Teaching Franklin: Lesson Plan

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Grade level: High School / British Literature (10-12)
Overview: To help high school students consider Franklin in the larger context of the British relationship with the colonies and evaluate his arguments
Time: One-44 minute class period

**Learning Objective:**
SWBAT- explain Franklin’s messages to the British public through his newspaper commentaries; evaluate Franklin’s arguments from the British point of view and the American point of view; explain how Franklin’s writings are British literature

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<th>Lesson Implementation:</th>
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| “Do-Now”:
Think of a time when your parents wouldn’t let you do what you wanted and you needed to convince them you are grown. What tone would you use to make your point? Why? What argument might you make or examples could you use to prove your side? |

**Anticipatory Set:**

- Discuss responses to Do Now
- Remind students that for Great Britain, Americans were often seen as “children” who thought they were grown.
- In small groups, students will read essays Benjamin Franklin published in *The Public Advertiser* and annotate the text for persuasive language or elements of argument. Then students will discuss in the small group how strong the argument is to Americans and how effective it may have been to the British.
- Groups will share their reflections of both the arguments and the perceived effectiveness to both British and Americans at that time.

**Whole class discussion:**
*What tone did Franklin use? Did it seem effective for the British audience?* *Would he have made the same argument to Americans? Why or why not?* *What elements of argument do these essays share?* *How does Benjamin Franklin fit into British literature?* *How does your thinking about the American Revolution change as a result of considering the British point of view?* *How does this change your understanding of how other British colonies may have felt?*

**Closure Activity:**
Students create a “postcard home”-on an index card, they briefly state what they learned in the lesson-something new, a different understanding, a deeper idea-in today’s lesson.

**Formative Assessments**
1. monitor small groups
2. questioning
3. class discussion

**Differentiation: modified versions with glossed ideas available for struggling readers; small group work:**

21st Century Themes: Civil Literacy, Global Awareness

21st Century Skills: Communication and Collaboration, Media Literacy, Information Literacy