
Grade Level: Middle School	Study Unit: American Revolution	Lesson Topic: Economics	Resource Materials: Aitken Bible Preface
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Objective:

Middle school students will understand the role of **economics** in the American Revolution. In addition, students will see how Congress encouraged domestic trade within the colonies. Finally, students will consider how Congress approved the Aitken Bible, in part, to spur the economy by way of the printing industry in colonial America.

Procedure:

- Lead the students to imagine our football team got into an argument with another football team. Then the rival football team damaged our football field. The school wants our students to pay for the damage.
 - Lead the students to discuss whether or not it is acceptable for the school to force them to pay.
 - Tell students the colonists found themselves in a similar situation after the French and Indian War.
- Lead the students to discuss how Britain taxed the colonies after the French and Indian War.
 - The taxes were to pay the debt incurred by the war and for future defense of the colonies.
 - The Sugar Act reduced an earlier tax rate but expanded enforcement.
 - The Stamp Act required newspapers (etc.) to be printed on paper from London.
 - The Townshend Acts placed taxes on glass, paper, lead, paint, and tea.
- Lead the students to explain the phrase “No taxation without representation”.
 - Colonists said Britain should not tax Americans who had no representation in Parliament.
- Lead the students to consider how America was the first modern nation to wage an economic war.
 - Boycotts and embargoes were used for eleven years before military action.
- Lead the students to discuss how the colonial economy was supported by international and domestic trade.
 - International trade is trade with other nations, involving imports and exports.
 - Imports: items bought from other countries, such as sugar and tea
 - Exports: items sold to other countries, such as timber, tobacco, and rice
 - Domestic trade is trade within the country of items produced in the country.
 - Homegrown items such as timber, tobacco, rice, as well as newspapers, pamphlets
- Lead the students to discuss how the break with Britain disrupted colonial international trade.
 - Colonists had used British trade relationships, which were now severed.
 - As international trade began to decline, domestic trade continued to rise.
- Lead the students to consider the Aitken Bible as an example of Congress encouraging domestic trade.
 - Congress wanted to promote the American printing industry through the Aitken Bible.
 - Congress called Aitken’s Bible “an instance of the progress of arts in this country.”
 - Congress recommended the Aitken Bible to “the inhabitants of the United States.”

Closure/Review:

Lead the students to review the following topics through discussion. How did the British tax the colonists? How did the colonists protest the British taxes? Why was “no taxation without representation” a popular slogan? How was America the first modern nation to wage an economic war? When international trade fell, why did domestic trade rise? How was the Aitken Bible an example of Congress encouraging domestic trade?