

## **Internationalizing U.S. History: Sample Lessons**

Both of the lessons included in this packet will help you use language as a window into global interactions. You will find the first, "The Boston Tea Party—Global Connections," on pages 1-2 and the second, "The Language of the Waterfront," spans from pages 3-5. These lessons help show the worldliness of the United States, in both cases focusing on events/eras in Massachusetts. Both lessons can be jumping off points for larger discussions about global migration and trade, international boycotts, and the dynamics of language.

### **Lesson #1: The Boston Tea Party—Global Connections**

#### **Overview:**

Students write an account of the Boston Tea Party using a list of words. They compare their accounts with an historian's and then discuss global connections in colonial America. The lesson can be used as a transition to the colonists' movement for non-importation and non-consumption. The Massachusetts Historical Society has a wonderful set of relevant documents that can be used with students here: [http://www.masshist.org/revolution/non\\_importation.php](http://www.masshist.org/revolution/non_importation.php). The lesson also links to later events, such as the Embargo Act of 1807, and Napoleon's Continental System and the War of 1812.

#### **Preparation:**

- Materials: Handout for each student (see page 3), LCD or overhead projector.
- Background knowledge: Students should have read in their textbook about the Boston Tea Party or seen a video about the event.

#### **Procedures:**

1. Give each student a handout.
2. Students follow directions on the handout.
3. When students are done presenting, project the following paragraph using an overhead or LCD projector:
  - a. "The Boston Tea Party was when: "Party"-goers (rioters) disguised themselves as Amerindians . . . They "doped" themselves with rum produced by forced migrants in the Caribbean and destroyed tea produced by labor migrants in Asia. The property symbolized the British East India (South Asia) Company and the British (English, Scottish, Welsh) government. The adoption of South Asian and Chinese tea-drinking customs by the colonists permitted women to take on a more active role than a boycott of Caribbean rum would have. The multiple origin elements of the riot demonstrate the global interconnections of late colonial societies."  
[underline not in original]
    - Source: Dirk Hoerder, "From Euro- and Afro-Atlantic Migration System to Pacific Migration System: A Comparative Migration Approach to North American History," p. 196 in Thomas Bender, ed., *Rethinking American History in a Global Age* (University of California Press, 2002).
4. Discuss:
  - What did you get right?
  - What does this help you learn?
  - What does this demonstrate about global connections of late colonial societies? Possible topics: multinational corporations, imperial governments, stimulants and mood changers and accompanying customs, role of women and citizens, global labor, global migration, and boycotts as protest.

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/25741>

## Handout: The Boston Tea Party—Global Connections

**Your task:** Working in a group of four describe the Boston Tea Party as a global event using the words and terms below and other words you need like, the, with, would, and have.

### The Steps:

1. Use the terms listed below in your description.
  - a. This assignment is not made up, but is actually based on a scholar's explanation of the event. Keep in mind that the original explanation has *fewer* than 100 words, 51 of these words are included in the terms below.
2. Start your story with these words: "The Boston Tea Party was when..."
3. Your last sentence should be a summary sentence/topic sentence.
4. You have 10 minutes. (Your teacher may give you an extra 5 minutes to finish/edit your passage. But be sure to do the majority of your writing within the 10 minutes!)
5. When we are done selected groups will read their descriptions.
6. Then we will compare what you wrote with the original. Perhaps yours will be better?

### Terms to Use:

- Amerindians
- Boycott
- British (English, Scotch, Welsh) government
- British East India (South Asia) Company
- Caribbean (use this word twice)
- Chinese tea-drinking customs
- demonstrate the global interconnections
- destroyed
- forced migrants
- late colonial societies
- multiple origin elements
- "Party"-goers
- permitted
- riot
- rum (use twice)
- tea (use twice)
- The adoption of South Asian
- The property symbolized
- They "doped" themselves
- women

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/25741>

## **Lesson #2: Early American Language of the Waterfront**

### **Overview:**

Students listen to a passage that includes examples of cultural exchange through trade. They define words, draw a map to identify the origins of those words, and then discuss how language and cultural interaction connect.

