

DISCOVER AMERICA

Teacher Guide



United for Liberty: The
Stamp Act Congress and
the Seeds of Revolution

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Key Themes

- Key Decisions That Shaped Independence
- The Colonists' Fight Against Tyranny
- The Impact of Unfair Laws
- The Role of the Stamp Act in Sparking Change
- Unity Through Shared Challenges

Core Values

- Community
- Life
- Faith
- Liberty



Learning Objectives

Students will be able to

- Understand the concepts of synonyms and antonyms by identifying and using them in the context of the Stamp Act and independence-related vocabulary (e.g., freedom, liberty, taxation).
- Define and explain the importance of freedom as the ability to make one's own choices, linking it to the colonists' desire for self-government.
- Recognize and describe why the colonists thought the Stamp Act was unfair, focusing on the lack of representation in Parliament.
- Analyze the phrase "No taxation without representation" and explain its meaning in the context of the colonists' struggle for fairness.
- Describe the role of the Stamp Act in uniting the colonies, including the creation of the Stamp Act Congress and the early steps toward independence.
- Identify actions taken by the colonists to resist the Stamp Act, including the creation of the Sons of Liberty and the refusal to use stamped paper.
- Explain the purpose and significance of the Declaration of Independence, as a document that formally announced the colonies' freedom and listed their rights.

Key Terms

- 0 1 **antonym:** a word that means the opposite of another word.
- 0 2 **Boston Tea Party:** a 1773 event in which colonists in Boston, upset about a tax on tea, dressed up as Native Americans and dumped an entire shipment of British tea into the harbor.
- 0 3 **colony:** a piece of land controlled by another country.
- 0 4 **Continental Army:** a group of men from all the colonies who fought against Britain during the Revolutionary War.
- 0 5 **Declaration of Independence:** a document that explained why the colonies were breaking away from Britain.
- 0 6 **freedom:** being able to make your own choices and having the power to decide what's best for yourself, your family, and your community.
- 0 7 **Founding Fathers:** the leaders who helped create the United States and fought for its independence.
- 0 8 **independent:** free to make your own decisions.
- 0 9 **militias:** citizen armies.
- 1 0 **mockingly:** to do or say something in a way that makes fun of someone or tries to show that they are not as good, important, or smart as others.
- 1 1 **Parliament:** Britain's government.
- 1 2 **patriotism:** loving and being proud of your country.
- 1 3 **petition:** a formal written request asking for something important to be changed or fixed.

Key Terms

1 4 **repealed:** canceled.

1 5 **representative government:** a system where people elect leaders to speak and make decisions on their behalf.

1 6 **Revolutionary War:** the fight between the colonies and Great Britain that lasted from 1775 to 1783 and ended with the colonies winning their freedom and becoming the United States of America.

1 7 **self-government:** a type of government in which people have the power to make their own rules and decisions.

1 8 **Stamp Act:** a law created by Great Britain that said the colonists had to pay extra money, called a tax, on things made from paper.

1 9 **synonym:** a word that means the same, or almost the same, as another word.

2 0 **tax:** extra money people must pay to the government.

2 1 **The French and Indian War:** a conflict between Great Britain and France over land in North America, where many Native American tribes helped each side.

2 2 **treason:** betraying your country or turning your back on it.

2 3 **tyranny:** when a government acts like a bully and doesn't listen to the people.

Introduction

TELL Students 🗣️

Let's start by learning about synonyms! A **synonym** is a word that means the same, or almost the same, as another word. For example, the words joyful and cheerful are synonyms for "happy" and quick and speedy are synonyms for "fast". An **antonym** is the opposite of a word. For example, antonyms for "happy" are sad or unhappy, and antonyms for "fast" are slow or sluggish. Learning synonyms and antonyms helps us understand words better and use more creative language when we speak or write. Now, let's think about the word freedom. What words mean the same as freedom? Some synonyms for freedom are independence, liberty, or choice. These words describe the ability to make your own decisions and live without unfair control. But what about antonyms for freedom? Some antonyms are slavery, restriction, or control. These words describe situations where people aren't allowed to make their own choices or are ruled by someone else.

ASK Students

Why do you think freedom, or independence, is so important to us today? What do you know about America's journey to freedom?

