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at the conclusion of this session

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# Active Students = Authentic Learning



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# Active Learning Strategies Notes Page

Strategy Name & Example	Notes/Ideas
<p><b>Carousel Brainstorming</b> Students “carousel” around the room in groups answering open-ended questions</p>	
<p><b>Vote on It!</b> Evaluate resumes of presidential candidates to determine the best and worst choices</p>	
<p><b>Fan Fold Design</b> Compare and contrast different versions of an event from history</p>	
<p><b>Identity Crisis</b> Ask questions to figure out which person from history you are portraying</p>	
<p><b>Mystery Box</b> Research famous individuals from the history and play a mystery game</p>	
<p><b>Bartering</b> Successfully barter away goods in return for what is needed</p>	
<p><b>Lobbyist Hearing</b> Hold congressional hearings on whether or not to continue to celebrate Columbus Day</p>	
<p><b>Stix Discussion</b> Actively discuss whether or not to create labor unions to protect workers’ rights</p>	
<p><b>Magnetic Debate</b> Debate whether or not to dump tea in Boston’s harbor</p>	

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## Elect a Candidate Simulation

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### Purpose

This is an activity where students participate in a task of determining leadership qualities. They are given the résumés of famous people who have lived during the past century. The names of the individuals have been omitted.

The goal of the activity is to help a new nation elect its first president. Finding the right person for the job is a huge task in today's world. What qualities are needed? What experience is necessary? How much education does a leader need to be effective?

Students will choose the individual they feel is best qualified by reviewing the education, experience, and background of each candidate. Students will learn about the qualities that make one a successful leader above all others, and they will also have a chance to get acquainted with some famous individuals from the past century.

Each student must decide whom he or she will pick as the first president of this new nation and write the reasons why their choice would best serve the country. The ending can generate a great deal of excitement as students learn the real identities of the candidates.

### Materials

- *Presidential Candidate Résumés* (pages 3–5)
- *Elect-a-Candidate Tally Form* (page 6)
- *Profile Cards* (pages 7–12)

### Preparation

1. Make copies of all six *Presidential Candidate Résumés* (pages 3–5), making one complete set for each student.
2. You will need the *Elect-a-Candidate Tally Form* (page 6) copied for each student and copied for one overhead transparency.
3. Finally, you will also need the *Profile Cards* (pages 7–12), which serve as an answer key. (These can be copied for each student or made into overhead transparencies.)

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**Elect a Candidate Simulation** (cont.)

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**Activity**

1. Ask the class to think of a list of qualifications that a presidential candidate should have. Students can brainstorm ideas with others sitting nearby. Let a few students share their ideas with the class. Make a class list on the board.
2. Tell students that an important historical decision needs to be made and they are going to help make it. They will be electing an individual to serve as a president of a new nation that has just been formed.
3. Place students into small groups (about 3–5 students each). Distribute copies of the *Presidential Candidate Résumés* (pages 3–5) to students and have them compare and contrast the information about the six unknown candidates. Each group is responsible for selecting the individual they think would be the best choice for president. Encourage students to refer to and use the set of qualifications given by the class at the beginning of this lesson as they make their decision.
4. Within each group, have students vote for a candidate. The majority selection wins.
5. Have each student explain and justify his or her decision in a few paragraphs.
6. Next, have the students select the candidate they think would be the worst choice for president. Once again, they need to vote for a majority, and then state their reasons in written form.
7. Tally the votes using an overhead transparency of the *Elect-a-Candidate Tally Form* (page 6), and determine who the class chose as the best choice for president and the worst choice for president. Have students fill out their own copies of the graph during this time.
8. After completing the bar graph, discuss each individual candidate. Beginning with résumé 1, ask students who favored this candidate to discuss the reasons for their choice. Then, let students who disliked this candidate to discuss their reasons.
9. After each candidate is discussed, reveal the candidate's identity using the *Profile Cards* (pages 7–12), which contain more information about each candidate as well as his or her name.
10. Have students reflect on the experience in their journals.

