

**Made in America: Colonial Imports, Exports, & Boycotts**  
**For Grades 3 & 5**

**Lesson #3- The Colonists Fight Back**

**Pre-lesson:** teach students about the Boston Tea Party

**Session #1**

If you can meet with the whole class via an online platform:

Introduction:

- Ask each student to write a list of reasons why the colonists were mad about having to import things from Mother England and pay taxes on them. (Some things could be made here and some things could be gotten cheaper from other countries, but they weren't allowed to trade with any country but England.)
- Let's figure out what "taxation without representation" means. Who made laws and decisions for the American colonists? (the English government) Do you think that the colonists were allowed to have a say about these laws and decisions before they were voted on? (no) Do you think the colonists were allowed to vote? (no) So, do you think they were able to **represent** themselves when the **tax** laws, like the Sugar Act, were being passed? (no)
- In this lesson we'll be looking at ways the colonists fought back. Name some ways you already know about. (Boston Tea Party, American Revolutionary War)

Here's one way that the colonists fought back:

1. Show **slide #2** of **William Jackson's store ad** and transcription and hold a discussion:

William Jackson had a store in Boston. A group of people got mad at him and "boycotted" his store. That means they refused to shop there.

- Name some of the things he imported from England that you recognize from lesson #2 about imports and exports. (cloth, stockings, nails, glass, tea, and pepper)

2. Look at **slide #3** that begins with "**William Jackson, an importer**". This is a poster that the "Sons and Daughters of Liberty" put up all over Boston. They were the group that was mad at Jackson.

- What does "liberty" mean? (freedom)
- What do you suppose the Sons and Daughters of Liberty wanted? (They didn't want to buy anything from England, so they wanted people to avoid shopping at Jackson's store.)

3. Here's something else people did to fight back. Ask students to read along as they listen to the song, "Young Ladies in Town". Song lyrics are included in this lesson plan. You can listen to it here: [Young Ladies in Town](#)

Go over the vocabulary.

- What did the young ladies agree to give up? (fancy material, ribbon, tea)
- What should they do instead? (make their own simple cloth and be proud of it, love their country enough to want to give up things they really like)

If meeting online with the whole class doesn't work:

Introduction: Give each student the introduction worksheet to fill out at home and follow with an online discussion with as many students as you can.

1. Give each student a copy of Jackson's store ad and transcription and ask them to circle the things he imported from England that they recognize from lesson #2 about imports and exports.
2. Give each student a copy of the boycott poster for Jackson's store. They can write down on the back of the page what liberty means and what they think the Sons and Daughters of Liberty wanted.
3. Give students the lyrics to "Young Ladies in Town". Ask them to write on the back of their papers
  - what the ladies agreed to give up
  - what they should do instead

Go over students' answers online with as many children as you can at a time.

## Session #2

In the last session we explored ways the colonists fought back against "Mother England". What were they? (boycotting, songs) Another thing that the colonists did to fight back was to create cartoons that were printed and handed out or put up like posters.

If you can meet with the whole class via an online platform, show **slide #4: "The Bostonian's Paying the Excise-Man, or Tarring and Feathering"**, and ask the following questions. If you can't all meet at the same time, give each student a copy of the cartoon and its accompanying worksheet (included in this lesson plan).

