



Chicago Historical Society



AMERICA ESTABLISHED BECAUSE OF PROTEST

Grade level: Late elementary school through middle school

Estimated time: Three class periods

Topic: Protest and the American Revolution

Subtopic: Images of protest

Teacher background information

The United States of America was established as an independent country largely because of the successful use of protest as a means of resisting British control. For example, the colonists went to great lengths to protest taxation by the British. King George wanted the colonists to pay taxes to England in order to help offset the cost of the soldiers provided to the colonists for military protection. The colonists did not believe that they should be taxed by England, because they had their own systems of government and taxation and were not represented in the Parliament in England. The protest against the British started when a small number of colonists voiced opposition to taxation in written articles and speeches. Protestors eventually organized boycotts of English goods and demonstrations, such as the Boston Tea Party, and then grouped together in the gravest of all protest measures—the war now known as the American Revolution. Before beginning this lesson, students should have general knowledge of the events leading up to the American Revolution.

Key concepts

In the years leading up to the American Revolution, tension increased between England and the American colonies. Protest activities escalated, as did British efforts to maintain control of the colonies.

Key questions

What were specific issues of disagreement between England and the American colonists? What protest activities took place in Boston? How did the patriots, or the Sons of Liberty, in different colonies work together? What were the means by which each side (England and America) intended to achieve victory?

Goals of this lesson

This lesson aims to facilitate student understanding of some of the events and causes that led to the American Revolution and to acquaint students with popular pro-Patriot renderings of these issues created both at the time and in later years.



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Objectives

1. Students will examine historic images and texts to interpret some of the events leading to the American Revolution.
2. Students will prepare and deliver oral presentations about the image or text studied.
3. Students will develop an impression of the types of protest that colonists used to resist British rule.

Materials

Master copies of all materials are provided.

1. Photographs:
 - a. "The Bloody Massacre perpetrated in King Street, Boston, on March 5, 1770," by Paul Revere, 1770
 - b. "The Bostonians Paying the Excise-man," by Philip Dawe, 1774
 - c. "Accounting of Cash Received"
 - d. "Pulling Down the Statue of George III," c. 1860
 - e. "Battle of Bunker's Hill"
2. Fact Cards (one for each image listed above)
3. Protest Analysis Worksheet
4. Protest Vocabulary List
5. Oral Presentation Rubric (sample)

Procedures

Day 1

Review the following British tax laws with students:

1. Sugar Act of 1764: Under this law, American colonists had to pay taxes on sugar and other goods imported from England.
2. Stamp Act of 1765: Under this law, taxes had to be paid on anything that was printed, such as newspapers, leaflets, and other items.
3. Quartering Act of 1765: Under this law colonists had to provide food and shelter for soldiers in the British Army.

4. Townshend Act of 1767: Under this law, colonists were required to pay taxes on most items they imported from England.

Explain that the laws were designed to raise monies to help pay for the cost of the French and Indian War and the continued military protection for the colonies. Discuss both why the colonists protested these measures and why the British government felt the laws were just. Explain that disagreements over these laws and the lack of colonial representation in Parliament led to escalating protest measures and heightened British efforts to control the colonies.

Explain to students that they will now view images and documents that illustrate some of the colonial resistance efforts. Place the provided images on long table or attach them to a wall. Match each image with its fact card. Allow students time to walk around and preview all the images.

Divide students into five groups. Assign each group an image or draw a team number from a hat or cup and allow each team to choose their image. Instruct students to complete the Protest Analysis Worksheet using the image, fact card, and protest vocabulary list. At the end of class, collect the worksheets and check to make sure that each groups is on the right track.

Day 2

Students will prepare oral reports about their protest image or document guided by the Protest Analysis Worksheets completed on Day 1.

Review the project guidelines, listed below, and the sample rubric with students. Have students use the remainder of the class to plan their presentations. Work not completed in class should be finished as homework.

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Project Guidelines

1. Suggested presentation length: 3 to 4 minutes
2. Require the use of at least one visual aid (e.g. a drawing, a map, props, or costumes). Students should create a visual aid appropriate for their image.
3. Remind students that they will be evaluated on:
 - a. Participation of each group member and effort at teamwork
 - b. Clarity of speech and presentation
 - c. Accuracy of information presented
 - d. Appropriate use of time
 - e. Quality of visual aid(s)

Day 3

Allow groups to meet for ten minutes at the beginning of class to prepare for and rehearse their presentations. You may determine the order of the presentations or ask for volunteers. You may invite members of the audience to pose questions to the presenters or ask the audience to evaluate their peers by completing a modified rubric.