### **Materials:**

Handouts, dictionaries (online preferred), paper for students to record answers and make maps. Alternatively, students could use outline world maps.

### **Procedures:**

1. Give students double-sided handout (see pages 4-5).
2. Follow directions on the handout.
3. Display maps as students finish.
4. Discuss questions from step 4. Students should be able to point to media as a prime mover affecting language adoption and that the U.S. may influence language more around the world than vice versa.

### **Extensions**

- Other connections—The Language of Sailing
  - URL: <http://www.phrases.org.uk/meanings/nautical-phrases.html>
- Discuss or link this to items on display in the Peabody Essex Museum in Salem, MA.
  - Peabody Museum URL: HYPERLINK "<http://pem.org/collections/>"  
<http://pem.org/collections/>

## **Handout: Early American Language of the Waterfront (around 1800)**

“When Yankee voyagers returned home to New York, Philadelphia, and Boston, they introduced their landlord countrymen to the language of the East, and new words such as bayan, jute, nutmeg, sandalwood, and sherbet, and with birds of paradise, boobies, cockatoos, kangaroos, and camelleopards (giraffes). Americans imbibed a vocabulary in eastern origins of words that today we claim as our own: atoll, bandanna, bazaar, buggy, catamaran, chop, chow, hookah, mandarin, and tank. They festooned their homes and public buildings with images of Hawaiian pineapples and Chinese coins, their cupboards with blue and white Canton porcelain, their bodies with nankeen, silk, and madras, their philosophies with ideas from the Buddha and the Bhagavad Gita, and their language with a Pacific pidgin - bazaar and bandana, coolie and chow. In seaports like Salem, it was said one heard shopkeepers telling boys to hurry to the *bazaar* for a *chow* of *dungaree*, *madras*, and *bandana*, and if they ran *chop chop*, they would be rewarded a *cumshaw* of *ginger* or *mocha*. The boy might ask for a *chop*, or permission, to sail the family’s dinghy, or *hawpoo* ...”

Source: Excerpt from History Professor Dane Morrison’s Keynote Address, “Citizens of the World? Salem’s Early Expatriate Communities.” Given at the 2009 Annual Meeting of the World History Association: Salem State College, Salem Mass.

### **Group Activity:**

1. Listen while I read the passage above.
2. Use a dictionary with word origins (<http://www.merriam-webster.com/dictionary/> and/or <http://dictionary.reference.com/etymology/>) to find the meaning of the words in the Word List.
3. Create a world map and annotate it with the words from different places. If a word does not have a specific place, make an educated guess and then place a question mark next to it. Use a **symbol** for each word. A giraffe could be a giraffe, but a bazaar could be an item from a bazaar. *Let me know when you’re done so I can check your work.*
4. Answer the following questions for class discussion:
  - What does this language tell us about U.S. interaction with the world in the early nineteenth century?
  - Do you think the places on the map were as influenced in regards to language through contact with foreigners as much the U.S. was? Why?
  - Can you think of any current language your generation picks up from other places in the world? And any examples of language that originates in the U.S. that is picked up by other cultures?
  - Is trade still the major reason why language is dynamic? What else makes it dynamic?

Source: <http://teachinghistory.org/teaching-materials/teaching-guides/25741>

**Word List**

1. Yankee
2. bayan (or banian)
3. jute
4. nutmeg
5. sandalwood
6. sherbert
7. birds of paradise
8. boobies
9. cockatoos
10. kangaroos
11. giraffes
12. atoll
13. bandana
14. bazaar
15. buggy
16. catamaran
17. chop
18. chow
19. hookah
20. mandarin
21. tank
22. pineapple
23. Canton
24. nankeen
25. silk
26. madras
27. Buddha
28. Bhagavad Gita
29. coolie
30. dungaree
31. cum shaw
32. ginger
33. mocha