

The Stamp Act of 1765



In this lesson students will experience having “taxes” levied on them without the benefit of their input before the decision is made. They will gain a first hand understanding of the frustrations and fears colonists faced when the British Parliament enforced the Stamp Act of 1765. Furthermore, they will explore a variety of alternate solutions in small groups and present their findings to the class. Students will then be guided into an exploration of primary sources related to this Act, formulate opinions on early colonists and British perceptions on the Stamp Act and theorize how this simple act helped to shape the American mind.

This is the place to affix the stamp.
 Library of Congress prints and photographs division
[http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a52298\)\)+@field\(COLLID+cph\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a52298))+@field(COLLID+cph)))

Overview

Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Examine British and colonial perspectives on the Stamp Act of 1765 • Analyze various primary sources to determine varying perspectives • Compare and Contrast British and Colonial points of view • Participate in activity simulating a stamp act scenario • Evaluate decisions made by contributing parties and consider alternatives and their merits • Theorize how this act has helped to shape the American mind.
Essential Questions:	<p>At the conclusion of this lesson students will be able to answer and discuss the following questions:</p> <ul style="list-style-type: none"> • What led the British Parliament to levy the Stamp Act on the colonists? • Why were the colonists so opposed to having this tax levied on them? • What were British views on authority and power? • What were colonial views on authority and power? • What is a representative government?
Recommended Time Frame:	7 (seven) 40 minute periods
Grade Level:	5 th grade
Curriculum Fit:	Social Studies American History American Revolution

Materials:	<ul style="list-style-type: none">• Policy introduction letter from classroom teacher• Blank paper (for students)• Chart paper (for anchor charts)• Pencils• Computer with Internet access• LOC website: The American Revolution 1763-1783 British Reforms and Colonial Resistance 1763-1766 (for historical background) http://memory.loc.gov/learn/features/timeline/amrev/britref/britref.html• Primary Sources from Library of Congress:<ul style="list-style-type: none">○ Image: This is the place to affix the stamp○ Image: A view of the obelisk erected under Liberty-tree in Boston on the rejoicings for the repeal of the ---Stamp Act 1766 / Paul Revere sculp.○ Resolutions on the rights of the Virginia Colony; Patrick Henry May 30, 1765 The Thomas Jefferson Papers Series 1. General Correspondence 1651-1827.○ Image: The repeal, or the funeral of Miss Ame=Stamp○ Image: The Stamp Act denounced○ The Pennsylvania journal and weekly advertiser – expiring: in hopes of a resurrection to life again / William Bradford○ No Stamped Paper to be had○ Glorious News!• Analyzing your primary sources worksheet• Perspectives “T” chart• Constructive Criticism Sheet (3 stars and a wish)• Persuasive Writing guidelines• Rubrics:<ul style="list-style-type: none">○ Debate○ Persuasive Writing essay
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State of Michigan Learning Standards

Social Studies:

U3 USHG ERA 3 Revolution and the New Nation (1754-1800)

U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

U3.1.3 Using an event from the Revolutionary Era (e.g. Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Language Arts:

Reading Informational Text

Students will...

R.IT.05.01 analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.

Reading Comprehension

Students will...

R.CM.05.01 connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.05.03 analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

Writing Genre

Students will...

W.GN.05.03 write a personal piece that demonstrates understanding of central ideas and supporting details (e.g. position/evidence organizational pattern) using multiple headings and subheadings.

Personal Style

Students will...

W.PS.05.01 exhibit personal style and voice to enhance the written message in both narrative (e.g. personification, humor, element of surprise) and informational writing (e.g. emotional appeal, strong opinion, credible support).

Speaking Conventions

Students will...

S.CN.05.03 speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.

S.CN.05.04 present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)

S.CN.05.05 understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.

Speaking Discourse

Students will...

S.DS.05.03 respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.

S.DS.05.04 plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g. to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.

Listening and Viewing Conventions

Students will...

L.CN.05.01 ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

L.CN.05.02 listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. eye contact, attentive, supportive) in small and large group settings.

