**The King’s M & M’s**

**Taxation in Colonial America**

**We The People Lesson 6-Why Did American Colonists Want to Free Themselves from Great Britain**

**South Corolina Social Studies Indicator-*8-2.2***: *Summarize the response of South Carolina to events leading to the American Revolution, including the Stamp Act, the Tea Acts, and the Sons of Liberty.*

**Topic;**

**Colonial America’s reaction to the Stamp Act**

**Objective;**

* **Students will be able to explain the reasons the British colonists in the Americas disagreed with British tax laws such as the Stamp Act.**
* **Students will explain tactics colonial Americans used to demonstrate their displeasure with these taxes.**

**Materials;**

* **One 8 ounce bag of M & M’s**
* **Role Cards**
* **One small paper cup for each student**
* **Two plastic spoons or surgical gloves**

**Procedures;**

1. **Cut the role cards into individual cards**
2. **Cut out the Object Cards, label the six cards with names of items commonly worn or possessed by students within class-e.g. sneakers, cell phones, glasses, pens, pencils, jewelry. You do not need to use all six cards: Three to six cards seem to work well for this simulation. In the corner box of each the object cards, write a number ranging from one to three. As will be explained later, these numbers represent a taxable value.**
3. **At the start of class give each students a paper cup containing ten M&M’s. Instruct students not to touch the M&M’s.**
4. **Randomly pass out the role cards as the student enter the class. When they are seated instruct those possessing the “King,” and “Parliament,” and “Tax Collector,” cards to come to the front of the room and sit in their designated “seats of honor,” (all should have an area from which to work from.**
5. **Members of Parliament (those students possessing “Parliament” Role Cards) will draw from the previously compiled and prepared group of Object Cards. Parliament members announce to the “Colonists” what item is to be taxed. After each tax is pulled, take the corresponding number of M&M’s from the colonists**
6. **The students possessing “Tax Collector,” role cards do all of the collecting using plastic spoons or gloves and all “taxes” are returned to Parliament. (Each tax collector has charge of over half the room.) Taxes are levied far at least three items but not more than six.**
7. **After all taxes are levied, the funds are dispersed in the following manner;**
   1. **10% goes to each tax collector**
   2. **50% goes to Parliament-Split among the two members of Parliament**
   3. **40% goes to the King**

* **It is important to note that these percentages have no real value during colonial times**
* **Some students may have all of their M&M’s confiscated and members of Parliament and the king could have upwards of thirty to forty pieces each.**

1. **Read Pp. 44-45; Why did the Colonists Resist British Control? And answer the questions that follow;**
   1. **Would John Locke have supported the British taxes on the colonies?**
      1. **Use the text to support your answer.**
   2. **What was the purpose of the Stamp Act Congress?**
      1. **Explain the outcome of the Stamp Act Congress?**
   3. **What role did the Daughters of Liberty play in demonstrating their displeasure with the taxes imposed by the British?**
   4. **Examine the picture on page 45; Explain what is happening in this picture?**
      1. **How does it relate to the issue of taxation in the colonies?**

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**King Parliament Parliament**

**Tax Collector Tax Collector**

**Cellular Phones**

**Sneakers**

**Jeans**

**Glasses**

**Pen**

**Laptop**