



Lesson 2: Boycotts and Protests



**Before we begin our
next chapter, let's
go over your
homework.**



Vocabulary for “Trouble Is Brewing”

1. **liberty**, *n.* freedom (10)
2. **repeal**, *v.* to undo or withdraw a law (**repealed**) (10)
3. **eliminate**, *v.* to get rid of something (**eliminated**) (10)
4. **indirectly**, *adv.* not having a clear and direct connection (11)
5. **boycott**, *v.* to protest something by refusing to buy, use, or participate (11)
6. **musket**, *n.* a long, heavy gun that is loaded at the muzzle (13)
7. **engraving**, *n.* a design or lettering made by cutting into the surface of wood, stone, or metal (13)
8. **accurate**, *adj.* without mistakes; having the right facts (13)
9. **patriot**, *n.* a person who supports and defends his or her country (**patriots**, **patriotism**) (14)

**Before we begin reading
Chapter 2: Trouble is
Brewing, let's go over
some vocabulary. Turn to
Activity Page 2.1
(workbook page 23)**



Chapter 2

Trouble Is Brewing

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

Some of the most passionate protests against the Stamp Act took place in Boston, Massachusetts. There, angry crowds took their frustration out on tax collectors.

A new group of protestors formed in Boston in response to the Stamp Act. The group met under a tree that they called the **Liberty Tree**. They made public speeches against taxes and the British government. They cried, "No taxation without representation!" This group became known as the Sons of Liberty.

Eventually, after much protest, the British government decided to **repeal** the Stamp Act in 1766. Parliament **eliminated** the tax on paper products, but in 1767 it replaced it with other taxes—including taxes on imported goods, such as tea. These taxes were officially called the Townshend Acts.



Buying, selling, even drinking tea became a political act in 1773.

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

Turn to page 10 in your reader.

Brewing is being used as a metaphor in this chapter title. What do you think is the meaning of the phrase "Trouble is Brewing"?



Read pages 10 and 11 with your speed dial 1 partner.





Teapot celebrating the
repeal of the Stamp Act



**Why didn't the British
government's repeal of
the Stamp Act change the
way the colonists felt?**

**Now let's read
pages 12–14.**



**Do you think the British soldiers
had good reason to fire on the
Bostonians?**

**Why did the Sons of Liberty
dump chests of tea into Boston
Harbor?**



Turn to page 16!



Read the first paragraph on page 16 with your speed dial 2 partner. Then talk about who Phillis Wheatley was.



Phillis Wheatley

When the Stamp Act was repealed, many people in the colonies were delighted. Some people wrote articles, letters, and songs expressing their gratitude. One woman, named Phillis Wheatley, wrote a poem. Phillis Wheatley was an enslaved African who had been brought to Massachusetts on a slave ship. She had gone to work in the home of a merchant named John Wheatley. The Wheatleys taught her to read and write. Eventually, she began to write poetry. A book of her poems was published in 1773. Her poem to King George became one of her best-known works:



Phillis Wheatley

Follow along as I read Wheatley's poem aloud. Is she positive or negative about the king?



Crispus Attucks

Crispus Attucks was among the people killed during the Boston Massacre. Attucks was part African and part Native American. He had been enslaved, but at the time of the Boston Massacre he was a sailor. During the crossfire, Attucks was shot in the chest and died immediately. Three others, and eventually a fourth, also died as a result of the incident in Boston. On the day of the funerals, many shops closed. Thousands of people filed through the streets of Boston following the victims' coffins. Attucks and the others became heroes.



Crispus Attucks

Read the box about Crispus Attucks and be able to answer the following: Why is Crispus Attucks remembered today?

The Sons of Liberty

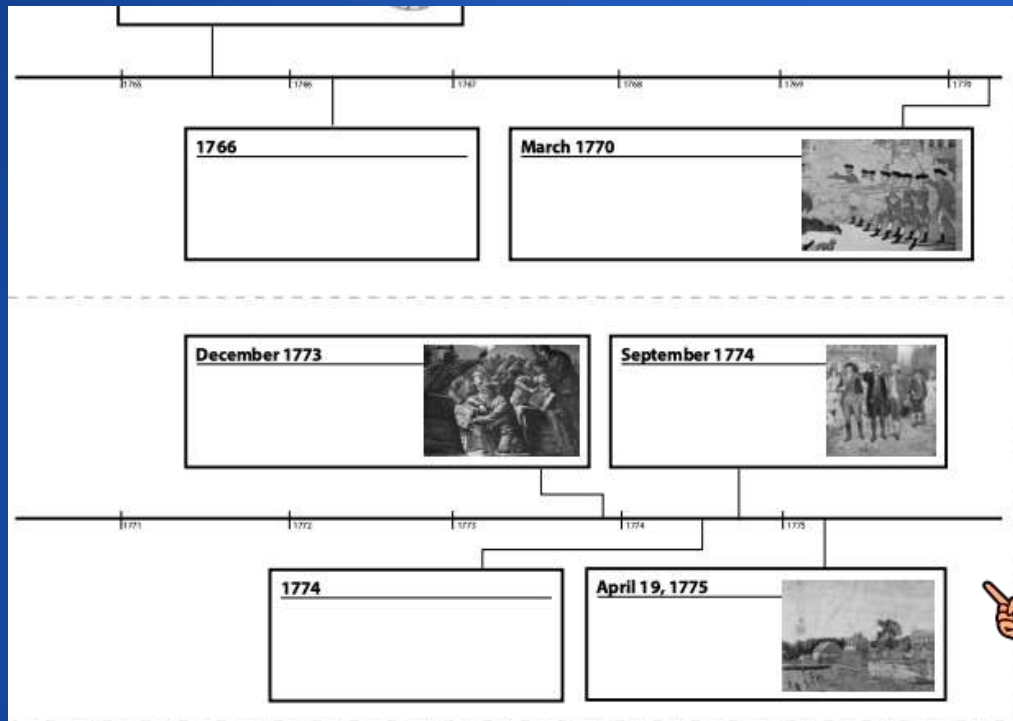
The Sons of Liberty was largely made up of small business owners. Several were merchants and tradesmen. The group got its name from an Irishman named Isaac Barre. Barre was a soldier and a politician. He spoke out in the British Parliament against some of the decisions being made regarding the colonies. Like George Washington, Isaac Barre fought in the French and Indian War. He was involved in the defeat of the French at the Battle of Québec. He was strongly opposed to the taxes that were being imposed on the colonists. In one of his speeches, Barre referred to the colonists as Sons of Liberty. The name inspired some of the protestors in the colonies, and the group has been known as the Sons of Liberty ever since.



