

# The Stamp Act

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COLONISTS REACT

# Warm Up

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What thoughts would go through your mind if you went home from school today and saw soldiers with guns standing in the streets?



# The Stamp Act

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Required a tax to be paid on legal documents and many paper products such as newspapers and playing cards

A “stamp” would be placed on the product to show that the tax was paid

# The Stamp on a Deck of Cards

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The image shown to the left is a photograph of a deck of cards from the 1760s that has the “stamp” placed there to prove that the person who might buy the cards paid the Stamp Tax.

Accessed [here](#)

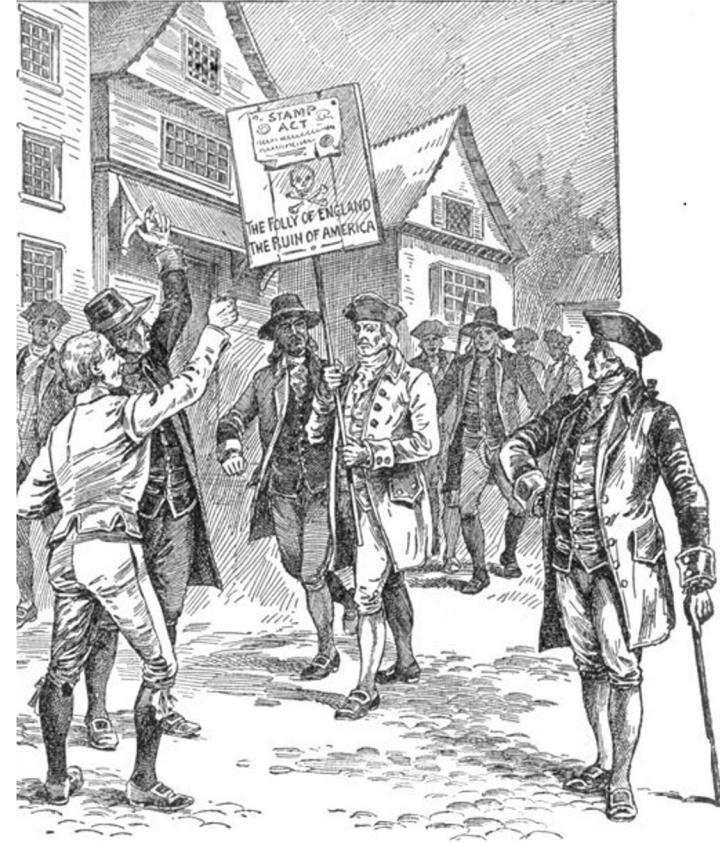
# Stamp Act: Reasons for Colonists Anger

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Colonists did not believe that they were really represented in Parliament