TELL Students 🗣️

Long before the United States became its own country, the idea of freedom—or liberty—was already starting to grow in the colonies. But what does freedom mean? **Freedom** means being able to make your own choices and having the power to decide what's best for yourself, your family, and your community. For the colonists, freedom wasn't just about small choices like what to eat or wear. It was about having a say in important decisions. The colonists wanted the right to speak up for themselves, work hard for their dreams, and live without unfair control from Great Britain. Freedom—or liberty—was about having a fair chance to live the life they wanted, and that idea began to grow stronger every day. Synonyms like independence and choice remind us just how important freedom was to the colonists—and how important it still is today! Freedom allows us to make decisions, follow our dreams, and work toward a better future, just like the colonists wanted for themselves and their families.

ASK Students

Can you think of a time when you made an important choice for yourself or your family?

Introduction

ASK Students (continued)

How did having the freedom to choose make you feel? [Give students three to five minutes to discuss with their neighbor and then discuss as a class.]

TELL Students 🗣️

Freedom means being able to make your own choices and have a say in what happens around you. For example, deciding what to play at recess or helping choose what to have for dinner are ways you practice freedom. But long ago, the colonists didn't always have that freedom because they were part of something called a colony. A **colony** is a piece of land controlled by another country. In this case, the colonies were controlled by Great Britain. You can think of it like this: Great Britain was like a parent, and the colonies were like grown-up kids who had left for college to start their own lives. Even though they were living far apart, the colonies and Great Britain still had a connection. But when decisions were made—especially decisions about important things like taxes or laws—the colonies didn't get to have a say. This lack of freedom led to disagreements, as the colonies began to feel they should have the right to make more of their own choices.

ASK Students

Why do you think the colonists wanted to have a say in the decisions Great Britain was making for them? How do you think it felt for them to follow rules and pay taxes without being able to share their opinions or have someone they agreed with speak up for them in the British government?

TELL Students 🗣️

The colonists wanted to have a say in the decisions Great Britain was making because those decisions affected their everyday lives. The colonists thought it was unfair to follow rules they didn't help make, especially since they lived so far away from Great Britain, across the wide Atlantic Ocean. But Great Britain wasn't the only country interested in North America. France also wanted land there, which led to a big fight over land and power called the French and Indian War. The **French and Indian War** was a conflict between Great Britain and France over land in North America, where many Native American tribes helped each side. Some Native American tribes supported the French, while others sided with the British. The colonists also helped Great Britain during the war.

Introduction

TELL Students (continued)

During the war, British soldiers mockingly called the colonial soldiers "Yankee Doodles."

Mockingly means they were teasing or making fun of the colonists, acting like they weren't as skilled or important as the British soldiers. But instead of being upset, the colonists took the name and made it something they could be proud of! The colonial soldiers showed great bravery during the war. In the end, Great Britain won the war, but the victory cost them a lot of money, which later caused problems between Britain and the colonies.

ASK Students

Why do you think the colonists were proud to be called "Yankee Doodles," even though the British were making fun of them?

TELL Students

The colonists were proud to be called "Yankee Doodles" because they didn't let the British soldiers' teasing bring them down. Instead, they turned the name into something positive that showed their bravery and spirit. This pride in standing up for themselves and their beliefs is an example of patriotism. **Patriotism** means loving and being proud of your country. It's about working together to protect and support what is good and fair for everyone. The colonists showed patriotism by standing strong during the war and helping Great Britain win. Here's what happened next. The war cost Great Britain a lot of money, and they needed a way to pay for it. So, they decided that the colonists should help cover the costs. To do this, they created the **Stamp Act**, a rule that added a tax to paper items like newspapers, playing cards, and legal documents. A **tax** is extra money people must pay to the government. For example, if a toy costs \$5 and the government adds a \$1 tax, you would have to pay \$6. Under the Stamp Act, the colonists had to buy special stamps to stick on paper items to prove they had paid the tax. **[Reference Stamp Image]** This included everyday things like newspapers, playing cards, and even important legal papers. The colonists were very upset about this tax because they thought it was unfair to pay money to the government without having a say in its decisions. In Great Britain's government, called **Parliament**, the colonists had no representatives to speak for them. In the United States today, taxes are used to pay for important things like schools, roads, and emergency services. And, we can vote on certain taxes and on the people that make decisions about taxes. But back then, the colonists felt it was wrong to be taxed when they had no voice in Parliament.

Introduction

TELL Students (continued)

This feeling of unfairness encouraged the colonists to work together to fight for their freedom. The Stamp Act became one of the first steps on the road to independence.

ASK Students 📷🔑

Why do you think the colonists thought the Stamp Act was unfair, and how did it bring them closer to fighting for their freedom?