Option for extra credit: Courteous audience participation can earn students extra points.

Suggestions for student assessment

Students may be assessed on the Protest Analysis Worksheet, oral presentations, and audience participation.

Extension activities

1. Allow time for students to do additional research and write a brief essay about the issue that provoked their protest.
2. Read aloud books, articles, songs, or poems written by both the English and the colonists. For suggestions, see the “Additional resources” list below.

Additional resources

Banks, James A., et al. *Regions: Adventures in Time and Place*. New York: Macmillan/McGraw-Hill, 1997.

Egger-Bovet, Howard, et al. *Book of the American Revolution* (Brown Paper School U.S. Kids History). New York: Little Brown and Company, 1994.

Fritz, Jean. *Can't You Make Them Behave, King George?* New York: Coward, McCann & Geoghegan, Inc., 1997.

Hoose, Phillip. *We Were There Too! Young People in U.S. History*. New York: Farrar Straus and Giroux, 2001.

www.historyplace.com

www.plpsd.mb.ca/amhs/history/loyalists.html

This lesson fulfills the following Illinois Learning Standards:

English Language Arts

State Goal 3: Write to communicate for a variety of purposes.

State Goal 4: Listen and speak effectively in a variety of situations.

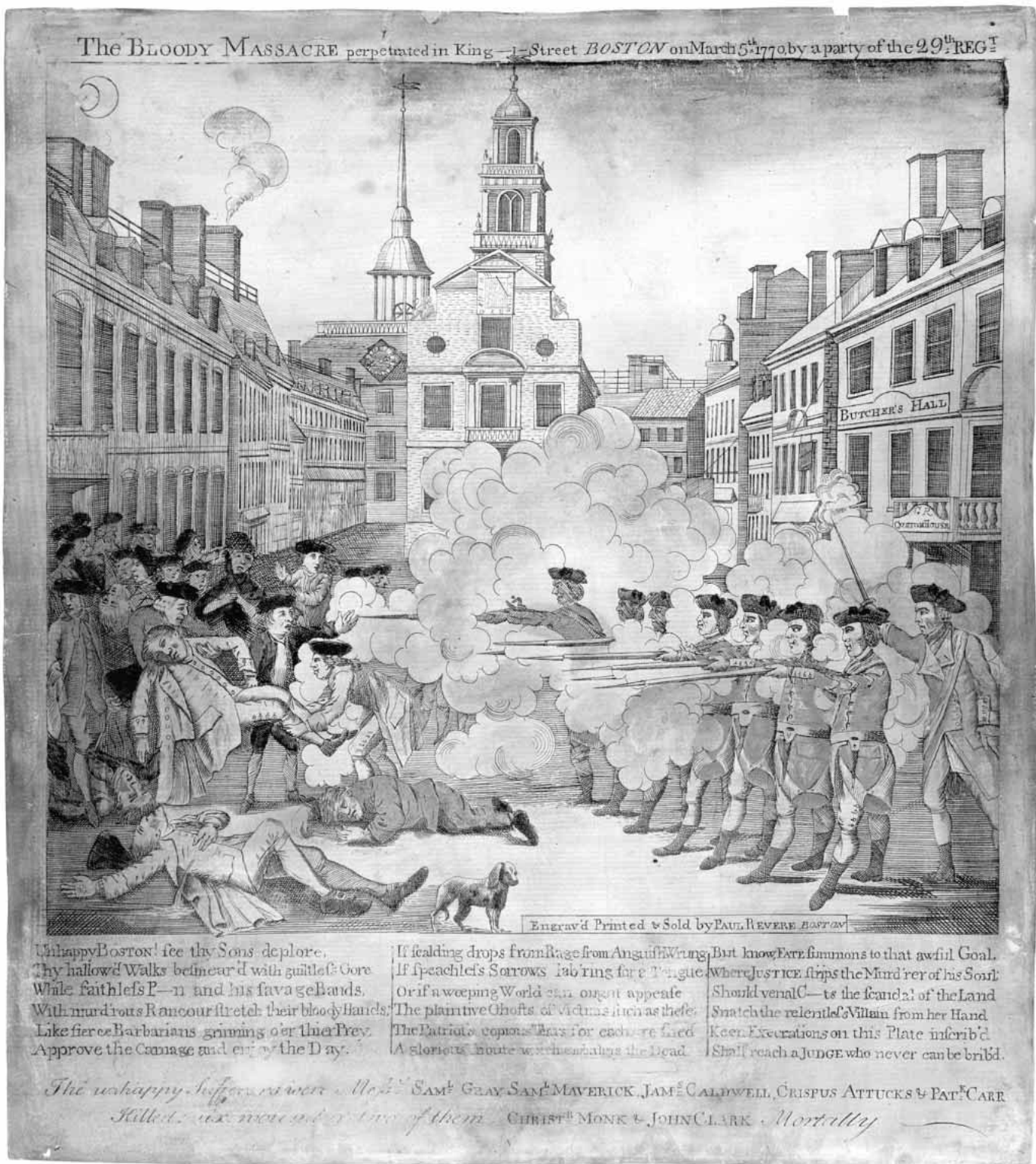
State Goal 5: Use the language arts to acquire, assess, and communicate information.

