

TEACHING DEMOCRACY

Kate Bowen

Patwin Elementary School

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Cal Humanities & The California History-Social Science Project

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*How did the
Stamp Act
increase
tensions in
the
colonies?*



Teaching Democracy is a partnership between the California History-Social Science Project (CHSSP) and Cal Humanities. **Teaching Democracy** seeks to both deepen student understanding of the history of American democracy and promote an engaged and knowledgeable citizenry. Our partnership hopes to invigorate K-16 educators to formulate new ways to help students make connections between ideas upon which the United States was founded and its governance.

Teaching Democracy provides three major curricular resources for teachers and their students: presentations by leading scholars, selected primary sources, and Standards-aligned curriculum for teachers, including this lesson. These materials will be distributed in five online webinars scheduled for 2012 and archived with recorded presentations on the Teaching Democracy website for future classroom use.

About The California History-Social Science Project:

One of nine disciplinary networks that make up the California Subject Matter Projects (CSMP), the California History-Social Science Project (CHSSP) is headquartered at the University of California, Davis, and its six sites are housed in the departments of history and geography at university campuses throughout California. Our K-16 collaborative is dedicated to providing the highest quality history instruction, with a special focus on meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities. For more information, visit chssp.ucdavis.edu.

About Cal Humanities

Cal Humanities is an independent non-profit organization that promotes the humanities in California to help create “a state of open mind.” We produce, fund, and support cultural and educational experiences through media, writings, presentations, and discussion programs. Our aim is to inspire Californians to learn more, dig deeper, and start conversations that matter among our dramatically diverse people.

Cal Humanities sees the humanities as relevant, meaningful ways to understand the human condition and connect us to each other in order to become a better California. A state partner of the National Endowment for the Humanities, we were originally founded in 1975 as a granting organization, but through the years we have created and implemented our own signature humanities programs and projects. Cal Humanities now plays a critical role across the state in producing, funding, and supporting cultural experiences and events. For more information, visit www.calhum.org.

About the Author

Kate Bowen is a 5th grade teacher at Patwin Elementary School in Davis, California. Kate has worked with numerous Teaching American History grants, most recently with teachers in Yolo County, Tulare County, and the Folsom-Cordova Unified School District. In addition, she has served as a presenter at Teaching with Primary Sources workshops sponsored by the Library of Congress. Finally, Kate is a long time teacher leader with the History Project at UC Davis and the statewide office of the California History-Social Science Project.

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California Content Standards

- ✓ 5.5 Students explain the causes of the American Revolution.
 - 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

Common Core State Standards

- ✓ RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
- ✓ RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- ✓ RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
- ✓ W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- ✓ W.5.2d Use precise language and domain-specific vocabulary to inform about or explain a topic

How did the Stamp Act increase tensions in the colonies?



“Proof Sheet of 1d Stamp Duties for Newspapers,” 1765. Board of Inland Revenues Stamping Department Archive, Philatelic Collection, The British Library (34). Accessed from the Library of Congress, <http://www.loc.gov/exhibits/british/images/34uc.jpg>.

Introduction

This 5th grade lesson is designed as a starting point to the study of the American Revolution. The lesson’s focus on the Stamp Act provides teachers with an opportunity to increase student reading comprehension and disciplinary understanding. Through analysis of primary sources—letters, declarations, and images—students will make historical interpretations of the revolutionary sparks ignited by the Stamp Act. In answering the focus question, *How did the Stamp Act increase tensions in the colonies?*, students will develop an understanding of the colonists’ frustrations with direct taxation and their demand for representation in the British Parliament.

There are two components to the lesson – this lesson packet and an accompanying PowerPoint presentation. The lesson packet contains instructional procedures, student handouts, teacher keys, and primary sources. The PowerPoint presentation provides slides to guide students through a review of the Stamp Act (and its context), as well as the lesson’s primary sources for whole class analysis. References to the slides are included in the procedures:

- British Perspectives (slide 2)
- Stamp Act Review (slides 3 and 4)
- Samples of Royal Stamps (slide 5)
- Sample of the Colonists’ Stamp (slide 6)
- Primary Sources from the Lesson (slides 7, 8, 9, 10, 11, 12, 13, 14)



Procedures

Step 1: Introduction – Taxes and the British Perspective (Class time: 15 minutes)

Explain to students that they will study the American Revolution by understanding the conflict between the colonists and the British. An early disagreement between the two groups was the issue of taxation.

Inquire whether students understand what a tax is and what taxation means.

Some possible questions to ask with your students:

- What are taxes? Do you pay taxes? What are some of the different types of taxes (sales, income, parcel, etc.)?
- What happens to the money that is collected as taxes?
- Who decides what items should be taxed?
- Are taxes a good thing for a city? State? Country?

Share the definition of taxes and taxation with students. Tell them that we have many different types of taxes in the United States, such as sales tax (iPhone, books, video games, etc...), property taxes, and income tax. Give examples of how taxes are used in their community (to maintain class size in schools, fix roads, keep parks well-lit, etc...). Explain that taxes are not a new idea – they have been in place for many centuries in many countries across the globe.

As a transition to the early Revolutionary period, have students read out loud from the Declaratory Act of 1766 (slide 2). Tell students that this is the British Parliament’s perspective on taxing the colonists. They made this assertion in 1766 with the Declaratory Act:

“...the King's majesty, by and with the advice and consent of the lords spiritual and temporal, and commons of Great Britain, in parliament assembled...and of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever,...”*

Ask students, “What right does the King and Parliament claim to have in the Declaratory Act?” After class discussion, summarize that British authorities believed in their power to rule over the colonies and the colonists, including making laws for tax collection.

