Lesson Questions

Why was crowd action a common form of protest in colonial America? What were the differences between the British and colonial views of Stamp Act protests?

Lesson Task

After reading primary source documents on Stamp Act protests, students will write a three-paragraph explanatory essay in which they describe the differences between the British and colonial views of these protests. Students will contextualize the Stamp Act protests within the larger tradition of crowd action in the colonies.

NAEP Era: 3. Revolution and New Nation (1763 to 1815)
Focal Skill: Reading for key ideas and details
Number of Documents: 3
Number of Days: 4–5
Common Core Standards

- CC reading standard: RHSS.6-8.2 Determine the central ideas or information of a text
- CC writing standard: WHSS.6-8.2 Write informative/explanatory texts

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OVERVIEW

[Suggested time: 5 minutes]

Content Objectives
Students will understand how British officials and colonists viewed crowd protests against the Stamp Act differently.

- **British officials** viewed crowd actions as the work of only a few evil people, but capable of doing great harm to the colonies
- **Colonists** viewed crowd actions as a form of brave political protest that represented the majority view of the people

Historical Thinking Objectives
- Close Reading
- Contextualization

Skill Objective
- Reading for key ideas and details

Instructional Sequence
Before you begin the lesson, you should share a brief agenda with students:

- **HOOK**
  Together, we will look at and discuss an image of colonial crowd protest.

- **CONTEXT**
  We’ll then review some background context about the tradition of crowd protest in the colonies and colonial reaction to the Stamp Act.

- **DOCUMENTS**
  On your own, you will read three primary source documents about crowd protest in response to the Stamp Act that show British and colonial perspectives on these actions.

- **CONNECT**
  We’ll have a discussion about the differences in these perspectives.

- **WRITE**
  You’ll write a three-paragraph explanatory essay in response to the lesson questions.

Lesson Background
Empires are expensive to maintain, and after a long (1754–1763) and costly war against the French in North America, the government of Great Britain was looking for ways to raise revenue. In 1765, the British Parliament passed the Stamp Act in an attempt to increase revenue from the colonies to pay for troops and colonial administration. The Stamp Act required colonists to purchase stamps for virtually every kind of document: legal, church, political and commercial documents, passports, dice and playing cards, books and newspapers, and even advertisements were all subject to the tax. The tax had to be paid in hard currency. The money raised would stay in the colonies to pay for colonial administrative costs, but was to be controlled by the royally-appointed colonial governors rather than the locally elected colonial assemblies.
The Stamp Act provoked widespread hostility. Opposition to the Stamp Act took many forms, from resolutions and petitions passed in colonial assemblies to street protests. Street protests were frequently violent and targeted at royally-appointed Stamp Masters, whose job it was to collect the tax. Eventually, the Stamp Masters in all of the colonies resigned their posts, making the Act impossible to enforce. Parliament repealed the Stamp Act in 1766, but this would prove to be only the first in a series of “imperial crises” that would eventually lead to the Revolutionary War a decade later.

These crowd protests against the Stamp Act were not unprecedented. In fact, crowd actions had long been a part of colonial life. Gathering together, ordinary people used the threat of violence—and sometimes, actual violence—to force business owners and political leaders to do what they believed to be fair. These actions occurred in part because many colonists could not participate in politics in any other way. In colonial society, only white men who owned property could vote or hold public office. This excluded more than half of the population—women, enslaved people, free African Americans, and men who worked as sailors, laborers, apprentices, and indentured servants. Crowd action reflected the popular belief that individuals should behave in ways that were good for everyone in the community and not just for themselves. “Food riots ” were common in eighteenth-century North America, as they were in Britain and elsewhere. There was a common view that, despite being outside the law, crowd action was sometimes necessary.

Student Background Knowledge

- The thirteen British colonies that became the United States were each ruled by a governor (chosen by the King) and an assembly (or legislature) elected by local residents who could vote.
- To be eligible to vote in colonial America, you had to be white, male, and own property.
- While colonial assemblies passed their own laws, the British Parliament could also pass laws that the colonies had to follow.

THE HOOK

A View of Colonial Protests

Purpose

To set up a question about whether colonial crowd action was the behavior of unruly mobs or a form of political protest.

To generate student interest in the lesson topic by observing a dramatic and engaging image.

Process

- Ask students to observe the slide image.
- After a few minutes, ask them what they see.
  - Encourage students to simply name details that they observe without yet discussing the meaning.
Protesting the Stamp Act: Mobs or Crowds?

- **Focus** on these key details:
  - The actions of the men in the foreground and the background
  - Facial expressions and gesture
  - Visual details including: The feathers on the man, the noose, teapot, liberty tree, upside-down Stamp Act sign on the tree, crates being dumped, ship in a harbor

- **Read** the image title with students and help them to decode the language.

- **Ask**:
  - Who is an “excise-man”? What does “paying” mean here?
  - What is tarring and feathering? (The intent of tarring and feathering was generally public humiliation and warning, but not severe harm.)

- Note the date of the image: October 1774.

- **Ask** the first **Think About It** question: What is going on in this image?

