

Title of Text: How Did Tea and Taxes Spark a Revolution
Author/Illustrator: Linda Gondosch

GRL: S

Series: Six Questions of American History
Genre: Informational, Social Studies Content



Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



Standard: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Lesson Objectives: to draw inferences from the text, to provide evidence from a text of explicit information, to use a variety of text features, to understand domain-specific vocabulary

Comprehension Strategy: Inferring

Skill: Using Text Features

Fluency: Intonation



Academic Vocabulary: explain or research the meanings of the words below. Discuss the morphology of the words: suffixes, taking a root word and adding to it to change the meaning of the word. Have students talk about the meaning of each word, using antonyms, synonyms and situations where each word can be used correctly.

- | | | |
|----------------|-----------------------|--------------|
| a. heaved | b. colonies/colonists | c. rebellion |
| d. territories | e. Parliament | f. tyranny |




Before Reading: ENGAGE! THINK!

- Build Background Knowledge
 - Let's look at the front and back cover. What do you know about this topic?
 - What would you like to learn about The Boston Tea Party?
 - Why would the men defy the King of England, destroy the tea, and get closer to starting a war?
- Skill Introduction:
 - Using Text Features – there are a number of text features in this book. Take students to the Table of Contents, look through the book to see all of the captions, review the timeline at the back of the book and the Source Notes and Index. Remind students that reading captions first will help them better understand the content on each page.
- Strategy Introduction:
 - Inferring – in this book, the author writes in a way that she leaves room for us to infer many times. Remember to evaluate the relationships between the illustrations and the text, to read between the lines and draw conclusions as you work through the book.
- Fluency: Intonation – remind the students that they will need to use the parentheses around dialogue to help them read with excitement






Standard - What would you say about these men? What would they be thinking before boarding the boat and while on the boat?

During Reading: Don't Wait Until It's Too Late! Check for Understanding (Read to page 19 in the Book)

1. Tell me about a part you didn't understand?
2. Turn and Talk: how is using the strategy of inferring helpful in your reading?
3.  **Standard:** Explain the relationship between England and the colonists. Use evidence from the text in your description. Think specifically about the king and the colonists.
4.  **Standard:** Why did the colonists feel that tar and feathering would help them with their cause?
5.  **Standard:** Why were the Bostonians angry that the British soldiers patrolled their streets? What do you think the environment was like with the soldiers there? Why?

After Reading: EVALUATE!

1. What is the most important thing to remember from this book? What are the details that can help you remember this?
2. What did you learn? What more do you want to learn about the taxes, Britain, The Boston Tea Party?
3. If possible, look at a map of Boston and find the locations mentioned/shown in the book.
4. What would be another good title for this book?
5.  **Standard:** What did the author want us to infer about Governor Hutchinson?
6.  **Standard:** Re-read page 32 – why did the author write about the sounds on Griffin's Warf?
7.  **Standard:** How did King George go wrong by thinking the colonists would tremble in fear? What did this do to the relationships between America and Britain? Why?
8. **Academic Vocabulary:** Colonists – there were lots of words the author used in tandem with colonists. What were they? How do they differ in meaning?



Writing Standard: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

Task: The colonists seemed to think violence was necessary to further their cause. Do you agree with this? Write an opinion piece stating your opinion and reasons you feel this way. Use the points above and specific examples from the text in your paper.

IF/THEN: Inferring – if a student is having trouble with inferring, offer some simple situations such as:

- if you walk into the classroom and see that your classmate is grumpy, you could infer that you might just want to leave your classmate alone for awhile. You could also infer that maybe your classmate is tired. What else could you infer?