



No Taxation Without Representation

Rosemary Wagoner, WVPT

Overview

Topic: Colonial America, America Revolution, Stamp Act, Committee of Correspondence, Continental Congress, taxes. Students will gain an understanding of the factors leading up to the American Revolution. Students will be able to order the events that led to the American Revolution. Students will use the Internet to learn more about the Committee of Correspondence, and the events leading to the American Revolution. (This lesson might be suitable for grade 4, depending on the content taught at that level.)

Time Allotment

Three to four 45-minute lessons

Media Components

The American Revolution: From Colonies to Constitution #2, Road to Revolution: 1763-1775

(United Learning Videostreamed video clip from web at: www.wvpt.unitedstreaming.com)

TV/VCR with remote control and hook-up

One classroom computer with Internet access

PowerPoint or other presentation software (optional)

TV with hook-up

Web browser

Websites:

Chronicle of the Revolution:

pbs.org/ktca/liberty/chronicle/timeline This site gives a chronological listing of events leading to the American Revolution.

The Road to Revolution:

www.norfolk.k12.ma.us/students/kaufman/revolution/R2R This is a chronological listing of events leading to the Revolution with links that explain each event.

Samuel Adams—The Rights of Colonists:

history.hanover.edu/texts/adamss.htm This website is a letter that Samuel Adams wrote to report from the Committee of Correspondence on November 20, 1772.

Learning Objectives

The student will be able to:

- identify reasons that caused the American Revolution
- put the events that led to the American Revolution in order
- persuade others on the merits of the colonies seeking freedom.

(This lesson addresses Va. Sol History and Social Science VS.5, US1.6; English 5.1, 5.7, 5.8, 7.8, 8.5)

Materials

- classroom rules handout (attached)
- 1 pair of scissors
- 1 container of glue
- construction paper, poster board, and markers (if not using PowerPoint)



GE Fund



Teacher Preparations

- chart paper
- markers
- Prepare for the lesson by downloading the video *The American Revolution: From Colonies to Constitution #2*, from www.wvpt.unitedstreaming.com. Doing a search for Road to Revolution will bring up this video clip. Make sure you have a way to connect the computer to either a TV hook-up or projector. Make copies of the classroom rules handout for each student. Chart paper and markers will be needed for the introductory activity when the students discuss ways of protesting and how they would change the rules. Have your internet browser set to history.hanover.edu/texts/adamms.htm to be ready for activity using the website. Enough copies of the Evaluation Form will need to be given to each student to evaluate each classmate. These will be given out when the class presents their presentations to the class.

Introductory Activity

Present the class with a list of rules (handout attached). Tell the students that the School Board created the rules for each class. Ask: If our classes created these rules do you think they would have been fair? Why? Why not? Ask: them how they would adjust the rules to make them fair. (Put student suggestions on Chart Paper.) Ask: What do people do when they feel they're not being treated fairly? (protest) What are some ways you could protest these rules? If only half the class thought the rules were unfair ask students to tell how they would you convince the others that they should also protest the rules. (Put ideas on chart paper.)

(Transition to the main topic today) In today's lesson, we're going to talk about a different kind of rules-laws. One kind of law requires people to pay money to the government. Does anyone know what it's called when people have to pay money to the government? (tax) What are some of the taxes you and your parents pay? Who decide what the taxes will be? (local government, the people through their representatives in the General Assembly) It wasn't always this way. Let's find out a little about how things used to be...

Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as "minutes:seconds;" for example, 3:15 means three minutes and fifteen seconds.

Focus For Media Interaction

To focus students' use of media throughout the lesson, SAY: Using video segments as guidance you will discover the events that caused the revolution and the mechanism the Continental Congress used to communicate with the colonists and incite their anger toward Britain. You will use the information obtained from the websites to form a chronological list of events that caused the American Revolution. You will then develop a list of reasons why the colonists wanted to fight for their freedom. Finally you will develop a presentation to convince other "patriots" why they should join the fight for freedom.

Learning Activities

- 1. FOCUS:** Now we're going to see a video about why the colonists sought freedom from Great Britain. In this first segment look for reasons why the colonists think that Great Britain shouldn't make laws for them. **START** at picture of King George III. **PAUSE** after crowd. (approx. 35 seconds) **FOLLOW-UP:** What does taxation without representation mean? Why didn't the colonists have representation in Parliament? Are you taxed without representation? Who are your representatives?

2. FOCUS: In this next segment look for a way that Great Britain tried to disguise the taxes. **FAST FORWARD** to Tariff. (45 seconds) **PAUSE** after Samuel Adams. **FOLLOW-UP:** What was the tax called? (Tariff) How did the colonist respond? Do you think their response was appropriate? Were there any other ways they could have responded? What are they?

3. FOCUS: Listen for how the colonies decided to deal with unfair taxation. **FAST FORWARD** to picture of John Adams. (50 seconds) **PAUSE** after “the Stamp Act was repealed the next year.” **FOLLOW-UP:** What did the colonies discover was their best way to resist unfair taxation? How do you think they resisted the Stamp Act?

4. FOCUS: Let’s see how the colonists resist the taxes made by the British government. **FAST FORWARD** to Townsend Act. (75 seconds) **PLAY. PAUSE** as the picture of the flame fades. **FOLLOW-UP:** Do you think the colonists were peaceful in their resistance of the new laws? What were some ways they protested the new laws? Why do you think they became unruly?