Social Science

State Goal 14: Understand political systems, with an emphasis on the United States.

State Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

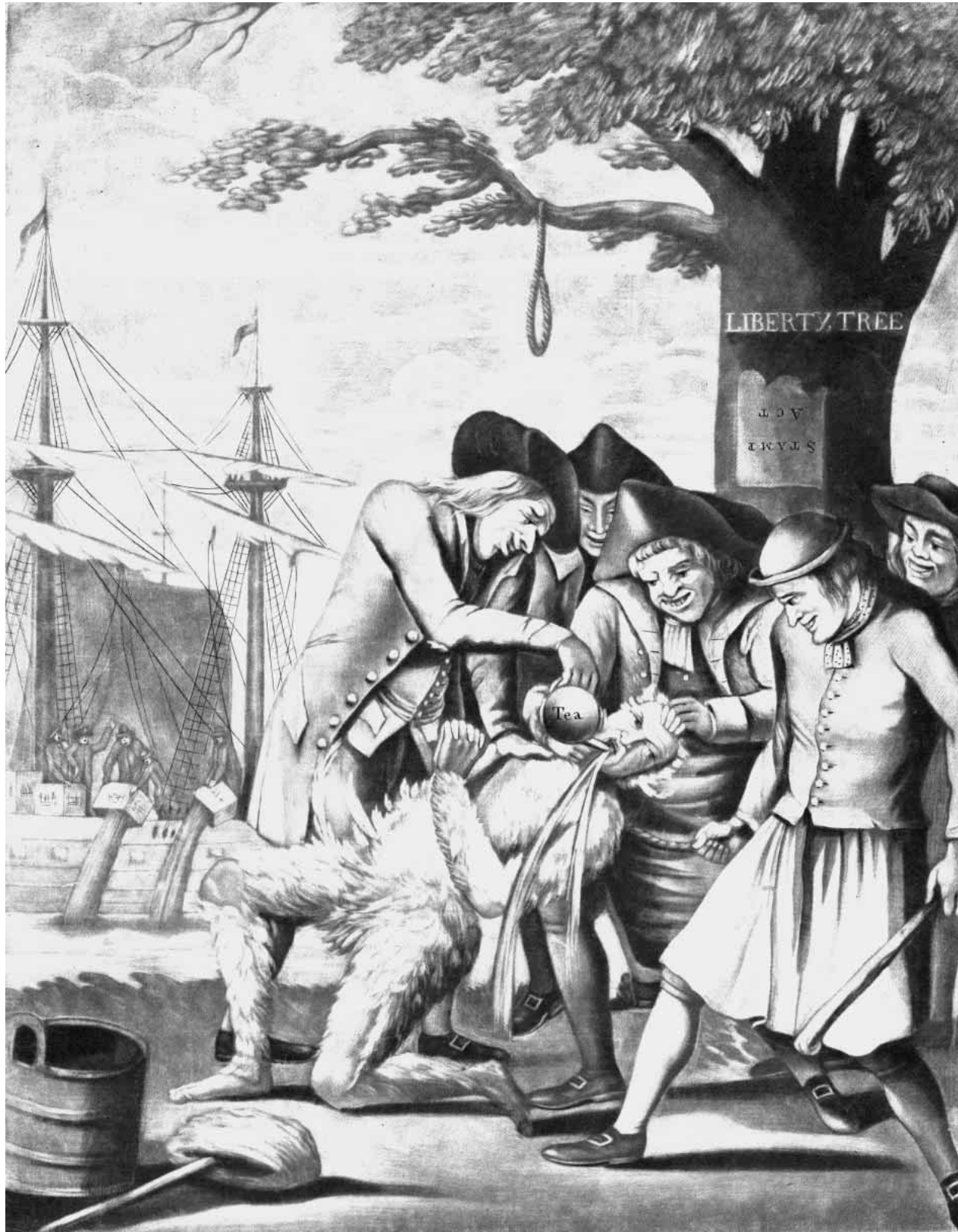
History Lab is made possible through a generous grant from the Polk Bros. Foundation. These materials were written and researched by Cynthia Townsend. Images and artifacts included in this lesson are for classroom reference and research use only and are not to be used for commercial reproduction, display, broadcast, or publication unless authorized by a letter of permission from the Chicago Historical Society. *History Lab* coordinated by Heidi Moisan of the Chicago Historical Society. The Chicago Historical Society gratefully acknowledges the Chicago Park District's generous support of all of the Historical Society's activities.