- **Support** students in identifying the larger meaning of the images and symbols. Where necessary, provide additional background information.
  - The print depicts Patriots tarring and feathering (and force-feeding tea to) a British official, the Boston Commissioner of Customs John Malcolm.
  - The event is occurring under the Liberty Tree, the site of many colonial protests including those against the Stamp Act that had occurred nine years earlier.
  - During the Stamp Act protests, Patriots hung an effigy of Andrew Oliver from the tree, perhaps referenced by the noose.
  - In the background (and through the center teapot) the print references protests against the British tax on tea (the Boston Tea Party had occurred a year earlier).

- After students have discussed the central content of the print, **ask** the second **Think About It** question: What point of view do you think the creator had about this event?

- **Ask** follow-up questions to deepen students’ thinking and discussion:
  - Who do you think made and published this print? (The British)
  - What clues do we have about the point of view?
    > The facial expressions of the Patriots are a mix of both menace and glee
    > The central British figure appears brutalized and undefended
  - Why do you think the British would have published images like this one?
  - What do you think was the Patriot perspective on this event?

- **Transition** to the lesson question and context-setting. **Say** to students:
  - Were these colonial protests the acts of violent and out of control mobs, or something else?
  - In this lesson, we will analyze the different perspectives the British and the colonists had on crowd action in response to the Stamp Act.
  - Before we do this however, we need to learn more about what was happening at this time: What was the Stamp Act and how did the colonists respond to it? How did their response connect to a larger tradition of crowd actions?
TRANSITION TO CONTEXT-SETTING

Transition students to the Context slides by letting them know that they are now going to look in a little more detail at the Stamp Act and the colonists’ response to it.

Context slides are intended to serve as a support for a relatively quick “interactive lecture” with students. The goal is to both provide essential background information and engage students’ prior knowledge and thinking.

While you can certainly slow the process down according to your students’ needs, context is not intended to be a “deep dive” into slide images. Documents in the Context slides serve the role of illustrating content, sparking quick observations and reactions, and making abstract ideas more concrete.

CONTEXT

[Suggested time: 25 minutes— to be completed in the first session]

Context Overview

The purpose of these slides is to provide students with the background information that they will need in order to place the colonial protests over the Stamp Act within a historical context.

The four Context slides focus on these ideas:

- **Crowd Protests in Colonial America**—The tradition of violent protest in colonial America
- **British Parliament Passes the Stamp Act**—What the Stamp Act taxed
- **Colonists Dislike the Stamp Act**—Colonial reaction
- **Opposition to the Stamp Act, 1765–1766**—A timeline depicting specific actions colonists took to protest the Stamp Act

Slide 1: CROWD PROTESTS IN COLONIAL AMERICA

**Purpose**

To provide background information about the tradition of crowd protest in colonial America.

While violent crowd action is seen as an unacceptable form of public protest today, there was a long tradition of violent crowd protest in colonial America, and protesters saw it as an acceptable and necessary form of public voice.

**Suggested Process**

- **Read** the slide title and text aloud with students.

Crowd Protests in Colonial America

- Crowd protests were part of colonial life from the beginning
- Only white men who owned property could vote or hold public office—this excluded more than half of the population
- Ordinary people sometimes used violence to force leaders to do what they believed to be fair

Colonists attack the home of Massachusetts Governor Thomas Hutchinson.
Protesting the Stamp Act: Mobs or Crowds?

- **Look** at the slide image.
  - The image depicts a Stamp Act protest.
  - Tell students they will be reading Hutchinson’s account of the evening the image depicts.

- **Ask** students to note the destruction they see.
  - The image was created much later than the event itself and may exaggerate certain details (e.g. the destruction of furniture), but it captures the destructive force of some crowds at this time.

- **Ask** students the first **Think About It** question: Why was crowd violence an acceptable form of protest for American colonists?
  - Support students in seeing the connection between the lack of political participation available to most colonists and the forms of protest they undertook.

- **Provide** additional background information.
  - Crowd action reflected the popular belief that individuals should behave in ways that were good for everyone in the community and not just for themselves.
  - There was a common view that, despite being outside the law, crowd action was sometimes necessary.
  - Starting in the early 1760s, colonial women and men used crowd action as a way to protest against what they saw as unfair British policies.
  - In New York alone, fifty-seven crowd risings took place between 1764 and 1775. Many similar episodes occurred in the other colonies.
  - Sometimes crowds created effigies, or models, of actual people and hung or burned them as a sign of protest. Crowds also tore down or defaced buildings, intimidated British tax officials so that they would refuse to do their jobs, and fought with British soldiers.
  - These actions occurred in part because many colonists could not participate in politics in any other way. Women, enslaved people, free African Americans, and men who worked as sailors, laborers, apprentices, and indentured servants were not able to vote or hold public office.

- **Ask** the second **Think About It** question: Is it an acceptable form of protest now?
  - Allow students a few minutes of open discussion on this topic. If relevant, you may want to connect this question to current events that are familiar to students.

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**Slide 2: BRITISH PARLIAMENT PASSES THE STAMP ACT**

**Purpose**
To help students understand that the Stamp Act was a tax.

**Suggested Process**

- **Read** the slide title and text with students.
- **Look** at the image.
  - It is an example of a British stamp.
Protesting the Stamp Act: Mobs or Crowds?

