

PARLIAMENT V. PATRIOTS

Instructions: Circle the role you were assigned for this activity (either Parliament Member or Patriot). Then, you will need to read all of the policies and decide if your role would be supportive of the policy or opposed to the policy. Then, in your group, give the reason you are for the policy or opposed to the policy.

If you are opposed to the policy, list rights you feel are violated by this policy. If you are in favor of the policy, consider which rights the opposing side may think you have violated, and counter those arguments.

Your group will present your reasons for being supportive of or opposed to the policy and the “referees” will ask questions and decide which argument was strongest.

I am a MEMBER OF PARLIAMENT / PATRIOT.

I am SUPPORTIVE OF / OPPOSED TO the following policies.

Action by England	I am SUPPORTIVE OF / OPPOSED TO this policy because...
<p>Proclamation of 1763 This law banned settlement in certain western lands. The purpose was to reduce tensions between the colonists and Native Americans. The British army could then withdraw from the frontier and, thus, save money.</p>	
<p>Sugar Act of 1764 The purpose of this law was to stop the smuggling of goods into and out of the colonies. It gave the British navy greater power to search colonial ships. The law also required products such as tobacco, sugar and timber to be shipped directly from the colonies to Britain. The law set taxes on cloth, sugar, coffee, and wine coming into the colonies.</p>	

The Florida Law Related Education Association, Inc. © 2012

Adapted from We the People: the Citizen and the Constitution,

Lesson 7, Pages 60-61.

PARLIAMENT V. PATRIOTS

Action by England	I am SUPPORTIVE OF / OPPOSED TO this policy because...
<p>Stamp Act, 1765 The law imposed a tax on every legal document, newspaper, pamphlet, and deck of cards coming into the colonies.</p>	
<p>Quartering Act, 1765 The British government moved the army from the western lands into the cities. The law required colonists who were innkeepers of public officials to house and feed the British soldiers.</p>	
<p>Declaratory Act, 1766 The law stated that Parliament has the right to pass laws for the colonies in “all cases whatsoever.” Its purpose was to remind the colonists that the authority of the king and Parliament was superior to colonial governments.</p>	
<p>Tea Act, 1773 The law gave the East India Company the sole right to sell tea to the colonies. The East India Company was a large and important corporation in Britain. The purpose of the law was to keep the company from going broke.</p>	

Adapted from We the People: the Citizen and the Constitution,

Lesson 7, Pages 60-61..

The Florida Law Related Education Association, Inc. © 2012

PARLIAMENT V. PATRIOTS

Referee Sheet

Instructions: Your teacher has assigned an odd number of students to serve as the presiding judges over the Parliament v. Colonists showdown. While Parliament and the Patriots are creating their arguments for and against the following policies, you will need to create questions for each side about the policy. After each side has presented, you will need to score their argument based on how persuasive you think it was. There is a scale below to follow.

1-2	3-4	5-6	7-8	9-10
Poor	Fair	Good	Excellent	Outstanding

Policy	Questions about this policy:	Score	
Proclamation of 1763 This law banned settlement in certain western lands. The purpose was to reduce tensions between the colonists and Native Americans. The British army could then withdraw from the frontier and, thus, save money.		Parl.	
		Patriot	
Sugar Act of 1764 The purpose of this law was to stop the smuggling of goods into and out of the colonies. It gave the British navy greater power to search colonial ships. The law also required products such as tobacco, sugar and timber to be shipped directly from the colonies to Britain. The law set taxes on cloth, sugar, coffee, and wine coming into the colonies.		Parl.	
		Patriot	

Policy	Questions about this policy:	Score	
<p>Stamp Act, 1765 The law imposed a tax on every legal document, newspaper, pamphlet, and deck of cards coming into the colonies.</p>		Parl.	
		Patriot	
<p>Quartering Act, 1765 The British government moved the army from the western lands into the cities. The law required colonists who were innkeepers of public officials to house and feed the British soldiers.</p>		Parl.	
		Patriot	
<p>Declaratory Act, 1766 The law stated that Parliament has the right to pass laws for the colonies in “all cases whatsoever”. Its purpose was to remind the colonists that the authority of the king and Parliament was superior to colonial governments.</p>		Parl.	
		Patriot	
<p>Tea Act, 1773 The law gave the East India Company the sole right to sell tea to the colonies. The East India Company was a large and important corporation in Britain. The purpose of the law was to keep the company from going broke.</p>		Parl.	
		Patriot	

PARLIAMENT V. PATRIOTS

Rubric for Referees

POINT(S)	PERFORMANCE	CRITERIA FOR EVALUATING STUDENT PERFORMANCE
1-2	Not Effective	<ol style="list-style-type: none"> 1. Exhibits lack of understanding 2. Communication unclear, disorganized, and ineffective. 3. Unsure of self, does not think well on feet, does not respond to questions.
3-4	Fair	<ol style="list-style-type: none"> 1. Exhibits minimal understanding of the case materials. 2. Communication minimally clear and organized, but lacking in persuasiveness. 3. Minimally self-assured, but lacks confidence under pressure.
5-6	Good	<ol style="list-style-type: none"> 1. Exhibits adequate preparation/understanding of the case materials. 2. Communications are clear and understandable, but could be stronger in fluency and persuasiveness. 3. Generally self-assured, reads from notes very little.
7-8	Excellent	<ol style="list-style-type: none"> 1. Exhibits mastery of the case materials. 2. Communication is clear, organized, fluent and persuasive. 3. Thinks well on feet, poised under pressure, does not read from notes.
9-10	Outstanding	Superior in qualities listed for 7-8 points' performance.

Adapted from We the People: the Citizen and the Constitution,
Lesson 7, Pages 60-61.