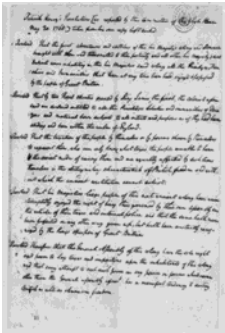



Procedures	
Day One:	<ul style="list-style-type: none"> • Distribute new classroom “policy” and discuss with students. • Place students in small groups to discuss and document their reaction to the new policy. • Each student will elect a secretary to document opinions on blank sheet of paper. • Teacher will document each set of opinions on an anchor chart displayed prominently in classroom. • Teacher will guide discussion to ensure both sides of “issue” are discussed. • Invite students to find alternate ways to solve the issue if any exist. • Before class concludes- inform students that this activity is NOT a real event, simply a launch for a lesson about a similar occurrence during colonial times.
Day Two:	<ul style="list-style-type: none"> • Begin the lesson by reminding students of the concerns they voiced during yesterdays activity. Discuss differing perspectives and the merits of each and remind students of the alternatives they discussed. Draw student’s attention to the anchor chart which displays these. • Refer to LOC website The American Revolution 1763-1783 British Reforms and Colonial Resistance 1763-1766 (for historical background) http://memory.loc.gov/learn//features/timeline/amrev/britref/britref.html and take students through the events leading up to the Stamp Act.(Focus on French and Indian War and the burden of cost placed on the British.) • If a text us utilized in your district, it may be presented as a source for historical background (primary or secondary). • Visit the following website for the text to The Stamp Act http://www.ushistory.org/declaration/related/stampact.htmhttp://www.ushistory.org/declaration/related/stampact.htm • Invite students to fill in a T chart documenting their understanding of the perspectives of each side (British Parliament or Colonists) as we proceed through the lesson. Point out that it is alright to alter your documentation as your knowledge of an event or perspective changes. Encourage students to document their changes without erasing original documentation as this will enable you to see the progression of their understanding. • Discuss what primary sources are, why they are beneficial and how we analyze them as a class. Complete an anchor chart with the key words or phrases we use to analyze sources. (For additional help with using Primary Sources in the classroom visit the Library of Congress Using Primary Sources for Teachers at www.loc.gov/teachers/usingprimarysources) • View Primary Source: Resolutions on the Rights of the Virginia Colony (Patrick Henry) as a class. Fill out an “Analyzing Primary Sources” worksheet as you discuss the primary source. Use the worksheet to guide students thinking about the perspectives present in this document and their relevance.
Day Three:	<ul style="list-style-type: none"> • Expert Group/Jigsaw Activity: Split students into 6 groups and assign each student a Primary Source to analyze in the same manner that was done yesterday. Once each group has completed and discussed their source, break each group up so that they form new groups with each Primary Source represented per group. Each student will present their source to their small group based on their findings with the original group and their analysis worksheets. • Teacher will circulate around to each group to guide discussions and ensure major themes of Primary Source are captured. Remember to encourage students to see both “sides” of each of the stories told. • Primary Source Analysis sheets are to be displayed with copy of source so that students have the opportunity to read each one.

Day Four:	<ul style="list-style-type: none"> • Guide students through the process of writing a persuasive writing piece. Go over requirements as present on the rubric and go through each step of the Outline (both documents present in document section of lesson plan.) • Students will write a position paper defending their position on the levying of the Stamp Act. Use the Persuasive Essay Outline worksheet to guide students through the process. Positions may be selected or assigned. Essay draft should be completed for homework. • Class time should be used for peer and teacher conferences about work.
Day Five:	<ul style="list-style-type: none"> • Students will conference with teacher/peers and complete a final draft of the essay they began yesterday. • Students will prepare for a team/individual debate with peers about the Stamp Act. Review the Debate rubric to delineate for students the requirements for debates. Permit time for students to construct their plans. The following website hosts a wealth of information and links on using debates in elementary school. A quick internet search will also uncover a huge range of helpful information if your class has not yet learned how to debate. http://www.kyrene.org/schools/brisas/sunda/debate/teaching_debate.htm
Day Six:	<ul style="list-style-type: none"> • Debate day. Students will debate the Stamp Act of 1765. Teacher will fill out a rubric for each child/team. Students will each fill out a constructive criticism sheet for their classmates. (Two Stars and a Wish) *Please not that this may go over one class period depending on the size of your class!
Day Seven:	<ul style="list-style-type: none"> • Discuss the events of the lesson and brainstorm alternate options each party had and how that may have changed the course of history. Students will write a reflection on the lesson we finished they are to include any surprising facts they gathered as well as any new things they may have learned.
Evaluation	
<ul style="list-style-type: none"> • Prepare a position paper (ELA connection) in which student defends an assigned or selected position on this topic • Debate position on teams or individually • Analyze primary sources using worksheets • Compare perspectives using T charts <p>*See resources for rubrics and worksheets</p>	
Extension	
<ul style="list-style-type: none"> • Explore Library of Congress Website The American Revolution 1763-1783 British Reforms and Colonial Resistance 1763-1766 http://memory.loc.gov/learn/features/timeline/amrev/britref/britref.html • Explore links related to this particular era and add to your perspectives T chart. • Compare the reaction to this tax to a similar contemporary issue and present to class. • Hold debates on contemporary issues. 	

