Common Core Social Studies Learning Plan Template

**Lesson Title:** Was the Stamp Act Fair?

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**Appropriate for Grade Level(s):** 7th grade

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):**

H4.[6-8].2 Describe the causes and effects of the French and Indian War on U.S. political policy and the expansion of U.S. territory

CCSS.ELA-Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Speaking and Listening. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues

**Type of Lesson:** Research Based Discussion Strategy- Structured Academic Controversy

**Student Readings (list):** *All student readings come from Pro vs Con Conflicting Views of Major Events in American History 1492-1875 Timothy A. Beauchemin 2000*

**Total Time Needed:** 1- 80 minute block period

**Lesson Outline:**

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| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 5 minutes | Opening activity: What were some reasons why the colonists wanted their independence from Britain? | Students are generating a list of responses. Share as a class when done. |
| 15 minutes | Pass out the reading material. Read out loud the background reading. | Once done reading, the students will fill in the first part of the SAC handout. As a class, we will add on to the opening activity if we need to. |
| 2 minutes | Get students into groups of 4 and assign two people “The Stamp Act is Fair!” and the other two “The Stamp Act is Unfair”  | Students need to write their position given at the top of the SAC handout. |
| 10 minutes | Teacher will post annotation directions on the board: “When done reading the text, at the top of the text write one sentence beginning with ‘The main idea is …’ Choose the three most important supporting details and number each of those sentences at the beginning with a “1,” “2,” or “3.” | Students will silently read their assigned text. When they are done reading, they will complete the annotation assignment. They will complete the Background Reading section of the SAC handout. |
| 10 minutes | Teacher should post the student directions with the time allotted on the board. | Once the students are done, the pairs need to complete the Preparing My Argument section of the SAC handout. |
| 4 minutes | Teacher will keep time and make sure groups are on task. | Pair #1 will advocate for their assigned position regardless of personal position or opinion. Pair #2 will make notes and ask questions about information they don’t understand. |
| 4 minutes | Teacher will keep time and make sure groups are on task. | Pairs will reverse roles. |
| 2 minutes | Teacher will keep time and make sure groups are on task. | Each pair uses their notes and what they learned from the other side and makes a short presentation demonstrating their understanding of the opposing view. |
| 5 minutes | Teacher will keep time and make sure groups are on task. | Groups work together to discuss the issue, trying to find points of agreements among the members and reach a consensus on some issue. Groups will record their answers on the SAC handout. |
| 5 minutes | Teacher will lead a whole class debrief. | Students will share information. |
| 15 minutes | Students will need to take their final position on the topic and write a powerful paragraph with their claim, reasoning, and evidence. The students will also need to complete the reflection part of the SAC handout.  | Students will complete the rest of the SAC handout. |

**Description of Lesson Assessment:** The SAC handout will serve as the assessment for this lesson. Students will be recording the claims, reasons, and evidence from both readings. After the student discussion presenting both sides of the argument, students will take a stand on the position (was the Stamp Act fair?) and write a powerful paragraph with their claim, two pieces of evidence, and their reasoning.

**How will students reflect on the process and their learning?** On the SAC handout, the students will have the opportunity to reflect on their participation in the discussion (what they did well and what they need to improve upon).

Background Reading

For nearly 150 years, the only national taxes placed on the English colonies were import duties. However, after the Seven Years War, England’s national government was left with a huge debt. A bill was introduced in Parliament to tax the colonies to help pay that debt. The Stamp Tax would require colonists to purchase from the national government a stamp for all official documents, licenses, and newspapers. When the members of the Virginia House of Burgesses learned about the Stamp Act, they discussed a Resolution opposing it.

The Stamp Act is Fair!

By “Lord South,” speaking before England’s Parliament

Mr. Speaker, I rise in support of the proposed Stamp Act. Ever since Englishmen planted these colonies in the New World, Parliament has not taxed them, except for meager duties on imports and exports. Yet, at great expenses, England has defended the colonies.

For example, we built the world’s most powerful fleet, which protects American trading ships. The Virginia tobacco planter, the Massachusetts fishermen and the Pennsylvania break-maker all owe their profits to the English navy. However, the tariffs they pay do not come close to covering its expense.

And what of our recent war with France? The French were giving guns to the Shawnee and encouraging them to raid American frontier settlements. Our expensive victory ended the Indian threat, because we forced France to give us their possessions in Canada.

In fact, in order to make peace with France two years ago, we agreed to give back several islands we captured in the Caribbean. These islands and their valuable sugar plantation were worth much more to England than Canada. But we gave the islands back to achieve a peace that provided more security to the American colonies. We could have agreed to give Canada back instead, but we did not.