THE BLOODY MASSACRE PERPETRATED IN KING STREET, BOSTON, ON MARCH 5, 1770

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THE BOSTONIANS PAYING THE EXCISE-MAN, OR TARRING & FEATHERING

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City & County of New York In acc ^t with Peter J. C.			
1774	Dec ^r	12	To Cash p ^d J. Vanuyck for 150 lbs flour a ^d bill ✓ 279. 10. 2
			To ditto p ^d J. Broom for 20 lbs d ^o Oil ✓ 49. 19. 1½
			To ditto p ^d for 12 firkins butter a ^d bill ✓ 27. 5. 0
		17	To Cash p ^d at the custom house for 2 certificates ✓ " 10. -
			To ditto p ^d Ben. Rugges for 40 Bar ^l flour a ^d bill ✓ 75. 0. 7
			To an additional Entry at the custom house ✓ " 3. 0. -
			To M ^r Edclift for 970 lbs butter at 9 ^d ✓ 36. 13. 6
			40 firkins ✓ 1. 12. 0
			To Isaac Sebring for 63 Bar ^l flour a ^d bill ✓ 112. 12. 9
			To J ⁿ Quackenb ^o for 50 lbs flour & d ^o ✓ 94. 15. 10
			To J ⁿ Lane for 22 lbs fine Meal & 5 lb ^s d ^o ✓ 33. 0. 5
			To J ⁿ Hawk Ludlow for 24. 2. Nail rods 32 ^d ✓ 55. 4. -
			To Isaac Low for 25. 2. ditto 32 ^d ✓ 40. 10. -
			To Garrit Crappelye for 1 Ton Iron ✓ 20. 0. -
			To J ⁿ Durrye for 64 lbs flour & 24. 2. Nail rods ✓ 103. 6. 8
			To Cartage for Iron butter & d ^o ✓ " 10. -
1775	Apr ^l	23	To Postage & a letter 1 ^l & storage for 40 lbs flour ✓ " 7. 0. -
			To John Crappelye for 40 Bar ^l flour a ^d bill ✓ 76. 6. 5½
			To Cash p ^d Daniel Phemister Insur ^{er} on £400 a ^d bill ✓ 0. 0. -
			To Chas ^r Smith on £300 at 20 ^d ✓ 6. 0. -
			To Anth ^y Wandam on £300 at 20 ^d ✓ 7. 0. -
			To 3 policies ✓ " 15. 0. -
July	3		To Cash sent J ⁿ Bryson & Co ^s of D ^o Chever ✓ 93. 14. 9
			To 1 bad bill 32 ^d - Loss on gold 6/3 ✓ 1. 10. 3
			To Balance due ✓ 9. 11. -
Errors Excepted			£ 1194. 0. 1
Peter J. C.			

