

Taxation Without Representation

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

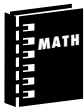
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

Taxation Without Representation

THEMES

The major themes in *Taxation Without Representation* are conflicts and resolutions, governments, regions of the world, causes and effects of political action, and how political protest changed the United States.

OVERVIEW

This program examines taxes and actions by the British that caused the American colonists to unify against a British nation increasingly seen as an oppressor.

In 1763, George Grenville needed additional funds to help run the British government, so he promoted the Sugar Act, which placed import duties on molasses. The colonists considered this duty to be a tax placed on them without their consent, and they vehemently opposed it.

Less than a year later, the Stamp Act passed. The colonists rioted, protested, and petitioned the British government over the Stamp Act. Eventually, the colonists just ignored it altogether, and the British Parliament repealed it.

Next, the Townshend Acts placed duties on tea and other imported goods. The American colonists became even more convinced of their right to refuse to be taxed without their consent. Britain sent troops to Boston in response. The American colonists united against a common enemy.

OBJECTIVES

- ▶ To understand why George Grenville helped pass the Sugar Act
- ▶ To understand why the American colonists opposed the Sugar Act
- ▶ To explain how the American colonists reacted to the Stamp Act
- ▶ To describe what the Townshend Acts were
- ▶ To explain how British taxes united the American colonists against the British

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409

INTRODUCTION TO THE PROGRAM

To prepare students for viewing *Taxation Without Representation*, ask volunteers to talk about how people today feel about paying taxes. Ask: What can people today do if they feel the tax system should be changed?

Then ask students to list their ideas about what might happen if people had to pay taxes but couldn't vote or have a say in the government that taxes them.

INTRODUCTION TO VOCABULARY

To ensure that all students understand the vocabulary used in *Taxation Without Representation*, write the following words on the board: **Chancellor of the Exchequer, Navigation Acts, Sons of Liberty, Stamp Act, Sugar Act, Townshend Acts, George Grenville, Charles Townshend**. Then have students look in dictionaries or other reference sources to create one- or two-sentence explanations of these terms.

DISCUSSION IDEAS

Lead a discussion in which students list ways that governments use tax money. Ask: What might happen if a government could not collect taxes from its people?

Ask: Can you think of times when not paying taxes might be justified? How can you tell when not paying taxes is justified and when it is just the grumblings of people who want to keep more money for themselves?

Why might a nation use the military to enforce its laws? Is martial law ever justified? Have students explain their answers.

FOCUS

Before viewing the program, have students jot down several questions they have about how the British Empire raised money from the American colonies. Encourage them to think about answers to these questions based on what they learn in *Taxation Without Representation*.

If, after viewing the program, they have additional questions or their questions were not answered, encourage them to find the answers to these on their own and share their findings with the class.

JUMP RIGHT IN

HOW TO USE THE *TAXATION WITHOUT REPRESENTATION* AIMS TEACHING MODULE

Preparation

- ▶ Read *Taxation Without Representation* **Themes, Overview, and Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *TAXATION WITHOUT REPRESENTATION*

- ▶ Set up viewing monitor so that all students have a clear view.
- ▶ Depending on your classroom size and learning range, you may choose to have students view *Taxation Without Representation* together or in small groups.
- ▶ Some students may benefit from viewing the video more than one time.

After Viewing *TAXATION WITHOUT REPRESENTATION*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- ▶ Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary, Checking Comprehension**, and consumable activity pages for your students.
- ▶ You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.
- ▶ Administer the **Test** to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Cultural Diversity

Have students conduct research about life in the American colonies. Have students consider the following questions: Why did the American colonists begin to feel they no longer needed England's support? What did the colonists trade with England? What did people eat? What did they wear? How did most people live? How did the Stamp Act affect people's lives?



20 Minutes

Meeting Individual Needs

Have students draw a map showing the American colonies, the Atlantic Ocean, and England. They may want to include British trade routes, too.



10 Minutes

Writing

In 1764, Sarah Bache, the daughter of Benjamin Franklin, wrote in a letter to her father, "The subject now is Stamp Act, and nothing else is talked of. . . . Every body has something to say." Invite students to finish this letter by telling how different classes of people, such as merchants, farmers, recent immigrants, laborers, or mothers feel about the Stamp Act.



