### LITERACY

#### Specialized Vocabulary

During this episode, students may come across new terms that relate to the clothing, occupations, and lifestyles of people living during this time period. Students should add these new terms to the word banks in their Portfolios, as well as to the class word bank.

PORTFOLIO

2



## Create biographies for the characters

Now that the figures are made, tell students that they will develop their characters more fully by creating biographies for them. Distribute Teaching Master 4, “Character Biography,” TH page 61. Brainstorm and list some possibilities for each category on the form. Here are some questions to get the discussion under way.

- ❓ What jobs might certain family members do? (*Jobs in the home were often related to gender. Women and girls cooked, washed, ironed, and cleaned, while men and boys brought in firewood, fed the animals, and worked in the business. However, widows took on many of the tasks their husbands had done in order to earn an income.*)
- ❓ What tasks might be involved in the various businesses? (*Based on the businesses students have selected, the tasks could include greeting customers, ordering supplies, stocking shelves, cleaning the store, running errands, keeping the accounts, and so on.*)
- ❓ What words describe personality? (*Discuss both positive and negative traits; for example, a person might be hardworking but quick-tempered. Such varied descriptions lead to a more interesting character development that can be woven into the storyline.*)
- ❓ What leisure activities might people be involved in? (*Guide discussion to include leisure activities of the time, such as talking, storytelling, wood-carving, dancing, ice skating, sledding, horse racing, hunting, and games such as lawn bowling, cards, dice, and billiards.*)
- ❓ What interesting past experiences might your characters have had? (*This question will help students create a past and connect with their characters. Some possibilities to suggest are how the person came to be a merchant, a new baby being born to a mother, or coming from Britain to live in Boston. Students can think about some of their own family stories to help them think of past experiences for their character.*)
- ❓ How are the families related or connected to each other in the community? (*Help students imagine how families might be related in a broader sense such as through proximity, common interests, marriage, age, or profession.*)

### AUTHOR NOTE

#### Making Sense of the Story

After students see the possibilities for asking questions, they become more engaged in the process. Many questions require an answer on the spot. Students will want their answers to make sense in the context of the Storypath and they will realize that there is no right or wrong answer.

### AUTHOR NOTE

#### Gender Issues

Students usually know that gender roles were clearly defined in times past. I use this knowledge to compare and contrast past times with today and discuss why roles have changed.

Have students fill out their character’s biography using ideas from the class discussion. To make sure students are on track, you may want to preview biographies as you circulate around the room. Ask questions consistent with what students are writing. For example, you might say to a grocer, “I hear the storms at sea have been particularly fierce this spring. How has that affected your tea shipments?”

## CONCLUDING EPISODE 2

### LITERACY

#### Speaking and Listening

- Summarize key information.
- Speak clearly and confidently.
- Speak in the character's voice.
- Listen with a specific purpose.
- Organize information.

#### PORTFOLIO

3



#### PORTFOLIO

4



### Meet the characters

Explain that students will introduce their characters to the class. Encourage students to use their biographies to help prepare their introductions. They should take on the identities of their characters as they practice presenting their introductions to their group. Discuss the simple guidelines below for preparing the introductions.

- On your biography underline important information about your character, such as family name and family position.
- Keep your introduction short.
- Speak clearly and confidently.
- Practice your introduction with your family group. Make improvements as necessary.

Students can also use Portfolio page 6 to help them prepare for the introductions. After students have practiced in their family groups and incorporated any improvements they've thought of, have each group introduce its characters to the whole class. Students should display the figures they made as they introduce them. As the introductions occur, have listeners fill in the web on the "Active Listening Guide" on Portfolio page 7. Students will use this guide to organize the names and relationships of family members. After each group's introductions, allow time for questions about the characters from the rest of the class. Ask questions yourself to stimulate students' thinking, for example, "Do the husband and wife work together in the store?" Also ask questions to develop connections among the families, for example, "I hear the printer's daughter and the cooper's son have been seeing each other for two years. Are there plans for marriage?" Spread the introductions over a number of days to allow enough time to get to know the characters and to maintain interest.

### Write friendly letters

Students can build on their character biographies by writing from their character's point of view about life in colonial Boston. Friendly letters to relatives or acquaintances in Britain or in other colonial communities will help students reflect on their learning experience. Letter writing is used in each of the remaining episodes.

Explain that letter writing was very important to people during colonial times because that is how they kept in touch with friends, relatives, and business associates far away.

Students can decide who would be the most suitable person for their characters to correspond with in the colonies or in Britain—this will be an imaginary person. Offer ideas such as parents, brothers, sisters, friends that the characters had grown up with, or business associates who get goods shipped for their businesses. Perhaps some families have friends who had lived in the colonies and decided to return to Britain.

### AUTHOR NOTE

#### Developing Ownership

During the introductions, listen for information that you can weave into the unit. For example, one character might be outspoken. Later, you might use that character as a person who has been accused of stirring up trouble with the patriots.

### LITERACY

#### Writing

Students are incorporating letter writing skills when they

- describe events as though they were a fictional character;
- include information about other characters;
- write fictional letters about a time and place in history.

### CUSTOMIZE

**ELL** Model the process of writing a short letter, and then provide a written model for students' reference.

**PORTFOLIO****5****Brainstorm information for the letters**

Refer students to Portfolio page 8, “Prewriting: Friendly Letter,” and review each question with students before they write the letters. In the letter, they should include at least two facts about their family and their daily life. Students can think about some of their own family stories to help them think of experiences for their character. Prompt their thinking with a statement such as “Your friend in London knows that you were quite poor in Britain. She wants to know how you were able to become a successful merchant in Boston.” Students can write their letters on Portfolio page 9, “Writing: Friendly Letter.”

**PORTFOLIO****6****ASSESSMENT****ASSESS: The friendly letter**

- is written to a believable correspondent;
- is written from the character’s point of view;
- is written as though the correspondents have known one another for some time;
- includes two facts about the character’s family and daily life;
- follows the format for friendly letters.

If time permits, let students share their letters with the class.

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# BUILDING CONTEXT

## LIFE AND WORK IN COLONIAL BOSTON

# 3

# EPISODE

### INTRODUCING COLONIAL LIFE

page 28

Students discuss colonial life and determine ways they can learn more about it.

<b>Materials</b>	None
<b>Grouping</b>	Whole class
<b>Schedule</b>	Approximately 30 minutes

### RESEARCHING COLONIAL LIFE

page 28

Students write a report describing the daily life and work of their characters.

<b>Materials</b>	Teaching Master 5, <i>Sample Report: The Bakery</i> , TH p. 62 Teaching Master 6, <i>Making a Diorama or Poster</i> , TH p. 63 Portfolio 7, <i>Prewriting: A Report</i> , pp. 10–11 Portfolio 8, <i>Writing: A Report</i> , p. 12 Portfolio 9, <i>Self-Assessment</i> , p. 13 Content Slide Sets 2 and 3 Optional: cardboard grocery boxes for dioramas, poster board for posters; construction and tissue paper; textured materials such as yarn, fabric scraps, cotton balls; colored markers, crayons, colored chalk, glue, tape, scissors; assorted colors of paint, brushes, water cans
<b>Grouping</b>	Family groups for planning and research; individually for writing the reports
<b>Schedule</b>	2–3 hours plus time for students to write reports

### CONCLUDING EPISODE 3

page 30

Students reflect on the experience, add to the word bank, and write about life and work in colonial Boston.

<b>Materials</b>	Portfolio 10, <i>Presenting A Report</i> , p. 14 Portfolio 11, <i>Taking Notes: Daily Life Presentations</i> , p. 15 Props for presentations if students so choose
<b>Grouping</b>	Whole class for the word banks; individually for the writing activity
<b>Schedule</b>	Approximately 1 1/2 hours

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify how wants and needs were met in colonial times.*
- **History** *Examine how people's lives were affected by the conditions that existed in colonial times.*
- **Economics** *Identify how characters' work contributes to the economy of colonial Boston.*
- **Social Skills** *Organize, plan, and make decisions while planning reports with group members.*
- **Critical Thinking** *Identify criteria for quality reports.*
- **Literacy** *Conduct research, take notes, draft, edit, and write a report.*
- **Literacy** *Present oral reports to the class to share information.*
- **Literacy** *Listen actively to and take notes during oral presentations.*

## INTRODUCING COLONIAL LIFE

### Build Context

In this episode, students will conduct research to prepare a written report that describes what life was like in colonial Boston. The research will deepen students' understanding of colonial life so that they have a context and connection to this time and place when faced with the critical incidents. Students will use their character's job or role within the family to choose a topic. For example, a student whose character owns a pub might write a report that includes descriptions of the lively social and political discussions overheard at the tables.

Begin by reviewing who the characters are. Let group members point out on the frieze where their characters live and where in Boston their daily travels might take them.

### Share ideas about researching colonial life

Explain that students can now put the setting and characters together and think about daily life in colonial Boston. Use the questions below to stimulate discussion about different aspects of colonial life and how students can learn about it. List students' ideas on the board.

- 1 What are some topics that could be researched about daily colonial life? (*Topics include jobs, cooking, clothing, shopping, leisure activities, schooling, transportation, religion, living conditions, illness and medicine, laws and crime, and currency. If students have trouble thinking about these or other topics, ask them to think of some of the things they do every day. Then ask if these activities were a part of their characters' lives.*)
- 2 How could you learn about life in colonial times? (*Students could use library sources such as online card catalogs and indexes or ask the librarian where to find information, use the Content Slide Sets, look in encyclopedias and reference books, contact history teachers and professors, visit history museums, read historical fiction, view videotapes, use CD-ROMs, and access the Internet.*)

### AUTHOR NOTE

#### Learning Process

A basic assumption of the Storypath approach is that students know more than we think. I have been surprised at the wealth of knowledge some students have about this time and place through books, films, and travels.

## RESEARCHING COLONIAL LIFE

### Establish criteria for the written reports

Explain that students will conduct research and write a report about life in colonial Boston from their character's point of view. Use Teaching Master 5, "Sample Report: The Bakery," TH page 62, as a transparency to model the flavor of a first-person account told from a character's point of view. Ask students what information they learned from the baker in this report.

Based on the discussion of the sample, have students decide what makes a good report. Brainstorm a list of criteria with them. Guide them to include the following:

- Explain how you do certain tasks.
- Describe what tools or materials you use.

TEACHING  
MASTER

T5

### AUTHOR NOTE

#### Learning Process

When students can establish their own criteria, they know what to expect, which guides their research and gives them a sense of ownership for the visual displays.

- Describe what daily activities occur.
- Show at least one way in which your daily life is affected by or linked to Britain.
- Create images in the reader’s mind.

After writing a list of criteria for a good report, post the list and a copy of the report in the classroom for students’ reference.

To help students generate ideas for research topics, students can work in their family groups using Content Slide Sets 2 and 3. These slides will help students gain a better understanding of colonial life in Boston. Students can read and reread the slides aloud and then discuss the slide questions.



### Organize the work

Here’s one method for organizing students’ work as they research and write their reports.

**Step 1** Together, the members of each family group can decide what topic each member will research. At least one topic should pertain to the family’s particular business. Other topics can relate to daily life in the home or something more general such as transportation or schooling. (Refer students to the list of ideas they generated in the earlier discussion.) Two or three students can work on one particular topic as long as each student focuses on a different aspect of it. For example, a member of the printer’s family might focus on the tasks involved in getting materials from Britain. Another member can focus on the printing process and deciding what to print. Thus, students will deepen their understanding of their character’s role and be better able to consider critical incidents from their character’s point of view. Encourage students to select topics for which they can easily identify resources.

**Step 2** Determine a strategy for students to access the resources they need for their research. Clarify that the Storypath takes place in New England, so students should focus their research on that region.

**Step 3** Use Portfolio pages 10–11, “Prewriting: A Report.” As necessary, guide students through each part of these pages. They provide a guide for the research and writing process. Adapt this guide to meet the needs of your students.

**Step 4** Use Portfolio page 12, “Writing: A Report.” This page contains a graphic organizer that will help students outline their report before writing.

### Guide student work

As students work on their reports, your role can be to assist groups as needed during the writing process (drafting, revising, editing, and polishing). When necessary, teach mini-lessons to clarify content, develop skills, or introduce or clarify new vocabulary.

### ASSESS: The reports

Students should complete Portfolio page 13, “Self-Assessment.” Use this same item to assess students’ work.

#### AUTHOR NOTE

#### Adapting Characters and Frieze

As students learn more about this place and the people, they may want to change or add information about their character and frieze. Encourage students to do this within the context of the Storypath.



#### LITERACY

#### Speaking Skills

As students are working, intersperse short impromptu role plays to keep them connected to the story. For example, you might ask the printer, “What are some interesting projects you’ve been working on? How is your apprentice doing?” Remind students to respond in character.





### **ELL** Optional Activity: Making visual displays

Instead of a written report, or in addition to it, students can create a visual representation of colonial life. Some possibilities include posters, drawings, dioramas, models, videos, additions to the frieze, and skits. Before students choose what type of visual display to create, have them decide what constitutes quality work. For example, ask, “What will a quality diorama look like? How would you judge a quality addition to the frieze?” Brainstorm with students a list of general criteria for each kind of display. Here are some criteria to start the brainstorming.

- well-organized
- carefully prepared
- daily life is accurately re-created and displayed
- attractive
- correct spelling and grammar

You may want to use the criteria as a checklist to distribute or post for student use. The list will be used for assessment and may be modified as students continue their research and discover other important criteria they want to include.

Teaching Master 6, “Making a Diorama or Poster,” TH page 63, will help students plan and create these types of displays. With your guidance, students can use this form to write activity guides on how to make other types of displays.

TEACHING  
MASTER

T6

### CUSTOMIZE

#### Market Day

To extend students’ understanding of their characters’ daily lives, you could also organize a typical market day. Students can sell or trade the “wares” of their businesses. This allows an opportunity to focus on economic issues.

## CONCLUDING EPISODE 3

### Prepare to present reports

When the reports are completed, explain that oral presentations need to be made so that everyone can learn about daily life in colonial times. Each student will need to prepare an oral presentation. If two students worked on different aspects of the same topic, they should present their reports together.

In preparation for the presentations, have students work independently or in pairs to complete Portfolio page 14, “Presenting A Report.”

### Present reports

Students should make their presentations in the role of their character. Refer students to Portfolio page 15, “Taking Notes: Daily Life Presentations.” As students listen to the presentations, they can use this page to write key words or sketch quick pictures related to life in colonial Boston. You can discuss their notes after the presentations.

After each presentation, invite questions from the audience. The presenters may need to conduct further research in order to answer some questions at a later time. This will encourage students to learn from a “need to know.” Students will likely have new ideas and details related to their own family and character. Encourage students to go back

PORTFOLIO

10

11



### LITERACY

#### Speaking and Listening

- Share important information orally.
- Listen for information and new vocabulary.
- Take notes.

**ELL** Write words or sketch pictures to convey the big ideas.

to Portfolio page 6, “Character Introductions,” and add new information about their family. Also, add any new vocabulary from the presentations to the word bank.

### **Reflect on colonial daily life**

To deepen students’ understanding of colonial life, discuss the following questions.

- ❓ What was life like in colonial times? (*Have students speculate on the way of life based on basic needs and the information they have learned from the presentations.*)
- ❓ What skills did people need? (*Students should be able to relate their answers to the various presentations.*)
- ❓ How was life in colonial times similar to life today? (*Students should refer to similar basic needs being met, such as the need for food, shelter, and clothing. In fact, you might mention that some modern building styles are based on colonial styles, providing a connection to that time. Other similarities refer to types of businesses and how they operate.*)
- ❓ How was life in colonial times different from life today? (*Students should refer to the way in which needs are met. For example, the availability and variety of foods and goods are much greater today, and food spoilage is much less of a concern because of refrigeration.*)
- ❓ Do any of the jobs exist today? (*Answers will vary depending on the job. Students may suggest comparable jobs that exist today, such as restaurant or cafe owner for pub owner and doctor or dentist for barber.*)
- ❓ How do colonial families depend on one another? (*They depend on one another to provide the goods, services, and social interactions they need to live a full, happy life in this time and place.*)

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# 4

# EPISODE

## CRITICAL INCIDENT TAXES FROM BRITAIN

### TAXATION WITHOUT REPRESENTATION

page 33

Students order supplies from Britain and then learn about new taxes on those supplies.

**Materials** Teaching Master 7, *Business Letter*, TH p. 64, one per family  
Teaching Master 8, *Public Notice: Taxes from Britain*, TH p. 65  
Portfolio 12, *Flow Chart*, p. 16  
Content Slide Sets 4 and 6  
Optional: Paper cups and pennies

**Grouping** Family groups

**Schedule** Approximately 30 minutes

### RESPONDING TO THE TAXES

page 35

Students decide how to respond to the taxes and learn about mob violence.

