

# State Library of Pennsylvania Ben Franklin Collection

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## *Teaching with Primary Resources Lesson Plan Template*

### **Description**

Lessons and units connected to Common Core Standards for Science and Social Studies focused on materials by and about Benjamin Franklin from the State Library collection, digitized in commemoration of his 300<sup>th</sup> birthday.

### **Location of the Digital Materials**

[The State Library of Pennsylvania – Ben Franklin](#)

### **General Curriculum Framework:**

- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

# LESSON PLAN TEMPLATE

## Section 1:

### Primary Resource Set:

*Include one sentence to describe the digital collection resource used for the lesson plan.*

***The following lesson was designed and based upon the PA State Library digitalized collection of excerpts from Ben Franklin's memoirs.***

### Teacher's Guide:

*Include one to two sentences to introduce the lesson.*

***This lesson was developed to help students connect the similarities between the immigration debate of today and the American/Native relationship of colonial times. Students will examine the issues surrounding Ben Franklin's tactics for dealing with the Natives and try to figure out where he would stand on the immigration policies of today.***

### Historical Background:

*Include two to three sentences to frame the background of the lesson.*

***America's manifest destiny was to stretch from sea to sea and create one United Country. The only problem with that was that there were many Natives that lived on much of the land between the Atlantic and Pacific Oceans. These natives lived a very holistic live style with a very close relationship to the environment and to nature. They had trouble understanding the concept of ownership of land. As a result many were confused to the fact that the white man was intruding on their lives and pushing them aside. Some Americans felt the best way to deal with the Natives was to force them to become westernized; others had much more violent tactics. Today's immigration debate can be related to the American/Native relationship of the past. Some think that immigrants should simply become Americanized, and others believe we should simply not let them in or kick them out. This lesson is designed to help students think about the following question: why have Americans always felt that our culture and life style is the best, and only, culture and lifestyle that should be followed in the United States?***

## Primary Sources:

Title of Primary Source – Cite the digital resources/the permanent URL	Annotations for instructional use – how will you use the primary resource with your students?
<a href="#">Solidarity Among the Colonies</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.
<a href="#">Distresses of the Frontier</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.
<a href="#">Positive Relations with Natives</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.
<a href="#">Treaty of Easton, PA</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.
<a href="#">Peace Agreements of Western PA - Minutes of the Provincial Council of Pennsylvania, 14 November 1753</a>  <a href="#">Peace Agreements of Western PA – Minutes of the Provincial Council of Pennsylvania, 15 December 1753</a>  <a href="#">Peace Agreements of Western PA – Minutes of the Provincial Council of Pennsylvania, 15 November 1753</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.
<a href="#">Western Expansion of US Colonies</a>	Students will work independently and in groups to analyze Ben Franklin's various works concerning Native American Relations and Expansion.

## **Section 2:**

**Lesson Plan Title:** Ben Franklin – *The Peacemaker of the 1700s*

**Subject:** Social Studies

**Grade Level/Course:** 9-12

### **Related Academic Standards:**

CC.8.5: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.6: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.

### **Assessment Anchors:**

R11.A.2: Understand nonfiction appropriate to grade level.

R11.B.1: Understand components within and between texts.

R11.B.3: Understand concepts and organization of nonfictional text.

### **Eligible Content:**

Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history (i.e. belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations)

### **Big Idea:**

Today, the United States is made up of 50 individual states, which together, form our great nation. From the very beginnings, our territorial expansion and conquests for supremacy of the continent have primarily centered around American/Native relations. Ben Franklin was one of the people who documented these relations and expressed his viewpoints on the necessity of peaceful negotiations with the natives in order to successfully attain Manifest Destiny.

**Essential Questions:**

- Why is the union of 13 colonies, in the early days, or 50 states today important to the strength and continuity of the United States as a whole?
- What were relations like between Americans and Native Americans during colonial and early American times?
- How did the relations between Americans and natives affect proposals for Western expansion of colonial/state boundaries early in U.S. history?

