

Name: _____

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Home-School Connection #20

3/2/2017



King George III

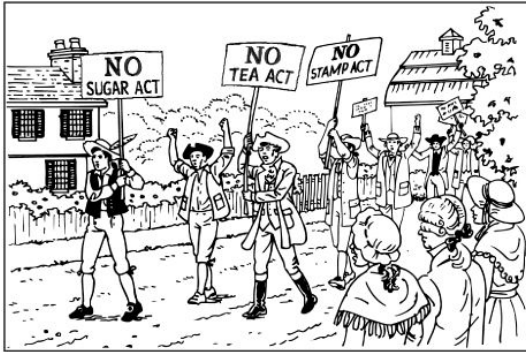
Born: June 4, 1738

Birthplace: London, England

Died: January 29, 1820

PROCLAMATIONS & TAXES: G'day colonists - It's been quite a week in our colonial classroom. Just as you returned from break you were given 100 shillings and told to address teachers by names like Royal Governess and Governor. You were also given a debt/credit sheet (like a checkbook)

to keep track of how much money you had going in and out of your wallet.



Most of your shillings went OUT of your wallet. Our class was re-enacting events from the 1760's just after the French and Indian War. King George III believed that because British colonists in America (you) received protection and support from England, *you wouldn't mind* helping pay back some of the enormous debt England was in from the 7 Years War.

And so began the Sugar Act, the Stamp Act, the Townshend Act and the SHKC Quartering Act, which colonists called the Intolerable acts. (Describe these acts.) All of these events lead up to the notorious Boston Massacre. Don't worry, that won't be acted out! Talk to your parents about the questions below

- How did you feel about doing this simulation? Why?
- How loyal or patriotic did you feel? Did it change over time?
- Was your behavior any different than it usually is? Why do you think this is?
- When one group of people has less power or money than another, what do you think they can do to make change? Did you try that? Why or why not?
- What did the simulation teach you that reading books about history couldn't?

TAXES: People have been paying taxes for thousands of years. If you want to know more about the history of taxes, click here: <https://www.efile.com/tax-history-and-the-tax-code/>

We discussed how taxes are used for many things that students and families in 5S use. For example, Taxes pay for things like public schools, public libraries, public parks, road repairs, snow removal, garbage and recycling collection, police and fire departments, the salary of elected officials like presidents, people who work for the government and our military. The list goes on.

Many people believe taxes are crucial, but they don't "like" paying them. Many people have different belief systems about what taxes should be used for. Some countries have more taxes than others. Ask your parents about their experiences with taxes. Discuss how their jobs, homes, health, education, safety or other things have been affected by taxes. Ask your parents to tell you any stories or experiences they have had while thinking about taxes.



OTHER POSSIBLE TOPICS:
Please check off the ones you discuss

- ☐ EAGLES AND THEIR EGGS - You could show this site: <http://www.dceaglecam.org/>
- ☐ NEW BOOK GROUPS: Which book did you get? Why book groups?
- ☐ BUD NOT BUDDY- we are in the midst of chapter 12 - describe the plot, characters, setting, history, or anything else...
- ☐ DIVISION OF DECIMALS- REMAINDERS and EXPRESSIONS
- ☐ WRITING IS A FORM OF COMMUNICATION- Why write clearly?
- ☐ THOUGHT PROVOKING QUESTIONS! Are you better able to ask them?
- ☐ MISSION U.S. What is it? What does it teach? What do you think of it?
- ☐ AMERICAN DREAM VOTED RIVER TABLE NAME: What do you think?
- ☐ COLONIAL NAMES: What's yours, what would your parent want?
- ☐ TIME FOR KIDS - Two text analysis about invasive species
- ☐ FILMING GETTYSBURG AND SKITS: Learning about ipads and directing
- ☐ SPECIALS: Chinese, Art, Music, P.E. COB: Lots of new projects
- ☐ SOMETHING ELSE? _____



Due MONDAY: We made a time to do this on: _____ Parent Signature & Comments:

Student Rating (1-5) Please say why and which topics lead to the most in-depth discussions.