TELL Students 🗣️

The colonists believed the Stamp Act was unfair because they didn't have anyone in the British government to speak up for them or explain why the tax was wrong. They thought it was unjust to pay taxes and follow rules when they had no say in making those decisions. You might remember from our last class how the First Great Awakening brought the colonists together through shared faith and beliefs, creating unity. Now, the colonists were finding a new reason to come together—fighting against unfair treatment. They began to say something very powerful: “No taxation without representation!” This meant they didn't think it was fair to pay taxes if they didn't get to help create the rules. This shared belief united the colonies even more, helping them work as a team. They started standing up to Great Britain and fighting for their freedom. This was the beginning of something much bigger—the journey toward becoming **independent**, or free to make their own decisions as a country. Independence didn't happen overnight. It took many important events and people working together to create the great nation we have today. Now, let's watch a Star Spangled Adventures cartoon to learn more about this exciting time!

WATCH 📺

Star Spangled Adventures Cartoon Ep. 38: Stamp Act Congress/Road to Revolution



Lesson

TELL Students 📷🔑

As we learned in our Star Spangled Adventures episode, the Stamp Act caused a lot of problems in the colonies and played a key role in America's journey to independence. Let's take a closer look at how the Stamp Act inspired leaders like Patrick Henry to stand up for freedom. Patrick Henry, one of America's Founding Fathers, stood in Virginia's representative government, and gave a powerful speech about why the Stamp Act was wrong. A **representative government** is a system where people elect leaders to speak and make decisions on their behalf. [Reference **Patrick Henry Image**] And, remember from our earlier lessons that the **Founding Fathers** were a group of extraordinary leaders who worked together to create the United States and secure its independence from Great Britain. These men—like Patrick Henry, George Washington, Thomas Jefferson, Benjamin Franklin, and John Adams—shared a vision of freedom. They also believed that the people should have the power to help make decisions about how they are governed. The Founding Fathers played essential roles in writing important documents, such as the Declaration of Independence and the Constitution, and in making decisions that shaped the future of our nation. They were not only leaders but also thinkers, writers, and brave individuals who stood up for what was right, even when it was risky. During his speech, Patrick Henry warned against **tyranny**—a government that acts like a bully and doesn't listen to the people—and boldly cried, "Treason, treason!" **Treason** means betraying your country or turning against it, and Patrick Henry's bold words inspired many colonists to stand up against unfair treatment. His courage, along with the leadership of other Founding Fathers, united the colonies and strengthened their determination to fight for freedom. The bravery and vision of these leaders helped lay the foundation for the United States of America.

ASK Students

Why do you think the Founding Fathers, like Patrick Henry, were willing to speak out and take big risks to stand up against unfair treatment, even though it could be dangerous for them? What do you think motivated them to fight for freedom and fairness?

TELL Students 🔑

The Founding Fathers, like Patrick Henry, were willing to speak out and take risks because they believed in fairness and freedom for everyone.

Lesson

TELL Students (continued)

They knew that if they stayed silent, unfair laws like the Stamp Act would continue. By speaking up, they encouraged others to join them in standing up to Great Britain and fighting for justice. The colonies were united in their anger about the Stamp Act. In North Carolina, John Ashe, another key American leader, is believed to have said, "This law will be resisted in blood and death." Colonists wanted to make their voices heard, so Massachusetts suggested holding a big meeting called the Stamp Act Congress in New York in 1765. This meeting would represent the angry colonists and give them a chance to speak up. Nine of the 13 colonies sent representatives, and six of them signed a paper saying that, as British subjects, they could only be taxed if they agreed to it. Because the colonies didn't have representatives in Britain's government, called Parliament, they decided they would not obey the Stamp Act. Men across the colonies formed groups called the Sons of Liberty to stand up to Great Britain. The Sons of Liberty warned the people asked to sell the stamped paper not to do it or risk being seen as traitors. As a result, not a single sheet of stamped paper was ever sold in the colonies! One newspaper in Pennsylvania even printed, "No stamped paper to be had." Colonists marched through the streets shouting phrases like, "Liberty, Property, and No Stamps!" and "Taxation without representation is tyranny!" This famous phrase is believed to have been created by a Massachusetts lawyer named James Otis, and it became a rallying cry for the colonies as they united to fight for their freedom.

ASK Students

Why do you think the colonists decided to work together in the Stamp Act Congress and form groups like the Sons of Liberty to stand up against the Stamp Act? How do you think working as a team helped them show Great Britain they were serious about standing up for fairness and freedom?

