

Section 4

Step-by-Step Instruction

Review and Preview

In the previous section, students learned how slavery developed and how it affected the colonies. In this section, students will read about the effect of new ideas in education, art, religion, and politics on life in the colonies.

Section Focus Question

How did ideas about religion and government influence colonial life?

Before you begin the lesson for the day, write the Section Focus Question on the board. (*Lesson focus: New ideas about religion and government strengthened democratic ideas among the colonists.*)

Prepare to Read

Build Background Knowledge

Ask students to recall what they learned in Section 1 of this chapter about the development of rights in England from the Magna Carta to the English Bill of Rights. Then ask students to preview the section by reading the headings and looking at the images. Ask students to predict what they will learn about the spread of new ideas in the colonies. Use the Numbered Heads participation strategy (TE, p. T24) to elicit responses.

Set a Purpose

- Read each statement in the Reading Readiness Guide aloud. Ask students to mark the statements True or False.

All in One Teaching Resources, Unit 1, Reading Readiness Guide, p. 109

- Have students discuss the statements in pairs or groups of four, then mark the worksheets again. Use the Numbered Heads participation strategy (TE, p. T24) to call on students. The students will return to these worksheets later.



Study Diligently

“Apply yourself, without delay, to the study of the law of nature. I would recommend to your perusal, Grotius, Puffendorf, Locke, Montesquieu, and Burlamaqui. . . . If you attend, diligently, to these [writers], you will not require any other.”

—Alexander Hamilton, praising Enlightenment thinkers, 1775

◀ Harvard College, in Massachusetts, was the first college in the colonies.

The Spread of New Ideas

Objectives

- Describe the education colonial children received.
- Summarize the development of poetry and literature in colonial America.
- Explain how the Great Awakening affected the colonies.
- Explain how the colonies were affected by the spread of new ideas.

Reading Skill

Use Context to Determine Meanings

When the clues you have tried do not work, broaden the context. Where else might you have encountered this word? Do you remember it from films or books? Was it defined in previous sections? Can you find examples of it elsewhere? Finally, imagine yourself in a situation like the one in which the word appears.

Key Terms and People

public school	Jonathan Edwards
dame school	natural rights
Anne Bradstreet	divine right
Phillis Wheatley	separation of powers
Benjamin Franklin	

Why It Matters You have learned how English colonists shared certain cultural characteristics. In the 1700s, new ideas had a lasting impact on the colonists’ thinking.

Section Focus Question: How did ideas about religion and government influence colonial life?

The Importance of Education

To Puritans, education went hand in hand with religion. In early New England, everyone was expected to read the Bible.

Puritan Beginnings The Puritans passed laws to promote education. They required parents to teach their children and servants to read. Another law required every town with at least 50 families to start an elementary school. Every town with 100 families had to have a grammar school for older students.

These Massachusetts laws were the beginning of public schools in America. A **public school is a school supported by taxes**. Puritan schools were very different from the public schools of today, however. Puritan schools were run with both private and public money. In addition, Puritan education laws were not completely compulsory. Some towns paid a fine rather than set up a school. Laws that required all children to attend school did not begin until the late 1800s.

Colonial Schools Another difference between colonial schools and modern public schools is that colonial schools included instruction in religion. Most schools in the 1600s were under

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Differentiated Instruction

L1 Less Proficient Readers

Comprehension Aids Before reading the section, have students go through it and write down each heading to create an outline. As they read, have them jot down important words, concepts, people they want to remember, or questions they may

L1 Special Needs

have about the content under each heading. Check with students to see what questions they have. Encourage them to try to answer questions on their own before asking for help from you.

religious sponsorship. Schools in New Netherland (later New York) were run by the Dutch Reformed Church. Pennsylvania schools were run by the Quakers.