- **Tell** students: In 1765, Parliament passed the Stamp Act, requiring colonists to purchase a special stamp if they were buying or selling any kind of printed material. This was a form of a sales tax.
- **Ask** students to look at the list of material subject to the tax.
- **Ask** students the two **Think About It** questions:
  - Does the Stamp Act seem fair?
  - How do you think the colonists reacted to this new law?

### Slide 3: COLONISTS DISLIKE THE STAMP ACT

#### Purpose

To show students that colonists reacted negatively to the prospect of paying this new tax.

#### Suggested Process

- **Ask** students to briefly describe what they see in the slide images.
  - Left: Help students define “proclamations,” and explain this is another example of a crowd action.
  - Right: Students may assume the image is another stamp, so be sure to clarify that it is an image colonists created to express their dislike for the Stamp Act.

- **Ask** students the **Think About It** question: Why did the colonists dislike the Stamp Act?

- **Provide** additional reasons for anger over the Stamp Act.
  - A tax like this had never been imposed before and affected all colonists. If you bought a newspaper or needed any kind of legal document—like an indenture contract, marriage license, will, or business contract—you would have to pay the tax.
  - Colonists—and especially members of colonial legislatures—also disliked the Stamp Act because it was one of the first times that Britain tried to raise tax revenue in the colonies directly. Up until then, colonial legislatures, whose members were elected by property-holding white male colonists, could decide what taxes should be. Colonists feared that if the Stamp Act went into effect, England would continue to tax the colonists without their consent.
  - Colonial legislatures were also angry that the royal governors would have control over the money collected on stamps.
Slide 4: OPPOSITION TO THE STAMP ACT: 1765–1766

Purpose
To contextualize the primary source documents within the history of colonial protest over the Stamp Act.

Suggested Process
• Ask students to read the slide title and to notice the events that mark the beginning and end of the timeline.
  – Point out the purpose for the color-coding. (Students will read two documents about the attacks on Oliver and Hutchinson’s houses.)

• Read through the timeline entries with students and note the different kinds of protest that colonists used:
  – Legislative resolutions, popular protests, colonies joining together in a Stamp Act Congress.

• Ask the Think About It question: Which type of protest do you think was most effective in getting Parliament to repeal the Stamp Act? Why?
  – Allow a few minutes of open discussion. Press students to explain their thinking.
  – Point out that the Stamp Act Congress was the first significant attempt by the colonies to work together to oppose an action by the British government.

• Note with students where the timeline ends, and ask: What impact did the colonial protests have?

Slide 5: CONTEXT REVIEW: COLONIAL CROWDS PROTEST THE STAMP ACT

Purpose
To summarize the essential information from the context that students will need for contextualizing the Stamp Act protests.

Process
• Look at the image on this slide.
• Tell students that they will use some of the information they’ve just learned or reviewed to answer the lesson questions. They will now spend a few moments to review and take some notes.
Protesting the Stamp Act: Mobs or Crowds?

• Guide students in remembering the most important information to answer the two Take Notes on Context questions:
  – Why did the Stamp Act make colonists so angry?
  – How did they show their opposition?
• If necessary, click back to past slides to jog students’ memories.
• Allow students to discuss their answers at table groups or with a partner, but each student should record his/her own notes.

TRANSITION TO DOCUMENTS

After the last slide, students will transition to reading the primary source documents. Say to students: Next you will read three primary source documents. The context information we have just discussed will help you better understand them.

This is also a good time to remind them of the lesson questions: Why was crowd action a common form of protest in colonial America? What were the differences between the British and colonial views of Stamp Act protests?

Preview with students: The first document is a newspaper description of a violent crowd protest. It will be useful in the introduction of their essays. The second two documents are discussions of crowd action written from a British and a colonial perspective. Students will cite evidence from these two documents in the two body paragraphs of the essay.

DOCUMENTS

[Suggested time: 2–3 sessions]

Documents: Overview

Students read three primary source documents in this lesson.

- **The newspaper article** gives an account of the events that occurred at Andrew Oliver's house
- **Thomas Hutchinson’s account** describes the British perspective on colonial crowd protests as representing the actions of a few violent people that will lead to chaos
- **John Adams’ account** describes colonial leaders’ perspective on crowd action as a form of brave political protest that represents the majority view of the people

It will be important to note with students that the first document serves as extended context and gives students specific details about the Stamp Act protest that occurred at Andrew Oliver’s House; it does not present a particular point of view.

They will read the second and third documents looking for the perspective on crowd action each represents.

The central reading skill is to identify key details that support the central ideas and information of each document.

Note: Students can work on these documents independently while you circulate and support their work. (See PD Doc on supporting students during document work.)
Document 1: A COLONIAL CROWD DESTROYS THE STAMP COLLECTOR’S HOUSE

Purpose
To provide students with contextual information that will help them understand the nature of the violent crowd protests that took place at this time.

This background information will be important to students’ understanding of the following two primary source documents.

