

PROJECT TITLE: Benjamin Franklin “World Famous” American	
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CLASSROOM PRACTICE

Teaching Thesis & Guiding Questions: Benjamin Franklin is taught in first grade as a Famous American. Why he is a famous American is not really addressed. He is presented to the students as being famous because of his inventions, but he is famous for much more than this. It is important for students to realize that his contributions to our country are not limited to his inventions. Benjamin Franklin as a “World Famous” American helped his country through his inventions, his acts as a citizen, and his travels as a representative of the colonies and of America. Ben Franklin was so famous for his good works, his citizenship, and his inventions that he became famous all over the world.

Suggested Grade Level and Length of Activities – First Grade Three 45 minute lessons

Significance & Relevance: When teaching the unit on Famous Americans it is easy to overlook Benjamin Franklin as a world famous American. We often lose sight of Franklin beyond his role as an inventor. To truly understand Franklin’s contributions to his country it is important to look at him as a traveler, as a citizen, and as an inventor.

- **State Standards** – VA History SOL 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present. 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver. English SOL 1.2 The student will expand and use listening and speaking vocabularies. a.) Increase oral descriptive vocabulary c.) Follow simple two-step oral directions
- **OAH Historical Inquiry Skills** – Historical Analysis and Interpretation: Students will analyze the cause and effect relationship between some of Franklin’s inventions and conditions during

that time period. Historical Analysis and Interpretation: Students will hypothesize the influence that Benjamin Franklin's actions as a citizen had on America. Chronological Thinking: Students will distinguish between travel long ago and travel today. Students will interpret information presented on a timeline to analyze how far Benjamin Franklin traveled.

Lesson Objectives –

- Demonstrate that Benjamin Franklin traveled far.
- Identify Benjamin Franklin as a "World Famous" American.
- Explain why Benjamin Franklin traveled.
- Recognize that Benjamin Franklin was an American leader who traveled to help his country.
- Discriminate between an invention and a discoverer.
- Identify inventions and discoveries of Benjamin Franklin's.
- Explain how Benjamin Franklin's inventions and discoveries helped.
- Recognize that Franklin's role as an inventor helped make him world famous.
- Construct one of Benjamin Franklin's inventions.
- Design a political cartoon.
- Interpret why Benjamin Franklin's contributions were helpful to his community and country.
- Recognize that Franklin's role as a citizen and leader helped make him famous.

Lesson Plans or Instructional Activities –

Lesson 1: This lesson will look at Ben the citizen. In this lesson students will examine Franklin's many contributions to his community both as a citizen and as a leader.

Lesson 2: This lesson will look at Ben the inventor. In this lesson students will examine Franklin's inventions and how they helped his community and/or country.

Lesson 3: This lesson will look at Ben the traveler. In this lesson students will examine how Franklin's travels helped his country.

Technology - Lessons contain the use of a smart board and PowerPoint activities.

Modifications, Differentiation, and Extensions – Tell students the story of how Franklin's kite and key activity really took place. As an extension allow student to fly a kite.

Annotated List of Related Materials & Resources –

Barretta, Gene (2006). Now & Ben – The Modern Inventions of Benjamin Franklin

New York. Henry Holt and Company

Summary: A picture book that shows Benjamin Franklin's inventions and then shows what those inventions look like today. Can be used to compare and contrast past and present. Could be used to initiate a discussion about why these inventions are important and what impact they have had on America.

Harness, Cheryl (2008). The Remarkable Benjamin Franklin.

Philadelphia, Pa. National Geographic

Summary: A picture book of Benjamin Franklin's life. Page 12 is useful in discussing Franklin's first trip to England. Page 21 & 32 addresses his visit to France and have good images of his arrival there that will support a discussion about him being famous.

Krensky, Stephen (2008). Benjamin Franklin.

New York, New York. DK Publishing

Summary: A biography of Benjamin Franklin. Chapter 8 would be helpful to read excerpts from to help students understand Ben's reasons for traveling.

www.ushistory.org

Summary: A website devoted to Benjamin Franklin. It can be useful for finding images and descriptions of his inventions. This site has many of his quotes listed. It can be used to gain information about Benjamin Franklin's life.

Title: World Map

www.worldmaponline.com

Summary: A map of the world from the 1700's. It is useful for showing students how the world map from long ago is different than the world map today. It can also be used to show the path Benjamin Franklin took as he traveled.

Title: The Ship

www.ushistory.com

Summary: It can be used to demonstrate how Benjamin Franklin traveled. It can also be used to initiate a discussion of what traveling on a boat was like long ago.

Title: Ben Traveling

www.sonofthesouth.net

Summary: A picture of Benjamin Franklin traveling to France.

Title: Ben Entertaining

www.ushistory.com

Summary: A picture of a painting showing Ben as the center of attention during a visit to the court of French

King Louis XVI. This picture can be used as an example of how well Franklin was received when visiting other countries.