In addition to religion, colonial elementary schools taught basic skills such as reading, writing, and arithmetic. Many students learned lessons from a hornbook, a paddle-shaped board with a printed lesson on top, protected by a transparent piece of animal horn. The hornbook might have the ABCs, the Roman numerals, and the Lord's Prayer so that children could copy and memorize them. A reading book called the *New England Primer*, first published in the 1680s, became widely used.

In the South, people were separated by great distances, so there were few schools. Members of the gentry often hired private tutors to instruct their children. Children from poorer families often received no formal education at all.

Some colonial elementary schools admitted girls. Others taught them only in summers or when boys were not in school. Girls might also attend **dame schools**, schools that women opened in their homes to teach girls and boys to read and write.

Education for African Americans Most colonial schools were restricted to white children. However, in New York, an Anglican church group ran a school for free African Americans, as well as for Native Americans and poor whites.

Some Quaker and Anglican missionaries taught enslaved people to read. After slave codes in the South outlawed this, some enslaved people passed along their learning in secret. Still others taught themselves from stolen or borrowed books.

Colonial Education

Young children were often educated in dame schools, such as the one shown. **Critical Thinking:**

Evaluate Information Look at the page from the *New England Primer*, below. What kinds of lessons does it include?

Hornbook ▶



▲ Page from the *New England Primer*



Teach

The Importance of Education

p. 118

Instruction

L2

■ **Vocabulary Builder** Before teaching this lesson, preteach the High-Use Words **finance** and **reinforce**, using the strategy on TE p. 101.

Key Terms Following the instruction on p. 7, have students complete the See It–Remember It chart for the Key Terms in this chapter.


■ Read The Importance of Education with students using the Idea Wave participation strategy (TE, p. T24).

■ Ask: **What effect have Puritan ideas about education had on the United States today?** (*The Puritans' commitment to education led to our modern system of public schools.*)

■ Ask: **How did religion influence education in the colonies? Give at least two examples.** (*Most colonial schools were sponsored by religious groups. The Dutch Reformed Church operated schools in New York and Quakers operated schools in Pennsylvania.*)

Independent Practice

Have students begin to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 4, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of education in the colonies. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answer

Evaluate Information Moral and religious lessons

Vocabulary Builder

Use the information below to teach students this section's high-use words.

High-Use Word	Definition and Sample Sentence
finance, p. 120	v. to supply with money; to manage monetary situations People often seek a bank loan to finance the purchase of a home.
reinforce, p. 122	v. to make stronger; to strengthen; to make more effective The army reinforced its defenses in anticipation of an attack.

Roots of American Literature

p. 120


Instruction

L2

- Have students read *Roots of American Literature*. Remind students to look for details that answer the Section Focus Question.
- Ask: **About what subjects did Boston poet Anne Bradstreet write?** (*She wrote about life in Puritan New England.*)
- Ask: **What does the reading suggest about Benjamin Franklin's ability to influence public opinion in the colonies?** (*Possible answer: He was influential because he published well-known books and the colonies' most widely read newspaper.*)

Independent Practice

Have students continue to fill in the Study Guide for this section.

 **Interactive Reading and Notetaking Study Guide**, Chapter 4, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of early American literature. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Vocabulary Builder

finance (fī nāns) *v.* to supply with money; to manage monetary situations

Upper Levels After elementary school, some boys went on to grammar school. Grammar schools were similar to modern high schools. They prepared boys for college. Students learned Greek and Latin, as well as geography, mathematics, and English composition.

The first American colleges were founded largely to educate men for the ministry. The Puritan general council **financed** what became Harvard College. Opening in 1638, Harvard was the first college in the English colonies. In 1693, colonists in Virginia founded the College of William and Mary, the first college in the South.

 **Checkpoint** How did education differ for girls and boys?

Roots of American Literature

The earliest forms of colonial literature were sermons and histories. Books such as John Smith's *General History of Virginia* and William Bradford's *Of Plymouth Plantation* provided lively accounts of life in the first colonies.