TELL Students 🦋

The colonists worked together in the Stamp Act Congress and formed groups like the Sons of Liberty because they knew they were stronger when they stood together. They realized that by uniting their voices and efforts, they could show Great Britain how serious they were about fighting against unfair laws. Working as a team made it harder for Britain to ignore them and helped the colonists stay focused on their goal of fairness and freedom. These early efforts to resist British control were important steps that helped lead the colonies toward independence. However, not everything the colonists did to resist was right.

Lesson

TELL Students (continued)

For example, damaging other people's property, like during the Boston Tea Party, was wrong, even if they were trying to make a point. The **Boston Tea Party** happened in 1773 when colonists in Boston, angry about a tax on tea, dressed as Native Americans and threw an entire shipment of British tea into the harbor to protest "taxation without representation." By 1774, the problems between the colonies and Britain had only gotten worse. To punish Massachusetts for the Boston Tea Party and to take away freedoms from all the colonies, the British Parliament passed harsh laws called the Coercive Acts, which the colonists called the Intolerable Acts. In response, the colonies decided to work together again. They held a meeting in Philadelphia called the First Continental Congress. Unlike the Stamp Act Congress, this time 12 out of the 13 colonies sent representatives to discuss how they could stand up to Britain and protect their rights. These actions brought the colonies closer together and set the stage for their fight for independence.

ASK Students

Why do you think the colonies decided to work together at the First Continental Congress? How do you think working together helped them share ideas, make stronger plans, and stand up for their rights more effectively?

TELL Students 🦋

The colonies decided to work together at the First Continental Congress because they realized they were stronger as a team than they would be on their own. By sharing ideas, they could create better plans to stand up to Britain and protect their rights. They understood that uniting their voices would make it harder for Britain to ignore them. Working together also showed that the colonies were serious and determined to fight for fair treatment and freedom. At the Second Continental Congress in 1775, the colonies sent the Olive Branch Petition to King George III as a final attempt to avoid war and restore peaceful relations with Britain. A **petition** is a formal written request asking for something important to be changed or fixed. In this case, the petition begged the king to stop the unfair laws created by Parliament and to give the colonists the rights they deserved as British citizens. The colonies also wrote a Declaration of Rights and Grievances, explaining that they wanted no taxation without representation in Parliament. They hoped these efforts would fix their problems and allow them to remain friends with Great Britain.

Lesson

TELL Students (continued)

However, the colonies also realized they might need to protect themselves if Britain didn't listen. They told each colony to form local **militias**, or citizen armies, to prepare for any battles that might come. In Virginia, Patrick Henry's powerful speech declaring, "Give me liberty, or give me death!" inspired many of the colonists. The colonies were united in their desire for fair treatment, but they were also ready to defend their freedom.

ASK Students

Why do you think the colonies sent a petition to King George III instead of going straight to forming militias and preparing for battles? How do you think this showed they still wanted to be fair and peaceful?

TELL Students

The colonies sent a petition to King George III because they wanted to try solving their problems peacefully first. This showed that the colonists weren't looking for a fight—they just wanted to be treated fairly. However, they also prepared for the possibility that Britain wouldn't listen, which led to important events that changed history. On April 19, 1775, British soldiers marched from Boston to the town of Lexington with orders to capture important colonial leaders and take weapons the colonists had stored. A group of colonists, known as the Minutemen, gathered to stop them. The Minutemen were regular people—farmers, shopkeepers, and blacksmiths—who had trained to be ready to fight at a moment's notice. When the two sides faced each other on the Lexington Green, no one knows who fired the first shot, but this moment became known as "the shot heard 'round the world." **[Reference Lexington Green Image]** This name is used because it marked the beginning of the Revolutionary War, a fight that would change history and inspire other countries to fight for freedom, too. The **Revolutionary War** was the struggle between the colonies and Great Britain over independence. It lasted from 1775 to 1783 and involved many battles and brave sacrifices. In the end, the colonies were victorious, and they won their freedom, officially becoming the United States of America. This victory was a major turning point in history, as it gave birth to a new nation built on the ideas of freedom and self-government. **Self-government** means that people have the power to make their own rules and decisions, rather than being controlled by a king or another country. It gave the people of the United States the right to choose leaders who would listen to their needs and represent their voices.

Lesson

ASK Students

Why do you think the first shot at Lexington, called “the shot heard ‘round the world,” was so important?