ACCOUNTING OF CASH RECEIVED [Page 1 of 2]

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Curtenius for Cash rec by Subscription for the poor of Boston Cr			
1774	Dec ^r 12	By Cash Rec ^d Isaac Roosevelt for Montgo ^r Ward	£ 400. 11. 11
		By Do ^r Hen Croome & D Jones for West ward	33. 4. 0
		By Do ^r G ^r Duychink for East Ward	229. 10. 9
		By J ^r Ellison & J ^r Depeyster for Docht Ward	63. 0
	17	By Rob ^t Benson for North Ward	47. 3
		By J ⁿ Wiley for his subscrip ⁿ Lu ^m St ^r Ward	5. 0
		By Rob ^t Benson for Out ward	0. 8
		By ditto of Dav Jones for West Ward	1. 4
	31	By G ^r Rappelyea for East Ward	102. 12. 9
1775		By 1 Ton of Iron of d ^r	20. 0
Feb ^r	2	By J ⁿ Smith's Subscriptions	10. 0
Apr ^r	23	By Gerrit Rappelyea for East Ward	42. 4. 1
		By Isaac Roosevelt for Montgo ^r Ward	137. 1. 11
		By Tho ^s Pettit which he collected in the different wards	£ 29. 2
		allow ^d him for Collec ^r exp ^s	1. 9
			27. 13. 0
By Ballance			£ 1194. 0. 1
			" 9. 11

ACCOUNTING OF CASH RECEIVED [Page 2 of 2]

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PULLING DOWN THE STATUE OF GEORGE III

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BATTLE OF BUNKER'S HILL

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Name(s) _____ Date _____

Fact Card 1

The Bloody Massacre perpetrated in King Street, Boston, on March 5, 1770

- The Boston Massacre occurred in March 1770.
- Feelings between the American colonists and the English were very negative because of the laws imposed on the colonists by the English government.
- Colonists often bothered the English soldiers by yelling insults or throwing small things like rocks at them.
- One night a group of colonists got into an argument with English soldiers. The confrontation escalated into a fight between the citizens and the soldiers. In the confusion, an unknown number of soldiers shot into the crowd and killed five colonists.
- Paul Revere, a talented silversmith and engraver and an ardent patriot, depicted the incident in this famous image.

Fact Card 2

The Bostonians Paying the Excise-man, or Tarring & Feathering

- Colonial protest actions were both spontaneous and organized.
- Protest measures ranged from peaceful (boycotts) to non-violent (damaging goods) to physical acts against people (tarring and feathering), especially those who represented the British Crown in official positions, such as a tax collector.
- Tarring and feathering was an old custom used to call attention to a person who was believed by his neighbors to have done something wrong. It was considered a community punishment, not an official punishment.
- When a person was tarred and feathered, hot tar was brushed on him and feathers were poured over the tar. The feathers would then be stuck to the person's skin. This practice was meant to be painful and embarrassing.



Name (s) _____ Date _____

Fact Card 3 **Accounting of Cash Received**

- American colonists protested England in many ways.
- After the Boston Tea Party, England stopped all shipping in and out of the Boston harbor (this is known as a blockade) until the Bostonians paid taxes on the tea.
- During the English blockade, the colonists had to do without many goods. Many also experienced financial troubles, because they couldn't buy or sell things that needed to be shipped.
- Because of the financial troubles of their fellow colonists, many citizens from New York donated money to help the people of Boston.
- This record was kept of the donations.

Fact Card 4 **Pulling Down the Statue of George III**

- King George III was King of England during the time of the American Revolution.
- England needed money to pay for the French and Indian Wars that had happened in America.
- England felt that the American colonists should help pay for the conflict, because the outcome of the war had also benefited the Americans.
- Many of the American colonists disagreed with the English government, because they didn't have any government representatives in England. They coined the famous phrase "no taxation without representation" to express their viewpoint. These colonists were known as rebels to the British but called themselves Patriots.
- Other American colonists agreed with the English government. These colonists were known as Loyalists.



Name (s) _____ Date _____

Fact Card 5 **Battle of Bunker's Hill**

- As the tension increased between the English and the colonists, both sides prepared for war.
- In April 1775, the American Revolution began. It lasted for six years.
- The professional British army was considered the best in the world.
- George Washington led the American army, which was largely made up of untrained militia.
- Many battles were fought including this one at Bunker Hill.
- To the surprise of the world, the Americans won their independence from England.



