

THE ROAD TO REVOLUTION-LOC lesson 1

By Bethan Stone

Fifth Grade

Objectives

- Students will gain an understanding of the events that led up to the American Revolution.
- Students will understand what a stamp was in the 1770s.
- Students will empathize with the colonists as they were forced to pay excessive taxes.

Time

One or two class periods

TEKS

(5.2) History. The student understands how conflict between the American colonies and Great Britain led to American independence.

Context

In Lesson 10 of History Alive, students will study the events, such as the Stamp Act, the Boston Tea Party, and the Intolerable Acts, that led to the Declaration of Independence and Revolutionary War. The first picture illustrates different stamp designs that were placed on legal documents during the 1770s. The second picture is an editorial cartoon illustrating the restrictions being imposed on the colonists by Britain. The final document is a declaration of rights written by Samuel Adams.

Lesson

Discuss the meaning of stamps in colonial times and instances of their use as opposed to the meaning and use of stamps now. Display the picture of different stamp designs and point out the crown which appears in each design. Next, display the second picture of the editorial cartoon depicting colonists pouring tea down the throat of a tarred-and-feathered tax collector. Point out the tea being dumped in Boston Harbor in the background. Discuss the meaning behind this cartoon and its purpose. Finally, display the declaration of rights written by Samuel Adams. Review the purpose of the Committees of Correspondence and point out the phrases used by Adams pertaining to the rights of men.

Ask students to draw an editorial cartoon depicting other events, such as the Boston Massacre or the Intolerable Acts, or to design a new stamp that might have been used on official documents during this time. Ask students to share their drawings with the class and explain the meaning.

Extension

Tell the students that from now on they must place one of these stamps on their work and will be taxed one minute of recess for homework, two minutes of recess for classwork, and three minutes of recess for tests. Let them discuss their reactions with their group, and then ask them to write a letter expressing their feelings. Share some letters with the class and compare their reaction with that of the colonists.

Assessment

Write a response to the question, “How did the Stamp Act lead to conflicts between the American colonies and Great Britain?” Give detailed effects of the act and responses by the colonists.

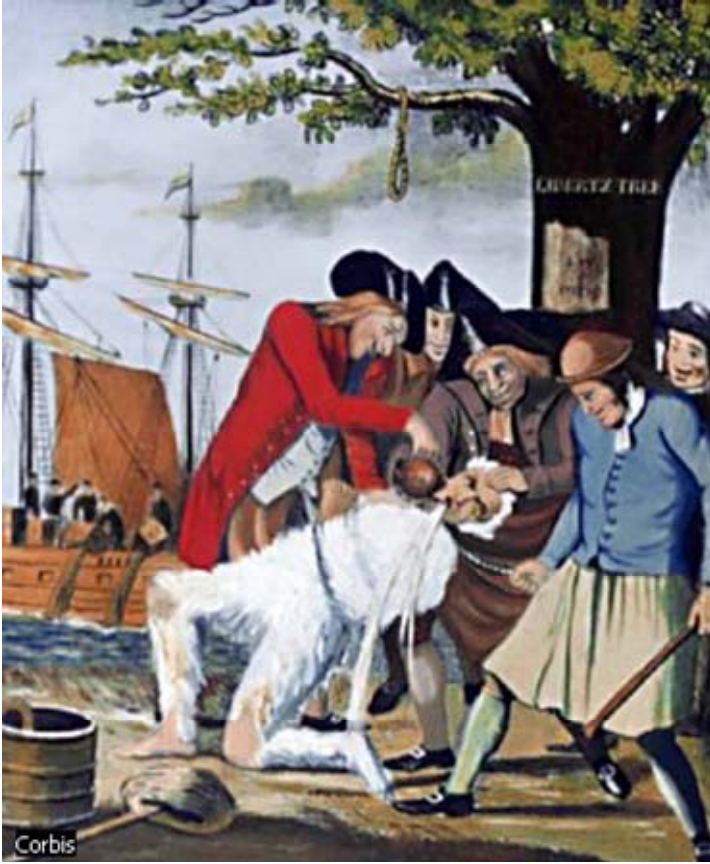


Tax Stamps

The Stamp Act of 1765 required the American colonists to apply tax stamps, like those shown here, to all official documents, including deeds, mortgages, newspapers, and pamphlets. The colonists convened the Stamp Act Congress to protest the act, which they called, "taxation without representation."

THE BETTMANN ARCHIVE

Microsoft © Encarta © 2006. © 1993-2005 Microsoft Corporation. All rights reserved.



Bostonians Paying the Excise Man

Colonists in Boston, Massachusetts, pour tea down the throat of a tarred-and-feathered tax collector in this adaptation of a 1774 cartoon entitled *The Bostonians Paying the Excise Man, or Tarring and Feathering*. The background shows the Boston Tea Party, in which colonists dumped shiploads of British tea into Boston Harbor to protest unfair taxation. Unpopular taxes imposed by Great Britain on the colonists caused violent protests and led to the American Revolution (1775-1783).

Corbis

Microsoft ® Encarta ® 2006. © 1993-2005 Microsoft Corporation. All rights reserved.

The Rights of the Colonists

In the late 1700s the American colonists organized Committees of Correspondence to unify colonial opposition to British rule and to spread news of injustices. The first such committee was organized in Boston, Massachusetts, on November 2, 1772. Samuel Adams, one of the leaders of the American independence movement, wrote the Boston committee's "The Rights of the Colonists" in 1772. The Committees of Correspondence proved highly successful as a method to build support for the American Revolution and soon every American colonial legislature had its own committee.

"The Rights of the Colonists"

By Samuel Adams

The Committee appointed by the Town the second Instant "to State the Rights of the Colonists and of this Province in particular, as Men, as Christians, and as Subjects; to communicate and publish the same to the several Towns in this Province and to the World as the sense of this Town with the Infringements and Violations thereof that have been, or from Time to Time may be made. Also requesting of each Town a free Communication of their Sentiments Reported...

Ist. Natural Rights of the Colonists as Men.—

Among the Natural Rights of the Colonists are these: First, a Right to Life, Secondly to Liberty, thirdly to Property, together with the Right to support and defend them in the best manner they can—Those are evident Branches of, rather than deductions from the Duty of Self Preservation, commonly called the first Law of Nature—

All Men have a Right to remain in a State of Nature as long as they please: And in case of intollerable Oppression, Civil or Religious, to leave the Society they belong to, and enter into another.—

When Men enter into Society, it is by voluntary consent; and they have a right to demand and insist upon the performance of such conditions, And previous limitations as form an equitable original compact.—

Every natural Right not expressly given up or from the nature of a Social Compact necessarily ceded remains.

All positive and civil laws, should conform as far as possible, to the Law of natural reason and equity.—

As neither reason requires, nor religion permits the contrary, every Man living in or out of a state of civil society, has a right peaceably and quietly to worship God according to the dictates of his conscience.

"Just and true liberty, equal and impartial liberty" in matters spiritual and temporal, is a thing that all Men are clearly entitled to, by the eternal and immutable laws of God and nature, as well as by the law of Nations, & all well grounded municipal laws, which must have their foundation in the former....

The natural liberty of Men by entering into society is abridged or restrained so far only as is necessary for the Great end of Society the best good of the whole...

The Learning Page  ...

The American Revolution, 1763-1783

<http://memory.loc.gov/learn/>