

ELA Anywhere Remote Resource

Unit 8B: Biography & Literature



Amplify ELA

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Biography & Literature

Benjamin Franklin isn't your average historical figure. Forget what you think you know about this founding father and prepare to be amazed by what you discover.

In this unit you'll do more than just read and write about Ben Franklin—you'll experiment, create, and debate. You'll learn about Franklin by putting his ideas to the test and getting involved. Oh, and there's a famous saying about that kind of learning:

"Tell me and I forget, teach me and I may remember, involve me and I learn."

~ Ben Franklin

Materials

Your assigned text passages for these lessons can be accessed any of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 8 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.



Unit 8B, Sub-Unit 1

Benjamin Franklin



It's been over 200 years since his rise to fame, and Benjamin Franklin continues to captivate us. Explore the many sides of Franklin and discover why this founding father is still so fascinating.



Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 1 OVERVIEW

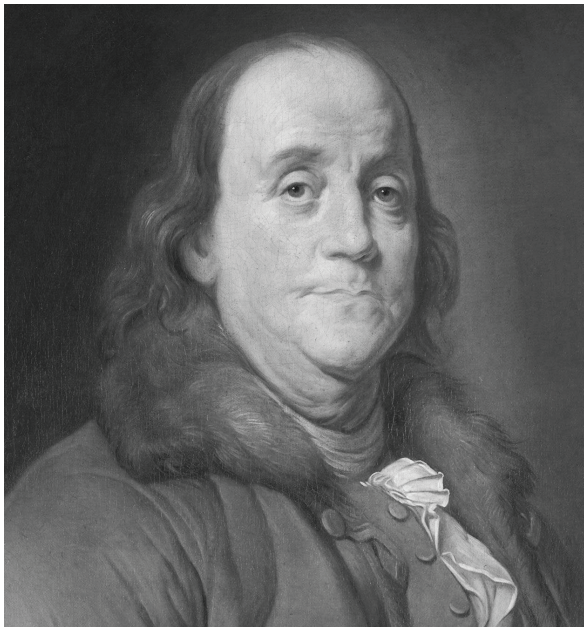
You've heard the name. You've likely seen a picture. But there's probably a lot you don't know about our coolest founding father. Let's get started on figuring out who this guy is.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.

LESSON 1 Working with the Text



This is Benjamin Franklin. Have you seen him before?

1. In the space below, write what you know about him or what you think he might have done.

Most of the texts you read in this unit will have been authored by Franklin himself (primary source documents), or they will come from a biography of Franklin written by Walter Isaacson.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 1 Working with the Text

Like Franklin, Isaacson is known for a wide range of achievements. He was awarded the Benjamin Franklin medal by the Royal Society of Arts in 2013.

Read “**Introducing Benjamin Franklin,**” paragraph 1, from Walter Isaacson’s *Benjamin Franklin: An American Life*.

2. What are two of Franklin’s accomplishments that seem unrelated?

3. Explain why these accomplishments seem different.

Now that you’ve gotten a summary of Franklin’s accomplishments, you’re going to learn a little bit about his personality. In this passage, Isaacson explains how different Franklin was from some of the other founding fathers.

Read “**The founding father who winks at us,**” paragraph 1, from Walter Isaacson’s *Benjamin Franklin: An American Life*.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 1 Working with the Text

In the chart below, you're going to identify in what ways Isaacson describes Franklin as similar to or different from the other founding fathers of the United States.

4. Complete the chart by filling in words or phrases from the text that describe Franklin or the other founding fathers. After you write down each piece of evidence, explain what it tells us about Benjamin Franklin or the other founding fathers. The first row has been completed for you.

Benjamin Franklin	Other Founding Fathers
<p>"made of flesh" (made of skin and meat, alive)</p> <p><i>This means Franklin was someone very real and relatable—like a regular guy. He seemed more "human" than the other founding fathers.</i></p>	<p>"of marble" (made of rock, like a statue)</p> <p><i>This shows that the other founding fathers didn't seem real—that they're not like regular people. They seem more like something you'd find in a museum.</i></p>

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 1 Close Read

Isaacson packs a lot of meaning into his language. Sometimes a single word or short phrase tells us a lot. Let's look at "civic improvement."

1. Reread "**Introducing Benjamin Franklin,**" paragraph 1, sentence 4.
2. What is a synonym for "civic"? (e.g., "It is your civic responsibility to vote." "The townspeople had a lot of civic pride in how clean the town center was.")

3. What is a synonym for "improvement"?

4. Write down two examples of Franklin's "civic improvement schemes."

5. What does this phrase tell you about what Franklin wanted to accomplish?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 2 OVERVIEW

What's in a name? Get the scoop on Franklin's funny pseudonym, Silence Dogood.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 1 Solo.

LESSON 2 Working with the Text

Reference **“Introducing Silence Dogood,”** paragraphs 1–6, from Walter Isaacson's *Benjamin Franklin: An American Life*.

1. Who was Silence Dogood? Why did Franklin create her?

2. Silence Dogood is an interesting name. Why do you think Benjamin Franklin chose it for his alter ego? What does the name make her sound like?

3. Benjamin Franklin wrote under many other pseudonyms. Below are just some of the alter egos he used. Circle your favorite.

- a. Martha Careful
- b. Harry Meanwell
- c. Busy Body
- d. Alice Addertongue
- e. Anthony Afterwit

LESSON 2 Working with the Text

Read “**Silence Dogood’s First Letter to the New-England Courant,**” paragraphs 1–10, from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

4. How often did Dogood intend to publish her letters?

5. What reason does Dogood give for writing her letters?

6. Franklin tried to make Silence Dogood a character that her readers would like or care about. Write down two or three places in the letter where Dogood says something that could make her readers like her or care about her. For each example, explain what it makes her readers feel about her.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 2 Close Read

Reference “**Silence Dogood’s First Letter to the New-England Courant,**” paragraph 4.

There’s only one sentence in this paragraph. This long, complicated sentence will tell us what Silence Dogood plans to do in her first few letters and why she plans to do this. Try to read the sentence aloud, paying attention to the distinct clauses.

1. In the chart below, rewrite each part of the sentence in paragraph 4 so that it is simpler and easier to understand.

Dogood’s Words	Your Paraphrase
“And since it is observed, that the generality of people, nowadays, are unwilling either to commend or dispraise what they read,”	
“until they are in some measure informed who or what the author of it is, whether he be poor or rich, old or young, a scholar or a leather apron man, etc.,”	
“and give their opinion of the performance, according to the knowledge which they have of the author’s circumstances,”	
“it may not be amiss to begin with a short account of my past life and present condition, that the reader may not be at a loss to judge whether or not my lucubrations are worth his reading.”	

2. Summarize what you think Dogood is saying in this sentence.

LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you found any parts of Silence Dogood's letter to be sad.
- you found any parts of Silence Dogood's letter to be funny.
- you noticed any contradictions in Silence Dogood's personality.
- you think that the teenage Benjamin Franklin wrote pretty convincingly as a middle-aged woman.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

How can you tell that Franklin was trying to create a likable character?

