Grade 05 Social Studies Unit 04 Exemplar Lesson 03: No Taxation Without Representation

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students’ needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child’s teacher. (For your convenience, please find linked the TEA Commissioner’s List of State Board of Education Approved Instructional Resources and Midcycle State Adopted Instructional Materials.)

Lesson Synopsis

In this lesson students explore how involvement of the citizens can influence the democratic process.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. sample phrase) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at http://www.tea.state.tx.us/index2.aspx?id=6148.

5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:

5.2A Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.

5.2B Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.

5.21 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

5.21A Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride".

Social Studies Skills TEKS

5.24 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

5.24A Differentiate between, locate, and use valid primary and secondary sources such as computer software interviews biographies oral, print, and visual material documents artifacts to acquire information about the United States.

5.24B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

5.24D Identify different points of view about an issue, topic, or current event.

GETTING READY FOR INSTRUCTION
Performance Indicators

Grade 05 Social Studies Unit 04 PI 03
Write a speech to be delivered by a colonial leader on the need for the colonies to be represented in Parliamentary discussions on taxation. Include at least three important justifications.
Standard(s): 5.2A, 5.2B, 5.24B
ELPS ELPS.c.5F

Key Understandings

- Belief in democratic process inspires individuals to take action based on those beliefs.
  - What is a democratic process?
  - How can average individuals take action in a democracy?

Vocabulary of Instruction

- beliefs
- taxation
- First Continental Congress
- rights
- representation
- Second Continental Congress
- liberty
- militia

Materials

- notebook paper

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

- Handout: Testimony of Benjamin Franklin (1 per student)
- Teacher Resource: PowerPoint: Pre-Revolutionary War Protests
- Handout: Graphic Organizer (1 per student)
- Teacher Resource: Graphic Organizer KEY
- Handout: Reading – No Taxation Without Representation (class set)
- Handout: Reading – First Continental Congress (class set)
- Handout: Reading – Second Continental Congress (class set)

Resources

Advance Preparation

1. Become familiar with content and procedures for the lesson, including the First and Second Continental Congress, artwork of the time, points of view of key figures, and events leading to the American Revolution.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
4. Preview available resources and websites according to district guidelines.
5. Prepare materials and handouts as needed.

Background Information

Taxes, home invasions, and a king out of control were proving too much for the colonists. Their days of self-government and freedom to trade...
and make profit were coming to an end under King George III. Britain’s debt from the recently fought French and Indian War had to be paid. Citizens of Britain were being taxed heavily. King George III and Parliament agreed that the colonists should pay taxes, too ... but without representation. For the colonists, that was the straw that broke the camel’s back. This lesson looks at what happens when people no longer have a voice in their government.

Democracy is a form of government in which power to govern is derived from the governed. The democratic process is the system whereby the governed have a voice in their governance. The governed hold the power to make and change laws governing them.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the “My CSCOPE” Tab within the “My Content” area.

INSTRUCTIONAL PROCEDURES

<table>
<thead>
<tr>
<th>Instructional Procedures</th>
<th>Notes for Teacher</th>
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</thead>
<tbody>
<tr>
<td>ENGAGE</td>
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<td>NOTE: 1 Day = 50 minutes</td>
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<tr>
<td></td>
<td>Suggested Day 1 – 10 minutes</td>
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<tr>
<td>1. Post the statement: I think we have rules because...</td>
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<td>2. Students contemplate the sentence started and generate ideas to complete the sentence.</td>
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<tr>
<td>3. Continue the discussion, asking questions such as:</td>
<td>TEKS: 5.2A, 5.2B</td>
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<tr>
<td>- What are some rules of this school? (Write the school rules on the board.)</td>
<td>Purpose:</td>
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<tr>
<td>- Why do you think we have rules?</td>
<td>Students recall (from learning in earlier grades and real life) that rules are necessary at every level of life.</td>
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<tr>
<td>- Who made the rules of this school?</td>
<td>Instructional Note:</td>
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<tr>
<td>- Did you have a say (voice) in making them?</td>
<td>- Having a voice in decisions and “consent of the governed” is important to us as Americans and it may be difficult for students to conceive of not having a voice.</td>
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<tr>
<td>- Do you agree with the rules?</td>
<td>- Consider reading a book about a person or group of people who worked toward getting their voice heard. Horton Hears a Who by Dr. Seuss is one way to introduce the idea that “every voice counts”, especially around election time.</td>
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<tr>
<td>- If you wish the rules were different, would there be anything you could do about it?</td>
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<tr>
<td>4. Relate students’ current understanding of rules to learning about the pre-Revolution time. Use words such as:</td>
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<td>- Based on what we have learned, how do you think the colonists felt about the rules and having no voice in making the rules for the colonies? What makes you say this?</td>
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<td>- In this lesson we learn more about what they did to ensure their voice was heard.</td>
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EXPLORE – Franklin testifies for Parliament

