| **Title:** Causes of the American Revolution |
| **Subject:** 4th Grade Social Studies |
| **GPS:** |
| **SS4H4a:** Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “No taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party. |
| **SS4H4d:** Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams. |
| **Learning Goal(s):** |
| - Students will be able to identify the causes, events, and results of the American Revolution. |
| - Understand and apply the meaning of “No Taxation without Representation” in its context within the American Revolution. |
| - Understand the implications of the Stamp Act and its role as a catalyst of the American Revolution |
| - Show an awareness of the process of protest or unfair conditions |
| - Students will interpret the effect of the French and Indian War on the revolutionary movement in America |
| **Essential Question:** |
| What were the causes, events, and results of the American Revolution? |
| How did certain individuals influence and affect the American Revolution? |
| How do I use a variety of resources to gain information about an individual? |
| What does the slogan, “No Taxation without Representation” mean and how does it apply to the American Revolution? |
| What was the Stamp Act and how did it influence the American Revolution? |
How did the French and Indian War contribute to the revolutionary movement?

**Activate Learning:**

Taxation Hook: Prior to this lesson, ask the principal or administer to participate in this activity. He/she must read through the activity and agree to “play along”.

1. At the start of class, the principal should walk in and ask to make an announcement to the class. She should have with her several sheets of plain stickers.

2. After gaining the students’ attention, she will explain that there is some news that they must understand. She will explain to the class that the school has had a lot of expenses lately and needs to raise money in order to continue to provide materials such as copy paper. From now on students will pay taxes by *buying* stamps to place on certain papers. She should display the stickers that are “for sale.” She should clearly state that all papers submitted for grading will require a stamp. In addition, all hall, bathroom, and nurse passes will require a stamp, as well late slips and computer sign-in sheets.

3. She will explain that stamps are 5 cents each and that teachers are now required to be official stamp monitors and collectors. Show the “tax collection” cans. Explain to students that some of the money collected will go to support the school with new supplies. The rest of the money will be given to the middle school to fund their field trips.

4. She should sternly explain that students who refuse to pay the tax will be put in detention. If they continue to not buy the stamps, they will be expelled from the school.

5. The students will naturally be upset, however, the principal should leave immediately after giving her speech.

6. Once she is gone, allow students to share their feelings about this new policy. Guide their discussions towards the unjustness of the new rules.

7. Tell the students that you can see they are upset. Tell them that rules and laws can always be changed, and that perhaps the principal would listen to their feelings. Explain that it would be best if they had clear, organized arguments before speaking with her. Break the class into groups of three or four and distribute the graphic organizer (attached). Ask the students to use it to record and organize their ideas.

8. After students have compiled several arguments with adequate support, bring the class together to discuss each group’s ideas.

9. Tell students that now that they have plenty of reasons that the rules should be
changed, they need to come up with a plan to convince the principal. Remind them that
oftentimes, history is a great resource. Many modern problems can also be observed in
history. Tell the students that you think something very similar happened to the Colonists
while America was still ruled by England. However, you can’t remember what exactly
happened. Pretend to look it up in a book, and read the following:

The Stamp Act

*In order to help cover the cost of the war between Great Britain and France, British
officials began to establish new taxes in the Colonies. In 1765 a tax was passed by
Great Britain known as the stamp act.*

*This law required all colonists to pay a tax to Great Britain on all of the printed materials
that they used, newspapers, magazines, and even playing cards. All of these materials
were required to have a stamp placed on them, in order to show that the tax had been
paid.*

*Colonist were outraged, and responded by boycotting all British goods. They also
attacked officials who were sent by Great Britain to enforce the stamp act, and burned
the stamps in the street. Many of the colonies sent representatives to a special meeting
in New York, which they called The Stamp Act Congress, where the colonies voted and
declared that Parliament did not have the right to pass taxes on the colonies because
they did not have any representation in parliament. Many of the colonists began crying
‘No taxation without representation.*

*As a result, the British Parliament repealed the stamp act just one year later in 1766.*

10. Ask students to think about the similarities and differences between their situation
and the Colonists’.

11. The principal should come into the room smiling and explain that the new rules
were a joke and just a way for them to start thinking about history. She should explain
that they will be learning more about the Colonists’ struggle for freedom, and it is
important that they understood just how hard the Colonists had it sometimes.

**Teaching Strategies:**

**Day 1: French and Indian War**

1. Have students brainstorm situations where they had to take the blame or have the
consequences for something that someone else did.