**Materials** Teaching Master 9, *Background for Guest Speaker: Thomas Hutchinson*, TH p. 66  
Teaching Master 10, *The Sacking of Hutchinson's House*, TH p. 67  
Content Slide Set 5  
For signs: poster board and markers or paint and brushes

**Grouping** Whole class for community meetings and discussion; family groups for writing letters and making signs

**Schedule** Approximately 2 hours

### CONCLUDING EPISODE 4

page 37

Students reflect on and write letters about the events of this episode.

**Materials** Portfolio 13, *Writing: Friendly Letter*, p. 17  
Content Slide Sets 4 and 5

**Grouping** Whole class to discuss events and individually to write letters

**Schedule** Approximately 30 minutes

### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways groups address similar concerns when faced with conflict.*
- **History** *Explain how people in colonial Boston responded to taxes.*
- **History** *Examine the reasons for the actions of both the British government and the colonists.*
- **Government** *Give examples of tensions between the wants and needs of the British government and the colonists.*
- **Economics** *Understand Britain's reasons for taxing the colonies and the colonists' reasons for their responses.*
- **Economics** *Explain how economic conditions and attitudes toward Britain influenced colonists' decision whether or not to protest the taxes.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Examine historical events from different points of view.*
- **Civic Competence** *Explain how freedoms, rights, and responsibilities relate to the taxes from Britain.*
- **Literacy** *Use a flow chart to understand the colonial system.*
- **Literacy** *Write a friendly letter about British taxes and colonists' responses.*

# TAXATION WITHOUT REPRESENTATION



CONTENT  
SLIDE SETS

4  
5  
7

## TIMELINE

The following events are discussed in this episode. However, do not post these events on the timeline until you have discussed them in class. When students want to learn more about these events, refer them to Content Slide Sets 4, 5, and 7.

- 1765 Stamp Act passed
- August 26, 1765 Gov. Hutchinson's home destroyed by mob
- 1766 Stamp Act repealed
- 1767 Townshend Acts passed

## Set the stage

In this episode, students experience the tension between the colonies and Great Britain as the British government imposes its will through taxes. In role, students must decide how to respond to events that strain the relationship between the colony and mother country. The episode begins with students gaining a clearer understanding of how the colonists depended on Britain for goods and services. Students learn about the taxing of those goods and services.

Have students work in family groups to read and discuss Content Slide Set 6. This content slide set provides information about the colonial system. Students can take turns reading the text and then discuss the question, "Who benefited from the colonial system?"

## Order supplies from Britain

Next ask family groups to make a list of supplies that they need to operate their businesses. Supplies might include paper, equipment, or fabric. Each business should generate a list of at least five items. Here are some ideas to prompt students' thinking.

- parts for the printer (Some parts are wearing out.)
- glass to repair a broken window
- coffee grinders for the grocer to sell
- tea (Lots of it—the colonists are big tea drinkers.)
- spices (pepper, nutmeg, and cinnamon)
- tools for the silversmith

Explain to students that they must import many of the goods needed to run their businesses. Many goods can be imported from and exported to only one country—Britain. Therefore, any special supplies that are not available in the colonies must be bought through Britain. Most merchants had a contact person—called an agent—in Britain who purchased the goods needed and had them shipped to the colonies.

## AUTHOR NOTE

### Point of View

As the episode unfolds, guide the discussions so that students don't all agree on one position. Help students understand that all sides of the issues had costs associated with them.



CONTENT  
SLIDE SET

6

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Have students turn to Portfolio page 16, “Flow Chart: Ordering Supplies from Britain.” Students can complete this page to develop a greater understanding of the colonial system. When each student has completed the diagram, have students work in family groups to prepare a business letter to their agent in Britain. Display Teaching Master 7, “Business Letter,” TH page 64, as a model.

### Learn about taxes from Britain

Read the following narrative to introduce the taxes imposed on the colonists.

#### Narrative

*Great Britain has been in a long struggle with France over control of North America. Through wars, Great Britain has finally driven the French out of America—the colonies will remain British. However, it is expensive to build ships, supply armies, and pay soldiers. The wars have drained the British treasury.*

*To raise money, the British government, or Parliament, has passed laws that force colonists to pay taxes. Taxes are nothing new to the colonists. They have long paid taxes to their own colonial governments. But the colonists have the right to elect the people in the colonial governments who tax them. Taxes from Parliament are different; colonists cannot vote for members of Parliament. Many colonists are condemning the tax laws as “taxation without representation.”*

To help build context for understanding the taxes imposed on the colonists, have students work in their family groups using Content Slide Set 4. These slides will help students gain a better understanding of why the British imposed taxes. Students can read and reread the slides aloud and then discuss the slide questions.

Then announce that notices have arrived from Britain describing taxes on a wide range of goods purchased in the colonies. Post Teaching Master 8, “Public Notice: Taxes from Britain,” TH page 65. Let students examine this notice. Share with students the Background Information about colonial money and wages on page 79 of this Handbook so that they can better understand the impact of these taxes. Tell students to look again at their completed diagrams and at the business letters they wrote and discuss with their families how the taxes will affect their lives and businesses. Explain that everyone will be taxed on a bill of sale and other items, depending on the goods purchased.

#### **ELL** Optional Activity: Modeling taxes

This activity reinforces students’ understanding of taxes. Give each family group a small paper cup of pennies. Explain that you’ve decided that each family must give you one penny for every document used thus far in the Storypath. This includes each Teaching Master, Activity Guide, and written report. Give groups about five minutes to decide their total “taxes.” Then collect the pennies from each group. Explain to students that they have just modeled the Stamp Tax, which taxed printed items in the colonies.

#### Writing

Write a business letter.



## RESPONDING TO THE TAXES

In this section, families decide how they will respond to the taxes. They learn how some colonists actually responded—with mob violence. Students then suggest other ways the colonists could have responded.

### Conduct a community meeting at the pub

Explain that a meeting has been called and people are gathering at the pub to discuss how they are going to respond to the taxes. Will they protest the taxes, accept them, or ignore them? If they protest, how will they do it? Appoint a student to lead the meeting. The pub owner may be preferable. Let students take charge of the situation, reminding them to conduct the meeting in the role of their character.

Possible responses to the taxes include

- writing a letter to Parliament protesting the taxes;
- writing letters to other colonies calling for the colonies to unite to protest the taxes;
- making handbills that protest or support the taxes;
- making signs about the taxes to place in their businesses' windows;
- making signs calling for the boycotting of British goods;
- having a protest march, with placards.

During the meeting, help students understand the impact of their decisions. For example,

- if students choose to boycott British goods—which some of the colonists did—what will the impact be on the businesses who sell these goods?
- colonists who decide to challenge British law could lose everything and go to jail.
- the colonists are British citizens and they have a loyalty to Britain. Are they ready to act against that loyalty?

### Act on the responses

After the meeting, have students act on their responses, bearing in mind that different families may have different responses. Signs, handbills, and letters to Parliament can be posted near the frieze.

### Relate Hutchinson's position

At this time, you or another adult should play the role of Thomas Hutchinson, the acting governor of Massachusetts. Hutchinson is sympathetic to the colonists' concerns, but he is an agent of Britain and must enforce its laws, including taxes. The adult should use Teaching Master 9, "Background for Guest Speaker: Thomas Hutchinson," TH page 66, to prepare for this role. Tell students that Hutchinson has called the merchants to a meeting. He is concerned that many merchants are smuggling goods into the colonies to avoid paying taxes. He is also concerned about the colonists' plans to protest or ignore the taxes. Have Hutchinson open the meeting by stating the points listed in Teaching Master 9, generally saying that, while the taxes may not seem fair,

TEACHING  
MASTER

T9

### AUTHOR NOTE

#### Prompting the Role Play

Sometimes questions prompt fuller participation in the role play. For example, during the meeting with Hutchinson, I might say, "Mr. Jones, I understand prices on your goods will substantially increase with these new taxes. How do you feel about that?"

he plans to carry out his duty and uphold the law. After Hutchinson’s opening remarks, let the meeting unfold, allowing students to take the lead.

### Relate the sacking of Hutchinson’s house

With a sense of drama, tell students that many colonists were angered by Hutchinson’s position on Britain’s right to tax them. At a meeting, a group of men calling themselves the Sons of Liberty stirred up the already angry crowd, yelling, “We must take action!” Suddenly, the crowd became a mob and turned its anger toward Hutchinson. The mob ran down the street toward his house.

Read the introduction on Teaching Master 10, “The Sacking of Hutchinson’s House,” TH page 67. Then have Hutchinson’s character, in an exasperated voice, read the section in quotation marks. This is from an actual letter that Hutchinson wrote about the incident. Ask students to listen for ideas in Hutchinson’s description that would influence their reactions to the events.

### Discuss the sacking

Ask students if they, as their characters, would have attended that meeting with the Sons of Liberty. Ask them, one by one, if they were involved in the destruction of Hutchinson’s house, or if they left the meeting when they saw that the people were getting out of hand. Be sure students respond in role. Use leading questions to help them imagine what their character’s response would be in this situation and the kinds of risks involved. For example, ask, “If you were involved in the violence and were asked about it by a stranger, what would you say?”

Further explore the mob’s reaction to the taxes with these questions.

- Do you think the colonists have a right to protest these taxes?
- Do you think the Sons of Liberty are justified in their actions?
- Can violence be justified?
- How should people protest actions they think are unjust?

Weave into the discussion the concept of *vigilante* (see page 37) and write the definition on the board. Explain that the Sons of Liberty were considered vigilantes. Were they helpful or harmful to the colonists? Guide the discussion so that students understand that the Sons of Liberty were committed to independence, believed they were in the right, and debated issues with the British officials so that people would be forced to consider their relationship with Britain. On the other hand, their tactics were often intimidating and violent to the colonists themselves.

Distribute Content Slide Set 5 to family groups and read the slides to the class. Then have family groups reread the slides and discuss the slide question, “What was the Stamp Act?”

### ELL Expand vocabulary

Introduce the following words and add them to the class word bank. Have students add these words to their Portfolio word banks as well.

TEACHING  
MASTER

T10

### LITERACY

#### Listening Skills

Listen for specific  
information:  
Primary Source

### AUTHOR NOTE

#### Guiding the Discussion

The discussion should help students understand that these events are complex and that both sides—the British and the colonists—contributed to the rise in discontent. If students take one side over the other, challenge their ideas by taking the other viewpoint.



CONTENT  
SLIDE SET

5

**loyalists** Colonists who remained loyal to Britain and wanted to remain under British rule

**patriots** Colonists who wanted to be free of British rule

**Tories** a British political party that supported the loyalists

**vigilante** a member of a group organized to punish an alleged criminal when the law seems incorrect or too slow to act

**Whigs** a British political party that supported the patriots

Explain that most colonists were beginning to think of themselves as either loyalists or patriots. However, some colonists were trying to remain neutral. Ask students to speculate as to why some people would try to stay neutral.

## LITERACY

### Vocabulary

- loyalists
- patriots
- Tories
- vigilante
- Whigs

## CONCLUDING EPISODE 4

### Discuss students' experience

Allow students time to reflect on the events of this episode. Use questions such as these as prompts.

- Were you surprised by Britain's taxes?
- Did all the families respond to the taxes in the same way? Why were there differences?
- How do you think Britain will respond to these events? Does Britain have an obligation to protect people such as Hutchinson who are doing their job for the British government?

If students want to know more about the Stamp Act, refer them to Content Slide Sets 4 and 5.

### Write friendly letters

Have students—in character—write a letter to the person they wrote to in Episode 2. They should focus on the events of this episode (taxes, mob violence) as well as on their feelings about the events. You might prompt students' writing this way:

“People in England may have heard stories of riots in Boston, so family, friends, and associates would be very concerned about what is happening in the colonies. What will you tell them? They would want to know if you're safe and what's going on. Will you assure them that everything is all right, or will you tell them the situation is serious?”

Have students write their letters onto page 17 of their Portfolios. If time permits, let students read their letters to the class.

### ASSESS: The friendly letter

- is written from the character's point of view;
- includes accurate information about the events;
- describes how the character feels about the events;
- follows the format for friendly letters.

## LITERACY

### Writing

Write a friendly letter.

## CUSTOMIZE

### Respond to Letters

You might select some letters and write a response as a way to introduce additional information or raise new issues.





# 5

# EPISODE

## CRITICAL INCIDENT ARRIVAL OF BRITISH TROOPS

### ARRIVAL OF THE BRITISH TROOPS

page 39

Students learn about the arrival and quartering of troops in colonial Boston.

**Materials** Teaching Master 11, *Template of British Warship*, TH p. 68  
Content Slide Sets 4 and 7

**Grouping** Family groups

**Schedule** Approximately 40 minutes

### RESPONDING TO THE BRITISH TROOPS

page 40

Students discuss the arrival of the troops and learn about further disturbances.

**Materials** Portfolio 14, *Primary Source: Newspaper Article*, p. 18  
Portfolio 15, *Primary Source Reading Guide*, p. 19  
Content Slide Set 1

**Grouping** Whole class

**Schedule** Approximately 40 minutes

### CONCLUDING EPISODE 5

page 41

Students reflect on how the arrival and quartering of troops will affect their lives in the community and look at events from different points of view.

**Materials** Portfolio 16, *Taking A Position*, p. 20  
Content Slide Set 7

**Grouping** Whole class to discuss events and individually to write letters

**Schedule** Approximately 40 minutes

#### EPISODE OBJECTIVES



- **Culture/Social Interaction** *Identify ways groups address similar concerns when faced with conflict.*
- **History** *Explain how people in colonial Boston responded to the arrival of British troops.*
- **History** *Examine the reasons for the actions of both the British government and the colonists.*
- **Government** *Give examples of tensions between the wants and needs of the British government and the colonists.*
- **Government** *Identify Britain's role in maintaining order and managing conflict in the colonies.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Examine historical events from different points of view.*
- **Civic Competence** *Explain how freedoms, rights, and responsibilities relate to the troops from Britain.*
- **Literacy** *Read primary sources for specific information related to events in colonial Boston.*

# ARRIVAL OF THE BRITISH TROOPS



CONTENT  
SLIDE SETS

4

7

## TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have discussed the events in class. When students want to learn more about these events, refer them to Content Slide Sets 4 and 7.

- 1765 Quartering Act passed
- 1768 British troops arrive in Boston

## Set the stage

In this episode, students respond to the arrival of British troops, who are sent to America to keep order. The troops' presence strains colonial/British relations as much as the taxes do.

When students are out of the room, perhaps at lunchtime, add six British warships to the harbor section of the frieze. You can use Teaching Master 11, "Template of British Warship," TH page 68, to create silhouettes of the ships. Give students a chance to notice the ships during the course of the day. However, if no one notices and comments on the addition, bring it to their attention by asking, "Does anyone notice anything different about our setting? What does this mean for our town?" Lead students to conclude that the troops have been sent to keep order, in response to the violence that has taken place in Boston.

Read the following narrative about the arrival of troops.

TEACHING  
MASTER

T11

## CUSTOMIZE

### Dramatizing the Event

To add drama to the event, an adult can role-play Dalrymple. He should announce that he is a representative of King George and it is the colonists' obligation to provide lodging, food, and supplies for the soldiers. Let students respond in character.

### Narrative

*According to a British law called the Quartering Act of 1765, the colonists must provide food and lodging for British soldiers in vacant buildings, public buildings, stables, inns, and even private homes if necessary. On October 1, 1768, six ships sailed into the Boston harbor with two regiments of British troops. Lt. Col. William Dalrymple is in charge of finding places for his soldiers to live in Boston. Dalrymple's soldiers set up tents in the Boston Common while he searched for quarters for the troops. The Manufactory House was approached, but this building provides homes for poor families and the tenants refused to move. So Dalrymple moved some troops to Faneuil Hall and Town House—the places where colonial representatives meet to govern Massachusetts. British officers have also rented rooms and houses, but many of the troops are still without quarters.*

# RESPONDING TO THE BRITISH TROOPS

## Discuss the troops

In character, the students should meet at the pub to discuss the events and how they plan to respond. Ask one student to lead the meeting, making sure that the following questions are addressed.

- Are there vacant buildings where soldiers might be quartered? (*Identify any buildings on the frieze that could serve as barracks.*)
- Can the troops be stationed outside of Boston? (*Refer students to Content Slide Set 1.*)
- What direct impact will the quartering of troops have on the families?
- What might happen if the colonists resist quartering troops?

Let the events unfold, allowing students to play out their responses to the situation.

