

FRIEZE GUIDE

Work in your group to plan and make your portion of the Boston frieze.

1. Plan the building.

Make a list of features you want to include on your building.

2. Share your ideas with the group.

Work together to select the best ideas. Circle the ideas on your list that you will use.

3. Assign jobs. List what you will do.

4. Assess your work.

Put a check next to the things you did.

- ☐ I offered ideas about the frieze.
- ☐ I asked questions when I didn't understand something.
- ☐ I disagreed in a constructive way.
- ☐ I made positive comments to my group members.
- ☐ I was willing to change my ideas to help the group.
- ☐ I helped someone else if I had time.

If you were to do the task again, would you make any changes in how you worked with your group?

MAKING A CHARACTER

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

1. Make the head.

- ☐ Draw a circle about 2 inches in diameter.
- ☐ Cut out the circle.

2. Make the body.

- ☐ Draw a rectangle approximately $2\frac{1}{2}$ inches by 4 inches.
- ☐ Cut out the rectangle.

3. Make the arms and legs.

- ☐ For the arms, draw two rectangles about $\frac{3}{4}$ inch wide by 4 inches long.
- ☐ Draw two more rectangles approximately 1 inch longer for the legs.
- ☐ Cut out the rectangles.

4. Put the body together.

- ☐ Position the head, arms, and legs on the body.
- ☐ Glue the body together.

5. Make clothing realistic to your character and colonial times.

- ☐ Place the body on fabric or paper.
- ☐ Trace around the shape to make clothing.

6. Mount the figure and add details.

- ☐ Glue the figure on construction paper.
- ☐ Glue the clothing onto the figure.
- ☐ Add details such as hair, feet, hands, facial features, jewelry, or a hat.

Assessment: Directions are followed for making a realistic character. The size is appropriate, clothing is appropriate for the job role and colonial times, and details are included. The character is carefully completed.



DATE _____

CHARACTER INTRODUCTIONS

Prepare an introduction of your character, using the guidelines below. You are going to introduce your character as though you are that person. In your family group decide how you want to introduce yourselves using the following guidelines.

- Get into role. Remember that you live in colonial times—a more formal time than now. You are meeting the people on your street for the first time, so you want to make a good impression. What will be interesting information to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Practice your introductions in your family group. Use the checklist below to practice and to give feedback to others in your group.

Checklist for a good introduction:

- ☐ Am I in character?
- ☐ Am I including important information and interesting details?
- ☐ Am I using colonial vocabulary?
- ☐ Am I speaking clearly and confidently?
- ☐ Am I making eye contact with my audience?

