

CAUSES OF THE AMERICAN REVOLUTION
LESSON PLAN

Lesson Plans The Causes of the American Revolution

OBJECTIVES

1. TAXATION OF THE AMERICAN COLONIES BY BRITISH LED TO THE REVOLUTION
2. ALL ERAS HAVE POETRY OR SONGS
3. WE CAN PERFORM AND ANALYZE OLD LITERATURE MATERIALS

FOR THIS LESSON YOU WILL NEED ;
TEXT OF POEM 'REVOLUTIONARY TEA'

PROCEDURES

1. As preparation of this project, students should have a basic understanding of the facts and the meaning of the historical incident we refer to as the Boston Tea Party- especially as understanding of the tax exported to the colonies.
2. Tell students that they will participate in or analyze in or analyze a performance of the 18th century poem (actually a song originally) and then discuss its meaning and craft. Make the following text or (by anonymous authors available) available to students as an overhead projection, as photo copies or by another means. FYI. Other versions of the text appear in A Comparative Anthology of Children's Literature by Mary Ann Nelson and from Sea To Shining Sea by Amy Coln.

Revolutionary Tea

There was an old lady who lived over the sea
And she was an Island Queen.
Her daughter lived off in a new country
With an ocean of water between
The old lady pockets were full of gold
But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea
Of three pence a pound on her tea.

"Now her mother, dear mother." the daughter replied ,
 "I shan't do the thing you ax.
 I'm willing to pay a fair price for the tea,
 But never the three-penny tax."
 "You shall," quoth the mother, and reddened with rage,
 "For your my own daughter, you see.
 And sure is quite proper the daughter should pay
 Her mother a tax on her tea.
 And so the old lady her servant called up
 And packed off a budget of tea:
 And eager for three pence a pound she put in
 Enough for a large family
 She ordered her servant to bring home the tax,
 Declaring her child should pay,
 Or old as she was, and almost full grown,
 She'd half whip her life away.

The tea was conveyed to the daughter's door,
 All down by the ocean's side
 And the bouncing girl poured out every pound
 In the dark and boiling tide;
 And then she called out to the island queen,
 "Oh, mother , dear mother ."quoth she,
 Your tea you may have when 'tis steeped quite enough
 But never a tax from me,
 But never a tax from me."

3. After reading through the text once for your class, decide if students need definitions for the following words and expressions:

Line 8 pence; British money, roughly considered a penny in The United States but not a totally negligible amount in the 18th century.

Line 11, Shan't; old contraction for shall not, which in 21st-century English usually takes the form will not.

Line 14, quoth: old form for quoted or said

Line 20, budget of tea: quantity for a particular use

Line 28 , conveyed; transported

Line 30, bouncing, : lively

Line 31, boiling, angry

Line 34, tis; it is. it's

Line 34, when 'tis steeped quite enough; when the tea leaves have released sufficient flavor into the water.

4. Give a small group of students time to plan and rehearse an oral interpretation of "Revolutionary Tea". Teach or review with these students the fundamentals of oral interpretation of Literature.

1. The group might begin by reading the poem silently and then aloud.
2. The group must think about and discuss the meaning of the poem as well as its craft; sound((repetition, alliteration, onomatopoeia, rhyme), language (word choice, imagery,, figurative language). and form (stanza division).
3. Based on the initial thought about meaning and craft, the group must decide who will read which lines during the presentation. Will only one student read? Two in unison? All in unison? Will the students share the reading by stanza?
4. During rehearsals, students should mark up the poem to indicate where to change tone and pacing , where to place emphasis , where to change tone and pacing.
5. Assure students that it is not unusual to make revisions in oral presentations during the rehearsal period.
6. The oral presentation cannot just start. One of the students should write and speak an introduction. The student should try to catch the audience's attention with the introduction and be clear where the introduction ends and where the introduction ends and where the poem itself begins.
7. Advise students to stand when they read from their from their marked-up poems, to speak slowly and clearly enough for the audience to absorb the poem, to speak slowly and clearly enough for the audience to absorb the poem , and occasionally make eye contact with the audience.
8. After the group performs, begin a whole class discussion of the poem. One way to begin is to teach or review with the students the meaning of allegory. According to English matters; an allegory is a narrative in which the setting, characters and represent more than their apparent meanings. That is, you can understand an allegory on more than one level., and the indirect messages are generally more important than the obvious story. You can think of an allegory as a long and complex metaphor in prose , poetry, or dramatic form.
9. With a shared definition of allegory, students should be ready to tell you what each of the following terms stands for in the context of the Boston Tea Party.
 1. Old Lady; Island queen (England)
 2. Her daughter; the bouncing girl (the colonies)
 3. Old lady's pockets (the English treasury)
 4. Her servants (the monarch's emissaries)
10. Proceed to make sure that the students realize the poem is biased; it is not simply a factual presentation of the two sides involved in the Boston Tea Party but, rather takes the side of the

Rebelling colonists by making the "old lady, seem wealthy when, in fact, the British crown was experiencing financial problems. The anonymous writers also make the crown sound horrific ("She'd half whip he life away") and the colonies sound innocent and witty ("bouncing girl", when steeped quite enough") oversimplified representations.

ADAPTATIONS

1. ADAPTATIONS FOR OLDER STUDENTS

Assign students the task of locating more poems/songs written by the rebelling colonists and of performing oral interpretations of their finds.

DISCUSSION QUESTIONS

1. HOW DO YOU THINK THE ACTIONS OF THE PARLIAMENT AFFECTED THE COLONISTS? What were the colonists' responses to those actions?
2. Debate the decision of General Howe in ordering the British Army to march to Concord to . What other choices could General Howe have made?
3. Analyze the effects the Boston Massacre had on the people of the colonies. Explain how this could have contributed to the cause of the American Revolution.
4. Compare and Contrast British soldiers and colonial soldiers. Discuss to what extent their differences or similarities might have had on the outcome of the war.
5. Analyze why some colonists remained loyal to the king, while others rebelled against him.
6. Debate the Continental Congress' choice for commander of the army. Based upon his military record, was he the best person for the job?

EVALUATION

You can evaluate both oral presentation and the class discussion.

ORAL PRESENTATION

Use the following three-point rubric;

Three points; expression reading; lines intelligently divided among group members; voices significantly loud and clear.

TWO POINTS; less-than adequate expression in reading lines well divided; voices adequately loud and clear.

ONE POINT

INEXPRESSIVEREADING; INADEQUATE DIVISION OF LINES; VOICES NOT LOUD AND CLEAR ENOUGH.

CLASS DISCUSSION

Make notes about students' ability to treat one another respectfully and participate but not monopolize.