30 Minutes

Hands-on

Have students look at a globe to see how far away the American colonies were from England. Ask: What would be hard for England about governing a land so far away?



10 Minutes

Critical Thinking

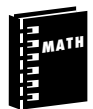
England had taxed the American colonists before the Sugar Act passed. What made the Sugar Act unusual, however, was that the colonists did not get to vote on whether or not the tax should be imposed. Ask: Why was this distinction so important to the colonists?



10 Minutes

Connection to Mathematics

One of the reasons the American colonists opposed the Sugar Act was that duties had to be paid in silver. Ask: If the colonists paid all or most of their silver to England, what would they use to buy goods in the colonies? Have students devise a plan for paying for goods and services when silver is scarce. What are the difficulties with conducting business this way?



20 Minutes

Connection to History

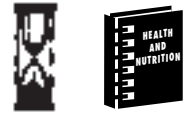
During this period, the British also passed the Quartering Acts. Have students investigate to find out what the Quartering Acts were, and why the colonists disliked them.



30 Minutes

Connection to Health/Nutrition

Encourage interested students to find out what the American colonists ate. Questions they might want to consider include, How does the variety of foods available then compare to today? Today, what is considered to be a balanced diet? Do you think the American colonists ate a balanced diet? Why or why not?



30 Minutes

Critical Thinking

The American colonists called the fees imposed by England taxes, but England preferred to call them duties. Have students look up these two words in a dictionary. What is implied by calling the fee a duty as opposed to a tax? Have your students explain, orally or in writing, the impression that each of these words conveys to them.



15 Minutes

Link to the World

Some nations of the world, especially European nations, have much higher taxes than the taxes in the United States. Ask: Why might this be so? Encourage students to investigate one European nation. What are the advantages and disadvantages of its tax structure? How do its taxes compare to those in the United States? After students have investigated, have them explain their findings to the class orally or in writing.



30 Minutes

Extended Activity

Have interested students read a book or watch a movie about the American Revolution or that takes place during the colonial era. Afterward, have students explain whether or not they think the book or movie accurately portrayed the way people of the period lived. If students were writing the book or movie, what would they do differently?



120 Minutes

In the Newsroom

Have students prepare a television news broadcast about the effects of the Sugar Act, Stamp Act, and Townshend Acts on the American colonists. Students will need to write and deliver a broadcast that captures the emotions and factual details of the events. They may want to include an editorial about taxation without representation at the end of the news broadcast.



60 Minutes

Culminating Activity

Arrange the class into two groups. Then have each group prepare a report with posters or charts about the events that occurred in the American colonies from 1763 through 1767. One group should present the American colonists' view of events; another group the British view of the same events.



60 Minutes

VOCABULARY

The vocabulary words below are from *Taxation Without Representation*. Use each word or phrase below in a sentence that shows you understand what it has to do with colonial America.

1. Chancellor of the Exchequer

2. George Grenville

3. Navigation Acts

4. Sons of Liberty

5. Stamp Act

6. Stamp Act Congress

7. Sugar Act

8. Townshend Acts

9. Charles Townshend

10. Customs agents

CHECKING COMPREHENSION

Complete each sentence below with the best word or words from the word bank.

1. _____ was the Chancellor of the Exchequer who enacted the Townshend Acts.
2. The head of the British Treasury was called the _____.
3. _____ sponsored the Stamp Act.
4. _____ were laws that governed England's shipping trade.
5. The _____ was a secret American organization founded to oppose the Stamp Act.
6. _____ was a group of colonists who met in New York in 1765 to outline the colonists grievances against England.
7. The _____ required that American colonists print all documents, magazines, almanacs, pamphlets, and playing cards on specially stamped paper bought from England.
8. The _____ levied taxes on many imported goods, including tea.
9. The _____ required the American colonists to pay duties on imported molasses, sugar, wine, and other goods.
10. In the American colonies, the _____, who was appointed by the king of England, carried out the British Empire's orders.

