

# The Colonists are Acting Up!

## Introduction

As founding members of the Sons and Daughters of Liberty from the great colony of Massachusetts, we are creating protest correspondence to send out to our fellow colonists!

<b>Sons of Liberty</b>	A _____ society founded by Sam Adams to _____ English _____ in the colonies.
<b>Committees of Correspondence</b>	Colonial groups that _____ around the 13 Colonies about English _____.

## Committee Assignments – Due :

### **Protest Poster**

- **Create a group title.** You can use “The Trouble with Taxes,” or think of your own. (Example: “Taxes are Non-Cents!”)
- **Decorate your protest poster!**
  - **Create symbols protesting the different Acts passed by Parliament and the king.**
- **Each Person: Create a card of correspondence** about your Act.
  - Write your card protesting your Act.
  - Try to be persuasive. Write in the first person, present tense. Direct your protest to the king and parliament.
  - Create an envelope with symbols.

### Instructions: Card

1. The Sugar Act <ul style="list-style-type: none"> <li>• Create a catchy title</li> <li>• Explain:             <ul style="list-style-type: none"> <li>• What is the Sugar Act?</li> <li>• Why should we protest it?</li> </ul> </li> </ul>	2. The Stamp Act <ul style="list-style-type: none"> <li>• Create a catchy title</li> <li>• Explain:             <ul style="list-style-type: none"> <li>• What is the Stamp Act?</li> <li>• Why should we protest it?</li> </ul> </li> </ul>
3. The Quartering Act <ul style="list-style-type: none"> <li>• Create a catchy title</li> <li>• Explain:             <ul style="list-style-type: none"> <li>• What is the Quartering Act?</li> <li>• Why should we protest it?</li> </ul> </li> </ul>	4. The Townshend Acts <ul style="list-style-type: none"> <li>• Create a catchy title</li> <li>• Explain:             <ul style="list-style-type: none"> <li>• What is the Townshend Act?</li> <li>• Why should we protest it?</li> </ul> </li> </ul>

Catchy Title: \_\_\_\_\_

Salutation:	• Calling all . . . !
<b>Green:</b> Declare!	• We must stop the Act!
<b>Yellow:</b> Slow down	This law
<b>Red:</b> Stop!	• Use bullet points
> Explain the main	•
parts of the Act:	
> Explain why the	•
British created the	
Act.	•
<b>Yellow:</b> Slow down	We colonists think this law
<b>Red:</b> Stop!	• Use bullet point
> Explain why the	•
Colonists felt the	
Act was unfair.	•
> Make sure you	
include no taxation	•
without rep. (except	
Quartering Act)	•
<b>Yellow:</b> Slow down	We must
<b>Red:</b> Stop! Explain	• Use bullet points
the goal of repeal,	•
forms of protest	
	•

**Grade: Protest Poster – 30 points**

Name \_\_\_\_\_

**Poster: 10**

- **Catchy Group Title** \_\_\_\_\_
- **Decorated Poster** \_\_\_\_\_
  - Symbols were creative and catchy \_\_\_\_\_
  - Symbols protested taxes or acts \_\_\_\_\_
  - Symbols needed more thought, effort, creativity \_\_\_\_\_

**Protest Card: 20**

- **“Correspondence” Post Card** was Informative and detailed \_\_\_\_\_
- Had a catchy title \_\_\_\_\_
- Card explained:
  - What the Act said \_\_\_\_\_, Why British created the Act \_\_\_\_\_
  - Why colonists protested the Act \_\_\_\_\_ How colonists protested the Act \_\_\_\_\_
  - Card was decorated with symbols of protest and resistance \_\_\_\_\_
  - Card /Title needed more information, explanation, thought effort \_\_\_\_\_

Grade \_\_\_\_\_/30, \_\_\_\_\_