## Read a primary document

Discuss with students the concept of bias, or point of view. Explain that newspapers of this time tried to sway public opinion much more than they do today. Refer students to Portfolio page 18, “Primary Source: Newspaper Article,” explaining that this page shows actual text from a newspaper article from October 29, 1768. Explain that this article reported on the relationship between the colonists and the British soldiers.

Explain that primary documents can be challenging to understand because they use language we may not be familiar with. Explain further that there are things readers can do to help them to understand unfamiliar text like the *Boston Evening-Post* article. Readers can

- think about the author’s purpose for writing the article;
- think about what they already know;
- read the article more than once;
- listen to someone else read the article;
- look for the most important ideas in the article;
- identify names, dates, and other important words.

Refer students to Portfolio page 19, which provides a reading guide for the *Boston Evening-Post* article. Review this guide with students and then have students work in family groups to read the newspaper article.

After students have completed the article and reading guide, bring the class together to discuss the article. Begin the discussion with questions such as:

- What are some examples that show the troops are abusing their power in Boston?
- Why do you think the soldiers encouraged “some Negro servants to ill-treat and abuse their masters . . .”?



### PORTFOLIO

14



### PORTFOLIO

15



### AUTHOR NOTE

#### Background Information

Students may not know that there were African-American slaves in colonial Boston. This is a good time to discuss this information, which is presented as Background Information on page 80.

### AUTHOR NOTE

#### Primary Sources

Students will be unfamiliar with the style of writing and some of the vocabulary of the *Boston Evening-Post*. However, reading this document provides them with a “flavor of the times” and a context for understanding how language changes over time.

### LITERACY

#### Reading Primary Sources

When students read primary documents, they

- read for information;
- interpret information related to an event in time;
- draw conclusions based on primary sources.

- As an inhabitant of colonial Boston, how do you feel after reading this article? Why do you think the colonists are upset about the events described in the article?
- What do you see for Boston’s future?

## CONCLUDING EPISODE 5

### CUSTOMIZE

#### Setting the Stage

In Episode 6, you will select a student to role-play a young woman who has befriended Matthew Kilroy, a British soldier. You may want to select the student now and have her explain to the class that the soldier is homesick. Add other details that are appropriate to your specific Storypath.

#### Discuss students’ experiences

If students would like more information related to the events of 1767 and 1768, refer them to Content Slide Set 7. Then use questions like these to prompt thoughtful reflection about the arrival of the British troops.

- Do you think the British government has the right to send troops to its colonies?
- How will life in Boston change as a result of the arrival of troops?
- What risks do families take if they do not support the quartering of soldiers? What effect will these risks have on our businesses?
- Did all the families respond in the same way? Why or why not?

#### Discuss point of view

Ask students to consider how the soldiers may have felt about being sent to Boston. Explain that many of them were 18 or 19 years old and very homesick. They often came from poor families and the military was their best hope for earning a living. Life as a British soldier in the colonies was difficult—the soldiers knew they were not welcome there. Have students turn to Portfolio page 20, “Taking a Position.” Students can complete this page to develop a greater understanding of the different points of view of the British soldiers and the colonists.

PORTFOLIO

16



### CUSTOMIZE

**ELL** Connect concepts and terms such as “homesick” to students’ own experiences.

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# 6

# EPISODE

## CRITICAL INCIDENT THE BOSTON MASSACRE

### TENSIONS BUILD

page 43

Students learn about confrontations that occur on a regular basis between townspeople and British troops.

**Materials** Teaching Master 12, *The Ropewalker Incident*, TH p. 69

**Grouping** Whole class

**Schedule** 30 minutes

### THE BOSTON MASSACRE

page 44

Students examine two versions of the Boston Massacre.

**Materials** Teaching Master 13, *An Account of the Boston Massacre*, TH pp. 70–71  
Portfolio 17, *Visual Literacy: Historical Illustrations*, p. 21  
Content Slide Set 8

**Grouping** Whole class

**Schedule** Approximately 1 hour

### RESPONDING TO THE MASSACRE

page 45

Students discuss the massacre and come to a consensus on a message to be sent to Col. Dalrymple.

**Materials** None

**Grouping** Family groups for discussion and whole class for the meeting

**Schedule** Approximately 30–40 minutes

### CONCLUDING EPISODE 6

page 46

Students write letters about the Boston Massacre expressing their points of view and listen to a narrative that connects with the next episode.

**Materials** Portfolio 18, *Writing: Friendly Letter*, p. 22

**Grouping** Individually

**Schedule** Approximately 30 minutes

#### EPISODE OBJECTIVES



- **History** Give examples of how people viewed the Boston Massacre differently.
- **History** Examine the causes and effects of the Boston Massacre.
- **Government** Identify Britain's role in maintaining order and managing conflict in the colonies.
- **Social Skills** Make decisions and take action in the characters' family and community settings.
- **Critical Thinking** Examine historical events from different points of view.
- **Civic Competence** Identify examples of freedoms, rights, and responsibilities of colonists related to events leading to independence.
- **Civic Competence** Practice the democratic process while coming to a consensus in a town meeting.
- **Literacy** Analyze historical illustrations of the Boston Massacre.
- **Literacy** Write a friendly letter to express a point of view of the Boston Massacre.

## TENSIONS BUILD

### TIMELINE

The following events occur in this episode. However, do not post these events on the timeline until you have covered them in class.

- March 2, 1770 Ropewalker incident
- March 5, 1770 Boston Massacre
- April 1770 Townshend Acts repealed
- 1772 Sam Adams asks Boston to create the Committee of Correspondence.

### Set the stage

In this episode, students further explore the tensions that were building between the soldiers and the colonists and examine how those tensions erupted into the Boston Massacre. Students compare different accounts of the Boston Massacre and reflect on this event.

### Describe confrontations

Read the following narrative to the class to set the scene for confrontations between colonists and British troops.

### Narrative

*Tensions are increasing between the soldiers and townspeople. The colonists deeply resent the presence of the king's troops. The colonists cannot take out their anger directly on the king or members of Parliament but they can do so with the soldiers. The townspeople, young and old, regularly taunt the soldiers—calling them names, insulting them, and throwing objects at them. Tempers grow short on both sides. Scuffles and fistfights often break out between soldiers and townspeople.*

### Read about the ropewalker incident

Explain that a serious confrontation occurred at John Gray's ropewalk—a building where ropes were made. Read to the class the description of this event on Teaching Master 12, "The Ropewalker Incident," TH page 69. The description provides a meaningful context for the "massacre" that took place three days after this incident.

Explain to students that, in addition to a general dislike and distrust of the troops, Boston workers resented the soldiers looking for other jobs because it took work away from the colonists.

### Discuss the ropewalker incident

Use such questions as these to discuss the passage on Teaching Master 12.

- How do you think the soldiers felt about the encounter with the ropewalkers?

### LITERACY

#### Listening Skills

Listen with a specific purpose.

TEACHING  
MASTER

T12

- How do you think the ropewalkers felt about the encounter with the soldiers?
- What do you think the author meant when he said, “Both sides clearly regarded the interruption of their battle as temporary”?
- Why do you think the two groups were so easily provoked?

## THE BOSTON MASSACRE

### Prepare for the role play

Distribute a copy of Teaching Master 13, “An Account of the Boston Massacre,” TH page 70, to a student whose character is likely to have developed a friendship with one of the soldiers. Explain to the student that she has witnessed the Boston Massacre and she is going to read an account of the event aloud to the class. This is a historical fiction piece that recounts the events of the massacre. The student should have time to prepare for the reading so that it can be read with a sense of drama—this was a horrible event to observe.

### Role-play news of the massacre

Explain that news has come of a tragic event that has occurred at the Custom House. Tell students that people have gathered at the pub to hear about the event as (name of character) actually witnessed it. Then have that student read the account and let the others respond in role. Use the questions that follow to guide the discussion.

- Why do you think the mob was taunting the soldiers?
- Why do you think the soldiers fired on the people? Who might have yelled, “Fire”? (*Accounts differ about who shouted, “Fire!” Allow students to come to their own conclusions.*)
- What earlier events might have contributed to this situation?
- How did people’s feelings contribute to the Boston Massacre?
- Is “Boston Massacre” an appropriate name for this event?
- Whose fault was it? Is this an easy question to answer?
- What do you think will happen next?

### Introduce another point of view

Refer students to the print of the Boston Massacre shown in Content Slide Set 8. This print is made from an engraving by Paul Revere. Have the class discuss—out of role—how this portrayal of the massacre compares to the account on Teaching Master 13.

You or another adult can play Paul Revere, who asks the print shop owner to make many prints of his scene of the Boston Massacre. Explain that the printer can make a nice profit from printing the engraving. However, the printer believes the engraving is inaccurate. Let the printer’s family and Paul Revere role-play this scenario. Then have family groups discuss what they would do if they were in the printer’s family’s position. Have the class role-play the conversations.

TEACHING  
MASTER

T13



CONTENT  
SLIDE SET

8

### CUSTOMIZE

**ELL** The use of role-play here and throughout is an excellent learning tool for students.

### CUSTOMIZE

#### Relating the Event

You may decide to read the account of the event yourself and attribute the description of the event to a particular character in your Storypath.

### LITERACY

#### Listening Skills

Listen with a specific purpose.

### LITERACY

#### Visual Literacy

Compare and contrast content of images to content in text.

Tell students that the print was distributed all over the colonies. Ask, “How do you think the print affected people’s feelings about the event? What other effects did the print have?” (*It made people angry and helped unite them in a common cause.*)



**ELL** Compare primary sources: historical illustrations

Next have students in family groups discuss the other print of the “massacre” shown in Content Slide Set 8. Have students compare these two versions of the same event and answer the question, “What happened at the Boston Massacre?” Then have each student complete Portfolio page 21, “Visual Literacy: Historical Illustrations.”



## RESPONDING TO THE MASSACRE

### Discuss the event in family groups

Give students time to discuss the massacre in their family groups and examine how this event might affect their family. What will happen next?

### Discuss the event at a town meeting

After families have had time to formulate some ideas, announce that a town meeting is being held in Faneuil Hall. Explain that during the meeting, the townspeople should agree on a plan of action and decide on a message that will be given to Gov. Hutchinson and Col. Dalrymple. The message should be a short paragraph. Select one or two students to lead the meeting. Another student can be a recorder, jotting down on chart paper some things the families want to say. After some thoughts are expressed, students should work on language to express their thoughts in one coherent paragraph.

Compare students’ paragraph with the one below, which is the actual message sent to Hutchinson, who relayed it to Dalrymple. Let volunteers read both paragraphs aloud. As a class, discuss any similarities and differences.

**LITERACY**

**Writing**

Write to express a point of view.

### Actual Letter Sent to Hutchinson

*It is the unanimous opinion of this meeting that the inhabitants and soldiery can no longer live together in safety; that nothing can rationally be expected to restore the peace of the town and prevent further blood and carnage but the immediate removal of the troops.*

~from *The Boston Gazette*, March 12, 1770.

**LITERACY**

**Reading Primary Sources**

Identify similarities and differences.

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## CONCLUDING EPISODE 6

### Write about the massacre

Tell students that they should continue their correspondence—letter writing—and describe their version of what took place at the “massacre.” Prompt this writing activity by saying that news of the event has spread throughout the colonies and across the sea. People in Britain have heard that the soldiers were attacked by a vicious mob. They want to know if this is true.

#### PORTFOLIO

18



ASSESSMENT

Have students write their letters onto Portfolio page 22. If time permits, read students’ letters aloud. Challenge students to look for examples of information and feelings in the letters that vary from the accounts given on the Teaching Master and in Content Slide Set 8.

### ASSESS: The friendly letter

- is written from the character’s point of view;
- includes accurate information about the massacre;
- describes how the character feels about the events;
- follows the format for friendly letters.

To bring closure to the episode and to set the stage for the next episode, read the following narrative to the class.

### Narrative

*The day after the massacre, March 6, 1770, Col. Dalrymple moved his troops from Boston to Castle William on an island in Boston Harbor. Coincidentally, on the day of the massacre, Parliament was debating if it should keep the Townshend Act taxes. On April 12, 1770, all the taxes, except the tax on tea, were repealed. Although not yet aware of the Boston Massacre, Parliament was persuaded to repeal the taxes by the other violence, protests, and particularly the boycotts. Parliament kept the tax on tea, however, to remind the colonists that it still had the right to govern them and tax them as it saw fit.*

*Sam Adams, a leader of the Sons of Liberty, has set up a Committee of Correspondence in Boston to keep in touch with other towns in Massachusetts and with the other colonies. News that used to take weeks to travel is now spread in days as special messengers ride day and night. They communicate news about taxes, Parliament, local gatherings, and other political news so that the towns and colonies can support each other. Committees of Correspondence have helped unite the colonies.*

Discuss with students the issue of communication of the time. Ask, “What if the colonists knew that the Townshend Acts were going to be repealed? Do you think the Boston Massacre would still have occurred?”

If students want to read about communication during this time period, refer them to Content Slide Set 3.

#### LITERACY

##### Writing and Listening

- Write a friendly letter.
- Listen with a specific purpose.

#### CUSTOMIZE

##### Speeches

Instead of writing letters, you could have students prepare and give speeches about the Boston Massacre. This activity reflects the actual history of Boston, where speeches were made even years later at events that commemorated the Boston Massacre.



CONTENT  
SLIDE SET

3

# CRITICAL INCIDENT

## A BOLD PROTEST

# 7

# EPISODE

### PREPARING FOR THE BOSTON TEA PARTY

page 48

Students discuss the Tea Act and learn about the Boston Tea Party.

**Materials** Teaching Master 14, *Background for Guest Speaker: Sam Adams*, TH p. 72  
Content Slide Set 9

**Grouping** Whole class

**Schedule** 45 minutes

### RESPONDING TO THE BOSTON TEA PARTY

page 50

Students examine the moral and ethical dimensions of the Boston Tea Party.

**Materials** None

**Grouping** Whole class and family groups

**Schedule** Approximately 30 minutes

### CONCLUDING EPISODE 7

page 51

Students reflect on the events of the episode and write letters about what has happened.

**Materials** Portfolio 19, *Point of View*, p. 23  
Portfolio 20, *Writing: Friendly Letter*, p. 24

**Grouping** Whole class to discuss events and individually to write letters

**Schedule** Approximately 30–40 minutes

#### EPISODE OBJECTIVES



- **History** *Examine the causes and effects of the Boston Tea Party.*
- **Government** *Examine the colonists' right to protest taxes versus their responsibility to the community.*
- **Economics** *Use concepts such as supply and demand and pricing to explain why colonists opposed the Tea Act.*
- **Social Skills** *Make decisions and take action in the characters' family and community settings.*
- **Critical Thinking** *Examine historical events from different points of view.*
- **Civic Competence** *Identify examples of freedoms, rights, and responsibilities of colonists related to events leading to independence.*
- **Literacy** *Write a friendly letter about the Boston Tea Party.*

# PREPARING FOR THE BOSTON TEA PARTY

## TIMELINE

The following events occur in this episode. However, do not post them on the timeline until you have covered the events in class.

- 1773 Tea Act
- December 16, 1773 Boston Tea Party

## Set the stage

In this episode, students discuss the Tea Act and participate in a town meeting prior to the Boston Tea Party. Their response to the Tea Party becomes critical, as the line between loyalist and patriot becomes more defined.

Set the stage for the Boston Tea Party by reading the following narrative, which summarizes the Tea Act. Refer students to Content Slide Set 9 for an in-depth look at this act and to Portfolio page 29, which contains a list of acts passed by Parliament.

## Narrative

*Parliament repealed all the new taxes except the tax on British tea, which colonists continue to boycott. Because of the boycott, the British East India Company is in danger of going bankrupt. To save the company, Parliament has passed the Tea Act of 1773. This allows the East India Company to sell its tea cheaper than smuggled tea. But it keeps the tax on the tea, to which most of the colonists object.*

*The Tea Act also states that only certain merchants are allowed to sell the tea in the colonies. In Boston, six merchants have been appointed. Of course, they are all loyalists—loyal to the king and British laws. British ships loaded with East India tea are now sailing the Atlantic for New York, Philadelphia, Charleston, and Boston.*

## Discuss the Tea Act

Without the class's knowledge, approach the grocer's family with an offer to be one of the selected merchants to sell East India tea in Boston. Emphasize that the grocer would be only one of six merchants selling British tea to a city of 17,000 people. Surely the family stands to get rich! Tell family members that they can decide about the offer after the upcoming discussion.

Have students gather in their family groups to discuss in role the Tea Act—what it means to their families and what it means to the colonies. Prompt discussion with these questions.

- ❓ Will you buy British tea if it is much cheaper than tea smuggled in from other countries, even with a tax on the British tea?



