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| Grade Level: Elementary School | Study Unit: American Revolution | Lesson Topic: Economics | Resource Materials: Aitken Bible Preface |
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Objective:

Elementary school students will understand the role of **economics** in the American Revolution. In addition, students will see how Congress encouraged domestic trade within the colonies. Finally, students will consider how Congress approved the Aitken Bible, in part, to spur the economy by way of the printing industry in America.

Procedure:

- The teacher will ask the students if they have heard their parents talk about paying taxes. The teacher will explain that a tax is a financial charge placed on citizens by their government.
 - Today, taxes are used to pay for things that benefit the public, like schools, roads, and parks.
 - But in 1763, after the French and Indian War, the British taxed the colonies to pay for the war.
- The teacher will explain how Britain taxed the colonies after the French and Indian War.
 - The taxes were to pay the debt incurred by the war and for future defense of the colonies.
 - The Sugar Act reduced an earlier tax rate on sugar but expanded enforcement.
 - The Stamp Act required newspapers (etc.) to be printed on paper from London.
 - The Townshend Acts placed taxes on glass, paper, lead, paint, and tea.
- The teacher will explain the phrase “No taxation without representation.”
 - Colonists said the British should not tax Americans who had no representation in Parliament.
- The teacher will explain how America was the first modern nation to wage an economic war.
 - Boycotts and embargoes were used for eleven years before military action.
- The teacher will explain the colonial economy was supported by international trade and domestic trade.
 - International trade is trade with other nations, involving imports and exports.
 - Imports: items bought from other countries, such as sugar and tea
 - Exports: items sold to other countries, such as timber, tobacco, and rice
 - Domestic trade is trade within the country of items produced in the country.
 - Homegrown items such as timber, tobacco, rice, as well as newspapers, pamphlets
- The teacher will explain how the break with Britain disrupted colonial international trade.
 - Colonists had used British trade relationships, which were now broken.
 - As international trade began to decline, domestic trade continued to rise.
- The teacher will use the Aitken Bible as an example of Congress encouraging domestic trade.
 - Congress wanted to promote the American printing industry through the Aitken Bible.
 - Congress called Aitken’s Bible “an instance of the progress of arts in this country.”
 - Congress recommended the Aitken Bible to “the inhabitants of the United States.”

Closure/Review:

With guided questioning, the teacher will help the students to review the following topics. How did economic concerns motivate the British? How did economic concerns motivate the colonists? What does “no taxation without representation” mean? How did Americans make money with international trade? How did Americans make money with domestic trade? How did Congress try to encourage domestic trade with the Aitken Bible?