2. Use the PowerPoint to discuss how the French and Indian War led to revolution in the
colonies. [http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352](http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352)

3. Have students get into groups of 2-3 students and ask them to respond to the slide:
What do you think? What would you do?
4. Students will work in response groups (2-3 students) to discuss how they would react if they were colonists and had to pay for the debt of the French and Indian War. Have each group design an illustration to show their response. Each group will share their response with the class. The posters and the verbal response will allow the teacher to assess understanding.

5. Ticket out the door – students will write how they would react as colonist if they were responsible for war debt.

**Day 2: The Stamp Act and No Taxation Without Representation**

1. Discuss the first day’s activities with the students. Ask them to describe their feelings when they heard about the taxes.

2. Explain to the students that now they can understand how the Colonists must have felt. Reread the excerpt about the Stamp Act from Day 2.


4. Discuss the Stamp Act. As a whole class or independently, use a venn diagram to compare and contrast the Stamp Act with the activating activity.

5. Point out the phrase “No taxation without representation” from the video. Write the phrase on the board and have students copy it onto a piece of paper.

6. Have the students create a bubble map around the phrase with ideas of what they think this might mean. Ask students to read their ideas to the class and add these ideas to a class bubble map on the board. Use these ideas to lead a discussion about taxation without representation and the problems the colonists faced.

7. Distribute the readers’ theater about the American Revolution. ([http://rosalindflynn.com/pdf%20files/AmRevolution.pdf](http://rosalindflynn.com/pdf%20files/AmRevolution.pdf)). Assign parts to the students. Read through Parts 1 and 2. Students should be given time to read through the play and practice their lines before reading it together as a class.

8. Discuss the play and how it covers what they have been discussing in class.

**Day 4 and 5: Sons of Liberty and Boston Tea Party**

**Sons of Liberty**

1. Read pages 23-30 in ...If You Lived at the Time of the American Revolution, by Kay Moore
2. Discuss the mixed feelings of the colonists living under English rule--historians have stated that about one out of three colonists was a Loyalist.

3. Help children compare/contrast the feelings of the Loyalists and the Patriots on the Venn Diagram.

4. Talk about some of the vocabulary words that the children will encounter in their research and readings: patriots, minutemen, militia, redcoats, loyalists, Sons of Liberty.

5. Discuss the growing number of colonists who were planning for a fight with England. A club was formed called the Sons of Liberty. Their motto was Join or Die. The members broke into the homes of the tax collectors and beat them. They then burned the hated tax stamps. The British sent 40,000 soldiers to help the tax collectors. The American colonists were told that they would have to let the soldiers live in their homes. This made the colonists very angry.

6. Ask the children what the untrained colonists should do to prepare for a fight with their "Mother Country." How would they talk to other Patriots when there were so many British soldiers in their towns? How would they know who they could trust?

**Boston Tea Party:**

1. As a class or in small groups, read several of the attached first-hand accounts of the Boston Tea Party. Share with students that these were written over 200 years ago.

2. After reading the accounts, students will work independently or with a partner to create an illustrated timeline of the events of the Boston Tea Party. Timelines should include at least five events. For each event, students should include an illustration and a written account of what happened.

**Day 6: Battle of Lexington and Concord**

1. On UnitedStreaming, watch the section about the Battles of Lexington and Concord on the video “And Then What Happened, Paul Revere?"

2. Through a class discussion, review the events of Lexington and Concord.

3. Students will create a four panel comic strip of the events (1. The British and Americans arrive at Lexington and a shot is fired. 2. The British defeat the Americans. 3. While marching back to Boston, Americans attack the British troops. 4. American wins the Battle of Concord.)
4. Students will fill in the battle log for the Battle of Lexington and Concord.

**Culminating Activity/Assessment:**

- French and Indian War group response
- French and Indian War ticket out the door
- “No taxation without representation” journal entry
- Loyalist/Patriot venn diagram
- Lexington and Concord comic strip
- Class discussions

**Resources**

- French and Indian War PowerPoint: [http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352](http://www.slideshare.net/lindaknowles/can-one-war-lead-to-another-5057352)
- Stamp Act Reading: [http://www.socialstudiesforkids.com/articles/ushistory/stampact.htm](http://www.socialstudiesforkids.com/articles/ushistory/stampact.htm)