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## Presidential Candidate Résumés

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### Résumé #1

**Education:** formal education until age 16; professional orator; gave speeches that captured people's attention and inspired them; studied and appreciated the arts; had aspirations to be an artist; published author

**Experience:** served his country bravely in a major war; had many narrowing escapes from death during the war; received a total of five medals in the war; active political party member; political fundraiser; sought-after public speaker

**Background:** homeless early in life; nonsmoker and nondrinker; single; no children

**Age:** 56 years old

### Résumé #2

**Education:** no formal education as a child; thought to be dyslexic; graduated from Princeton University; attended law school for a brief period of time; earned Ph.D. from Johns Hopkins University

**Experience:** college professor; president of Princeton University; state governor; authored a best-selling book; successful at passing legislation for the working man; sought-after public speaker

**Background:** father was a Presbyterian minister; married two times; one child

**Age:** 57 years old

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**Presidential Candidate Résumés**

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**Résumé #3**

**Education:** National Merit finalist; graduated with honors with a political science degree; Yale Law School; post graduate study

**Experience:** National Honor Society member; president of the Young Republicans and president of the government association; intern at the House Republican Conference; research assistant; published author; faculty member of a law school; lawyer; nonprofit and for-profit board member; U.S. senator

**Background:** married, one child

**Age:** 60 years old

**Résumé #4**

**Education:** gained early entrance to college at age 15; bachelor of arts degree in sociology; bachelor of divinity degree; Ph.D. in systematic theology by the age of 25 from Boston University; given 19 honorary doctorate degrees

**Experience:** debate team; public speaker; founder and president of a Southern Christian Leadership Conference; elected to the American Academy of Arts and Sciences

**Background:** TIME Magazine's Man of the Year; Nobel Peace Prize recipient; Presidential Medal of Freedom recipient; married; four children

**Age:** 39 years old

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## Presidential Candidate Résumés

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### Résumé #5

**Education:** bachelor of arts degree in political science from Columbia University; Harvard Law School *magna cum laude*

**Experience:** published author; president of Harvard Law Review; Civil Rights lawyer; lecturer of constitutional law at the University of Chicago Law School; nonprofit community organizer; state senator; U.S. senator

**Background:** lived overseas as a child; married; two children

**Age:** 47 years old

### Résumé #6

**Education:** Attended 20 different schools as a child; excelled at wrestling; lightweight boxer; Graduated from the U.S. Naval Academy

**Experience:** naval captain; aviator; Navy liaison to the U.S. Senate; received decorations of Distinguished Flying Cross, Bronze Star, and Silver Star; member of the U.S. House of Representatives; U.S. senator; chaired Senate Commerce Committee; published author

**Background:** born at a naval air station; divorced once; married again; seven children (three adopted); prisoner of war for 5.5 years

**Age:** 72 years old

## Elect-a-Candidate Tally Form

Favorite							Least Favorite						
12							12						
11							11						
10							10						
9							9						
8							8						
7							7						
6							6						
5							5						
4							4						
3							3						
2							2						
1							1						
<b>card ★</b>	#1	#2	#3	#4	#5	#6	<b>card ★</b>	#1	#2	#3	#4	#5	#6

**Directions:** After discussing the results of your candidate selection process, complete these questions on another sheet of paper.

1. In what ways did you learn by doing this activity?
2. In what ways did your list of qualifications of a presidential candidate help or not help you in making the decision?

Teacher Created Materials

# The Boston Tea Party Magnetic Debate

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# The Boston Tea Party Magnetic Debate

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## Introduction

No one gets a free ride. No matter who you are or where you live, there will always come a moment in time when you will be forced to make a decision. One way or the other. For better or for worse. The Magnetic Debate is a simulation where the students participate in a decision-making activity; the decisions that they make will have historical repercussions. It is an exercise in which participants are given an opportunity to influence others, through persuasive speeches, sincere advice, and education, so an informed decision can be made on a controversial issue. The area of study for this debate is the Boston Tea Party. You will assign positions “for” or “against,” with a portion of the class as “fence-sitters,” or the “undecided” element, who can be swayed one way or the other. It is the group in the middle that is confronted with having to make a decision.