5. FOCUS: In this segment listen for a way the colonists used to keep each other informed about the laws and liberties of the colonists. **RESUME. STOP** after “move to revolution.” **FOLLOW-UP:** How did the Committees of Correspondence help to unite the colonies?

6. Divide the class into groups of two. Have each group make a list of reasons why the colonists should be upset with Great Britain. **FOCUS:** Now we’re going to look at a website that has a copy of one of the letters the Committee or Correspondence wrote. Pay attention to the persuasive language used to get the colonists to see how they have been mistreated. **PLAY.** Go to history.hanover.edu/texts/adams to see a copy of a letter Samuel Adams wrote. Pretend you’re a member of one of the Committees of Correspondence; write a letter telling the colonists how to respond to a law or why they should seek freedom from Great Britain. **STOP.** Give students five minutes to make a list of ways they can persuade others that the colonists should seek freedom from Great Britain. **FOLLOW-UP.** Have students

share their reasons using persuasive language. Encourage students to use the events in order that made the colonists upset.

7. FOCUS: We have seen how the colonists have become upset with the taxes that Britain has levied with allowing representation. Now let’s see how the colonists begin to take action. In this next segment listen for why the Boston Tea Party occurred. **RESUME. PAUSE** after “cause a lot of trouble.” **FOLLOW-UP:** What was the Boston Tea Party? Why do you think the colonists dumped the tea into the harbor? How did this move them closer to a revolution?

8. FOCUS: Look for what the First Continental Congress asked of the colonists. **FAST FORWARD** to First Continental Congress. (one minute) **PLAY. STOP** after “actions of a real government.” **FOLLOW-UP:** What did the colonists want from Great Britain? Why is it apparent that a revolution is imminent? (the actions the Continental Congress took were like a real government)

Culminating Activities

Divide the class into groups of two or three. Tell the class they will be using the letters they wrote as members of the Committee of Correspondence to create a presentation to convince others why they should object to the British government. Have students keep the events that caused the revolution in order in their presentations. Student may use Chronicle of the Revolution (pbs.org/ktca/liberty/chronicle/timeline) and The Road to Revolution (www.norfolk.k12.ma.us/students/kaufman/revolution/R2R) websites as a reference to help them to check that they have kept the events in order. The presentation can be created using PowerPoint or posters. For either, students can scan in pictures they have drawn to enhance their points (import into PowerPoint or print them out for pasting on posters). Students can work together in groups as they construct their presentations, but each student will be expected to create their own. Students will present their presentations to the class.

Assessment

Give students the Evaluation Form and instruct them that they will be evaluating each other's presentations. Tell the students that the purpose of this evaluation will be to help their classmates create better presentations and is not a popularity contest. Students will be graded on their own presentation and how they fill out the evaluation form for other students.

Community Connections

1. Take a field trip to the General Assembly in Richmond, and visit one of the Appropriations Committees. This will allow students to see how decisions about taxes are made.
2. Have the local Commissioner of Revenue come to class to explain about the taxes the local government collects and how the decision was made.
3. Have students visit a meeting of City Council, or County Supervisors. After the meeting have one of the students tell the rest of the class what went on. If a concern comes up discuss how they could make their opinions be heard.

Cross-Curricular Extensions

Language Arts:

- Research one of the colonists that was involved in the Road to Revolution. (Samuel Adams, John Adams, George Washington, Patrick Henry, etc.)
- Write a paragraph about how this person impacted how the colonists viewed the Revolution.

Art: Make posters to give to other U.S. History classrooms detailing why they should be outraged about the British.

Math: Determine the distance that delegates to the First Continental Congress would have traveled and how long it would have taken them then and now.

About the Author

Rosemary Wagoner

Rosemary Wagoner is in her fourteenth year of teaching with Waynesboro Public Schools. She is currently teaching at William Perry Elementary, which is a member of the Basic School Network. She has taught grades K-4, and is currently teaching third grade. Rosemary has taught in the Extended School Year program with Waynesboro Public Schools for nine years. She has also served on the Evaluation Committee, and Budget Review Team for the Waynesboro School Board. She is active in the Waynesboro Education Association and enjoys working toward what's best for Waynesboro's children. Rosemary has served on various school committees and is currently Chair of the Technology Committee at William Perry Elementary. She has used technology with her students for the past twelve years. She also enjoys showing teachers new ways to use technology with their students. She was awarded Outstanding Young Citizen in 1992, by the Waynesboro Jaycees. Rosemary received her Bachelor's degree from Bridgewater College and is currently working on her Master's degree from George Washington University in Educational Technology Leadership.

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Evaluation Form

Rate on a scale of 1 to 5, 1 being the weakest and 5 being the strongest.

1. Did the presenter seem prepared for the presentation? _____
2. Was the argument against the British presented in a way to inflame you against the British? _____
3. Were the events that led to First Continental Congress in sequence? _____
4. Was the writing easy to see on the PowerPoint or poster? _____
5. Were the sentences clear and concise? _____
6. Were there many spelling errors? _____
7. Would you want to join the revolution based on the presentation? _____

Answer in complete sentences

8. What are some suggestions you could make to help the presenter improve his/her presentation?
