

THE STAMP ACT: CAUSE AND EFFECT

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 Summer 2012



<http://www.loc.gov/pictures/item/2004672606/>

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Overview Back to Navigation Bar	
Objectives	Students will: -Use primary sources to analyze the cause and effect of the Stamp Act of 1765. -Use primary sources to analyze the perspective of both the British and Colonists.
Recommended time frame	4-5: 45 minute class periods
Grade level	5 th grade
Curriculum fit	Social Studies
Materials	Computer, Promethean board, pencil, paper, handouts, primary sources
Michigan State Learning Standards Back to Navigation Bar	
	<p>U3.1 Causes of the American Revolution <i>Identify the major political, economic, and ideological reasons for the American Revolution.</i></p> <p>5 – U3.1.2 Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.</p> <p>5 – U3.1.3 Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).</p>

Procedures

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Day One:

- Quickly review primary vs. secondary sources.
- Pass out the written document analysis sheet to each student.
- project the first edition of the stamp act (primary source) onto the promethean board.
- With student input, model how to complete the analysis sheet. Students complete a worksheet along with teacher.

Be sure to spend time discussing the difference between “old English” and current English, getting the students used to reading such language.

Assist with understanding of vocabulary used in document.

-Group students (3-4) and have them discuss possible reasons (causes) of why King George would levy such a tax on the colonists.(British perspective)

Also, students should discuss possible reactions (effects) the colonists might have regarding the new tax (colonial perspective).

-Student groups report to class their ideas of causes and effects of the British Stamp Act.

-Teacher records responses on chart paper.

DAY 2:

-Pass out cause and effect graphic organizer to each student,

-Review lesson from yesterday as students complete the first two boxes on the graphic organizer.

-Have student groups of 2-3 complete the poster analysis worksheet on the skull and cross bone stamp (primary source). Give a hard copy to each group.

-Class discussion regarding the poster analysis.

Discuss the Colonial perspective of the act and forms of rebellion.

DAY 3:

-Quickly review lesson from yesterday.
-Have student groups of 2-3 complete the photo analysis worksheet on the print depicting Bostonians burning the Stamp Act proclamation. Give a hard copy to each group.

-Class discussion regarding the photo analysis.
Discuss Colonial perspectives and forms of rebellion, as well as British perspectives.

- Note: To shorten the time of this lesson, teacher may combine day 2 and 3 by having half the class analyze the poster, while the other half analyzes the photograph.

DAY 4:

-Quickly review lesson from yesterday
-Have student groups of 2-3 complete the written document analysis on the written announcement of the repeal of the Stamp Act. Give a hard copy to each group.

-Class discussion regarding the document analysis.
Discuss both the Colonist's and British perspective.

-Complete the "effect" section of the cause and effect graphic organizer.

*Have students predict what effect the repeal will have on Britain and its continued need for revenue.
(What will Britain do next?)

DAY 5: ASSESSMENT/EVALUATION

Write a paragraph explaining the cause and effect of the British Stamp Act.

(be sure to include an explanation of the Stamp Act in your answer)

<p>Evaluation Back to Navigation Bar</p>	
	<p>Students will be asked to write a well-constructed paragraph explaining what they have learned about the cause and effect of the Stamp Act.</p> <p>Their response will be graded on a 4 point rubric.</p> <p>Write a paragraph explaining the cause and effect of the British Stamp Act. (be sure to include an explanation of the Stamp Act in your answer)</p>
<p>Extension Back to Navigation Bar</p>	
	<ul style="list-style-type: none"> -Provide students with additional primary sources of the colonial rebellion against the British stamp act. Other primary sources include political cartoons, letters etc... -Have students bring in examples of citizens rebelling or protesting against current governmental taxation or laws.

Historical Background




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Following the French and Indian War, the British government enacted the Stamp Act to raise revenue from its American colonies for the defense of North America.

Viewing the act as taxation without representation, Americans passionately upheld their rights to be taxed only by their own consent through their own representative assemblies. Widespread American opposition led to repeal of the act in 1766.