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<thead>
<tr>
<th>Suggested Day 1 (continued) – 30 minutes</th>
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<tbody>
<tr>
<td>1. Review prior learning and provide background and a summary of events leading to the Revolutionary War.</td>
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<tr>
<td>- Since the end of the French and Indian War in 1763, tensions had been growing between England and the colonies, including after the Sugar Act was passed in 1764</td>
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<tr>
<td>Instructional Note</td>
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</table>
and the Stamp Act was passed in 1765.
- In 1766, when Benjamin Franklin was in London, he was called to testify before a committee of the House of Commons. Let’s see what he had to say about the state of affairs in the colonies and the growing sentiment about taxation.

2. Distribute the Handout: Testimony of Benjamin Franklin.
3. Read aloud Franklin's testimony while students follow along, underlining or highlighting important or interesting points.
4. Pause during the reading to clarify statements as needed.
5. Invite student comments on the testimony.

EXPLAIN – Summarize Franklin’s testimony

1. Students draw a picture of Franklin testifying for Parliament and summarize the point of view he represented.
2. Students share with a partner and then in a brief classroom discussion.

EXPLOR E – Protest actions then and now

1. Continue the review of events on the road to revolution.
   - In 1770 the Boston Massacre occurred. Protests against the British actions included Revere's poster.
   - Then in 1773, the Tea Tax stirred colonists (including the Sons of Liberty) to protest through what is known as the Boston Tea Party.
2. Share with students the Teacher Resource: PowerPoint: Pre-Revolutionary War Protests
3. Provide an opportunity for students to discuss the primary documents shown, their purpose and use. Provide background information as needed to build student understanding.

EXPLAIN – Protests

1. Students recall the protest statements that began Lesson 1. They write protest statements for the events studied so far.
2. Students share their protest statements with others.

EXPLORE – Continental Congress

3. Continue the review of learning thus far, moving now past the Boston Massacre, the Tea Act, and the Tea Party (1773) so students are ready to learn about the next steps on the road to revolution.
4. Distribute the following to each student:
   - Handout: Graphic Organizer (See also the Teacher Resource: Graphic Organizer KEY)
   - Handout: Reading – No Taxation Without Representation
   - Handout: Reading – First Continental Congress
   - Handout: Reading – Second Continental Congress

If desired, show again the map related to the French and Indian War that was used in Lesson 1.
5. In groups of 3, students investigate one of the topics (no taxation, the first Continental Congress, and the Second Continental Congress) using the handout and other resources such as the textbook, library and classroom materials, and approved websites. (This step can be continued as homework.)

6. One at a time group members read aloud their handout (while the others follow along) and share other information they have gained through their research.

7. Students work together to complete the Graphic Organizer handout as they read and discuss the information on the First and Second Continental Congresses and No Taxation without Representation.

8. Teacher circulates, probing with questions, correcting misinformation, clarifying, and providing additional information as needed.

EXPLAIN – Graphic Organizers

Suggested Day 2 (continued) – 20 minutes

6. Students form new groups of 3, where they share their information and correct, add to, or otherwise adjust the information on their graphic organizers.

