

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

College and Career Ready Standards for Reading Informational Text

- RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI3 Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- RI5 Describe the overall structure (e.g., chronology) of events, ideas, concepts, or information in a text or part of a text.

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>) See Resource 9 for lyrics.
- Resource 1-5: *Illustrated Timeline Pieces*, cut out
- Transparency of Answer Key for Resource 6: *Events Leading Up to the American Revolution*
- Transparency of Resource 7: *Illustrated Timeline - Sugar Act*
- Transparency of Resource 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.) Resource 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?*
- Resource 9: *No More Kings*
- Resource 10: *Can't You Make Them Behave, King George?*, cards cut apart
- Resource 11: *Events Leading Up to the Revolution*
- Resource 12: *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 Resource 9: *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 Resource10: *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 Resource 7: *Illustrated Timeline - Sugar Act*. Discuss the Sugar Act and place the picture on the appropriate place on the classroom timeline.
7. Distribute Resource11: *Events Leading Up to the American Revolution* and Student Resource 12: *Illustrated Time Timeline Activity*. Have students preview the different

events on Resource 11. 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 Resource 12, 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 Resource 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 Resource 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 5th 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.

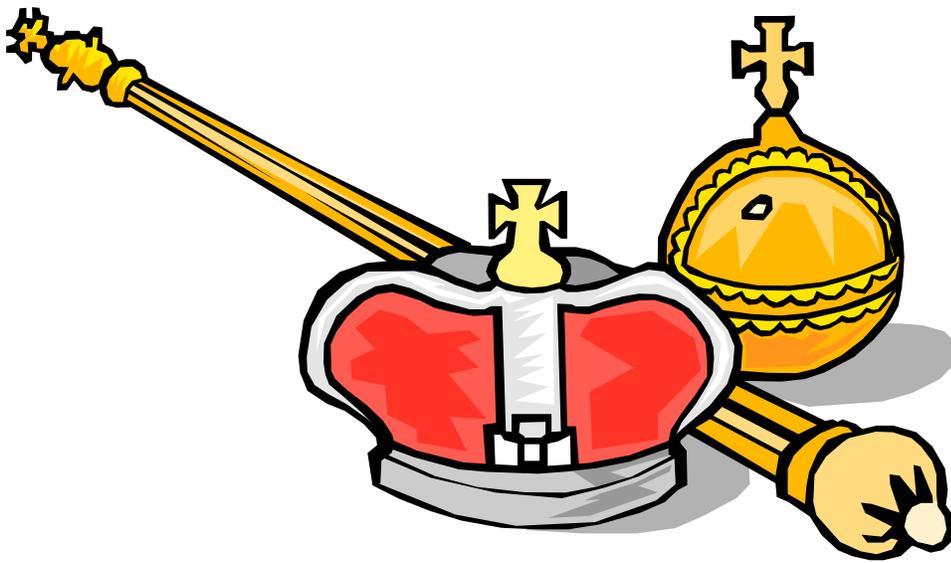
1754-1763

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

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

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

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

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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Illustrated Time Line Activity

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