Poetry The first colonial poet was **Anne Bradstreet**. Her book *The Tenth Muse, Lately Sprung Up in America* was first published in 1650, in England. It was not published in Boston until after her death. Bradstreet's poems, such as "Upon the Burning of Our House" and "To My Dear and Loving Husband," expressed the joys and hardships of life in Puritan New England.

A later poet, **Phillis Wheatley**, was an enslaved African in Boston. Her first poem was published in the 1760s, when she was about 14. Her works were in a scholarly style that was then popular in Europe.

Ben Franklin Perhaps the best-loved colonial writer was **Benjamin Franklin**. At age 17, Ben moved from Boston to Philadelphia and started a newspaper, the *Pennsylvania Gazette*. It became the most widely read newspaper in the colonies.

Franklin's most popular work was *Poor Richard's Almanack*, published every year from 1733 to 1753. The *Almanack* was full of pithy sayings that usually had a moral. These included "Eat to live, not live to eat" and "God helps them who help themselves." Franklin also published a vivid autobiography.

Franklin was far more than a writer. He was a businessman, community leader, scientist, inventor, and diplomat. He founded a library and a fire department, made discoveries about electricity, and invented such useful items as bifocal eyeglasses and a stove. As you will see, he also became one of the founders of the United States.

 **Checkpoint** How did Ben Franklin contribute to American literature?

Biography Quest



Phillis Wheatley
1753?–1784

When she was eight, Phillis Wheatley was captured by slave traders in Africa and sent to Boston. But she was luckier than most enslaved Africans. The family she worked for educated her and gave her time to write.

Wheatley won fame as a poet and later gained her freedom. Sadly, her last years were full of hardship. She is recognized today as America's first poet of African descent.

Biography Quest

How did Wheatley meet George Washington?


For: The answer to the question about Wheatley

Visit: PHSchool.com


Web Code: mvd-1044

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Answers

 **Checkpoint** Boys received more education than girls and studied a wider variety of subjects.

 **Checkpoint** He published a newspaper, an almanac, and a popular autobiography.

 **Biography Quest** Washington invited Phillis Wheatley to meet him in Cambridge, Massachusetts. They met and spent half an hour together.

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Differentiated Instruction

L3 **Advanced Readers**

Creating an Introductory Pamphlet Have students research a writer from colonial America and create an informational pamphlet that might introduce the writer to a new audience. The pamphlet should include general information about the

L3 **Gifted and Talented**

writer's life, as well as a list of suggested readings by the author that the student would recommend. Ask students to share their favorite quotation and explain their choice.

The Great Awakening

From the start, religion played a critical role in the 13 English colonies. In Plymouth and Massachusetts Bay, religious leaders set extensive rules on moral and religious matters. Even in colonies that were founded primarily for economic reasons, such as Jamestown, early laws required colonists to attend church regularly.

By the 1700s, rules on religion had become less strict in many of the colonies. The Puritan tradition gradually declined in New England. Still, churches remained centers of faith and community life in all of the colonies.

Religious Revival An emotion-packed Christian movement swept through the colonies in the 1730s and 1740s. This period of religious revival is called the Great Awakening. The Great Awakening began as a reaction against what some Christians saw as a decline of religious zeal in the colonies. Leaders such as Massachusetts preacher **Jonathan Edwards** called on people to examine their lives and commit themselves to God. In a famous sermon, Edwards warned sinners what would happen to them after they died unless they changed their ways and sought forgiveness:

“The God that holds you over the pit of hell, much as one holds a spider, or some loathsome insect, over a fire, abhors you, and is dreadfully provoked; his wrath towards you burns like fire; he looks upon you as worthy of nothing else, but to be cast into the fire.”

