



# BOYCOTTS AND PROTESTS

*Unit 7 Lesson 2*

## KUB OBJECTIVES

- Students will **know** what the Intolerable Acts and Revolutionary War were
- Students will **understand** why the Intolerable Acts imposed on Massachusetts by the British led to the Revolutionary War
- Students will **be able to** list one of the Intolerable Acts and explain how it contributed to the start of the war using an exit ticket.

READ TO LEARN WHAT  
THE BRITISH  
PARLIAMENT DID IN  
RESPONSE TO THE  
COLONISTS'  
OPPOSITION TO THE  
STAMP ACT, AND HOW  
THE COLONISTS  
REACTED.

## THE BIG QUESTION

Who were the Sons of  
Liberty, and what form  
of protest did they lead  
in Boston Harbor?

1. The British government raised taxes because . . .

they had to repay debts after the French and Indian War and felt the colonists should pay their share in return for continued protection in the colonies.

2. The Stamp Act required the colonists to . . .

pay a tax when they purchased many paper products.

3. Many colonists were upset about the Stamp Act because . . .

they felt it was unfair to be taxed by a government in which they had no representation.

## I.4 REVIEW

## CHAPTER 2 “TROUBLE IS BREWING” (page 10)

1. Who were the Sons of Liberty?  
a group of protestors who made speeches against taxes and the British government.
2. The Sons of Liberty led the cry, “No taxation without representation!” What does the phrase “no taxation without representation” mean? The colonists had no representatives to stand up for them in the British Parliament, where the decision to tax the colonists was made. They felt this was unfair and wanted a voice in making decisions that affected them.



## CHAPTER 2 “TROUBLE IS BREWING” (page II)

- I. Why didn't the British government's repeal of the Stamp Act change the way colonists felt?
2. The British government repealed the Stamp Act but imposed a new tax in its place. The new tax had been approved without colonial representation in Parliament, just as with the Stamp Act. Again, the colonists had to pay a tax they thought was unfair.

## CHAPTER 2 “TROUBLE IS BREWING” (page 12 - 14)

1. Describe the incident that became known as the Boston Massacre. **Should include the fact that British soldiers opened fire on a crowd of protesters in the streets of Boston.**
2. Do you think the British soldiers had good reason to fire on the Bostonians?
3. Think-Pair-Share. The Sons of Liberty did not provide an accurate account of the Boston Massacre. Why do you think they changed the story?
4. Why do you think the incident in Boston Harbor became known as the Boston Tea Party? **include the fact that it is a metaphorical term. Tea is drunk at a tea party. No tea was drunk, yet there was certainly enough tea in the ocean for “the world’s largest tea party.”**
5. Why did the Sons of Liberty dump chests of tea into the harbor? **They had spent a lot of time and effort convincing the people of Boston not to buy or sell British tea, and they were not going to let the captains unload all that tea. When the captains did nothing, the Sons of Liberty decided to get rid of the tea so they dumped it into Boston Harbor.**

CHAPTER 2  
“TROUBLE IS  
BREWING” (page  
16)

1. Who was Phillis Wheatley? She was an enslaved African who lived in Massachusetts and wrote a poem when the Stamp Act was repealed.
2. Do you think Wheatley's poem is favorable or unfavorable toward the king? Find evidence in the text to support your answer. Answers may vary, but should include the poem is favorable,



CHAPTER 2  
“TROUBLE IS  
BREWING” (page  
17)