## Materials

- copies of *Background Information* (pages 9–10)
- copies of *Magnetic Debate Perspectives* (pages 11–12)
- copies of *Magnetic Debate Notes Sheet* (page 13)
- copies of *Magnetic Debate Assessment Chart* (page 14)
- copies of *Rubric for the Magnetic Debate* (page 15)
- copies of *What Really Happened?* (page 16)
- one roll of masking tape
- two packages of index cards
- trade books, textbooks, and other resources on the Boston Tea Party

## Pre-Activity: Preparing for the Debate

1. Distribute the *Background Information* (pages xx–xx) sheets to the students. Have the students read the pages individually. You could also assign this as homework the night before you begin this lesson. By doing this, you know that all the students are beginning the activity with the same basic information.
2. Set up the debate by explaining the following situation to the students: “You are now all in Boston on December 15, 1773. Three British ships, the *Dartmouth*, the *Eleanor*, and the *Beaver*, are sitting at anchor in Boston Harbor. You’ve been told that the ships will be unloaded by force if necessary at midnight on December 16. A large meeting is planned for tomorrow (the 16th). Over 7,000 people are expected to attend. Since so many people will be at tomorrow’s meeting, some people wanted to meet beforehand to discuss the situation in a smaller setting. Only certain people will be invited to this secret meeting. Some people there will be in support of the British side of the situation and some will support the colonists. There will also be a number of people who are undecided about which side they believe is correct. The final group that will be invited to the meeting is an interrogation committee. This group will question all the people involved so that many answers are provided. You must now prepare for this secret meeting on December 15. The proposition you will be debating is: *Proposed: The colonists should dump the tea from the British ships into the harbor to prevent paying the tea tax.*”

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# The Boston Tea Party Magnetic Debate

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## Pre-Activity: Preparing for the Debate *(cont.)*

3. Divide the class into cooperative groups of four students each, with one extra group consisting of five or seven students. If the class size is over 30 students, then the extra group should consist of more students. This group will be assigned to be the “undecideds” and must be an odd number.
4. It is the undecideds’ job to thoroughly compare and contrast the two different points of view to determine with whom they will align themselves. While the other groups are preparing their speeches (as described below), these students need to read general background information about the time period so that they have enough knowledge to follow the points made by the opposing sides in the debate.
5. Assign one group of four students to serve as the interrogation committee. If the class size is over 30, then have two groups sit on the interrogation committee. While the other students prepare their persuasive speeches (as described below), those students who sit on the interrogation committee generate a list of questions for the debate. The quality of their questions will be graded.
6. After the debate is over, both the undecideds and the interrogation committee have to write one-page responses explaining what position they personally believe is correct. (This assignment will help to make the workload more even within the class.)
7. The rest of the cooperative groups need to be divided evenly; one half needs to prepare their position for the Pro side, while the other half prepares their position for the Con side.
8. Have the students brainstorm different points that they should cover during their debate. These are the viewpoints that each side will have to research. The students may need some ideas from you to get them started. The following are some examples:

### **Pro—Whigs**

- England’s been taxing them for years.
- The East India Company is a monopoly.
- People in England don’t have to pay a tax on tea.
- Passing taxes with no input from colonists is wrong.

### **Con—Tories**

- England rules the colonies and has a legal right to tax.
  - The tea prices are very low from the East India Company.
  - The French and Indian War was expensive and someone has to pay for it.
  - Threepence per pound is a very small amount of money.
9. Have each person in the groups choose one of the topics brainstormed above. You’ll want to have students on both sides of the issue covering each topic. Each student will give a one- to two-minute speech followed by a one- to two-minute persuasive speech from the opposing side. For example if someone on the pro side studies the East India Company as a monopoly, someone on the con side must also study the company and show what is good about it.

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# The Boston Tea Party Magnetic Debate

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## Pre-Activity: Preparing for the Debate *(cont.)*

