

Lesson 1:

Topic: No Taxation Without Representation

Standards:

-*Social Studies Standard 4- Economics-* Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

-*Social Studies Standard 5- Civics, Citizenship, & Government-* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments, the governmental systems of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

-*MST Standard 3- Math-* Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

-*Language Arts Standard 1-* Students will read, write, listen, and speak for information and understanding.

-*Language Arts Standard 2-* Students will read, write, listen, and speak for literary response and expression.

-*Language Arts Standard 3-* Students will read, write, listen, and speak for critical analysis and evaluation.

-*Language Arts Standard 4-* Students will read, write, listen, and speak for social interaction.

Objectives:

1. Students will be able to define key vocabulary words (tariff, Loyalist, Patriot, representation, petition, and boycott).
2. Students will be able to demonstrate their understanding of graphs by answering comprehension questions after sampling teas.
3. Students will be able to share ideas of how to protest the taxes on teas.

Materials:

-visuals of "taxable items" (documents, newspapers, letters, books, cards, sugar, tea)

-semantic maps (further information:

http://curry.edschool.virginia.edu/go/readquest/edis771/semantic_maps.html)

-regular, lemon, and apple teas

-bowls of sugar

-tea cups

-tea kettle

-spoons

-paper

Advanced Preparations:

- Acquire the above materials.
- Create semantic maps.
- Research tariffs, Sugar and Stamp Acts, and the colonist's responses to such Acts.
- Prepare modifications.

Activating Prior Knowledge:

- Ask the students what they know about taxes.
- Pose the question, "When you purchase something listed on McDonald's Dollar Menu, how much do you pay the cashier? What causes this cost?"

Procedure:

1. Explain to students that the Parliament (the governing body) decided to tax the colonies so that they could pay the cost of the French and Indian War.
2. Distribute semantic maps to students, asking students what they think taxes are.
3. Define taxes as money paid to the government to run the country.
4. Explain that tariffs are taxes placed on goods brought into a country.
5. Ask the students what they think taxes can be placed on.
6. Explain that the Sugar Act (1764) had colonists pay taxes on goods coming to the colonies from other places, including pounds of tea. Demonstrate (with the objects) that The Stamp Act (1765) placed tax stamps on paper products in the colonies: newspapers, legal papers (such as wills, diplomas, and marriage papers), some books, and playing cards.
7. Explain that drinking tea was an important part of the English way of life. The British often sipped tea while socializing much like the children today may have soda and snacks while spending time with friends. Discuss that the taxes on tea made it difficult to afford and enjoy such drinks and that, during the lesson, the students will have an opportunity to taste different types of teas, with or without added flavoring.
8. Divide the students into three groups at different tables.
9. Provide each table with a kettle of tea (regular, lemon, apple), small cups, a bowl of sugar, spoons, and paper.
10. Instruct each student to sample a cup of tea from his or her table, with and without sugar.
11. Have the students circulate to the next table to sample that tea until all types have been tasted.
12. Instruct the students to sit in their regularly assigned seats and create a graph on the given paper, determining the x-axis, y-axis, and title on their own.
13. Ask the students what type of information is found on the x-axis and what type of information is found on the y-axis.
14. Have the students share their graph's titles and what is written on each axis.

15. Draw this graph on the board.
16. Ask the students to raise their hand for their single most favorite type of tea (regular – with/without sugar, lemon- with/without sugar, apple- with/without sugar).
17. Ask several students to record this information on the board (graph).
18. Ask the students to recreate this graph on their paper and write at least three observations of the graph.
19. Circulate the class and informally check graphs and observations.
20. As a class, compare the results of the graph.
21. Ask the students how they think the colonists must have felt having a tax on their favorite tea and what it meant in terms of the economy.
 - What happened to the price of tea when there was a tax on it?
 - What did taxes do the level of demand of these goods?
 - What could the taxes do to the levels of imports and exports in the colonies?
22. Explain that the colonists had no representation, so they didn't think they should be taxed. Ask the students what representation might mean.
23. Use semantic maps to define that representation means having someone to act or speak for you (in this case, in Parliament).
24. Explain that colonists divided into two groups because they felt differently. One group was the Loyalists (or Tories) and the other called Patriots.
25. Ask the students to think why these names were given and supplement with reasons.
26. Have the students create a list of ways that colonists could protest the government.
27. Supplement this list with examples of public meetings, letters, and talking to lawmakers.
28. Create semantic maps for the vocabulary words petition and boycott, noting their purpose in protests.
29. Review the vocabulary and lesson.

Modifications:

This class includes a student with spastic cerebral palsy, which involves a visual impairment and difficulty with small motor skills as a result of poor muscle tone. The following modifications will be made: The teacher will provide tape heavy paper to the student's desk, provide him/her with a pencil grip, and write in large print on the chalkboard, providing spaces to make the points clear. Movement from table to table

will be limited. The teacher will provide him/her with notes summarizing class discussion and findings after class, because the student has difficulty taking notes.

Assessment:

The teacher will observe the students' definitions and usage of the vocabulary words. The teacher will also note the students' understanding of graphs by circulating around the room and noting the students' observations about the created graphs. The students' understanding of economics will also be assessed informally by noting their responses to the teacher's questions.

Vocabulary
Concept definition:

1. _____ is like

but not like

2. _____ is like

but not like

3. _____ is like

but not like

4. _____ is like

but not like

5. _____ is like

but not like

6. _____ is like

but not like
