



Lesson: Comparing Protests

(To follow Amplify CKLA 4, Knowledge 7: American Revolution,
Lesson 4: Give Me Liberty or Give Me Death)

At a Glance

In this lesson, students compare two colonial protests, one in New Hampshire and one in Massachusetts, that occurred in the years leading up to the beginning of the Revolutionary War.

Primary Focus Objectives

- Students will read non-fiction text and watch a short video to learn about different acts of protests in the 1770s.
- Students will compare the two events.
- Students will use their knowledge of the two protests to develop a point of view about engaging in protest.

Formative Assessment

- “Comparing Protests” worksheet

Standards

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Materials

- [“Moose on the Loose” Timeline](#)
- “Timeline of Colonial Protests Against England” worksheet
- Focus Text: [Unit 5: New Hampshire and the American Revolution, Learn It! “New Hampshire Moves Toward Independence,” page 4](#)
- Video Excerpt: [“Mason Explains: Causes of the American Revolution,”](#) minute 4:35 to 5:29.
- “Comparing Protests” worksheet
- “Town Meeting Character” worksheet

Time Needed

Two 40–50 minute class sessions

Learning Activity

1. **Discuss the idea of protest and examine the timeline.** Review what students already know about why some American colonists were unhappy with British rule and look at the timeline to orient students to the events in the lesson. (*25 minutes*)
2. **Read the Focus Text.** Support students as they read about the Pine Tree Riot of 1772 and identify its causes and effects. (*15 minutes*)



3. **Watch the video excerpt.** Learn about the causes and effects of the Boston Tea Party of 1773. (5 minutes)
4. **Compare the protests.** Identify the similarities and differences between these protests and how they reflect colonists' priorities. (15 minutes)
5. **Hold a town meeting.** Develop characters and create claims about the value of protesting against British rule to share in a town meeting simulation. (30 minutes)



Educator Rationale and Answer Guide

Connection to Amplify

In this lesson, students extend their understanding of colonists' reactions to the Intolerable Acts by comparing two protests that occurred in Massachusetts and New Hampshire prior to the implementation of the acts. Students read about the Pine Tree Riot, which took place in April 1772 in Weare, New Hampshire, and watch a brief video excerpt about the Boston Tea Party of December 1773. They compare the resources, complaints, and geographical similarities and differences between these two events. Then, they use their knowledge to develop a character with a particular point of view for a town meeting simulation about engaging in protest.

Discuss the idea of protest and examine the timeline

In addition to reviewing what students already know about why colonists felt compelled to protest against British rule, encourage students to discuss any contemporary protests they may have seen or heard about. Ask them what makes a protest different from just having a different opinion and talking about that with some friends. Direct students to the "Moose" Timeline. Students should look at the following events: Stamp Act protests, Pine Tree Riot, and Attack on Fort William and Mary. It is essential to establish student understanding of the chronology for the key events that led up to the Revolutionary War. In particular, help students locate the Pine Tree Riot. The Boston Tea Party is not included on this timeline but tell students it happened on December 16, 1773. Distribute copies of "Timeline of Colonial Protests Against England" and have students put the four events in order. In each box, they should write a few key words to describe that event.

Read the Focus Text

This selection provides important background knowledge about a New Hampshire protest that preceded the Boston Tea Party. Consider navigating the Learn It! page as a whole group, so that students can see the different components: images, timeline entry, infographic, and text. The text can be printed and distributed for independent reading.

This is a good place to pause if dividing the lesson into two sessions.

Watch the video excerpt

Remind students that about 18 months after the Pine Tree Riot, the Boston Tea Party took place. Begin at minute 4:35 of the video to hear specific information about why this protest took place and what the outcome was for the colonists. Students may observe that the painting of the protest shows people in stereotypical Native American dress on board the ship. Here is a helpful statement from the Boston Tea Party Ships & Museum to explain this depiction to students:

"In an effort to hide their true identities, many of the Sons of Liberty attempted to pass themselves off as Mohawk Indians because if caught for their actions they would have faced severe punishment. Reports from the time describe the participants as dressed as Mohawks or Narragansett Indians. The disguise was mostly symbolic in nature; they knew they would be recognized as non-Indians. The act of wearing "Indian dress" was to express to the world that the American colonists identified themselves as "Americans" and no longer considered themselves British subjects. They were not dressed as Indians in the classic sense with headdresses and full authentic regalia; rather they wore wool blankets matchcoat style, painted their faces with soot, and employed other modes of dress



commonly known at the time as "Indian dress," which had been adopted by soldiers during the French and Indian War."

Compare the protests

Distribute the worksheet and support students as they answer the questions. Consider giving students the worksheet while they read and watch the video so they can answer questions as they read or hear information. Discuss the answers as a class. Student wording will vary but answers should generally express:

- The Pine Tree riot took place in New Hampshire. Colonists in Weare illegally took large white pines that were marked for use by the king because they believed the king had no right to take trees off their land. Trees were a plentiful and essential natural resource in New Hampshire. The colonists were fined for taking the trees, but they refused to pay their fines and ran the sheriff out of town when he tried to arrest them.
- The Boston Tea Party took place in Boston Harbor. Angry about the cost of tea and believing the tax was another way to control the colonists, members of the Sons of Liberty disguised themselves as Native Americans and dumped cases of tea from merchant ships into the harbor. Tea was a product that raised a lot of tax money for the British government and Boston's harbor was an important trade location. The British shut down the harbor as part of the punishment for the protest, the first of four so-called Intolerable Acts that were enacted over the next few months to punish the people of Boston and further crack down on colonial freedoms.

Hold a town meeting

Explain to students that they will imagine they are residents of a New Hampshire community, gathering in July 1774 to discuss the Intolerable Acts imposed on their neighbors in Massachusetts. Distribute the "Town Meeting Character" worksheet and support students as they follow the prompts to develop a character and that character's opinion. Encourage them to use evidence learned from the reading and video to support their claim and reasoning about whether or not the Intolerable Acts are a fair response to protest, whether or not protests should continue, and if their character would participate in a protest.

Then, arrange chairs or gather in a different section of the room to "set the stage" for the meeting. Act as the moderator and call the meeting to order. Ask each person to introduce themselves. Then, explain the town meeting has been called to discuss the impact of the Intolerable Acts. How are colonists gathered at the meeting feeling about all of this? Why? Support students as they take turns sharing their opinions and encourage them to respond to each other.

TIMELINE OF COLONIAL PROTESTS AGAINST ENGLAND

Directions: Put the following events in chronological order: Pine Tree Riot, Attack on Fort William and Mary, Boston Tea Party, and the Stamp Act Protests. Write a few key words about each event in the boxes.

1.

2.

3.

4.



Comparing Protests

The Pine Tree Riot (April 1772)	The Boston Tea Party (December 1773)
Where did it take place?	Where did it take place?
Who was involved?	Who was involved?
Why trees?	Why tea?
What happened afterward?	What happened afterward?



Town Meeting Character

Character Name	
Character's Job	
What does my character think about the Intolerable Acts?	
What does my character think about the Boston Tea Party?	
What does my character think about the Pine Tree Riot?	
Would my character join a future protest against British rule? Why or why not?	