Parliament was taxing – taking their property (money) without their consent

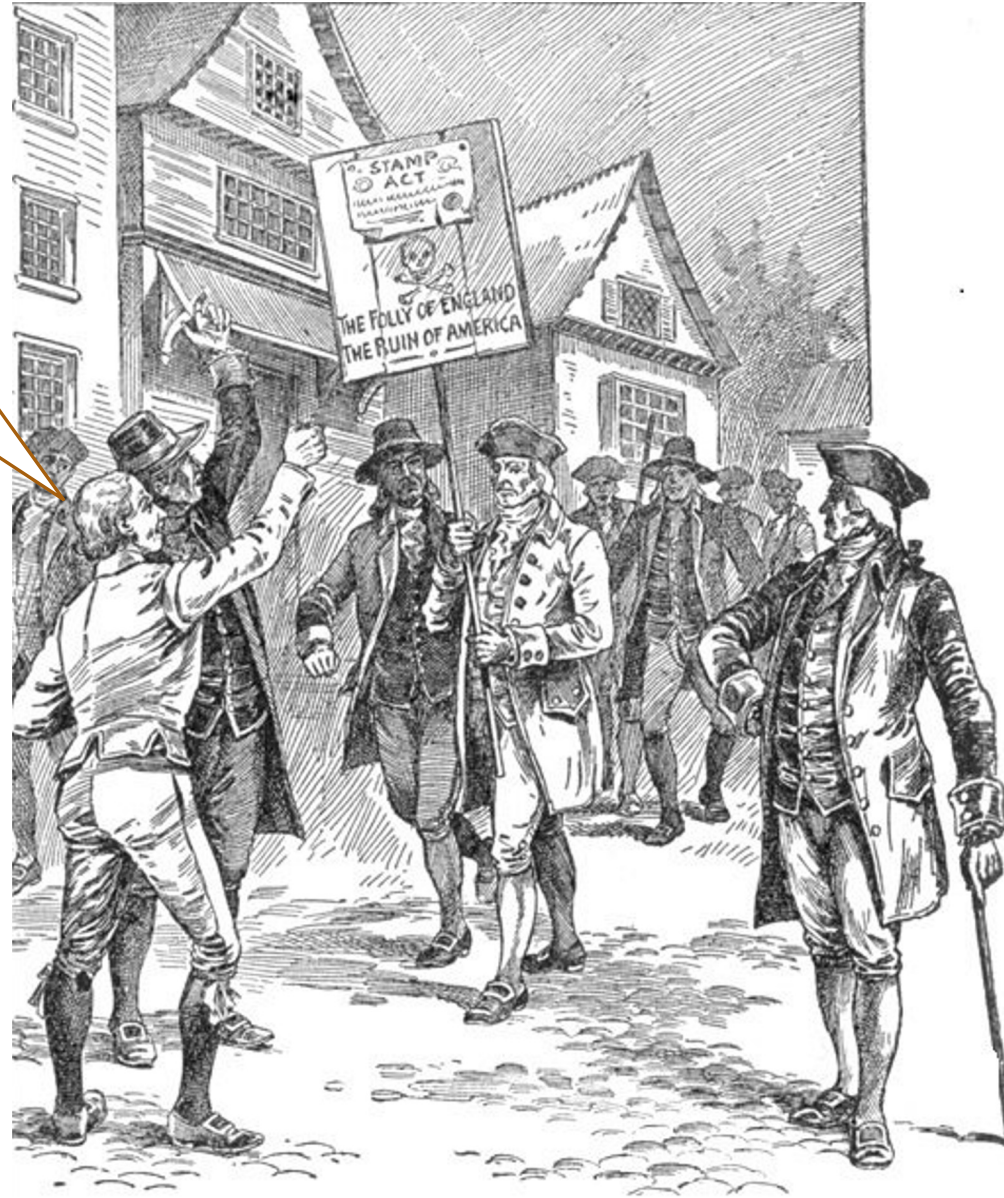
Many things that colonists used (e.g., legal documents, newspapers, even playing cards) were now going to be taxed



Source: [here](#)

*Huzzah!*

*No taxation without  
representation!*





## The Fear of “**Standing Armies**”

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British soldiers would now be stationed in the colonies

A “standing army” is one where soldiers are stationed in towns and streets, patrolling at a time when there is no war

Colonists believed that “standing armies” were there to force colonists to obey unfair laws, not to protect them

# Sons and Daughters of Liberty Formed

- to keep an eye on what Parliament was doing
- to fight taxation by the British government
- to stand up for and defend the colonists' rights as Englishmen





# What's Next?



READING THE STAMP ACT IN KING STREET: OPPOSITE THE STATE HOUSE.

What did the Sons and Daughters of Liberty do after learning about the Stamp Act?

