



Activity 2: Creating a Dramatic Presentation, Group A

Student Name

Date

1. Read the documents below and take notes about key concepts, arguments and actions.
2. Be prepared to discuss your sources with others in your group. Familiarize your group with the sources that you have studied.
3. You should develop a skit or short dramatic presentations on your assigned documents. You should link all the sources together in a story that fleshes out the theme of your documents which is: Taxing as Tea and other British Merchandise.

The skits should focus on key issues and involve key figures featured in the documents and objects. You might find the [Timeline of the Revolution](#) at the PBS Liberty site useful for seeing the progression of events during the revolutionary crisis; your group is one of four that cover the period 1766-1775.

Direction for Students: You will be reading documents that move, roughly, through the years of the revolutionary crisis from 1766 to 1775. This struggle over tea and importation led the Continental Congress in 1774 to adopt a national economic strategy of non-importation and non-consumption. Over that decade the colonists also moved from political debates to political and military action.

Group A: Taxing as Tea and other British Merchandise

Questions to consider: What do the colonists see as signs of danger? What sort of arguments against Parliament's authority do the colonists make? What sorts of actions regarding taxation of goods do they propose?

- [The Repeal or the Funeral Procession of Miss Americ-Stamp](#): A satiric cartoon commemorating repeal of the Stamp Act, c. 1766 a link on EDSITEment's [History Matters](#). (Image in Software Tools will have a transcription of the text.)
- "[Whereas the Duty on tea remains unrepealed](#)," advertisement about the repeal of the Townshend Duties, New York, June 12, 1770, on [American Memory](#).
- Poplicola, "[To the Worthy Inhabitants of New-York](#)," Broadside, 1773, in American Memory.
- [The Tea Act of 1773](#), a link from [Teaching American History](#).

Activity 2: Creating a Dramatic Presentation, Group B

Student Name

Date

1. Read the documents below and take notes about key concepts, arguments and actions.
2. Be prepared to discuss your sources with others in your group. Familiarize your group with the sources that you have studied.
3. You should develop a skit or short dramatic presentations on your assigned documents. You should link all the sources together in a story that fleshes out the theme of your documents which is: Taxing as Tea and other British Merchandise.

The skits should focus on key issues and involve key figures featured in the documents and objects. You might find the [Timeline of the Revolution](#) at the PBS Liberty site useful for seeing the progression of events during the revolutionary crisis; your group is one of four that cover the period 1766-1775.

Direction for Students: You will be reading documents that move, roughly, through the years of the revolutionary crisis from 1766 to 1775. This struggle over tea and importation led the Continental Congress in 1774 to adopt a national economic strategy of non-importation and non-consumption. Over that decade the colonists also moved from political debates to political and military action.

Group B: Refusing to Take the Tea:

Questions for this group to consider: How would refusing to consume tea change British policies? What are some of the arguments for associations? Arguments against?

- [George Washington to George Mason](#), 1769, on [American Memory](#).
- [“A Society of Patriotic Ladies,”](#) (1775), Engraving, on [History Matters](#).
- [The Articles of Association](#), October 20, 1774, on [The Avalon Project](#).

Activity 2: Creating a Dramatic Presentation, Group C

Student Name:

Date:

1. Read the documents below and take notes about key concepts, arguments and actions.
2. Be prepared to discuss your sources with others in your group. Familiarize your group with the sources that you have studied.
3. You should develop a skit or short dramatic presentations on your assigned documents. You should link all the sources together in a story that fleshes out the theme of your documents which is: Taxing as Tea and other British Merchandise.

The skits should focus on key issues and involve key figures featured in the documents and objects. You might find the [Timeline of the Revolution](#) at the PBS Liberty site useful for seeing the progression of events during the revolutionary crisis; your group is one of four that cover the period 1766-1775.

Direction for Students: You will be reading documents that move, roughly, through the years of the revolutionary crisis from 1766 to 1775. This struggle over tea and importation led the Continental Congress in 1774 to adopt a national economic strategy of non-importation and non-consumption. Over that decade the colonists also moved from political debates to political and military action.

Group C: Destroying the Tea:

Questions for this group to consider: Why was the tea destroyed? What would that destruction accomplish? How do issues of gender and region affect the political debate?

- The [Tea-Tax-Tempest, \(1783\)](#), on Political Cartoons of the Lilly Library a link from [History Matters](#).
- [Account of the Boston Tea Party](#), *Boston Gazette*, December, 20, 1773, [American Memory](#).
- [Tea Destroyed by Indians \(the tea is sunk\)](#), Broadside, (1773) [American Memory](#). Click on thumbnail of broadside to see larger version.
- [George Robert Twelve Hewes, "A Shoemaker and the Tea Party."](#) on [History Matters](#).

Activity 2: Creating a Dramatic Presentation, Group D

Student Name:

Date:

1. Read the documents below and take notes about key concepts, arguments and actions.
2. Be prepared to discuss your sources with others in your group. Familiarize your group with the sources that you have studied.
3. You should develop a skit or short dramatic presentations on your assigned documents. You should link all the sources together in a story that fleshes out the theme of your documents which is: Taxing as Tea and other British Merchandise.

The skits should focus on key issues and involve key figures featured in the documents and objects. You might find the [Timeline of the Revolution](#) at the PBS Liberty site useful for seeing the progression of events during the revolutionary crisis; your group is one of four that cover the period 1766-1775.

Direction for Students: You will be reading documents that move, roughly, through the years of the revolutionary crisis from 1766 to 1775. This struggle over tea and importation led the Continental Congress in 1774 to adopt a national economic strategy of non-importation and non-consumption. Over that decade the colonists also moved from political debates to political and military action.

Group D: Choosing Sides and Taking Risks:

Questions for this group to consider: What were different reasons to support or oppose non-importation? How do different interests end up on different sides of the conflict?

- [George Washington to George Mason](#), letter (1769) on [American Memory](#).
- [Joseph Galloway's Speech to the Continental Congress](#), September 28, 1774, on [American Memory](#).
- William Reynolds, [Choosing the Revolution, A Day in the Life](#), a link on [Digital History](#).