- Take a close look at the cartoon, making sure to examine things in the background too. What do you notice? (Answers might include: a guy is being forced to drink something and he's "wearing" something strange, tea is being dumped in the background, there's a tree called the "Liberty tree", the sign on it is upside down and it reads "Stamp Act", there's a noose, there's a pole lying on the ground with a knitted hat on it)
- Do you know what "tarring and feathering" is and why it might have been done? (They poured hot, melted tar on a man and then dumped feathers on him. It was done to hurt him and make him feel ashamed and foolish for doing something people felt was wrong.)
- What does "excise" mean? If you don't know, guess. (tax) The man who was tarred and feathered was an Englishman named John Malcolm. What do you think his job was? (He was the British Customs Commissioner- the tax collector.)
- The man doing the pouring is the "Bostonian". He is pouring something down Mr. Malcolm's throat. What might that be? Hint: What is the liquid in? (a teapot; he's forcing Mr. Malcom to drink imported, boycotted tea. That's how the Bostonian is paying his tea tax.)
- What does the cartoonist think of the Stamp Act? How can you tell? (He doesn't approve- the Stamp Act is upside down on the Liberty Tree.)
- The Liberty Tree was a big old tree in Boston where the Sons of Liberty liked to meet. The pole on the ground with a hat on it is a "liberty pole". These were put up in the middle of a lot of towns by those who wanted to break away from England. Sometimes there was a knitted "liberty cap" on top of the pole and sometimes a flag in favor of liberty was on top. Maybe the pole in this cartoon was knocked down by Mr. Malcolm, or maybe the Sons of Liberty were about to put it up. The guy in front who looks like he is wearing a skirt is a sailor, probably from the ship you see in the background. (He is wearing "slops" - very wide shorts that he put on over his knee breeches (pants) to help keep them clean.) The noose is a warning.
- What's the big message of this cartoon? (Fight back, don't let England get away with it, let the public know that we mean business and this could happen to you if you don't join us or make us do something that we don't want to do.)

2. Students will create their own cartoon, poem, or song. You might ask them to work in pairs via online or phone conversation. Give each student or pair of students their own copy of the cartoon and the worksheet included in this

lesson plan for creating a song poem, or cartoon. They can complete the worksheet at home. Hold an online sharing session, if possible, or collect students' creations and send them out in whatever way works best.

**Made in America: Colonial Imports, Exports, and Boycotts**  
**Lesson #3- The Colonists Fight Back**  
**Introduction Worksheet**

1. Think back to your last lesson. Why were the colonists mad about having to import things and pay taxes on them? Make a list.

2. Let's figure out what "taxation without representation" means. Who made laws and decisions for the American colonists?

Do you think that the colonists were allowed to have a say about these laws and decisions before they were voted on? Do you think the colonists were allowed to vote?

So, do you think they were able to **represent** themselves when the **tax** laws, like the Sugar Act, were being passed?

3. In this lesson we'll be looking at ways the colonists fought back. Name some ways you already know about.

## Made in America: Colonial Imports, Exports, and Boycotts

### Lesson #3- The Colonists Fight Back

#### “The Bostonian's Paying the Excise-Man, or Tarring and Feathering” Worksheet

1. Take a close look at the cartoon, making sure to look at things in the background too. Make a list of what you notice. List actions and things that might be important.

2. The man in the strange clothes who is being forced to drink something has been “tared and feathered”. Write down what you think that means and why it might have been done.

3. What does "excise" mean? If you don't know, look it up. The man who was tarred and feathered was an Englishman named John Malcolm. He was the British Customs Commissioner. Another term for his job would be the \_\_\_\_\_ collector.

4. The man doing the pouring is the “Bostonian”. He is pouring something down Mr. Malcolm’s throat. What might that be? Hint: What is the liquid in? Why might the Bostonian be forcing Mr. Malcom to drink this liquid?

5. What does the cartoonist think of the Stamp Act? How can you tell?

- The Liberty Tree was a big old tree in Boston where the Sons of Liberty liked to meet.
- The pole on the ground with a hat on it is a “liberty pole”. These were put up in the middle of a lot of towns by those who wanted to break away from England. Sometimes there was a knitted “liberty cap” on top of the pole and sometimes a flag in favor of liberty was on top. Maybe the pole in this cartoon was knocked down by Mr. Malcolm, or maybe the Sons of Liberty were about to put it up.
- The guy in front who looks like he is wearing a skirt is a sailor, probably from the ship you see in the background. He is wearing “slops” - very wide shorts that he put on over his knee breeches to help keep them clean.
- The noose is a warning.

