

Title – Benjamin Franklin the Inventor

Lesson Author – Charity Paeschke

Key Words – inventor, discoverer

Grade Level - first

Time Allotted – 45 minutes

Lesson Overview	Benjamin Franklin helped his country through his inventions and discoveries.
Guiding Question(s)	What is an inventor? What is a discoverer? What did Benjamin Franklin invent? What did Benjamin Franklin discover? How did his inventions and discoveries help us?

Learning Objectives

- 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.

Essential Historical Skills Taught:

VA History SOL 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
Historical Analysis and Interpretation: Students will analyze the cause and effect relationship between some of Franklin's inventions and conditions during that time period.

Assessment Tool(s)

Smartboard sort Inventor/Citizen
County wide Assessment
Poster Activity

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.

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.

Modifications

- Allow students to create their own inventions and/or discoveries.
- Use pictures in PowerPoint to make an individual booklet for each child.

Instructional Procedures/Process

- Read Now and Ben: The Modern Inventions of Benjamin Franklin; as you read the book ask how the inventions have changed over time? Ask which inventions are not used during the present? How did these inventions help his community? How did these inventions help his country? What do these inventions tell you about Benjamin Franklin?
- Present power point to class;
 - Slide 1: Ask students if they know what an inventor is. Ask if they know what a discoverer is. What is the difference between the two?
 - Slide 2: What do they think Benjamin Franklin was?
 - Slide 4: Tell students that these are some of Benjamin Franklin's inventions. Have students theorize what each invention is for. Explain that the bifocals are glasses that allow people to see close up and far away, and that before bifocals were invented people had to wear two pairs of glasses. Explain that the long arm can be used to reach things

that are high up. Franklin used the to reach books that were high on a shelf. Tell students that Franklin got the idea for the Armonica while he was visiting in England. Tell them that it is a kind of musical instrument.

- Slide 5: Explain that the lightning rod was invented to help keep people's homes safe. It helped prevent fires. Ben invented the swim fins as a young boy to help him swim faster. How are these swim fins like the fins we have today? How are they different?
- Slide 6 - Explain to students that these are some of Franklin's discoveries. Ask them if they know what the pictures are? There is a picture of Franklin discovering that lightning was electricity with a kite and key. Explain that the fan chair can still be seen when they visit Mt. Vernon and that Franklin saw it while visiting Europe. He liked the idea so much he made one when he returned home.
- Randomly group students into small groups. Pass out a variety of craft supplies (construction paper, card stock, string, rulers, one-hole punch, brads, buttons, glue sticks and glue bottles, metal nuts, any other materials on hand in the classroom). Assign each group an invention or discovery to duplicate (bifocals, long arm. Fan chair, a new musical instrument, or an invention of their choice that they can justify as helping their community). Each group will share with the class. Discuss how each invention could help their community or country.

Closure

Imagine that the World Famous inventor is visiting your town. Have students work in small groups to make a poster advertising Benjamin Franklin's visit. Provide students with images of Franklin and his inventions to use as they work on their posters. Display student's posters and have the class vote on which poster would interest them the most.

Group Members:

Rubric:

0 = Not evident

4 = Exceeds expectations

1. Poster is neat.

0 1 2 3 4

2. Poster has Benjamin Franklin's name on it.

0 1 2 3 4

3. Poster has at least one of Franklin's inventions illustrated.

0 1 2 3 4

4. Poster encourages people to see Franklin.

0 1 2 3 4

5. All members participated in the poster.

0 1 2 3 4

Total Score _____ X 5 = _____