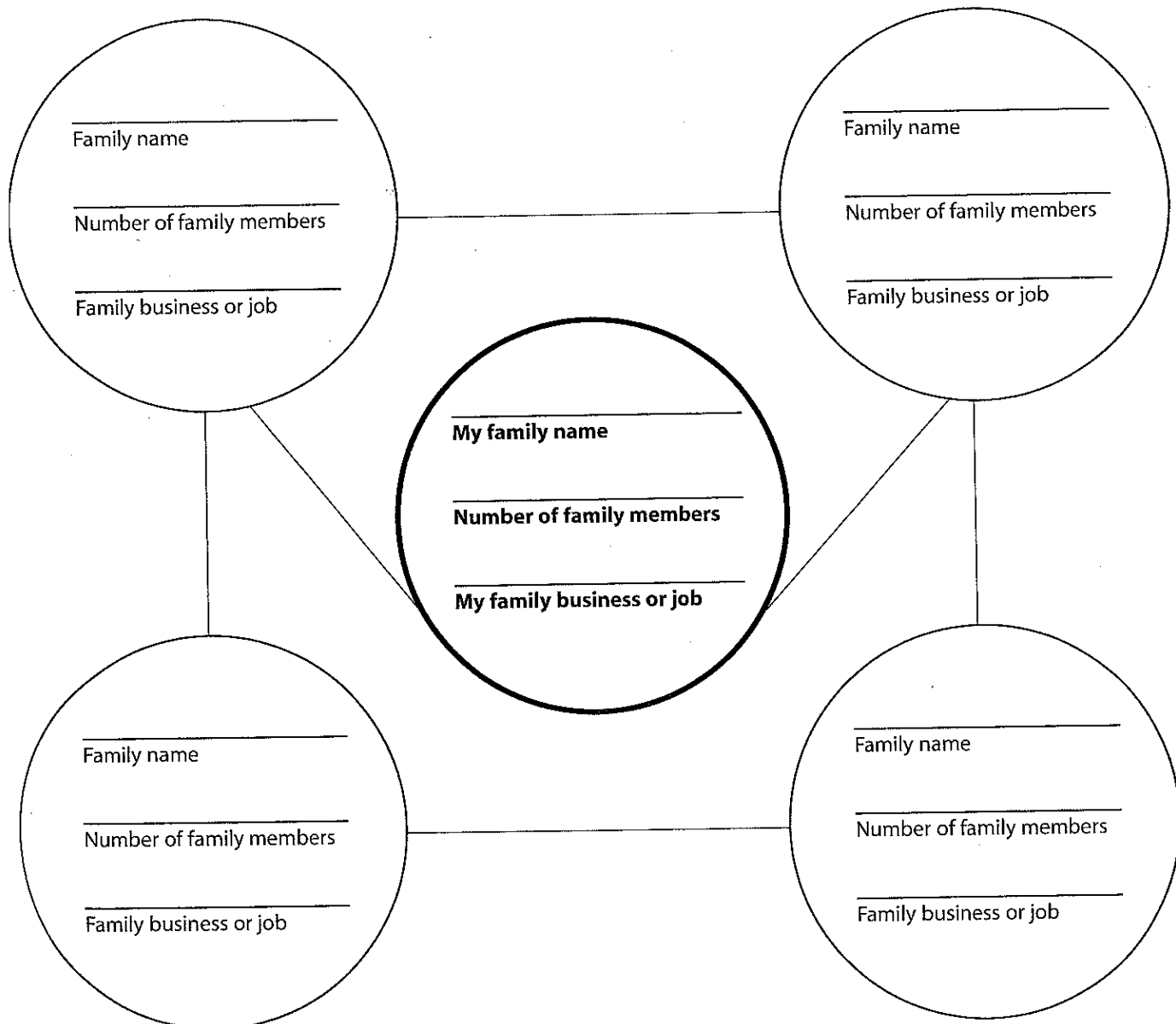
What feedback did you get?

Make improvements as necessary.

ACTIVE LISTENING GUIDE

Family Introductions

Use the web below to show how your character and family are connected to other community members. For each family introduced, write the names, ages, and jobs of the family members. After all the introductions have been given, write on the lines between the circles to show how people are connected in the community. For example, some families may be friends while others may be customers.



PREWRITING: FRIENDLY LETTER**Daily Life in Colonial Boston**

A friendly letter is written to someone the writer knows well. In a well-written letter, the writer helps create a picture in the reader's mind. **Word choice** and **ideas and content** are important writing traits for this assignment.

Word choice: Interesting words create a vivid picture of the letter's topic. Describing words add depth of understanding and color to the picture created in the reader's mind.

Ideas and content: The topic should be focused and include important details. The information should be accurate and the writer should write as though he or she were there.

You will write a friendly letter to a friend or family member about daily life in colonial Boston. Use the questions below to help you organize your ideas.

1. Who are you writing to? You will write to this person during the rest of the Storypath.

2. What can you tell this person about your family? List at least two ideas.

3. What can you tell this person about your family's business? List at least two ideas.

4. Include information and details related to daily life. You might tell about your friends, where you shop for food, or what people do during the day.

5. Use words from the word bank in your letter. Draft your friendly letter on the next page using the friendly letter format.

DATE _____

WRITING: FRIENDLY LETTER**Daily Life in Colonial Boston**

Friendly letters are informal letters that tell about something interesting. In this letter, you will tell about your family and daily life in colonial Boston. Use your notes on the previous page to write a rough draft of two or three paragraphs. Use the format below to write your friendly letter.

Date (The year is 1765.)

Greeting/Salutation

(Body of letter—Draft your letter here.)

Complimentary closing

Signature

Assessment: The letter identifies a believable correspondent and an appropriate role for the storyline. The letter is written from the character's point of view and written as though the sender and receiver have known each other for a while. Two facts are included about family and daily life. It follows friendly letter format and shows evidence of revision.