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 3 OVERVIEW

How many 16-year-old boys do you know who can pass themselves off as a middle-aged woman? And...um...why would they?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice Guidelines.
3. Complete the Sub-Unit 1, Lesson 2 Solo.

LESSON 3 Working with the Text

Reference **“Introducing Silence Dogood,”** paragraphs 1–6, from Walter Isaacson’s *Benjamin Franklin: An American Life*.

Today you are going to analyze Silence Dogood’s sense of humor. First, you’ll read a paragraph where Isaacson describes the kind of humor she uses.

Reread **“Introducing Silence Dogood,”** paragraph 6.

1. What do you think Isaacson means by “American folksy humor”? What does “folksy” make you think of?

2. This paragraph is full of vocabulary words! In the spaces below, write what you think these words or phrases might mean:

- wry _____
- self-deprecating _____
- homespun _____
- folly _____

LESSON 3 Working with the Text

Now that you've thought about the meaning of each of these words Isaacson uses to describe Franklin's creation, Silence Dogood, consider what type of figure Silence Dogood is.

- 3. What qualities does Isaacson say Dogood has that people found funny?

Now you're going to reread the letter you read for your Solo. As you read, look for examples of Silence Dogood's sense of humor.

Reread "**Silence Dogood's Second Letter to the New-England Courant,**" paragraphs 1–11, from Benjamin Franklin's *Selected Writings of Benjamin Franklin*.

- 4. What does Dogood write that's funny or shows her personality? Write two or three examples of Silence's sense of humor below.

- 5. Reread paragraph 10. Write one example from the text of Dogood expressing a strong opinion.

- 6. Why did Franklin put these opinions about important issues at the end, after he had Silence tell her personal story?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 3 Close Read

In this activity, you're going to break down two passages from **"Silence Dogood's Second Letter to the New-England Courant"** to analyze what makes them funny.

1. Reread the following passage.

"...and having made several unsuccessful fruitless attempts on the more topping sort of our sex, and being tired with making troublesome journeys and visits to no purpose, he began unexpectedly to cast a loving eye upon me..." (Franklin, "Silence Dogood's Second Letter to the New-England Courant" 4)

2. Describe what makes each of the following phrases funny. (The first phrase has been filled in for you.)

- "several unsuccessful fruitless attempts" (4) When Dogood tells the story of her master's "several unsuccessful fruitless attempts" at wooing other women, she allows her reader to laugh at his folly.

- "the more topping sort of our sex" (4) _____

- "began unexpectedly to cast a loving eye upon me" (4) _____

3. Reread the following passage.

"...nothing is more common with us women, than to be grieving for nothing, when we have nothing else to grieve for." (Franklin, "Silence Dogood's First Letter to the New-England Courant" (8)

4. Break the passage into separate pieces of evidence or phrases that make it funny. Write them below.

LESSON 3 Close Read

5. Explain what is funny about each word or phrase you chose. As you write, frame your evidence by weaving it into a sentence where you explain Dogood's humor.

LESSON 3 Writing Prompt

Put a check mark next to the sentence if...

- you are more likely to trust people if you know something about them.
- you think someone who uses humor is more convincing than someone who's always serious.
- you think that entertaining readers was one of Franklin's goals in creating Silence Dogood.
- you think that entertaining readers wasn't the only reason Franklin created Silence Dogood.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Find one or two ideas that Franklin expresses in Dogood's letters. Then explain why Franklin chose to create Silence Dogood to express those ideas.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 5 OVERVIEW

Franklin was known for his ability to “win friends and influence people.” How did he do it? Today you’ll figure out Franklin’s formula for success.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 4 Solo.

LESSON 5 Working with the Text

Read **“Franklin’s Conversational Style,”** paragraphs 1–4, from Walter Isaacson’s *Benjamin Franklin: An American Life*.

1. What does it mean to “win the hearts of others”?

2. How is winning hearts similar to and different from winning an argument?

The following reading is an imaginary scene where Franklin comes to a modern day PTA meeting to persuade the PTA that students should be given chocolate at lunch; in other words, he wants to change their minds.

Read **“Franklin vs. the Head of the PTA,”** paragraphs 1–29. (If possible, have a classmate, friend, or family member read the dialogue aloud with you.)

LESSON 5 Working with the Text

- 3. How does Franklin persuade the head of the PTA? Write down two examples from the dialogue and explain why you chose them.

Now you're going to read a selection from Franklin's autobiography where he describes learning to argue like the classical Greek philosopher Socrates.

As you read, notice how Franklin distinguishes between the way he used to argue and the way he learned to argue after reading about Socrates.

Read "**Franklin on the Socratic Method,**" paragraph 1, from Benjamin Franklin's *Selected Writings of Benjamin Franklin* .

- 4. What is Franklin's goal when he's in an argument or debate?

LESSON 5 Close Read

Reread “Franklin on the Socratic Method,” paragraph 1.

1. Complete the chart below, reviewing each Franklin quote that answers the question at the top of the box. At the bottom of each box, write an explanation of the answer.

How Benjamin Franklin found his argumentative style

How did Franklin originally argue?	→ Then what did he do instead?	→ How did he adjust his style over time?
"I ... dropped my abrupt contradiction and positive argumentation."	"I ... put on the humble inquirer and doubter."	"I ... gradually left it, retaining only the habit of expressing myself in terms of modest diffidence."
Explain:	Explain:	Explain:

- * 2. Summarize Franklin’s argumentative style and explain how it reflects his argumentative goals.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 6 OVERVIEW

Can you win an argument as well as Franklin? That's debatable!

Prep

Before you begin this lesson:

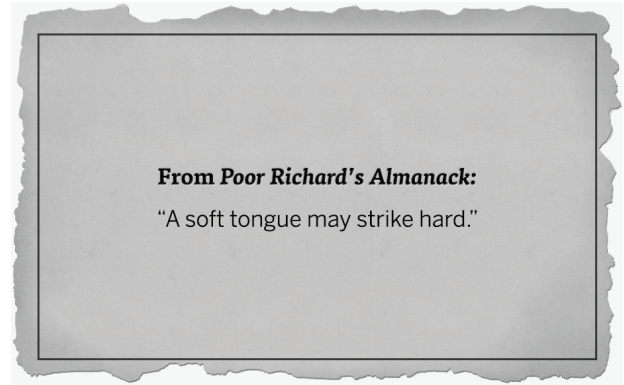
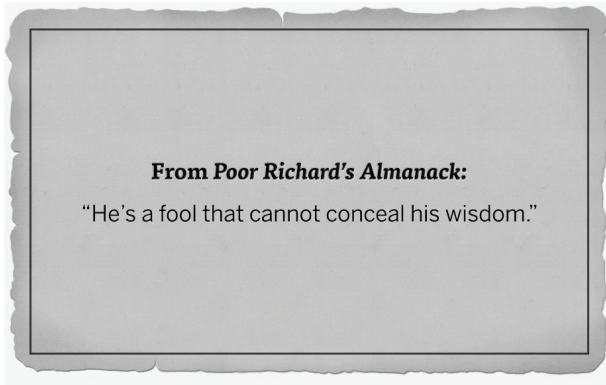
1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 1, Lesson 5 Solo.