Isaac Barre

Now let's listen as the second box is read aloud. Who came up with the name for the group known as The Sons of Liberty?





Let's turn back to Activity page 1.3
(workbook page 13) and add a few
more events to our timeline.

1766?

March 1770?

December 1773?





Word Work

boycott

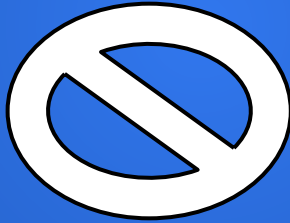


Text Example:

"Many establishments agreed to boycott British tea."

Meaning:

To protest something by refusing to buy, use, or participate



Part of Speech:

Verb

Based on this meaning, what is something that you might boycott?



Commas – Review



3 ways that we have used commas:

- 1. To separate the day of the month and the year in dates**
- 2. To separate the name of a city from a state in an address or location**
- 3. To separate 3 or more words/phrases in a series**



Commas – Review

Can you place the commas in these examples?

1. The Sons of Liberty marched protested and spoke against the Stamp Act.
1. The french and Indian War ended on february 10 1763.
1. Paul Revere lived in Boston Massachusetts.



NAME: _____

DATE: _____

2.2

TAKE-HOME

Review Commas

Insert commas in the appropriate locations.

1. The British Parliament met in London England, to make laws for the colonists who lived in Boston Massachusetts.
2. The first House of Burgesses met in Jamestown Virginia, on July 30 1619, to make decisions about famine disease and Indian attacks.
3. George Washington was a representative in the Virginia House of Burgesses commander of the army and first president of the United States.
4. On March 5 1770, colonists threatened the British soldiers in Boston Massachusetts, with snowballs sticks and clubs.

Write the address of someone you know.

Write the date of your birthday for this year. If your birthday has already passed, write the date of your birthday for next year.

Write a sentence that includes a series of three things you will do after school.



**Tear out Activity
page 2.2
(workbook page
25) to complete
for homework!**



Root: port

meaning: to carry

transport

transportation

import

portable

export

support



NAME: _____

2.3

TAKE-HOME

DATE: _____

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 _____ many goods to be sold to other countries.
2. The United States also _____ products from other countries to sell here.
3. The bench was built to _____ the weight of four adults.
4. When I make a final draft of my paper I will add it to my writing _____.
5. We had a moving truck _____ our things to our new apartment.
6. Jordan has a _____ radio to listen to when the power goes out.
7. Ships were important forms of _____ during the time period around the American Revolution.

Turn to Activity page 2.3 (workbook page 27). Work with your speed dial 5 group to complete the page in the next 8 minutes!

8:00



Cause and Effect

Our writing piece for this unit is going to be a cause and effect essay. Let's start by reviewing what cause and effect are!

Cause	<p>An event or circumstance that makes something happen</p> <p>The reason something happens</p> <p>Answers the question why?</p>
Effect	<p>Something that happens as a result of, or because of, a cause</p> <p>Tells what happened</p>



Cause and Effect

Let's try a couple examples!

Cause	Effect
I stayed out in the sun too long without sunscreen.	
	the balloon popped



NAME: _____

2.4

TAKE-HOME

NAME: _____

2.4

TAKE-HOME

DATE: _____

Cause and 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)*In the following chart, if the cause is given, write the effect. If the effect is given, write the cause.*

Cause	Effect
I stayed out in the sun too long without sunscreen	<i>I got burned by the sun.</i>
<i>someone poked the balloon with a pin</i>	the balloon popped
the alarm clock did not ring	
	I was locked out of my house
I skipped lunch	
	the cake burned

**Turn to Activity page 2.4
(workbook page 29)**

**You will complete the chart
and then write sentences to
show 2 different cause and
effect relationships in 2
different ways.**





**Remember to
complete Activity
pages 2.2 and 2.4 for
homework!**