TELL Students

The first shot at Lexington, called “the shot heard ‘round the world,” was important because it marked the start of the Revolutionary War. This moment showed the colonies were ready to fight for their freedom. The colonies believed it was important to fight for independence because they wanted the freedom to make their own decisions and to create fair laws that worked for their people. They didn’t want to be controlled by a faraway government that didn’t understand their needs. The road to America’s freedom didn’t happen all at once. It was caused by many events that made the colonists feel they were being treated unfairly. One of the earliest events was the Stamp Act, which forced the colonists to pay taxes without having a say in British government decisions. Over time, unfair laws, harsh punishments, and the colonies’ desire for self-government led to growing anger. The Revolutionary War was the result of these many events, as the colonies united to stand up for their rights and fight for the freedom to govern themselves. The first battle at Lexington marked the beginning of a long and difficult journey to independence.

ASK Students

Why do you think the colonists were willing to fight such a long and difficult war to gain self-government and independence? Do you think having the freedom to make their own decisions was worth the struggle?

TELL Students 📷 🔑

The colonists were willing to fight a long and difficult war because they believed freedom and self-government were worth the struggle. They wanted to create a country where they could make their own decisions, have fair laws, and choose leaders who understood their needs. Their bravery and determination showed how much they valued independence. Remember, in May 1775, after fighting had already begun between the colonies and British soldiers, the colonies held the Second Continental Congress in Philadelphia. This meeting was different from the First Continental Congress in 1774, where the colonies tried to find peaceful solutions to their complaints about British laws. By the time of the Second Continental Congress, the conflict had escalated into fighting, and the colonies needed to decide what to do next.

Lesson

TELL Students (continued)

One of their first decisions was to create the **Continental Army**, a united military force made up of soldiers from all the colonies, and they chose George Washington to lead it. **[Reference George Washington Image]** This was an important step in organizing the colonies for war. The Second Continental Congress took a major step toward independence when it appointed a five-man committee—Thomas Jefferson, John Adams, Benjamin Franklin, Roger Sherman, and Robert R. Livingston—to draft the Declaration of Independence. The **Declaration of Independence** is a document that officially announced the colonies' freedom from Britain. It was adopted on July 4, 1776, and explained why the colonies were breaking away. It stated that all people have the right to life, liberty, and the pursuit of happiness, and that governments exist to protect these rights. This declaration was a huge step toward creating a new nation built on freedom and fairness.

ASK Students

What important decisions did the Second Continental Congress make to help the colonies during the conflict with Britain? Why do you think these decisions, like creating the Continental Army and writing the Declaration of Independence, were so important for uniting the colonies and fighting for their freedom?

TELL Students

The Second Continental Congress made several important decisions to help the colonies during their conflict with Britain. First, they created the **Continental Army**, a united military force made up of soldiers from all the colonies. They chose George Washington as its leader to organize and guide the colonies in battle. Second, they took a bold step toward freedom by drafting the Declaration of Independence. This wasn't just a statement—it was a powerful message to the world that the colonies were no longer under British control. It declared that everyone deserves freedom and fair treatment and marked the beginning of a new nation where people could help decide how they were governed. Before this, many events led to the colonists wanting independence. Years earlier, Britain's government, called Parliament, **repealed** (or canceled) the Stamp Act after protests, but they continued to pass unfair laws that kept the colonies under strict control. Events like the Stamp Act, the Boston Tea Party, and the harsh Coercive Acts made the colonists angrier and more determined to fight for their rights. At first, the colonists hoped Parliament and King George III would listen to their petitions and protests for fair treatment as British citizens.

Lesson

TELL Students (continued)

But when those efforts were ignored, they realized they needed to unite completely and fight for independence. Many brave colonists, who had once been separate, joined together to ignite the flames of a revolution that would change the world. Their courage and determination paved the way for the birth of the United States—a country where freedom is at the heart of everything we do. Today, the freedoms we enjoy, like choosing our leaders, going to school, and speaking our minds, are because of the sacrifices made by those who fought for independence long ago. Their fight reminds us to value and protect our freedom every day.



Standing Up to Parliament: The Stamp Act and the Boston Tea Party Role Play



Objective

Second grade students will learn about the Stamp Act, how unfair taxes from Parliament led to events like the Boston Tea Party, and how the colonists worked together to stand up for their rights.

Materials Needed

- Play money (or cut-out paper coins)
- Small items to represent "taxed goods" (e.g., paper slips labeled tea, paper, sugar, playing cards)
- A large container or box labeled "Boston Harbor"
- A crown or hat to represent King George III
- A gavel or other prop to represent Parliament
- Small "stamp" stickers or stamps to place on items

Instructions

1. Set the Stage:

- a. Begin by reviewing that Parliament, Britain's government, passed the Stamp Act. Tell students this law added a tax to items like tea, paper, and sugar, meaning the colonists had to pay extra money for these goods.
- b. Explain that taxes are used to pay for things, but the colonists didn't have any representatives in Parliament to speak for them, so they thought this was unfair. This is why they said, "No taxation without representation!"

