

Made in America: Colonial Imports, Exports, & Boycotts For Grades 3 & 5

Introduction

This is a mini unit comprised of three lessons. The first lesson, “Where Did Colonial People Get Things?”, includes three sessions where students examine interiors of colonial homes to think about where the items they see came from. What was the family able to produce? What did they need to buy? In the second lesson, “Imports and Exports,” students examine specific items to determine whether they were imported into or exported out of the colonies. Then they read an excerpt from the 1764 Sugar Act to discover why England felt the need to tax the colonists. The final lesson, “The Colonists Fight Back,” is a lead-in as to why the Revolutionary War took place. Over the course of two sessions students learn about ways that the colonists expressed their anger about importation laws and taxation without representation. They look at two primary sources- a store ad and a broadside that asked people to boycott that store, they examine the text of a song that asks young women to boycott certain items, and they interpret a political cartoon about boycotting tea. Students are then asked to create their own songs, poems, or political cartoons about boycotting imported goods.

Massachusetts History and Social Studies Frameworks

Grade 3

Topic 6. Massachusetts in the 18th century through the American Revolution [3.T6]

2g. the roles of colonial women in keeping households and farms, providing education for children, and, during the Revolution, boycotting English goods

Grade 5

Topic 2. Reasons for revolution, the Revolutionary War, and the formation of government [5.T2]

1 a. policies: the Proclamation of 1763, the Sugar Act (1764), the Stamp Act (1765), the Townsend Duties (1767), the Tea Act (1773), the Intolerable Acts (1774)

b. the slogan, “no taxation without representation”

d. the role of women in the boycott of British textiles and tea, in writing to support liberty, in managing family farms and businesses, raising funds for the war, and supporting the Continental Army (1760s–1780s)

Massachusetts English Language Arts & Literacy Frameworks

Grade 3 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Grade 3 Writing Standards [W]

Text Types and Purposes

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.

c. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.)

d. Use temporal words and phrases to signal order where appropriate.

e. Provide a sense of closure.

f. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.

Grade 5 Reading Standards for Informational Text [RI]

Key Ideas and Details

1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

Integration of Knowledge and Ideas

9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

Grade 5 Writing Standards [W]

Text Types and Purposes

3. Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

b. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

c. Use a variety of transitional words, phrases, and clauses to manage sequence.

d. Use concrete words and phrases and sensory details to convey experiences or events precisely.

e. Provide a sense of closure appropriate to the narrated experiences or events.

g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.