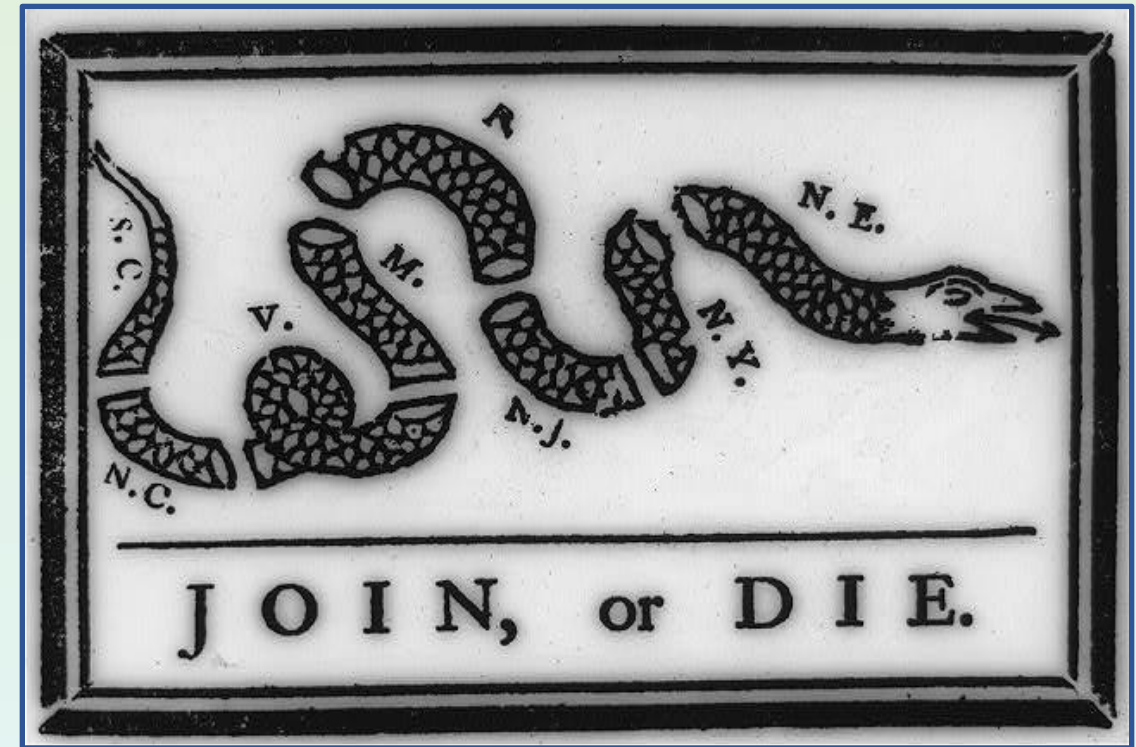


# British Policies After French & Indian War

## 1. Question

After the French and Indian War, the British began taxing the Colonists so they could repay the debt the British accumulated during the war.

In Colonial times, the thirteen colonies were divided amongst each other. To rally the Colonists, Benjamin Franklin printed the cartoon to the right in his newspaper, *The Pennsylvania Gazette*. He wanted to stress the importance of colonial unity.



Click the image to view a video about the meaning behind the cartoon.

Image Source: [Library of Congress](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

**How did British policies and the reaction of the Colonists lead to the American Revolution?**

## 2. Information Sources

1: Watch and read these overviews of the American Revolution:

- Watch this [Causes of the American Revolution BrainPop](#)
- Read about the [Causes of the American Revolution](#)

British Law	Video	Additional Resources
Proclamation of 1763	<a href="#">Watch</a> this!	Read more about the <a href="#">Proclamation of 1763</a>
Sugar Act 1764	<a href="#">Watch</a> this!	Read more about the <a href="#">Sugar Act</a>
Quartering Act 1765	<a href="#">Watch</a> this!	Read more about the <a href="#">Quartering Act</a>
Stamp Act 1765	<a href="#">Watch</a> this!	Read/view more about the <a href="#">Stamp Act</a>
Townshend Act 1767	<a href="#">Watch</a> this!	Read more about the <a href="#">Townshend Act</a>
Tea Act 1773	<a href="#">Watch</a> this!	Read more about the <a href="#">Tea Act</a>
Intolerable/Coercive Acts 1774	<a href="#">Watch</a> this!	Read more about the <a href="#">Intolerable/Coercive Act</a>