2. Assign Roles:

- a. Assign students roles:
 - Some will be "colonists."
 - One will be "tax collector."
 - One will be "King George III."
 - A small group will represent "Parliament."
- b. Give the "colonists" play money and a few "taxed goods" to start.

3. Parliament Passes the Stamp Act:

- Have the students playing Parliament pretend to meet and decide to pass the Stamp Act. Use a gavel or raise hands to vote for the tax, showing how the colonists weren't included in this decision.



Standing Up to Parliament: The Stamp Act and the Boston Tea Party Role Play



4. Collecting Taxes:

- The tax collector will go around collecting play money from the colonists for their goods and place stamps on the taxed items to show the tax was paid.
- As this happens, some colonists may express frustration, saying, "No taxation without representation!" The teacher can guide them to practice this important phrase and discuss why it was unfair.

5. Boston Tea Party Role Play:

- Explain that after the Stamp Act was repealed, Parliament and King George III still told the colonies what to do in many ways. The colonists were upset by this and especially about a tax on tea. The colonists decided to protest by dumping a shipment of tea into the Boston Harbor.
- Have students stage their own Boston Tea Party by tossing small items labeled tea into the "Boston Harbor" (the container or box).

6. Discussion:

- After the role play, gather the students to discuss:
 - What was Parliament's role in the Stamp Act?
 - Why were the colonists upset about being taxed by Parliament?
 - What happened after the Boston Tea Party?
- Explain how the Boston Tea Party made Parliament and King George III even angrier, leading to harsher laws and more conflict.

7. Reflection:

- Ask students to draw or write about what they learned. For example:
 - How did the colonists feel about Parliament making decisions for them?
 - How do they feel about the colonists' actions during the Boston Tea Party?



Synonyms and Antonyms: Stamp Act Edition!

NAME: _____ DATE: _____

Instructions:

For each word pair below, decide if the words are **synonyms** (similar in meaning) or **antonyms** (opposites). Circle the correct answer.

Word Pairs:

1. Tax – Fee

Synonym or Antonym

2. Freedom – Liberty

Synonym or Antonym

3. Fair – Unfair

Synonym or Antonym

4. King – Ruler

Synonym or Antonym

5. Law – Rule

Synonym or Antonym

6. Fight – Peace

Synonym or Antonym

7. Colonist – Settler

Synonym or Antonym

8. Big – Small

Synonym or Antonym

9. Angry – Calm

Synonym or Antonym

10. Represent – Ignore

Synonym or Antonym

Bonus Activity (Optional):

At the bottom of the worksheet, write one pair of **synonyms** and one pair of **antonyms** from the Stamp Act lesson or your own ideas!

• Synonyms: _____

• Antonyms: _____

Answer Key: Synonyms and Antonyms: Stamp Act Edition!

Word Pairs and Correct Answers:

1. Tax — Fee
 - Synonyms
2. Freedom — Liberty
 - Synonyms
3. Fair — Unfair
 - Antonyms
4. King — Ruler
 - Synonyms
5. Law — Rule
 - Synonyms
6. Fight — Peace
 - Antonyms
7. Colonist — Settler
 - Synonyms
8. Big — Small
 - Antonyms
9. Angry — Calm
 - Antonyms
10. Represent — Ignore
 - Antonyms

Bonus Activity Examples:

Synonyms: Freedom — Liberty

Antonyms: Fair — Unfair

This key provides clear answers for quick checking, ensuring students understand the correct relationships between the word pairs.



What Does "No Taxation Without Representation" Mean?



Objective

Second grade students will learn the meaning of "No taxation without representation" by analyzing the phrase and creating their own slogans to express how the colonists felt.

Materials Needed

- Large chart paper or whiteboard with the phrase "No Taxation Without Representation" written at the top.
- Word cards with definitions and simple pictures (e.g., Taxation, Representation, Fair, Unfair, Laws, Vote).
- Student worksheets or paper for creating their own slogans.
- Markers, crayons, or colored pencils for illustrations.

