

Title – Unhappiness for the Victors

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Key Words – Parliament, taxes, representation

Grade Level – 5th or 6th

Time Allotted – 50 to 60 min.

Lesson Overview	Students will examine the relationship between the colonies and Great Britain at the end of the French and Indian War by analyzing Benjamin Franklin's testimony before Parliament as well as laws passed by the British Government between 1763 and 1765, which include the Stamp Act, Proclamation of 1763, and the American Duties Act (Sugar Act).
Guiding Question(s)	How did the French and Indian war affect the relations between the 13 British mainland colonies and Great Britain?

Learning Objectives (SWBAT)

- **Historical Analysis and Interpretation** - Students will be able to analyze documents to come to the conclusion that the Proclamation of 1763 broke promises to colonial soldiers.
- **Historical Analysis and Interpretation** Students will analyze the statements made by Benjamin Franklin before Parliament to determine the relationship the colonies had with Great Britain before 1763 and after 1763. They will also identify the Stamp Act as being a law that the colonists were unwilling to follow.
- **Historical Comprehension** -Students will be able to identify how the debt of the French and Indian War led to civil unrest in the colonies.
- **Historical Analysis and Decision Making** -Students will be able to evaluate the Stamp Act, American Duty Act (Sugar Act), and the Proclamation of 1763 and write a letter describing how they feel about them as a colonist.

Standards of Learning & Essential Historical Skills Taught:

- USI.1 The student will develop skills for historical and geographical analysis, including the ability to
- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877;
 - b) evaluate and discuss issues orally and in writing;
 - h) interpret patriotic slogans and excerpts from notable speeches and documents.
- USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by
- a) identifying the issues of dissatisfaction that led to the American Revolution;
- USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by
- a) identifying the political and economic relationships between the colonies and England.

Assessment Tool(s)

- Think, pair, share
- Comparing Dinwiddie's and the King's proclamations
- Questions in power point notes
- Writing a letter to the king
- Cause and Effect chart

Materials

Worksheets, assessments, and power points can be accessed in the "Day 3" folder found within the "Teachers Resources" folder.

Primary Resources

Modifications (to meet needs of diverse learners)

- Students can be heterogeneously mixed.
- Instead of writing a letter, students can list grievances and reasons that the colonists had towards the king.

Procedures

Bell Ringer – Go over If You Were King

1. Have students get out their homework/exit slip from lesson 2, and have a classroom discussion about what types of things they would have chosen to get out of debt.

Franklin's Testimony

2. Say, "We're now going to read together the statements made by Benjamin Franklin in front of Parliament, the law making body for Great Britain, in 1766. By listening to his statements, we should be able to discover some of the things the king decided to do in order to get rid of the debt brought on by the French and Indian War."
3. Pass out the source entitled, Testimony of Benjamin Franklin. For time sake, I suggest reading it out loud to your students.
4. As you read, or they read, have them complete the Benjamin Franklin Testimony Questions sheet.

Proclamation Comparison

5. Say "Now let's take a closer look at the things that happened between 1763-1766 that upset the American colonists."
6. Put your students into groups of 4. Have them examine the following resources and do the worksheet entitled [3-D](#), Making Sense of Proclamations.
 - [Dinwiddie's proclamation](#) 3-A
 - Proclamation of 1763 [Picture](#) and [Summary 3-B](#)
 - [Map of Ohio River and Proclamation line of 1763](#) 3-C
7. Briefly discuss the students' answers as a class.
8. Say to the students "While this demonstrated how Great Britain was trying to control their colonies, it wasn't the only measure of control they used.
9. Say "Let's examine some other things the British government decided to do. Make sure to pay close attention and see if you hear anything that Benjamin Franklin talked about before Parliament."
10. Show the [3-E power point](#). Have the students fill out [power point notes 3-G](#)
11. Have the students "think, pair, and share" with the following question. How would you have responded to these laws passed by Parliament? Why?
12. Show the [3-F power point](#).

Closure

13. Pass out [worksheet 3-H](#) which gives the directions for the students to write a letter to King George III about their feelings as a colonist towards the measures of control put on him/her by the British government.

Unit Assessment- This may need to be done at the beginning of the following days class.

Have the students complete the worksheet entitled, [One Thing Leads to Another](#).