7. Facilitate a class discussion, asking questions such as:

   - How did the First Continental Congress change the thinking of the British government? (the King and Parliament didn’t care about the colonists complaints)
   - Why were the British so resistant to change? (the French and Indian War cost the British so much money that they were still in debt. Parliament and the king felt the colonists rightly owed the taxes since they were colonies of England and still subject to its laws as well as its protection)
   - Could the colonists have done something different to get the British to listen to them? (Answers will vary. Remind students that there were still many colonists that were loyal to the King and that the colonists were not ready to go to war yet.)

8. Continue the discussion, including events of the First and Second Continental Congresses. Ask questions such as:

   - In what ways were the First and Second Continental Congresses different? (during the First Continental Congress the colonists were trying to find a way to avoid conflict. By the Second Continental Congress the colonists were preparing for war and writing a formal declaration of independence.)
   - In what ways were the first and second meetings the same? (both congresses united colonists.)
   - Why did colonists have a problem with taxation without representation? (the colonists had been free to make their own decisions for over 100 years - since 1619, beginning with the House of Burgesses).

ELABORATE – Protest actions then and now

Suggested Day 3 – 15 minutes

Purpose: Students learn about the steps the colonists’ took to deal with their resentment of being taxed without representation in Parliament.

TEKS: 5.2A, 5.2B; 5.24A, 5.24B, 5.24D

4. Facilitate a discussion where students relate their learning about events prior to the American Revolution to having a voice in
government in the present. Students answer the guiding questions and support the Key Understanding using information they have learned about the people and events prior to the American Revolution.

- **Belief in democratic process inspires individuals to take action based on those beliefs.**
  - What is a democratic process?
  - How can average individuals take action in a democracy?

<table>
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<tr>
<th>EVALUATE – Addressing Parliament</th>
<th>Suggested Day 3 (continued) – 35 minutes</th>
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<tbody>
<tr>
<td><strong>Grade 05 Social Studies Unit 04 PI 03</strong></td>
<td><strong>Materials:</strong></td>
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<tr>
<td>Write a speech to be delivered by a colonial leader on the need for the colonies to be represented in Parliamentary discussions on taxation. Include at least three important justifications. Standard(s): 5.2A, 5.2B, 5.24B</td>
<td>- notebook paper</td>
</tr>
<tr>
<td><strong>ELPS</strong> ELPS.c.5F</td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>1. Students write a speech as a colonial leader to be delivered before Parliament to address their grievance of “no taxation without representation.”</td>
<td>Students have an opportunity to provide evidence of their learning about the leaders on the “road to revolution” and their contributions and motivations.</td>
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<tr>
<td>2. Volunteers give their speeches before the class.</td>
<td><strong>Instructional Note</strong></td>
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<td>Colonial leaders studied in this unit include John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, and George Washington. Paul Revere was also discussed, and quotes from Patrick Henry were included in an activity in Lesson 2.</td>
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</table>
Testimony of Benjamin Franklin in the British Parliament, 1766

Colonists had long paid taxes to England, but when Parliament levied taxes when they had no voice in those decisions. Below is the testimony Benjamin Franklin provided to Parliament in 1766. At the time, Franklin was in London acting as an agent for the colonies. He testified before a committee of the House of Commons. (The following are excerpts from his testimony from the Parliamentary History of England.)

Q. What is your name, and place of abode?

A. Franklin, of Philadelphia.

Q. Do the Americans pay any considerable taxes among themselves?

A. Certainly many, and very heavy taxes.

Q. What are the present taxes in Pennsylvania, laid by the laws of the colony?

A. There are taxes on all estates, real and personal; a poll tax; a tax on all offices, professions, trades, and businesses, according to their profits; an excise on all wine, rum, and other spirit; and a duty of ten pounds per head on all Negroes imported, with some other duties.

Q. For what purposes are those taxes laid?

A. For the support of the civil and military establishments of the country, and to discharge the heavy debt contracted in the last [Seven Years'] war. . . .

Q. And have they [the colonists] not still the same respect for Parliament?

A. No; it is greatly lessened.

Q. To what cause is that owing?

A. To a concurrence of causes: the restraints lately laid on their trade, . . . the prohibition of making paper money among themselves, and then demanding a new and heavy tax by stamps, taking away, at the same time, trials by juries, and refusing to receive and hear their humble petitions.

