

**DESCRIPTION** - This lesson covers some of the lesser known writings of Ben Franklin, pertaining to his beliefs about freedom of speech and freedom of the press - two of the 5 rights guaranteed by the First Amendment.

### AP US HISTORY

NAT-1.o Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

NAT-2.o Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society

CUL-2.o Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.

Key Concepts: 2.1.I.C., 2.1.III.D., 2.2.I.D., 3.1.II.C., 3.2.I.E., 3.2.II.E

### AP US GOVERNMENT AND POLITICS

Liberty and Order - LOR 1- 1.1 Ideals of Democracy, LOR 4- 3.4 First Amendment: Freedom of the Press, LOR 5- 3.3 First Amendment: Freedom of Speech

Constitutionalism - CON 1-1.3 Government Power and Individual Rights

### AP ENGLISH LANGUAGE AND COMPOSITION

CLE 4.A Develop a paragraph that includes a claim and evidence supporting the claim.

CLE 3.A Identify and explain claims and evidence within an argument.

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REO 5.A Describe the line of reasoning and explain whether it supports an argument

RHS 1.A Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose,

STL 7.A Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.



STL 8.A Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.

STL 8.B Write sentences that clearly convey ideas and arguments.

TL 8.C Use established conventions of grammar and mechanics to communicate clearly and effectively

NCSS

1, 5, 6, 10

AP ENGLISH LITERATURE & COMPOSITION

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN 7 7.E Demonstrate control over the elements of composition to communicate clearly.

NAR 4 4.C Identify and describe details, diction, or syntax in a text that reveal a narrator’s or speaker’s perspective.

LAN 7 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN 7 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

LAN 7 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN 7 7.E Demonstrate control over the elements of composition

COMMON CORE

Common Core – English Language Arts and History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.1

CCSS.ELA-LITERACY.RH.9.10.4

CCSS.ELA-LITERACY.RH.9-10.10

CCSS.ELA-LITERACY.RH.11-12.1

CCSS.ELA-LITERACY.RH.11-12.4

CCSS.ELA-LITERACY.RH.11-12.5

CCSS.ELA-LITERACY.RH.11-12.8

CCSS.ELA-LITERACY.RH.11-12.10

LEARNING OBJECTIVES:

Students will learn some of Benjamin Franklin’s arguments for defending the freedom of speech.

Students will understand who wrote the Silence Dogood letters, why, and be able to read and understand the meaning of one of them.

Students will be able to explain the meaning of a historical text using metaphorical language.

Students will gain appreciation for their First Amendment rights and the reasons for them.

Students will gain a wider historical understanding of the many accomplishments of a beloved American founding father.

Students will understand how earlier generations spelled and capitalized differently. Students will be able to define:

Satyr (satire)  
Abstract (noun)  
Libelling  
Diadem  
Enquiry  
Affecting  
Prerogative  
Disaffection  
Sedition  
Knavish  
Pernicious  
Undesigning  
Censure  
Pseudonym  
Pruning  
Exuberant  
Compendium  
Prerogative  
Subdue, subduing, subjugation  
“Renaissance Man”  
Gorgon  
Largesses  
Convey  
Fecundous  
Quelled