—Jonathan Edwards, *Sinners in the Hands of an Angry God*

Forceful preachers quickly spread the Great Awakening throughout the colonies. George Whitefield, an English minister, made several tours of the colonies. His listeners often wept with emotion. After a Whitefield visit to Philadelphia, Benjamin Franklin observed that “one could not walk thro’ the Town in an Evening without Hearing Psalms sung in different Families of every Street.”

Impact of the Great Awakening The Great Awakening led to the rise of many new churches. Methodists and Baptists, which had been small sects or groups, grew quickly. The Presbyterian, Dutch Reformed, and Congregationalist churches split between those who followed the new movement and those who did not. In time, the growth of new churches led to more tolerance of religious differences in the colonies.

Use Context to Determine Meaning

Use the clues in the surrounding sentences and your own knowledge about colonial life to determine the meaning of the word *extensive*.

Religious Awakening

Traveling preachers, such as English evangelist George Whitefield (below), provoked a broad religious revival in the 1730s and 1740s. **Critical Thinking: Draw Conclusions** Why might the Great Awakening have unsettled many prominent church leaders of the time?



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The Great Awakening

p. 121

Instruction

- Have students read *The Great Awakening*. Remind students to look for causes and effects.
- Ask: **What was the goal of the Great Awakening?** (*to revive religious feeling*)
- Ask: **How did the Great Awakening contribute to increased tolerance of religious differences in the colonies?** (*The number of churches with different kinds of services increased, and this diversity fostered toleration of differences.*)

Independent Practice

Have students continue to fill in the Study Guide for this section.



Interactive Reading and Notetaking Study Guide, Chapter 4, Section 4 (Adapted Version also available.)

Monitor Progress

As students fill in the Notetaking Study Guide, circulate to make sure students understand the importance of the Great Awakening. If students do not seem to have a good understanding, have them reread the section. Provide assistance as needed.

Answers

Reading Skill The passage states that leaders set rules for moral and religious matters. They also made laws about education and other issues. *Extensive* means wide-ranging.

Draw Conclusions Possible answer: The Great Awakening probably upset prominent church leaders of the time because it led to the rise of many new churches and the rapid growth of smaller existing churches, changes which threatened the influence of major established churches.

History Background

Jonathan Edwards Jonathan Edwards was born in East Windsor, Conn., in 1703 and enrolled at Yale College at the age of 13. Following in his father’s footsteps, Edwards studied divinity and became a

pastor in New York before moving to Northampton, an influential pulpit in Massachusetts. His developing religious ideas caused conflicts with his own congregation, which dismissed him in 1750.

The Enlightenment

p. 122

Instruction

L2

- Have students read The Enlightenment. Remind students to look for details that answer the Section Focus Question.
- Ask: **What rights did people have under an absolute monarch?** (*only those given to them by the monarch*)
- Ask: **How did Locke's idea of natural rights challenge the power of the monarchy?** (*Natural rights were birthrights and could justify overthrowing a monarch who denied people's rights.*)
- Have students discuss how the separation of powers suggested by Montesquieu would protect the natural rights that Locke described. (*No one group would have enough power to violate people's rights.*)

Independent Practice

Have students complete the Study Guide for this section.



Interactive Reading and

Notetaking Study Guide, Chapter 4, Section 4 (Adapted Version also available.)

Monitor Progress

- As students complete the Notetaking Study Guide, circulate to make sure students understand the importance of Enlightenment ideas. Provide assistance as needed.
- Tell students to fill in the last column of the Reading Readiness Guide. Probe for what they learned that confirms or invalidates each statement.
- Have students go back to their Word Knowledge Rating Form. Rerate their word knowledge and complete the last column with an example.



All in One Teaching Resources, Unit 1,

Reading Readiness Guide, p. 109; Word Knowledge Rating Form, p. 105

Answers

Reading Charts (a) Natural Rights (b) Locke's view; colonists had a yearning for self-government

Checkpoint The Great Awakening reinforced democratic ideas by encouraging people to make their own decisions about religion and politics.