Q. Don't you know that the money arising from the stamps was all to be laid out in America?

A. I know it is appropriated by the act to the American service; but it will be spent in the conquered colonies, where the soldiers are, not in the colonies that pay it. . . .

Q. Do you think it right that America should be protected by this country and pay no part of the expense?
A. That is not the case. The colonies raised, clothed, and paid, during the last war, near twenty-five thousand men, and spent many millions.

Q. Were you not reimbursed by Parliament?

A. We were only reimbursed what, in your opinion, we had advanced beyond our proportion, or beyond what might reasonably be expected from us; and it was a very small part of what we spent. Pennsylvania, in particular, disbursed about five hundred thousand pounds, and the reimbursements, in the whole, did not exceed sixty thousand pounds.

…

Q. Do you think the people of America would submit to pay the stamp duty, if it was moderated?

A. No, never, unless compelled by force of arms. . . .

Q. What was the temper of America towards Great Britain before the year 1763?

A. The best in the world. They submitted willingly to the government of the Crown, and paid, in all their courts, obedience to acts of Parliament. . . . They had not only a respect, but an affection for Great Britain; for its laws, its customs and manners, and even a fondness for its fashions, that greatly increased the commerce.

Q. And what is their temper now?

A. Oh, very much altered.

Q. What is your opinion of a future tax, imposed on the same principle with that of the Stamp Act? How would the Americans receive it?

A. Just as they do this. They would not pay it.

Q. Have not you heard of the resolutions of this House, and of the House of Lords, asserting the right of Parliament relating to America, including a power to tax the people there?

A. Yes, I have heard of such resolutions.

Q. What will be the opinion of the Americans on those resolutions?

A. They will think them unconstitutional and unjust.

Q. Was it an opinion in America before 1763 that the Parliament had no right to lay taxes and duties there?

A. I never heard any objection to the right of laying duties to regulate commerce; but a right to lay internal taxes was never supposed to be in Parliament, as we are not represented there. . . .
Q. Did the Americans ever dispute the controlling power of Parliament to regulate the commerce?
A. No.

Q. Don’t you think cloth from England absolutely necessary to them?
A. No, by no means absolutely necessary; with industry and good management, they may very well supply themselves with all they want. …I do not know a single article imported into the northern colonies, but what they can either do without, or make themselves.

Q. Can anything less than a military force carry the Stamp Act into execution?
A. I do not see how a military force can be applied to that purpose.

Q. If the act is not repealed, what do you think will be the consequences?
A. A total loss of the respect and affection the people of America bear to this country, and of all the commerce that depends on that respect and affection.

Q. How can the commerce be affected?
A. You will find that, if the act is not repealed, they will take very little of your manufactures in a short time.

Q. Is it in their power to do without them?
A. I think they may very well do without them. … I am of opinion, that before their old clothes are worn out, they will have new ones of their own making.

Q. If the Stamp Act should be repealed, would it induce the assemblies of America to acknowledge the right of Parliament to tax them, and would they erase their resolutions [against the Stamp Act]?
A. No, never.

Q. Can anything less than a military force carry the Stamp Act into execution?
A. I do not see how … They cannot force a man to take stamps who chooses to do without them. …

# Graphic Organizer

<table>
<thead>
<tr>
<th></th>
<th>1st Continental Congress</th>
<th>No Taxation without Representation</th>
<th>2nd Continental Congress</th>
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<tbody>
<tr>
<td><strong>Who?</strong></td>
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<td><strong>What?</strong></td>
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<td><strong>When?</strong></td>
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<tr>
<td><strong>Summarize the event</strong></td>
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### Graphic Organizer-Key