The war was so expensive; our government is now €100 million in debt. The Stamp Act is a fair way to ensure that Americans pay a small part of the cost of a war that helped them so much. People who live in England already pay 3- times more in taxes than Americans. Even with the Stamp Act, the Americans will still pay less than Englishmen pay.

Some Americans claim they should not be taxed because they cannot elect representatives to Parliament. But, that is a strange position for Americans to take. For they only allow property owners to vote for representatives to their colonial legislatures. Yet, they impose many taxes on everyone, including those who do not own property. What hypocrites. The fact is, they recognize that those who cannot vote can still influence those who can. Since virtually every colonial merchant and legislature has an agent in London, it is clear that Americans are able to influence the votes of their English cousins.

Besides, the Americans are far outnumbered by Englishmen living in England. Even if they had representation in Parliament they would be outvoted all the time.

The Americans should stop making excuses for not paying their fair share of taxes. The Stamp Ac is just and long overdue.

The Stamp Act is Unfair

By “Henry Patrick,” speaking before Virginia’s House of Burgesses

Mr. Speaker, I rise to offer a Resolution expressing our opposition to the Stamp Act. It is true that for 150 years, Parliament has not taxed us, other than import and export duties. But, this policy has been pursued because past English governments recognized that it would be wrong for them to tax us. Americans are not allowed to elect representatives to the English Parliament so Americans should not be taxed by Parliament.

I am not suggesting that a government can only tax those who are allowed to vote. In Virginia, only people who own property can vote, yet some taxes must be paid by all. That is fair because those who cannot vote can still influence those who can, for they are neighbors and friends. But, how can we influence those who vote for Parliament, when we live thousands of miles away from them?

It is observed that Englishmen pay more in taxes than we do. The fact that we are not taxed by Parliament, however, does not mean that we do not pay taxes. We pay our own colonial taxes. Do people in England pay Virginia’s taxes for Virginia’s roads and militia? We also obey the Navigation Acts. Requiring us to export our most valuable products, such as tobacco and rice, only to England benefits English merchants, who take a cut of our profits, and the English government that gets to charge us a tariff. The Navigation Acts also require us to import European products through England. We pay more for those products, while English merchants and the English government take money.

We are told we should help pay for England’s navy because it protects us. However, if it weren’t for our association with England, we would not need protection. Our merchant ships are targets of European nations because of their conflicts with England, not with us.

It is true that we benefited from our recent war with France. But it is also true that we paid for American militia also fought in that war and those soldiers were paid by colonial taxpayers.

Until Parliament allows us to elect some of its members, Parliament should not tax us, but instead, should allow us to tax ourselves as we have done for 150 years.

Structured Academic Controversy

Question: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Background Reading |
| Vocabulary words I should know and use | Important facts from background reading |
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| Preparing My Argument |
| My Claims and Reasons | My Evidence and Examples |
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| The Other Side of the Issue |
| Opposing Claims and Reasons | Opposing Evidence and Examples |
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| Common Ground and Further Questions |
| Using evidence, we can agree that… | We need further clarification on … |
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| What did you learn aboutthe ***Stamp Act***? What is your final position on the issue (was the Stamp Act fair)? Write a powerful paragraph with your claim, 2 pieces of evidence, and your reasoning.  |
| Reflect on your participation in the discussion. What did you do well? What do you need to improve upon? |

**Powerful Paragraph Rubric**

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|  | **Criteria** | **Points** |

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|  | **4** | **3** | **2** | **1** |   |
| **Claim** | Claim is clear, correctly placed, and is restated in the closing sentence. | Claim is either unclear or incorrectly placed, and is restated in the closing sentence. | Claim is unclear and incorrectly placed, and is restated in the closing sentence. | Claim is unclear and incorrectly placed, and is not restated in the closing sentence. | \_\_\_\_ |
| **Evidence** | Paragraph has two pieces of evidence taken straight from the text and support the claim.  | Paragraph has one piece of evidence that supports the claim.  | Evidence does not support the claim. | There is no evidence. | \_\_\_\_ |
| **Reasoning** | Each piece of evidence is supported with reasoning that explains the connection between the evidence and claim. | Only one piece of evidence is supported with reasoning. | The reasoning does not support the claim and evidence. | There is no reasoning. | \_\_\_\_ |
| **Mechanics and Grammar** | Paragraph has no errors in punctuation, capitalization, and spelling.  | Paragraph has one or two punctuation, capitalization, and spelling errors. | Paragraph has three to five punctuation, capitalization, and spelling errors. | Paragraph has six or more punctuation, capitalization, and spelling errors. | \_\_\_\_ |
|   |   |   |   | **Total Points** | \_\_\_\_ |

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|  **Teacher Comments**: |