6. What's the big message of this cartoon?

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**Creating a Song, Poem, or Cartoon**  
**Worksheet**

1. Make a list of what the colonists were mad about. Choose one reason for your song, poem, or cartoon.

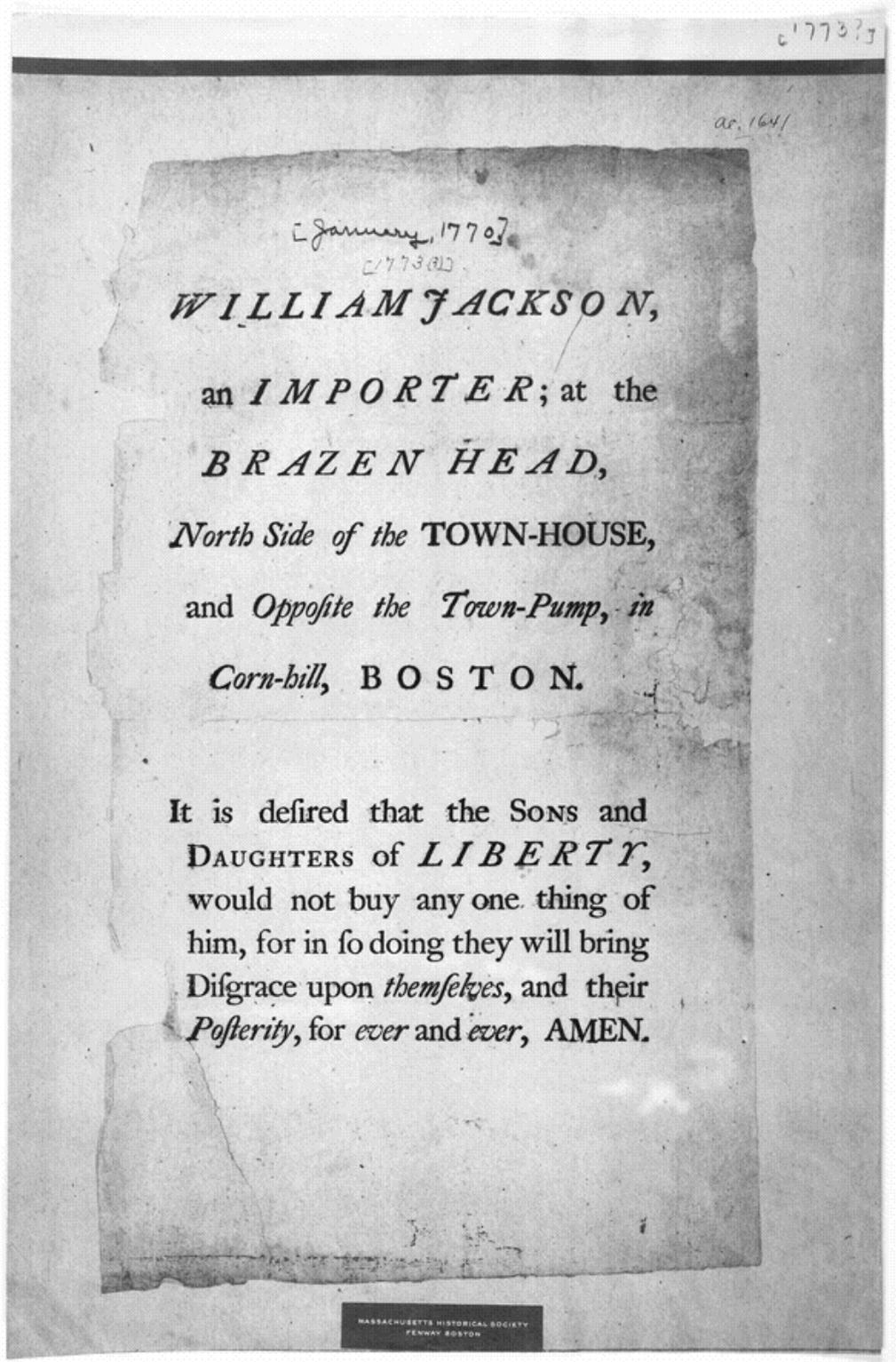
2. If you want to create a cartoon, think about the symbols you found in the “Bostonian’s Paying the Excise-Man”. Make a list of some you might use. If you have ideas for your own symbols, add them to the list.