LESSON 6 Working with the Text

Another alter ego that Benjamin Franklin invented was named "Poor Richard."

Poor Richard published an almanac—a yearly publication that predicted the weather, offered advice, and included poems and puzzles. He was most famous for his maxims—cleverly worded sayings about people or life in general.

Today, you're going to read two Poor Richard sayings that relate to Franklin's argumentative style.



1. Choose one of these sayings to rewrite. Circle the one you've chosen.
2. Rewrite the saying you've chosen in your own words.

3. Explain how this saying connects to Franklin's argumentative style.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 6 Working with the Text

Reread this passage from “**Franklin on the Socratic Method**” from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

“I... grew very artful and expert in drawing people, even of superior knowledge, into concessions, the consequences of which they did not foresee, entangling them in difficulties out of which they could not extricate themselves...” (1)

4. What does it mean to draw someone into concessions?

For the rest of today’s lesson, you will be working on writing a skit which you will then perform.

In your skit:

- Two people will be engaged in an argument about one of the topics you brainstormed in your Solo.
- One person will play the part of the aggressive arguer who thinks of argument as a fight.
- The other person will use Benjamin Franklin’s techniques to successfully persuade the aggressive arguer.

5. In your skit, what will the aggressive arguer say and do?

6. What will the person who argues like Franklin say and do? (How will they persuade their peer?)

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 6 Write a Script for a Debate

Write the script for a debate between two people about one of the topics you identified in the Solo.

- One person will play the part of the aggressive arguer who thinks of an argument as a fight.
- The other person will use Ben Franklin's techniques to successfully persuade the aggressive arguer.

When you've finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. (If possible, ask them to read one of the parts in your debate script.) Ask them to use the Response Starters to give you feedback.

LESSON 6 Working with the Text

You've looked at the identity Franklin created for himself as the woman, Silence Dogood, and how she used humor and modesty to persuade people to listen to her opinions. You've looked at what Franklin wrote about the most effective way to argue and persuade people of his opinion. And you have looked at the identity Franklin created for himself as Poor Richard, and how Poor Richard was famous for small sayings that people thought of as wise or true.

In the next lesson, you'll learn about the Junto, a club that Benjamin Franklin formed with a number of friends and associates.

Read "**Rules for a Club Established for Mutual Improvement Philadelphia, 1732,**" paragraph 1. This is a list of topics that club members were supposed to discuss at every meeting.

1. What does the purpose of this club seem to be? Refer to at least two of the club's discussion topics in your answer.

2. It sounds like members of this club had to finish homework in order to participate. Why would someone want to be a part of this club even though it assigned them homework?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 7 OVERVIEW

What do you get when you mix a clerk, a cobbler, a printer, a bartender, and a bunch of other guys hanging out with Franklin at a tavern? A lot, actually. Find out about all the “firsts” Franklin’s Junto was responsible for.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing and Response Starters.
3. Complete the Sub-Unit 1, Lesson 6 Solo.

LESSON 7 Working with the Text

In the previous lesson, you practiced arguing in Franklin’s Socratic style. Today, you’ll read about a club he formed so that he and his friends could meet to debate and consider topics that each felt was important for the community and for themselves.

1. Read Poor Richard’s saying.

From *Poor Richard’s Almanack*:

“He that drinks his cider alone,
let him catch his horse alone.”

NOTE: During the 18th century, horses were the main form of land transportation.

LESSON 7 Working with the Text

- 2. Rewrite this saying in your own words. (Feel free to update it with 21st-century examples!)

- 3. Explain how it connects to Franklin’s interest in the idea of “mutual improvement.”

One of the groups for mutual improvement that Benjamin Franklin and the Junto started was the very first library in the United States.

Picture a world with no libraries, no television, no Internet. Why would Franklin want to start a library?

You’re going to read a passage from Franklin’s autobiography in which he talks about starting a library with the members of the Junto club, and then expanding it so that anyone in the community could join.

Read “**Franklin on the Library**,” paragraphs 1–3, from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

- 4. How did the public subscription library work?

- 5. How did Franklin persuade people to subscribe to the library?

- 6. How was this method of persuasion similar to his Socratic method of arguing that you read about previously?

LESSON 7 Writing Prompt

Put a check mark next to the sentence if...

- you can think of two reasons that Franklin thinks a library would help everyone in town.
- you think that some people in town might not want to pay for a library.
- you can think of some gentle questions Franklin might ask to make this person begin to think they do need to pay for a library.
- you can think of something that Franklin might say to win “the hearts of others” and convince someone to buy a library subscription.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Imagine that you are Franklin, and you’re going door to door to ask your community members to subscribe to the library. What do you tell them? Use ideas from “Franklin on the Library,” and present your arguments in the way that Franklin would have.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 8 OVERVIEW

Conduct your own electricity experiment to “draw fire” and think like Franklin the Scientist.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 7 Solo.

LESSON 8 Working with the Text

If possible, conduct the following experiment. (If you don't have the materials available, you can move on to the next activity.)

Assemble the following materials:

- Inflated balloon
- A plate
- Salt
- Ground black pepper
- Tiny pieces of shredded paper

Conduct the following experiment:

1. Rub the balloon on your hair for 30 seconds. Then, hold the balloon just above a plate containing salt and ground pepper.
2. Rub the balloon on your hair for 30 seconds. Then, hold the balloon just above the tiny pieces of shredded paper.

After each experiment, describe what you saw and explain why you think this happened in the boxes below.

Experiment 1:

Experiment 2:

LESSON 8 Working with the Text

Read “**Franklin on Static Electricity,**” paragraphs 1 & 2, from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

1. What does “drawing the fire” mean?

2. What part of the experiment above is like “drawing the fire”?

3. What did Franklin rub instead of a balloon?

4. You’ve learned that Franklin was a politician, a writer, and a community organizer. Does it surprise you that he also did scientific experiments? Why or why not?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 8 Close Read

Below, you will see 4 storyboards—one for each of Franklin's experiments.

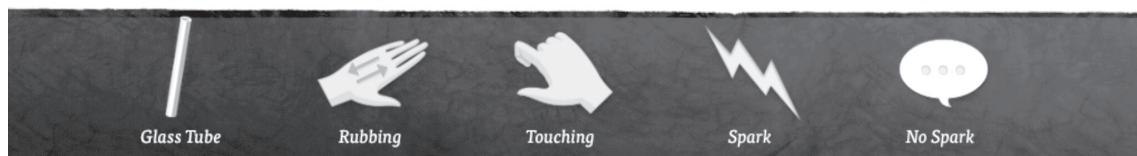
Each experiment is captioned with Franklin's description of what took place. Read his descriptions carefully and think about what actions happened in what order.

Show what happens in each step of each experiment by drawing whatever is missing in each frame (a glass tube, a hand rubbing the glass tube, a hand touching the person with the glass tube, a spark, and/or a sign that there was no spark).