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Divine Right Versus Natural Rights

	Divine Right 	Natural Rights 
Where does the right to govern come from?	From God to the ruler	From the people
Where do people's rights come from?	From the ruler	From God to the people
What happens if a government violates people's rights?	People must obey ruler	People can change their government

Reading Charts

Skills Activity

Did the right to rule come from the will of God or from the people? The answer to this question would alter the course of history in nations around the world.

- (a) **Read a Chart** Which column represents the views of John Locke?
 (b) **Draw Conclusions** Which of those views would be most attractive to the American colonists? Explain.

Vocabulary Builder

reinforce (ree ihn F0RS) *v.* to make stronger; to strengthen; to make more effective

The Great Awakening was one of the first national movements in the colonies. It **reinforced** democratic ideas. People thought that if they could decide on their own how to worship God, they could decide how to govern themselves.

Checkpoint How did the Great Awakening affect American society?

The Enlightenment

Starting in the late 1600s, a group of European thinkers came to believe that all problems could be solved by human reason. They ushered in a new intellectual movement that became known as the Enlightenment. Enlightenment thinkers looked for “natural laws” that governed politics, society, and economics. The Enlightenment reached its height in France in the mid-1700s. However, some of its key ideas came from an Englishman, John Locke.

Locke In 1690, Locke published *Two Treatises on Government*. In this influential work, Locke argued that people have certain **natural rights**, that is, rights that belong to every human being from birth. These rights include life, liberty, and property. According to Locke, these rights are inalienable, meaning that they cannot be taken away.

Locke challenged the idea of divine right. **Divine right is the belief that monarchs get their authority to rule directly from God.** According to this belief, any rights that people have come to them from the monarch. By contrast, Locke stated that natural rights came from God. He argued that people formed governments in order to protect their rights. They give up some individual freedoms but only to safeguard the rights of the community.

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Differentiated Instruction

L1 English Language Learners **L1** Less Proficient Readers **L1** Special Needs

Gaining Comprehension Have students read the text of The Enlightenment as they listen to the Student edition on Audio CD. Create exit cards for the student to complete at the end of the recording. The cards will read “What I learned about _____.”

or “It made me feel _____.” Review their responses. Students can be provided with a copy of the CD to work independently at home or in the school Resource Center.

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Locke's reasoning led to a startling conclusion. Because government exists to protect the rights of the people, if a monarch violates those rights, the people have a right to overthrow the monarch. This idea would later shape the founding of the United States.

Montesquieu A French thinker, the Baron de Montesquieu (MON tehs kyoo), also influenced American ideas. In his 1748 book *The Spirit of the Laws*, Montesquieu argued that the powers of government should be clearly defined and limited. Furthermore, he favored **separation of powers, or division of the power of government into separate branches**. Separation of powers, he said, protects the rights of the people because it keeps any individual or group from gaining too much power.

Montesquieu suggested that government should be divided into three branches: a legislative branch to make laws, an executive branch to enforce the laws, and a judicial branch to make judgments based on the law. He wrote:

“There would be an end to everything, were the same man or the same body . . . to exercise those three powers, that of enacting laws, that of executing the public resolutions, and of trying the causes of individuals.”

—Baron de Montesquieu, *The Spirit of the Laws*

As you will see, this division of power would become the basis of government in the United States.

Checkpoint What was the goal of Enlightenment thinkers?

Looking Back and Ahead By the 1770s, educated colonists had come to accept the idea that they were born with certain natural rights. As you will see in the next chapter, this belief would set the stage for conflict with the English king and Parliament.



Montesquieu

Assess and Reteach

Assess Progress L2

Have students complete Check Your Progress. Administer the Section Quiz.

All in One Teaching Resources, Unit 1, Section Quiz, p. 118

To further assess student understanding, use the Progress Monitoring Transparency.

Progress Monitoring Transparencies, Chapter 4, Section 4

Reteach L1

If students need more instruction, have them read this section in the Interactive Reading and Notetaking Study Guide and complete the accompanying question.