*Camps and Firesides of the Revolution.* Hart, Albert Bushnell with Mabel Hill: "[The Boston Tea Party from the MASSACHUSETTS GAZETTE (1773)](http://www.americanmemory.gov/sources/18th_century/1773/boston_tea_party/)," available via a link from [Internet Public Library](http://www.intern.net/publiclibrary) and a hard copy is also attached to lesson plan. Though this brief account is told in straightforward language, help your students understand the meanings of these words, as used in the document: repaired: went, stove: broke, purloined: stolen

*Camps and Firesides of the Revolution.* Hart, Albert Bushnell with Mabel Hill: "[Another Account of the Tea Party BY JOHN ANDREWS (1773)](http://www.americanmemory.gov/sources/18th_century/1773/boston_tea_party/)," also available via a link from [Internet Public Library](http://www.intern.net/publiclibrary). The account runs from page 164 to page 166. This brief account is told in straightforward language, but make sure your students understand that the word "actors," as used here, refers to those taking action.

"A Shoemaker and the Tea Party" by George Robert Twelve Hewes, on the resource [History Matters](http://www.historymatters.net). This account, more detailed and somewhat more difficult to read than the previous two.

Broadsides: [Boston, December 20, on Tuesday last](http://www.americanmemory.gov/sources/18th_century/1773/boston_tea_party/), from [American Memory](http://www.americanmemory.gov/sources/18th_century/1773/boston_tea_party/). In this modern text version, read only the section for December 20. There is also a [digitized copy of the original](http://www.americanmemory.gov/sources/18th_century/1773/boston_tea_party/). Hard copies are included in the lesson plan.
Persuasion Map
Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

Goal

Reason 1

Reason 2

Reason 3

fact/example

fact/example

fact/example

fact/example

fact/example

fact/example

fact/example

fact/example

fact/example

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American Revolution Readers
Theatre Script

Developed by Dr. Rosalind M. Flynn
with students at
Sweet Apple Elementary School
Roswell, GA

Introduction
1 Okay everyone! Where do we live?
All The United States of America.
[sound effect]
2 Fifty Great States! Always were!
Always will be!
All Fifty Great States! Always were!
3 Hold everything!
All [grumble in confusion.]
3 The United States were not always united.
4 And they didn’t start out as 50 states.
5 They began as 13 colonies--remember?
All Oh yes! The 13 original colonies!
6 Uh, what’s a colony?
All A colony is a settlement ruled by a leader in another country far away.
7 Who ruled the 13 original colonies back in the 1700s?
All King Ferdinand and Queen Isabella!
8 No!
All [Stop. Think. Remember!] King George
the III of England!
8 Much better.
9 Who lived in the colonies?
All [a rap]
Colonists did the colony thing. They worked the farms from Spring to Spring. They worked the mills like anything! But they had to obey a faraway king!
10 King George III!
All His majesty! [gesture]
10 Ruler of the 13 original colonies until......
1 Revolution!
All Revolution!
2 It begins as a disagreement,
All [sound effect]
3 Argument,
All [sound effect]
4 Conflict--
5 Usually with some authority.
6 Authority?
7 Yes--someone or something that enforces laws or rules,
8 Takes charge.
6 You mean like a boss?
All Right, but not a good boss--an unjust authority! [gesture]
9 And what happens next?
Evens Fights [sound effect, gesture]
Odds War! [musical sound effect--dun duh
duh dahn!]
Evens Charge! [gesture]
1 Revolution!
All Revolution! People over throw one government [sound effect]
9 Kick it out?
All Totally [gesture].
9 Then what?
All They replace the old government [gesture] with a new one.
1 Revolution!
All Revolution!
10 It’s what the American colonists did back in the 1700s.
All The American Revolution!
T-Taxation without Representation.
I-Independence.
O-Overthrow of the British. N-New Nation!
Revolution!
Part 2
1 Why didn’t the colonists like the old government?
2 They didn’t like being ruled by a monarch.
3 A monarch butterfly?
4 Butterflies can’t rule people!
All [sound effect—“Duh-uh!”] Not that kind
of monarch! The king or queen kind of monarch!
3,4 Oh.
5 In this case,
All King George III! [sound effect]
6 What was so bad about King George III?
[sound effect]
7 Well, for one thing, he lived in England
All over 3000 miles away from the colonies
8 and he was making laws and ruling the land.
6 Fair laws?
All No! And the colonists protested!
9 Listen here King George! We have our own laws!
10 and we don’t want yours!
11 Why should we have to pay any tariffs?
12 We pay enough taxes already!
13 The Stamp Act is unfair!
14 Leave us alone!
15 Stand up to old King George!
16 Boycott British tea!
17 If you think we accept your Sugar Act,
then you can eat sugar!
18 The King and the British don’t even know what life is like here!
19 Mr. King! How can someone on another continent rule us without giving us a say at all?
20 We refuse to obey your laws and pay your taxes without representation in your government!
21 We agree with Mercy Otis Warren and James Otis!
All No taxation without representation!
22 Some British disagreed:
23 Why should we pay for the soldiers we’ve sent to protect the colonies across the ocean?
24 The colonies were set up for the good of England—not for the good of the colonists!
25 We will not let all those colonies make whatever rules they want!
1 English authority must be obeyed wherever the English flag flies!
2 But what did the colonists want?
All Self-government! [sound effect]
3 We want the right to make our own decisions!
4 We are responsible enough to make the right choices!
5 We will make our own fair, respectful, and reasonable laws!
6 We want All Democracy! [sound effect]
10 Democracy—government by the people!
11 Democracy—a government in which people elect their leaders!
12 Democracy—freedom and justice to make our own laws!
13 Democracy—it’s what the people want!
All Democracy! Now! [gesture]
48. The Boston Tea Party
FROM THE MASSACHUSETTS GAZETTE (1773)

