A Rising People: Benjamin Franklin and the Americans
Workshop Lesson Plan

I. **Grade Level/Course:** 12th Grade/Honors American History

II. **State Objectives:** The following Sunshine State Standards will be incorporated into this lesson:

   - **SS.A.4.4** - The student understands U.S. history to 1880.
   - **SS.A.4.4.3** - Understands the significant military and political events that took place during the American Revolution.
   - **SS.A.4.4.4** - Understands the political events that defined the Constitutional period.

III. **Learning Objectives:** This lesson plan will seek to have the students accomplish the following:

   A. **Define key terms like:** consanguinity, acquiesce, arduous, perfidy, and unalienable.
   B. **Interpret original source documents such as Poor Richard’s Almanack and other works by Benjamin Franklin.**
   C. **Analyze Franklin’s point of view and the impact of his commentary on colonial and post-colonial America.**

IV. **Suggested Time:** 45-60 minutes

V. **Detailed Description for Procedures for the Activity:** This lesson will be a classroom simulation and research exercise. The theme of this activity will be based on Franklin’s *Poor Richard’s Almanack*. Students will pair up in groups of two and create their own “almanac.” In particular, students will, in the spirit of Ben and James Franklin, identify a commentary issue affecting society and write a commentary piece adopting a pseudonym.

   A. **Preparatory Student Homework:**
      1. Before the activity would be done in class, the students will read a Benjamin Franklin’s Poor *Richard’s Almanack* for homework.

   B. The students would each be responsible for defining the following **vocabulary:** consanguinity, acquiesce, arduous, perfidy, and unalienable.

   C. **Classroom Procedures:** The Franklin almanac exercise would be organized in the following manner:
1. **Organization (5-10 minutes):** The teacher would explain the procedures/assignment to the class and pair the class up into groups of two.

2. **Preparation of almanac (20 minutes):** The class will be given 20 minutes to search the internet to select news clipping or articles on a subject matter which they feel strongly about. Both students will develop at least three arguments on the issue. Then they will develop a character, like Poor Richard, in which they can use to illustrate their arguments in their commentary piece which they will write together.

3. **Presentation of case (15 minutes):** Once each group has designed and written their almanac, they are to take turns presenting it to the class as a whole. During their presentation, they are to:
   
   a. Identify the issue they are commenting on.
   b. Identify who their character is.
   c. Explain why they chose that issue.
   d. Theorize as to how, in their opinion, Ben Franklin would approach the issue, if he was alive today.

4. **Teacher closure (5 minutes):** The teacher will facilitate a classroom discussion about the almanacs and pose questions to each group individually and to the class as a whole. Teacher will conclude the exercise by assigning research questions on Benjamin Franklin that each student will have to answer for homework.

VI. **Assessment Strategy and Description:** This assignment will be designed to have multiple assessment options. The assessment strategy will incorporate both traditional and alternative assessment methods. They are as follows:

   A. Teacher creates questions (objective and/or subjective) for students to answer about the experience to either be answered as part of a homework assignment or as a more formal in-class assessment model (test or quiz).

   B. Alternative assessment (with rubric) which credits students for quality of their preparation and presentations in class and development of reflection/commentary piece in their almanac.

VII. **Materials/Aids Needed:** Computers with internet connection, markers, coloring pencils, pens, card stock paper, printing materials and scissors.