SLIDE NAVIGATION



The American Colonies.  
Image Source: [SIRS Discoverer](#)

### 3. Student Activity

1. Once you have been assigned a British policy to research, use the resources on Slide 2 to gather the information you need to become an expert on your assigned policy. Use [this organizer](#) to collect your research.
2. Now, join a group of students who have each researched different policies. Present your assigned policy to your group and Using your organizer, take notes on the other policies as your group members share.

Having a complete understanding of the 7 British policies will help you complete the assessment on Slide 4.



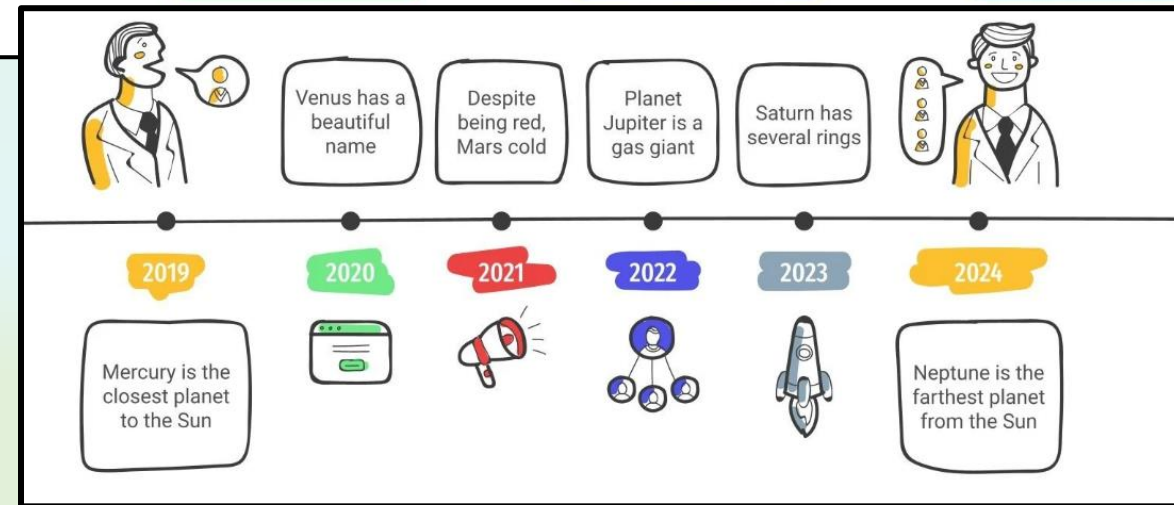
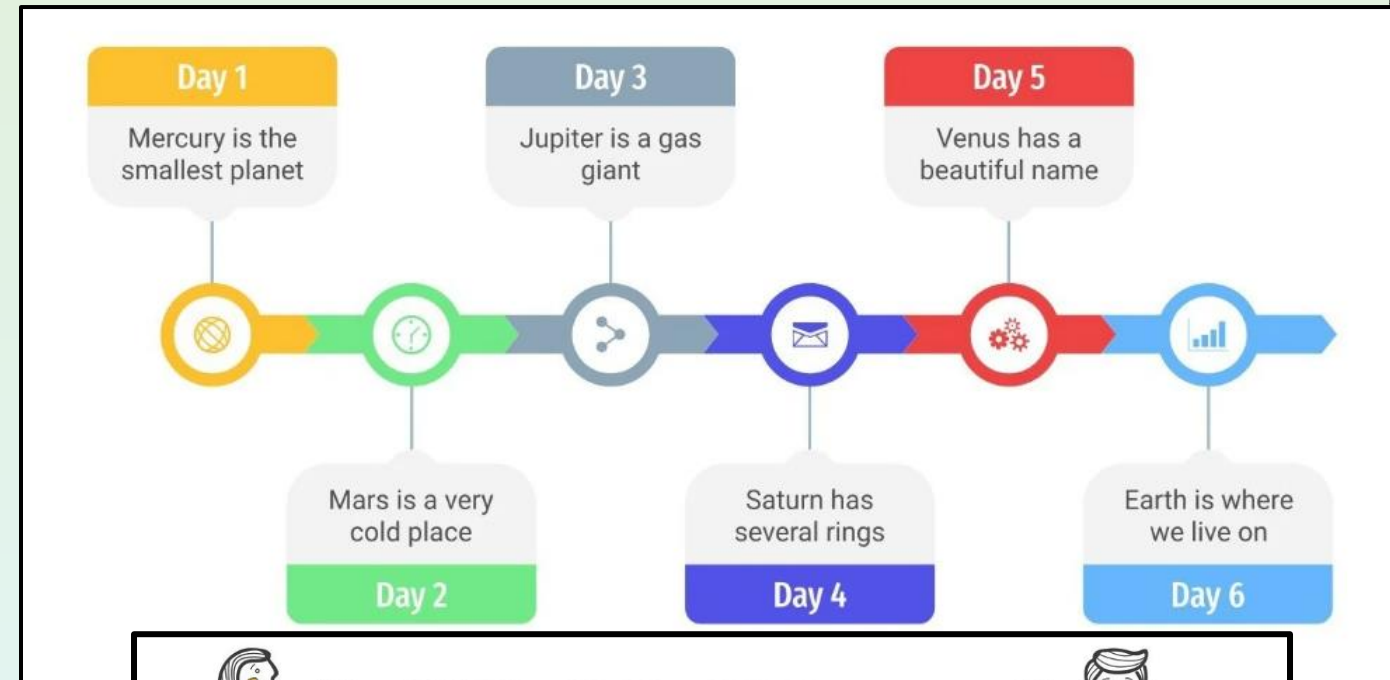
Burning of the Stamp Act  
Image Source: [WikiMedia Commons](#)