WHILE a public meeting was being held, to protest against the tea ships, a number of brave and resolute men, dressed in the Indian manner, approached near the door of the assembly. They gave a war whoop, which rang through the house and was answered by some in the galleries; but silence was commanded and a peaceable behaviour until the end of the meeting.

The Indians, as they were then called, repaired to the wharf, where the ships lay that had the tea on board. They were followed by hundreds of people to see the event of the transactions of those who made so grotesque an appearance.

The Indians immediately repaired on board Captain Hall's ship, where they hoisted out the chests of tea. When on deck they stoved them and emptied the tea overboard.

Having cleared this ship they proceeded to Captain Bruce's, and then to Captain Coffin's brig. They applied themselves so dexterously to the destruction of this commodity, that in the space of three hours they broke up three hundred and forty-two chests, which was the whole number of these vessels, and poured their contents into the harbor.

When the tide rose it floated the broken chests and the tea. The surface of the water was filled therewith a considerable way from the south part of the town to Dorchester Neck and lodged on the shores.

The greatest care was taken to prevent the tea from being purloined by the populace. One or two who were detected trying to pocket a small quantity were stripped of their plunder and very roughly handled.

It is worthy of remark that although a considerable quantity of other goods were still remaining on board the vessel, no injury was sustained.

Such attention to private property was observed that when a small padlock belonging to the captain of one of the ships was broken, another was procured and sent to him.

The town was very quiet during the whole evening and the night following. Those who were from the country went home with a merry heart, and the next day joy appeared in almost every countenance, some on account of the destruction of the tea, others on account of the quietness with which it was done. One of the Monday's papers says that the masters and owners are well pleased that their ships are thus cleared, without their being responsible.

Great Britain had laid a tax on tea, which the colonists thought unjust. When ships loaded with tea attempted to land their cargoes in Boston, the tea was used as described in this story.
49. Another Account of the Tea Party
BY JOHN ANDREWS (1773)

THE house was so crowded that I could get no further than the porch. I found the moderator was just declaring the meeting to be dissolved. This caused another general shout out-doors and inside, and three cheers.

What with that and the consequent noise of breaking up the meeting, you’d have thought the inhabitants of the infernal regions had broken loose. For my part I went contentedly home and finished my tea, but was soon informed what was going forward.

As I could not believe it without seeing for myself, I went out and was satisfied. The Indians mustered, I'm told, upon Fort Hill, to the number of about two hundred, and proceeded, two by two, to Griffin's wharf, where Hall, Bruce, and Coffin's vessels lay.

Coffin's ship had arrived at the wharf only the day before, and was freighted with a large quantity of

A COLONIAL TEA-SET.

other goods, which they took the greatest care not to injure in the least.

Before nine o'clock in the evening every chest on board the three vessels was knocked to pieces and flung over the sides. They say the actors were Indians from Narragansett. Whether they were or not, to a transient observer they appeared such.

They were clothed in blankets, with their heads muffled and copper colored faces. Each was armed with a hatchet or axe or pair of pistols. Nor was their dialect different from what I imagine the real Indians to speak, as their jargon was nonsense to all but themselves.