Interactive Reading and Notetaking Study Guide, Chapter 4, Section 4 (Adapted Version also available.)

Extend L3

Ask students to suppose that they are American colonists who have recently studied the ideas of the Enlightenment. Have them write an editorial explaining what they believe their rights are and what might cause them to seek independence from Britain. Have volunteers share their work with the class.

Progress Monitoring Online

Students may check their comprehension of this section by completing the Progress Monitoring Online graphic organizer and self-quiz.

Answer

Checkpoint They wanted to solve problems by applying reason to discover the “natural laws” that governed the universe.

Section 4

Check Your Progress

Comprehension and Critical Thinking

1. (a) **Recall** What role did religion play in colonial schools?
(b) **Support Generalizations** Find at least two facts to support the following generalization: Education was important to the colonists.

2. (a) **Describe** What was the Great Awakening?

(b) **Analyze Cause and Effect** What was one effect of the Great Awakening?

Reading Skill

3. **Use Context to Determine Meaning** Reread the quotation by Jonathan Edwards in this section. Use context to determine the meaning of *abhors*. Explain the clues you used.

Key Terms

4. Write two definitions for each key term: **public school, dame school, natural rights, separation of powers**. First, write a formal definition for your teacher. Second, write a definition in everyday English for a classmate.

Writing

5. Write two to three closing sentences for an essay on the Enlightenment. Focus particularly on the impact of this movement.

Progress Monitoring Online
For: Self-test with instant help
Visit: PHSchool.com
Web Code: mva-1044

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Section 4 Check Your Progress

1. (a) Schools were sponsored by religious groups, and religion was taught.
(b) Education was paid for by both public and private sources in Massachusetts, and schools from the elementary to the college level were opened.
2. (a) A period of religious revival in the 1730s and 1740s
(b) Tolerance of religious differences increased.
3. *Abhors* means dislikes intensely. Clues include the comparison to “some loathsome insect” and the description of being “worthy” only of being “cast into the fire.”
4. Possible answers: Public school: a school supported by taxes, or a school that the community supports; dame school: schools that women opened in their homes to teach girls and boys, or home schools for colonial children; natural rights: rights that belong to every

human from birth, or rights we have because we are human; separation of powers: the division of the government into separate branches, or dividing power to keep anyone from having too much of it.

5. Answers will vary, but should reflect an understanding that the Enlightenment encouraged people to govern themselves and demand certain rights.



“How I Became a Printer” from *The Autobiography of Benjamin Franklin*

Build Background Knowledge

Reading an autobiography can help students understand individuals’ reactions to historical issues and events. Review with students what they know about the development of freedom of the press in the colonies. Ask: **How did the Zenger case help establish freedom of the press in the colonies?** (Possible answer: *By establishing a standard for charges of libel, the Zenger case established the principle that the press has the right to tell the public the truth.*) Discuss with students why freedom of the press is such an important right. Use the Think-Write-Pair-Share strategy (TE, p. T25) to elicit responses.

Reading Skill

Remind students that people who write about their own lives often express their opinions as well as describe events. As students read, ask them to look for details that show Franklin’s opinions, especially about the government.

Vocabulary Builder

Pronounce each word in the Vocabulary Builder list. Ask a student to read the definitions. Ask them to suggest synonyms for these vocabulary words. For example, what is a synonym for “tedious”? (*boring*)

Instruction

- Using the Reciprocal Questioning strategy (TE, p. T23), read the first three paragraphs of “How I Became a Printer.” Ask students to identify Franklin’s earliest talents and interests. (Possible answer: *As a child, Franklin was a good reader and was interested in managing boats.*)
- Have students read the remaining paragraphs. Ask: **How did Benjamin Franklin get along with his brother James?** (Possible answer: *The brothers often argued, and Benjamin was unhappy being his brother’s apprentice.*) Ask: **What did Benjamin Franklin learn as an apprentice?** (Possible answer: *He learned about printing and how to run a newspaper. He also learned that it was important to be able to express opinions freely in print.*)



How I Became a Printer

by Benjamin Franklin

Prepare to Read

Introduction

It took Benjamin Franklin 17 years to finish his *Autobiography*, and it was not published until after his death. Today, it is recognized as a classic of early American literature. The book covers only the first 51 years of Franklin’s long life, so it does not tell of his later role in the founding of the United States.