10. Distribute the *Magnetic Debate Perspectives* (pages 11–12) to the students. It's best to give your students both perspectives (pro and con). That way, they know what points of view they might hear from their opposing debaters.
11. It is imperative that the students use the *Magnetic Debate Perspectives* (pages 11–12) only as a springboard for their own inquiry-based research. Strongly encourage students to use the Internet, research books, textbooks, and libraries to further their knowledge of the controversial area they will be debating. (This is the point where the undecideds and the interrogation committee complete their own unbiased research about the topic.)
12. In order for students to properly prepare to give the one- to two-minute persuasive speeches, discuss what criteria make up a strong oral presentation. Negotiate the criteria of assessment with your students. Samples may include:
  - Student includes a strong introductory statement that captivates the audience.
  - Student uses primary source quotes to substantiate his or her position.
  - Student includes supportive statements that offer specific examples.
  - Student includes a conclusion that leaves others with something to remember.
  - Student uses clear and succinct language.
  - Speech portrays emotions that prove that the student really cares.
13. In order to negotiate the assessment criteria, ask students to place themselves in your position as the teacher. What criteria do they think should be used for assessing one another's ability to speak and behave properly during the simulation? Students should first jot down their ideas privately. Then they can share their ideas with their cooperative group and consolidate their lists.
14. Next, call on a spokesperson from each group to submit one idea, which you write on large chart paper. Continue with this process, rotating from group to group. Once an idea is listed, it may not be stated again by another group. This skill is called active listening. It is important for students to be aware that if another group offered an idea similar to or the same as theirs, it means that it is an important idea. The fact that two or more groups thought of the same idea gives it relevance and importance. They may want to put a star or check next to that idea on their own papers. If the students have not thought of a certain criterion that you think is important and meaningful, add the item to the list and explain your reasoning to the class. Then, negotiate with the students to agree on 4 or 5 of the criteria to use for assessment.
15. Have the students write their rough drafts for the one- to two-minute speeches and place them aside. Since they will not be reading the speeches off their papers, this written copy serves only as practice. (You may want to collect these at the end of the activity to use as part of an assessment. If so, an editing stage is recommended.)
16. Once their persuasive speeches are drafted, ask students to locate the key terms in their speeches and write these terms on index cards. Let them know that they are not allowed to write down more than four or five words per card. There is nothing worse than students with their heads bent down reading off a card, rather than looking at their audience and using proper body language. All students must get approval and the teacher's initials before being allowed to participate in the debate. This is to ensure that few words are placed on each index card.

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# The Boston Tea Party Magnetic Debate

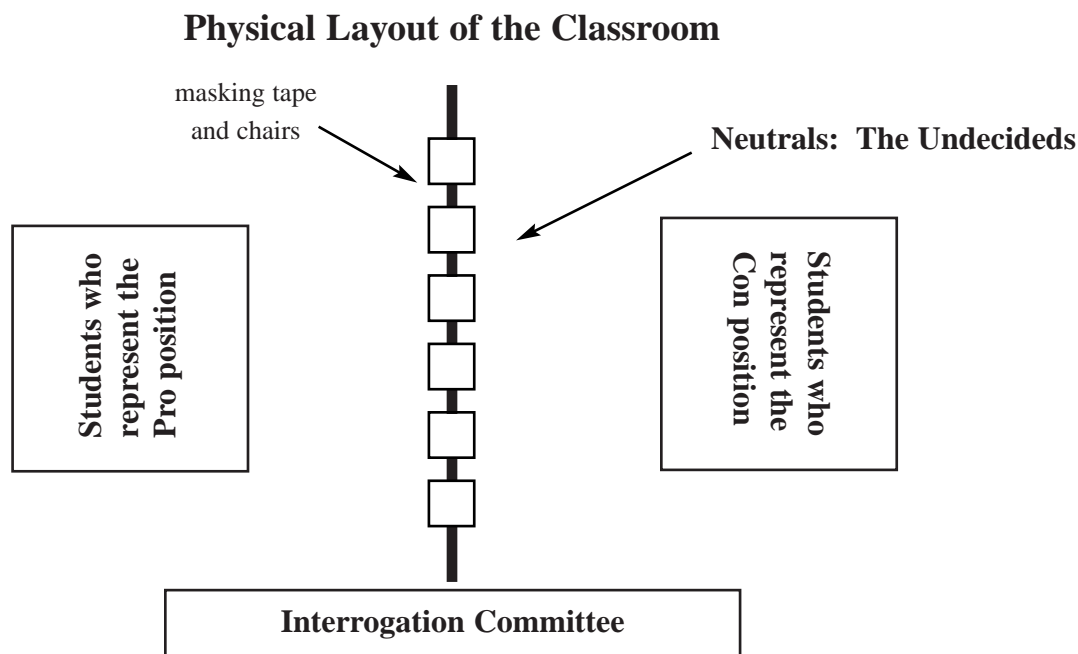
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## Pre-Activity: Preparing for the Debate *(cont.)*