3. If you want to create a song or poem, make a list of things that were hard to get or that you might want to boycott.

## Further Information

About William Jackson

[William Jackson](#)



Library of Congress

#### Notes

In the 18<sup>th</sup> century, there was an extra letter in the alphabet. It was an "s", but it looked like an "f". If a word above looks strange, substitute an "f" for an "s", and it should make better sense. For instance, in the 5<sup>th</sup> line, look at "Oppofite". Change the "f" to an "s", and you get "opposite".

"Posterity" means children and later generations.

*William Jackson*  
 at the BRAZEN HEAD, next y<sup>e</sup> Town House  
 BOSTON.  
*Imports from London and Bristol,*  
*Cloths of all kinds, Linnens of all sorts, Callicoes,*  
*a great Variety of Stuffs, Silks of different*  
*kinds, all sorts of Hosiery, with a full and*  
*General Assortment of English peice Goods,*  
*Brass Kettles, London Pewter, Nails, Shott, Lead,*  
*Powder, Steel frying pans, w.<sup>th</sup> a full Assortment*  
*of London & Birmingham & Sheffield Hardwares,*  
*Window Glafs, Looking Glasses, Tea, Spices, Starch,*  
*Pepper &c. &c. NB. Money given at said Store,*  
 for all kinds of small Furs.

**William Jackson**  
**At the Brazen Head next ye Town House**  
**Boston**

Imports from London and Bristol.  
Cloths of all kinds, Linnens of all sorts, Callicoes,  
A great Variety of Stuffs, Silks of different  
Kinds, all sorts of Hosiery with a full and  
General Assortment of English piece Goods,  
Brass Kettles, London Pewter, Nails, Shott, Lead,  
Powder, Steel frying pans wth a full assortment  
Of London & Birmingham & Sheffield hardwares,  
Window Glass, Looking Glasses, Tea, Spices, Starch,  
Pepper &c.&c. NB Money given at said Store  
For all kinds of small Furs.

**Vocabulary**

Hosiery- long socks, known as "stockings"

Looking glasses- mirrors

Piece goods- pieces of fabric

Powder- gunpowder

Shott- small, round bullets

Stuffs- fabrics

## Young Ladies in Town

This song first appeared in 1769 in the *Boston Newsletter*.

Young ladies in town, and those that live 'round  
Let a friend at this season advise you,  
Since money's so scarce and times growing worse  
Strange things may soon **hap** surprise you.

First then, throw aside your high-top knots of pride,  
Wear none but your own country **linen**;  
Of **economy** boast, let your pride be the most,  
To **shew cloathes** of your own make and spinning.

What if **homespun** they say, is not quite so **gay**  
As **brocade**, yet be not **in a passion**,  
For when once it is known, this is much worn in town,  
One and all will cry out 'tis the fashion!

No more **ribbands** wear, nor in rich dress appear,  
Love your country much better than fine things:  
Begin without passion, it will soon be the fashion  
To grace your smooth **locks** with a twine string.

These do without fear, and to all you'll appear,  
Fair, charming, true, lovely and clever;  
Tho' the times remain darkish, young men may be **sparkish**,  
And love you much stronger than ever.