Key Reading Challenge
This article largely describes the visual details and actions that occurred during the attack on Andrew Oliver’s house. This is likely an unfamiliar type of event for students (one for which they may not have an existing schema), so you may want to remind them to “paint a picture” of what this description depicts in their minds.

Some students may benefit from making a sketch as they read.

Suggested Strategy—Teacher Guided Reading

• Consider reading the document as a whole group as a way to model close reading skills. Use some of the discussion questions below while reading.

• There are no Gathering Evidence questions for this document because students will not need to cite it directly in their essays; however, they will be asked to reference this document in their introductions.

• If students read independently, the discussion should happen after they have read and answered document questions.

• Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Read Closely questions) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Document 1: Class Discussion
It is critical for students to briefly discuss each document after they have read it.

Purpose
Check for and deepen students’

• comprehension of the document

• grasp of the central information—i.e., Who the crowd targeted, and what it did

Process
Engage students in discussing one or two key questions they have answered in the tool.

• Zoom In provides Source It, Read Closely and Think About It questions and prompts alongside this
document. Depending on your class’s needs, you may choose to focus on certain question types over others.

- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by pressing for reasons and evidence, and for accountable talk. Use the prompts below.

**Discuss the Source It Questions**

As you talk through the Source It questions, focus on the following points:

- This was a newspaper article written in Boston after the events at Andrew Oliver’s house.
- It is fairly “neutral” in its tone and reads as a detailed report of the events of that evening.
  - Its purpose mostly was to “inform.”
  - Some details (e.g. the size of the crowd) were probably exaggerated, but the article does not take a clear “position” on the events.

**Discuss the Read Closely Questions**

*Ask:* Who was the target of the attack described here, and what was his job?

- Students may need support in understanding that Oliver’s job as a “Stamp Master” was to collect the Stamp Act taxes. To support their thinking, ask questions such as:
  - Remind me, what was the Stamp Act? Knowing this, what do you think a Stamp Master might have done? How might the colonists have felt towards a Stamp Master?

*Ask:* What did the crowd do?

- Guide students to notice specific details about the crowd action including:
  - The house was “demolished” within half an hour
  - The crowd put the residents in some danger (at least the perception of danger)
  - The crowd engaged in vandalism and looting

**Discuss the Think About It Question**

Allow students to discuss openly the Think About It question: What do you think the people in the crowd were hoping to accomplish?

- Push students to think about what the colonists may have been trying to communicate by attacking Oliver’s house.

*Ask* students: Do you think this was an act of random mob violence or was it “crowd action”? What’s the difference? What makes you think that?

If you have time, as an added extension you might ask students to think back to the context slides.

- Would actions like this be considered an acceptable form of protest against taxes today? Why or why not?

Have students revise their notes during/after the discussion. Then, have students move on to the second document.
Document 2: GOVERNOR THOMAS HUTCHINSON DESCRIBES AN ATTACK ON HIS HOME

**Purpose**
To help students uncover the British perspective on colonial crowd actions.

Colonial crowd actions represented the actions of a few violent people and would lead to chaos.

**Key Reading Challenge**
Hutchinson writes about the crowd protest at his home as though these events are acts of mob violence and are not representative of widespread thought. Students will need to think critically about why Hutchinson would characterize these events in this manner.

**Suggested Process**
- As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
- Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

**Document 2: Class Discussion**
It is critical for students to briefly discuss each document after they have read it.

**Purpose**
Check for and deepen students’

- comprehension of the document
- grasp of the “Big Idea,” i.e., The British perspective on colonial crowd action

**Process**
Engage students in discussing one or two key questions they have answered in the tool.

- *Zoom In* provides Source It, Read Closely, Gather Evidence, Big Idea and Think About It questions and prompts alongside this document. Depending on your class’s needs, you may choose to focus on certain question types over others.
- We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
- Most important, be sure to follow up on student comments by *pressing for reasons and evidence*, and for *accountable talk*. Use the prompts below.
FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion

- Ahead of time, use the Teacher Dashboard to quickly scan your students’ responses to the “Big Idea” question:
  - What view of crowd protest did British officials have?
  - What evidence in the document supports your answer?
- Identify student responses that reflect understanding of the Big Idea, and good use of supporting evidence, and those that reflect confusion or misunderstanding.
- Select and project a range of student responses to the summary questions. You can choose model responses as well as responses that need development as a way to spark student discussion. (See the PD document and video on “Discussion Phase 1: Formative Assessment of Student Comprehension of Individual Documents” for more support on using students’ responses to analyze their reading strengths and needs.)

Discuss the Source It Questions

- When was this created?

Ask students: How does the date compare to the date of the newspaper article we just read?

  - Note with students that this letter was written just days after the newspaper account of the events at Andrew Oliver’s house.

- Who created this? What do we know about the creator?

Ask students: What do we know about colonial governors? What does it mean that Hutchinson was “appointed”?

- Who was the intended audience? What was the document intended to do? What was the author’s purpose in creating this document?

Ask students: Why would Hutchinson be writing to a member of British Parliament? What might his goal have been? What does Hutchinson want?

  - Students may legitimately debate whether the purpose of this letter was to “inform” the British government about events in the colonies or to “persuade” Parliament to strengthen British presence (provide “constant authority”).

