

***Can't You Make Them Behave, King George?*** by Jean Fritz with pictures by Tomie de Paola (Scholastic, Inc., New York, 1977) ISBN 0-590-41200-0

**Literature Annotation:** *Can't You Make Them Behave, King George?* is a light-hearted look at the life of King George III, his quest to follow all the rules and his perplexity over why those pesky American colonists would not do the same.

**Grade Level:** 5

**Duration:** Two class periods

### **Maryland State Curriculum**

**Economic Standard:** Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

- 4.A.1.a Identify the opportunity cost of economic decisions, such as whether or not to buy products on which British taxes were imposed.
- 4.A.2.a Describe how limited resources and unlimited economic wants caused colonists to choose certain goods and services and give up others
- 4.B.1.b Describe examples of command decisions, such as the imposition of the Stamp Act and the Tea Act.
- 4.B.2.a Explain how colonists were forced to change their purchasing habits based on the scarcity of goods imposed by taxes.
- 4.B.2.b Evaluate the trade-offs of British protectionism.

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

- 5.C.1.a Identify and sequence key events between the French and Indian War and the American Revolution

**Reading Standard (Comprehension of Informational Text):** Students will read, comprehend, interpret, analyze, and evaluate informational text

- 2.A.4.f Identify and explain relationships between and among ideas
- 2.A.4.j Connect the text to prior knowledge or experience

**Objectives:** Students will be able to...

- describe the changes in King George III's policy toward the American colonies
- explain the colonial reactions to command decisions made by King George III and the British Parliament
- analyze the economic choices that the colonists had to make when Parliament enacted various taxation acts
- explain the effects of British taxation on the colonial.
- evaluate the trade-offs of British protectionism

## Vocabulary

**opportunity cost:** the foregone benefit of the next best alternative when an economic decision is made. (Your next best choice!) If the class chooses to go to the library to work on their computer skills instead of having recess, then the opportunity cost of the choice is having recess.

**decision-making:** a process used to solve a problem in social studies including; identify a problem, explain the pros and cons of alternate choices, make a decision based on the choices available, and identify the opportunity cost of the choice made.

**trade:** to engage in the exchange, purchase or sales of resources, goods, or services

**barter:** to trade goods for other goods without using money

**command economy:** an economic system in which economic decisions answering the basic economic questions of “what”, “how”, and “for whom” are made by an authority such as a feudal lord or government agency

**taxes:** mandatory payment to the government

**duty:** a tax charged on certain goods or imports

## Teacher Materials

- “No More Kings,” *Schoolhouse Rock DVD* (song can also be played from their website <http://www.school-house-rock.com/AmericaRock.html> )
- Teacher Resource Sheets (#1-5): *Illustrated Timeline Pieces*, cut out
- Transparency of Answer Key for Teacher Resource Sheet #6: *Events Leading Up to the American Revolution*
- Transparency of Teacher Resource Sheet #7: *Illustrated Timeline - Sugar Act*
- Transparency of Teacher Resource Sheet #8: *If There Were No Taxes*

*Note: Prior to this lesson, create a classroom size timeline. (This can be done on a bulletin board or a large piece of paper.) Teacher Resource Sheets #1-5 should be placed at the appropriate date on the timeline.*

## Student Materials

- A copy of the book Fritz, Jean. *Can't You Make Them Behave, King George?*
- Student Resource Sheet #1: *No More Kings*
- Student Resource Sheet #2: *Can't You Make Them Behave, King George?*, cards cut apart
- Student Resource Sheet #3: *Events Leading Up to the Revolution*
- Student Resource Sheet #4: *Illustrated Timeline Activity*

## Additional Resources

- Kroll, Steven. *The Boston Tea Party*. New York: Holiday House, 1998.
- Schanzer, Rosalyn. *George vs. George: The American Revolution as Seen From Both Sides*. Washington, D.C.: National Geographic, 2004.
- Outline of events that led to the American Revolution at the following site: <http://theamericanrevolution.org/tline.asp>

## Motivation

Distribute Student Resource Sheet #2: *No More Kings*. Have students read the song. If possible, play the Video or DVD of “No More Kings” from *Schoolhouse Rock*. After

watching and reading the words of the song, ask students to discuss the following questions.