WORD BANK

George Grenville
The Navigation Acts
Chancellor of the Exchequer
Townshend Acts
Stamp Act

Charles Townshend
Sons of Liberty
The Stamp Act Congress
Sugar Act
Royal Governor

FLOW CHART

The events in the American colonies from 1763 to 1767 helped unify the colonists against the British. List the events below in the order in which they occurred.

Charles Townshend becomes Chancellor of the Exchequer.

George Grenville becomes Chancellor of the Exchequer.

The Sons of Liberty forms.

The Massachusetts Assembly votes not to destroy the letter.

The Stamp Act is passed.

The Sugar Act is passed.

The Townshend Acts are passed.

The American colonists think the Sugar Act is taxation without representation.

Colonists destroy the house of a Stamp agent.

The Stamp Act Congress meets in New York.

The Massachusetts Assembly writes a letter of grievances, which England orders to be destroyed.

England sends troops to Boston.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

LIFE IN COLONIAL TIMES

During this period, many colonists were unhappy with the taxes and duties imposed by the British. Think about what it may have been like to live with these taxes and requirements. Imagine that you are one of the Sons of Liberty, a merchant, a farmer, a trader, or a person who needs to buy goods for the winter.

In the space below, write a diary entry that the person you chose might have written. What does the person feel? What does the person do? Why? What does the person hope to accomplish?

Date: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

EXAMINING THE BRITISH POINT OF VIEW

Stage a debate on this topic: Since the American colonists were British subjects, the British had every right to tax them.

Choose one side of this issue.

List reasons to support your opinion below.

- _____
- _____
- _____
- _____
- _____

List the points you think your opponent will make.

- _____
- _____
- _____
- _____
- _____

List arguments to counter your opponent's points above.

- _____
- _____
- _____
- _____
- _____

Now stage your debate.

CRITICAL THINKING: TAXATION WITHOUT REPRESENTATION

The Sugar Act was the first tax placed on the American colonists that they did not get to vote on.

1. Why does voting matter?

2. If the colonists had been allowed to vote, do you think they would have voted for the Sugar Act?

3. Why or why not?

4. In the United States today, do people get to vote on whether or not they are taxed?

5. What makes the situation in the United States today different from the situation in colonial times?

6. Are there ways other than collecting taxes to get the money needed to run a government? List your ideas.

7. Do you think taxes are fair? Why or why not?

8. Is another method of money collection more fair than taxes? Explain.

9. If you were in charge of a government, would you collect taxes from your people? Or would you get money in some other way? Explain.

COLONIAL LIFE

Either alone or with a partner, conduct research to find out what life was like in colonial days. Then using what you have learned, create a model of a colonial village or a colonial home. Use the space below to take notes on what you find out.

1. What were houses made of?

2. What merchants had shops in town?

3. What services did people need?

4. Where did people get their food?

5. How did people cook their food inside their homes?

6. How many rooms were in a typical house?

7. Where did people eat?

8. What tools did people use?

9. What were the streets made of?

10. How did people get from place to place?

11. What animals did people own?

12. Other important facts:

COMPARE AND CONTRAST

Write words in the chart below to compare life in colonial days with life today. Think about how people lived, how people felt about taxes and having a say in government, the political situation, how people felt about foreign troops on their homeland, how people felt about being governed by afar, and so on.

[illegible]

CHECKING VOCABULARY

Hidden in the word search below are 15 terms that relate to life in the American colonies during the period 1763-1767. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.

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C P I S T A M P A C T R I E G D E W A X
T R G X I Q O U E E O A H P O R P T I E
M O X V C R T E S T E C N A T S I S T R
E T W S Y L A S A M P F E N A R Y A S A
F E O N T I I R T E S A H P D O X T P M
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D R T W O R S S E A C I P N A T A A C S
S C I J X R E T E D L T A O G S B V E M
Y T R E B I L F O S N O S F I H W A L N
T D B R F N Y E U M S E W I L S O E L A
I O T P R D G R C C P A A I O W R L O N
M R E U Q E H C X E I N L R O N C O C X
E E S O E E E L I N T H E O H H A T X I
C O L O N I S T S A T W A L M U R R A T
N O I T A T N E S E R P E R N I A P T A

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WORD BANK

Americans
British
colonists
duties
exchequer

Grenville
molasses
protests
representation
Sons of Liberty

Stamp Act
Sugar Act
taxation
tax collector
Townshend Acts

TEST

Circle the letter for the phrase which best fits the question or statement.