Discuss the Read Closely Question

Ask students: What is Hutchinson’s general feeling about the colonial crowd that came to his house?

  - Students will draw out specific quotes that reveal Hutchinson’s perspective in the Gathering Evidence questions, but here it is useful to have them focus on the descriptive words related to Hell that he uses to convey his deep dislike for the crowd (e.g., “hellish crew,” “the rage of devils,” and “demons...let loose”).
Discuss the Gather Evidence Questions

Ask students to share the quotes they highlighted for the first Gathering Evidence question: How does Hutchinson describe the crowd at his house?

Focus on key quotes, including:

• It was whispered in town that there would be a mob at night…
• The hellish crew fell upon my house with the rage of devils.

As students are finding quotes, ask them:

• Why did you choose this quote? How does it connect to the question you are answering? Is there more (or less) of the text we should include here?
• How did the crowd’s actions influence Hutchinson’s opinion of it? (e.g., Stole money like thieves; tore the house apart)
• Does anyone else agree? Disagree?
• Is there another place in the letter where Hutchinson discussed the crowd?

Prompt students to articulate these quotes in their own words.

Ask students to share the quotes they highlighted for the second Gathering Evidence question: According to Hutchinson, was this an act of widespread political protest or uncontrolled violence?

Focus on the key quotes, including:

• They began to take the slate and boards from the roof and were prevented only by the approaching daylight from a total demolition of the building.
• The encouragers of the mob never intended matters should go this far and the people in general express the utmost hatred of this unparalleled outrage.

Ask students:

• Who are the “encouragers” of the mob? What does this quote tell us about what Hutchinson believed happened that evening?
  – Help students to see that Hutchinson is characterizing these events as the actions of a mob gone out of control and not representing the desires of the general public.

Finally, ask students to share the quotes they highlighted for the third Gathering Evidence question: What did Hutchinson think would happen if crowd protests like this continued in the colonies?

Focus on the key quote:

• I wish colonial leaders could be convinced what terrible consequences there are from such demons when they are let loose in a government where there is not constant authority at hand to suppress them.
Ask students:

- What does Hutchinson want colonial leaders to be “convinced” of?
- Who is the “constant authority” to whom he refers?
- What do you imagine he thinks the “terrible consequences” are?
- What does Hutchinson see as the relationship between colonial leaders and the violent crowds?
  - Help students to see that Hutchinson puts the leaders and the “demons” in separate categories. He does not see colonial leadership as propelling and participating in crowd action, but sees crowd action as the uncontrolled behavior of a few evil players.

Discuss the Big Idea Questions

Students move at this stage from connecting the specific details in the text to broader British perspectives on colonial crowd action. One way to articulate the Big Idea is:

- Colonial crowd action represents the actions of a few evil people and left uncontrolled will be harmful to the colonies.

Anticipate these challenges students may have in clearly articulating the Big Idea:

- In their responses students may focus on smaller details and have a harder time articulating these as larger ideas (for example: British officials thought crowd action was the work of devils).
- Or, conversely, they may articulate their ideas quite generally, without staying connected enough to the document details (for example: British officials opposed crowd action).

Ask these questions to help students more clearly identify and articulate the Big Idea:

- Let’s think back to the quotes we identified. What were the Big Ideas?
- Can you make that idea more specific?
- What’s the Big Idea behind those details?
- Did anyone write about a different Big Idea? What evidence do you see in the document for that idea?

The idea here is not to push students towards the “right” answer, but to help them to engage in a rich discussion with one another in which they articulate their ideas and ground their thinking in the text.

Discuss the Think About It Question

Finally, discuss with students the Think About It question: How did the way Hutchinson described events at his house differ from the newspaper account of events at Andrew Oliver’s house?

Questions to support student thinking include:

- Did the newspaper article take a perspective on the events at Andrew Oliver’s house? What about Hutchinson? What language reveals his point of view?
- Help students see that language such as “hellish crew,” “rage of devils,” and “unparalleled outrage” reveal Hutchinson’s personal perspective on the event and the people involved.
- Why might a letter reveal more about personal perspective than a newspaper article?

Have students revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the Big Idea.
Document 3: JOHN ADAMS REACTS TO THE STAMP ACT PROTESTS

Purpose
To help students uncover the colonists’ perspective on colonial crowd actions.

Colonial crowd action is a form of brave political protest that represents the majority view of the people

Key Reading Challenges
Adams is challenging for middle school readers. While short (and slightly modified) this text is still dense. Rather than describing a specific event, Adams writes in more general and abstract terms about the widespread spirit of patriotism that resistance to the Stamp Act provoked.

It may be helpful to preview with students that this document is written in a different style than the previous two.

Suggested Process
• It may be helpful to review Context slide 1 to remind students of the tradition of crowd protests.
• As students read independently, move around the room to diagnose difficulties and offer coaching. When you note several students struggling with particular passages or questions bring them to the attention of the class as appropriate.
• Use your Teacher Dashboard to scan and assess student responses to specific Document questions (such as the Big Idea question) once a majority of students have finished reading the document. This will prepare you for the class discussion.