Reading Skill

Analyze Autobiographical Approach Writers of autobiographies often convey their attitudes and beliefs as they are conveying a story. As you reread, look for clues about Franklin’s attitude toward the government. Do you think Franklin approves of the Assembly’s actions against James?

Vocabulary Builder

As you read this literature selection, look for the following underlined words:

chandler (CHAND ler) *n.* person who makes or sells candles, soap, and other items made from the fat of animals

tedious (TEE dee uhs) *adj.* boring

censure (SEHN sher) *v.* to condemn or criticize

admonish (ad MAHN ihsh) *v.* warn

Background

Tithing (TITH ing) is the practice of giving one tenth of one’s earnings to the church annually. Here, Franklin jokingly implies that his father wished to follow this same tradition by giving the tenth of his children, Benjamin, rather than a tenth of his earnings.

I was put to the grammar-school at eight years of age, my father intending to devote me, as the tithe of his sons, to the service of the Church. My early readiness in learning to read (which must have been very early, as I do not remember when I could not read), and the opinion of all his friends, that I should certainly make a good scholar, encouraged him in this purpose of his. . . . But my father, in the mean time, from the view of the expense of a college education, which having so large a family he could not well afford . . . took me from the grammar-school, and sent me to a school for writing and arithmetic. . . . At ten years old I was taken home to assist my father in his business, which was that of tallow-chandler and soapboiler. . . . Accordingly, I was employed in cutting wick for the candles, filling the dipping mold and the molds for cast candles, attending the shop, going of errands etc.

I disliked the trade, and had a strong inclination for the sea, but my father declared against it. However, living near the water, I was much in and about it, learned early to swim well, and to manage boats; and when in a boat or a canoe with other boys, I was commonly allowed to govern, especially in any case of difficulty; and upon other occasions I was generally a leader among the boys. . . .

From a child I was fond of reading, and all the little money that came into my hands was ever laid out in books. . . .

This bookish inclination at length determined my father to make me a printer, though he had already one son (James) of that profession. In 1717 my brother James returned from England with a press and letters to set up his business in Boston. I . . . signed the indenture when I was yet by twelve years old. I was to serve as an apprentice

Differentiated Instruction

L1 English Language Learners

L1 Less Proficient Readers

Understanding Sentences Provide a transparent page protector to place over the text. Have students read the literature selection. Ask students to mark each sentence with a ? if they don’t understand the sentence, a * if they understand the sen-

tence, and a ! (for wow) if they find the information new and interesting. Review any sentences students have with a question mark. Pair students to compare their “wow” sentences.

till I was twenty-one years of age, only I was to be allowed journeyman's wages during the last year. In a little time I made great proficiency in the business, and became a useful hand to my brother.

Though a brother, he considered himself as my master, and me as his apprentice, and accordingly, expected the same services from me as he would from another, while I thought he demeaned me too much in some he required of me, who from a brother expected more indulgence. Our disputes were often brought before our father, and I fancy I was either generally in the right, or else a better pleader, because the judgment was generally in my favor. But my brother was passionate, and had often beaten me, which I took extremely amiss; and thinking my apprenticeship very tedious, I was continually wishing for some opportunity of shortening it, which at length offered in a manner unexpected.