Experiment 1



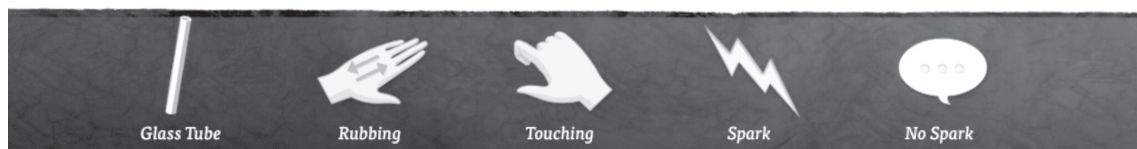
A person standing on wax and rubbing the tube; and another person on wax drawing the fire, they will both of them (provided they do not stand as to touch one another) appear to be electricised to a person standing on the floor; that is, he will perceive a spark on approaching each of them.



Experiment 2



But if the persons standing on wax touch one another during the exciting of the tube, neither of them will appear to be electricised.

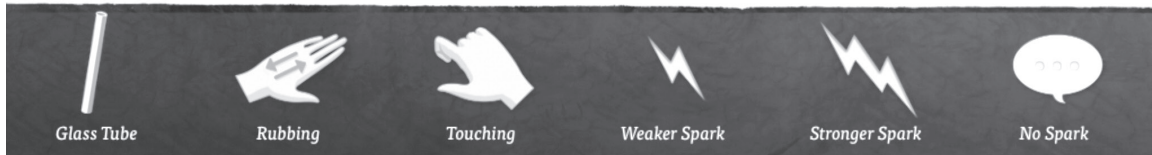


LESSON 8 Close Read

Experiment 3



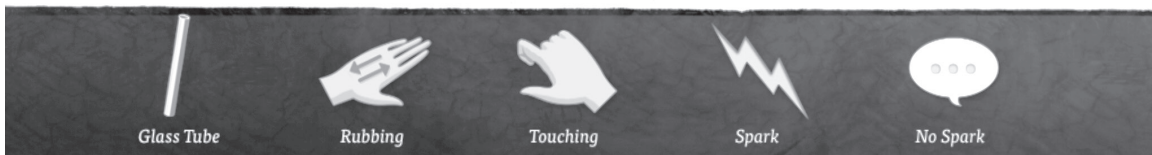
If they touch one another after exciting the tube, and drawing the fire as mentioned before, there will be a stronger spark between them than was between either of them and the person on the floor.



Experiment 4



After such a strong spark, neither of them discovers any electricity.



LESSON 8 Writing Prompt

Reread this passage:

“...electrical fire was not created by friction, but collected, being an element diffused among and attracted by other matter, particularly by water and metals...” (Franklin, "Franklin on Static Electricity" 1).

Put a check mark next to the sentence if...

- you can think of what Franklin means by “electrical fire was not created by friction.”
- you can think of what Franklin means by “but collected, being an element diffused among, and attracted by other matter, particularly by water and metals...”

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Explain Franklin’s experiments. What did he observe?

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

LESSON 8 Writing Prompt

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 9 OVERVIEW

Were Franklin's experiments just fun and games? Or did he change the way we think about electricity? Read and find out.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Response Starters, Rules for Sharing, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 8 Solo.

LESSON 9 Working with the Text

Reference "**Franklin the Scientist**," paragraphs 1–7, from Walter Isaacson's *Benjamin Franklin: An American Life*.

Benjamin Franklin was not the first person to notice static electricity, but he was the first person to understand how it worked. In this passage, Walter Isaacson explains why Franklin was the type of person who could figure it out.

Read "**Franklin the Scientist**," paragraphs 1–2.

1. Unpack the bolded phrases from paragraph 2 to explain what they mean:

• "played with electricity to **perform spectacles**" _____

• "turn electricity from a **parlor trick** into a **science**" _____

• "had the **curiosity** to perform **practical experiments**" _____

• "time to **tinker with a lot of contraptions** " _____

2. Draw the static electricity trick that Spencer performed.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 9 Working with the Text

- 3. What is the purpose of a parlor trick (like Dr. Spencer performed) and what is the purpose of science (like Franklin practiced)? How are they different? (You will expand on this topic during this lesson’s Writing Prompt.)

LESSON 9 Close Read

- 1. What character traits help scientists do their work?

In this passage, Isaacson discusses why Franklin was the ideal person to figure out static electricity. As you read, think about the specific character traits that Isaacson’s writing suggests.

Read “**Franklin the Scientist,**” paragraphs 3–7.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 9 Close Read

- 2. Complete the chart below, filling the left column with moments from the text that show what character traits helped Franklin become a successful scientist. On the right, explain how these traits helped him become a successful scientist.

Character Trait	How It Helped Franklin

LESSON 9 Writing Prompt

Put a check mark next to the sentence if...

- any of the qualities you saw in Franklin the scientist remind you of any of the qualities you saw in Franklin when he wrote as Silence Dogood.
- any of the qualities you saw in Franklin the scientist remind you of any of the qualities you saw in Franklin when he developed his own style of argumentation.
- any of the qualities you saw in Franklin the scientist remind you of any of the qualities you saw in Franklin when he developed civic organizations like the Junto and the public library.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Now you’re going to write a second paragraph to accompany your writing from earlier in this lesson (on the difference between a parlor trick and science).

Consider the purpose of science vs. the purpose of a parlor trick. What about Franklin made him “the perfect person to turn electricity from a parlor trick into a science” (Isaacson, “Franklin the Scientist” 2)?

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 10 OVERVIEW

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 9 Solo.

LESSON 10 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 11 OVERVIEW

So far you've gotten a taste of Franklin's awesomeness as the quintessential American, but did his popularity extend outside of America? What did the French make of Franklin?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 10 Solo.

LESSON 11 Working with the Text

1. What meaning does each of the following symbols have?







2. What is a symbol?

3. Are people ever symbols? Explain.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 11 Working with the Text

Reread “**Franklin Arrives in France**” paragraph 3, from Walter Isaacson’s *Benjamin Franklin: An American Life*.

To the French, Franklin symbolized “virtuous frontier freedom” and “reasoned wisdom.”

4. What do you think Isaacson means by “virtuous frontier freedom”?

5. What do you think he means by “reasoned wisdom”?

6. What type of person do you picture when someone is described as having “virtuous frontier freedom”?

7. What type of person do you picture when someone is described as having “reasoned wisdom”?

8. What might Franklin have done while he was in France to play the role of “virtuous frontier freedom” (3) and “reasoned wisdom (3)?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 11 Close Read

Read “**Franklin Gets in Character**” paragraphs 1–4, from Walter Isaacson’s *Benjamin Franklin: An American Life*. As you read, look for any passages that show what Franklin looked like.

NOTE: The Quakers were a Christian religious group, founded in the mid-1600s, devoted to peaceful principles and simplicity in daily life and worship.

1. What did Franklin look like when he was in France?

2. Why did he want to look this way?

3. How did the French react to his style of dress?

4. Why didn't Franklin correct people who thought he was a Quaker?

LESSON 11 Writing Prompt

Before you begin the Warm-Up, think about how much you like or dislike Franklin’s willingness to “play the part that Paris imagined for him” (4). Rate your like/dislike on a scale of 1–10, with 1 representing a strong dislike and 10 a strong like.