PREWRITING: A REPORT

Daily Life in Colonial Boston

You will write a report about daily life in colonial Boston. Meet with your family group and decide on topics that each of you will research.

Topic: _____

Where can you find information about your topic?

Think about what you already know about the topic. Then think about daily life today. What are the similarities? What are the differences?

Similarities	Differences

Are there subtopics in the chart that can provide focus for your research? Circle the items that you would like to research.

Begin the research.

List the steps involved in the topic you have chosen. For example, the baker starts to bake the bread in the early morning. While the bread is baking, he makes the dough, and so on.

List and describe the tools or materials you would use. (For example, a baker's peel is a wooden paddle with a long handle, used to reach the back of a large oven.)

To enrich your writing, use words to tell what you would see, hear, smell, taste, and feel. For example, the baker might feel the scorching heat of the ovens.

How might your daily activities be linked to the life of the people in Boston?

Do you depend on people or supplies from Britain? Explain.

Do you depend on British ships for shipping? Explain.

Does your product get sold in Britain? Explain.



DATE _____

WRITING: A REPORT**Daily Life in Colonial Boston**

In your report, you will explain important aspects of your character's daily life. Use the space below to organize your ideas from your prewriting. Keep in mind the criteria on the self-assessment rubric shown on Portfolio page 13.

Title: _____

Introduction: _____

Supporting Examples and Details

Conclusion: _____

SELF-ASSESSMENT

Report on Daily Life

Use the rubric below to evaluate your report. The first column describes expectations for the assignment.

Rate yourself by putting a number in the second column.

1 = missed the mark; needs lots of work

2 = on target; met the basic requirements of the assignment

3 = outstanding work; went beyond expectations

In the last column explain why you assigned that number for that criterion.

Ideas and Content

Criteria for assessment	Rating	Explanation for rating
The content is accurate and realistic to the family created.		
The description of daily life is focused and includes relevant details.		
The relationship to Britain is included.		
Clear descriptions are included about tasks and tools/materials.		
The writing is insightful. The reader can picture daily life because of the vivid descriptions.		

Organization

Criteria for assessment	Rating	Explanation for rating
The introduction is inviting and a satisfying conclusion is provided.		
The sequence is logical and effective.		
The descriptions flow from one event to the other.		

PRESENTING A REPORT

Daily Life in Colonial Boston

You will present your report to the class. Use the guidelines below to prepare for your presentation.

The title of my report: _____

Three important facts to share about my topic

Props or costumes I can use

Ways to make my presentation interesting

Special information or details to include

Practice your presentation in your family groups. Ask a member of your group to check off the boxes below that you included in your practice presentation. Use feedback from your family group to make improvements to your presentation.

- ☐ I presented the information in the role of my character.
- ☐ I included three important facts.
- ☐ I kept the presentation short and to the point.
- ☐ I spoke clearly and confidently.
- ☐ I used dramatic expression to communicate the role of my character.

**TAKING NOTES: DAILY LIFE PRESENTATIONS**

As you listen to the reports, write key words or draw quick pictures that will help you answer the following questions. You will discuss these questions after the presentations.

What was life like in colonial times?	What skills did people need?
How was life in colonial times similar to life today?	How was life in colonial times different from life today?
Do any of the jobs exist today?	Write other ideas here.



DATE _____

WRITING: FRIENDLY LETTER

Episode event: _____

In character, write a friendly letter to the same person you've written to before. Explain the events in this episode. Include your feelings about what has happened. Remember to use the correct format for letters.

Assessment: The letter is written from the character's point of view. Accurate information about the events is included and the character reacts to the events based on the character description. Feelings about the events are identified. Friendly letter format is followed.