Step 2: The Stamp Act (Class time: 40 minutes)

Tell students that many of the colonists had a different view of the taxes proposed by Parliament. Introduce the lesson focus question, *How did the Stamp Act increase tensions in the colonies?* Instruct students that

* The Declaratory Act, March 18, 1766. From The Avalon Project of the Lillian Goodman Law Library at Yale Law School, http://avalon.law.yale.edu/18th_century/declaratory_act_1766.asp.



they will begin to answer the question by reading content information about the Stamp Act (**Student Handout 1: The Stamp Act, 1765**). This content reading can be administered using many different methods, depending on students' abilities and interests. For example, the selection can be read to the class by the teacher; the teacher can ask students to read the selection out loud to the class; the teacher can divide the selection into paragraphs, giving each section or group a different section to analyze, etc. Findings can be made informally during class discussion, in groups on posters, or individually. If paragraphs are used, the teacher might consider adding "*This is about...*" section to the handout for students to answer. Distribute **Student Handout 2: The Stamp Act-Vocabulary Reinforcement**. Students will focus on content vocabulary, and compose a short summary, using precise language. Again, students may summarize individual paragraphs if more appropriate. (*Note: It is not essential to use both Handout 1 and 2 for the lesson.*)

Step 3: Check for Student Understanding (Class time: 5 – 10 minutes)

Review with students the central ideas from the Stamp Act using slides 3, 4, 5, and 6 of the PowerPoint presentation. Images of the royal one-penny stamps (slide 5) and the colonists' skull and crossbones stamp (slide 6) will be introduced in the presentation. Ask students to compare the two types of stamps—those created by British crown and those by the colonists. What do the stamps convey? Have students identify the words and symbols of the stamps to determine their significance.

Step 4: Analyzing Sources (Class time: 50 minutes)

Analyzing documents and images is a key disciplinary skill to develop with fifth graders. Prior to this lesson, students will hopefully have been exposed to a variety of primary sources and have learned how to make insightful interpretations based upon detailed observations. Through teacher-guided instruction, with the PowerPoint presentation and **Student Handout 3: Analyzing Sources**, students will focus on three sources as evidence for answering the lesson focus question, *How did the Stamp Act increase tensions in the colonies?* Share with students that the class will now study how the colonists felt about the Stamp Act by reading and analyzing their publications.

Source 1: A Letter to King George

Project the original letter from C.P. to King George III (slide 7) on the screen. Explain to students that some colonists chose to write to the king to express their discontent with the Stamp Act. It is unclear whether King George actually received this letter. Since the letter is type set on a large piece of paper, and not hand-written as was the custom of the day, the author may have wanted his thoughts to be shared publicly. Distribute **Student Handout 1A: Excerpts from a Letter to King George** and **Student Handout 3: Analyzing Primary Sources** and display the excerpted version of the letter (slide 8). Tell the students that the author's main points have been excerpted from the original. The class will read and analyze the sources together. **Student Handout 3: Analyzing Primary Sources** will help students organize and process their observations and interpretations for all four primary sources they will study.

Prompt students with the following questions:

- Who is the author of the piece?

- Who was the intended audience?
- What arguments does the author (C.P.) make about the Stamp Act?
- What is the general tone of the letter? Friendly? Polite? Angry?
- Why is it important that this is a printed (public) letter?
- How does the source answer the question, *How did the Stamp Act increase tensions in the colonies?*
- What evidence (from your answers above) can you find to support your answers?

Source 2: The Pennsylvania Journal and Weekly Advertiser

Note: Political satire and cartoons are one example of the type of documents students should analyze. Encourage students to be observant when looking at these images – identify what they see and note the details. Be specific – ask students to document the people, objects, and symbols. Ask students to generate ideas about what is happening in the drawing. Ask students to interpret the significance, or importance, of the image and provide evidence as to the artist’s perspective, or opinion, of the event. Point out that political cartoons are not always meant to be humorous.

Project the woodcut of the journal on the screen (slide 9) and distribute **Source 2: Pennsylvania Journal and Weekly Advertiser**. Share with students that the image is of a masthead, or title of a newspaper, from the *Pennsylvania Journal and Weekly Advertiser*. The masthead includes a skull and crossbones representation of the official stamp that was required on newspapers by the Stamp Act of 1765. The skull and crossbones “stamp” includes the words, “An emblem of the effects of the STAMP – O! the fatal Stamp!” The words, “The TIMES are Dreadful, Dismal, Doleful, Dolorous, and Dollar-less” reflect the feelings of the publisher, William Bradford. In the text of the article, Bradford also includes a statement, “I am sorry to be obliged to acquaint my Readers, that as the STAMP Act, is fear’d to be obligatory upon us after the First of November ensuing, (the fatal To morrow) the Publisher of this Paper unable to bear the Burthen, has thought it expedient to STOP awhile...” (slide 9) In other words, Bradford has decided that he would rather stop publishing his newspaper than pay a tax that, in his opinion, is unfair.

Prompt students with the following questions and have them document their responses with **Student Handout 3: Analyzing Primary Sources**:

- What is this source? When was it created? By whom?
- Who is the intended audience of the source?
- What is the general tone of the newspaper? How can you tell? What evidence do you see that supports your opinion?
- What is the message of the author’s statement? How does he feel about the Stamp Act? What is Bradford planning to do on November 1, 1765?
- How does this source answer the question, *How did the Stamp Act increase tensions in the colonies?*
- What evidence can you find (from your responses above) to support your answers?