Primary Resources from the Library of Congress

Image	Description	Citation	URL
	<p>LOC Website: The American Revolution 1763-1783 British Reforms and Colonial Resistance 1763-1766 (for historical background)</p>	<p><i>Library of Congress.</i> The American Revolution 1763-1783 British Reforms and Colonial Resistance 1763-1766. August 2009</p>	<p>http://memory.loc.gov/learn//features/timeline/arev/britref/britref.html</p>
	<p>This is the place to affix the stamp. Print shows skull and crossbones representation of the official stamp required by the Stamp Act of 1765.</p>	<p>[1765 October 24] 1 print. Bradford, William, 1719-1791, publisher. Illus. in Newspaper LC-USZ62-242(b/w film copy neg.)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a52298))+@field(COLLID+cph))</p>
	<p>A view of the obelisk erected under Liberty-tree in Boston on the rejoicings for the repeal of the --- Stamp Act 1766 / Paul Revere, sculp.</p>	<p>1766, restrike printed in 1839 or later] 1 print on laid paper. Revere, Paul, 1735-1818, engraver. PGA - Revere--View of the obelisk ... LC-DIG-ppmsca-05479(digital file from original print)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(ppmsca+03052))+@field(COLLID+pga))</p>
	<p>The repeal, or the funeral of Miss Ame=Stamp Print shows a popular satire commenting on the Stamp Act.</p>	<p>1766 or later]1 print PC 1 - 4140b LC-USZ62-1505(b&w film copy neg.)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a22334))+@field(COLLID+cpbr))</p>
	<p>The Stamp Act denounced 1765. People in street condemning the Stamp Act</p>	<p>[no date recorded on caption card] 1 print Illus. in E178.L92 LC-USZ62-51563(b&w film copy neg.)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a51603))+@field(COLLID+cph))</p>

Lesson plan developed from project facilitated through the Michigan Council for History Education and the Genesee Intermediate School District, funded by Library of Congress grant through the Midwest Center for Teaching with Primary Sources, Milner Library, Illinois State University, Summer 2009.

	<p>Resolutions on the rights of the Virginia Company</p>	<p>The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827 Patrick Henry, May 30, 1765, Resolutions on the Rights of the Virginia Colony; Taxation</p>	<p><script type='text/javascript' src='/global/s_code.js'></script></body></html>">http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=79 --><script type='text/javascript' src='/global/s_code.js'></script></body></html></p>
	<p>The Pennsylvania Journal and Weekly Advertiser expiring: in hopes of resurrection to life again.</p>	<p>1765 October 31.1 print. Bradford, William, 1719-1791, publisher. Illus. in Newspaper LC-USZ62-21637 (b&w film copy neg.)</p>	<p>http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a22737))+@field(COLLID+cph))</p>
	<p>No Stamped Paper to be had</p>	<p>An American Time Capsule: Three Centuries of Broad sides and Other Printed Ephemera No stamped paper to be had. [Philadelphia : Printed by Hall & Franklin, 1765]</p>	<p>http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe34/rbpe346/34604500/rbpe34604500.db&recNum=0</p>
	<p>Glorious News!</p>	<p>An American Time Capsule: Three Centuries of Broad sides and Other Printed Ephemera</p>	<p><script type='text/javascript' src='/global/s_code.js'></script></body></html>">http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName=rbpe34/rbpe346/34604500/rbpe34604500.db&recNum=0 --><script type='text/javascript' src='/global/s_code.js'></script></body></html></p>