Your rating _____

Put a check mark next to the sentence if...

- Franklin’s role-playing in France reminds you of the role he played as Silence Dogood.
- Franklin’s role-playing in France reminds you of the way he approached argumentation.
- you’ve ever needed to dress or act a certain way to “play the part” that someone expected of you.
- you think that playing a role in France made Franklin a fake.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Where would you rate your like/dislike now? If it has changed, write your rating below.

Your rating _____

Do you like or dislike Franklin for his willingness to “play the part that Paris imagined for him” (Isaacson, “Franklin Gets in Character” 4)? Use the text to help explain your answers.

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 12 OVERVIEW

How easy is it to capture Franklin's character? Many great writers like Walter Isaacson have written about Franklin's life. How do these biographies compare to the way Franklin wrote about himself?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 11 Solo.

LESSON 12 Working with the Text

From *Poor Richard's Almanack*:

“’Tis hard but glorious to be poor and honest.”

1. Rewrite Poor Richard's saying in your own words.

2. Explain what this saying tells us about Franklin's values.

LESSON 12 Working with the Text

Franklin had an illegitimate son named William. As an adult, William went with his father to England, where he met and married a wealthy young woman. William made lots of political ties in England and was appointed the Royal Governor of New Jersey.

During the American Revolution, Benjamin Franklin was on the side that fought for independence from England. He even helped write the Declaration of Independence. William, however, stayed loyal to the crown. This means Franklin and his son were on two different sides in the war. They did not speak for many years.

Isaacson has described William as having “aristocratic pretensions” (1). This means he wanted to live as if he were royalty.

3. How do you think Benjamin Franklin felt about William’s “aristocratic pretensions”?

Read “**Franklin’s Introduction to His Autobiography,**” paragraphs 1–4, from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

4. Why does Franklin say he is writing his autobiography?

5. What behavior does Franklin say is common, and possibly “tiresome,” among old men?

6. How is Franklin going to avoid being “tiresome”?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 12 Working with the Text

Now you're going to read a passage from Franklin's autobiography that takes place when he was just 17 years old. Before this, he had been working as an apprentice to his older brother in Boston. (Remember the Silence Dogood letters?)

At age 17, Franklin ran away from his brother and sailed on a ship from Boston to Philadelphia. As you read, try to picture the young Franklin as he arrives in an unfamiliar city.

Read "**Franklin Recalls His Arrival in Philadelphia,**" paragraphs 1 and 2, from Benjamin Franklin's *Selected Writings of Benjamin Franklin*.

7. What does the phrase "I knew no soul nor where to look for lodging" (1) tell us about Franklin?

Now you're going to read an excerpt from Walter Isaacson's biography of Franklin where he provides some commentary on Franklin's autobiography. As you read, ask yourself what he means when he talks about peeling back the layers of Franklin's writing.

Read "**Franklin's Autobiography,**" paragraphs 1 and 2, from Walter Isaacson's *Benjamin Franklin: An American Life*.

8. What layers of Franklin's autobiography does Isaacson mention?

9. According to Isaacson, what might be one reason Franklin begins his autobiography with this story about being hungry and poor?

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 12 Close Read

Reference **“Franklin Recalls His Arrival in Philadelphia,”** paragraphs 1 and 2, from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*.

Complete the chart below, filling the left column with moments from the text that tell you about Franklin. On the right, explain what the moment shows you about Franklin.

Moments from the Text	What They Show About Franklin

LESSON 12 Writing Prompt

Put a check mark next to the sentence if...

- Isaacson’s commentary helped you notice more about the 17-year-old Franklin who arrived in Philadelphia.
- Isaacson’s commentary helped you notice more about the 65-year-old Franklin who sat down to write his autobiography.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

How does a secondary source like Isaacson’s biography help you understand a primary source like Franklin’s autobiography?

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 13 OVERVIEW

“If you would not be forgotten, as soon as you are dead and rotten, either write things worth reading, or do things worth the writing.”

—B. Franklin, *Poor Richard's Almanack*

Franklin definitely didn't have to worry about being forgotten. What do you think should be remembered about him?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 12 Solo.

LESSON 13 Working with the Text

You're now something of an expert on Benjamin Franklin. You've read parts of his autobiography, a few of his letters, and other documents that he wrote during his lifetime.

You've also read portions of Walter Isaacson's biography of Franklin.

1. Imagine that you have a friend who has never heard of Benjamin Franklin. How would you describe him to your clueless friend?

LESSON 13 Working with the Text

Today, you're going to start tying together the various pieces of what you know about Franklin. This will prepare you for the next couple of lessons, where you will read the Declaration of Independence and decide whether it sounds like something that Franklin would have helped to write. You'll also gather ideas that you can use in an essay that you'll begin writing after you finish studying the Declaration of Independence.

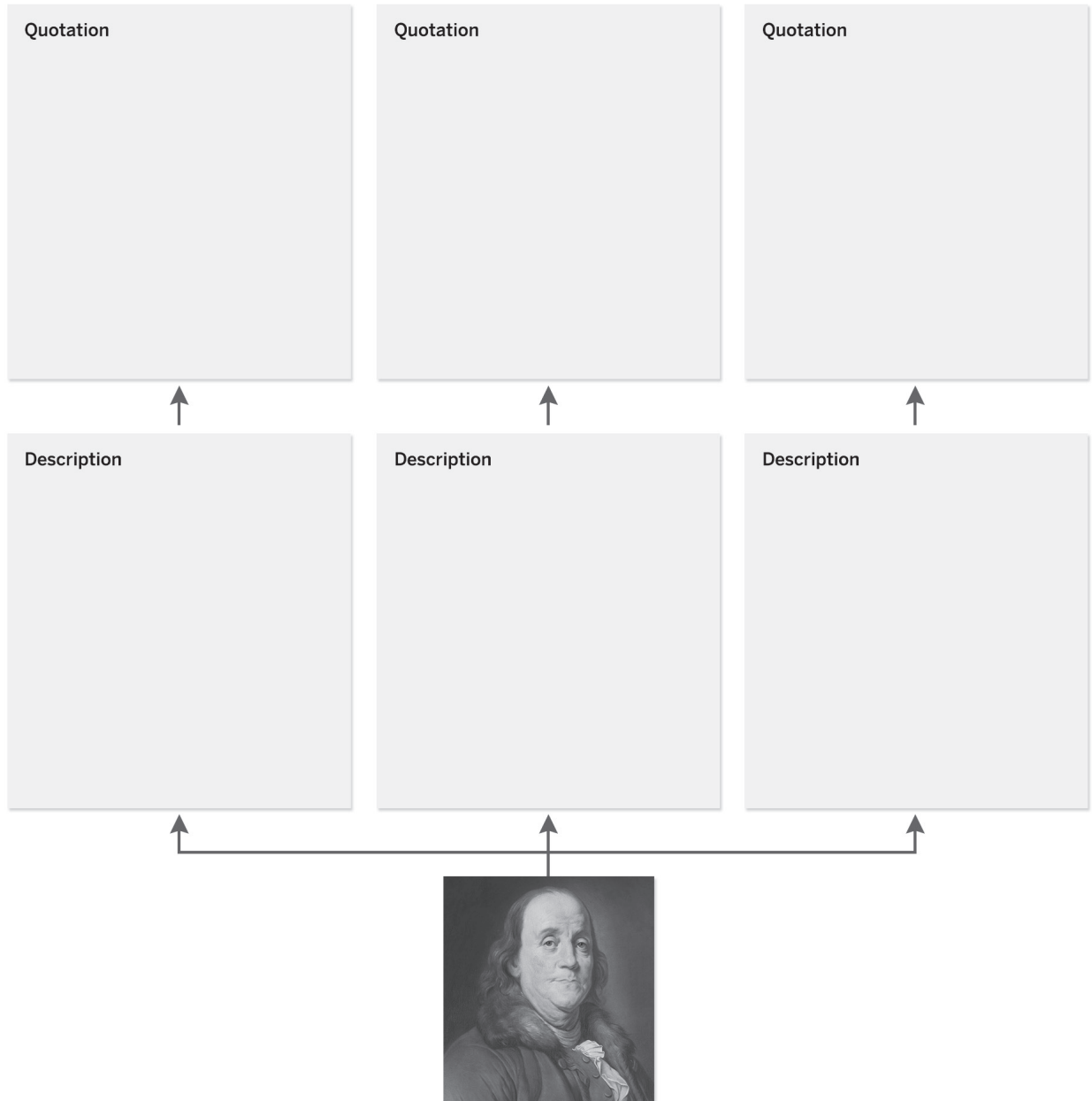
Right now, you're going to look over the writing that you've produced so far in the unit. As you read, ask yourself if there are any ideas that appear in more than one of the pieces you've written.

