

“No Taxation Without Representation” Lesson Plan

Grade: 3-6

Time Allotment: 30 minutes

Common Core Standards

CCSS.ELA-Literacy.SL.3-6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3-6.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CCSS.ELA-Literacy.RI.3-6.4	Determine the meaning of general academic and domain-specific words and phrases in a text.
CCSS.ELA-Literacy.W.3-6.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Objectives

Students will:

- Understand and explain what the phrase “no taxation without representation” means
- Understand that the king’s new taxation laws were the reason why some colonists wanted to start a war
- Explain one of the ways that colonists reacted to these new taxation laws

Materials:

- Crown or name tag for the king
 - Crown: <http://bit.ly/30VWTNv>
- One cup or small plastic bag for each student
- 15-20 pieces of candy per student
 - Can be M&Ms, gumdrops, etc.
- Smart Board for presentation of different taxes
- PowerPoint presentation provided
- Notebook paper for each student
- One plate

Anticipatory Set

- The teacher will explain to the students that they are going to learn about why some people wanted the Revolutionary War to occur.

- The teacher will ask the students what they think the phrase “No taxation without representation” means and will explain that it was one of the key phrases used in building support for the revolution. Students will write a definition that they think of.
- The teacher will ask the students if they know what taxes are and will explain that they will do an activity to help the students better understand what taxes are.
- When it is time to explain the concept of what taxes are, the teacher can use the following information:
 - The different thirteen states we know today were colonies of Great Britain before the Revolutionary War. This meant that even though the colonies were not inside Britain, they were still considered a part of Britain. Britain was called the “mother country.”
 - One of the reasons why Britain had colonies was so the colonies could support the mother country. This meant that colonies would be beneficial to Britain and give it resources and money.
 - Essentially, they collected taxes as a means to support the mother country. Parliament and the king decide what items to tax.
 - When an item gets taxed, you have to pay extra money to buy the good. It would be like if every time a student wanted dessert, they would have to give up an hour of watching TV.

Guided and Independent Practice

- The teacher will now tell students that they are doing an activity to learn more about taxes and how they relate to the Revolutionary War.
- The teacher will explain the following as an introduction to the activity:
 - Britain went through a challenging war in the 1750s called the French and Indian War, where they spent a lot of money.
 - Because of that, they began to ask the colonists to pay more taxes.
 - This made the colonists very upset, eventually leading to people wanting to start a revolution against Britain.
- The teacher will pick one student to act as a king of the classroom. The king will get to announce the taxes to the rest of the class. Every student except for the king will have a cup or a bag full of candy pieces.
 - Optional: the teacher may also pick a small group of students to become tax collectors for the king.
- The teacher will show the PowerPoint provided, and the king will begin to read the taxes described. Every student that the tax is applicable to must take the amount of candy pieces listed from their cup to give to the king.

- Depending on the age group being taught, the teacher can choose to either create taxes relating to the specific laws and then educate students on those laws, or create taxes based on just general things. If the teacher chooses to teach them about the specific taxes, they can do so by pausing the king in between reading taxes.
- At the end, many students should be out of candy or running low on candy.
- The teacher should collect all of the candy for the king on a single plate so the amount the king has is visible to the rest of class.
- Once all the taxes have been read, the teacher should return the candy to everyone or take it all.

Teacher Presentation and Modeling

- Although this activity mainly focuses on the guided activity and the closing discussion, there is a teacher presentation within the guided activity.
- After reading the tax on students regarding candy, the teacher will teach students about the Sugar Tax by explaining the information on the PowerPoint provided.
 - Colonists had to pay a tax whenever they purchased sugar.
 - The teacher can ask students what things sugar goes into.
 - If something had sugar in it, the price of the good went up since it cost more to make. This meant not just the price of sugar was affected.
 - Colonists boycotted goods to protest the act and after a year the king, removed it. The teacher will emphasize that this is one of the ways colonists reacted and rebelled against the new tax laws.
- After reading the taxes related to paper and drinks, the teacher will teach the students about the Townshend Acts with the following information.
 - The Townshend Acts were created by the king to tax colonists on glass, paper, paint, lead, and tea.
 - These were all goods colonists used frequently so the amount of money that colonists needed rose.
- Once the tax activity is done and before the closing discussion begins, the teacher will educate students on the Boston Tea Party to help them learn about how colonists reacted to the new tax laws.
 - The colonists protested the tax on tea by sneaking onto a British ship that had shipped tea into the Boston Harbor. They dumped the shipment into the Boston Harbor so it could not be used.

Closure

- The teacher should lead a discussion with students as a class to help them understand why colonists wanted to start a war with the king after he implemented the taxes.

- The teacher will ask questions about the class activity such as:
 - Did you think the class was taxed unfairly?
 - How do you think it could have been handled more fairly?
 - What happened as more taxes were implemented?
 - How do you feel about the king after this activity?
- In regard to how the activity could have been handled more fairly, the teacher should lead the students to an answer about the importance of having a voice. The students should realize that if they could vote on if they wanted the taxes or not, it would be fairer.
 - This should help students understand the phrase “No taxation without representation” better than they did in the beginning.
- The teacher will ask students to rewrite a definition of “No taxation without representation” under their first definition from earlier.

Assessment

- The teacher will listen to the children’s responses during the discussion of the activity and analyze whether they understood what was fair and unfair about the activity and how that compared to the actual historic events.
- The teacher should collect the students’ definitions of the phrase that they wrote down and assess their responses to see if they understand what is meant by “no taxation without representation.”
- The teacher should assess students’ ability to follow directions regarding the activity itself.

Extension of the Lesson

- Students can research the different tax acts that King George III placed onto the colonists and the way colonists rebelled against it. After researching, they can write a few sentences or draw a picture explaining the actions.
- Students can create their own tax that they would implement in real life and analyze whether people would think that tax is fair or not.
- Students can write a newspaper article as if they were a colonist during this time period and address the Sugar Act, Boston Tea Party, or other events leading up to the revolution.