1. Before George Grenville proposed the Sugar Act, how was most colonial trade controlled?
 - A. by the Navigation Acts
 - B. by the Stamp Act
 - C. by the Townshend Acts
 - D. by the Sons of Liberty
 - E. none of the above
2. In 1763, this man became Chancellor of the Exchequer of the British Empire.
 - A. King George the Third
 - B. Charles Townshend
 - C. Patrick Henry
 - D. George Grenville
 - E. none of the above
3. What did the Sugar Act do?
 - A. It forbid sugar from being imported into the American colonies.
 - B. It taxed every gallon of molasses imported into the American colonies.
 - C. It made the American colonists buy their sugar from England.
 - D. It required sugar cane farmers to pay a tax on every acre of land they farmed.
 - E. none of the above
4. The Stamp Act required that the American colonists
 - A. put a British stamp on all goods sold in the American colonies.
 - B. take all documents to British officials to have them stamped.
 - C. write or print on specially stamped paper.
 - D. use British stamps to mail letters.
 - E. none of the above
5. Which of the following did the Stamp Act require to be on specially stamped paper?
 - A. legal papers
 - B. playing cards
 - C. newspapers
 - D. property deeds
 - E. all of the above

TEST (CONTINUED)

6. How did the American colonists protest the Stamp Act?
- A. Businesses did not use stamped paper.
 - B. Newspapers were printed on paper without stamps.
 - C. The American colonists ignored the Stamp Act.
 - D. Colonists attacked the homes of agents selling the stamped paper.
 - E. all of the above
7. The purpose of the Stamp Act Congress was to
- A. do away with the Stamp Act—by force, if necessary.
 - B. organize riots to protest the Stamp Act.
 - C. attack the homes of agents selling stamped paper.
 - D. outline to England the colonists' rights and grievances.
 - E. none of the above
8. How was the Stamp Act problem resolved?
- A. The American colonists went to war over the Stamp Act.
 - B. The British Parliament repealed the Stamp Act.
 - C. British soldiers forced the American colonists to pay.
 - D. The American colonists agreed to the Stamp Act.
 - E. none of the above
9. What were the Townshend Acts?
- A. duties placed on tea and other goods imported into the American colonies
 - B. taxes on sugar, molasses, and other sweet foods
 - C. acts requiring the colonists to use specially stamped paper
 - D. laws requiring the colonists to feed and house British soldiers
 - E. none of the above
10. The Massachusetts Assembly drew up a letter saying that England did not have a right to collect duties from the colonists because such duties were
- A. "more than the colonists can afford."
 - B. "unfair trade practices."
 - C. "taxation—without representation."
 - D. "enforced by greedy tax collectors."
 - E. none of the above

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other titles in the *American History—Birth of a Nation* series from AIMS Multimedia:

Colonial America in the 1760s (#AR1801VE)
Prelude to Revolution (#AR1803VE)
Lexington, Concord and Independence (#AR1804VE)
Fighting for Freedom (#AR1805VE)
A Nation in Crisis (#AR1806VE)
The Living Constitution (#AR1807VE)

ANSWER KEY for page 18

VOCABULARY

The vocabulary words below are from *Taxation Without Representation*. Use each word or phrase below in a sentence that shows you understand what it has to do with colonial America.

1. Chancellor of the Exchequer

ANSWERS WILL VARY.

2. George Grenville

3. Navigation Acts

4. Sons of Liberty

5. Stamp Act

6. Stamp Act Congress

7. Sugar Act

8. Townshend Acts

9. Charles Townshend

10. Customs agents

ANSWER KEY for page 19

CHECKING COMPREHENSION

Complete each sentence below with the best word or words from the word bank.