## Read & Analyze

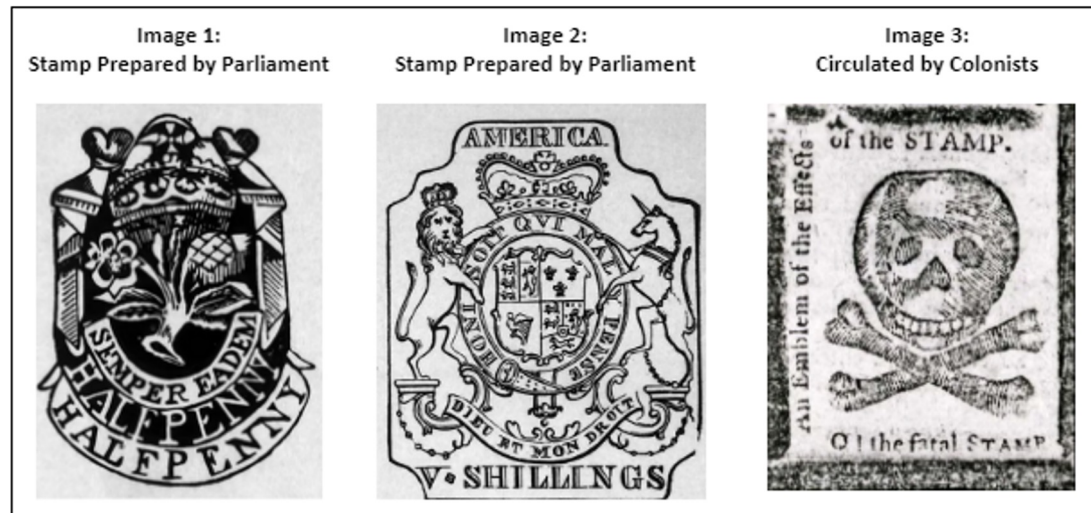
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You are going to read and analyze three sources that will help you understand how the colonists reacted to Parliament's new laws

# Source 1

## Resource 2: Image Analysis

Below, Images 1 and 2 show what the stamps that would be placed on taxable goods actually looked like. Image 3, appearing to the right below, is one that colonists created and circulated to illustrate their point of view about the Stamp Act.



**Directions:** Analyze the image circulated by the colonists (to the right) then answer the questions below.

1. What message is Image 3 designed to communicate?
2. What details from Image 3 support your conclusion?
3. Why do you think the skull and bones are included in Image 3?
4. For whom (audience) do you think Image 3 was created?
5. What effect(s) do you think Image 3 would have on colonists who saw it?
6. What effect(s) do you think Image 3 would have on members of Parliament who saw it?
7. You have now seen the Join, or Die and Stamp Act images (Image 3 above). Why are colonists creating images like this? What goal(s) do they have in mind?
8. Do you think images like this were effective back in 1766? Are images like this still used today? If yes, are they effective?

# Source 2

Questions to think about when reading:

1. How would you describe the actions taken by the colonists?
2. Were those actions justified?
3. What effects do you think the actions are likely to have...
  - a. on other people living in the colonies who watched or learned about what the “mobs” did?
  - b. people back in England?

## Resource 3: How Did Colonists React to News of the Stamp Act?

Account of Governor Thomas Hutchinson, 1765 [modified]

The Boston Gazette newspaper printed an article about how the people of Boston were upset with the Stamp Act and the people who would collect the taxes. One night the people made a dummy and hung it from a tree that they called the “Liberty Tree.” The dummy (called an “effigy”) had a note on it that said “tax collector.” It was a warning to anyone who might try to collect taxes.



In the evening, a mob that numbered in the thousands took the effigy down and marched down to a building where they thought a stamp tax collector named Mr. Oliver would keep the stamps and the tax money that he collected.

The mob destroyed the building. Then they tried to break into Mr. Oliver’s house. They broke his windows, broke down the doors, and destroyed some of his furniture.

The next day a group of lawmakers in Boston met with their governor.

Some of the lawmakers told the governor that the colonists would never let the Stamp taxes be collected.