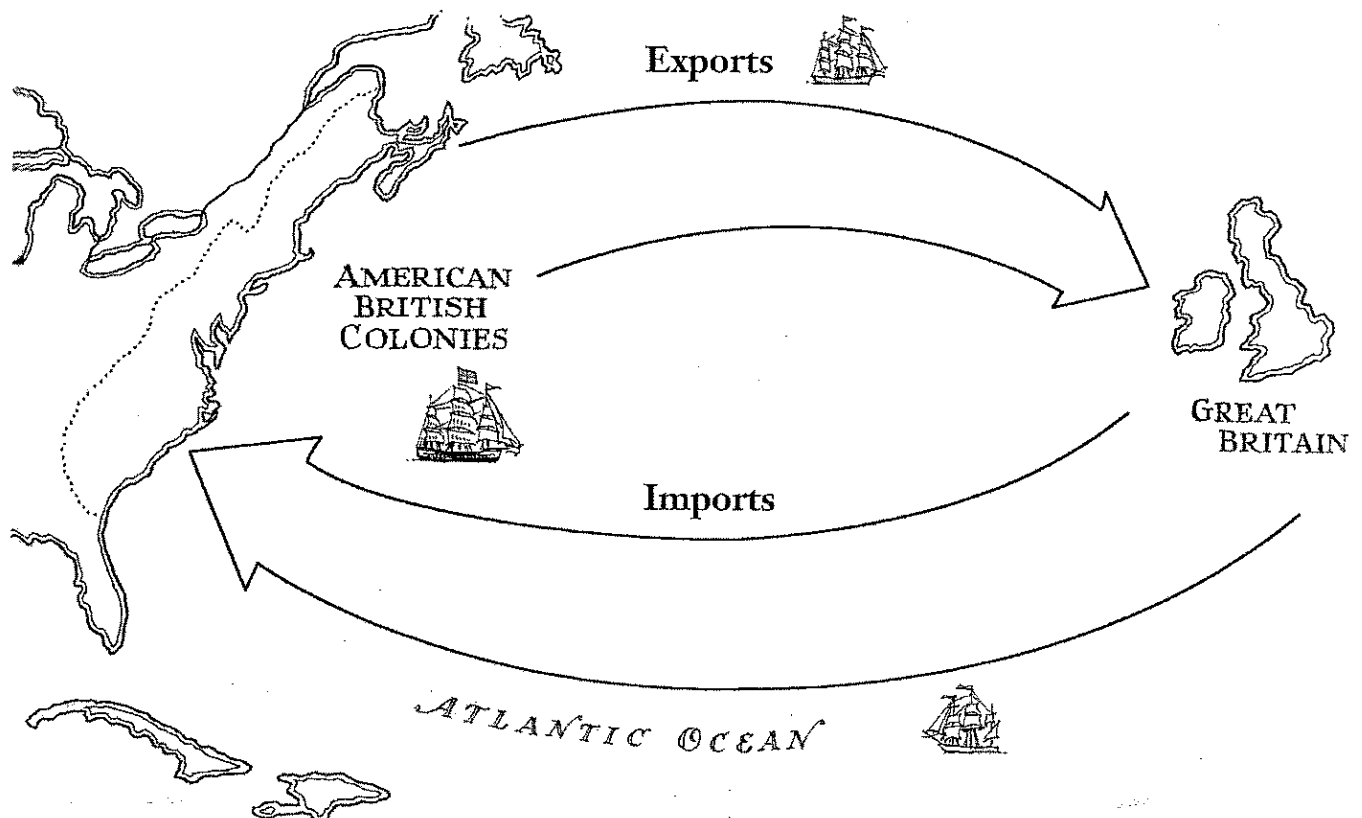
FLOW CHART

Ordering Supplies from Britain

Britain needed raw materials, like lumber, from the colonies to make goods. The colonies needed goods from Britain to run their businesses. As a family, make a list of at least five supplies, or goods, you need to operate your business.

Fill in the flow chart below. First, in the bottom arrow, write the names of goods that your business needs **imported** from Britain. Then draw simple illustrations of these goods.

Next, on the top arrow, write the names of items that are **exported** from the colonies to Britain. Then draw simple illustrations of these items.



PRIMARY SOURCE: NEWSPAPER ARTICLE

The B O S T O N



Evening-Post.