Not the least insult was offered to any person, except to Captain Connor, a livery-stable keeper in this place, who came across the ocean not many years since. He ripped up the lining of his coat and waistcoat under the arms, and, watching his opportunity, he nearly filled them with tea.

When detected he was handled pretty roughly. The people not only stripped him of his clothes, but gave him a coat of mud, with a severe bruising into the bargain. Nothing but their utter aversion to making any disturbance prevented his being tarred and feathered.
A Shoemaker and the Tea Party

by George Robert Twelve Hewes

George Robert Twelve Hewes, a Boston shoemaker, participated in many of the key events of the Revolutionary crisis. Over half a century later, Hewes described his experiences to James Hawkes. When Parliament passed the Tea Act in 1773, colonists refused to allow cargoes of tea to be unloaded. In the evening of December 16, with Hewes leading one group, the colonists dressed in “the costume of an Indian.” They boarded the ships in Boston harbor and dropped the tea overboard. Hewes’ account shed light on how resistance became revolution. The “Boston Tea Party,” as it became known in the 19th century, became a powerful symbol of the Revolution. And Hewes, artisan and ordinary citizen, was celebrated as a venerable veteran of the struggle for Independence.

Although the excitement which had been occasioned by the wanton massacre of our citizens, had in some measure abated, it was never extinguished until open hostilities commenced, and we had declared our independence. The citizens of Boston continued inflexible in their demand, that every British soldier should be withdrawn from the town, and within four days after the massacre, the whole army decamped. But the measures of the British parliament, which led the American colonies to a separation from that government, were not abandoned. And to carry into execution their favourite project of taxing their American colonies, they employed a number of ships to transport a large quantity of tea into the colonies, of which the American people were apprised, and while resolute measures were taking in all the capital towns to resist the project of British taxation, the ships arrived, which the people of Boston had long expected.

The particular object of sending this cargo of tea to Boston at that time, and the catastrophe which befell it, have been referred to in the preface. It has also been recorded, among the most important and interesting events in the history of the American revolution; but the rehearsal of it at this time, by a witness, and a participant in that tragicomical scene, excites in the recollection of it a novel and extraordinary interest.

On my inquiring of Hewes if he knew who first proposed the project of destroying the tea, to prevent its being landed, he replied that he did not; neither did he know who or what number were to volunteer their services for that purpose. But from the significant allusion of some persons in whom I had confidence, together with the knowledge I had of the spirit of those times, I had no doubt but that a sufficient number of associates would accompany me in that enterprise.

The tea destroyed was contained in three ships, laying near each other, at what was called at that time Griffin’s wharf, and were surrounded by armed ships of war; the commanders of which had publicly declared, that if the rebels, as they were pleased to style the Bostonians, should not withdraw their opposition to the landing of the tea before a certain day, the 17th day of December, 1773, they should on that day force it on shore, under the cover of their cannon’s month. On the day preceding the seventeenth, there was a meeting of the citizens of the county of Suffolk, convened at one of the churches in Boston, for the purpose of consulting on what
measures might be considered expedient to prevent the landing of the tea, or secure the people from the collection of the duty. At that meeting a committee was appointed to wait on Governor Hutchinson, and request him to inform them whether he would take any measures to satisfy the people on the object of the meeting. To the first application of this committee, the governor told them he would give them a definite answer by five o’clock in the afternoon. At the hour appointed, the committee again repaired to the governor’s house, and on inquiry found he had gone to his country seat at Milton, a distance of about six miles. When the committee returned and informed the meeting of the absence of the governor, there was a confused murmur among the members, and the meeting was immediately dissolved, many of them crying out, Let every man do his duty, and be true to his country; and there was a general huzza for Griffins wharf. It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, which I and my associates denominated the tomahawk, with which, and a club, after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffins wharf, where the ships lay that contained the tea. When I first appeared in the street, after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me, and marched in order to the place of our destination. When we arrived at the wharf, there were three of our number who assumed an authority to direct our operations, to which we readily submitted. They divided us into three parties, for the purpose of boarding the three ships which contained the tea at the same time. The name of him who commanded the division to which I was assigned, was Leonard Pitt. The names of the other commanders I never knew. We were immediately ordered by the respective commanders to board all the ships at the same time, which we promptly obeyed. The commander of the division to which I belonged, as soon as we were on board the ship, appointed me boatswain, and ordered me to go to the captain and demand of him the keys to the hatches and a dozen candles. I made the demand accordingly, and the captain promptly replied, and delivered the articles; but requested me at the same time to do no damage to the ship or rigging. We then were ordered by our commander to open the hatches, and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders; first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water. In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship; while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us. We then quietly retired to our several places of residence, without having any conversation with each other, or taking any measures to discover who were our associates; nor do I recollect of our having had the knowledge of the name of a single individual concerned in that affair, except that of Leonard Pitt, the commander of my division, who I have mentioned. There appeared to be an understanding that each individual should volunteer his services, keep his own secret, and risk the consequences for himself. No disorder took place during that transaction, and it was observed at that time, that the stillest night ensued that Boston had enjoyed for many months.