## CUSTOMIZE

### Discussion Options

The families can discuss each question before sharing their thoughts with the class. Or you might conduct the discussion as a town meeting, allowing anyone to readily and passionately express his or her thoughts.

- ❓ Is the three-pence tax on tea just about money? (*No, the tax showed the colonies that Parliament had the right to govern and tax them, even though the colonists were not directly represented in Parliament.*)
- ❓ Why might a grocer want to be selected to sell the East India tea? (*A grocer who is a loyalist might want to show his or her support of the king and Parliament. The grocer might also make a lot of money since only a few merchants will be allowed to sell the tea.*)
- ❓ Why might a grocer not want to be selected to sell the East India tea? (*He or she might have deeply held values in support of the colonists or be afraid of violent actions by the mobs, Sons of Liberty, or others. Colonists might still boycott the tea even though it is cheap.*)
- ❓ How might the Tea Act affect merchants who are not selected to sell British tea? (*They might go out of business if people buy mostly from the selected merchants.*)
- ❓ Do you think Parliament and the king understand what the phrase “no taxation without representation” means to the colonists? (*Students will probably conclude that British Parliament does not really understand or care about the colonists’ feelings about taxation.*)

Toward the end of the discussion, quietly ask the grocer’s family if the members have made a decision about selling the East India tea. Ask if they want to announce that decision to the other families. What risks are involved at this time, regardless of the decision?

### Meet before the Boston Tea Party

For this meeting, have another adult or an older student play the role of Sam Adams. Provide this person with Teaching Master 14, “Background for Guest Speaker: Sam Adams,” TH page 72.

Explain that all the families have been asked to come to a town meeting. The tea has arrived from Britain, and the patriots—those opposed to British rule—are determined to prevent it from being unloaded. “Sam Adams” is the key speaker at the meeting, but choose a student beforehand to actually lead the meeting. This student, for example, could start the meeting by saying that the patriot Sam Adams has some things to say. Then Adams should dramatically state the four points on the bottom half of Teaching Master 14.

While waiting for Hutchinson’s answer, the leader should ask if anyone has any suggestions about what to do about the tea on the ships. Let the meeting unfold as students respond to suggestions.

At an appropriate time, whether at a lull in the meeting or in the middle of a fiery exchange, announce that word has come from Gov. Hutchinson. He has refused to let the ships leave the harbor because British law states that the ships must be unloaded first. After a pause, Adams will say, “This meeting can do nothing more to save the country.”

Read the following narrative about the Boston Tea Party.

### Narrative

*This last statement by Sam Adams is a signal. Instantly, about fifty colonists dressed as Mohawk Indians appear at the meeting house and*

TEACHING  
MASTER

T14

### AUTHOR NOTE

#### Deeper Understandings

I’ve found that if Adams presents views that seem too radical, he turns many students away from his cause. This helps students understand that history is shaped not only by what people did but by how they did it.

march off toward Griffin's Wharf, where the ships are docked. Others join them along the way, until about 150 men and boys, disguised, stand ready at the docks. All of this was planned beforehand and the identities of the participants have been kept secret to protect them and their families. The several thousand people at the meeting follow along. The "Mohawks" board the ships quietly and go about their work, breaking into the boxes of tea and throwing it overboard. Only the tea is destroyed, not the ship. And not a single tea leaf is taken off the ship by a colonist—this is a protest, not a robbery. British troops are stationed at nearby Castle Island and two warships are in the harbor, but no attempt is made to stop the protest. When all the tea is thrown into the sea, the "Mohawks" and spectators head for home.

## RESPONDING TO THE BOSTON TEA PARTY

### Discuss the Powder Keg theory

You can use the Powder Keg theory to help explain the importance of the Boston Tea Party. Some historians believe that the events leading up to the Tea Party built up into a "powder keg" of anger and frustration with the colonists. The Boston Tea Party was the spark that set off this powder keg and moved many colonists toward the independence movement. You can draw the powder-keg model below on a chalkboard. Review with students the significance of each event.

#### CUSTOMIZE

**ELL** Give this model to students with the events and dates separated out. Then have students order the events and dates on the model power keg.



### Discuss the Boston Tea Party

Use questions such as these to discuss the Boston Tea Party.

- Do you think that throwing tea into Boston Harbor as a protest of taxes was a good thing to do?
- Was this protest more or less organized than the events of the Boston Massacre?
- What do you think the people who threw the tea overboard wanted to accomplish?

- How would you feel if you owned the tea?
- How do you think the merchants chosen to sell this tea felt about this event?

Have students move into their character roles and explain that they need to discuss this event in their family groups, focusing on how it might affect their family and business. Use these questions to keep the discussion moving.

- What might happen if it becomes known that people in the neighborhood were involved? How might this affect the neighborhood? (*Help students understand that if people in the neighborhood were involved, everyone could be under suspicion and perhaps punished in some way. Innocent people could be jailed.*)
- What might happen next?
- How will the Tea Party affect the future?
- Will the Tea Party have any effect on our business?

## CONCLUDING EPISODE 7

### Examine the dilemma of the Boston Tea Party

Have students consider the moral and ethical dimensions of the Boston Tea Party by asking such questions as

- Were the colonists justified in throwing the tea overboard?
- Could they have handled the situation in another way?
- They destroyed property that didn't belong to them. Could this be considered vandalism?
- Why do you think the British did not attempt to stop them?
- Why did the colonists disguise themselves?
- How do you think American Indians feel about this event?

Have students complete Portfolio page 23, "Point of View: Boston Tea Party."

PORTFOLIO

19



### Write about the Boston Tea Party

Tell students that they should continue their correspondence and describe the Boston Tea Party and their family's response to this event. They should also discuss the ethical issues involved from their character's point of view. Have students write their letters on Portfolio page 24 and share them in small groups among various families. Compare and contrast the letters, noting how the characters bring their own points of view to what happened.

PORTFOLIO

20



ASSESSMENT

### ASSESS: The friendly letter

- is written from the character's point of view;
- includes accurate information about the Boston Tea Party;
- includes at least one ethical aspect of this event;
- describes how the character feels about the event;
- follows the format for friendly letters.

LITERACY

Writing

Write a friendly letter.

# 8

# EPISODE

## CONCLUDING EVENT DECLARING A POSITION

### LOYALIST OR PATRIOT?

page 53

Students declare their support for the loyalists or patriots.

**Materials** Portfolio 21, *Family Position Statement*, p. 25  
Content Slide Set 11

**Grouping** Family groups

**Schedule** 50 minutes

### CONDUCTING A TOWN MEETING

page 54

Students conduct a meeting to state and debate their positions on independence and to draft a message stating the town's position.

**Materials** Content Slide Set 10

**Grouping** Whole class

**Schedule** Approximately 1 hour

### CONCLUDING EPISODE 8

page 55

Students write letters about the meeting and speculate about the future.

**Materials** Portfolio 22, *Prewriting: Persuasive Letter*, p. 26  
Portfolio 23, *Writing: Persuasive Letter*, p. 27

**Grouping** Whole class to discuss events and individually to write letters

**Schedule** Approximately 1 hour

### EPISODE OBJECTIVES



- **History** Give examples of colonists' attitudes toward independence.
- **Government** Recognize the rights and responsibilities of individuals in relation to society while debating a position.
- **Social Skills** Participate in persuading, debating, and negotiating in the resolution of issues related to independence.
- **Critical Thinking** Define issues and problems and consider alternatives while deciding whether to become a loyalist or a patriot.
- **Civic Competence** Identify examples of freedoms, rights, and responsibilities of colonists related to events leading to independence.
- **Literacy** Write and present a position statement with group members.
- **Literacy** Write a persuasive letter about siding with the loyalists or patriots.

# LOYALIST OR PATRIOT?



## TIMELINE

Students may wish to add the following dates to the timeline at the end of this episode. While not covered in the unit, these events naturally progress from this Storypath. They can lead into your study of the American Revolution and the Constitution. Refer students to Content Slide Set 11 for more information about the signing of the Declaration of Independence.

- September 1774 First Continental Congress
- May 1775 Second Continental Congress
- July 4, 1776 Declaration of Independence signed
- 1783 American independence won
- September 1787 Constitution signed

## Set the stage

In this concluding episode, students decide if they are loyalists or patriots. They express their family's position at a town meeting and work together to draft a statement expressing the town's position. Finally, students have an opportunity to formally declare their independence, if they so choose.

## Discuss positions in family groups

Remind students that a *loyalist* is a colonist who wants to remain under British rule. A *patriot* is a colonist who wants to break free from British rule.

Read the following narrative to reinforce students' understanding of the context.

## Narrative

*The Boston Tea Party has brought events to the point where something has to change. The colonists know that it is difficult to remain neutral on the issues—but should the colony remain British, or should it become independent of Britain? There is talk of armed conflict and a move toward independence. This issue affects everyone. People are being forced to make a declaration: Do they support the loyalists or the patriots?*

Out of role, have students consider the advantages and disadvantages of each position: remaining a British colony or establishing an independent nation. List students' ideas in a chart or on the board.

Use questions such as these to guide students' discussion.

- What freedoms and rights would we have as colonists? as citizens of an independent nation?
- What responsibilities do we have as colonists? as citizens of an independent nation?



- What are the advantages of being a patriot? the disadvantages?
- What are the advantages of being a loyalist? the disadvantages?
- Does the type of business you own lead you toward a position?

### Examine the positions—loyalist and patriot

Using Portfolio page 25, “Family Position Statement,” students should work in family groups to develop and write their position statements. Each student should complete his or her own Portfolio page. Students should state at least three reasons why they hold the position they do. If some members hold a different position from that of their family, they should make an individual statement. In this case, have students speculate on what such a disagreement would mean for the family and what might happen to the family in the future. As with the family, individuals should write at least three reasons why they hold the position they do.

The declaration of family and personal positions will prepare students for the upcoming town meeting in which students present their statements.

### ASSESS: The position statement

- presents a position that logically reflects the character’s or family’s point of view;
- provides reasons to support the position and demonstrate an understanding of the events that have transpired, the impact of those events on the family, and the costs and benefits associated with the position.

PORTFOLIO  
21



ASSESSMENT

## CONDUCTING A TOWN MEETING

### Call the meeting

Refer students to Content Slide Set 10 to learn about the Committee of Correspondence. Explain that the Committee of Correspondence has asked that a town meeting be called. The Committee wants to send a message as quickly as possible to the other colonies. This message will state Boston’s position on the issue of independence. The Committee members want the townspeople’s input so that the message will truly be one from the people. Family members should come to the meeting with their position statements and reasons—ready to debate the issue of independence.

### Conduct the meeting

Have the person who played Sam Adams in Episode 7 do so again for this meeting. Tell students that Adams will take the message to the Committee of Correspondence for its consideration. As before, Adams should not lead the meeting—that should be done by a student from the class. This leader should call the meeting to order and explain its purpose: to agree on the language of a short paragraph stating Boston’s position on independence.

Before attempting to compose the message, everyone should present his or her position statement. If an entire family agrees on its position, then

### CUSTOMIZE

#### A Gathering

Another way to conclude this Storypath is with a social gathering in which characters affirm their friendships in the face of an uncertain future. This gathering could include songs, speeches, food (such as cookies and cider), and games from this time period.

### AUTHOR NOTE

#### Dramatizing the Event

Help students understand that to support the patriots was considered treason, which was punished by hanging.



CONTENT  
SLIDE SET

10

only one family representative need speak. If individuals wish to speak, however, they should be permitted to do so. Once the positions are shared, they can be debated. It is up to the meeting leader to ensure that everyone gets a chance to speak. You may need to help maintain order, however, once the debate gets underway. Tell students that they should speak persuasively and try to win support for their position. Sam Adams should engage in the debate.

### Draft the message

Depending on students' positions, the task of drafting the message may be easy or difficult. If there is wide variation of opinion, it may be difficult to agree on language that satisfies all positions and still makes a "statement." Let students struggle with this task. They may decide to vote to write a message that reflects the majority of opinions. Appoint a student as secretary to write down ideas on the board or on chart paper and to formulate these into a coherent message under the direction of the class. Have a student write the final message on a sheet of paper. The message should be handed to Adams, who places it in a prominent position on the frieze.

## CONCLUDING EPISODE 8

### LITERACY

#### Writing

Write a persuasive letter.

### Write a friendly letter

In character, students will write a final letter about the meeting and its significance to their character and the community. Explain to students that in their letter they will try to persuade the reader to support the position they have taken. Briefly review the characteristics of persuasive writing.

#### Persuasive Writing

- Outline both sides of the issue. You will need to know both sides well to write a persuasive letter.
- Get the reader's attention. Begin with an interesting fact, a question, or a quotation. Then state the issue.
- In the body of the letter, present both sides of the issue. You should show the strengths of the opposing side as false or as a bad choice for the people. You should show the strengths of the side you've chosen as the best choice for the people.
- Support your position with evidence. Use facts, quotes, and specific examples.
- In your conclusion, briefly restate your position. Then make a call to action to the reader: what do you want your reader to think or do?

### CUSTOMIZE

#### Other Concluding Activities

If students feel strongly about concluding the Storypath in another way, encourage them to do so, as long as the conclusion is consistent with their story.

### PORTFOLIO

22

23



Next refer students to Portfolio page 26, "Prewriting: Persuasive Letter," which they can use to help them organize ideas for their writing. Students will write their rough drafts on a separate piece of paper. They will write their final drafts on Portfolio page 27, "Writing: Persuasive Letter." Allow time for students to share their letters with the class.



## ASSESSMENT

### **ASSESS: The persuasive letter**

- is written from the character's point of view;
- presents the character's position;
- includes at least three reasons supporting the position;
- includes the opposing viewpoint and a reasonable argument against it;
- speculates on what lies ahead and what that will mean for the family;
- uses persuasive language.

### **Discuss the meeting**

Have students reflect on the meeting and its outcome as well as the events that have transpired in this Storypath. Use the following questions to stimulate discussion.

- At what point did you decide to become a loyalist or a patriot?
- Will some families regret the position they've taken toward the loyalists/patriots?
- Could Britain or the colonies have prevented any of the events that occurred in this Storypath? How?
- Suppose members of Parliament visited Boston and spoke to the colonial assemblies at certain times between 1765 and 1773. How might this have affected the outcome of this Storypath?
- Do you think families today might be faced with decisions similar to the ones colonial Boston families had to make?
- What can we learn from the families and the events that have taken place in this Storypath?

If students want to discuss what happened next in the colonies, refer them to Content Slide Set 11. These slides contain information about the beginning of the American Revolution, including the battle at Lexington and Declaration of Independence.



**Historical Documents**

After they draft their declaration, suggest that students compare it with the Declaration of Independence. What basic messages are communicated in both?

**Optional Activities****1. Writing and signing a Declaration of Independence**

Students may want to take the written message one step further and write their own Declaration of Independence. It should explain, in simple language, why the colonies wish to be an independent nation. This document would be sent to Britain, where it would likely be read by Parliament and the king. Suggest that a few students form a committee to write a first draft of the declaration. Then the rest of the class can work together to suggest changes. Once the final draft is complete, students whose characters would likely sign it may do so. Display the declaration on the frieze.

**2. Writing a Constitution**

Read a historical account of the Revolutionary War as a narrative to set the stage for writing a constitution for the new nation. *My Brother Sam Is Dead* by James Lincoln Collier is a book that would work well for this activity. Then have students answer the question, "What laws do we want to be governed by?" Students know the problems of being a British colony; they now must consider how they want to be governed and the rights and responsibilities that they believe are important for their new nation. These considerations set a framework for creating a constitution that can be compared to the real one.

**ASSESSMENT****Prepare for the synthesis of students' learning**

Students have investigated the events leading to the Declaration of Independence and the Revolutionary War. They have built an understanding of this place and time in history and learned about the events and attitudes that shaped our country at its founding. Even though the community was created through a Storypath, they were genuinely invested in the community's welfare.

The next step in students' learning is the synthesis of their experiences. Synthesis activities allow students the opportunity to demonstrate the level of their understanding and help you assess what they have learned from the unit.

You will find a selection of synthesis activities on pages 75–76 of this Teacher's Handbook.

Name \_\_\_\_\_ Date \_\_\_\_\_

## DESCRIPTION OF COLONIAL BOSTON

Homes and wharves fringe the waterfront of this bustling colonial town. Shops—nestled against each other—are located on the wharves or in the ground-floor rooms of the houses. Families live on the second and third floors above their shops. The houses are made of wood or brick with chimneys at either end for fireplaces. Wooden frames divide windows into small square panes. Shutters keep out winter's cold and summer's heat. Pitched roofs keep the snow from piling up in the winter.