**Possible answers shown**

<table>
<thead>
<tr>
<th>Who?</th>
<th>1st Continental Congress</th>
<th>No Taxation without Representation</th>
<th>2nd Continental Congress</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Representatives from 12 of the 13 colonies gathered in this meeting.</td>
<td>James Otis and colonists used this slogan.</td>
<td>Delegates from the 13 colonies called to meet again.</td>
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<tr>
<th>What?</th>
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<tbody>
<tr>
<td></td>
<td>They met to discuss ways to maintain peace with Britain.</td>
<td>This slogan summed up a primary grievance of the colonists.</td>
<td>They met to decide what the colonies should do in response to the battles of Lexington and Concord.</td>
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<tr>
<th>Where?</th>
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<tbody>
<tr>
<td></td>
<td>They met in Philadelphia.</td>
<td>Slogan was used throughout the colonies.</td>
<td>They met in Philadelphia.</td>
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<th>When?</th>
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<tbody>
<tr>
<td></td>
<td>They met in September of 1774.</td>
<td>Slogan was popular during the time period 1763-1775.</td>
<td>They met in May of 1775.</td>
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| Summarize the event | | |
|---------------------||
Reading - No Taxation without Representation

James Otis argued for “actual” representation meaning that colonists should vote for members of Parliament. He stated that “taxation without representation is tyranny.”

“No taxation without representation” became a popular slogan during the time period 1763-1775 that summed up a primary grievance of the colonists of the time. They believed that the taxes that were being imposed by Parliament without their consent went against the traditional rights of the Englishman that dated back to the Magna Carta.

The point was the colonists had no representation in Parliament. Parliament argued that they, the colonists, had “virtual representation.”

The colonists said that these “virtual” representatives had no knowledge of anything American.

When Great Britain began to crack down on the illegal activities of the colonists (Boston Tea Party and the rejection of the Stamp Act), the colonists formed militias, volunteer armies, which seized control of each colony, getting rid of the royal governors. Their complaint was never the amount of tax assessed (they were relatively small), but the fact that they had no representation in Parliament where these decisions were being made.

Encouraged by Patrick Henry, the Virginia Assembly passed a set of resolutions denouncing taxation without representation as a threat to colonial freedoms.
Reading - First Continental Congress

In September of 1774, the first meeting of representatives from 12 of the 13 colonies gathered in Philadelphia to discuss ways they might respond to the growing British threat. Many colonists believed that the British government would do anything to make them, the colonists, obey the British laws.

The 55 delegates at the Congress represented a wide range of thoughts in the colonies. Some of them wanted to break away from Britain. Others wanted to find a way to get along better with Britain.

The representatives decided to write a petition, a signed request, to Parliament. In the petition, the colonists said that they had a right to "life, liberty, and property." They also said that only the colonial representatives had the right to make laws "in all cases of taxation and internal polity (government)." They assured Parliament that FOR NOW, they were taking peaceable measures to change what they saw as problems.

The Congress gave Parliament the deadline of May 10, 1775 to respond to the petition. They decided that if Parliament didn't respond by then that they would meet again.

The representatives at the First Continental Congress formally declared that colonists should have the same rights as Englishmen; they also agreed to form the Continental Association, which called for the suspension of trade with Great Britain. The mural above, created in the 1970s, is in the U.S. Capitol. It depicts an oration by Patrick Henry in Carpenters' Hall.

- The drawing to the left shows a colonist making a tax payment. Taxation without representation was a major complaint against the royal government.
- In the drawing on the right, a soldier blocks the path of a woman and child, symbolizing the armed occupation that incensed many colonists.

Reading - Second Continental Congress

The delegates of the 13 colonies gathered in Philadelphia on May 10, 1775, and convened the second Continental Congress. Lexington and Concord, the first military engagements of the American Revolution, were fought on April 19, 1775, and the delegates needed to decide what the colonies should do. They had a full agenda that included forming an army, declaring independence, and forming a new government.

By June, the Congress agreed that they should at least prepare for war. The first step in this preparation was to form an army. They would need a full-time, regular army in addition to the part-time militia that was already in place. Congress then asked George Washington to become the leader of the newly established Continental Army. They also asked each colony to donate money to pay for guns, bullets, food and uniforms. And they decided to print their own paper money with which they paid the soldiers.

On July 4, 1776, the Congress approved a Declaration of Independence.

At the end of September 1777 the congress was forced to flee Philadelphia as British troops occupied the city.

On November 15, 1777, after a year of debate, the second Continental Congress adopted, and sent to the states for ratification, the Articles of Confederation and Perpetual Union, the first constitution of the United States. The Articles created a loose confederation of sovereign states and a weak central government. This left most power with the state governments.