Source 3: Effigy of Stamp Distributor

Display the image (slide 10). Remind students of the content vocabulary word, **effigy**. Explain that this is a depiction of an event that took place in New Hampshire in response to the Stamp Act.

Prompt students with the following questions:

- What is happening in the picture?
- Who is the person on the stick in the middle of the picture?
- Why is there a crowd around that person?
- What is the crowd doing?
- Is the artist in favor of the Stamp Act? How do you know?
- How does the source answer the question, *How did the Stamp Act increase tensions in the colonies?*
- What evidence can you find (from your responses above) to support your answers?

Source 4: Declarations of the Stamp Act Congress

Distribute **Source 4A: Declarations of the Stamp Act Congress**. Tell students that before the Stamp Act went into effect on November 1, 1765, representatives from nine colonies met in October in New York. This group was called the Stamp Act Congress and they were deeply displeased with the Stamp Act. They wrote a proclamation to assert their rights as English citizens and to explain why they were in disagreement with the Stamp Act. They wrote thirteen declarations in all. Explain to students that the class will focus on four of those declarations. Distribute **Source 4B: Excerpts from Declarations of the Stamp Act Congress** and project slides 11-14 as the class reads and paraphrases each declaration. This can be done as a whole class exercise or students work together in pairs or table groups. Once students are done, as a class, complete the final section for Source 4 on **Student Handout 3: Analyzing Primary Sources**.

Prompt students with the following questions:

- What was the purpose of the Declarations of the Stamp Act Congress?
- What is the tone of the four declarations highlighted from the document?
- Read the first excerpt of Declaration I. Rewrite the declaration in your own words. (Note: The teacher may decide the format of these responses – complete sentences, bulleted list, or notes). Share students' interpretations with the class.
- Continue to read the remaining excerpts from Declarations III, V, and XIII. Rewrite each declaration, using the same format.
- How does the source answer the question, *How did the Stamp Act increase tensions in the colonies?*
- What evidence can you find (from your responses above) to support your answers?

Step 5: Answering the Focus Question (Class time: 15 minutes)

Students will now answer the focus question. Have students refer to their summary of the Stamp Act from **Student Handout 2** and evidence collected from **Source 4B** and **Student Handout 3** to answer the lesson



focus question by completing **Student Handout 4: Analytical Paragraph**. The sentence frames will guide students in their responses.

Step 6: Optional Student Extensions and Activities

- Design own stamp, based on examples from colonial times. Use parchment paper with skinny black permanent marker, mounted on black construction paper (see Appendix A for samples of student work)
- Create a WOW – Word of the Week, reinforcing vocabulary and comprehension (see example)
- Examine other images of colonial protests during the time period prior to the American Revolution
- Connect and examine modern day protests (Tea Party, Occupy Movement, farm-workers, etc.)

Student Handout 1: The Stamp Act, 1765

The French and Indian War proved to be a costly experience for the British. Parliament needed to raise more money to pay for the costs of the war and passed a series of taxes on the colonists. These taxes, called Acts, frustrated and angered the colonists. The colonists felt that these taxes were unfair because they had no representation in the British Parliament and, therefore, no say in the decisions made by the authorities about the taxes. Despite efforts to have their colonial voices heard, the British Parliament still implemented these acts. The rallying cry of the angry colonists soon became, *“No Taxation without Representation!”*

This section is about.....

One of these new taxes was called the Stamp Act. The Stamp Act of 1765 was the first direct tax on the colonies and required the colonists to pay a tax on every piece of printed paper. Some of the items needing the official stamp included legal documents, newspapers, licenses, and playing cards. Stamp distributors would stamp papers with the proper design to show that the tax had been paid.

This section is about.....

Reaction to the Stamp Act was swift and furious. Colonists felt that the taxes were unfair because they had no representation in the British Parliament. The colonists were also not used to paying taxes. In response to the Stamp Act, colonists banded together by threatening tax collectors, expressing their anger in protests and declarations, pledging to stop trade with Britain, and forming mobs to burn stamp agents in effigy.

The efforts of the colonists were successful. Although Parliament passed the Declaratory Act in 1766, they also repealed the Stamp Act in the same year.

This section is about.....



Student Handout 2: The Stamp Act – Vocabulary Reinforcement

<p>The French and Indian War proved to be a costly experience for the British. Parliament needed to raise more money to pay for the costs of the war and passed a series of taxes on the colonists. These taxes, called Acts, frustrated and angered the colonists. The colonists felt that these taxes were unfair because they had no representation in the British Parliament and, therefore, no say in the decisions made by the authorities about the taxes. Despite efforts to have their colonial voices heard, the British Parliament still implemented these acts. The rallying cry of the angry colonists soon became, “<i>No Taxation without Representation!</i>”</p>	<p>Parliament – <i>the British government</i></p> <p>representation – <i>speaking or acting on behalf of another person or group</i></p> <p>authorities – <i>a person or group having power over another person or group</i></p>
<p>One of these new taxes was called the Stamp Act. The Stamp Act of 1765 was the first direct tax on the colonies and required the colonists to pay a tax on every piece of printed paper. Some of the items needing the official stamp included legal documents, newspapers, licenses, and playing cards. Stamp distributors would stamp papers with the proper design to show that the tax had been paid.</p>	<p>required – <i>needed, forced</i></p> <p>legal – <i>concerned with the law</i></p>
<p>Reaction to the Stamp Act was swift and furious. Colonists felt that the taxes were unfair because they had no representation in the British Parliament. The colonists were also not used to paying taxes. In response to the Stamp Act, colonists banded together by threatening tax collectors, expressing their anger in protests and declarations, pledging to stop trade with Britain, and forming mobs to burn stamp agents in effigy.</p> <p>The efforts of the colonists were successful. Although Parliament passed the Declaratory Act in 1766, they also repealed the Stamp Act in the same year.</p>	<p>reaction – <i>an action in response to another action or event</i></p> <p>protests – <i>an organized public demonstration</i></p> <p>declarations—<i>public statements</i></p> <p>effigy – <i>likeness, statue, or model of a person used in protest</i></p> <p>repealed – <i>cancelled, reversed</i></p>
<p><i>On the back of this page, use precise language (and at least three vocabulary words) to write an explanatory text about the Stamp Act.</i></p>	