On the front of the houses, swinging from brackets, are decorative signs with pictures or symbols of the goods or services the businesses provide. There are many different businesses including a printer and bookseller, a mapmaker, a silversmith, a cobbler, and a grocer selling goods that won't spoil, such as tea. There is also a dry goods store, an apothecary shop, and a barber and wigmaker shop. A pub on the corner serves as a local gathering place in the community. Along the wharf, fish can be purchased fresh from the fishing boats. Warehouses are located near the harbor so that ships can easily unload their goods and store them in the wooden buildings. Craftsmen such as shipwrights, carpenters, painters, ropemakers, sailmakers, and netmakers work to prepare the ships for sea.

In the distance you can see rooftops, chimneys, and church spires, and behind the spires Beacon Hill. Across the harbor lie green wooded islands.

The town is noisy with the sound of horses and wagons moving through the narrow streets as ships are unloaded and wagons carry the goods to the shops and beyond. Sailors and dockworkers yell back and forth as they carry the goods off the ships to the waiting wagons. Children run through the streets playing tag or getting into mischief as they explore the wharves and shops. The sounds of bells can be heard from all over town. The deep bongs of tower bells signal church services, town meetings, fires, and the opening and closing of markets. The clanging of hand bells proclaims dinner in a pub or the presence of street peddlers selling their wares. The tinkle of doorbells can be heard as customers walk into merchants' shops. Smells from the sea, the horses, and the bakery mix together as they drift through the streets. The town feels alive and vibrant as the people go about their daily business.

Name \_\_\_\_\_ Date \_\_\_\_\_

**BUSINESSES IN COLONIAL BOSTON**

Apothecary	sells medicines, paint, varnish, linseed oil, paintbrushes, and window glass
Barber/ Wigmaker	shaves men, makes wigs, pulls teeth, and helps cure illness
Cobbler	makes shoes and boots
Cooper	makes barrels, which are used to store goods on ships and in homes
Dry goods merchant	sells cloth, ribbons, lace, and similar materials
Grocer	sells tea, coffee beans, flour, cornmeal, dried beans, cocoa, sugar, molasses, spices, and dried fruit
Mapmaker	makes maps
Printer/Bookseller	prints pamphlets, newspapers, advertisements, proclamations of governors, legal forms, religious sermons, and schoolbooks
Pub owner	runs a place where food and drink are served
Shipwright	builds and repairs ships
Silversmith	makes coffeepots, teapots, sugar bowls, cream pitchers, bowls, utensils, and other items from silver

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DO NOT REPRODUCE

Name \_\_\_\_\_ Date \_\_\_\_\_

## POSTCARD OF COLONIAL BOSTON

A postcard can be used to briefly tell about a place. The writer has space on one side to write a message. The other side shows a photo or drawing of the place.

Cut along the dotted lines shown below to create a postcard. Write a postcard to your family that describes something in colonial Boston. Be sure to include the following:

- accurate information about colonial Boston
- words from the word bank
- details about colonial Boston
- appropriate capitalization and punctuation
- a date and your signature—remember that it is 1765!

Date
Dear (list your family's first names)
Message
Sign your name

On the reverse side, sketch a picture of a place of interest. Make sure your picture relates to your writing.
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Name \_\_\_\_\_ Date \_\_\_\_\_

### CHARACTER BIOGRAPHY

1. Character's name: \_\_\_\_\_

2. Position in family: \_\_\_\_\_

3. Names of other family members: \_\_\_\_\_  
\_\_\_\_\_

4. Responsibilities/jobs at home: \_\_\_\_\_  
\_\_\_\_\_

5. Jobs in family business: \_\_\_\_\_  
\_\_\_\_\_

6. Personality characteristics: \_\_\_\_\_  
\_\_\_\_\_

7. Favorite leisure activities: \_\_\_\_\_  
\_\_\_\_\_

8. Interesting life experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Relatives or close friends in other families: \_\_\_\_\_  
\_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_

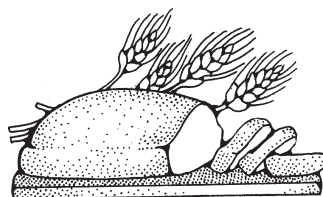
**SAMPLE REPORT: THE BAKERY**

Hello, my name is Benjamin and I am a baker. My job begins in the middle of the night, when I begin baking so my customers can buy fresh bread in the morning. Each day I must make the dough and get it ready for baking. I have a routine that I follow. In the early morning hours, I bake the bread. While the bread is baking, I make the dough for the next day. I have strong arms, as I must knead the dough so that the bread will have the right texture.

The main ingredient of bread is flour, and flour comes from grains. Some of the grain is grown on local farms, but much of it is imported from other colonies. Millers grind the grain into flour. I buy the flour from the miller and add yeast, salt, and milk to make dough. I have two apprentices who help me with the work. I mix the ingredients in a big wooden trough and then knead the dough on a large table. I knead a couple of hundred pounds of dough at a time with the help of the apprentices. Then I divide the dough into eight-pound chunks, weighing them to be sure the weight is exact. Next, I shape the dough into round loaves.

The loaves are covered with cloth and left to rise in the warmth of our shop. When they have doubled in size, I use a baker's peel to place them in a big brick oven for baking. A baker's peel looks like a wooden shovel with a long handle. I slide a loaf onto the baker's peel and then place it in the oven. The long handle allows me to place the loaf in the back of the oven without getting burned.

It takes a strong person to be a baker, and it is hard work. My wife sells the bread during the day. Our bakery has a reputation for selling excellent bread—it has a thick crust and is delicious. Most of my customers are townspeople, but occasionally some sailors and British soldiers come in for my famous bread.



Name \_\_\_\_\_ Date \_\_\_\_\_

**MAKING A DIORAMA OR POSTER**

You can make a diorama or poster of a business or home scene to show your character’s daily activities.

**1. LOCATE INFORMATION.**

Where can you find information about your topic?

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**2. TAKE NOTES.**

Read information about your topic. Take notes on note cards about important ideas for your display. List what you will include.

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**3. ORGANIZE YOUR DISPLAY.**

Where are you going to place things? Make a rough sketch of your display. If you’re working with a partner, decide who will work on what.

**4. MAKE YOUR DISPLAY.**

Make a list of the art materials you will need. When you’ve gathered the materials, start working on your display. Include a title and written information, such as labels or captions.

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**5. FINALIZE YOUR DISPLAY.**

As you work, check the list of criteria for a quality diorama or poster. Make any changes to improve your work.

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Name \_\_\_\_\_ Date \_\_\_\_\_

### BUSINESS LETTER

Boston, 1765

Dear Sir:

Please purchase the following goods for my business and send them on the next ship leaving for Boston.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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In addition, I need the highest quality \_\_\_\_\_  
you can find.

As always, please be sure to include a contract and bill of sale with the shipment.

Very sincerely yours,

Name \_\_\_\_\_ Date \_\_\_\_\_

## PUBLIC NOTICE: TAXES FROM BRITAIN

### Stamp Act, passed 1765

By an Act of Parliament, a tax must be paid to the customs official for any transactions involving the following items.

Item	Tax
Legal document submitted in a court of law	3 pence
College diploma	2 pounds
Bill of sale	4 pence
Liquor license	20 shillings
Will	5 shillings
Land purchase under 100 acres	3 shillings
Contract	2 shillings and 6 pence
Pack of playing cards	1 shilling
Pair of dice	10 shillings
Newspaper	1 penny
Advertisement in a newspaper	2 shillings
Almanac or calendar	2 pence
Any document listed above that is written in a language other than English	Double the tax listed above

### Townshend Acts, passed 1767

Taxes must be paid on the following items imported from Britain.

Item	Tax
For every 100 pounds of glass	4 shillings and 8 pence
For every 100 pounds of lead	2 shillings
For every 100 pounds of paint	2 shillings
For every pound of tea	3 pence
For every 500 sheets of paper	12 shillings

Name \_\_\_\_\_ Date \_\_\_\_\_

## BACKGROUND FOR GUEST SPEAKER: THOMAS HUTCHINSON

You will be playing the role of Thomas Hutchinson, lieutenant governor of Massachusetts. Hutchinson was not made full governor until 1769. However, he was the acting governor for many years beforehand while the governor was not in the state. Hutchinson has called a meeting to clarify the taxes and to impress upon the colonists the need to pay them.

Let people know the kind of person you are by using the following information. Hutchinson is a Boston conservative; he does not consider himself an enemy of the colonists, but a just and honest man who cherishes liberty. He, too, is against taxes from Britain and considers the tax laws unwise. But he recognizes Parliament's legal right to pass them. Unlike the Sons of Liberty and other radicals, Hutchinson does not believe that Parliament and the king are planning to rob the colonists of their liberties. He would rather live with such laws than with the lawlessness (anarchy) that he feels would result if the radicals and common people of Boston took over governing.

Next, generally state that while the taxes may not seem fair, you plan to carry out your duty and uphold the law. In so doing, remind the class that

- Manufactured goods can only be imported through Britain even though they may be purchased more cheaply from other countries or colonies in the Caribbean.
- Duties are paid by the colonists on some goods brought to the colonies.
- Penalties for not obeying these rules are forfeiture of goods or forfeiture of the vessel carrying the goods.
- As a representative of the crown, you plan to carry out your duty to the fullest extent possible—colonists should be warned to fully obey the law as good British citizens.
- Paying taxes is how we keep the government operating. Remember that in the French and Indian War (1754–1763), Britain defended the colonies and kept them from becoming French. These endeavors cost money.

Name \_\_\_\_\_ Date \_\_\_\_\_

**THE SACKING OF HUTCHINSON'S HOUSE**

Hutchinson received word that an angry mob was approaching his house. He quickly went to a neighbor's house. Minutes later, the crash of axes through the front door announced the arrival of the mob. In a letter, Hutchinson described some of what happened next.

*"My son, being in the great entry, heard them cry . . . 'he is upstairs, we'll have him.' Some ran immediately as high as the top of the house. Others filled the rooms below and cellars. And others remained without the house. . . . Messages soon came one after another to the house where I was, to inform me that the mob [was] coming in pursuit of me, and I was obliged to retire through yards and gardens to a house more remote, where I remained until 4 o'clock, by which time one of the best finished houses in the province had nothing remaining but the bare walls and floors.*

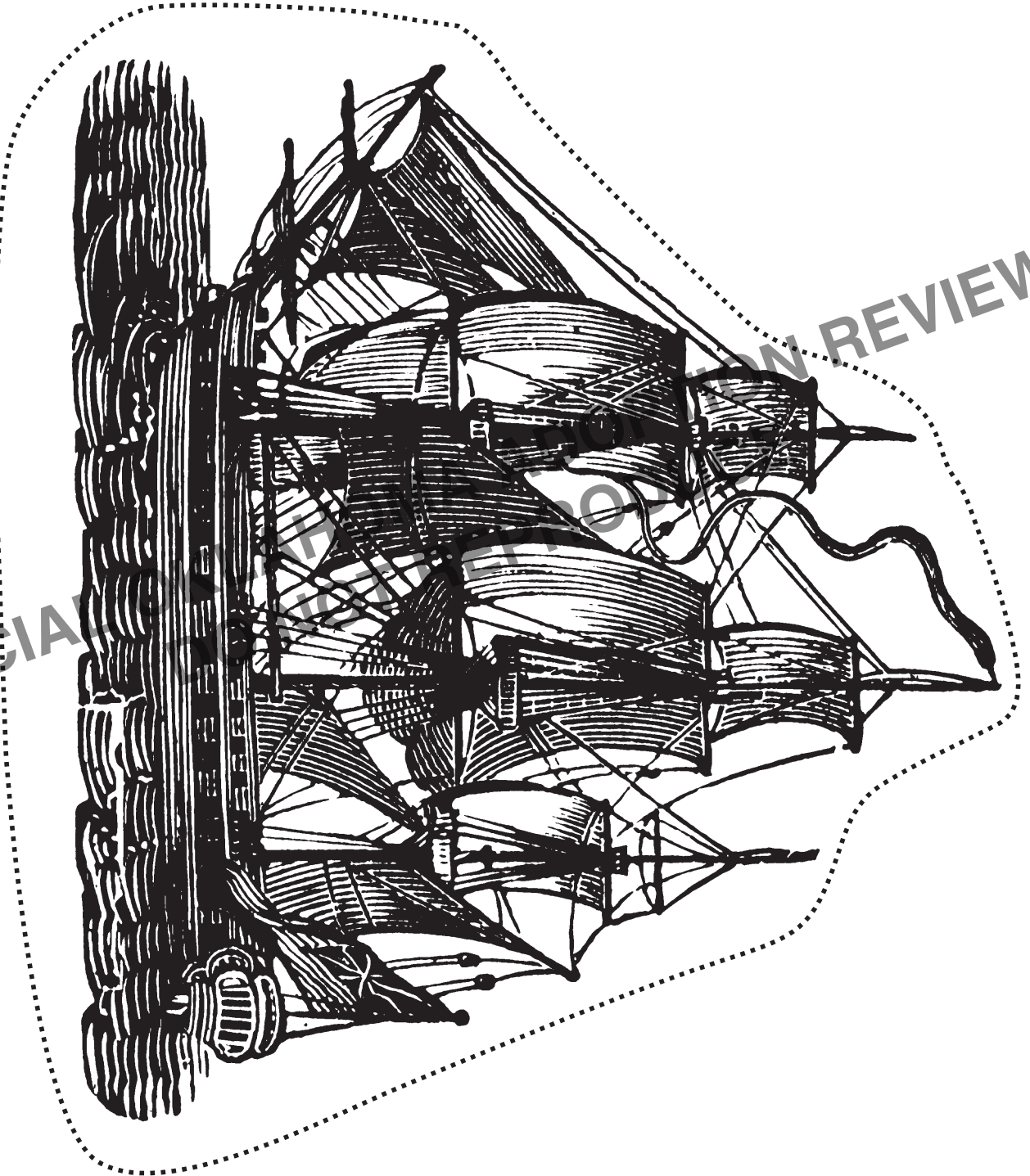
*Not contented with tearing off all the wainscot [woodwork] and hangings and splitting the doors to pieces, they beat down the partition walls and, although that alone cost them near two hours, they cut down the cupola . . . and began to take the slate and boards from the roof, and were prevented only by the approaching daylight from a total demolition of the building.*

*The garden fence was laid flat and all my trees . . . broke down to the ground. . . . Besides my plate and family pictures, household furniture of every kind, my own, my children's, and my servants' apparel, they carried off about 900 pounds sterling and emptied the house of every thing whatsoever except a part of the kitchen furniture, not leaving a single book or paper in it, and have scattered or destroyed all the manuscripts and other papers I had been collecting for 30 years."*

~from a letter written by Thomas Hutchinson, August 30, 1765. *The Boston Massacre*. H.B. Zobel.

Name \_\_\_\_\_ Date \_\_\_\_\_

### TEMPLATE OF BRITISH WARSHIP



Name \_\_\_\_\_ Date \_\_\_\_\_

## THE ROPEWALKER INCIDENT

Toward noon on March 2, 1770, a group of rope makers were laying rope in John Gray's extensive ropewalks. A ropewalk was a place where rope was made for sailing ships. Patrick Walker, a British soldier of the Twenty-ninth Regiment, went to the ropewalk looking for off-duty-hours work to supplement his meager pay. "Soldier, do you want work?" asked rope maker William Green. "Yes, I do," said Walker. "Well," said Green insultingly, "then go and clean my [outhouse]." "Empty it yourself," said Walker. After more such exchanges, Walker, swearing that he would have revenge, swung wildly at the rope makers. A worker knocked Walker down, and a small sword dropped from beneath his coat. Humiliated, beaten, and disarmed, the soldier fled.

In a few minutes, Walker was back, reinforced by eight or nine other soldiers. As the redcoats squared off against the rope makers, the workers called for help. From other parts of the ropewalk, stick-carrying assistance came, and the soldiers retreated. They returned fifteen minutes later about forty strong and armed with clubs and other weapons. A justice of the peace, John Hill, who saw the proceedings, ran out to calm the crowd. But neither soldiers nor rope makers listened. The soldiers' clubs and the rope makers' sticks beat loudly as the parties battled. A private named Matthew Kilroy and a rope maker named Samuel Gray fought most fiercely. The civilians soon turned the battle and drove the soldiers out. John Hill prevented a general pursuit; at the barracks, a corporal managed to control the soldiers and get them indoors. Both sides clearly regarded the interruption of their battle as temporary.



Name \_\_\_\_\_ Date \_\_\_\_\_

## AN ACCOUNT OF THE BOSTON MASSACRE

This narrative is a fictional account of the Boston Massacre based on the events that occurred on the evening of March 5, 1770. It is told from the perspective of a young woman who is friends with Matthew Kilroy, a British soldier.