### Vocabulary

Brocade- a fancy kind of cloth

cloathes- clothes

Economy-saving money

Gay- happy, pretty

Hap- happen [to]

Homespun- material made at home

In a passion- angry

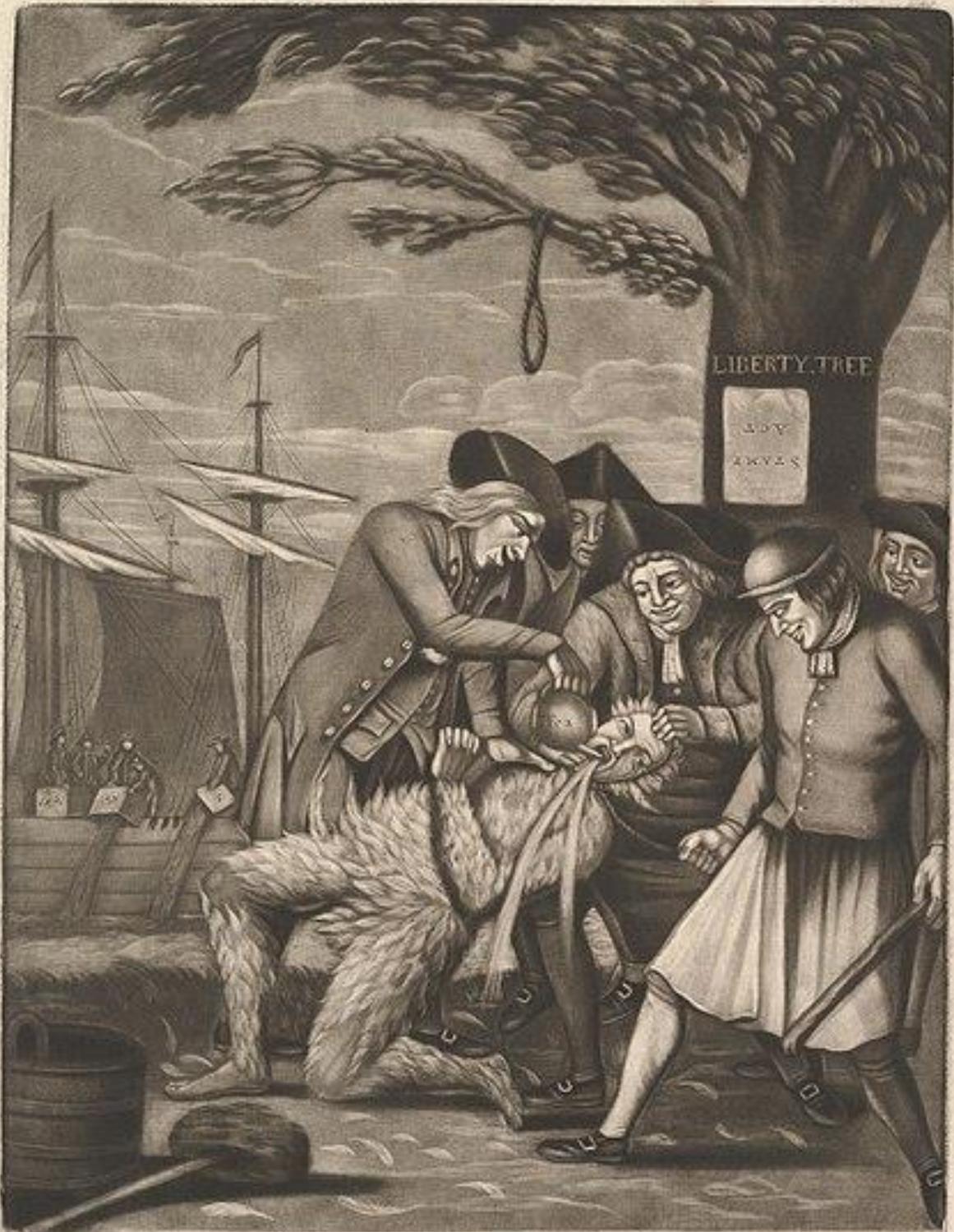
Linen- a kind of material made from the flax plant

Locks- hair

Ribbands- ribbons

Shew- show

Sparkish- flirty



The BOSTONIAN'S Tying the EXCISE-MAN, or TARRING & FEATHERING

Plate I.

London Printed by Robt. Sayer & J. B. Smith, St. Paul's Church-Yard. 1773. Printed by J. G. S. at the Artillery 25, 26, 27, 28.