Can’t You Make Them Behave, King George?

Literature Annotation: *Can't You Make Them Behave, King George?* by Jean Fritz with pictures by Tomie de Paola (Scholastic, Inc., New York, 1977) ISBN 0-590-41200-0

Grade Level: 5

Duration: Two class periods

Economic Concept: Taxation

Maryland Voluntary State Curriculum (VSC)

**Economic Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.2.a. Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services and give up others (Grade 5)

**History Standard:** Students will examine significant ideas, beliefs and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States and around the world.

5.C.1.a Identify and sequence key events between the French and Indian War and the American Revolution (Grade 5)

5.C.1.b Explain the viewpoints of Patriots and Loyalists regarding British Colonial Policy after the Seven Years’ War (Grade 5)

**Reading Standard (Comprehension of Informational Text):** Students will read, comprehend, interpret, analyze, and evaluate informational text

2.A.4.f Identify and explain relationships between and among ideas

2.A.4 Draw conclusions and inferences and make generalizations and predictions from text

2.A.4.j Connect the text to prior knowledge or experience

Objectives:

- Students will be able to describe events that led up to the American Revolution.
- Students will be able to analyze the changes in King George III’s policy toward the colonists after the French and Indian War.
- Students will be able to describe the Sugar Act, Quartering Act, Stamp Act, Declaratory Act, the Townshend Duties, and the Tea Tax.
- Students will be able to describe the effects of British taxation on the colonial economy
- Students will be able to explain the colonists’ reaction to King George III’s efforts to tax them
Vocabulary/Concepts: taxes, duties

Materials:
Teacher

Schoolhouse Rock DVD

Teacher Resource Sheets #1-5, “Illustrated Timeline Pieces”
Teacher Resource Sheet #6, “Answer Key- Events Leading Up to the American Revolution”
Teacher Resource Sheet #7, “Illustrated Timeline- Sugar Act”

Student
Student Resource Sheet #1, “No More Kings”
Student Resource Sheet #2, “Events Leading Up to the Revolution”
Student Resource Sheet #3, “Illustrated Timeline Activity”

Resources:


http://theamericanrevolution.org/tline.asp
Outline of events that led to the American Revolution

Note: Prior to this lesson, create a classroom size timeline. (This can be done on a bulletin board or a large piece of butcher block paper.) Teacher Resource Sheets #1-5 should be cut out and placed at the appropriate times on the timeline.

Lesson Development:
1. Motivation: Distribute Student Resource Sheet #1, “No More Kings.” Have students read the song. If possible, play the Video or DVD of “No More Kings” from Schoolhouse Rock. After watching and reading the song, ask:
   • What is this song about?
   • How did the Colonists’ opinion of King George III change? Why?
   • What do you think the author of this song thinks about George III’s taxation of the Colonists?

2. Tell students that they are going to be reading a story about King George III called Can’t You Make Them Behave, King George?
3. After reading the book, ask students to describe the event that made King George feel as if he were a father with disobedient children. *(The Boston Tea Party, p.32)*

4. Tell students that they will be learning more about the events described in this book and how the American Revolution began.

5. Distribute Student Resource Sheet #2, “Events Leading Up to the American Revolution.” Draw student attention to the Classroom Timeline. Review the French and Indian War with students; calling attention to page 30-31 in *Can’t You Make Them Behave, King George?*

6. Remind students that King George needed to raise money to help pay for the cost of the French and Indian War. The first piece of legislation to do that was the Sugar Act of 1764. Display Teacher Resource Sheet #7, “Illustrated Timeline- Sugar Act.” Discuss with students and place picture on appropriate place on classroom timeline.

7. Distribute Student Resource Sheet #2, “Events Leading Up to the American Revolution.” Divide students into 6 groups. Assign each group one of the six remaining pieces of legislation. Groups should research their piece of legislation and complete Student Resource Sheet. *(See Resources for research possibilities.)*

8. After all groups have finished, have them report out in chronological order, placing their illustration on the appropriate place on the classroom timeline. As groups report out, students should complete Student Resource Sheet #3, “Illustrated Timeline Activity.” Discuss areas of the timeline that are not covered by student groups. Debrief for clarity. *(Answers available on Teacher Resource Sheet # 6.)*