On the evening of August 26, 1765 a mob gathered on King Street. They broke into the house of a British official and stole wine and other drinks. They then went to Lieutenant Governor Thomas Hutchinson’s house. He tried to get his family to leave. He planned to stay and protect his house. His oldest daughter would not leave unless he did. So, the Lieutenant Governor left.

The mob split open the doors to Hutchinson’s house with axes and entered the house. They stayed until the sun rose and destroyed, took, or threw into the street everything that was in the house. The whole town was stunned by the mob; but no one dared to try to stop them.



**Afternote:** The same kind of things happened in other colonies including Rhode Island, New York, and South Carolina. On the day when the Stamp Tax Act was supposed to go into effect, not a single stamp tax collector was willing to collect the taxes.

# Source 3

Questions to think about when reading:

1. How would you describe the actions taken by the colonists?
2. Were those actions justified?
3. What effects do you think the actions are likely to have...
  - a. on other people living in the colonies who watched or learned about what the “mobs” did?
  - b. people back in England?

At 8 o'clock in the evening of August 27, 1765, colonists entered Martin Howard's home in Rhode Island. Mr. Howard had been given a job as a Stamp tax collector. Around 11 o'clock that same night colonists went back to Mr. Howard's home.

Look at the document below. What information does it provide?

216		RECORDS OF THE COLONY OF RHODE ISLAND	[1773.]
<i>Estimate of damage sustained by Martin Howard, by the Riot at Newport, Rhode Island, August 27, 1765.</i>			
My house, which was repaired, and but just finished; cost me nearly	- - - - -	£450 00 0	Sterling.
Sold for, at vendue, by Mr. Rome, deducting all charges,	- - - - -	210 00 0	£ s. d.
		240 00 0	
It is impossible to be particular, as to the loss and damage of my furniture, as I cannot recollect all the articles, which are lost and missing. What follows are the chief I can remember.			
A shagreen case of knives and forks, almost new	- - - - -	1 10 0	
A scrutoire and book-case, with glass doors, damaged and broken]	- - - - -	2 00 0	
A large mahogany table, broken to pieces	- - - - -	2 05 0	
A small desk lost	- - - - -	1 10 0	
A red cedar desk, and book-case, cut to pieces	- - - - -	3 10 0	
A small tea-table	- - - - -	10 0	
A couch frame lost	- - - - -	10 0	
Four large family pictures, gilt frames; one, by Sir Peter Lely	- - - - -	35 00 0	
Several mezotinto ditto, damaged and broken	- - - - -	15 0	
An escutcheon, or coat of arms, of Mr. Kay	- - - - -	10 0	
A jappanned tea-table, and tea-board, destroyed	- - - - -	1 10 0	
A close stool, with a pewter pan	- - - - -	15 0	
A glass lantern	- - - - -	05 0	
Two large chairs	- - - - -	2 05 0	
A jappanned high case of drawers, broken and lost	- - - - -	4 00 0	
A jappanned dressing table	- - - - -	2 10 0	
Two leather buckets	- - - - -	10 0	
A large demijohn	- - - - -	08 0	
Sundry books lost, kitchen furniture destroyed, china, empty bottles, baskets, &c., broken and lost, at least to the value of	- - - - -	15 00 0	
A cask of old sherry wine, put in bottles, a little while before the riot,	- - - - -	5 00 0	
Cider, provisions in the store and cellar	- - - - -	3 00 0	
A large press book-case, in my office	- - - - -	1 05 0	
A common writing desk	- - - - -	03 0	
		£324 13 0	
I submit it to the consideration of the gentlemen of the committee, appointed to examine the foregoing account, whether they will not think it reasonable to allow interest upon such sum as they shall find due to me. MARTIN HOWARD, Newbern, North Carolina, Dec. 26, 1772.			



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WEEKLY ADVERTISER.