Title: Ben at Court

www.ushistory.com

Summary: This 1847 painting shows Franklin trying to convince King Louis XVI to support the American cause. This picture can be used to help students understand that he was asking kings and queens for help.

Title: Ben's coonskin cap

www.ushistory.com

Summary: An engraving of Franklin in a coonskin cap. This image portrayed him as an American who was unpretentious. Europeans viewed it as a symbol of America. This is probably the earliest graphic image of Franklin.

Title: Ben on bowl

www.benfranklin300.org

Summary: Picture of a creamware bowl with Benjamin Franklin's image on it. Can be used as an example of how Franklin put his images on many items and gave them as gifts. Demonstrates how Ben was famous.

Title: Medallion

<http://www.fi.edu/learn/sci-tech/nini-medallion/nini-medallion.php?cts=benfranklin>

Summary: A medallion with Franklin's image on it. People wore or displayed the medallions in their homes. Can be used to explain how famous Franklin was.

Title: Snuffbox

<http://www.benfranklin300.org/>

Summary: A photograph of a snuffbox with Franklin's image on it. Can be used as an example of how Franklin's image was on many items. Demonstrates how Ben was famous.

Title: 1st Stamp

http://postalmuseum.si.edu/museum/1d_Franklin.html

Summary: The first US postal stamp in 1847. Can be used to explain to students that Franklin was the first Postmaster in the United States. Can be used to initiate a discussion about how many people would have seen his image on the stamp.

Title: \$100

Summary: A hundred dollar bill. Tell students that Benjamin Franklin's image appears in the hundred dollar bill. Ask how this adds to him being famous.

Mara, Will (2007). Benjamin Franklin.

New York. Scholastic

Summary: A simplified picture biography of Benjamin Franklin. Can be used to reinforce why Franklin is a "world famous" American. This book briefly covers him as a scientist, leader, and inventor.

Title: A portrait of Benjamin Franklin

www.ushistory.org

Summary: A portrait of Benjamin Franklin. Can be used to help students identify Franklin. Which of Benjamin Franklin's inventions is present in the portrait?

Title: Bifocals

www.ushistory.org

Summary: A picture of a pair of bifocals. Can be used to help students identify them as one of Franklin's inventions. Ask students why bifocals are a helpful invention. Share with students that Benjamin Franklin made the bifocals because he got tired of switching back and forth between two pair of glasses.

Title: Long Arm

www.ushistory.org

Summary: A picture of a long arm. Can be used to help student identify one of Franklin's inventions. Ask students what they think the long arm is for. Benjamin Franklin used it to reach for books that were on high shelves.

Title: Armonica

www.ushistory.org

Summary: A picture of a armonica. Can be used to help students identify one of Benjamin's inventions. Can help students understand how Franklin took an idea he saw in France and was able to make an invention from it.

Title: Lightning Rod

www.ushistory.org

Summary: A picture of what is believed to be the first lightning rod. Can be used to help students identify Franklin's invention. Can help students understand that Ben helped his community with this invention. The lightning rod helped keep homes safe from lightning and prevent fires.

Title: Swim Fins

www.ushistory.org

Summary: A picture of a pair of swim fins similar to those that Franklin invented. Can be used to help students identify one of Franklin's inventions. Could be used to initiate a discussion about swim fins long ago and swim fins today.

Title: Kite & Key

www.ushistory.org

Summary: A 19th Century print by Currier and Ives capturing the public's idea of how Franklin conducted his kite experiment. Can be used to initiate a discussion about how Franklin discovered that lightning was electricity. Making sure students understand that he did not invent electricity.

Title: Fan Chair

Summary: A picture of the fan chair that can be found at Mt. Vernon. Can be used to show students that Franklin first saw this while in Europe and then he brought the idea back to America.

Title: Bucket

www.ushistory.com

Summary: An image of a leather bucket. Can be used to discuss with students what it must have been like to put out a fire with only leather buckets? Ask if they think leather buckets leaked. Ask what our buckets are made out of today.

Title: Firefighter Franklin

www.ushistory.com

Summary: An image of Benjamin Franklin as a firefighter. Can be used to discuss how a firefighter helps their community. Then relate that to how Benjamin Franklin helped his community.

Title: Join or Die

www.earlyamerica.com

Summary: The first political cartoon. Can be used to introduce what a political cartoon is. Tell students that this was made by Franklin to tell the colonies they should work together to fight Europe and be free.

Title: Cheating

www.entertainment.newsday.com

Summary: A political cartoon. This image can be used to reinforce what a political cartoon is. Explain that school rules are important and that this cartoon makes fun of a school rule. Discuss what rule is being made fun of.

Title: 1st Day of School

www.entertainment.newsday.com

Summary: A political cartoon. This image can be used to reinforce what a political cartoon is. Explain that school rules are important and that this cartoon makes fun of a school rule. Discuss what rule is being made fun of.