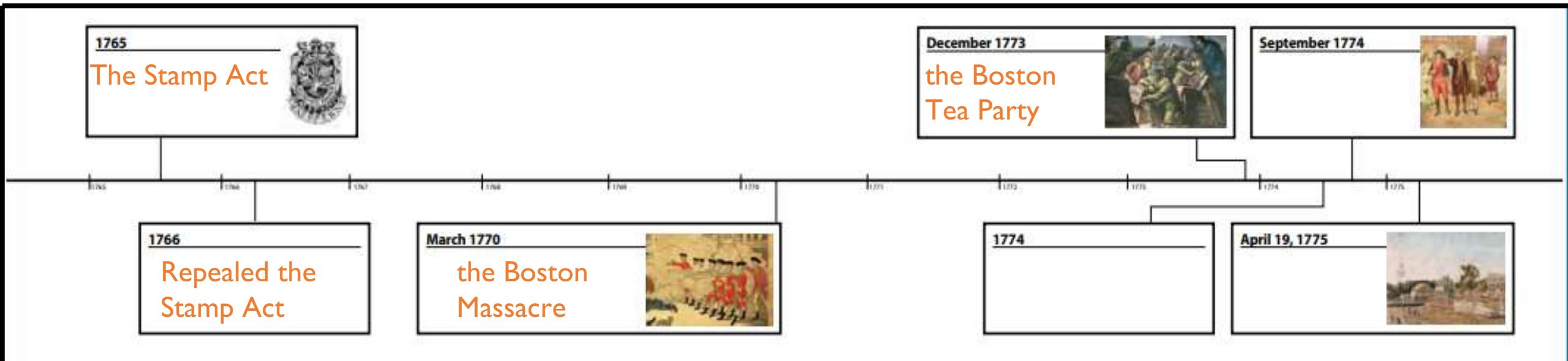
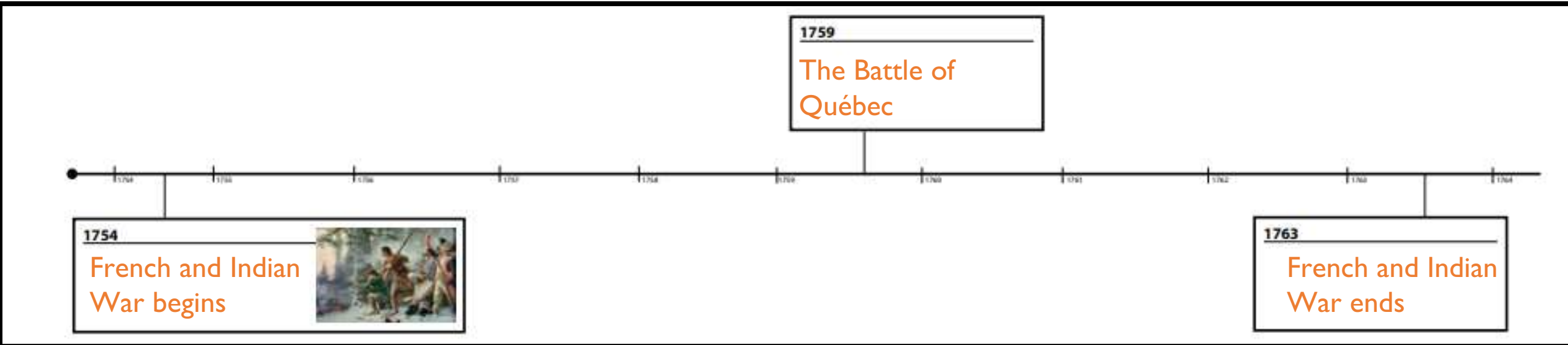
1. Why is Crispus Attucks remembered today? He was one of the people who died during the Boston Massacre.
2. Why did Isaac Barre refer to the colonists as the Sons of Liberty? could include that he was strongly opposed to the taxes the British imposed on the colonists; he supported the colonists in their decision to fight for freedom; he thought they would fight for freedom in the same manner they would fight for a family member.

## CHAPTER 2

### “TROUBLE IS BREWING”

### DISCUSSION

1. Who were the Sons of Liberty, and what form of protest did they lead in Boston Harbor? a group of protestors who formed in Boston in response to the Stamp Act. They gave speeches against taxes and the British government. When Parliament replaced the Stamp Act with a tax on tea, the Sons of Liberty led a protest by dumping chests of tea into Boston Harbor.
2. The title of this chapter is “Trouble Is Brewing,” which means trouble is developing. What was that trouble? The Boston Tea Party (protestors dumping tea into Boston Harbor)



## WORD WORK: BOYCOTT

“Many establishments agreed to boycott British tea.”