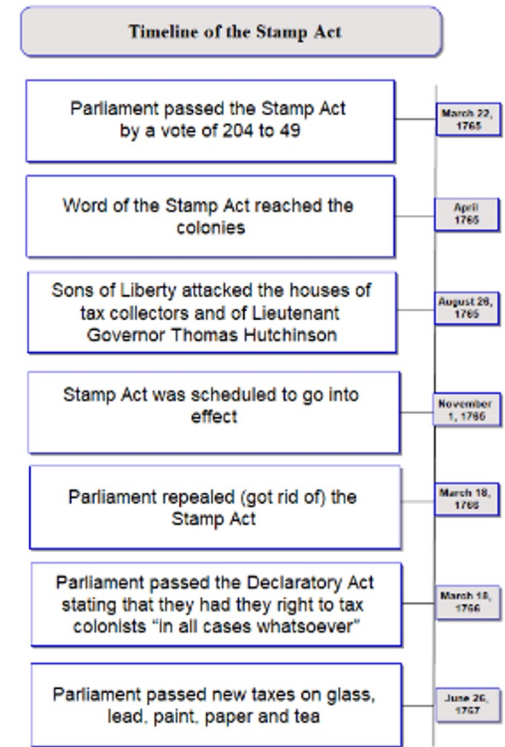
In hopes of a Resurrection to LIVE again.

 **NBC NEWS**  
**LEARN**

Read the dates and events listed on the timeline and then respond to the prompt at the bottom of the page.

#### Resource 5: Timeline of the Stamp Act

Directions: read over the dates and events listed on the timeline below then answer the questions that follow.



Place a check next to any of the following statements describing conclusions that can be drawn from the timeline.

- most people living in the colonies supported what the Sons of Liberty did
- the actions of the mob worked
- members of Parliament supported passage of the Stamp Act overwhelmingly
- Parliament finally accepted the idea that they had no right to tax the colonists
- support for the Stamp Act among members of Parliament decreased
- \_\_\_\_ it took approximately one month for news to get from England to America

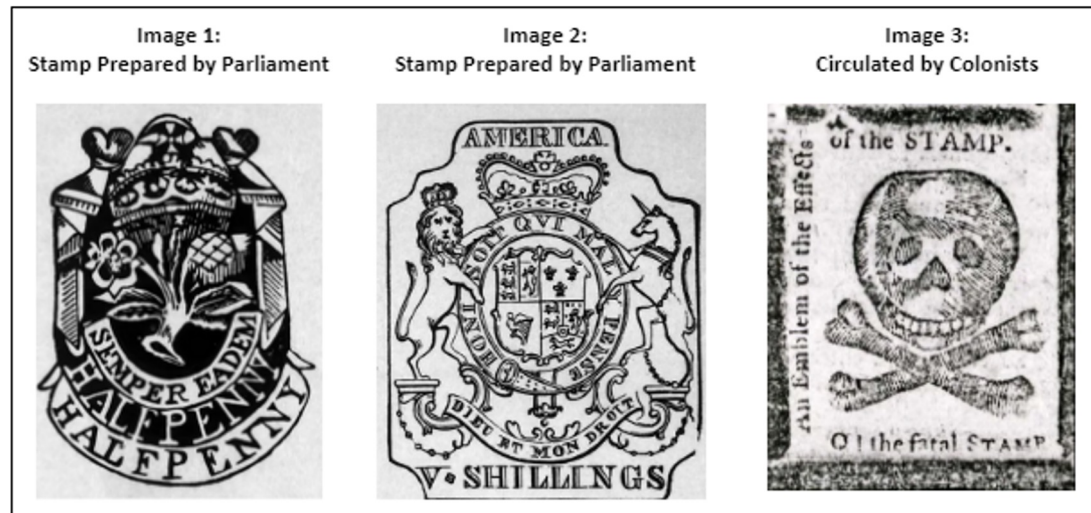
What effect(s) did the Stamp Act have on the colonists and their relationship with British authorities back in the mother country?



**Pick an act of Parliament and draw a small poster that uses images and text to communicate a point of view.**

#### Resource 2: Image Analysis

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