- What is the main idea of this song?
- Did the colonists' opinion of King George III change? Why?
- What does the author of this song say about taxation of the colonists by King George III?

### Development

1. Introduce the economic vocabulary terms **command economy**, **taxes**, and **duty**. Discuss who was making most of the economic decisions and was in command, according to in the song. Ask students to compare the colonists' situation to citizens today. Ask students about taxes and duties we pay today and who decides on what goods or services consumers have to pay duties and taxes.
2. Distribute the individual information cards from Student Resource Sheet #2: *Can't You Make Them Behave, King George?* Randomly select a student to read the information card they received. Have all cards read. Have the class re-tell what they have learned about King George III and the American colonies from the information read on these cards.
3. Tell students that they will learn more about why the American Revolution began in the book *Can't You Make Them Behave, King George?* Ask students what they think the author's message might be in this book.
4. Have students read the book. (**Optional:** To focus just on King George III and the colonists, have students start on p. 24 and skip the beginning about King George before he became king.)
5. After reading the book, ask students to recall the event that made King George feel as if he were a father with disobedient children.
6. Look at the illustration on p. 30 of King George with a lot of bills. Ask students to explain why King George III had all these bills. (He needed to raise a lot of money to help pay for the cost of the French and Indian War.) Ask students to recall what King George III decided to do to raise money to pay his bills. (Tax the colonists.) Display a transparency of Teacher Resource Sheet #7: *Illustrated Timeline - Sugar Act*. Discuss the Sugar Act and place the picture on the appropriate place on the classroom timeline.
7. Distribute Student Resource Sheet #3: *Events Leading Up to the American Revolution* and Student Resource Sheet #4: *Illustrated Time Timeline Activity*. Have students preview the different events on Student Resource #3. Divide the class into 6 groups. Assign each group one of the six remaining events. Groups should research their event and complete their part of the resource sheet. (See "Additional Resources" for research possibilities.) Then, using Student Resource #4, they should create an illustration of the law that they researched and complete the written components in the right-hand column.

8. After all groups have finished their research and illustrations, have the groups report to the class in chronological order. After their report, each group should place their illustration in the appropriate place on the classroom timeline.
9. Have the class discuss areas of the timeline that are not covered by student groups. Debrief as needed for clarity. (Answers available on Teacher Resource Sheet # 6.)
10. Have students discuss why the colonists were upset about paying taxes to England and the King. Ask students if citizens today have similar feelings, and why.
11. Display the transparency of Teacher Resource Sheet #8: *If There Were No Taxes*. Ask students to list some positive aspects of paying taxes and its effects on the lives of citizens. Then have students list some negative aspects in the other column. Discuss the trade-offs of paying taxes.
12. Have students list some of the positive and negative aspects of paying taxes to England. Have students evaluate the trade-offs of British protectionism when the colonists decided to defy King George III.