17. Members of the group may decide to create a multi-modal presentation. Using pictures, bar graphs, circle graphs, tapes, or a short selected video empowers a group to reconfirm what it is verbally stating. These modes of presentation should be used to substantiate what the group debates, rather than drive the debate itself.
18. Allow students the opportunity to practice their speeches. It is not necessary for students to memorize their speeches. They become tense at this age and worry more about what word comes next in their speech rather than how persuasively they are speaking and whether or not they are conveying the meaning behind their message.
19. Tell students to wear appropriate clothing to school on the day of the debate. The clothes should represent their characters, and they may bring along other peripheral items.
20. Make students aware that they will have to listen very carefully to what is said during the magnetic debate. They will be required to fill out the *Magnetic Debate Notes Sheet* (page 13) to compare and contrast the stance and position taken by both sides.

## Preparing the Classroom

1. To prepare the classroom on the day of the debate, set up a row of desks in the front of the room. Have the interrogation committee sit behind these desks, facing the rest of the class.
2. Take a piece of masking tape and place a line down the center of the classroom.
3. Ask the students who will speak for the Pro side to sit on one side of the classroom facing the group that will speak for the Con side across the room.
4. The undecideds place their chairs directly over the line of tape and sit down. Refer to the diagram below for further clarification.



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# The Boston Tea Party Magnetic Debate

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## Activity: Debating the Facts

1. Set the stage by calling all participants involved in the simulation to order, and then state that a decision has to be made to determine a solution to their controversial issue. *Proposed: The colonists should dump the tea from the British ships into the harbor to prevent paying the tea tax.*
2. Call out the first category (“East India Company,” “previous taxes,” etc.).
3. The person who is responsible for this item stands up and addresses the interrogation committee and the undecideds. Begin with the Pro point of view or perspective.
4. After the one- to two-minute speech, the interrogation committee is allowed to ask one or two questions, to which the speaker responds.
5. Now, the person responsible for this category from the Con point of view gives a short rebuttal to what has been said. That student follows the rebuttal with his or her own short address about the topic.
6. Once again the interrogation committee is allowed to ask one or two questions.
7. As the sides debate one another, all of the students should complete the *Magnetic Debate Notes Sheet* (page 13).
8. Call the next category, but you should have the Con point of view begin, followed by the Pro point of view. Follow this format by continually alternating which group speaks first.
9. At any time after each category has been completed, the undecideds can move their chairs by two floor tiles (or another measurement set up ahead of time) closer to the group that has persuaded them. You may see the chair move in one direction for part of the class and then back in the other direction during the later part of the presentations.
10. Give a concluding speech addressing what has been said and thanking the students for taking time to attend the debate.
11. Finally, this is followed by having the undecideds render their decision and give explanations as to what persuaded them. (After all categories have been heard, the side to which the largest number of undecideds have moved their chairs wins the debate.)
12. Remind those who did not prepare speeches that they have to prepare a written response to the debate and to take a stand on the issue.
13. While this is happening, use the *Magnetic Debate Assessment Chart* (page 14) to assess the students’ work. The assessment should be based on the negotiable criteria that was jointly contracted with the students. Instead, you may choose to use a rubric such as the *Rubric for the Magnetic Debate* (page 15) to evaluate your students’ work.

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# The Boston Tea Party Magnetic Debate

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## Post-Activity: Reflection

1. Have the class reflect on the activity and discuss what was learned.
2. Distribute the *What Really Happened?* (page 16) background information sheet. Have students read this and then discuss with the class what actually happened in history.
3. Discuss how the undecideds either agreed or disagreed with what took place in history.
4. Finally, discuss the actual historical outcome in terms of whether or not it was a good decision. Ask them to pose an open-ended question that reflects their experience of participating in the Magnetic Debate activity and to answer it in depth. Tell students that they will be graded on the quality of the question as well as a detailed and meaningful answer.
5. The following day, allow some time for students to share their responses with the other members of their debate groups.

## Background Information

The people in the 13 English colonies looked to England for help with many things. They followed England's laws and customs. They were loyal to England's king. They also enjoyed the protection of the British army.

In the 1750s England went to war with France. The two countries wanted to see, once and for all, which country would control the New World. France had many Indians fighting on its side. So the English colonists called the war the French and Indian War. England won the war, so it controlled all the land from the Atlantic Ocean to the Mississippi River. This made the New World safer for English settlers.

