

The Colonists are

Acting Up!

Introduction

As founding members of the Sons and Daughters of Liberty from the great colony of Massachusetts, we are creating protest correspondence to send out to our fellow colonists!

Sons of Liberty	A _____ society founded by Sam Adams to _____ English _____ in the colonies.
Committees of Correspondence	Colonial groups that _____ around the 13 Colonies about English _____.

Committee Assignments – Due :

Group: Project: 10

1. Create a **title** to protest English taxes and tyranny.
2. Decorate your project with **symbols of resistance**.

Individual: 20

1. Explain how your **assigned act proves the British are tyrants**.
 - a. Create a **hidden correspondence message** about your act.
 - Choose your medium: WordArt, PhotoShop, Word, etc.
 - Use the first person, present tense
 - Direct your protest to the king and parliament
 - b. Make your message a **symbol of resistance**
 - It can be concealed, a symbolic shape, a code, lyrical or poetic, a song, 3-D, etc.

Instructions: Individual Correspondence

1. The Sugar Act <ul style="list-style-type: none">• What is the Sugar Act?• Why did the British create it?• Why and how should we protest?	2. The Stamp Act <ul style="list-style-type: none">• What is the Stamp Act?• Why did the British create it?• Why and how should we protest?
3. The Quartering Act <ul style="list-style-type: none">• What is the Quartering Act?• Why did the British create it?• Why and how should we protest?	4. The Townshend Acts <ul style="list-style-type: none">• What are the Townshend Acts?• Why did the British create it?• Why and how should we protest?

Instructions

- **You must have all of the elements listed in the above instructions.**
- **You must have all of the information on the frame for your protest.**
- **Each person is responsible for his/her Act. You will be graded on what you do with your Act. (20 points)**
- **Each group will be graded on the overall project. (10 points)**
- You will have to coordinate with your group to put the protest together.
- You must agree as a group on what you will create.

Options for Protest

- Create the **Protest Poster**
 - Make sure you use strong, persuasive language for your Act
 - Make sure you have lots of Revolutionary era symbols and a catchy title.
- Create a **Recipe to Start a Revolution**
 - Use ingredients and cooking instructions/terms to cook up a revolution
 - Each person must have a list of ingredients and a recipe for their Act.
 - Your cook book cover must have lots of Revolutionary era symbols and a catchy title.
- Create a **“Pop Up” Protest**
 - Make sure you use strong, persuasive language for your Act
 - Make sure you have lots of Revolutionary era symbols and a catchy title.
 - Make your display 3-d
- Create a **CD Cover** and the **lyrics for 4 songs**
 - Each person must have a song for you Act
 - Use songs from today (appropriate – see me first!!) and change the lyrics or make up your own
 - Your CD cover - make sure you have lots of Revolutionary era symbols and a catchy title.
- Create **Google Slides**
 - Each person must have a slide for your Act – add in animations and transitions
 - Make sure you have a title slide with a catch title and symbols
 - Coordinate this with your group – you will have to figure out how to put it together.
- Create **Another Option**: Think of your own display. Clear it with me first!

Catchy Title: _____

Salutation:	• Calling all . . .!
Green: Declare!	• We must stop the Act!
Yellow: Slow down	
Red: Stop!	• Use bullet points
Explain the main	
parts of the Act:	•
Explain why the	
British created the	•
Act.	
	•
Yellow: Slow down	
Fact or reason	
Red: Stop!	• Use bullet point
Explain why the	
Colonists felt the	•
Act was unfair.	
Make sure you	•
include no taxation	
without rep. (except	•
Quartering Act)	
	•
Yellow: Slow down	
Fact or reason	
Red: Stop! Explain	• Use bullet points
the goal of repeal,	
forms of protest	•
	•

Grade: Protest Poster

Name _____

Poster Group: 10

- Catchy Group Title _____
- Catchy Group Symbols _____
- Decorated Poster _____

Poster – Individual: 20

- “Correspondence” Message:
- Message was Informative and detailed _____
- Had a catchy title _____
- Had clever symbols and pictures _____
- Was a clever, symbolic, interesting symbol of resistance _____
- Conveyed the idea that the Act was tyranny _____
- Message explained:
 - What the Act said _____,
 - Why the British created the Act _____
 - Why colonists protested the Act _____
 - How colonists protested the Act _____
 - Needed more information, explanation, thought effort _____

Grade _____/30, _____