### **Assessment**

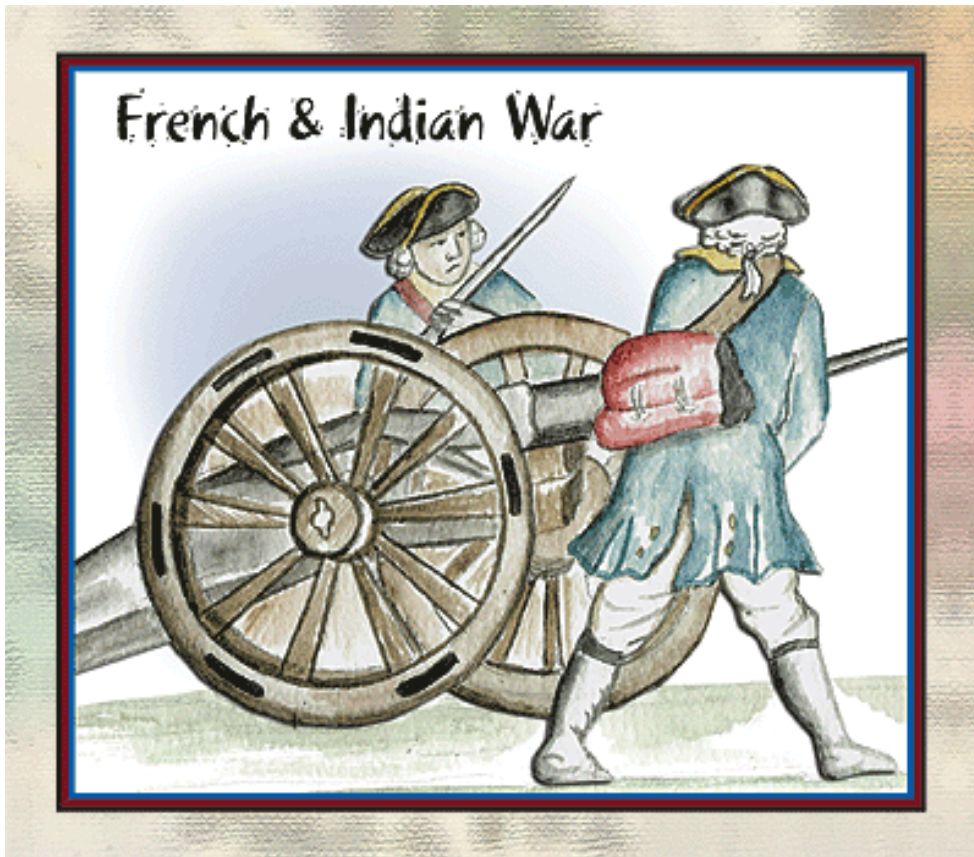
Re-play the song “No More Kings.” Tell students that the company that produces “Schoolhouse Rock” would like a new song that describes the events leading up to the American Revolution. In order to find that song, they are holding a competition for 5<sup>th</sup> grade students. The rules state that the song must include the following:

- The changes in King George III’s policy towards the colonies after the French and Indian War (Seven Years War)
- Information about at least one of the pieces of legislation that levied taxes on the colonies
- The reaction of the colonists to that piece of legislation and economic choice they were making.