Primary Resources from the Library of Congress

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Image	Description	Citation	URL
	<p>"An Act for granting and applying certain Stamp Duties, and other Duties, in the British Colonies and Plantations in America ..." From <i>Anno Quinto Georgii III. Regis.</i></p>	<p>Rights Advisory: Rights status not evaluated. For general information see "Copyright and Other Restrictions ...," http://www.loc.gov/rr/print/195_copr.html Reproduction Number: LC-USZ62-58145 (b&w film copy neg.) Call Number: Illus. in E215.7.G7 [Rare Book RR]</p>	<p>http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=250</p>
	<p>shows a skull and crossbones representation of the official stamp required by the Stamp Act of 1765.</p>	<p>Rights Advisory: No known restrictions on publication. Reproduction Number: LC-USZ62-242 (b&w film copy neg.) Call Number: Illus. in Newspaper [Microfilm RR] Medium: 1 print : woodcut.</p>	<p>http://www.loc.gov/pictures/item/2004672606/</p>
	<p>Print shows citizens in Boston burning proclamations from England pertaining to the stamp act of 1765, one of twelve scenes depicting the history of the American Revolution.</p>	<p>Rights Advisory: No known restrictions on publication in the U.S. Use elsewhere may be restricted by other countries' laws. For general information see "Copyright and Other Restrictions....," http://www.loc.gov/rr/print/195_copr.html Reproduction Number:</p>	<p>http://www.loc.gov/pictures/item/2004670197/</p>

		LC-USZ61-449 (b&w film copy neg.) Call Number: PGA - Chodowiecki--Americaner ... (B size) [P&P] Medium: 1 print : etching.	
	<p>announcement of the repeal of the Stamp Act that originally appeared in the London Gazette, 18 March 1766.</p>	<p>CREATED/PUBLISHED New Haven, 1766. NOTES Stamp act.; Imprint 3. Printed Ephemera Collection; Portfolio 3, Folder 19. MEDIUM 1 p.; 34 x 22.5 cm. CALL NUMBER Portfolio 3, Folder 19 PART OF Broadside, leaflets, and pamphlets from America and Europe DIGITAL ID rbpe 00301900 http://hdl.loc.gov/loc.rbc/rbpe.00301900</p>	<p>http://www.masshist.org/revolution/doc-viewer.php?old=1&mode=nav&item_id=257</p>

Rubric

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0	1	2	3	4
No response	Written response includes either a description of the stamp act or a cause or an effect of the stamp act.	Written response includes a description of the stamp act, and either 1 cause or 1 effect.	Written response includes a description of the stamp act, 1 cause, 1 effect of the stamp act.	Written response includes detailed description of the stamp act, at least 1 cause, 1 effect and the repeal of the stamp act.

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Circle one):

Newspaper

Letter

Map

Advertisement

Telegram

Government Document

Report

Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT
(Check one or more):

Interesting Letterhead

Handwritten

Notations

Typed

Seals

Other

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

Poster Analysis Worksheet

1. What are the main colors used in the poster?
2. What symbols (if any) are used in the poster?

If a symbol is used, is it

- a. clear (easy to understand)?
 - b. memorable?
 - c. dramatic?
3. Are the messages in the poster mostly visual, verbal, or both?
 4. Who do you think is the intended audience for the poster?
 5. What does the author hope the audience will do?
 6. What purpose(s) is served by the poster?
 7. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items.

B Next, divide the photo into quadrants and study each section to see what new details become visible.

C. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

1. What questions does this photograph raise in your mind?
2. Where could you find answers to them?

NAME: _____

CAUSES



The Stamp Act



EFFECTS



CAUSES

The British Government spent a lot of money paying for the French and Indian War. When the French and Indian War ended in 1763, Britain's national debt was 122 million pounds (a huge amount of money in those days).

Britain felt that the Colonies should help pay for their defense.



The Stamp Act

British Parliament placed taxes on paper, playing cards and every legal document created in the colonies.

The act was written, voted on and passed in Britain, with representation from the American Colonies.



EFFECTS

Colonists resented the tax. Colonists felt they were being taxed without proper representation (taxation without representation).

Many Colonists protested and rebelled against the tax.

Types of protests included boycotts, anti-tax posters, public demonstrations, political cartoons, speeches etc...

Britain eventually repealed the Stamp Act in 1766.