*Containing the freshest & most important**Advices, Foreign and Domestic.*

October 29

The inhabitants of this town have been of late greatly insulted and abused by some of the officers and soldiers, several have been assaulted on frivolous pretences, and put under guard without any lawful warrant for so doing. A physician of the town walking the streets the other evening, was jostled by an officer, when a scuffle ensued, he was afterwards met by the same officer in company with another, both as yet unknown, who repeated his blows, and as is supposed gave him a stroke with a pistol, which so wounded him as to endanger his life. A tradesman of this town on going under the rails of the Common in his way home, had a thrust in the breast with a bayonet from a soldier; another person passing the street was struck with a musket, and the last evening a merchant of the town was struck down by an officer who went into the coffee-house, several gentlemen following him on, and expostulating with the officers, were treated in the most ungentle manner; but the most atrocious offence and alarming behaviour was that of a captain, the last evening, who in company with two other officers, endeavoured to persuade some

Negro servants to ill-treat and abuse their masters, assuring them that the soldiers were come to procure their freedoms, and that with their help and assistance they should be able to drive all the Liberty Boys to the devil; with discourse of the like import, tending to excite an insurrection. Depositions are now taking before the magistrates, and prosecutions at common law are intended, the inhabitants being determined to oppose by the law such proceedings, apprehending it the most honourable as well as the most safe and effectual method of obtaining satisfaction and redress; at the same time they have a right to expect that General Gage will not remain an unconcerned spectator of such a conduct in any under his command. —*Here Americans you may behold some of the first fruits springing up from that root of bitterness a standing army. Troops are quartered upon us in a time of peace, on pretence of preserving order in a town that was as orderly before their arrival as any one large town in the whole extent of his Majesty's dominions; and a little time will discover whether we are to be governed by the martial or the common law of the land.*

~from *The Boston Evening-Post*, October 29, 1768.



PRIMARY SOURCE READING GUIDE

The Boston Evening-Post

The article from the *Boston Evening-Post* is a primary source. It was written in 1768. Historians can use this article to learn about events in Boston during this time period.

Effective readers first think about the author's purpose for writing and then about what they already know about the topic. Then they often read and reread to make sure that they understand the text. Read this article at least two times. Read it aloud to a partner at least one time. Look for the most important ideas. Then use the questions below to help you better understand the article.

1. In colonial times, newspapers sometimes tried to persuade others to think or act in certain ways. Do you think the writer is trying to persuade the reader? Give examples from the text to support your answer.

2. Do you think the writer supports the patriots or the loyalists? How do you know?

3. The writer effectively used the writing trait of word choice to help persuade the reader. The article contains lively verbs, specific nouns, and colorful adjectives (or describing words). Circle the words and phrases that you think helped the writer effectively convey his message.

4. Reread the last paragraph of the article. What are the "first fruits"?

5. What is this article mostly about?



TAKING A POSITION

British Troops Arrive

In column 1, write events from this episode. In columns 2 and 3, describe the points of view of the soldiers and merchants, including how they felt about the events. Remember that people are involved in events in different ways, and they may have more than one feeling or view of an event.

Event #1	Soldiers' Point of View	Merchants' Point of View
Event #2	Soldiers' Point of View	Merchants' Point of View

What is your character's point of view and how does your character feel about the events?

VISUAL LITERACY: HISTORICAL ILLUSTRATIONS

The images on Content Card 8 present different versions of the same event. Compare the images shown on the Content Card and then answer the following questions.

1. What is happening in each image?

Revere's print: _____

Other print: _____

2. Does each image present a patriot's or a loyalist's point of view? Give two examples to support your answer.

Revere's print: _____

Other print: _____

3. Which picture more closely portrays your character's view of the event? Why?

WRITING: FRIENDLY LETTER**Episode event:** _____

Continue your letter writing to the same person in England or another colony. From your character's point of view, describe what took place. Remember to use the correct format for friendly letters.

Assessment: The letter is written from the character's point of view and includes accurate information about the event. Feelings about the events are identified. Friendly letter format is followed.

POINT OF VIEW

Episode event: _____

Based on the events in this episode, describe what each of the following people might be thinking about the event.

Loyalist

Patriot

Tea Merchant

Tea Lover

Mohawk Indian

Assessment: The thoughts of each person are logical, given their circumstances and the events that happened.
 The thoughts are clearly stated.

WRITING: FRIENDLY LETTER**Episode event:** _____

Continue your letter writing to the same person in England. From your character's point of view, describe what happened to the shipment of tea. Include your family's response to it and tell whether or not you feel the colonists' actions were right or wrong.

Assessment: The letter is written from the character's point of view and includes accurate information about the event, an ethical issue, and the character's feelings about the event. Friendly letter format is followed.



FAMILY POSITION STATEMENT

Loyalist or Patriot?