**Concepts:**

Familiarize with U.S. Territorial Expansion using the following concepts to substantiate historical accounts: Paxton Boys, Indian Peace treaties, government relations, treatment of natives, French and Indian War, Albany Papers

**Competencies:**

- Identify and describe the main idea of a reading passage.
- Organize and generalize important findings and details of the passage.
- Compare and contrast details of various passages across different groups in the classroom.
- In both writing and oral process, summarize and present main idea and concepts of reading passages to class as a whole.
- Utilize classroom technology in a manner that supports exploration and learning in a classroom environment.

**Objectives:**

- Students will be able to explain why expansionism and territorial acquisition was important to solidifying the United States as a whole.
- Students will be able to analyze American-Native relations in the colonial times and explain how these relations affected the scope and sequence of the United States throughout history.
- Students will be able to compare and contrast the treaties between Americans and natives versus Americans and other World Powers of the time.

**Vocabulary:**

- Albany Papers, dominion, Parliament, taxes, liberty
- insurgent, proprietary
- Six Nations, concur, German colonies, Dutch colonies
- debtors, alliance, commerce

**Duration:** 45 minute class period

**Materials:** Pencil, Notebook, Internet, Computers, Smart Board, Classroom Library

**Related Units and Lesson Plans:**

- Prior to this lesson the students have defined and have been quizzed upon the vocabulary terms from this and the five lessons discussing Ben Franklin.
- Prior to this lesson students have learned about the life of Ben Franklin by watching, summarizing, and discussing the following video: [Ben and Me](#)
- This lesson is in collaboration with five other lessons that highlight the memoirs of Ben Franklin which can be found at the PA State Library and its website.
- Prior to this lesson students have already learned the proper way to solve academic dilemmas on their own through the use of classroom resources including but not limited to: Dictionaries, Encyclopedias, Historical Biographies, and the Internet.

**Formative Assessment:**

- Throughout the lesson the teacher and teacher's assistant will be assisting students that may be off track, struggling, or confused. The teacher and teacher's assistant will document any abnormalities they may notice during this process.
- Students understanding and growth during the lesson will be assessed through the grading of individual work that was completed and turned in.
- This process can be a great asset when identifying at risk students before it is too late.

**Suggested Instructional Supports:**

- Throughout the lesson the teacher and the teacher's assistant will be checking student progress and assisting with any road blocks that may arise.

- The teacher and the teacher's assistant will often be stopping and assisting students with comprehension and understanding of the assigned readings.
- The teacher may feel it is necessary to not have the groups chosen randomly. This may be true in the case of students needing more support from their classmates and/or the instructor, or the student/s may need to be separated from certain individuals.
- The classroom should have some sort of reference library available to the students including but not limited to: Dictionaries, Encyclopedias, Historical Biographies, and the Internet.

### **Instructional Procedures:**

- The class is based on certain routines and procedures thus, as the students enter the room they will know to get their materials and to be prepared to learn.
- (5 minutes) Upon the ringing of the late bell, students will be asked to watch two clips that discuss both sides of the current American immigration debate. While watching students are to write at least one sentence describing each side of the argument. Students should include specific policies that may be or are law in the United States today. [The Two Sides of Immigration](#)
- (10 minutes) Students will then be randomly assigned one of the six preselected excerpts from the Ben Franklin memoir collection. Students will be given the URL link to search and read the excerpt they were assigned. Printable copies can be made available if computer access is limited.
- (5 minutes) While reading the students will write at least one sentence describing the main idea of the excerpt and Ben Franklin's position on the topic discussed.
- (3 minutes) Students are then asked to find the 3 other classmates that have read the same excerpt.
- (5 minutes) In groups of 4 the students will compare and contrast their findings and compile their information into at least two sentences. These two sentences should describe the excerpt they read and hypothesize on where they believe Ben Franklin would stand on the U.S. immigration debate of today.
- (12 minutes) Students will then select a spokesperson to present their finding to the class in a short 2 minute summary.
- (3.5 minutes) The class will come to a close as the teacher asks the students to write one or more sentences answering the following question: Since the times of Ben

Franklin America has faced many issues but does the American destiny and the American ego sometimes conflict with the rights of individuals living with in our great country and how?

- (1.5 minute) As the class comes to a close the students will watch the following film: [Colbert's immigration testimony](#). This is a time to relax and learn a little more through the use of some humor.