**Closure:** Have student groups perform their songs for the class.

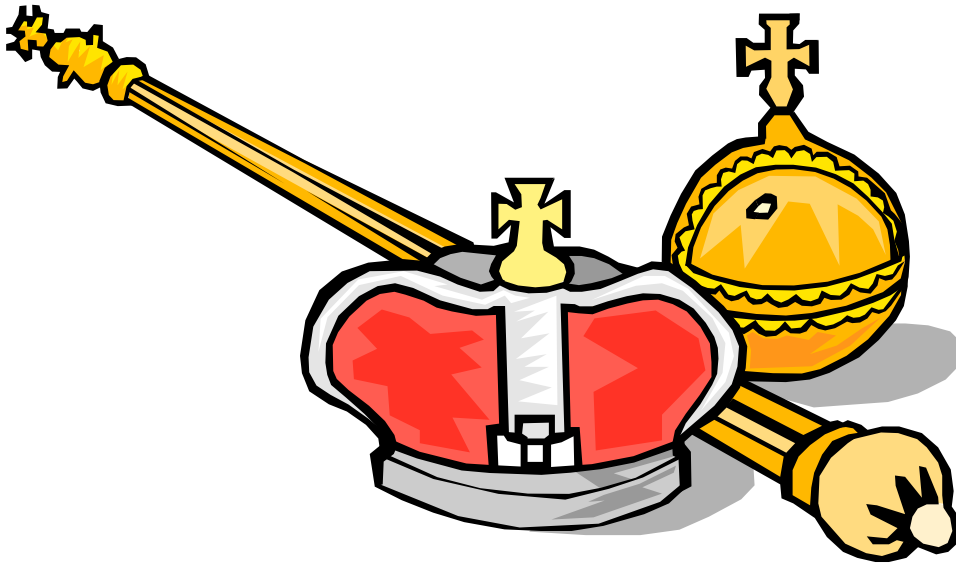
# 1754-1763

## French and Indian War



# 1761

## George becomes King George III



# 1765

## Repeal of the Stamp Act



# 1773

## Boston Tea Party



# 1776

## Declaration of Independence



**Events Leading Up to the American Revolution  
ANSWER KEY**

<b>Year</b>	<b>Event</b>	<b>Explanation</b>
<b>1754-1763</b>	<b>French and Indian War</b>	The North American part of the Seven Years' War, a war between France and England for control of the Ohio Valley
<b>1761</b>	<b>George becomes King George III</b>	
<b>1764</b>	<b>Sugar Act</b>	First Law passed by Parliament for raising tax revenues in the Colonies. It increased the duty on sugar imported from the West Indies
<b>1765</b>	<b>Quartering Act</b>	Required Colonies to provide food and housing for British Troops
<b>1765</b>	<b>Stamp Act</b>	Colonists required to pay a tax on every piece of printed paper they used
<b>1765</b>	<b>Repeal of the Stamp Act</b>	
<b>1766</b>	<b>Declaratory Act</b>	King and Parliament had the right to make laws for the American Colonies
<b>1767</b>	<b>Townshend Acts</b>	Taxes on glass, paper, paint and tea
<b>1770</b>	<b>Boston Massacre</b>	Clash between English soldiers and Boston residents
<b>1770</b>	<b>Townshend Acts Repealed</b>	
<b>1770</b>	<b>Tea Tax</b>	Only tax not repealed when the Townshend Acts were repealed
<b>1773</b>	<b>Boston Tea Party</b>	Bostonians, dressed as Indians, boarded docked tea ships and dumped contents into Boston Harbor
<b>1774</b>	<b>Intolerable Acts</b>	Designed to punish Boston for the Boston Tea Party- Closed Boston Harbor and took away chartered rights of Massachusetts
<b>1776</b>	<b>Declaration of Independence</b>	

***Illustrated Time Line: Sugar Act***

**Illustration of British Law:**



**British Law:**

***Sugar Act***

**Why did Great Britain enact this law?**

***To help pay for the costs of the French and Indian War***

**What was the Colonists' response to this law?**

***The colonists held public meetings where they spoke out against "Taxation Without Representation." Many colonies passed non-importation agreements where they refused to import goods from England.***

***If There Were No Taxes***

<b>If There Were No Taxes, How Would Citizens' Lives Be Different?</b>	
<b>Positives +</b>	<b>Negatives -</b>

## ***No More Kings***

Rockin' and rollin', splishin' and a-splashin',  
Over the horizon, what can it be?

The pilgrims sailed the sea  
To find a place to call their own.  
In their ship, Mayflower,  
They hoped to find a better home.  
They finally knocked  
On Plymouth Rock  
And someone said, "We're there."  
It may not look like home  
But at this point I don't care.

Oh, they were missing Mother England;  
They swore their loyalty until the very end.  
Anything you say, King,  
It's OK, King,  
You know it's kinda scary on your own.  
Gonna build a new land  
The way we planned.  
Could you help us run it till it's grown?

They planted corn, you know  
They built their houses one by one,  
And bit by bit they worked  
Until the colonies were done.  
They looked around,  
Yeah, up and down,  
And someone said, "Hurray!"  
If the king could only see us now  
He would be proud of us today.

