

Colonial Taxes and Disputes

Lesson #2 of the Causes of the Revolutionary War Module

ESSENTIAL QUESTION

How did British Parliament and the Colonies clash over their ideas of government and liberty?

OVERVIEW

In the 1760s and 1770s, the British Parliament began increasing taxes on the American Colonies in an attempt to recover the deficit caused by the Seven Years War. Disturbed by the perceived change of rule from the king to Parliament, some colonists protested—leading to a series of repeals, new taxes, and political discussion. Frustrations grew, and tempers flared resulting in the event termed “the Boston Massacre” in 1770. As time passed, what had begun as an argument over the ability and right to levy taxes expanded into a conflict over the right of self-determination and freedom that would lead to the Revolutionary War and American independence.

OBJECTIVES

Upon completion of this lesson, the students will be able to:

1. Knowledge
 - Explain the types of taxation that Britain levied on the North American Colonies in the 1760s and 1770s.
 - Discuss how the taxation, protests, and British and American responses fueled the path toward military conflict and eventual independence.
2. Comprehension/Application/Analysis
 - Read through primary source documents and create a timeline of the clash of ideas and words which led toward the American Revolution.
3. Evaluation
 - Evaluate how the taxes and conflicts in the colonies and Britain’s responses increased the tension and conflict, leading toward declaring independence.

ACTIVITIES

1. Use the [Lesson’s PowerPoint](#) to explore the context and history; the PowerPoint introduces Essential Questions and lays foundational knowledge about the conflict.
2. Reference this timeline if needed to match historic events to the dates listed on the worksheet: [Revolutionary War Timeline](#)
3. Distribute the [primary source worksheet](#) and have the students read the provided primary sources for this lesson. Students may work on their own or as a group.
 - a. 7 selected primary sources are available [under the “Primary Source” section this lesson plan page.](#)
4. Students will read the primary sources and select quotes that match the timeline events.

5. Students may present their reflections from the worksheet verbally or written

STANDARDS

Please visit the [Lesson Plan Page](#) and select the “Common Core and NCSS Standards for Social Studies” to view the details.

RESOURCES

[Visit the Lesson Plan Page](#) to find all resources in one convenient place. You’ll find everything mentioned or linked in this Lesson Plan along with additional videos, articles, primary sources, and biographies.

Quick Links

- [PowerPoint](#)
- [Primary Source Summary Worksheet](#)
- [Revolutionary War Timeline](#)

OPTIONAL HOMEWORK/ASSESSMENT/ADDITIONAL ACTIVITIES:

Option 1: The Boston Massacre

Students can the Boston Massacre with the following resources, a primary source, and guided questions:

[Boston Massacre](#) (Video – 3 minutes)

[Who was Crispus Attucks?](#) (Video – 2 minutes)

[Account of the Boston Massacre](#)

[Boston Massacre Primary Source Questions](#)

Option 2: Sons of Liberty/Daughters of Liberty

Students can research the Sons of Liberty or the Daughters of Liberty. Here are some sources which may be helpful starting points for research:

[Who were the Sons of Liberty?](#)

[Association of the Sons of Liberty of New York](#)

[The Daughters of Liberty](#)

Then the students will write a letter as though they are telling a friend about the Sons/Daughters. Encourage them to write, either persuading the friend to join the group as a Patriot or expressing concern about the group’s activities as a Loyalist.