Document 3: Class Discussion
It is critical for students to briefly discuss each document after they have read it.

Purpose
Check for and deepen students’
• comprehension of the document
• grasp of the “Big Idea,” i.e., The colonists’ perspective on colonial crowd action

Process
Engage students in discussing one or two key questions they have answered in the tool.
• Zoom In provides Source It, Read Closely, Gather Evidence, Big Idea and Think About It questions and prompts alongside this document. Depending on your class’s needs, you may choose to focus on certain question types over others.
• We strongly recommend using structures such as turn-and-talk and table group discussions as you engage students in these questions.
• Most important, be sure to follow up on student comments by pressing for reasons and evidence, and for accountable talk. Use the prompts below.
FORMATIVE ASSESSMENT STRATEGY

Select student responses to the “Big Idea” question, and use them to guide discussion

- Ahead of time, use the Teacher Dashboard to quickly scan your students' responses to the “Big Idea” question:
  - What view of crowd protest did Colonial leaders have?
  - What evidence in the document supports your answer?

Discuss the Source It Questions

- When was this created?
  - Note with students that this diary entry was written just four months after the previous two documents.
- Who created this? What do we know about the creator?
  - Ask students: What do we know about Adams? What does it mean that he was a “Patriot”?
- Who was the intended audience? What was the document intended to do? What was the author's purpose in creating this document?
  - This was a diary entry with no immediate audience in mind other than Adams himself. That said, Adams often wrote with an eye towards posterity and his lasting legacy in history.

Discuss the Read Closely Question

Ask students: According to Adams, what effect did the Stamp Act have on the colonists?

- According to Adams, the Stamp Act had two effects.
  - It made people angry/resentful (“unconquerable rage”, “detestation” for the stamps)
  - AND it made them more aware of, and willing to defend, their liberties (rights).
- Ask: What did Adams mean when he said, “so universal has been the resentment of the people”?
  - People in all 13 colonies and from all social classes were angry about the Stamp Act.

Discuss the Gather Evidence Questions

Ask students to share the quotes they highlighted for the first Gathering Evidence question: According to Adams, did crowd action reflect widespread popular opinion, or the feelings of a few angry people?

Focus on key quotes, including:

- The Stamp Act, has raised and spread—through the whole continent—a spirit that will be recorded to our honor.
- In every colony…unconquerable rage of the people…
- So universal has been the resentment of the people, that every man who has dared to speak in favor of the Stamps, or to soften the detestation in which they are held, has been seen to sink into universal contempt and shame.

As students are finding quotes, ask them:

- Why did you choose this quote? How does it connect to the question you are answering?
Protesting the Stamp Act: Mobs or Crowds?

- Is there more (or less) of the text we should include here?
- Does anyone else agree? Disagree?
- Is there another place in the letter where Adams discussed how widespread public opinion was?
- Who does Adams mean when he says “the people”? How often does he refer to “the people”?

**Prompt** students to articulate these quotes *in their own words.*

**Ask** students to share the quotes they highlighted for the second **Gathering Evidence** question: According to Adams, what did the public do in response to the Stamp Act?

**Focus on** key quotes, including:

- Stamp Distributors and Inspectors have been compelled, by the unconquerable rage of the people, to renounce their offices.
- Many have been the examples of protests showing wit, humor, learning, spirit, patriotism, and heroism, undertaken in the several colonies and provinces, in the course of this year.

Prompts to **deepen** students’ thinking:

- Help students dig into the ways that Adams describes these protests. What does it mean that he believes they show “wit,” “humor,” “learning,” etc.?
- It may be worth taking time to zoom in on some of these words with students. How do these descriptors connect to the violent actions students read about in the newspaper article and Hutchinson’s letter? What do they reveal about Adams’ thinking about crowd protest?

**Discuss the Big Idea Questions**

Students move at this stage from connecting the specific details in the text to broader colonial perspectives on colonial crowd action. One way to articulate the Big Idea is:

- Colonial crowd action is a form of deliberate and thoughtful political protest that represents the majority view of the people.

**Ask** these questions to help students more clearly identify and articulate the Big Ideas:

- Let's think back to the quotes we identified. What were the Big Ideas?
- Can you make that idea more specific?
- What's the Big Idea behind those details?
- Did anyone write about a different Big Idea? What evidence do you see in the document for that idea?

The idea here is not to push students towards the “right” answer, but to help them to engage in a rich discussion with one another in which they have to articulate their ideas and ground their thinking in the document.

**Have students revise their notes.** Allow students time to revise their notes after and/or during the discussion. In particular, students may need to be prompted to revise how they have articulated the Big Idea.
Purpose
Before students write in response to a historical question, they need opportunities to talk. They need to clarify their understanding of the documents and how they connect with the larger context and the question they are answering. Your job as a Zoom In teacher is to create these discourse opportunities.

Cross-Document Discussion
In this discussion the main goal is to help students to synthesize their learning across documents and connect back to the context and the larger historical question under investigation. This supports the historical thinking skills of corroboration and contextualization.