- 2. Reread the writing you completed in response to the Writing Prompts in Lessons 8–12.
- 3. Are there any aspects of Franklin that you noticed in more than one piece of writing? List them here.

LESSON 13 Close Read

Make a Web of Franklin

1. Write three different descriptions of Franklin. Think about what he was interested in, what he did, etc.
2. Add a quote from any of the texts you've read to support your description.



LESSON 13 What Would Franklin Do?

In each of the following questions, you will imagine how Benjamin Franklin would act in a modern-day scenario. There are no "right" answers to these questions, but you should be able to justify your choices by referring to selections we've read in our lessons on Franklin.

1. Imagine this: Benjamin Franklin is walking down the street. Someone holding a clipboard approaches and asks him if he has a moment to spare for the environment. What would Franklin do? Circle your choice.

- a. Listen to the activist's speech and agree to support her cause
- b. Walk quickly away, pretending he doesn't notice her
- c. Offer to support the activist's cause if she'll support his
- d. Throw some litter onto the ground and shake his fist menacingly
- e. Other

2. Explain your answer, using an example from the text if possible.

3. Imagine this: Benjamin Franklin visits Rio de Janeiro, Brazil, during Carnival. There's a big parade, and people are wearing elaborate costumes and dancing to live music. What would Franklin do? Circle your choice.

- a. Look for someplace quiet to read a book
- b. Put on a costume and start dancing
- c. Ask someone standing near him to explain the traditions he's witnessing
- d. Find a real estate agent, so he can buy a home in downtown Rio
- e. Other

4. Explain your answer, using an example from the text if possible.

5. Imagine this: Benjamin Franklin finally gets to go to college. What would he major in? Circle your choice.

- a. Science
- b. Government
- c. English
- d. Theater
- e. Other

LESSON 13 What Would Franklin Do?

6. Explain your answer, using an example from the text if possible.

7. Imagine this: Benjamin Franklin wants to make a movie, and he has a friend in Hollywood who has invited him to spend a day learning from anyone in the business. What would Franklin do? Circle your choice.

- Spend a day with a director, learning how to get the best performance out of his actors
- Spend a day with the actors, learning to get in character
- Spend a day in special effects, learning how to make movie magic
- Spend a day in marketing, learning how to persuade people to see his movie
- Other

8. Explain your answer, using an example from the text if possible.

Unit 8B, Sub-Unit 1: Benjamin Franklin

LESSON 14 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 1, Lesson 13 Solo.

LESSON 14 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8B, Sub-Unit 2

Declaration of Independence



Are all men created equal? Even men as extraordinary as Ben Franklin?
According to America's most influential document, that's a self-evident truth.



Unit 8B, Sub-Unit 2: Declaration of Independence

LESSON 1 OVERVIEW

Each writer has a unique voice, and some people claim they can identify which parts of the Declaration of Independence sound like Franklin. Now that you're an expert on Franklin, you'll get a chance to weigh in on the argument about what does or does not sound like his voice.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 1, Lesson 14 Solo.

LESSON 1 Working with the Text

Read the **Declaration of Independence** paragraphs 1 and 2.

1. Whom are the writers talking about?

2. Whom are the writers talking to?

Reread the phrase, "When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another," (2).

3. Who do you think the writers are referring to when they state "one people"?

4. Who do you think they are referring to when they state "another"?

Unit 8B, Sub-Unit 2: Declaration of Independence

LESSON 1 Close Read

Now you're going to paraphrase some words or phrases from paragraph 2.

Complete the chart below, following these steps:

- Paraphrase each word or phrase.
- Come up with a second paraphrase for each word or phrase.
- Decide which paraphrase gets closest to the author's meaning, then explain why.

The first row has been completed for you.

Original	Paraphrase 1	Paraphrase 2	Choose one and explain why
dissolve	break apart	split up	"split up" because it's like two people ending their relationship
the separate and equal station			
the Laws of Nature and of Nature's God			
entitle them			
a decent respect to the opinions of mankind			
the causes which impel them to the separation			

Unit 8B, Sub-Unit 2: Declaration of Independence

LESSON 2 OVERVIEW

You often hear about the “power of words”—but how much power can a word or phrase have? Find out how significant something as small as changing three words can be.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-Unit 2, Lesson 1 Solo.

LESSON 2 Working with the Text

Read the **Declaration of Independence**, paragraph 3.

1. What is the document saying about the relationship between a government and its people?

2. What is the document saying about the responsibilities of a government and its people?

According to the Declaration, the following three things are “self-evident” truths:

- “all men are created equal”
- “they are endowed by their Creator with certain unalienable Rights”
- “among these are Life, Liberty, and the pursuit of Happiness”

3. What did the writers mean by the phrase “self-evident”?

Unit 8B, Sub-Unit 2: Declaration of Independence

LESSON 2 Close Read

Now you're going to paraphrase some words or phrases from paragraph 3.

Complete the chart below, following these steps:

- Paraphrase each word or phrase.
- Come up with a second paraphrase for each word or phrase.
- Decide which paraphrase gets closest to the author's meaning, then explain why.

Original	Paraphrase 1	Paraphrase 2	Choose one and explain why
self-evident			
all men are created equal			
they are endowed by their Creator			
certain unalienable Rights			
life			
liberty			
the pursuit of Happiness			

LESSON 2 Writing Prompt

Put a check mark next to the sentence if...

