

## PROTEST ADVISE

### Learning Objective:

1. The student will analyze protests, current and historical.
2. Compare and contrast the two events.
3. Understand and discuss the importance of free speech in a democratic society.

TEKS: 8.4 A; 8.20C; 8.21C

Materials needed: Textbook and other research material about the Boston Tea Party and current protest events, charts for information, butcher paper.

Vocabulary: assembly, historical frame of reference

### Teaching Strategy:

1. Engage the class in a discussion of historical frame of reference. Review 1<sup>st</sup> Amendment rights.
2. Divide the class into 2 groups. Each of the large groups can then be split into smaller groups for research.
3. One half of the class will research the Boston Tea Party and protests of the British economic policies prior to the American Revolution. The other half will research the current Immigration protests.
4. Students will complete the chart of information about the issue assigned. After an amount of time in small group research, gather larger groups to exchange and share information about the individual protest topics.
5. The groups then make a list on butcher paper with advice for the other group.  
(Boston Tea Party advises Immigration group and vice versa)
6. Before the advice posters are shared, pair one Boston Tea Party person with one Immigration person. Have them exchange information on the charts and make a Venn Diagram of the similarities and differences in the protests.
7. Groups then share their advise for the other protest group.
8. Debrief the class with a discussion of the use of free speech and assembly in a democratic society. Also review the British economic

policies prior to the American Revolution. Students should note the point of view was of a particular group and that there was an opposite opinion to the one studied and expressed.

9. Depending on the amount of time, a look at the opposing viewpoint by the opposite group can be used to debate the topics researched.

#### Extensions for GT/TAG

Have the students research protests throughout history. Include specific examples from the Civil Rights movement.

## **Protest Analysis Chart**

Issue of Protest \_\_\_\_\_

Specific reasons for protest-Triggering event

Means of Protest-How did the group hold their protest?

Goals-What did they hope to accomplish with this protest?

Alternatives attempted-What did the group do to solve the issues before the protest?

Outcome-Did the protest have the desired result? Will there be more to come?