They knew that now they'd run their own land,  
But George the Third still vowed  
He'd rule them to the end.  
Anything I say, do it my way now.

Anything I say, do it my way.  
Don't you get to feeling independent  
'Cause I'm gonna force you to obey.  
He taxed their property,

He didn't give them any choice,  
And back in England  
He didn't give them any voice.  
(That's called taxation without representation,  
And it's not fair!)  
But when the Colonies complained  
The king said: "I don't care!"

He even has the nerve  
To tax our cup of tea.  
To put it kindly, King,  
We really don't agree.

Gonna show you how we feel.  
We're gonna dump this tea  
And turn this harbor into  
The biggest cup of tea in history!

They wanted no more Mother England.  
They knew the time had come  
For them to take command.  
It's very clear you're being unfair, King,  
No matter what you say, we won't obey.  
Gonna hold a revolution now, King,  
And we're gonna run it all our way  
With no more kings...

We're gonna elect a president! (No more kings)  
He's gonna do what the people want!  
(No more kings)  
We're gonna run things our way! (No more kings)  
Nobody's gonna tell us what to do!

Rockin' and rollin', splishin' and a-splashing,  
Over the horizon, what can it be?  
Looks like it's going to be a free country

*Schoolhouse Rock*

***Can't You Make Them Behave, King George?***

<p>His toes turned in when he walked, and his teachers nagged him about being lazy. He daydreamed and sometimes drew pictures on the margins of his school papers.</p>	<p>Suddenly on March 20, 1751, when George was 12 years old, his father died. And George, instead of being just plain George, was George, Prince of Wales, and the next king.</p>
<p>George decided that when the time came for him to become king, he would be a good one. He would be a father to his people.</p>	<p>When George was 22 years old, his grandfather died and suddenly George was the new king.</p>
<p>A king must be moral. So at once King George issued a royal proclamation against the use of bad language.</p>	<p>Another rule was that a king should be careful of money. He inspected the kitchen to make sure that there was no waste, and cut down on the number of servants.</p>
<p>England had been fighting a long and expensive war. When it was over, the question was how to pay the bills. A government official suggested that one way to raise money was to tax the Americans.</p>	<p>Americans were English subjects. Didn't English subjects have to obey the English government? So in 1765 a stamp tax was laid on certain printed items in America. King George was amazed that Americans objected.</p>
<p>The government stood firm on England's right to tax the colonies. In 1767 the government tried again and this time the tax was on lead, tea, paint, and some other items from England.</p>	<p>The Americans hated all the taxes. King George felt more like a father with a family of very disobedient children, and he must punish them. Firm, firm, firm. King George would be firm with the Americans.</p>

<p>On July 4, 1776, Americans declared their independence, Naturally King George was annoyed, but he wasn't worried. How could a few colonies hold out against a powerful empire?</p>	<p>When the English troops marched into Philadelphia, King George shouted that the Americans had been beaten. But he hadn't beaten them. The fighting went on.</p>
<p>King George had many hobbies. He made metal buttons, wrote about farming, played backgammon, and collected ships, coins, clocks and watches. He played the flute and harpsichord. He studied the stars in his observatory.</p>	<p>King George did not think of the Revolutionary War as a war until 5,000 English soldiers surrendered at Saratoga.</p>
<p>France, impressed with the American victory at Saratoga, joined the war on America's side. Some people in England wanted to stop fighting, but not George. Never! No independence!</p>	<p>The king addressed the government. "I prohibit you from thinking of peace," he thundered. But the government did think of peace, and eventually they voted for it.</p>

***Events Leading Up to the American Revolution***

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Student Resource Sheet #4

***Illustrated Time Line Activity***

<p><b>Illustration of British Law:</b></p>	<p><b>British Law:</b></p> <p><b>Why did Great Britain enact this law?</b></p> <p><b>What was the Colonists' response to this law?</b></p>
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