- you remember how much Franklin liked the idea of “gentle persuasion.”
- you remember how Franklin had a scientific mind, that liked to seek truth.
- you remember Franklin dressing up like a simple frontiersman.
- you remember how Silence Dogood held a low opinion of a ruler that had authority without any consent of the common people.

Rules for Writing Prompts

1. Write for 10 minutes
2. Focus on one idea
3. Use and describe evidence to support your idea

Isaacson asserts that the change from “sacred and undeniable” to “self-evident” was made by Franklin, but other historians are not so sure. Does this edit sound like something Franklin would have written?

Explain your answer, discussing evidence from the following sources:

- **Declaration of Independence**
- **“Franklin and Lightning”** from Walter Isaacson’s *Benjamin Franklin: An American Life*
- **“Silence Dogood’s Second Letter to the New-England Courant”** from Benjamin Franklin’s *Selected Writings of Benjamin Franklin*

When you’ve finished, share your writing with a classmate, friend, or family member using the Rules for Sharing. Ask them to use the Response Starters to give you feedback.

Unit 8B, Sub-Unit 2: Declaration of Independence

LESSON 3 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what he or she has seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-Unit 2, Lesson 2 Solo.

LESSON 3 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 8B, Sub-Unit 3

Write an Essay



You've read Walter Isaacson's take on Franklin. You've read Franklin's take on Franklin. What's your take on Franklin? Write an essay in which you examine the different facets of Franklin.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

<p>Lesson 1</p>	<p>Step 1: Review Franklin texts: Reread different texts and compare the sides of Franklin each text shows.</p> <p>Step 2: Find your topic: Write your ideas about two sides of Franklin, how they're related, and in which documents you've seen these ideas.</p>
<p>Lesson 2</p>	<p>Step 3: Select your evidence—paragraph 1: Find evidence in 2–3 readings.</p> <p>Step 4: Focus and analyze evidence—paragraph 1: Determine the most important words in your evidence and explain what it shows about Franklin.</p> <p>Step 5: Develop a claim—paragraph 1: Write a claim statement that summarizes the argument you're making about this side of Franklin.</p> <p>Step 6: Draft paragraph 1: Write a draft of your first paragraph.</p>
<p>Lesson 3</p>	<p>Step 7: Select your evidence—paragraph 2: Find evidence in 2–3 readings.</p> <p>Step 8: Focus and analyze evidence—paragraph 2: Determine the most important words in your evidence and explain what it shows about Franklin.</p> <p>Step 9: Develop a claim—paragraph 2: Write a claim statement that summarizes the argument you're making about this side of Franklin.</p> <p>Step 10: Draft paragraph 2: Write a draft of your second paragraph.</p>
<p>Lesson 4</p>	<p>Step 11: Develop a claim—paragraph 3: Write 1–2 sentences where you explain the relationship between the two sides of Franklin that you wrote about in paragraphs 1 and 2.</p> <p>Step 12: Select, focus, and analyze evidence—paragraph 3: Determine the most important pieces of evidence and explain what it shows about Franklin.</p> <p>Step 13: Draft paragraph 3: Write a draft of your third paragraph.</p>
<p>Lesson 5</p>	<p>Step 14: Revise: Choose a focus for revision.</p> <p>Step 15: Edit the essay: Edit your essay, including correct citation and punctuation of direct quotes.</p> <p>Step 16: Write final copy: Rewrite your essay to create a final copy.</p>

Essay Prompt:

Describe two sides of Franklin and explain the relationship between them.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 1 OVERVIEW

Franklin wore many hats (including that big furry one!): He was a printer, writer, community leader, scientist, and inventor. Which of Franklin's "hats" do you find most fascinating?

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Franklin Texts

Step 1: Review Franklin Texts

Reread different texts to compare the different sides of Franklin that each text shows.

Text Match-Up

1. Review two texts: "Introducing Silence Dogood" and "Franklin the Scientist."
2. Write 1–2 sentences explaining whether these readings show the same or different sides of Franklin.

3. Review two texts: Declaration of Independence and "From 'Rules for a Club Established for Mutual Improvement.'"
4. Write 1–2 sentences explaining whether these readings show the same or different sides of Franklin.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 1 Review Franklin Texts

- 5. Review two texts: “Franklin Gets in Character” and “Selected Sayings from *Poor Richard’s Almanack*.”
- 6. Write 1–2 sentences explaining whether these readings show the same or different sides of Franklin.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 2 OVERVIEW

Which side of Franklin are you on? Stake a claim about one side of Franklin you'd like to write about.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Select and Analyze Evidence

Step 3: Select Your Evidence—Paragraph 1

Find evidence in 2–3 readings.

1. Write the topic of paragraph 1 at the top of the chart below.
2. Under “Source,” write down the names of 2–3 sources that you will use to explore this topic.
3. Under “Textual Evidence,” copy 1–2 short quotations for each source.
4. Leave the “Analysis” column blank for now.

Paragraph 1: Topic, Evidence, and Analysis

Topic:		
Source	Textual Evidence	Analysis

LESSON 2 Select and Analyze Evidence

Step 4: Focus and Analyze Evidence—Paragraph 1

Determine the most important pieces of evidence and explain what they show about Franklin.

1. In your **Paragraph 1: Topic, Evidence, and Analysis** chart, highlight the most important words and phrases under “Textual Evidence” for each source.
2. In the “Analysis” column, write 2–3 sentences for each piece of evidence. Your analysis should include words and short phrases from the source and explain what your evidence shows about the side of Franklin you’re writing about. You may need to provide a little background information so that the quote you chose makes sense to a reader who hasn’t read that source recently. Try framing your evidence by weaving it into a sentence where you give helpful background information.

LESSON 2 Draft Claim and Paragraph 1

Step 5: Develop a Claim—Paragraph 1

Write a claim that summarizes the argument you’re making about this side of Franklin. (Why did he have this side? What did he do with this side? How is this side revealed in different aspects of his work?)

LESSON 2 Draft Claim and Paragraph 1

Step 6: Draft Paragraph 1

Write a draft of your first paragraph. Title it “Body Paragraph 1.”

The first sentence should be your claim, and the rest of the paragraph should come from your **Paragraph 1: Topic, Evidence, Analysis** chart.

As you write the paragraph, check that it makes sense. Here are a few ways you can improve it:

- **Does it feel jumpy?**
 - Add transitions where they’re needed. Transitions may be especially helpful at the beginning of each new piece of evidence. Try introducing each piece of evidence with a short summary of where/when/what Franklin was doing at this point in his life.
 - Try putting your evidence in a different order. Your claim should still be the first sentence, and each piece of evidence still needs to have the sentences around it that explain it.
- **Does it feel random?** Connect each piece of evidence to your claim. If you aren’t sure you have made a strong connection, add a sentence explaining what the evidence shows about this side of Franklin—you can always revise later.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 3 OVERVIEW

Today you'll write another body paragraph about a different side of Franklin.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 3 Select and Analyze Evidence

Step 7: Select Your Evidence—Paragraph 2

Find evidence in 2–3 readings.

1. Write the topic of paragraph 2 at the top of the chart below.
2. Under “Source,” write down the names of 2–3 sources that you will use to explore this topic.
3. Under “Textual Evidence,” copy 1–2 short quotations for each source.
4. Leave the “Analysis” column blank for now.