## 4. Assessment Activity

Using ONE of the timeline graphics from [this Google Slides template](#) (there are 30 timeline options; pick one slide to work on), create a timeline demonstrating the new knowledge you have acquired. Include all 7 policies on the timeline.

For each policy, make sure you include:

- What each policy said
- How the Colonists reacted
- How the policy led to the American Revolution



## 5. Enrichment Activities



The *Peggy Stewart*, the boat involved in the Annapolis Tea Party. Source: Wikipedia, public domain

- Using [this song](#) as your backing track, create lyrics to a song that explains one or more of the British policies and how colonists reacted.
- You have read about the Boston Tea Party. Now read about the [Annapolis Tea Party](#). Design the front page of a newspaper to summarize what happened that day OR write a journal entry from the perspective of someone who was there.

# 6. Teacher Resources

<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>
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## Learning Standards Alignment

### BCPS Curriculum

#### UNIT III: ROAD TO INDEPENDENCE – THE AMERICAN REVOLUTION

##### Indicator and Supporting Content

A. Students will examine post-war British policies in order to evaluate the reaction of colonial America.

1. Analyze results of the French and Indian War
2. Analyze British colonial policies and colonial reactions to these policies
3. Examine the economic impact of British policies on the colonists and England

#### [Maryland State Social Studies Curriculum](#)

**Standard 5.0 History:** Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.

#### **Topic C.** Conflict between Ideas and Institutions

**Indicator 1.** Examine and explain the role of religious, social and political institutions in America at the end of the American Revolution

**Objective a :** Analyze the political effects of the American Revolution on American society and culture understanding of the subject under investigation.

**AASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by: I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes: I.B.1 Using evidence to investigate questions.

I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes: I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by I.D.2 Engaging in sustained inquiry.

#### [P21 Framework: 21<sup>st</sup> Century Student Outcomes](#)

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

**Objective:** Students will be conducting brief, focused research in order to determine how British policies and the American reaction led to the American Revolution.

**Time Frame:** Two 45-minute or one 90-minute classes

#### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Links, Usernames, and Passwords](#) for login information as needed.

#### **Notes to the teacher:**

- Collaborate with your school library media specialist to plan and implement this lesson.