The French and Indian War was very expensive for England. The government decided it needed to raise some money. So Parliament passed a special tax just for the American colonists. It was called the Stamp Act. The act required people in America to buy a special stamp to put on all printed paper. This included things like newspapers, marriage licenses, and even decks of playing cards. This made the colonists very angry. They did not want to pay a tax that the people in England did not have to pay. So the colonists did an unexpected thing. They refused to pay the tax. Many of them gathered in large mobs and scared off the men sent to sell the stamps. By the time the act was officially supposed to start, there was no one left to collect the money.

The people in England were surprised at the colonists' reaction to the Stamp Act. They could tell that the tax was not going to work. So Parliament repealed the act. England still needed money, so they passed a new set of taxes called the Townshend Acts. These laws taxed glass, paint, paper, lead, and tea. Once again, the people in America became angry. Nobody in England had to pay special taxes on these items. The colonists did not see why they should have to do so. Many people gave speeches and wrote articles. They convinced colonists to try a new way to fight back. The colonists agreed to boycott English goods, or not to buy anything made in England. The boycott worked. Soon the merchants in England grew angry at losing their business in the colonies. They made their government repeal the taxes.

The leaders in England were frustrated by the boycott. They decided they should do something. So they sent 4,000 soldiers to Boston. That meant there was one redcoat for every three colonists in town. The colonists were mean to the soldiers. They called the soldiers names and threw things at them.

## Background Information (*cont.*)

On March 5, 1770, a merchant got into a fight with a British guard. It started as a little thing, but then more and more people joined in the fight. The townspeople began pushing and shoving. They threw rocks and ice at the soldier. Soon eight more soldiers came to help him. The soldiers were scared by the noisy crowd. They got nervous. When somebody yelled, "Fire!" the soldiers shot into the crowd. Five colonists were killed. The angry people called this the Boston Massacre.



When Parliament repealed the Townshend taxes, they decided to keep the tax on tea. The tax was threepence on every pound (0.4 kg) of tea. This was not a lot of money. The tax was used to show the colonists that England still had the power to tax them. The colonists knew exactly what the English were up to. And they did not like it. So they refused to buy British tea for more than five years.

Then, Parliament passed something called the Tea Act. This law allowed only the East India Company to sell tea in the colonies. The colonists were still boycotting the tea. So, Parliament decided to help the East India Company get rid of its extra tea. In September 1773, ships were sent to the colonies with almost 2,000 wooden chests full of tea. Ships went to New York City, Philadelphia, and Charleston. In New York and Philadelphia, the ships were turned away. In Charleston, the ship was unloaded, but the tea sat in a warehouse and wasn't sold.

Three ships headed for Boston. Samuel Adams was a man in Boston who did not want England having so much control over the colonial economy. He gave many speeches and excited people. The people in Boston tried to turn away the ships.

The governor of Boston was a man named Thomas Hutchinson. He refused to allow the ships to return to England without unloading their cargoes. By December 15, three ships were tied up at Griffin's Wharf in Boston Harbor.

What will happen next?

## Magnetic Debate Perspectives—Pro Side

### Colonist Samuel Adams Argues for the Whigs

I stand before you today as a man who is tired of bowing down to the English monarch. How can people who live across an ocean tell us how to live our lives? Do they not see that as colonists we have a right to have a say in which taxes we should pay and which laws we should have to follow. Parliament has been telling us what to do for over 100 years. I think it is time that the colonists put our foots down and say, "Enough!"

First, we helped the British win the French and Indian War. This was a terrible war that lasted for nine years on our soil. Many of us lost our homes and land because of those battles. Does England thank the colonists for our incredible bravery and sacrifice? No! She attacks us by levying the Stamp Act in 1765. So, first we pay for the war in men and then we have to pay in gold.

After much protest on our part, that dreadful tax was repealed. And yet, just two years later, the Townshend Acts were imposed on us. That is where the hated tea tax first surfaced. When those taxes were repealed, again after protest on the part of the colonists, the tea tax remained. We have managed five years without British tea. We have brewed our own tea. Some of us now drink other refreshments. Some even found ways to buy tea from smugglers. For five years, we've boycotted their terrible tea and avoided paying the tea tax.

