

MANCHESTER COLLEGE

LESSON PLAN by: Lauren Bailey

Lesson Title: Taxation Without Representation Length: 75 Minutes

Grade Intended: Fifth Source: Me and www.lessonplanspage.com

**Academic Standard:**

- Social Studies 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.

**Performance Object:** Given a situation with two points of view, the students will explain in writing how each side felt about the situation with 100% accuracy.

**Assessment:** After a role-play about the Boston Tea Party, the students will write two paragraphs. The first paragraph will explain how the British felt about the situation. The second paragraph will explain how the colonists felt about the situation. I will collect the paragraphs and assess them using a rubric.

**Advanced Preparation by the Teacher:**

- Split students into two groups.
- Provide enough pieces of candy for payment system to work.
- Create a crossword about the Boston Tea Party.
- Create a chart for British to keep track of their tax impositions.
- Each student will need a piece of paper and a pencil.

**Procedure:**

**Introduction/Motivation:**

- Split students into two groups (colonists and British). (Interpersonal Intelligence)
- Read a story about British Tea Party. (Verbal-Linguistic Intelligence)
- Talk about the different types of taxes Britain was imposing on the United States.
- Allow students to make a list of taxes we could use if we were using pieces of candy (Chair Tax (3 pieces of candy), Paper Tax (2 pieces of candy), Pencil Tax (2 pieces of candy), Milk Tax (4 pieces of candy), Unruly Student Tax (5 pieces of candy), etc.). (Visual-Spatial Intelligence)

**Step-by-Step Plan:**

- Tell the students that the colonists will earn their wages (2 pieces of candy) today each time they answer 5 questions correctly on their crossword puzzle.
- Tell the students that the British can only impose a specific tax on them two times throughout the period (So student A can only ask student B for 2 pieces of candy for her paper tax twice throughout the period).
- The British students need to keep track of the taxes they impose on the students throughout the period on a chart. (Logical-Mathematical Intelligence)
- Ask for clarification questions.
- Allow the students to complete the activity for about 10-15 minutes. (Kinesthetic Intelligence)
- Have a class discussion about how it felt for the students who participated. "Where the taxes imposed fair taxes?" (Analysis Question), "How did it feel to be a colonist (or British Government)?" (Evaluation Question), "How do you think the other side felt?" (Evaluation Question), "Was it necessary to impose a tax?" (Analysis Question), "What did the tax help to do?" (Knowledge Question), and "Why do you think the colonists did not appreciate the tax?" (Evaluation Question)

**Closure**

- Make a list on the board about how each group must have felt.
- Have the students use the lists to write two paragraphs about the feelings each group must have held during the Boston Tea Party. One paragraph should be about the British

and one paragraph should be about the colonists. (Verbal-Linguistic Intelligence) (Intrapersonal Intelligence)

**Adaptation:** Explain to these students what the lesson will be about today. Ask them prior to the lesson which group they would feel more comfortable participating in. Also, have students create a list (or a Venn Diagram) comparing and contrasting the feelings of the two groups instead of writing two paragraphs.

**Enrichment:** Have these students find another situation in history where there were two point of view and have them compare and contrast the feelings in this situation.

**Self-Reflection:**