- Boycott means to protest something by refusing to buy, use, or participate.

Some people marched outside the supermarket to boycott the high price of lettuce.

- What is something you might boycott as a form of protest? **Talk with a partner about why the colonists thought boycotting British tea would be an effective way to protest. Be sure to use the word boycott in complete sentences as you discuss this with your partner.**

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# KUB

- We will **KNOW** about comma placement in a sentence.
- We will **UNDERSTAND** common rules for commas in a sentence.
- We will **BE ABLE TO** display the correct use of commas in dates, places, and items in a series when recalling details about the American Revolution.

# COMMAS

- **For dates:** Place commas between the day of the month and the year.

The Boston Tea Party happened on December 16, 1773.

- **For addresses:** Place a comma between the name of a city and a state or country.

The Treaty of Paris was signed in Paris, France.

- **For items in a series:** Use commas to separate three or more words/phrases in a series.

Colonists were required to pay a tax when they bought newspapers, pamphlets, and playing cards.



# COMMAS

## Where should my comma be placed?

- The French and Indian War ended on February 10 1763. ,
- Paul Revere lived in Boston Massachusetts. ,
- The Sons of Liberty marched protested and spoke against the Stamp Act. , ,

# Morphology KUB

- We **KNOW** about the root “port”
- We will **UNDERSTAND** the meaning of the root port
- We will **BE ABLE TO** use the root *port* as a clue to the meaning of words relevant to the American Revolution and use these words correctly in sentences.

# LATIN ROOT

## *port*

- *Port* means “to carry.”
- Prefixes can be added to the beginning of port
- Trans*port*, v. to carry something from one place to another

The school bus will trans*port* students on their field trip.

- Suffixes can be added to the end.
- *Portable*, adj. able to be easily carried or moved

The small radio is *portable*.

- Adding prefixes and suffixes can change the part of speech of the word.

# LATIN ROOT

## *port*

- im**port** (verb) to bring in a product from another country to be sold

The new restaurant in town will im**port** cheese from France.

- ex**port** (verb) to send out a product to another country to be sold

The United States ex**ports** dairy, eggs, and sugar to other countries.

- trans**port**ation (noun) a way of traveling from one place to another

Our trans**port**ation for summer vacation will include a bus and a train.

# LATIN ROOT

## *port*

- **portable** (adjective) easy to carry or move

We have a **portable** fan that we can move to any room in the house.

- **portfolio** (noun) a set of projects or artwork presented together in a folder; a flat case used to carry paper projects and artwork

I brought home my art **portfolio** on the last day of school.

- **support** (verb) to carry the weight of something

A strong foundation **supports** the house.

## 2.3

### Practice Root *port*

*Write the correct word to complete each sentence. You may need to add –s to make the word correctly complete the sentence.*

transport

portfolio

transportation

import

export

portable

support

1. The United States exports many goods to be sold to other countries.
2. The United States also imports products from other countries to sell here.



# Writing KUB

- We will **KNOW** about the American Revolution.
- We will **UNDERSTAND** the causes and effects of the American Revolution
- We will **BE ABLE** to explain how to identify the events leading up to and as a result of the American Revolution

# CAUSE & EFFECT

## CAUSE

- An event or circumstance that makes something happen
- The reason something happens  
Answers the question why?

## EFFECT

- Something that happens as a result of, or because of, a cause
- Tells what happened

Joshua put on his heavy winter  
coat because it was cold outside.

effect

cause

## CAUSE & EFFECT

Joshua put on his heavy winter coat  
effect because it was cold outside.

cause It was cold outside, so Joshua put  
on his heavy winter coat.  
effect

CAUSE	EFFECT
I stayed out in the sun too long without sunscreen.	I got burned by the sun
Someone poked the balloon with a pin	the balloon popped

# EXIT TICKET

What did the British Parliament do in response to the colonists' opposition to the Stamp Act? How did the colonists react?