Source 1: Letter to King George

A L E T T E R

To his Most Excellent Majesty, GEORGE the Third, King of
Great-Britain, France, and Ireland, and Emperor of North-
America, &c.

May it please your Majesty,

TO permit an unworthy, but loyal subject to approach your Majesty's throne in this manner, as your ministers will not let me do it in any other; declaring that I will lose my life in the protection and defence of your royal person and family, and also of my country.

There seems, may it please your Majesty, to be a mighty contest between Great-Britain and North America! Without any sort of dispute this evil originated in, by, and through a base, vile and wicked ministry, and an ignorant and corrupt parliament, who have arrogated powers to themselves in no wise appertaining. To exhibit this most clearly, it appears,---first, that the Parliament of Great-Britain are chosen to represent the people of that land only; therefore, of course, cannot represent your good and loyal subjects of America.

Secondly, That as your Majesty is sovereign of America, distinct from the power and authority of the parliament of Great-Britain, no body, or set of men, but your assemblies or parliaments here, (which are constitutionally fixed by charters of your royal predecessors) can lay any tax, tallage or impositions whatsoever within this your dominion of America.

Thirdly, That the pretence of your parliament of Great-Britain to tax your American subjects, is an absolute insult upon your Majesty's understanding, and a robbery of your sole right to govern them, in as much as if this vile institution be left to take place, your majesty and your parliament will be tenants in common.

In the next place I shall make a discovery to your Majesty of a plot which Lord Bute laid, on his dismission from his office, as minister to your Majesty, (of which I am certain you are entirely ignorant) which was this, that the Pretender was to be brought in, and you dethroned. Now, how far this treacherous design has been carried on, your Majesty ought to know best; some people, however, in Great-Britain and Ireland, but all your faithful subjects here, can clearly see it, and know it to be a fact, and their sight is as clear as the sun that shines at noon day; and can't your Majesty see and know, as clear as your faithful subjects do. Rouze, rouze, my sovereign prince, escape the snare, and act as did great George your grandfire. To exhibit this, Royal Sire, in a most extensive view, What is the reason of the nation being divided, and the one half at war with the other? Why, to weaken the nation, and bring in the Pretender. Your Majesty, I think, can't help trembling at such a thought; but as you are a religious prince, keep your hands from slaughtering your soldiers of Great-Britain and Ireland; for the Lord, who is on the side of the Americans will cut them down. May your most gracious Majesty take these matters into due consideration, and may you be inspir'd by the King of Kings to do that which is right in his sight, and at last receive an eternal crown of glory in his kingdom, where all earthly Kings, as well as people who obey him here, shall receive it. I wish long life and happiness to your Majesty, and am,

Your Majesty's most

Faithful and obedient Subject

C. P.

Source 1A: Excerpts from Letter to King George

A Letter

To his Most Excellent Majesty, GEORGE the Third, King of Great-Britain, France, and Ireland, And Emperor of North-America, &c.

May it please your Majesty,

...There seems...to be a mighty contest between Great-Britain and North America! Without any sort of dispute this evil originated in, by, and through an ignorant and corrupt parliament, who have arrogated (*claimed*) powers to themselves... To exhibit this most clearly, it appears,--first, that the Parliament of Great-Britain are chosen to represent the people of that land only; therefore, of course; cannot represent your good and loyal subjects of America...

... the pretence (*behavior*) of your parliament of Great-Britain to tax your American subjects, is an absolute insult...and a robbery of your sole right to govern them, in as much as if this vile institution be left to take place, your majesty and your parliament will be tenants in common (*two or more people owning the same property*)...