Rubric

Persuasive Writing Rubric				
Criteria				Value
	1	2	3	
Position Statement	Statement of position could not be determined	Position is stated but is not maintained consistently	Position is clearly stated and consistently maintained	
Supporting Information	Evidence provided does not support argument	Argument is supported in a limited manner by evidence provided	Sufficient evidence clearly supports argument	
Organization	Complete lack of logical structure to argument	Some attempt at structure was made though it was poorly developed	Structure was clear and well planned	
Teacher Comments				
	Total---→			

Classroom Debate Rubric				
Criteria	Value			
	1	2	3	4
<p>Organization and Clarity:</p> <p>Viewpoints and responses are outlined in a clear and orderly way</p>	Mostly unclear	Somewhat clear	Mostly clear	Very clear and concise.
<p>Use of Arguments:</p> <p>Reasons are given to support viewpoints</p>	Few or no relevant reasons given with little support	Some relevant reasons are given with some support	Relevant reasons are given but support is weak	Both relevant reasons and support are effectively present.
<p>Use of Examples and Facts:</p> <p>Examples and facts are given to support reasons.</p>	Few or no relevant supporting examples and facts are given	Some relevant examples and facts given	Many examples and facts given and are mostly relevant	Many relevant supporting examples and facts given
<p>Rebuttal:</p> <p>Arguments made by the other teams are responded to and dealt with effectively.</p>	No effective counter arguments were made.	Few effective counter arguments were made	Some effective counter arguments were made	Many effective counter arguments were made
<p>Presentation style:</p> <p>Tone of voice, use of gestures, and enthusiasm are convincing to audience.</p>	Presentation style hindered the effective transference of information	Presentation style was somewhat effective, though lacking at times	Presentation style was generally effective.	Presentation style was very effective and served to convince the audience

Handouts



Assignment Policy Spring 2010

Attention students and parents!

Please read the policy change outlined below. This may affect how your child receives their grades.

Due to rising costs in our building, we have elected to enforce a policy which will enable us to continue to keep you safe and warm while permitting us to pay our bills. Effective _____ (insert date), all students will be required to submit work to be graded on paper which has a _____ (school logo) sticker on the upper left hand corner. Any work submitted without this sticker will not be graded. Stickers are available in the main office, for 15 cents each or 10 for one dollar. Please be sure to plan ahead as late work will not be accepted. We are certain that with this new policy we can continue to provide each student the safest environment to learn with the conditions present in our current economic climate.

**Students not adhering to this policy will be retained until work is completed and fees are paid in full.*

This policy is subject to change with minimum notice of one week during the academic school year or two weeks during the summer months. Notice of additional fees or increased rates will be sent with adequate time to all participants as deemed necessary by teaching staff.

Perspectives on The Stamp Act of 1765

As you proceed through the lesson on The Stamp Act of 1765, please document the perception of each of these parties. Feel free to change your documentation as your understanding of the events changes. Please do not erase any of your documentation. Indicate a change by placing an * next to the item you have chosen to adapt.

Colonists	British Parliament

Analyzing Primary Sources

A primary source is a contemporary account of an event. It was written by someone who was present at the time of the event.

1. What type of primary source are you utilizing?
2. Does the document have any interesting physical characteristics?
3. Who is the author of the document?
4. Who is the intended audience of the document?
5. What are the dates of the document?
6. Based on the content of the document, can you identify the reason it was created?
7. List evidence from the document that supports why you think it was created.
8. List the important things this document tells you about life when it was written.
9. Does this document contain any bias? If so, what?
10. What questions are you left with after reading this source? How might you go about getting them answered?



Constructive Criticism Sheet

Write 2 good things about the presentation you just saw- those are your stars. Write one thing you wish you had seen or leaned or something you felt could have been improved upon on the line next to "wish".



wish

This sheet was filled out for:

This sheet was filled out by:

Persuasive Essay Outline

Introduction:

- Use a "hook" to get your readers attention.
- Give some background information on your topic.
- Thesis statement.

First argument (reason to support your position):

- Topic sentence explaining your point.
- Support your position.

Second argument:

- Topic sentence explaining your point.
- Support your position.

Third argument

- Topic sentence explaining your point.
- Support your position.

Opposing Viewpoint:

- Opposing point to your argument.
- Your rebuttal to the opposing point.
- Support your rebuttal.
-

Conclusion:

- Summary of main points.
- Restate thesis statement.
- Personal comment.

Reflections on The Stamp Act of 1765

Please use the following area to write your reflection on the lesson we finished. Be sure to include any surprising facts you gathered as well as any new things you may have learned.