*We followed a crowd of about fifty people, which joined at least fifty others at the Custom House. A red-coated guard was on the steps. People were throwing chunks of wood and ice at him, and he was jumping to avoid the sharp objects.*

*“I need help out here!” he yelled more than once.*

*A door slammed across the street. Everyone turned. Several soldiers came marching across the snow. They were followed a minute later by a young officer I recognized as Captain Preston. “Cease that! Disperse! Clear the way!” he cried. I saw my friend Matthew in the column of soldiers.*

*The soldiers walked toward the crowd. Their bayonets were connected to their muskets, and they made jabbing motions at the people. I saw Nathaniel Hurd, the engraver, get his hat knocked off by a bayonet and be roughly pushed aside.*

*“Why are you pushing me?” he demanded loudly.*

*“Out of the way!” Matthew ordered.*

*“I will not,” said Hurd. “I am doing no harm to any man.”*

*Matthew and Hurd stood their ground and glared at each other. Then Preston gave an order and the soldiers moved on in two columns.*

*I now expected the worst. The crowd grew larger and angrier as Preston and his men took their places on the Custom House steps.*

*“Disperse!” Preston ordered.*

*No one moved. “Bloodybacks! Lobster scoundrels!” the crowd yelled.*

*“Load and prime.” Preston’s order sent chills down my spine.*

*Now, amongst the hisses and insults from the crowd, you could hear the rattling of ramrods being shoved down musket barrels. In that moment I felt I might collapse from fear. I hoped someone would step forward and stop the awful scene.*

“Come on, you bloodybacks!” a voice from the crowd roared. “Let’s see you fire. You don’t dare!”

A stick was flung from the crowd and struck one of the soldiers. He slipped and fell. His musket went flying and landed with a clatter. The crowd roared and took on new life. It grew as townspeople kept running out of dark corners.

“Back, people, back. Go home. Disperse or I will not be able to restrain my men. You fools! Don’t ask for trouble!” Preston was begging them.

But the crowd was no longer a group of individuals. It was a terrible mob with a life of its own and well beyond the point of listening to reason.

I saw a large club strike Preston on the arm with great force. The mob surged forward, pushing against the soldiers. More clubs and snowballs pierced the air. Everyone was so close, you couldn’t tell one person from another. Shouts and curses rang out. “Damn your bloods, why don’t you fire?!”

At the word “Fire!” the world exploded in my ears. The sharp crack of gunfire echoed through the night. I shut my eyes tight but was sickened by the smell of black powder, like the stench of rotten eggs in the air. When I opened my eyes, I saw a sailor, Crispus Attucks, on the ground, bleeding. And Matthew was pointing his musket at Sam Gray of the ropewalk. Matthew’s face seemed etched in stone. His finger was on the trigger.

“No!” I screamed.

Again the world exploded. I saw the smoke curling out of Matthew’s musket as Gray crumpled to the ground.

All was confusion. Everyone was screaming and the crowd started retreating.

As I ran away, I turned to look back. The last thing I saw was Captain Preston standing in front of his men. He was pushing their muskets back, ordering them to fire no more.

~based on *The Fifth of March* by Ann Rinaldi and *The Boston Massacre* by H.B. Zobel.

Name \_\_\_\_\_ Date \_\_\_\_\_

## BACKGROUND FOR GUEST SPEAKER: SAM ADAMS

When playing the role of Sam Adams, you want to stir up students and be bold. Remember, you are a controversial figure and if colonists support your position, they risk treason—punishable by hanging.

### BIOGRAPHICAL INFORMATION ON SAM ADAMS

Samuel Adams was born in 1722. In 1773, he was 51. He was trained as a lawyer and wrote many speeches against “British tyranny.” His arguments were based both on economics (taxes, importing and exporting restrictions) and the morality of such laws that imposed these economic burdens.

As early as 1767, he was ready to see America sever its ties with Britain. Few colonists at that time shared this extreme view.

He was one of the leaders of the Sons of Liberty.

### THE MEETING

In the meeting, make the following statements with a sense of drama. Prompt your audience to applaud or boo as appropriate.

1. The three ships carrying the British East India Company’s tea are now docked in our harbor.
2. Ships’ captains with similar cargoes for New York and Philadelphia have already turned their vessels and their cargoes back to England.
3. The tea agents (merchants) have refused to surrender their right to accept and sell the East India tea.
4. We have given the ships’ captains every chance to sail back to England with the tea and they have refused. We have given Gov. Hutchinson one last chance to permit the ships to leave Boston with their tea. We are awaiting his answer.

When it is announced that Gov. Hutchinson has refused to let the ships out of the harbor without being unloaded, you should loudly say, “This meeting can do nothing more to save the country.”

Name \_\_\_\_\_ Date \_\_\_\_\_

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of belonging to a community. Use this chart to keep track of how well you work with others during this unit.

**Episode:** \_\_\_\_\_

Describe the group situation or event: \_\_\_\_\_

\_\_\_\_\_

Criteria	I need to work on this.	I do this some of the time.	I do this most or all of the time.
I respectfully listened to others.			
I contributed actively to the group.			
I encouraged others to participate.			
I suggested solutions to problems.			
I did my fair share of work.			

One thing our group did well together:

\_\_\_\_\_  
\_\_\_\_\_

One thing our group needs work on:

\_\_\_\_\_  
\_\_\_\_\_

One thing I really did well:

\_\_\_\_\_

One thing I could do better:

\_\_\_\_\_

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# UNIT QUESTIONS FOR REVIEW

## DISCUSSING COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE

Lead a discussion that reinforces the concepts and generalizations taught throughout this unit. The following questions encourage a discussion of major concepts. Include questions about any problem-solving situations you've added to the unit.

- ❓ How was living in colonial Boston similar to living in a city today? How was it different?
- ❓ How did people communicate over long distances? How did this affect the relationship between the colonies and Britain?
- ❓ What were some major concerns of people living in colonial Boston? concerns of the British government?
- ❓ If you had lived at that time, what would you have thought of the Sons of Liberty? Would you have been a friend of Sam Adams? Explain.
- ❓ Why do people resort to vigilantism? What are some other ways people can take action and make their ideas known?
- ❓ How would you describe the way the British government handled events during this time period?
- ❓ Could the colonists have remained loyal but still have asked for changes?
- ❓ If Britain had never taxed the colonies, do you think the colonies would have still become an independent nation? Explain.
- ❓ What do people look for in a government? Why were the colonists dissatisfied with their government?

## REFLECTING ON COLONIAL BOSTON AND THE STRUGGLE FOR INDEPENDENCE

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these.

- What have I learned about colonial Boston and the events that led to independence?
- What was the most surprising thing I learned?
- What is the best work I did? Why was it good?
- What work could I have done better? How could I have done it better?
- What did I like most about working with others? What did I like least?



# SYNTHESIS ACTIVITIES

The following synthesis activities offer your students the opportunity to demonstrate what they've learned in this unit. These activities are also a powerful assessment tool for you because they're multimodal. They allow for variances in students' abilities as learners.

## 1. PORTFOLIO RESPONSE

### Activity

Have students review their Portfolios and identify at least five items that represent important ideas or skills learned. After students have selected the items, they should write at least one paragraph in response to the following questions.

- List three important ideas from your Portfolio. Why are these ideas important?
- What challenges did your character face? How did your character respond to these challenges?
- What are three costs and three benefits of seeking independence from Britain?
- What skills do you believe improved as a result of this unit? Explain why.

### Criteria for Assessment

Learning objectives are demonstrated if

- the portfolio demonstrates an understanding of how the colonists lived, the effect of British rule on the colonies, the Boston Massacre, and how the colonists responded to and were shaped by the events of the time;
- the reflections are thoughtful, well organized, and clearly communicated;
- the paragraphs demonstrate appropriate writing conventions.

## 2. ANALYSIS OF A CURRENT EVENT

### Activity

Students can locate a current event in the newspaper that they believe has similarities to events in the Storypath. Students should

- summarize the current event. What is happening? Why is there conflict? How are people responding to the conflict? What injustices have been identified?
- list three ways the event is similar to the events in the Storypath.
- write a paragraph offering suggestions for what the people who are involved in the conflict should do. Suggestions should be based on what students have learned from the Storypath.

### Criteria for Assessment

Learning objectives are demonstrated if students are able to

- demonstrate understanding of the current event;
- identify three similarities to events in the Storypath;
- make suggestions for conflict resolution that reflect an understanding of the Storypath;
- infer cause and effect in the current event;
- demonstrate logical sequencing and good organization;
- demonstrate appropriate writing conventions.

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# EXTENDING STUDENTS' EXPERIENCES

## CONDUCTING AN INTERVIEW

Students interview a colonial figure.

**Materials** None

**Grouping** Pairs

**Schedule** 15 minutes

One student can role-play a reporter for the *Boston Evening-Post* and interview another student who is role-playing either a notable figure, such as Sam Adams, or an ordinary citizen of colonial Boston. The interview should take place immediately after an event, such as the Boston Massacre. The reporter can use a computer to format the interview in the style of a newspaper of the times. The interview can also be conducted live, for the class, with the reporter and subject dressed in costumes of the times. Both the interviewee and the interviewer should research the historical figure, the event, and how that event affected life in colonial Boston.

## MAKING A JOURNAL

Students make a journal about colonial events written from King George III's perspective.

**Materials** Resources about King George III

**Grouping** Individual

**Schedule** 3–4 hours

Students can write journal entries about the events of this Storypath as though they were written by King George III. Entries should reveal the king's thoughts, feelings, and possible plans for dealing with various crises in the colonies. Did the king struggle with issues? Was he thoughtful on certain issues? Did he react heatedly upon hearing the news of certain events? Students' entries can address these questions. Students should staple or otherwise bind the journal pages into a book with a cover.



# BACKGROUND INFORMATION

## COMMON NAMES

When choosing names for their characters, students might consider the following, which were the most common names in New England in the 1700s.

Male		Female	
John	James	Mary	Ruth
William	Thomas	Elizabeth	Lydia
Samuel	George	Sarah	Anne
Benjamin	Henry	Hannah	Martha
Joseph	Nathaniel	Abigail	Rachel
Charles	Timothy	Rebecca	Margaret

Most of these names are biblical, reflecting the Puritan influence in New England. Some Puritan names, however, reflect certain virtues such as Charity, Mercy, Patience, Grace, and Hope. These names were not as common.

## PARLIAMENT

In the 1760s, the British system of government was the most democratic of its time. Parliament was the lawmaking body. It consisted of two houses. The upper house, or House of Lords, represented the aristocracy. Its members were all titled lords or senior church officials who were not elected. The lower house, or House of Commons, represented the rest of the British citizens. Its members were elected by the people. Only the House of Commons could pass taxation laws and it controlled the military forces.

## COLONIAL GOVERNMENTS

The colonial governments were patterned after the British government. By 1700, every colony except Pennsylvania had a governor and a two-house legislature. (Pennsylvania had a one-house legislature.) In most colonies, including Massachusetts, the governor was appointed by the king. The governor was responsible for making sure the colonists obeyed British law. He could veto colonial laws, appoint judges, and dismiss the legislature if he thought it was acting improperly. The governor usually appointed members of the upper house of the legislature, which was called the council. (The Massachusetts council was appointed by the lower house.) The council was expected to support and advise the governor. Members of the lower house, or assembly, were elected by the colonists. (In general, eligible voters were free white male Christians who owned property.) The assembly was responsible for passing taxation laws and authorized the organization of colonial militias, or citizen armies. It also paid the governor's salary. It often used this power to force the governor to give in on various issues.

## COLONIAL MONEY AND WAGES

To most patriots, the affordability of taxes from Parliament was secondary to the infringement upon their rights and liberties. Still, to many colonists, the added taxes represented a hardship. To understand how a tax of a pence, a shilling, or a pound affected the average colonist, consider the following.

- Twelve pence (pennies) equaled one shilling.
- Twenty shillings equaled one pound.

In the mid-1700s, a night watchman in Boston earned one to two shillings per day, a laborer earned four shillings per day, and a Boston sailor earned five shillings per day. Since many people had a daily income of only several shillings, even a small tax could make an item unaffordable. For example, a tax of one shilling on a deck of cards was almost a day's wages for a night watchman.

## APPRENTICES IN COLONIAL BOSTON

An apprentice was a young boy who learned the trade of the person for whom he worked. His employer, or “master,” agreed to teach the child the trade and to provide food, lodging, and clothing. In return, the apprentice worked for the master for a certain number of years for little or no pay. Usually tradespeople were glad to have the extra help. Sometimes an orphaned child was apprenticed to a family as a means of providing for the child. Some apprentices went to evening school or were tutored by the tradespeople in reading, writing, and ciphering (mathematics). The results of the apprenticeship system were mixed. Sometimes both master and apprentice benefited; other times the apprentice was treated harshly, misbehaved, or had no interest in learning the trade. It was not uncommon for apprentices to run away from their masters, as Ben Franklin did.

## INDENTURED SERVANTS

In the colonies, there was plenty of work and a shortage of workers. Free workers—those who were not legally bound to a master—commanded wages at least 50 percent higher than the wages workers received in Britain. Apprenticeships helped employers deal with the scarcity of labor. Indentured servitude also provided labor. More than half of all white colonists who came to America in the 1600s came as indentured servants. In exchange for passage to America, indentured servants agreed to provide labor for their masters or mistresses for three to seven years. At the end of the term, an indentured servant received freedom dues—a sum of money, new clothes, or land.

## AFRICANS AND SLAVERY IN THE COLONIES

The most effective—and most tragic—solution to the labor problem in the colonies was slavery. By the time of the Revolution, the colonial population of about 2 million included 250,000 Africans, the vast majority of whom were slaves. Some Africans were indentured servants or free colonists who could earn wages and own land. But they could not vote and were largely segregated from white colonial society. In Boston at this time there were one thousand Africans or African Americans. Many of them were slaves, although some were free, such as the sailor Crispus Attucks.

## AFTERMATH OF BOSTON MASSACRE

John Adams, cousin to Sam Adams and a respected lawyer in Boston, was asked to defend the British soldiers who were charged with murder in “The Bloody Massacre.” He believed that all people were entitled to a fair trial, so he agreed to defend the soldiers. Adams argued that the soldiers had acted in self-defense against the angry mob. Of the soldiers involved in the incident, the Boston jury found six not guilty and two guilty of manslaughter. The custom of the time was to brand the guilty person’s thumb as a sign that he or she had been convicted of manslaughter.

While the trial was going on, the Sons of Liberty were still rallying support for American independence. Sam Adams wrote to other colonies encouraging them to support the move toward independence. In the years following the trial, he continued to write anonymous articles for Boston newspapers, condemning taxes and British control of the colonies.

# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
<b>Culture/Social Interaction</b>											
Demonstrate an understanding of how people interact with their physical environment and social conditions.	Identify ways people lived and worked in colonial Boston.	•								•	
	Create a community of families based on the setting and historical information.		•								
Identify how family, groups, and community influence the individual.	Identify how families interacted with each other in their jobs and home lives.		•								
Identify ways different groups, societies, and cultures address similar human needs and concerns.	Identify how wants and needs were met in colonial times.			•						•	•
	Identify ways groups address similar concerns when faced with conflict.				•	•					•
<b>History</b>											
Cite examples of how people in different times and places view the world.	Identify examples of how people lived and worked in colonial times.		•							•	
	Explain how people in colonial Boston responded to taxes and the arrival of British troops.				•	•				•	•
	Give examples of how people viewed the Boston Massacre differently.						•				
	Give examples of colonists' attitudes toward independence.								•		•
Identify examples of change and cause-and-effect relationships.	Examine how people's lives were affected by the conditions that existed in colonial times.			•							
	Examine the reasons for the actions of both the British government and the colonists.				•	•				•	•
	Examine the causes and effects of the Boston Massacre.						•			•	
	Examine the causes and effects of the Boston Tea Party.							•		•	

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# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
<b>Government</b>											
Recognize and give examples of tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.	Give examples of tensions between the wants and needs of the British government and the colonists.				•	•				•	•
Examine the rights and responsibilities of individuals in relation to groups, communities, and society.	Examine the colonists' right to protest taxes versus their responsibility to the community.							•			
	Recognize the rights and responsibilities of individuals in relation to society while debating a position.								•		
Examine government in terms of establishing order and security and managing conflict.	Identify Britain's role in maintaining order and managing conflict in the colonies.					•	•				
<b>Economics</b>											
Identify how workers with specialized jobs contribute to the production and exchange of goods and services.	Identify how characters' work contributes to the economy of colonial Boston.			•							
Give examples that show how scarcity and choice govern economic decisions.	Understand Britain's reasons for taxing the colonies and the colonists' reasons for their responses.				•						•
Examine the influence of incentives, values, traditions, and habits on economic decisions.	Explain how economic conditions and attitudes toward Britain influenced colonists' decision whether or not to protest the taxes.				•						
Use concepts such as supply and demand, advertising, and pricing to explain events.	Use concepts such as supply and demand and pricing to explain why colonists opposed the Tea Act.							•			
<b>Social Skills</b>											
Participate in organizing, making decisions, and taking action in group settings.	Organize, plan, and make decisions while creating a frieze and family characters and while planning reports with group members.	•	•	•							
	Make decisions and take action in the characters' family and community settings.				•	•	•	•			
Work with others to decide on an appropriate course of action.	Determine an appropriate course of action to complete the frieze within a group.	•									
	Participate in persuading, debating, and negotiating in the resolution of issues related to independence.								•		•

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
<b>Critical Thinking</b>											
Organize ideas in new ways.	Organize ideas from class discussion in new ways and apply those ideas to the frieze.	●									
	Organize ideas from class discussion in new ways to create unique characters.		●								
Use criteria to make judgments through such processes as appraising ideas, considering points of view, and evaluating statements or positions on issues.	Identify criteria for quality reports.			●							●
	Examine historical events from different points of view.				●	●	●	●		●	●
Define issues or problems and consider alternatives and then make a decision based on evaluation of alternatives.	Define issues and problems and consider alternatives while deciding whether to become a loyalist or a patriot.								●	●	●
<b>Civic Competence</b>											
Identify examples of freedoms, rights, and responsibilities of citizens.	Explain how freedoms, rights, and responsibilities relate to the taxes and troops from Britain.			●		●				●	
	Identify examples of freedoms, rights, and responsibilities of colonists related to events leading to independence.						●	●	●		
Identify and practice selected forms of civic discussion and participation.	Practice the democratic process while coming to a consensus in a town meeting.						●				

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# OBJECTIVES OVERVIEW

Program Performance Standards	Unit Objectives	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	Episode 6	Episode 7	Episode 8	Synthesis 1	Synthesis 2
<b>Literacy</b>											
Read a wide range of print and non-print texts to build an understanding of the United States in the past.	Read primary sources for specific information about events in colonial Boston.					●					
Use word identification strategies to comprehend, interpret, and evaluate historical content.	Use specialized vocabulary to understand and communicate historical concepts.	●									
Conduct research and use the writing process.	Conduct research, take notes, draft, edit, and write a report.			●							
Use spoken and written language for learning and to exchange information.	Use spoken, written, and visual language to understand colonial Boston.	●									
	Write friendly letters about life and events in colonial Boston.		●		●		●	●			
	Present oral reports to the class to share information.				●						
	Listen actively to and take notes during oral presentations.			●							
	Write and present a position statement with group members.									●	
	Write a persuasive letter.									●	
Use visual language for learning and to exchange information.	Use a flow chart to understand the colonial system.				●						
	Analyze historical illustrations of the Boston Massacre.						●				

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# HOW TO CONDUCT READING MINI-LESSONS

The Reading Tips chart on the CD provides a quick reminder for students to use as they work with the slides. These Reading Tips cover strategies that are especially effective for reading and understanding nonfiction text:

- Identifying main ideas and supporting details
- Comparing and contrasting
- Making connections
- Making inferences
- Scanning for specific information
- Understanding visuals

You can use the Reading Tips as the basis for mini-lessons.

The unit assumes that these strategies have been taught and practiced in other classroom contexts and that the purpose of the Storypath mini-lesson is to provide a quick review. You will decide which reading strategies are most applicable for each reading task within the unit. In addition, the discussion questions in the Content Slide Sets suggest applicable strategies that the students will need to use on their own.

## READING MINI-LESSON FRAMEWORK

**1. Describe the strategy, explaining when and why readers use it.** Your students may need some help in understanding the reading strategy and knowing when it might be useful. Use the Reading Tips chart for information on explaining the strategy and helping students understand when and why readers use it.

**2. Model the steps as you “think aloud” with a sample text.** Demonstrate how you would use each strategy, using text from or similar to text in the Storypath unit. First, read some of the text aloud and then talk about what happens in your head as you use the strategy. This modeling makes the hidden reading processes become more visible and concrete for developing readers. Language that will help you includes the following:

- “I think about what I already know...”
- “When I look for the main idea, I ...”
- “Here is a clue that will help me ...”
- “That makes me think ...”

**3. Guide students to apply these steps as they read during the unit.** Support students as they apply the various reading strategies in the Storypath unit and begin to use the strategies independently. For example, after you model your own thinking, ask students to try out the strategy with your guidance before asking them to apply it on their own. This will help you determine which students understand the strategy and which students need more help.

**4. Assess students’ progress.** Students’ independent use of the various reading strategies will give you valuable opportunities to assess their growing proficiency with the strategy, as well as their understanding of social studies content.



# ADDITIONAL RESOURCES

## LITERATURE

### Easy

May, Robin. *A Colonial American Merchant*. Vero Beach, Florida: Rourke Enterprises, 1987.

Provides a glimpse into the life of a colonial merchant.

Turner, Ann. *Katie's Trunk*. New York: Simon and Schuster Adult Publishing Group, 1997.

Tells the story of the American Revolution's beginnings from the perspective of a young girl whose family members are loyalists.

### Average

Rinaldi, Ann. *The Fifth of March*. San Diego, California: Harcourt, 2004.

Tells the story of the events and relationships surrounding the Boston Massacre from the perspective of Rachel Marsh, a 14-year-old indentured servant in the household of John and Abigail Adams.

Steffoff, Rebecca. *American Voices: Colonial Life*. New York: Benchmark Books, 2002.

Excerpts from letters, pamphlets, journal entries, and other documents of the time present the history of the British colonies in North America, beginning with the Jamestown settlement.

Stein, Conrad. *The Boston Tea Party*. Markham, Ontario: Scholastic Library Publishing, 1998.

Clearly relates the story of the event that took the colonists a giant step toward independence from Britain.

### Advanced

Hakim, Joy. *A History of the US: From Colonies to Country*. New York: Oxford University Press, 2002.

This book relates the rich story of how our country came to be. It uses a conversational, storytelling style that speaks directly to young readers.

Pierson, William D. *From Africa to America*. New York: Simon and Schuster Adult Publishing Group, 1996.

This book examines the political, cultural, and social structures in African American history from the colonial period to the years of the early Republic.

Zobel, Hiller B. *The Boston Massacre*. New York: W.W. Norton and Company, 1996.

A definitive account full of detail and a good deal of myth-shattering about one of the most important incidents in the history of our country's founding.

## MULTIMEDIA

### Video

*Liberty: American Revolution*. PBS Paramount, 2004.

Military reenactments and dramatic recreations bring to life this award-winning documentary about the birth of the American Republic, and the struggle of a loosely connected group of states to become a nation.

*The Freedom Trail*. Video Tours Inc., 1991.

Brings to life the people and places that played roles in the struggle for independence. Visits sixteen sites including the Old North Church, Faneuil Hall, and Paul Revere's house.

*You Are There: American Revolution Prepares*.

Woodhaven Entertainment, December 2004.

This CBS TV series stars Walter Cronkite, and includes educational, insightful, and entertaining coverage of such incidents as the Boston Massacre and the Boston Tea Party.

## PROFESSIONAL READING

*1776*. Simon and Schuster Audio, 2005.

Bestselling historian and two-time Pulitzer winner David McCullough documents a momentous 12 months in America's fight for independence.

Name:

# *The* **Struggle for Independence** *in Colonial Boston*



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# PORTFOLIO

## The Struggle for Independence in Colonial Boston

### Episode 1

Frieze Guide.....4

### Episode 2

Making a Character.....5

Character Introductions .....6

Active Listening Guide.....7

Prewriting: Friendly Letter .....8

Writing: Friendly Letter .....9

### Episode 3

Prewriting: A Report .....10

Writing: A Report .....12

Self-Assessment .....13

Presenting A Report .....14

Taking Notes: Daily Life Presentations.....15

### Episode 4

Flow Chart .....16

Writing: Friendly Letter .....17

### Episode 5

Primary Source: Newspaper Article.....18

Primary Source Reading Guide.....19

Taking a Position .....20

### Episode 6

Visual Literacy: Historical Illustrations .....21

Writing: Friendly Letter .....22

### Episode 7

Point of View .....23

Writing: Friendly Letter .....24

### Episode 8

Family Position Statement .....25

Prewriting: Persuasive Letter .....26

Writing: Persuasive Letter .....27

Word Bank .....28

Glossary.....29

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## FRIEZE GUIDE

Work in your group to plan and make your portion of the Boston frieze.

### 1. Plan the building.

Make a list of features you want to include on your building.

---



---

### 2. Share your ideas with the group.

Work together to select the best ideas. Circle the ideas on your list that you will use.

### 3. Assign jobs. List what you will do.

---



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### 4. Assess your work.

Put a check next to the things you did.

- I offered ideas about the frieze.
- I asked questions when I didn't understand something.
- I disagreed in a constructive way.
- I made positive comments to my group members.
- I was willing to change my ideas to help the group.
- I helped someone else if I had time.

If you were to do the task again, would you make any changes in how you worked with your group?

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## MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

### 1. Make the head.

- Draw a circle about 2 inches in diameter.
- Cut out the circle.

### 2. Make the body.

- Draw a rectangle approximately  $2\frac{1}{2}$  inches by 4 inches.
- Cut out the rectangle.

### 3. Make the arms and legs.

- For the arms, draw two rectangles about  $\frac{3}{4}$  inch wide by 4 inches long.
- Draw two more rectangles approximately 1 inch longer for the legs.
- Cut out the rectangles.

### 4. Put the body together.

- Position the head, arms, and legs on the body.
- Glue the body together.

### 5. Make clothing realistic to your character and colonial times.

- Place the body on fabric or paper.
- Trace around the shape to make clothing.

### 6. Mount the figure and add details.

- Glue the figure on construction paper.
- Glue the clothing onto the figure.
- Add details such as hair, feet, hands, facial features, jewelry, or a hat.

**Assessment:** Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the job role and colonial times, and details are included. The character is carefully completed.



## CHARACTER INTRODUCTIONS

Prepare an introduction of your character, using the guidelines below. You are going to introduce your character as though you are that person. In your family group decide how you want to introduce yourselves using the following guidelines.

- Get into role. Remember that you live in colonial times—a more formal time than now. You are meeting the people on your street for the first time, so you want to make a good impression. What will be interesting information to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions in your family group. Use the checklist below to practice and to give feedback to others in your group.

Checklist for a good introduction:

- Am I in character?
- Am I including important information and interesting details?
- Am I using colonial vocabulary?
- Am I speaking clearly and confidently?
- Am I making eye contact with my audience?

What feedback did you get?

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---

Make improvements as necessary.

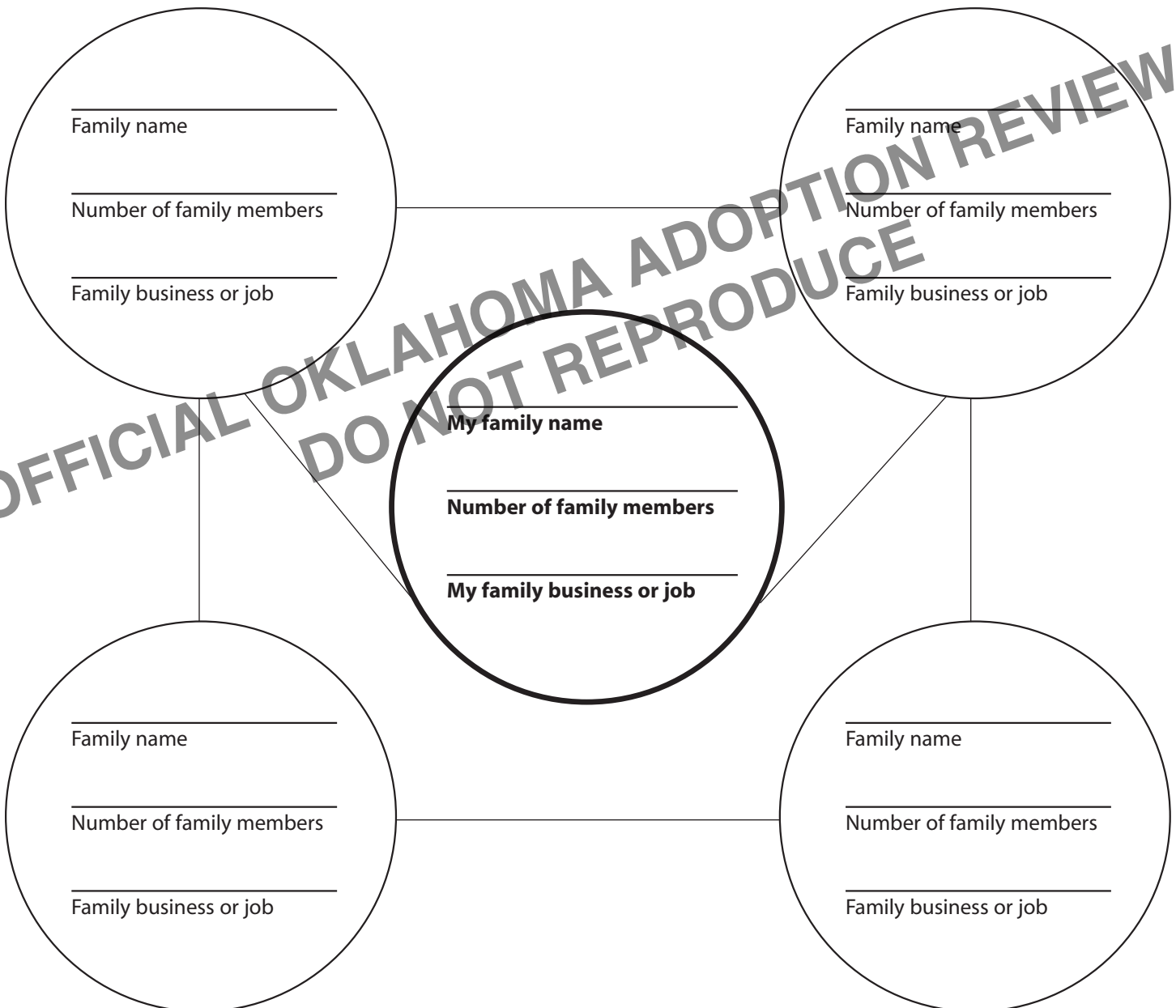
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## ACTIVE LISTENING GUIDE

### Family Introductions

Use the web below to show how your character and family are connected to other community members. For each family introduced, write the names, ages, and jobs of the family members. After all the introductions have been given, write on the lines between the circles to show how people are connected in the community. For example, some families may be friends while others may be customers.







## PREWRITING: FRIENDLY LETTER

### Daily Life in Colonial Boston

A friendly letter is written to someone the writer knows well. In a well-written letter, the writer helps create a picture in the reader's mind. **Word choice** and **ideas and content** are important writing traits for this assignment.

**Word choice:** Interesting words create a vivid picture of the letter's topic. Describing words add depth of understanding and color to the picture created in the reader's mind.

**Ideas and content:** The topic should be focused and include important details. The information should be accurate and the writer should write as though he or she were there.

You will write a friendly letter to a friend or family member about daily life in colonial Boston. Use the questions below to help you organize your ideas.

1. Who are you writing to? You will write to this person during the rest of the Storypath.

---

2. What can you tell this person about your family? List at least two ideas.

---

3. What can you tell this person about your family's business? List at least two ideas.

---

4. Include information and details related to daily life. You might tell about your friends, where you shop for food, or what people do during the day.

---

5. Use words from the word bank in your letter. Draft your friendly letter on the next page using the friendly letter format.



DATE \_\_\_\_\_

## WRITING: FRIENDLY LETTER

### Daily Life in Colonial Boston

Friendly letters are informal letters that tell about something interesting. In this letter, you will tell about your family and daily life in colonial Boston. Use your notes on the previous page to write a rough draft of two or three paragraphs. Use the format below to write your friendly letter.

\_\_\_\_\_  
Date (The year is 1765.)

\_\_\_\_\_  
Greeting/Salutation

(Body of letter—Draft your letter here.)

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\_\_\_\_\_  
Complimentary closing

\_\_\_\_\_  
Signature

**Assessment:** The letter identifies a believable correspondent and an appropriate role for the storyline. The letter is written from the character's point of view and written as though the sender and receiver have known each other for a while. Two facts are included about family and daily life. It follows friendly letter format and shows evidence of revision.



## PREWRITING: A REPORT

### Daily Life in Colonial Boston

You will write a report about daily life in colonial Boston. Meet with your family group and decide on topics that each of you will research.