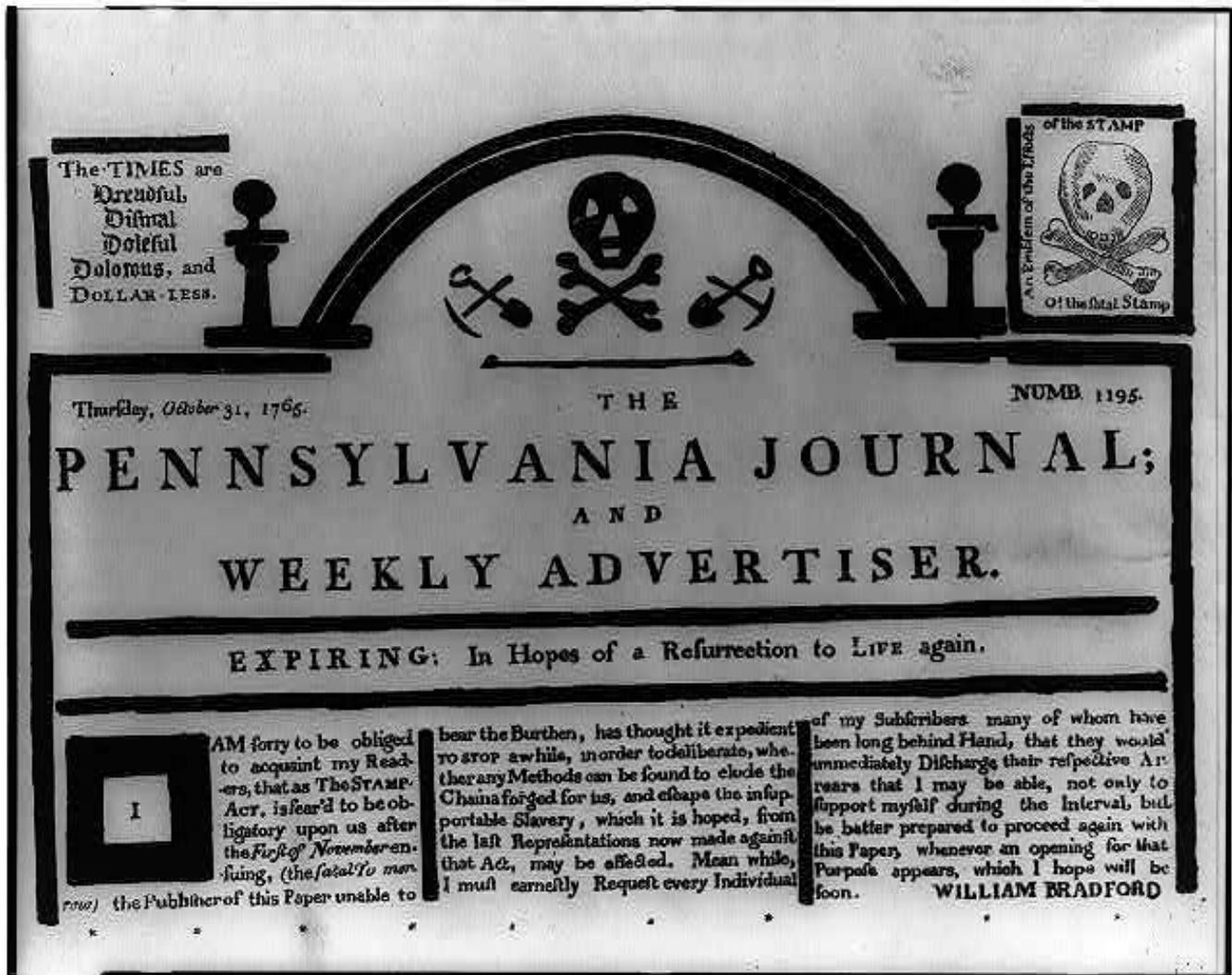
...May your most gracious Majesty take these matters into due consideration, and may you be inspir'd...to do that which is right in his sight...I wish long life and happiness to your Majesty, and am,

Your Majesty's most

Faithful and obedient Subject

C.P.

Source 2: Pennsylvania Journal and Weekly Advertiser



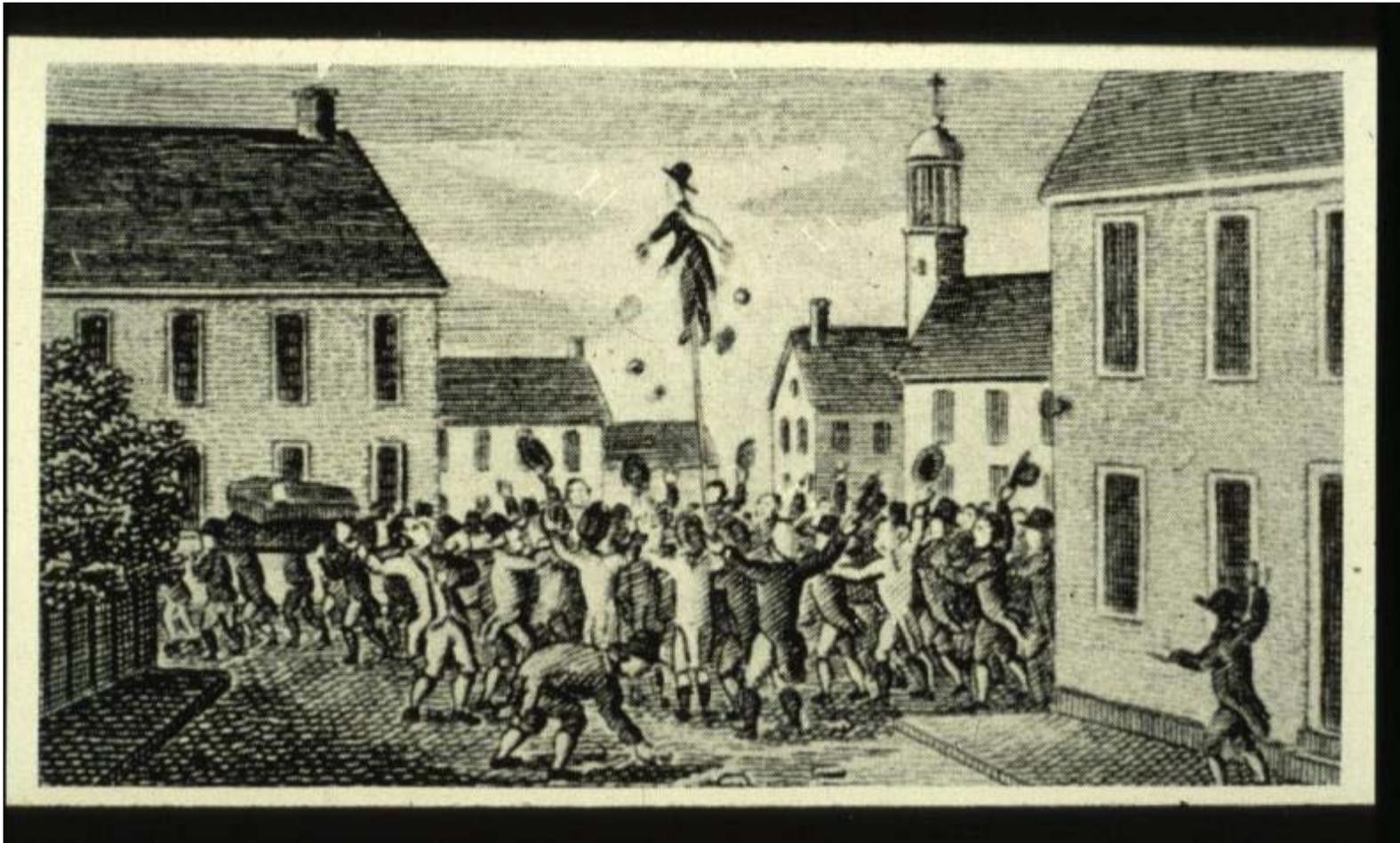
Masthead of a Pennsylvania Newspaper
From the Library of Congress, <http://www.loc.gov/pictures/item/2004672607/>.