1. Charles Townsend was the Chancellor of the Exchequer who enacted the Townshend Acts.
2. The head of the British Treasury was called the Chancellor of the Exchequer.
3. George Grenville sponsored the Stamp Act.
4. The Navigation Acts were laws that governed England's shipping trade.
5. The Sons of Liberty was a secret American organization founded to oppose the Stamp Act.
6. The Stamp Act Congress was a group of colonists who met in New York in 1765 to outline the colonists' grievances against England.
7. The Stamp Act required that American colonists print all documents, magazines, almanacs, pamphlets, and playing cards on specially stamped paper bought from England.
8. The Townshend Acts levied taxes on many imported goods, including tea.
9. The Sugar Act required the American colonists to pay duties on imported molasses, sugar, wine, and other goods.
10. In the American colonies, the Royal Governor, who was appointed by the king of England, carried out the British Empire's orders.

WORD BANK

George Grenville
The Navigation Acts
Chancellor of the Exchequer
Townshend Acts
Stamp Act

Charles Townsend
Sons of Liberty
The Stamp Act Congress
Sugar Act
Royal Governor

ANSWER KEY for page 20

FLOW CHART

The events in the American colonies from 1763 to 1767 helped unify the colonists against the British. List the events below in the order in which they occurred.

Charles Townshend becomes Chancellor of the Exchequer.

George Grenville becomes Chancellor of the Exchequer.

The Sons of Liberty forms.

The Massachusetts Assembly votes not to destroy the letter.

The Stamp Act is passed.

The Sugar Act is passed.

The Townshend Acts are passed.

The American colonists think the Sugar Act is taxation without representation.

Colonists destroy the house of a Stamp agent.

The Stamp Act Congress meets in New York.

The Massachusetts Assembly writes a letter of grievances, which England orders to be destroyed.

England sends troops to Boston.

1. George Grenville becomes Chancellor of the Exchequer.
2. The Sugar Act is passed.
3. The American colonists think the Sugar Act is taxation without representation.
4. The Stamp Act is passed.
5. Colonists destroy the house of a Stamp agent.
6. The Stamp Act Congress meets in New York.
7. The Sons of Liberty forms.
8. Charles Townshend becomes Chancellor of the Exchequer.
9. The Townshend Acts are passed.
10. The Massachusetts Assembly writes a letter of grievances, which England orders to be destroyed.
11. The Massachusetts Assembly votes not to destroy the letter.
12. England sends troops to Boston.

ANSWER KEY for page 21

LIFE IN COLONIAL TIMES

During this period, many colonists were unhappy with the taxes and duties imposed by the British. Think about what it may have been like to live with these taxes and requirements. Imagine that you are one of the Sons of Liberty, a merchant, a farmer, a trader, or a person who needs to buy goods for the winter.

In the space below, write a diary entry that the person you chose might have written. What does the person feel? What does the person do? Why? What does the person hope to accomplish?

Date: _____

Entries will vary, but should examine issues the colonists faced.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

ANSWER KEY for page 22

EXAMINING THE BRITISH POINT OF VIEW

Stage a debate on this topic: Since the American colonists were British subjects, the British had every right to tax them.

Choose one side of this issue.

List reasons to support your opinion below.

- **ARGUMENTS WILL VARY.** _____
- _____
- _____
- _____
- _____

List the points you think your opponent will make.

- _____
- _____
- _____
- _____
- _____

List arguments to counter your opponent's points above.

- _____
- _____
- _____
- _____
- _____

Now stage your debate.

ANSWER KEY for page 23

CRITICAL THINKING: TAXATION WITHOUT REPRESENTATION

The Sugar Act was the first tax placed on the American colonists that they did not get to vote on.

1. Why does voting matter?

ANSWERS WILL VARY.

2. If the colonists had been allowed to vote, do you think they would have voted for the Sugar Act?

3. Why or why not?

4. In the United States today, do people get to vote on whether or not they are taxed?

5. What makes the situation in the United States today different from the situation in colonial times?

6. Are there ways other than collecting taxes to get the money needed to run a government? List your ideas.

7. Do you think taxes are fair? Why or why not?

8. Is another method of money collection more fair than taxes? Explain.

9. If you were in charge of a government, would you collect taxes from your people? Or would you get money in some other way? Explain.

ANSWER KEY for page 24

COLONIAL LIFE

Either alone or with a partner, conduct research to find out what life was like in colonial days. Then using what you have learned, create a model of a colonial village or a colonial home. Use the space below to take notes on what you find out.