**Topic:** \_\_\_\_\_

Where can you find information about your topic?

---



---

Think about what you already know about the topic. Then think about daily life today. What are the similarities? What are the differences?

Similarities	Differences

Are there subtopics in the chart that can provide focus for your research? Circle the items that you would like to research.

### Begin the research.

List the steps involved in the topic you have chosen. For example, the baker starts to bake the bread in the early morning. While the bread is baking, he makes the dough, and so on.

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List and describe the tools or materials you would use. (For example, a baker's peel is a wooden paddle with a long handle, used to reach the back of a large oven.)

---

---

---

To enrich your writing, use words to tell what you would see, hear, smell, taste, and feel. For example, the baker might feel the scorching heat of the ovens.

---

---

How might your daily activities be linked to the life of the people in Boston?

---

---

Do you depend on people or supplies from Britain? Explain.

---

---

Do you depend on British ships for shipping? Explain.

---

---

Does your product get sold in Britain? Explain.

---

---

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DATE \_\_\_\_\_

## WRITING: A REPORT

### Daily Life in Colonial Boston

In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

**Title:** \_\_\_\_\_

**Introduction:** \_\_\_\_\_

---

---

### Supporting Examples and Details


**Conclusion:** \_\_\_\_\_

---

---

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## SELF-ASSESSMENT

### Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

- 1 = missed the mark; needs lots of work
- 2 = on target; met the basic requirements of the assignment
- 3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

### Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

### Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

## PRESENTING A REPORT

### Daily Life in Colonial Boston

You will present your report to the class. Use the guidelines below to prepare for your presentation.

**The title of my report:** \_\_\_\_\_

Three important facts to share about my topic

---



---

Props or costumes I can use

---

Ways to make my presentation interesting

---



---

Special information or details to include

---



---

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

- I presented the information in the role of my character.
- I included three important facts.
- I kept the presentation short and to the point.
- I spoke clearly and confidently.
- I used dramatic expression to communicate the role of my character.

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### TAKING NOTES: DAILY LIFE PRESENTATIONS

As you listen to the reports, write key words or draw quick pictures that will help you answer the following questions. You will discuss these questions after the presentations.

<p>What was life like in colonial times?</p>	<p>What skills did people need?</p>
<p>How was life in colonial times similar to life today?</p>	<p>How was life in colonial times different from life today?</p>
<p>Do any of the jobs exist today?</p>	<p>Write other ideas here.</p>

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## FLOW CHART

### Ordering Supplies from Britain

Britain needed raw materials, like lumber, from the colonies to make goods. The colonies needed goods from Britain to run their businesses. As a family, make a list of at least five supplies, or goods, you need to operate your business.

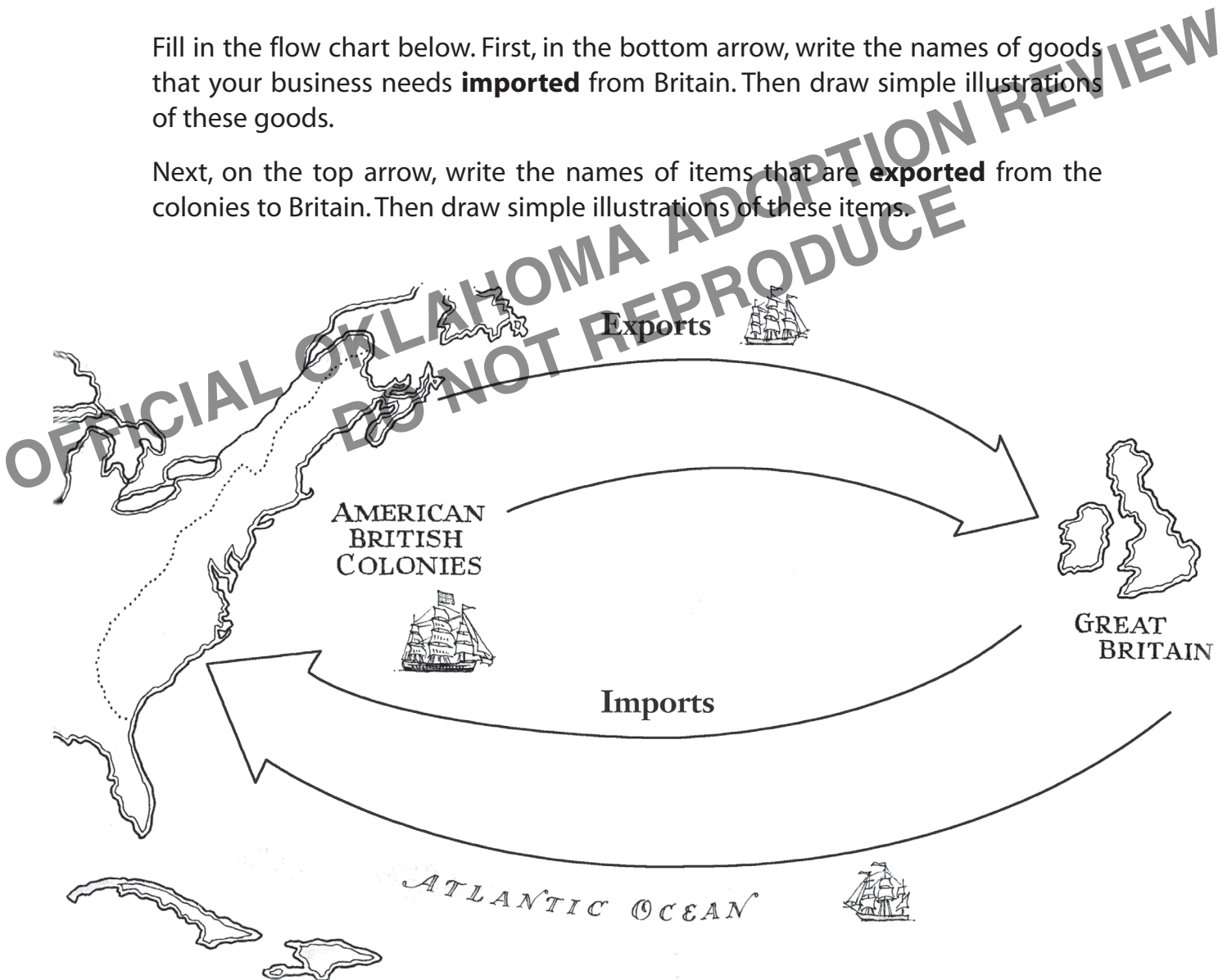
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Fill in the flow chart below. First, in the bottom arrow, write the names of goods that your business needs **imported** from Britain. Then draw simple illustrations of these goods.

Next, on the top arrow, write the names of items that are **exported** from the colonies to Britain. Then draw simple illustrations of these items.





DATE \_\_\_\_\_

## WRITING: FRIENDLY LETTER

**Episode event:** \_\_\_\_\_

In character, write a friendly letter to the same person you've written to before. Explain the events in this episode. Include your feelings about what has happened. Remember to use the correct format for letters.

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**Assessment:** The letter is written from the character's point of view. Accurate information about the events is included and the character reacts to the events based on the character description. Feelings about the events are identified. Friendly letter format is followed.



## PRIMARY SOURCE: NEWSPAPER ARTICLE

The BOSTON



Evening-Post.

*Containing the freshest & most important*

*Advices, Foreign and Domestic.*

October 29

The inhabitants of this town have been of late greatly insulted and abused by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was jostled by an officer, when a scuffle ensued, he was afterwards met by the same officer in company with another, both as yet unknown, who repeated his blows, and as is supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A tradesman of this town on going under the rails of the Common in his way home, had a thrust in the breast with a bayonet from a soldier; another person passing the street was struck with a musket, and the last evening a merchant of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expostulating with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse their masters, assuring them that the soldiers were come to procure their freedoms, and that with their help and assistance they should be able to drive all the Liberty Boys to the devil; with discourse of the like import, tending to excite an insurrection. Depositions are now taking before the magistrates, and prosecutions at common law are intended, the inhabitants being determined to oppose by the law such proceedings, apprehending it the most honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will not remain an unconcerned spectator of such a conduct in any under his command. —Here Americans you may behold some of the first fruits springing up from that root of bitterness a standing army. Troops are quartered upon us in a time of peace, on pretence of preserving order in a town that was as orderly before their arrival as any one large town in the whole extent of his Majesty's dominions; and a little time will discover whether we are to be governed by the martial or the common law of the land.

~from *The Boston Evening-Post*, October 29, 1768.

## PRIMARY SOURCE READING GUIDE

### *The Boston Evening-Post*

The article from the *Boston Evening-Post* is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

1. In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.

---



---

2. Do you think the writer supports the patriots or the loyalists? How do you know?

---



---

3. The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.

4. Reread the last paragraph of the article. What are the "first fruits"?

---



---

5. What is this article mostly about?

---



---

## TAKING A POSITION

### British Troops Arrive

In column 1, write events from this episode. In columns 2 and 3, describe the points of view of the soldiers and merchants, including how they felt about the events. Remember that people are involved in events in different ways, and they may have more than one feeling or view of an event.

Event #1	Soldiers' Point of View	Merchants' Point of View
Event #2	Soldiers' Point of View	Merchants' Point of View

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What is your character's point of view and how does your character feel about the events?

---



---



### VISUAL LITERACY: HISTORICAL ILLUSTRATIONS

The images on Content Card 8 present different versions of the same event. Compare the images shown on the Content Card and then answer the following questions.

1. What is happening in each image?

Revere's print: \_\_\_\_\_

\_\_\_\_\_

Other print: \_\_\_\_\_

\_\_\_\_\_

2. Does each image present a patriot's or a loyalist's point of view? Give two examples to support your answer.

Revere's print: \_\_\_\_\_

\_\_\_\_\_

Other print: \_\_\_\_\_

\_\_\_\_\_

3. Which picture more closely portrays your character's view of the event? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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DATE \_\_\_\_\_

## WRITING: FRIENDLY LETTER

**Episode event:** \_\_\_\_\_

Continue your letter writing to the same person in England or another colony. From your character's point of view, describe what took place. Remember to use the correct format for friendly letters.

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**Assessment:** The letter is written from the character's point of view and includes accurate information about the event. Feelings about the events are identified. Friendly letter format is followed.



### POINT OF VIEW

**Episode event:** \_\_\_\_\_

Based on the events in this episode, describe what each of the following people might be thinking about the event.

**Loyalist**

**Patriot**

---

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---

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**Tea Merchant**

**Tea Lover**

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---

---

---

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---

**Mohawk Indian**

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**Assessment:** The thoughts of each person are logical, given their circumstances and the events that happened. The thoughts are clearly stated.

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## WRITING: FRIENDLY LETTER

**Episode event:** \_\_\_\_\_

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

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**Assessment:** The letter is written from the character's point of view and includes accurate information about the event, an ethical issue, and the character's feelings about the event. Friendly letter format is followed.

## FAMILY POSITION STATEMENT

### Loyalist or Patriot?

1. Brainstorm. We'll do this in class together.
2. Organize your thoughts. Think of the position your family is taking, and then think of the opposite point of view. For each position, think of at least three advantages and three disadvantages.

	Colonists with Britain LOYALISTS	Citizens of Independent Nation PATRIOTS
<b>Freedoms</b> and rights we would have		
<b>Responsibilities</b> we would have		
<b>Advantages</b> in daily life to <ul style="list-style-type: none"> <li>• business</li> <li>• future for family</li> <li>• future for colonies</li> </ul>		
<b>Disadvantages</b> in daily life to <ul style="list-style-type: none"> <li>• business</li> <li>• future for family</li> <li>• future for colonies</li> </ul>		

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**Assessment:** The position statement presents a position that logically reflects the character's or family's point of view. The statement provides reasons to support the position and demonstrates an understanding of the events, the impact of the events on the family, and the costs and benefits associated with the position.

## PREWRITING: PERSUASIVE LETTER

In character, write a letter to a friend explaining why you have decided to become a patriot or loyalist. Try to persuade your friend to take your side.

### 1. Get organized.

- Use the Family Position Statement chart to help you get organized.
- Make an outline or a list if that helps organize your thoughts.
- Put your most important arguments first.
- Include arguments about the opposite point of view, too.

### 2. Write a rough draft.

Use another sheet of paper to write your rough draft. The draft should include the following:

- **Letter Format:** Write a date in early 1774 and a greeting.
- **Opening:** State your decision to become either a loyalist or patriot.
- **Body:** Include at least one paragraph of five to seven sentences explaining why you have made this decision. Include at least three reasons why you have decided to join the loyalist or patriot side. Use words such as *because* and *for example* to add details about your reasoning.
- **Body:** Include at least one paragraph stating why someone might take the opposite point of view. Next write why you think those views are understandable, but why you believe differently. State your specific reasons.
- **Conclusion:** Restate your position and express concern or some other feeling about the person to whom you are writing and yourself. Include a call to action to think or act as you do.
- **Closing:** Include a complimentary closing and your signature.

### 3. Edit.

Reread your draft. Think about word choice. Do the words you have chosen reflect strong feelings about the position you have taken? Does your letter persuade the reader to take your point of view?

Use Step 2 as a checklist as you finish your editing.

### 4. Write your final copy on the next page.



## WRITING: PERSUASIVE LETTER

### Loyalist or Patriot?

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**Assessment:** The letter is written from the character's point of view. It includes the character's position and at least three reasons supporting the position. It includes the opposing viewpoint and counters that viewpoint with a reasonable argument. It speculates on what lies ahead for the family. Word choice is effective in persuading the reader.



**WORD BANK**

Keep track of the words you learn or words that interest you. Words in your word bank may come from class discussion, research, or any other source during the unit. Next to each word, write a definition of the new word or words that describe the new word. You might even draw a sketch of the word to help you remember its meaning.

Multiple horizontal lines for writing definitions and sketches.

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## GLOSSARY

**assembly** *noun* the main governing body of each colony that made laws and raised money through taxes

**boycott** *noun* the act of refusing to buy or use something as a way of protesting; *verb* to participate in such an act

**colonists** *noun* people who live in a colony; colonists usually remain citizens of the parent country

**colony** *noun* a place ruled by another country

**Committees of Correspondence** *noun* groups of people who wrote and sent letters back and forth between the colonies to communicate political news and feelings

**democracy** *noun* a government in which the people rule themselves by electing others to represent them and make laws for them

**exports** *noun* materials sent out from one country for sale and use in another country

**imports** *noun* materials brought in from another country for sale and use

**loyalist** *noun* a colonist who was loyal to the British king and Parliament's laws and wanted to remain a part of Great Britain

**merchant** *noun* a person who buys and sells items for a profit

**mother country (or parent country)** *noun* the country from which colonists come, or the country of one's parents or ancestors; in relation to colonists, the parent country continued to rule over the colonists, even though the colonists lived across the ocean

**Parliament** *noun* the lawmaking body of Great Britain

**patriot** *noun* a colonist who was in favor of America breaking away from Great Britain and becoming an independent nation

**protest** *noun* an event organized to voice an objection or complaint against something; *verb* to participate in such an event

**Tories** *noun* a British political party that supported the loyalists

**vigilante** *noun* a member of a self-appointed group of people organized to maintain order and punish criminals

**Whigs** *noun* a British political party that favored American independence from Great Britain during the American Revolution

### List of Acts

**Stamp Act** *noun* a British law passed in 1765 that required colonists to pay a tax on documents and some common items

**Sugar Act** *noun* a British law passed in 1764 that put a tax on molasses imported into the colonies

**Tea Act** *noun* a British law passed in 1773 that cut the price of tea but kept the tea tax and allowed only certain merchants to sell the tea

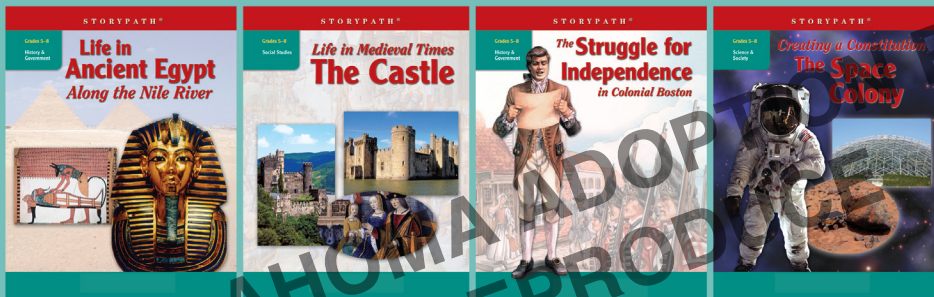
**Quartering Act** *noun* a British law passed in 1765 that required colonists to provide housing and food for the British soldiers stationed in America

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