“I am sorry to be obliged to acquaint my Readers, that as the STAMP Act, is fear’d to be obligatory upon us after the First of November ensuing, (the fatal To morrow) the Publisher of this Paper unable to bear the Burthen, has thought it expedient to STOP awhile...”

William Bradford

October 31, 1765

Source 3: Effigy of Stamp Distributor



Effigy of stamp distributor ridiculed by colonial mob protesting the Stamp Act, Portsmouth, NH, 1765.

From the Alan Taylor Collection of the Marchand Image Collection:

http://historyproject.ucdavis.edu/marchandslides.bak/taylor_alan/images/Rev-p02-a01.jpg



Source 4A: Declarations of the Stamp Act Congress

Before the Stamp Act went into effect on November 1, 1765, representatives from nine colonies met in October. The Stamp Act Congress wrote a proclamation with these declarations:

- I. That his Majesty's subjects in these colonies, owe the same allegiance to the Crown of Great Britain, that is owing from his subjects born within the realm, and all due subordination to that august body, the Parliament of Great Britain.
- II. That his Majesty's liege subjects in these colonies are entitled to all the inherent rights and liberties of his natural born subjects within the kingdom of Great Britain.
- III. That it is inseparably essential to the freedom of a people, and the undoubted right of Englishmen, that no taxes should be imposed on them, but with their own consent given personally, or by their representatives.
- IV. That the people of these colonies are not, and from their local circumstances, cannot be represented in the House of Commons in Great Britain.
- V. That the only representatives of the people of these colonies, are persons chosen therein, by themselves; and that no taxes ever have been, or can be constitutionally imposed on them, but by their respective legislature.
- VI. That all supplies to the Crown, being free gifts of the people, it is unreasonable and inconsistent with the principles and spirit of the British constitution, for the people of Great Britain to grant to his Majesty the property of the colonists.
- VII. That trial by jury is the inherent and invaluable right of every British subject in these colonies
- VIII. That the late Act of Parliament, entitled, An Act for granting and applying certain Stamp Duties,...by imposing taxes on the inhabitants of these colonies, and the said Act, and several other Acts, by extending the jurisdiction of the courts of admiralty beyond its ancient limits, have manifest tendency to subvert the rights and liberties of the colonists.
- IX. That the duties imposed by several late Acts of Parliament, from the peculiar circumstances of these colonies, will be extremely burdensome and grievous, and from the scarcity of specie, the payment of them absolutely impracticable.
- X. That as the profits of the trade of these colonies ultimately centre in Great Britain, to pay for the manufactures which they obliged to take from thence, they eventually contribute very largely to all supplies granted there to the Crown.
- XI. That the restrictions imposed by several late Acts of Parliament, on the trade of these colonies, will render them unable to purchase the manufactures of Great Britain.
- XII. That the increase, prosperity and happiness of these colonies, depend on the full and free enjoyment of their rights and liberties, and an intercourse with Great Britain, mutually affection and advantageous.
- XIII. That it is the right of the British subjects in these colonies, to petition the king or either house of Parliament.

* Source: John Alman, ed., "The Declarations of the Stamp Act Congress," *Collection of Interesting, Authentic Papers Relative to the Disputes Between Britain and America* (London, n.p., 1777), vol.5, no.1, pp.11-13, cited in Irwin Unger, *American Issues: A Primary Source Reader in United States History*. Ed. Robert R. Tomes. 5th ed. Vol. 1. Upper Saddle River, NJ: Prentice Hall, 2010. Pages 81-82.

Source 4B: Excerpts from Declarations of the Stamp Act Congress

The highlighted passages of the Declarations of the Stamp Act Congress are listed below. These particular declarations focus on the colonists' relationship to Great Britain and their ideas about representation and taxation.

Instructions: Rewrite each declaration in your own words.

- I. That his Majesty's subjects in these colonies, owe the same allegiance to the Crown of Great Britain....and all due subordination....the Parliament of Great Britain.

- III. That it is inseparably essential to the freedom of a people....that no taxes should be imposed on them, but with[out] their own consent...or by their representatives.

- V. That the only representatives of the people of these colonies, are persons chosen ... by themselves; and that no taxes can be constitutionally imposed on them....

- XIII. That it is the right of the British subjects in these colonies, to petition the king or ...Parliament.