During the time we were throwing the tea overboard, there were several attempts made by some of the citizens of Boston and its vicinity, to carry off small quantities of it for their family use. To effect that object, they would watch their opportunity to snatch up a handful from the deck, where it became plentifully scattered, and put it into their pockets. One Captain O’Conner, whom I well knew, came on board for that purpose, and when he supposed he was not noticed, filled his pockets, and also the lining of his coat. But I had detected him, and gave information to
the captain of what he was doing. We were ordered to take him into custody, and just as he was stepping from the vessel, I seized him by the skirt of his coat, and in attempting to pull him back, I tore it off; but springing forward, by a rapid effort, he made his escape. He had however to run a gauntlet through the crowd upon the wharf; each one, as he passed, giving him a kick or a stroke.

The next day we nailed the skirt of his coat, which I had pulled off, to the whipping post in Charlestown, the place of his residence, with a label upon it, commemorative of the occasion which had thus subjected the proprietor to the popular indignation.

Another attempt was made to save a little tea from the ruins of the cargo, by a tall aged man, who wore a large cocked hat and white wig, which was fashionable at that time. He had slightly slipped a little into his pocket, but being detected, they seized him, and taking his hat and wig from his head, threw them, together with the tea, of which they had emptied his pockets, into the water. In consideration of his advanced age, he was permitted to escape, with now and then a slight kick.

The next morning, after we had cleared the ships of the tea, it was discovered that very considerable quantities of it was floating upon the surface of the water; and to prevent the possibility of any of its being saved for use, a number of small boats were manned by sailors and citizens, who rowed them into those parts of the harbour wherever the tea was visible, and by beating it with oars and paddles, so thoroughly drenched it, as to render its entire destruction inevitable.

BOSTON, December 20.

On Tuesday last the body of the people of this and all the adjacent towns, and others from the distance of twenty miles, assembled at the old south meeting-house, to inquire the reason of the delay in sending the ship Dartmouth, with the East-India Tea back to London; and having found that the owner had not taken the necessary steps for that purpose, they enjoined him at his peril to demand of the collector of the customs a clearance for the ship, and appointed a committee of ten to see it perform'd; after which they adjourn'd to the Thursday following ten o'clock. They then met and being inform'd by Mr. Rotch, that a clearance was refused him, they enjoy'd him immediately to enter a protest and apply to the governor for a pass port by the castle, and adjourn'd again till three o'clock for the same day. At which time they again met and after waiting till near sunset Mr. Rotch came in and inform'd them that he had accordingly enter'd his protest and waited on the governor for a pass, but his excellency told him he could not consistent with his duty grant it until his vessel was qualified. The people finding all their efforts to preserve the property of the East India company and return it safely to London, frustrated by the sea consignees, the collector of the customs and the governor of the province, DISSOLVED their meeting.

But, BEHOLD what followed! A number of brave & resolute men, determined to do all in their power to save their country from the ruin which their enemies had plotted, in less than four hours, emptied every chest of tea on board the three ships commanded by the captains Hall, Bruce, and Coffin, amounting to 342 chests, into the sea!! without the least damage done to the ships or any other property. The matters and owners are well pleas'd that their ships are thus clear'd; and the people are almost universally congratulating each other on this happy event.
American Revolution Battle Log

Name __________________________

Name of Battle ______________________________________________

Year ____________________ Who Won?_______________________

Why was this battle important? ___________________________________
__________________________________________________________

One other interesting fact ________________________________________
__________________________________________________________

*********************************************************************

Name of Battle ______________________________________________

Year ____________________ Who Won?_______________________

Why was this battle important? ___________________________________
__________________________________________________________

One other interesting fact ________________________________________
__________________________________________________________

*********************************************************************

Name of Battle ______________________________________________

Year ____________________ Who Won?_______________________

Why was this battle important? ___________________________________
__________________________________________________________

One other interesting fact ________________________________________
__________________________________________________________