Three major moves should happen here:

- Re-engage students in the historical inquiry
- Support students in comparing big ideas and details across documents
- Support students in articulating their own thinking

A) Re-engage students in the historical inquiry

Begin by reminding students of the lesson question and the larger historical context. Do an initial informal assessment of what “big picture” students have walked away with. Say to students:

- “You’ve had a chance to examine documents from the British and colonists’ perspectives on colonial crowd action. Remember that we are thinking about the questions: Why was crowd action a common form of protest in colonial America? What were the differences between British and colonial views of Stamp Act protests?

Say to students:

- Who thinks they can summarize the two views of crowd action?
- Let’s think back to the context. What role did crowd action play at this time and how did this impact British and colonial perspectives?

In turn-and-talk or table groups, have students discuss these questions:

- What role did crowd violence play in colonial America? What were some examples?
- Who participated and why?
- Why do you think many colonists tolerated crowd action? Would we tolerate these kinds of actions today?

Prompt groups to look at the context slides and their notes. Let groups discuss and then share their responses.

The purpose of this initial phase is to prime students’ thinking and to give you an initial assessment of their general level of understanding. You do not need to spend a long time on these questions because you will dig in deeper in the next phases.
**B) Support students in comparing big ideas and details across documents**

Display the Connect Tab.

**Tell** students:

- Given this backdrop, let's look at the British view and the colonial view as described in these documents.

The Connect tab will display the key discussion questions.

Connect will also display a t-chart labeled “British Views and “Colonial Views” that displays student notes on the Big Idea question, and their supporting evidence. You can choose one student's work to project to guide the discussion, or you can project notes you've “starred” while using the Teacher Dashboard to review students' Big Idea notes.

A t-chart with an example of student work is shown below:

<table>
<thead>
<tr>
<th>CONNECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What were the differences between the British and colonial views of crowd protest?</td>
</tr>
<tr>
<td>• What accounts for these differences?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>British Views</th>
<th>Colonial Views</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Governor Thomas Hutchinson Describes an Attack on His Home</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Big Idea:</strong></td>
<td><strong>John Adams Reacts to the Stamp Act Protests</strong></td>
</tr>
<tr>
<td>• British officials thought mob violence was dangerous, but hated by most people.</td>
<td><strong>Big Idea:</strong></td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>• Colonial leaders supported crowd protests as the people's way of expressing their rights.</td>
</tr>
<tr>
<td>• Hutchinson said, “The people in general express the utmost hatred of this unparalleled outrage.”</td>
<td><strong>Evidence:</strong></td>
</tr>
<tr>
<td></td>
<td>• Adams thought the protests against the Stamp Act were patriotic and heroic.</td>
</tr>
</tbody>
</table>

**Prompt** students to look at the “Connect” graphic and key discussion questions. Again, we recommend using turn-and-talk or table group structures to have students engage in these discussions with their peers.

Follow-up questions you could **ask** to deepen and extend thinking include:

- What were the colonists’ goals?
- What were the British goals?
- Who was able to engage in decision-making in the colonies?
- Were there colonists who supported the British? Why?

Give students time to **edit** their responses in *Zoom In* based on class discussion.
C) Support students in articulating their own thinking

Finally, be sure to allow students time to speak with each other about their own thinking and larger concepts. This can happen at any stage of the discussion, through turn-and-talks or small-group discussion. Questions to ask to support this kind of thinking include:

• What's important here? Anything surprising?
• Why are these differences important? What can we learn from it?
• What do you think about the colonist's actions? Were they justified? Why or why not?
• Do we see these kinds of protests today? Where? Why?

WRITING

[Suggested time: 1–2 sessions]

In this three-paragraph essay, students must explain the different views British officials and colonists' had on crowd protest.

Teacher’s Roles During Writing

As students are writing, support them in these key ways according to their needs:

• Circulate and observe students' progress through the template or outline. Take some notes to help you think about mini-lessons in writing you may want to teach to the whole class.
• Conference individually with students on their writing. Support their development through asking probing questions:
  – You seem stuck; where might you find that information?
  – If you don’t remember what that quote means, where can you go?
  – Tell me why you introduced that evidence that way? What more do you think the reader might want to know?
  – Can you tell out-loud what the Big Idea is here? OK, how could you put that into writing?
• If you see patterns, pull together small groups of students for mini-lessons, or to review instructions.
• Support students in being peer editors.
• Help students move on to polished writing.

Preparing Students to Write

Tell students that the next stage of the lesson will be their writing. Remind them they will be writing a three-paragraph explanatory essay.

Project the Essay Outline View. Use this to review the writing prompt and preview the essay structure with students. Review explicitly each part of the essay and the role it serves in developing an answer to the historical question. Making these elements of the essay explicit for students will help them to develop the skills to construct essays more independently down the road.
Essay Outline View

Prompt: Write a three-paragraph essay that answers the questions: Why was crowd action a common form of protest in colonial America? What were the differences between the British and colonial views of Stamp Act protests?

Use historical context to describe the tradition of crowd protest in the colonies and the specific reactions colonists had to the Stamp Act. Cite details from the primary sources to support your explanation of how the British and the colonists viewed these acts differently.