One of the pieces in our newspaper on some political point, which I have now forgotten, gave offense to the Assembly. He [James] was taken up, censured, and imprisoned for one month, by the speaker's warrant, I suppose, because he would not discover [reveal] his author. I too was taken up and examined before the council; but, though I did not give them any satisfaction, they contented themselves with admonishing me, and dismissed me. . . .

During my brother's confinement, which I resented a good deal, notwithstanding our private differences, I had the management of the paper; and I made bold to give our rulers some rubs in it, which my brother took very kindly. . . . My brother's discharge was accompanied with an order of the House (a very odd one), that "James Franklin should no longer print the paper called the New England Courant."

There was a consultation held in our printing-house among his friends, . . . it was finally concluded on as a better way, to let it be printed for the future under the name of BENJAMIN FRANKLIN; . . . the contrivance was that my old indenture should be returned to me, with full discharge on the back of it, to be shown on occasion, but to secure to him the benefit of my service, I was to sign new indentures for the remainder of the term, which were to be kept private. A very flimsy scheme it was; however, it was immediately executed, and the paper went on accordingly, under my name for several months.

From *The Autobiography of Benjamin Franklin*,
by Benjamin Franklin. © 2003. Yale University Press.

Checkpoint What plan did Franklin's brother approve to keep publishing the newspaper after his confinement?

Analyze LITERATURE

Benjamin Franklin disliked being his brother's apprentice. Imagine that you are Franklin. Write a letter to the *New England Courant* expressing your opinion about the fairness or unfairness of being made an apprentice at the age of 12.



If you liked this passage, you might want to read *The Printer's Apprentice* by Stephen Krensky, illustrated by Madeline Sorel. Yearling, 1996.



Ben Franklin (center)

Analyze Autobiographical Approach

Throughout the story, Franklin conveys his feelings about his brother. When his brother is imprisoned, Franklin takes action by giving the Assembly "some rubs in." Do you think he does this more out of family loyalty or because he supports a free press?

Instruction (continued)

■ Ask: **How do you think Franklin's years as a printer's apprentice influenced him?** (Answers will vary but should show students' understanding that Franklin's early experiences taught him to value freedom of the press and affected his later career as an author and a statesman.)

Monitor Progress

Discuss with students Franklin's work as a printer. Ask: **How did Benjamin Franklin become a printer?** (His father apprenticed him to his brother James, and he ran the paper while James was imprisoned. The paper continued to be published under the name Benjamin Franklin after James was released.) Ask: **How did Benjamin Franklin help work for freedom of the press?** (Possible answer: Like his brother, Benjamin Franklin refused to name the author of an article the paper had published. While James was under arrest, Benjamin also published "rubs" against the Assembly that had imprisoned James.)

Writing Rubric Share this writing rubric with the students.

Score 1 Does not address assigned topic and is poorly organized.

Score 2 Details, arguments, and organization are often unclear or incorrect.

Score 3 Has organization suited to topic, some appropriate details, some original ideas.

Score 4 Has clear organization suited to topic, many appropriate details, and original ideas.

Answers

Analyze LITERATURE Answers will vary, but should show students' understanding of the difficulties and benefits of life as an apprentice. Students should support their opinions with examples from the text and logical arguments.

Reading Skill Answers will vary, but should show students' understanding that Franklin's actions defended the free press.

Checkpoint to publish the newspaper under the name of Benjamin Franklin

History Background

The Supreme Court and Freedom of the Press The Bill of Rights guaranteed freedom of the press in the First Amendment. Yet the Supreme Court has continued to clarify and expand this right. In 1931, the court ruled against a state law banning the publication of all "malicious . . . and defamatory" newspapers in *Near v. Minnesota*. The ruling stated that imposing "prior

restraints" on publications is illegal. The Supreme Court affirmed this position in the 1971 Pentagon Papers case when it allowed newspapers to publish classified documents about the Vietnam War. The court ruled that, unless it would cause direct harm, the government cannot prevent newspapers from publishing government documents.