

# Boston Tea Party Perspectives and Pictures

**Grade: Fifth Grade**

**Subject Area(s): Language Arts and Social Studies**

**Utah standard(s) addressed with this lesson:**

**Language Arts Standard**

**Standard 5.R.11**

Explain how a narrator's or speaker's point of view influences how events are described (RL)  
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

**Social Studies Standard**

**Standard 5.2.1**

Use primary sources to craft an argument representing different perspectives during the period leading to the American Revolution (for example, men and women who were Loyalists, Patriots, Native Americans).

**Learning objectives:**

1. Students will use information from previous lessons about the Boston Tea Party and other historical events that lead up to the revolutionary war to create an AI image of the Boston Tea Party and write a journal entry to share the perspective of a person who experienced the event.
2. Students will analyze the AI images and journal entries created by other students and decide if the person writing the diary entry is a Loyalist, Patriot, or Neutralist.
3. Students will compare and contrast how patriots and loyalists felt on the day of The Boston Tea Party.

**Safety concerns to be aware of for this lesson:**

Because students are using AI to generate images about the Boston Tea Party, some students may try to include violent images because of the event and time period.

**Key words and vocabulary:**

**Point of View**-Point of view refers to the narrator's position or angle from which a story is told refers to the character's or narrator's individual way of seeing and understanding the world, shaped by their experiences, beliefs, and biases.

**Perspective**-Refers to the character's or narrator's individual way of seeing and understanding the world, shaped by their experiences, beliefs, and biases.

**Boston Tea Party-** A protest against British taxes on tea and the monopoly of the East India Company.

**Loyalist-**A colonist who remained loyal to the British Crown during the American Revolutionary War.

**Patriot-**A colonist who supported independence from Great Britain during the American Revolution.

**Neutralist-**A person who does not support either side in a war or conflict.

**Lesson materials list:**

1. Computers/Chromebook
2. [Worksheet for analyzing and comparing images and journal entries](#)
3. AI Image Generator (Adobe Express, Adobe Firefly, Canvas are AI generators that could be used.)

**Lesson instructions (including pre-lesson activities):**

**Pre-lesson activities:**

Digital Citizenship: Go over an artificial intelligence presentation (you can use the one linked below) to review how to safely use AI.

Language Art: Make sure students have been introduced to what point of view and perspective are and how they influence how something is presented and written.

Social Studies: For a couple weeks before this lesson students will need to learn about different events that lead up to The Boston Tea Party such as The Stamp Act, the Townshend Acts, the Boston Massacre, the Tea Act, and all about the Boston Tea Party. This should also include a lesson on loyalists, patriots, and neutralists. Use primary sources from this time period to help students learn about these events.

**Lesson**

**Day 1**

1. Start by asking: “What do you think the feeling was in the thirteen colonies in 1773?” Remind students of all the events you’ve been talking about over the past two weeks. Students will share with a partner what they think. Have students imagine they are living during this time. Which side do you think you would have been on? How was each side feeling? How would you have felt?
2. Students will use an AI image creator to create an image of The Boston Tea Party and download it to their computer. (We used Adobe Express)

When students are creating images it is important that they use specific language. Just putting “The Boston Tea Party” gives you this image:



When I use the prompt:  
“A group of angry colonists throwing barrels of tea off of a boat in Boston Harbor in 1773”

I get this image:



3. Students will then insert the image into a google slide and type a journal entry from the perspective of someone who was alive and present at the Boston Tea Party. (An example of what I used is linked below). I then took all the individual slides and created a class slide show for them to use on day 2. I shared it with the students on Canvas so they could easily access it.

## Day 2

1. Students will look at the images and journal entries that were created yesterday. They will decide if the entry is from the perspective of a patriot, loyalist or neutralist and indicate on the worksheet linked below.
2. Students will choose 5 entries and give evidence for why they chose patriot, loyalist or neutralist and complete that section of the worksheet.
3. Students will then look at the slides that they sorted into the patriot and loyalist boxes. Have students look for how the people in each group felt and compare and contrast them using the Venn Diagram on the worksheet.

## Assessment:

[Image and Journal Rubric](#)

[Worksheet for analyzing and comparing images and journal entries](#)

**Other resources (powerpoints, worksheets, websites, video links, etc.):**

[Understanding Artificial Intelligence presentation](#)

[Google slide for AI image and Journal Entry](#)

[Worksheet for analyzing and comparing images and journal entries](#)

[Example of images and entries created by 5th graders](#)

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