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# THE BOSTON TEA PARTY

by Russell Freedman  
illustrated by Peter Malone



## About the Book

More than any other single event, the Boston Tea Party of 1773 has come to stand for the determination of American colonists to control their own destinies. Freedman captures this exciting story in vivid prose; and Peter Malone, in lush, intricately detailed watercolor paintings, artfully depicts the colonial era and the charged atmosphere of Boston during these pivotal developments that ushered in the Revolution.

**GRADES 2–5**

## SUGGESTED CLASSROOM ACTIVITIES

### Literature/Language Arts

#### Writing and Discussion

##### 1 CCSS 4.SL.1, 4.RI.1, 4.W.1

The colonists coined the phrase “No taxation without representation.” What did it mean in 1773? Does it still have meaning today? How or why?

Ask students: If you were a young man in Boston in 1773, would you have participated in the tea party? Why or why not? (Young women would not have been allowed at that time, but girls of today are encouraged to respond to this question.)

The *Massachusetts Gazette* of December 20, 1773, described the tea party raid at Griffin’s Wharf. Have students imagine that they are news reporters and write their own articles about the event, using information from Freedman’s book and additional resources. Articles should include: Who, What, Where, When, Why, and How information.

#### Sequence

##### 2 CCSS 3.RI.8

List the following sentences on a page to be duplicated for each student: The tea ship *Dartmouth* arrives in Boston Harbor; The opening shots of the Revolutionary War are fired at Lexington and Concord; The British Parliament passes the Tea Act; The Boston Tea Party takes place from 6 to 9 p.m.; The *Massachusetts Gazette* calls for protests; Parliament passes the Boston Port Bill. Ask students to place the numeral 1 next to the event that happened first and then to continue the

sequence with the numerals 2 through 6. Have them compare their results with the time line at the end of the book to determine if their sequencing is correct.

#### Parts of a Book

##### 3 CCSS 2.RI.5

Point out to students the various parts of this informational book in addition to the story of the tea party: title page, copyright page, Introduction, text pages, Bibliography, Time Line, Source Notes, and Index. Give a different textbook or informational trade book to each student and have him or her search for and identify each of these parts in his or her book. Note: All books will not necessarily contain all of the parts.

Note the difference between fiction and nonfiction books—e.g., fiction books *usually* do not have bibliographies, source notes, or indexes. Also point out that the copyright page may be directly behind the title page or—as in *The Boston Tea Party*—at the end. Point out also that many nonfiction books have a table of contents, although most 32–40-page picture books, such as this, do not.

#### Using an Index

##### 4 CCSS 3.RI.5

Provide a photocopy of the index for each student. Have the students peruse it carefully and ask them what they notice about it. (It’s at the end of the book; entries are in alphabetical order; page numbers are provided.) Create a list of ten topics from the book and have the students use the index to tell on which page/s they can find information on that topic.

## Geography

### Maps/Boston Landmarks

5 CCSS 3.RI.7, 3.W.7

A variety of old and modern maps, along with answers to many questions about the Boston Tea Party, can be found at: [www.his.jrshelby.com/btp/](http://www.his.jrshelby.com/btp/). Students may explore this site for additional information.

Students can look at a modern map of Boston and search for Faneuil Hall, Old South Church, Griffin's Wharf, Milk Street, and Hutchinson Street, all of which are still in existence today. Using old maps, ask students to trace various routes from Old South Church to Griffin's Wharf that those who participated in the Boston Tea Party might have taken.

## Drama/Biographies

### Boston Tea Party Participants

6 CCSS 4.RI.9, 4.W.9

Have students research additional information on people mentioned in the book as well as many others at:

[www.boston-tea-party.org/participants/participants.html](http://www.boston-tea-party.org/participants/participants.html). Working in groups, students can choose a different person who participated in the Boston Tea Party and write a short play depicting what may have gone on at one of the meetings prior to the dumping of the tea.

## Online Resources

Boston Tea Party—Library of Congress online resources include newspapers, drawings, firsthand accounts, and other items, and are accessible at:

[www.loc.gov/search/?q=boston%20tea%20party&fa=digitized:true](http://www.loc.gov/search/?q=boston%20tea%20party&fa=digitized:true)

[www.boston-tea-party.org/](http://www.boston-tea-party.org/) presents information related to many aspects of the Boston Tea Party: the participants, firsthand accounts, the British view, and many other known and little known facts.

[www.bostontepartyship.com/boston-tea-party-history](http://www.bostontepartyship.com/boston-tea-party-history) includes historical information, a chronology, descriptions of the ships that were in Boston Harbor, pictures, videos, and more.

Classroom Activities prepared by Sandy Schuckett, school library consultant.

## About the Author and Illustrator

**Russell Freedman** is well known for his riveting biographies and masterful accounts of the history of the United States. One of the most honored writers for children, his many awards include the Newbery Medal, three Newbery Honor Medals, the Laura Ingalls Wilder Award, a Sibert Award, a Sibert Honor Award, and a National Humanities Medal. He lives in New York City.

**Peter Malone's** fine art prints are widely collected. His illustrations have appeared in *The New Yorker* and on British Royal Mail stamps as well as in many books for children. He estimated that he drank approximately 1,200 mugs of tea while working on the illustrations for this book. He lives in the west of England.

# The Common Core State Standards

## Adaptability Note

The activities suggested within this Educator’s Guide can easily be adapted to conform to the listed Common Core Standards in the entire 2–5 grade range.

- ① **4.SL.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
  - 4.RI.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - 4.W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- ② **3.RI.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- ③ **2.RI.5:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- ④ **3.RI.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ⑤ **3.RI.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
  - 3.W.7:** Conduct short research projects that build knowledge about a topic.
- ⑥ **4.RI.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
  - 4.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ⑦ **2.SL.5:** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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