1. Brainstorm. We'll do this in class together.
2. Organize your thoughts. Think of the position your family is taking, and then think of the opposite point of view. For each position, think of at least three advantages and three disadvantages.

	Colonists with Britain LOYALISTS	Citizens of Independent Nation PATRIOTS
Freedoms and rights we would have		
Responsibilities we would have		
Advantages in daily life to <ul style="list-style-type: none"> • business • future for family • future for colonies 		
Disadvantages in daily life to <ul style="list-style-type: none"> • business • future for family • future for colonies 		

Assessment: The position statement presents a position that logically reflects the character's or family's point of view. The statement provides reasons to support the position and demonstrates an understanding of the events, the impact of the events on the family, and the costs and benefits associated with the position.



PREWRITING: PERSUASIVE LETTER

In character, write a letter to a friend explaining why you have decided to become a patriot or loyalist. Try to persuade your friend to take your side.

1. Get organized.

- Use the Family Position Statement chart to help you get organized.
- Make an outline or a list if that helps organize your thoughts.
- Put your most important arguments first.
- Include arguments about the opposite point of view, too.

2. Write a rough draft.

Use another sheet of paper to write your rough draft. The draft should include the following:

- **Letter Format:** Write a date in early 1774 and a greeting.
- **Opening:** State your decision to become either a loyalist or patriot.
- **Body:** Include at least one paragraph of five to seven sentences explaining why you have made this decision. Include at least three reasons why you have decided to join the loyalist or patriot side. Use words such as *because* and *for example* to add details about your reasoning.
- **Body:** Include at least one paragraph stating why someone might take the opposite point of view. Next write why you think those views are understandable, but why you believe differently. State your specific reasons.
- **Conclusion:** Restate your position and express concern or some other feeling about the person to whom you are writing and yourself. Include a call to action to think or act as you do.
- **Closing:** Include a complimentary closing and your signature.

3. Edit.

Reread your draft. Think about word choice. Do the words you have chosen reflect strong feelings about the position you have taken? Does your letter persuade the reader to take your point of view?

Use Step 2 as a checklist as you finish your editing.

4. Write your final copy on the next page.

WRITING: PERSUASIVE LETTER**Loyalist or Patriot?**

Assessment: The letter is written from the character's point of view. It includes the character's position and at least three reasons supporting the position. It includes the opposing viewpoint and counters that viewpoint with a reasonable argument. It speculates on what lies ahead for the family. Word choice is effective in persuading the reader.

[illegible]

GLOSSARY

assembly *noun* the main governing body of each colony that made laws and raised money through taxes

boycott *noun* the act of refusing to buy or use something as a way of protesting; *verb* to participate in such an act

colonists *noun* people who live in a colony; colonists usually remain citizens of the parent country

colony *noun* a place ruled by another country

Committees of Correspondence *noun* groups of people who wrote and sent letters back and forth between the colonies to communicate political news and feelings

democracy *noun* a government in which the people rule themselves by electing others to represent them and make laws for them

exports *noun* materials sent out from one country for sale and use in another country

imports *noun* materials brought in from another country for sale and use

loyalist *noun* a colonist who was loyal to the British king and Parliament's laws and wanted to remain a part of Great Britain

merchant *noun* a person who buys and sells items for a profit

mother country (or parent country) *noun* the country from which colonists come, or the country of one's parents or ancestors; in relation to colonists, the parent country continued to rule over the colonists, even though the colonists lived across the ocean

Parliament *noun* the lawmaking body of Great Britain

patriot *noun* a colonist who was in favor of America breaking away from Great Britain and becoming an independent nation

protest *noun* an event organized to voice an objection or complaint against something; *verb* to participate in such an event

Tories *noun* a British political party that supported the loyalists

vigilante *noun* a member of a self-appointed group of people organized to maintain order and punish criminals

Whigs *noun* a British political party that favored American independence from Great Britain during the American Revolution

List of Acts

Stamp Act *noun* a British law passed in 1765 that required colonists to pay a tax on documents and some common items

Sugar Act *noun* a British law passed in 1764 that put a tax on molasses imported into the colonies

Tea Act *noun* a British law passed in 1773 that cut the price of tea but kept the tea tax and allowed only certain merchants to sell the tea

Quartering Act *noun* a British law passed in 1765 that required colonists to provide housing and food for the British soldiers stationed in America