Paragraph 2: Topic, Evidence, and Analysis

Topic:		
Source	Textual Evidence	Analysis

LESSON 3 Draft Claim and Paragraph 2

Step 8: Focus and Analyze Evidence—Paragraph 2

Determine the most important pieces of evidence and explain what they show about Franklin.

1. In your **Paragraph 2: Topic, Evidence, and Analysis** chart, highlight the most important words and phrases under “Textual Evidence” for each source.
2. In the “Analysis” column, write 2–3 sentences for each piece of evidence. Your analysis should include words and short phrases from the source and explain what your evidence shows about the side of Franklin you’re writing about. You may need to provide a little background information so that the quote you chose makes sense to a reader who hasn’t read that source recently. Try framing your evidence by weaving it into a sentence where you give helpful background information.

Step 9: Develop a Claim—Paragraph 2

Write a claim that summarizes the argument you’re making about this side of Franklin. (Why did he have this side? What did he do with this side? How is this side revealed in different aspects of his work?)

LESSON 3 Draft Claim and Paragraph 2

Step 10: Draft Paragraph 2

Write a draft of your second paragraph. Title it "Body Paragraph 2."

The first sentence should be your claim, and the rest of the paragraph should come from your **Paragraph 2: Topic, Evidence, Analysis** chart.

As you write the paragraph, check that it makes sense. Here are a few ways you can improve it:

- **Does it feel jumpy?**
 - Add transitions where they're needed. Transitions may be especially helpful at the beginning of each new piece of evidence. Try introducing each piece of evidence with a short summary of where/when/what Franklin was doing at this point in his life.
 - Try putting your evidence in a different order. Your claim should still be the first sentence, and each piece of evidence still needs to have the sentences around it that explain it.
- **Does it feel random?** Connect each piece of evidence to your claim. If you aren't sure you have made a strong connection, add a sentence explaining what the evidence shows about this side of Franklin—you can always revise later.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 4 OVERVIEW

How does it all fit together? Write your final body paragraph in which you tie the two sides of Franklin together.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 4 Develop a Claim

Step 11: Develop a Claim—Paragraph 3

Write 1–2 sentences where you explain the relationship between the 2 sides of Franklin that you wrote about in paragraphs 1 and 2.

- Does he demonstrate different sides in different situations?
- Did he start out one way and later become the other way?
- Is there another side of him that somehow connects the first 2 sides?
- Is there no connection between these sides? (If so, you'll need to explore why these 2 traits are so surprising to find in a single person.)

LESSON 4 Select and Analyze Evidence

Step 12: Select, Focus, and Analyze Evidence—Paragraph 3

Determine the most important pieces of evidence and explain what they show about Franklin.

1. Write the topic of paragraph 3 at the top of the chart below.
2. Under “Source,” write down the names of 2–3 sources that you will use to explore this topic.
3. Under “Textual Evidence,” copy 1–2 short quotations for each source.
4. Highlight the most important words and phrases under “Textual Evidence” for each source.
5. In the “Analysis” column, write 2–3 sentences for each piece of evidence. Your analysis should include words and short phrases from the source and explain what your evidence shows about the side of Franklin you’re writing about. You may need to provide a little background information so that the quote you chose makes sense to a reader who hasn’t read that source recently. Try framing your evidence by weaving it into a sentence where you give helpful background information.

Paragraph 3: Topic, Evidence, and Analysis

Topic:		
Source	Textual Evidence	Analysis

LESSON 4 Draft Paragraph 3

Step 13: Draft Paragraph 3

Write a draft of your third paragraph. Title it “Body Paragraph 3.”

The first sentence should be your claim, and the rest of the paragraph should come from your **Paragraph 3: Topic, Evidence, Analysis** chart.

As you write the paragraph, check that it makes sense. Here are a few ways you can improve it:

- **Does it feel jumpy?**
 - Add transitions where they’re needed. Transitions may be especially helpful at the beginning of each new piece of evidence. Try introducing each piece of evidence with a short summary of where/when/what Franklin was doing at this point in his life.
 - Try putting your evidence in a different order. Your claim should still be the first sentence, and each piece of evidence still needs to have the sentences around it that explain it.
- **Does it feel random?** Connect each piece of evidence to your claim. If you aren’t sure you have made a strong connection, add a sentence explaining what the evidence shows about this side of Franklin—you can always revise later.

Unit 8B, Sub-Unit 3: Write an Essay

LESSON 5 OVERVIEW

Almost done! Focus on adding transitions and editing your draft.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules of Sharing and Response Starters.

LESSON 5 Revise and Edit

Step 14: Revise

Choose a focus for revision.

To write this essay, you've practiced the following skills:

- Building paragraphs that stay focused on a single claim even when incorporating evidence from multiple sources
 - Writing transitions between paragraphs that provide a sense of flow for your reader
 - Writing a third paragraph that uses its own evidence to build off of the ideas developed in the first 2 paragraphs
1. Choose one of these skills to focus on during revision today. (Which one do you want to get better at?)
 2. Find the relevant parts of your essay and read them out loud to yourself, a peer, or a family member. As you read, notice if you or your audience feels confused at any point.
 3. Reread your entire essay to yourself very slowly with your target skill in mind. Highlight any sections you want to revise.
 4. Write your revisions at the bottom of the section you are revising.

LESSON 5 Revise and Edit

Step 15: Edit the Essay

Include correct citation and punctuation of direct quotations.

Use this editing checklist to correct any technical errors in your essay.

Editing Checklist

- | | |
|---|---|
| 1 The first letter of every sentence is capitalized. | 4 The word “I” is capitalized. |
| 2 Every sentence ends with a period, a question mark, or an exclamation point. | 5 Quotes are cited according to the Citation Guidelines. |
| 3 There are no obvious spelling errors. | |

Use this checklist to make sure you’ve cited and punctuated your quotes correctly.

Guidelines for Citing and Punctuating a Direct Quote

- | | |
|---|--|
| 1 Use double quotation marks to show where the quote begins and ends. | 4 Use single quotation marks around any dialogue within the direct quote. |
| 2 Cite the author, source name, and paragraph number in parentheses at the end of the sentence, or after each quotation if you have quotes from more than one paragraph in a sentence. | 5 Only include the end punctuation of your quote if it is a question mark or exclamation point. |
| 3 Add a comma to separate your introduction to the quote and the direct quote itself. | |

Examples:

In a newspaper column called “On Conversation,” Franklin declared, “even the smartest comments would ‘occasion envy and disgust’” if one did not give the “appearance of deferring” to his conversational partner (Isaacson, “Franklin’s Conversational Style” 1).

“Do you think of anything at present, in which the Junto may be serviceable to mankind?” (Franklin, “Rules for a Club Established for Mutual Improvement” 11)

LESSON 5 Write Final Copy

Step 16: Write final copy

Rewrite your draft to include all parts of your essay for a final copy. Make sure your essay is in the right order and that you use the revised body paragraphs and any edits you made to the rough draft. Title it “Final Draft.”