Paragraph-by-paragraph guidance: In your essay you must have the following sections:

• An introduction in which you:
  – State the topic of your essay.
  – Use your context notes and article about events at Andrew Oliver's house to provide some historical context about the Stamp Act and the tradition of crowd protests in the colonies. Make sure to explain:
    > Why colonists disliked the Stamp Act
    > The history of crowd action in the colonies
    > Examples of crowd action to protest the Stamp Act
  – Provide a thesis that explains the difference in perspective between British and colonial views of crowd action

• A first body paragraph in which you:
  – Provide a topic sentence that summarizes the British view of crowd protest
  – Provide two supporting details that reveal Hutchinson’s perspective on crowd protest

• A second body paragraph in which you:
  – Provide a topic sentence that summarizes the colonial view of crowd protest
  – Provide two supporting details that reveal Adams’ perspective on crowd protest
  – Provide a concluding sentence in which you state whether you think these kinds of violent crowd protests were justified

Setting the Level of Writing Support

Using the Teacher Dashboard, you can set the level of students’ writing support. (Note: do this before they begin drafting their essays, or essay writing will be lost.) Zoom In offers two levels of writing support. High Support (the default) gives all students sentence-level tips, optional sentence-starters, and guidance in selecting and using evidence. As students show progress as historical writers—especially in using evidence from documents to support their ideas—teachers can set writing support for individual students to Low Support. The system will provide these students with paragraph-level tips only, meaning students will shape and support their essays substantially on their own.

Preparing students to write with Low Supports

If most of your students are writing with Low Supports (meaning with outline only, rather than the detailed Writing Template), you may wish to give them more up-front preparation to write their historical essays. The following outline may help.
Overview

• Let students know that the next stage of the lesson will be their writing.
• Remind them that they will be describing crowd action in colonial America, and explaining the different views British officials and colonial leaders had toward it.
• Their final product will be a three-paragraph explanatory essay.

Introduction

• Remember, what is the purpose of your essay? Right, you are going to explain why crowd action was a common form of protest in colonial America and how the British and the colonists viewed Stamp Act protests differently.
• What do the various pieces of this essay need to be? [Review the overarching structure of the paragraphs.]
• What's going to go into this introduction?
• How will you start this essay?
• What background information will you need to provide? Your reader will certainly need to know what the Stamp Act was and what the colonists did to protest it. (You can use the account of the actions at Andrew Oliver's house for this). You will also need to use information from the context slides to write about the bigger tradition of crowd protest.
• What is the thesis statement in an essay like this? Right, you should set up the fact that you are going to be looking at two different perspectives.

Body Paragraphs

• OK, now that we have a sense of what needs to go into the introduction, let’s think about the first two body paragraphs.
• You will need to discuss the British perspective in one paragraph and the colonial perspective in the other.
• In each paragraph, you will need to use details from the Hutchinson or the Adams documents and explain how these details reveal something important about the point of view on the crowd action used to protest the Stamp Acts.
• Finally, you will end the essay with a concluding idea about whether or not the colonists were justified in using violent action.
Sample Student Essay

In 1765 the British Parliament passed the Stamp Act, which taxed paper goods in the colonies. The colonists hated the Stamp Act because it made everyday goods like newspapers and cards expensive for them and they had no say in how the taxes would be spent. At this time crowd protests were an acceptable form of protest in the colonies. Most colonists did not have any power in the government and they sometimes used violent protests to stand up for what they thought was fair. After the Stamp Act was passed colonists participated in many violent protests, for example, destroying the house of tax collector Andrew Oliver. The British said these protests were because of uncontrolled mobs, but the colonists were using crowd action to try and force political change.

The British thought that Stamp Act protests were the actions of a few out of control colonists. Thomas Hutchinson, who was Governor of Massachusetts, wrote to the British Parliament to complain about the colonists who attacked his house to protest the Stamp Act. He said that, “the hellish crew fell upon my house with the rage of devils.” This means that he thought of the crowd as out of control and full of evil. Hutchinson also wrote, “The encouragers of the mob never intended matters should go this far and the people in general express the utmost hatred of this unparalleled outrage.” This means that he thought the mob did not represent what most people thought and that most people did not support the mob’s actions.

The colonists, however, had a very different perspective on crowd action. John Adams, a Boston lawyer who supported the Patriot cause, wrote about the Stamp Act protests in his diary. He wrote, “So universal has been the resentment of the people, that every man who has dared to speak in favor of the Stamps, or to soften the detestation in which they are held, has been seen to sink into universal contempt and shame.” This means that he believed that most colonists hated the Stamp Act. He also wrote, “Many have been the examples of protests showing wit, humor, learning, spirit, patriotism, and heroism, undertaken in the several colonies and provinces, in the course of this year.” This means that Adams feels that the crowd protests were deliberate actions that showed people’s intelligence and bravery in standing up to the British. Even though their acts were violent, the colonists were justified because they had no other way to express their political opinions.

Assessing Student Writing with the Essay Rubric

For information on assessing student writing, see these documents:

• “Zoom In Essay Rubric” (PDF)
• “Tracking Students’ Progress and Assessing Student Work” (PDF)