9. **Assessment:** Replay the DVD/Video of “No More Kings.” Have students respond to the following prompt. The company that produces “Schoolhouse Rock” would like a new song that describes the events leading up to the American Revolution. In order to find that song, they are holding a competition for 5th grade students. Your teacher has asked you to enter the competition. Make sure to include the following in your song:
   - The changes in King George III’s policy towards the colonies
   - At least one of the pieces of legislation that levied taxes on the colonies
   - The reaction of the colonists to that piece of legislation

10. **Closure:** Have student groups perform their songs for the class.
1754-1763
French and Indian War
1761
George becomes
King George III
1765
Repeal of the Stamp Act
1773
Boston Tea Party
1776
Declaration of Independence
<table>
<thead>
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<th>Year</th>
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<td>The North American part of the Seven Years’ War, a war between France and England for control of the Ohio Valley</td>
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<td>1764</td>
<td>Sugar Act</td>
<td>First Law passed by Parliament for raising tax revenues in the Colonies. It increased the duty on sugar imported from the West Indies</td>
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<td>Quartering Act</td>
<td>Required Colonies to provide food and housing for British Troops</td>
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<td>Stamp Act</td>
<td>Colonists required to pay a tax on every piece of printed paper they used</td>
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<td>1766</td>
<td>Declaratory Act</td>
<td>King and Parliament had the right to make laws for the American Colonies</td>
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<tr>
<td>1767</td>
<td>Townshend Acts</td>
<td>Taxes on glass, paper, paint and tea</td>
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<td>Tea Tax</td>
<td>Only tax not repealed when the Townshend Acts were repealed</td>
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<td>Bostonians, dressed as Indians, boarded docked tea ships and dumped contents into Boston Harbor</td>
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<td>1774</td>
<td>Intolerable Acts</td>
<td>Designed to punish Boston for the Boston Tea Party- Closed Boston Harbor and took away chartered rights of Massachusetts</td>
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### Illustrated Time Line - Sugar Act

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<td>Why did Great Britain enact this law?</td>
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<td>To help pay for the costs of the French and Indian War</td>
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<td>What was the Colonists’ response to this law?</td>
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<td>The colonists held public meetings where they spoke out against “Taxation Without Representation.” Many colonies passed non-importation agreements where they refused to import goods from England.</td>
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No More Kings

Rockin' and rollin', splishin' and a-splashing,
Over the horizon, what can it be?

The pilgrims sailed the sea
To find a place to call their own.
In their ship, Mayflower,
They hoped to find a better home.
They finally knocked
On Plymouth Rock
And someone said, "We're there."
It may not look like home
But at this point I don't care.

Oh, they were missing Mother England,
They swore their loyalty until the very end.
Anything you say, King,
It's OK, King,
You know it's kinda scary on your own.
Gonna build a new land
The way we planned.
Could you help us run it till it's grown?

They planted corn, you know
They built their houses one by one,
And bit by bit they worked
Until the colonies were done.
They looked around,
Yeah, up and down,
And someone said, "Hurray!"
If the king could only see us now
He would be proud of us today.

They knew that now they'd run their own land,
But George the Third still vowed
He'd rule them to the end.
Anything I say, do it my way now.

Anything I say, do it my way.
Don't you get to feeling independent
'Cause I'm gonna force you to obey.
He taxed their property,

He didn't give them any choice,
And back in England
He didn't give them any voice.
(That's called taxation without representation,
And it's not fair!)
But when the Colonies complained
The king said: "I don't care!"

He even has the nerve
To tax our cup of tea.
To put it kindly, King,
We really don't agree.

Gonna show you how we feel.
We're gonna dump this tea
And turn this harbor into
The biggest cup of tea in history!

They wanted no more Mother England.
They knew the time had come
For them to take command.
It's very clear you're being unfair, King,
No matter what you say, we won't obey.
Gonna hold a revolution now, King,
And we're gonna run it all our way
With no more kings...

We're gonna elect a president! (No more kings)
He's gonna do what the people want! (No more kings)
We're gonna run things our way! (No more kings)
Nobody's gonna tell us what to do!

Rockin' and rollin', splishin' and a-splashing,
Over the horizon, what can it be?
Looks like it's going to be a free country

Schoolhouse Rocks
# Events Leading Up to the American Revolution

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