1. What were houses made of?

_____ INFORMATION WILL VARY. _____

2. What merchants had shops in town?

3. What services did people need?

4. Where did people get their food?

5. How did people cook their food inside their homes?

6. How many rooms were in a typical house?

7. Where did people eat?

8. What tools did people use?

9. What were the streets made of?

10. How did people get from place to place?

11. What animals did people own?

12. Other important facts:

ANSWER KEY for page 25

COMPARE AND CONTRAST

Write words in the chart below to compare life in colonial days with life today. Think about how people lived, how people felt about taxes and having a say in government, the political situation, how people felt about foreign troops on their homeland, how people felt about being governed by afar, and so on.

INFORMATION WILL VARY.

[illegible]

ANSWER KEY for page 26

CHECKING VOCABULARY

Hidden in the word search below are 15 terms that relate to life in the American colonies during the period 1763-1767. The letters of these words may be arranged horizontally, vertically, or diagonally, either spelled forward or backward. Find and circle these 15 terms.



WORD BANK

Americans
British
colonists
duties
exchequer

Grenville
molasses
protests
representation
Sons of Liberty

Stamp Act
Sugar Act
taxation
tax collector
Townshend Acts

ANSWER KEY for page 27

TEST

Circle the letter for the phrase which best fits the question or statement.

1. Before George Grenville proposed the Sugar Act, how was most colonial trade controlled?
 - ☒ A. by the Navigation Acts
 - B. by the Stamp Act
 - C. by the Townshend Acts
 - D. by the Sons of Liberty
 - E. none of the above
2. In 1763, this man became Chancellor of the Exchequer of the British Empire.
 - A. King George the Third
 - B. Charles Townshend
 - C. Patrick Henry
 - ☒ D. George Grenville
 - E. none of the above
3. What did the Sugar Act do?
 - A. It forbid sugar from being imported into the American colonies.
 - ☒ B. It taxed every gallon of molasses imported into the American colonies.
 - C. It made the American colonists buy their sugar from England.
 - D. It required sugar cane farmers to pay a tax on every acre of land they farmed.
 - E. none of the above
4. The Stamp Act required that the American colonists
 - A. put a British stamp on all goods sold in the American colonies.
 - B. take all documents to British officials to have them stamped.
 - ☒ C. write or print on specially stamped paper.
 - D. use British stamps to mail letters.
 - E. none of the above
5. Which of the following did the Stamp Act require to be on specially stamped paper?
 - A. legal papers
 - B. playing cards
 - C. newspapers
 - D. property deeds
 - ☒ E. all of the above

ANSWER KEY for page 28

TEST (CONTINUED)

6. How did the American colonists protest the Stamp Act?
- A. Businesses did not use stamped paper.
 - B. Newspapers were printed on paper without stamps.
 - C. The American colonists ignored the Stamp Act.
 - D. Colonists attacked the homes of agents selling the stamped paper.
 - Ⓔ all of the above
7. The purpose of the Stamp Act Congress was to
- A. do away with the Stamp Act—by force, if necessary.
 - B. organize riots to protest the Stamp Act.
 - C. attack the homes of agents selling stamped paper.
 - Ⓓ outline to England the colonists' rights and grievances.
 - E. none of the above
8. How was the Stamp Act problem resolved?
- A. The American colonists went to war over the Stamp Act.
 - Ⓑ The British Parliament repealed the Stamp Act.
 - C. British soldiers forced the American colonists to pay.
 - D. The American colonists agreed to the Stamp Act.
 - E. none of the above
9. What were the Townshend Acts?
- Ⓐ duties placed on tea and other goods imported into the American colonies
 - B. taxes on sugar, molasses, and other sweet foods
 - C. acts requiring the colonists to use specially stamped paper
 - D. laws requiring the colonists to feed and house British soldiers
 - E. none of the above
10. The Massachusetts Assembly drew up a letter saying that England did not have a right to collect duties from the colonists because such duties were
- A. "more than the colonists can afford."
 - B. "unfair trade practices."
 - Ⓒ "taxation—without representation."
 - D. "enforced by greedy tax collectors."
 - E. none of the above