Source 4B Key: Excerpts from Declarations of the Stamp Act Congress

The highlighted passages of the Declarations of the Stamp Act Congress are listed below. These particular declarations focus on the colonists' relationship to Great Britain and their ideas about representation and taxation.

Instructions: Rewrite each declaration in your own words.

- II. That his Majesty's subjects in these colonies, owe the same allegiance to the Crown of Great Britain....and all due subordination....the Parliament of Great Britain.

All colonists need to be loyal to the King and should follow the rules of Parliament.

- IV. That it is inseparably essential to the freedom of a people....that no taxes should be imposed on them, but with[out] their own consent...or by their representatives.

Taxes should not be set upon the people without the consent of the people or their representatives (in Parliament).

- VI. That the only representatives of the people of these colonies, are persons chosen ... by themselves; and that no taxes can be constitutionally imposed on them....

The only representatives to Parliament should be chosen or elected by the colonists whom they serve.

- XIV. That it is the right of the British subjects in these colonies, to petition the king or ...Parliament.

All British citizens have the right to speak/write to the king and to Parliament.



Student Handout 3: Analyzing Primary Sources (Page 1 of 2)

Title/Author/Date	Observations (<i>make a list of your responses to the prompts for each source</i>)	How does this source answer the question, "How did the Stamp Act increase tensions in the colonies?"	Evidence (<i>quotes, symbols, or descriptions from the documents and/or images</i>)
<p><i>A Letter to his Most Excellent Majesty,</i></p> <p>1765</p>			
<p><i>The Pennsylvania Journal and Weekly Advertiser,</i></p> <p><i>William Bradford, Publisher</i></p> <p>October 31, 1765</p>			



Student Handout 3: Analyzing Primary Sources (Page 2 of 2)

Title/Author/Date	Observations (<i>make a list of your responses to the prompts for each source</i>)	How does this source answer the question, "How did the Stamp Act increase tensions in the colonies?"	Evidence (<i>quotes, symbols, or descriptions from the documents and/or images</i>)
<p><i>Effigy of a Stamp Distributor,</i></p> <p><i>Portsmouth, New Hampshire, 1765</i></p>			
<p><i>Declarations of the Stamp Act Congress</i></p> <p><i>New York, October 1965</i></p>		<p>How does this source answer the question, "How did the Stamp Act increase tensions in the colonies?"</p>	



Student Handout 3K: Analyzing Primary Sources (Page 1 of 2)

Title/Author/Date	Observations (<i>make a list of your responses to the prompts for each source</i>)	How does this source answer the question, “How did the Stamp Act increase tensions in the colonies?”	Evidence (<i>quotes, symbols, or descriptions from the documents and/or images</i>)
<p><i>A Letter to his Most Excellent Majesty,</i> 1765</p>	<ul style="list-style-type: none"> • CP is the author – who was CP? • King George was the audience, but could have also been used as a poster • Cp is upset that the American colonists do not have representation in Parliament • Taxing the colonists is insulting • CP hopes that the King will do what is right 	<ul style="list-style-type: none"> • This source shows that the colonists were not united about the Stamp Act and wanted King George to do something about the tax. • CP is very polite 	<ul style="list-style-type: none"> • CP uses words like, “your most gracious Majesty...” and “I wish you long life and happiness...” • CP also says that the tax is insulting and that Parliament has “robbed” the king of his powers to govern by making the tax
<p><i>The Pennsylvania Journal and Weekly Advertiser,</i> <i>William Bradford, Publisher</i> October 31, 1765</p>	<ul style="list-style-type: none"> • This is the top of a newspaper • It was made on October 31, 1765 by William Bradford • The readers of the Pennsylvania Journal are the audience • Mr. Bradford is not happy with the Stamp Act that will start the next day. He has decided to stop publishing his paper instead of paying the tax • Skull and crossbones stamp 	<ul style="list-style-type: none"> • William Bradford is not happy about the Stamp Act and has decided not to publish his newspaper instead of paying the tax • This newspaper shows us that people are publicly stating their anger about the tax • The skull and crossbones stamp was used to make fun of the official stamps 	<ul style="list-style-type: none"> • William Bradford explains his position to his readers, “I am sorry to be obliged...” and “...unable to bear the Burthen (burden), has thought it expedient to STOP awhile...” • Using capital letters to write STOP sends a message • Skull and crossbones stamp



Student Handout 3K: Analyzing Primary Sources (Page 2 of 2)

Title/Author/Date	Observations <i>(make a list of your responses to the prompts for each source)</i>	How does this source answer the question, <i>“How did the Stamp Act increase tensions in the colonies?”</i>	Evidence <i>(quotes, symbols, or descriptions from the documents and/or images)</i>
<p><i>Effigy of a Stamp Distributor,</i> <i>Portsmouth, New Hampshire, 1765</i></p>	<ul style="list-style-type: none"> • The crowd has made a dummy of the stamp collector and they are parading the dummy around the town • The person on the stick is the tax collector • There are lots of people there because everyone was angry and wanted to be a part of the protest • The artist is not in favor of the Stamp Act since he made the picture – King George would probably not be happy with this picture 	<ul style="list-style-type: none"> • This picture shows how the colonists have changed in their response to the Stamp Act – first they wrote polite letters, then they wrote about their frustrations in newspapers, now the protests have taken on a much more public approach – in the middle of the town • The colonists are not happy with the tax or anyone associated with it 	<ul style="list-style-type: none"> • The use of the tax collector in effigy • Showing the mob of colonists, not just one person
<p><i>Declarations of the Stamp Act Congress</i> <i>New York, October 1765</i></p>		<p>How does this source answer the question, <i>“How did the Stamp Act increase tensions in the colonies?”</i></p> <ul style="list-style-type: none"> • The source shows that the colonists were organized • The colonists make many points to prove their point of view • The colonists are still British citizens • The colonists are clear in their views – taxes should not be imposed on them without representation in Parliament • The colonists have the right to object to the taxes 	



Student Handout 4: Analytical Paragraph

Paragraph frame

The Stamp Act of 1765, was an attempt by the British Parliament to _____.

