



## NSDAR Educational Resources Committee

“Understanding Perspectives of British Rule in  
Boston”

**Contributor:** Kelley Hutchins **Grade Level:** 4<sup>th</sup>

**1. Identify the standards to be addressed:**

RL 4.1 Refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text

RL4.6 Compare and contrast the point of view from which different stories are narrated

**2. Statement of the objective and lesson outcomes:**

Students will identify the voices described throughout the book and include details about their occupation in Boston and views on British rule.

**3. Materials, resources, and technology to be used by teacher/students:**

Copy of Colonial Voices Hear Them Speak by Kay Winters (found at local library or bookstore,) graphic organizer worksheet, pencil

**4. Introduction of the topic:**

Review the causes of the Boston Tea Party to activate student prior knowledge. Discuss how the people of Boston all had differing views of the British tax on the tea and that this book will help them understand those views.

**5. Procedure for instruction:**

1. In a guided reading group, begin reading about the Errand Boy. Discuss the format of the text and why the author may have written it this way. Have students identify the setting using evidence. Discuss why an Errand Boy is "invisible" and why that may be a good thing since Ethan is helping the Sons of Liberty.

2. Hand out the graphic organizer and ask students to look at the completed example for the Errand Boy.

3. Together read the next voice, The Printer, and complete the graphic organizer to make sure that students understand how to use evidence in the columns. Continue with the third point of view.

4. If students are confident with completing the worksheet, have them finish the organizer with a partner. I have included 2 versions of the worksheet, depending on student stamina.

**6. Lesson closure:**

Bring students back to the guided reading book table. Go over their findings on their graphic organizers. Who were Patriots? Who were loyalists? Who didn't care because they didn't have a say? Why does it say that Ethan is more than an Errand Boy? End with a discussion about the importance of understanding all voices surrounding historical events.

**7. Assessment of Understanding:**

Students will show understanding by correctly using text evidence to explain each point of view towards British rule in Boston.



Name \_\_\_\_\_

Complete the graphic organizer with text evidence from *Colonial Voices Hear Them Speak*.

Colonial Occupation	Job Description	Opinion of British Rule
Ex: Errand Boy	Paperboy for the printer, Messenger, woodchopper, runner of errands	Against British rule; "let King George and Parliament try to make them pay the tax"