Name (s) _____ Date _____

PROTEST ANALYSIS WORKSHEET

Use the protest image and its fact sheet to answer the following questions:

1. What is the name of your image or document?

2. Describe the image or document. What words, people, objects, or actions are included in the image or document?

3. What type of protest does it represent? Was the protest violent or non-violent?

4. What point of view does it express?

5. Are you able to tell which side won this particular protest? Why or why not? If your answer is "yes," which side won?

6. Do you think that this was an effective protest? Why or why not?

7. What did you find most interesting about your image or document?

Name (s) _____ Date _____

PROTEST VOCABULARY LIST

activists	<i>a person or persons that take(s) direct action to achieve a political or social goal</i>
banner	<i>a type of flag with words</i>
boycott	<i>a joining together of people to refuse to deal with or buy from another person or group</i>
chant	<i>to say or shout the same thing over and over</i>
demonstration	<i>to show feelings or views publicly by acting as a group with others</i>
empower	<i>to give power or authority to a person or a group</i>
leaflet	<i>a sheet of printed material that is often folded; a brochure</i>
march	<i>to walk together as a group</i>
petition	<i>a formal document signed by many people that asks for something</i>
picket	<i>a person stationed outside of a place in order to demonstrate against something</i>
protest	<i>to speak strongly against or to express disapproval</i>
rally	<i>a coming together to motivate people for a common purpose</i>
rebel	<i>to disagree with and to act against authority</i>
revolution	<i>an overthrow of a government or social system</i>
revolt	<i>to rebel against authority</i>
riot	<i>a violent public disturbance</i>
signage	<i>a public display of a group of signs</i>
slogan	<i>a saying associated with a political party or group; a phrase used with advertising</i>
speech	<i>a talk given to an audience</i>
war	<i>an armed (with weapons) conflict between two or more groups</i>

AMERICA and PROTEST

AMERICA ESTABLISHED BECAUSE OF PROTEST

Name (s) _____ Date _____

ORAL PRESENTATION RUBRIC

Each category is worth five points:

1. Division of responsibilities. (Did each team member play a role in the presentation?)

1 2 3 4 5

2. Level of teamwork. (Did the group demonstrate good teamwork skills while preparing for the presentation?)

1 2 3 4 5

3. Quality of speaking. (Could the audience hear the presenters? Did the presenters know what to say and when to say it?)

1 2 3 4 5

4. Quality and clarity of visuals. (Did the visuals match the topic being presented? Were they easy to understand?)

1 2 3 4 5

5. Accuracy of information. (Was the information presented accurate and applicable?)

1 2 3 4 5

Comments:

Grading scale: A = 25-23 points B = 22-20 points C = 19-18 points D = 17-15 points F = Below 15 points

AMERICA and PROTEST

HISTORY LAB | FEEDBACK FORM

Please give us your feedback! After reviewing and using this *History Lab* lesson, please send us your feedback. Your ideas and honest assessment will ensure that these lessons keep improving and will provide us with useful insight for future teacher fellows. To fill out this form online or discover additional *History Lab* activities, visit the educators section of the Chicago Historical Society's website at www.chicagohistory.org.

Name: _____ E-mail: _____

School: _____ Grade you teach: _____

Are you a CHS member? (circle one): yes no

Name of unit you are evaluating (check one):

☐ America's Documents of Freedom

☐ African American Life in the Nineteenth Century

☐ The Civil War: Up Close and Personal

☐ Chicago's World's Fairs

☐ Face-to-Face with the Great Depression

☐ America and Protest

Name of lesson you are evaluating: _____

1. On a scale of one to five (with five being the best) rate this lesson in terms of the quality of the student learning experience it provides (circle one):

5

4

3

2

1

2. What were the strengths of this lesson? _____

3. What aspects of this lesson needed additional fine-tuning? _____

4. What advice, tips, or suggestions would you give to future users of this lesson? _____

5. Where does this lesson fit in your course of study (scope, sequence, unit)? _____

6. If applicable, how did the use of primary sources impact student learning? _____



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Thank you for your time. Please send the completed form to:

Chicago Historical Society, Clark Street at North Avenue, Chicago, Illinois, 60614-6071,
Attn: History Programs **Fax: 312-266-2077**