And now they expect us to allow these ships to unload their cargoes of tea chests onto Boston soil. Do they really believe that the monopoly known as the East India Company has the right to force us to pay the tea tax? People in New York and Philadelphia were able to turn the ships around without unloading the tea. Down in Charleston, South Carolina, I understand that the tea is rotting in a warehouse.

It is not the money itself that we mind. It is the fact that England has once again imposed a tax upon us without any input from our leaders. Why is it that Parliament believes it can continue to treat us like young children? We have a right to stand up for ourselves. We have a right to make decisions for ourselves. We have a right to say, "NO!"

I see no choice but to find a way to get rid of that tea before it is brought onto shore. I believe our strategy should be nonviolent, but strong. My friend John Rowe asked me, "Who knows how tea will mingle with salt water?" I think this is a very good question. I believe we should find out the answer to this question tomorrow night!

## Magnetic Debate Perspectives—Con Side

### **Governor Thomas Hutchinson Argues for the Tories**

As the royal governor of this colony, it is my duty to defend the actions of the king and Parliament. I represent the king's best interests here in the colonies. I have worked hard as governor and I refuse to allow people like the Patriots to destroy my colony.

Are you not English citizens? All English citizens pay taxes. I do not understand why you feel it is your right to refuse. What is threepence per pound of tea really? The East India Company has lowered its tea prices to below what you pay to those terrible smugglers. Do you realize how inexpensive that is? Adding a silly threepence per pound means nothing. All this fighting and five years of boycotts is really ridiculous when you think about it that way. For so little money, you do all this protesting? Imagine if all English citizens protested for every tax. Nothing would ever get done.

Parliament has tried to make it easy for you to buy tea. The Tea Act set up last May made it so you know exactly who will be selling you your tea. The East India Company is doing you all a service in good faith. I don't understand why you complain that it is a monopoly.

After the March 5, 1770, incident, you complained about the British soldiers here in Boston. So, I moved them out to Castle Island. Now, I hear that you are buying all the pistols in town. How am I supposed to do my job if every man, woman, and child is armed? After the destruction of my home, I have had to move out to my country estate. You complain about taxes; I complain about not being safe in my own town. Violent, criminal behavior is not acceptable. Mobs who threaten or tar and feather tax agents will be put in prison. Trust me when I say that making threats against British officials will come with large penalties.

Instead, you should serve as leaders in the community. You should be showing by example how to be model citizens of the great country of England. You may be far from the Mother Country, but you can still be proud of her strength and size. There are over 2.5 million English citizens here in the colonies. Keep in mind that only about one-third of you really feel that England is mistreating anyone.

If you only settled down and really thought about it, you'd realize that Parliament is simply trying to pay back its war debt. It only seems fair that you help with the war debt. It is you, after all, that benefit from us pushing the French off your land. Parliament also wants to increase the trade between England and the colonies. It's not as if Parliament is trying to personally attack the colonists.

All I ask is that instead of protesting, you work with me to help find a way to peacefully get along. Allow me to unload the cargoes of the three ships in the harbor. Then, we can hold meetings to determine how to proceed from there.

Name \_\_\_\_\_

# Magnetic Debate Notes Sheet

Category	Pro	Con

# Magnetic Debate Assessment Chart

Student's name	Strong Intro.	Research has specific examples	Good speaking skills	Good eye contact	Portrays emotions	Overall grade
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## Rubric for the Magnetic Debate