Activity Steps

Step 1: Introduce and Break Down the Phrase

1. Write "No Taxation Without Representation" on the board or chart paper.
2. Ask students, "What do you think this phrase means?" Write their ideas on the board.
3. Use word cards to break the phrase into smaller parts:
 - Taxation: Explain that this means paying money to the government (like a tax on tea or paper).
 - Representation: Explain this means having someone to speak for you and help make decisions in government.
4. Combine the definitions to explain the full phrase:
 - "The colonists didn't think it was fair to pay taxes to Britain when they didn't have anyone in Parliament to represent them or share their ideas."

Step 2: Discuss the Colonists' Feelings

1. Lead a discussion using these guiding questions:
 - "Why do you think the colonists thought paying taxes without representation was unfair?"
 - "How do you think the colonists felt when their voices weren't heard?"
2. On the board, create two columns:
 - Unfair (what upset the colonists): Write ideas like *paying taxes, no vote in government, no voice*.
 - Fair (what they wanted): Write ideas like *having a say, voting, fair laws*.



LITTLEPATRIOTS

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What Does "No Taxation Without Representation" Mean?



Step 3: Create Slogans

1. Explain that the colonists used slogans like "No Taxation Without Representation" to share their feelings and get others to join their cause. A slogan is a short, powerful phrase that helps people remember an important idea.
2. Ask students to think about how the colonists felt and come up with their own slogans to express those feelings. Examples could include:
 - o "Fair Taxes for Fair Voices!"
 - o "Let Us Vote, Don't Ignore!"
 - o "We Deserve a Say!"
3. Give students paper and have them write their slogans and illustrate them with a simple picture.

Step 4: Share and Discuss

1. Allow students to share their slogans with the class.
2. Discuss how their slogans are similar to "No Taxation Without Representation" and how they show the colonists' desire for fairness and freedom.

Extension Activity

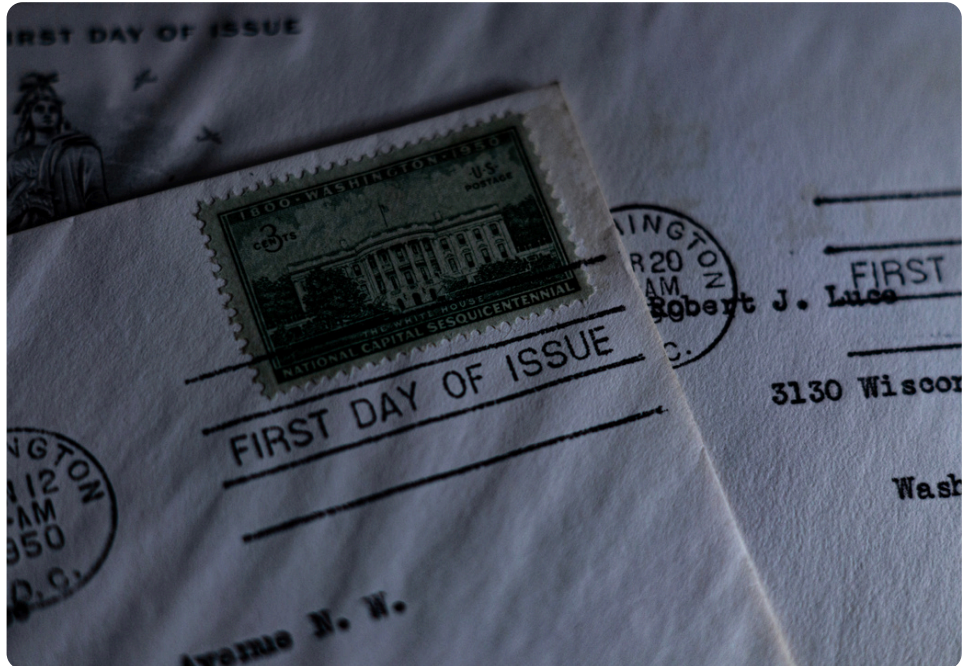
Create a classroom "Colonial Protest Wall" where students can display their slogans and illustrations. This reinforces their understanding and connects them to the colonists' feelings and actions.

Resources

- <https://encyclopediavirginia.org/1658hpr-9260362296ba000/>
- https://northcarolinagenealogy.org/statewide/stamp_act.htm
- https://www.si.edu/object/1p-stamp-act-1765-proof%3Anpm_0.022044.1
- <https://www.loc.gov/resource/rbpe.34604500/>
- <https://constitutioncenter.org/blog/no-taxation-without-representation>
- https://avalon.law.yale.edu/18th_century/patrick.asp
- <https://www.battlefields.org/learn/revolutionary-war/battles/lexington-and-concord>
- <https://www.archives.gov/founding-docs/declaration-transcript>

Images

Stamp



Credit: Canva Pro.