Parliament needed to raise money because _____. The main complaint about this act was that the colonists wanted _____. The colonists responded to this tax, or act, in a variety of ways. Some of these colonial responses included

The Stamp Act united the colonists, who adopted the rallying cry of, “ _____!”

The Stamp Act was _____ in 1766.



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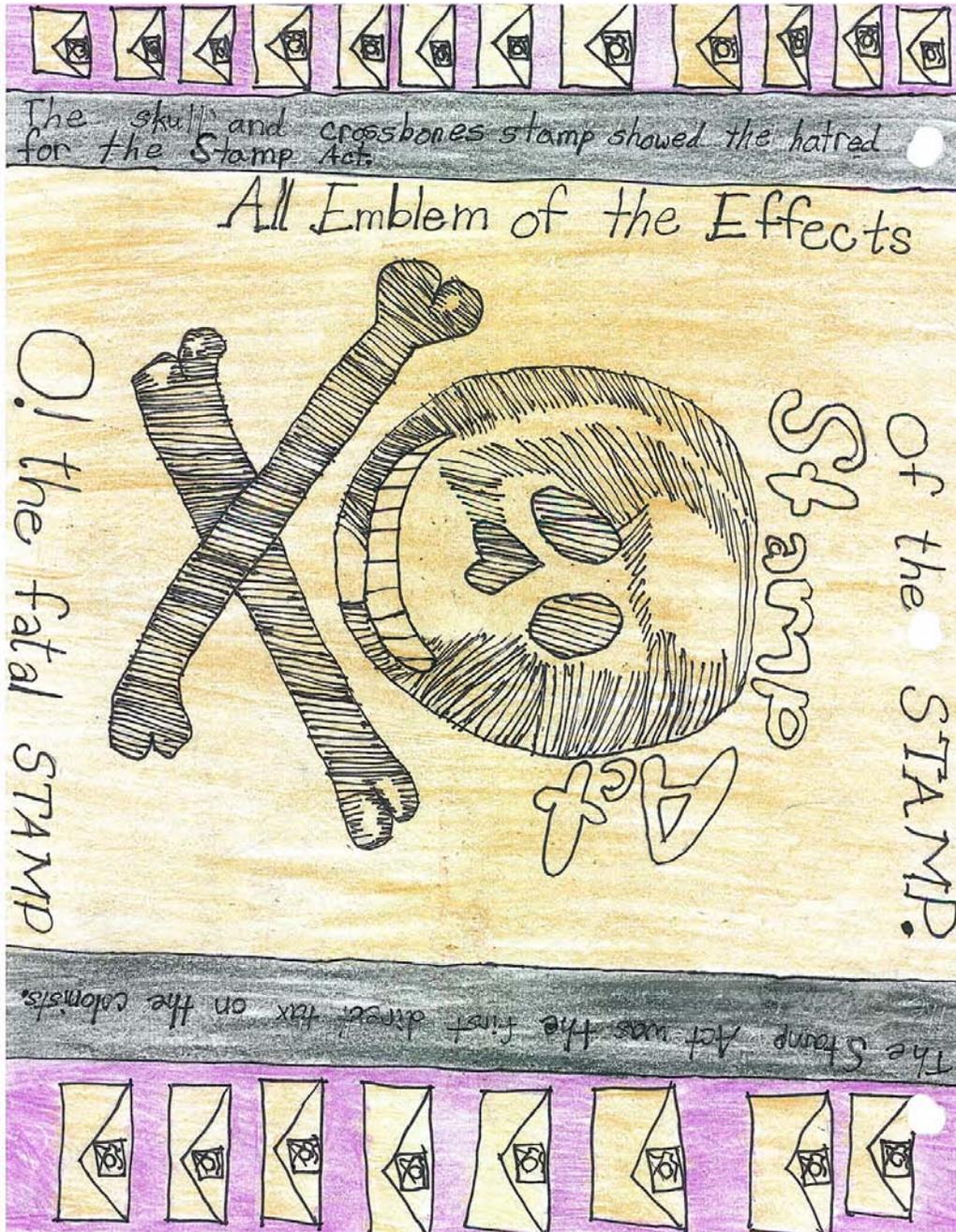
CALIFORNIA HISTORY-
SOCIAL SCIENCE PROJECT
<http://csmp.ucop.edu/chssp>

Student Handout 4K: Analytical Paragraph

Paragraph frame

The Stamp Act of 1765, was an attempt by the British Parliament to **raise funds to cover the costs of the French and Indian War**. Parliament needed to raise money because **they had spent large sums of money in the colonies and needed to pay their bills**. The main complaint about this act was that the colonists wanted **representation in Parliament to express their views about these new taxes**. The colonists responded to this tax, or act, in a variety of ways. Some of these colonial responses included **making their own stamps poking fun at the British, public protests, refusing to pay the tax, displaying British officials in effigy, and writing a declaration**. The Stamp Act united the colonists, who adopted the rallying cry of, **“Taxation without Representation!”** The Stamp Act was **repealed** in 1766.

Appendix A: Samples of Student Work (Page 1 of 2)



Appendix A : Samples of Student Work (Page 2 of 2)