Criteria	Level I	Level II	Level III	Level IV
<b>Captivates the Audience</b>	<ul style="list-style-type: none"> <li>Makes little or no effort to try to hold audience's attention.</li> <li>Insufficient use of descriptive words to discuss scenery, character studies, actions, or questions.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a limited effort to hold the audience's attention.</li> <li>At times captivates the audience through meager descriptions of scenery, character studies, actions, or questions.</li> </ul>	<ul style="list-style-type: none"> <li>Makes a reasonable effort at captivating the audience.</li> <li>Is successful to a large measure by using thorough descriptions of scenery, character studies, actions, or questions.</li> </ul>	<ul style="list-style-type: none"> <li>Successfully captivates the audience.</li> <li>Uses highly descriptive and proficient writing; realistic character studies, scenic portrayals, plausible action, and posing questions.</li> </ul>
<b>Supporting Evidence Beyond the Teaser Sheet</b>	<ul style="list-style-type: none"> <li>A total and complete absence of any supporting evidence.</li> <li>It renders the work/performance superfluous and lacking in scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>A moderate amount of evidence is provided to support the work/performance.</li> <li>Some of the material is worthy, and it does indicate a minimal effort at scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>A substantial amount of evidence is provided to support the work/performance</li> <li>Much of it is first-rate, adding substance and a great deal of scholarship to the effort.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of evidence provided is plentiful, which supports the work/performance.</li> <li>All of it excellent, first-rate, prime material at the highest level of scholarship.</li> </ul>
<b>Clarity of the Speaker</b>	<ul style="list-style-type: none"> <li>Words are difficult to comprehend and wholly inadequate to what the speaker is trying to express.</li> <li>Text is difficult to understand and is vague.</li> </ul>	<ul style="list-style-type: none"> <li>Words are muddled, and a proper choice of words is lacking.</li> <li>This presents the audience with some difficulty in understanding what is being said.</li> </ul>	<ul style="list-style-type: none"> <li>Spoken words are reasonably clear and most thoughts are described in a complete manner.</li> <li>Most of the words can be followed and understood with ease.</li> </ul>	<ul style="list-style-type: none"> <li>Superb and crystal clear speaking, each word accurately describes the thought and intention of the speaker.</li> <li>Easy to follow and understand.</li> </ul>
<b>Emotions (Speaking)</b>	<ul style="list-style-type: none"> <li>A total lack of emotion is imparted as expression is "wooden" and bland.</li> <li>Body language and gestures are totally nonexistent as little to no effort is made to give an animated presentation.</li> <li>It leaves the audience bored.</li> </ul>	<ul style="list-style-type: none"> <li>Sparse and mediocre attempt at displaying emotions.</li> <li>Presentation has brief stretches of bodily animation that make the moment lively, but they are far and few between.</li> <li>It leaves the audience mostly flat.</li> </ul>	<ul style="list-style-type: none"> <li>An effective use at displaying emotions.</li> <li>The presentation is bodily animated, and gestures and emotions are expressed facially and with the body.</li> <li>The movements hold the attention of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>A highly effective use of emotions is revealed to the point where the audience instantly reacts.</li> <li>The observer feels the effect of the expressions, gestures, body language and facial expressions.</li> <li>The audience is mesmerized.</li> </ul>

## What Really Happened?

On December 16, 1773, a very important meeting took place at the Old South Meeting House in Boston. By 3:00 P.M. over 7,000 people were in the building and crowded onto the street outside. Many people gave passionate speeches about what should happen. The people were angry about the situation. They did not want to have to continue to pay taxes to England without representation in England's government.

Samuel Adams was in charge of this meeting. The Bostonians were facing a deadline of midnight. If they could not figure out what to do before midnight, British soldiers would unload the cargoes of the three British ships. Many people felt that this would signal a great defeat for the colonists because the tea tax would have to be paid.

The captain of the *Dartmouth*, Francis Rotch, had traveled to where Governor Hutchinson was living. (He had moved out of the city for his own safety.) Captain Rotch was told to ask the governor if he could return to England with his 114 chests of tea onboard. The people at the Old South Meeting House were awaiting Captain Rotch's return. Early in the evening, a very tired Captain Rotch showed up at the meeting. He informed the colonists that Governor Hutchinson had turned him down. He was to unload his cargo that night.

The colonists were very upset. Many people called out in anger and dismay. Samuel Adams calmly stood up and said, "This meeting can do nothing more to save the country!" Those words were the last announced at the meeting. After Adams spoke, people poured out of the meeting and headed down to Boston Harbor. About 100 men dressed up as Mohawk Indians. They used these costumes to protect their identities. The men didn't want to be arrested. Many other people from the meeting followed the "Indians" so they could see what was happening.

When the group arrived at the wharf, they calmly split into three groups. Each group boarded a ship and asked the captain for the keys to the cargo hold. Then, the groups proceeded to carry the chests of tea from the cargoes to the sides of the ships and dump them overboard. It was all done very orderly and without violence. Only one person was hurt. He was only hurt because he got in the way of someone opening one of the chests.

When the 342 chests of tea were emptied into the harbor, the keys were returned to the ships' captains and the "Indians" left the ships. The men walked home swinging their axes in victory. To this day, historians are not sure of exactly who was involved in the Boston Tea Party.