

Trouble Over Taxes: 5th Grade Social Studies Lesson

I. Content Standards

IN-ACADEMIC.SS.5.1.11 > Analyze the causes of the Revolution, such as colonial resistance to British imperial policies, the denial of traditional rights of Englishmen to American colonists, and taxation without representation. Example: The Stamp Act, Townsend Acts, taxes on tea, and the Coercive Acts.

IN-ACADEMIC.SS.5.1.12 > Identify major British and American leaders and describe their roles in key events, such as the First and Second Continental Congresses, drafting and approval of the Declaration of Independence (1776), publication of Common Sense, and major battles of the Revolutionary War. Example: King George III, Benjamin Franklin, Patrick Henry, Thomas Jefferson, John Adams, Thomas Paine, George Washington, and General Charles Cornwallis.

II. Instructional Objectives

1. The students will identify the main arguments for and against the Stamp Act of 1765.
2. The students will summarize their views in the form of a slogan for their campaign.
3. The students will defend their view points in a debate.

III. Assessment of Instructional Objectives

1. The teacher will check the double-sided journal entries to see important facts for and against the Stamp Act.
2. The teacher will look for concise, catchy, and effective slogans that summarize the main points of their arguments.
3. The teacher will listen during the debate for accurate and appealing arguments from the perspectives of the colonists and British Parliament.

IV. Materials and Instructional Tools

Student text pages 268-273

Power point including pictures of key leaders and illustrations of angry colonists and British troops

<http://www.earlyamerica.com/music/revolutionary.htm> music clips

Attachments  [trouble over taxes.ppt](#)

V. Differentiated Instructional Strategies

1. Students not meeting prior benchmarks (special ed, resource, low-performing students)
Students not meeting prior benchmarks could be given a list of key reasons for and against the Stamp Act and be asked to sort them instead of finding them in the text.
2. Gifted/High Achieving learners (Content, Process, Product)
Gifted students could counteract the opposing view's argument during the debate as well as providing their reasons for supporting or fighting against the taxes. They could use the internet or other sources beyond the text to find reasoning for the taxes and Parliament systems.
3. English Language Learners (Vocabulary, enrichment, use of manipulatives, graphics, supplemental text, etc.)

ELL could pick out key words they don't know from the text to define and understand more fully in the context of this lesson. These students could use the graphics from the text and similarities from their own culture to relate the words to the main supporting and opposing ideas concerning the taxes.

VI. Student Accomodations

Students could work alone if needed during the practice portion of the lesson.

VII. Description of Learning Activity (Using the 4MAT lesson plan outline)



A. Motivational Strategy

Q1R: Mr. Brown will simulate the practices of Parliament and the colonists who receive taxes. Students will represent Parliament, King George III, and the colonists. Candy will be used to represent the taxes.

Q1L: I will ask the questions: "Why do you think Parliament decided to tax the colonists?" "How do you think the colonists felt after the taxes were imposed?" and "What would you do if you were the prime minister of Great Britain in 1765 and needed to find a way to raise money to pay the debts of the French and Indian War?"

The "Bridge" Activity

Q2R: I will show the first two pictures on the power point of the angered colonists and British troops delivering the stamped paper. I will ask the students what they notice from the pictures and what they think the people are doing in them. I will ask "who do you think these people are?"

B. Steps in Implementation

1. Teach

Q2L: I will follow the power point and tell the roles of each man pictured including King George III, Patrick Henry, and Samuel Adams. I will start by describing the predicament George Grenville, prime minister of Great Britain, was in and the consequences of his solution. I will relate the idea of Parliament to our law-making assembly-Congress and the stamp act to our modern day sales tax. I will highlight the slogan found on page 269 and ask the students why this was an effective slogan for the anti-tax protesters. I will ask the students to read silently page 270 in their text. After they have read, I will talk about Henry and Adams' influence and protest. I will discuss who the Sons of liberty were and the effect they had on the Stamp Act. I will explain how to go through the text and pick out the main ideas each group used to support their argument- for or against the Stamp Act. I will play music from the Revolutionary War period found on the website listed above. I will go over group procedures before the groups begin their work.

2. Practice

Q3L: With their peers at their tables, the students will create a double-sided journal entry and list on the left the colonists' argument for opposing the tax. On the right, the students will list Parliament's argument for enforcing the tax. Each side should have at least 3 main arguments from the text.

3. Apply

Q3R: The tables will be split in half with one half of the room representing Britain and the other half representing the colonists. We will have a mock debate between the groups as each one has a chance to share and argue the main ideas they wrote in their double-sided entries. One table from the colonists' side will share one main idea and then it will go to the Britain side to give their one idea. Each table will share their main arguments one at a time.

4. Closure

Q4L; Q4Rs: The groups will create a slogan for their campaign that summarizes their ideas and points of view as the colonists or Parliament figures. The slogan should summarize each group's argument and be short and catchy just like the one on page 269. Each group will have a chance to share their slogan with the class and explain how it summarizes their argument for or against the Stamp Act.

C. Approximate time needed to complete the lesson

1 hour