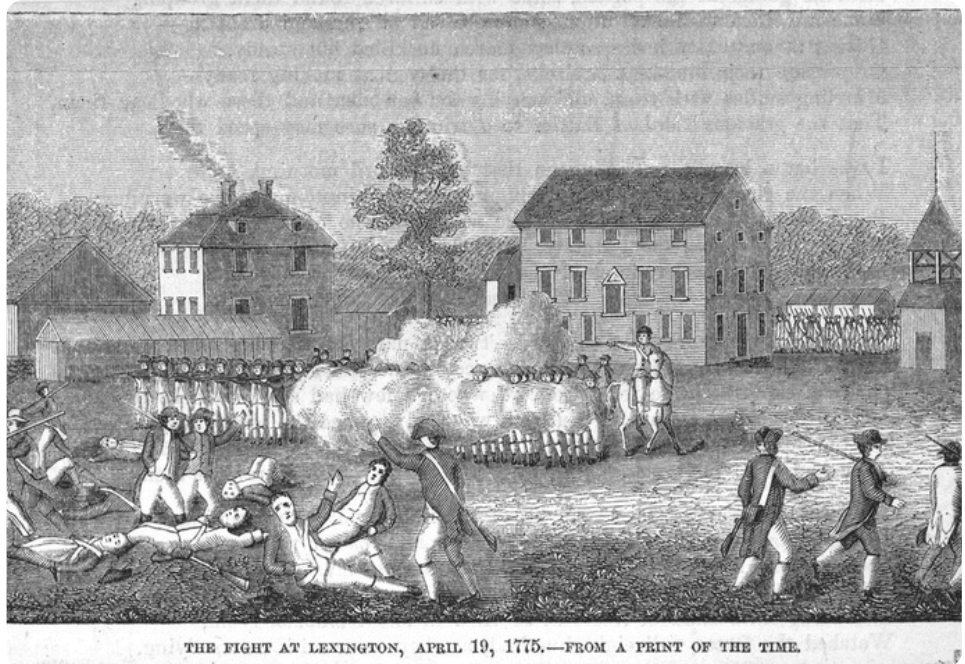
Patrick Henry



Credit: Wikipedia.

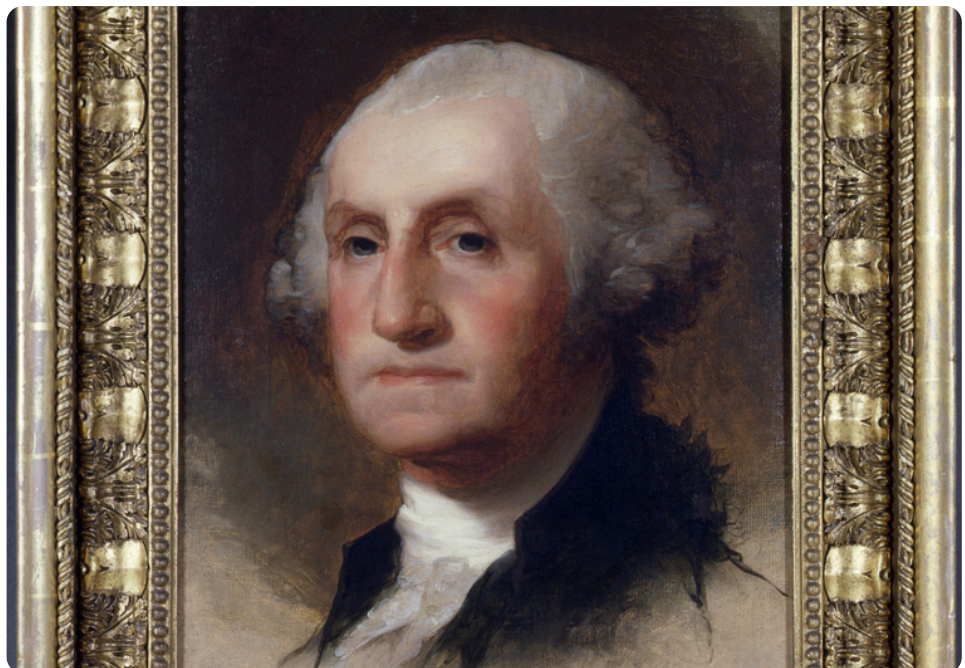
Images

Lexington Green



Credit: Canva Pro.

George Washington



Credit: Canva Pro.

Notes

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