Benjamin Franklin

**Title:** Benjamin Franklin’s Historical Wax Museum: A Living History!

**Subject:** Social Studies

**Age level:** 3rd–5th grade

**Time frame:** approximately 2 weeks to research, memorize, practice, create props/costumes and present

**Objectives:**
* The student will (TSW) be able to compare and contrast different eras/roles in Ben’s life, starting from boyhood all the way until his death.
* TSW acquire factual knowledge about everyday life in the 18th century/ early colonial America
* TSW be able to identify a minimum of 5 contributions Ben made to improve America, as well as name several of his inventions.
* TSW be able gain experience listening, speaking/communicating skills
* TSW learn to use primary and secondary sources to learn about history and historical figures

**Materials:**
> a variety of books, magazine articles and websites on Benjamin Franklin and early colonial America
> a copy of the assessment/project rubric for each student
> paper
> pencil
> construction paper, felt, fabric or any other material needed to make a relevant time-period costume

**Florida standards addressed during this project:**
*Speaking & Listening*
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Language Arts:

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing:**
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Social Studies**

4th grade:
S.S.4.A.1.1= Analyze primary and secondary resources to identify significant individuals and events throughout history
S.S.4.G.1.4= Interpret political and physical maps using map elements.
S.S.4.C.1.1= Describe how Florida’s constitution protects the rights of citizens and provides for the structure, function, and purpose of state government

(Since Ben was one of the signers of the constitution, the process and purpose of creating such a document is relevant to all constitutions)

S.S.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
S.S.4.C.2.3= Explain the importance of public service, voting, and volunteerism.

5th grade:
S.S.5.A.1.2= Utilize timelines to identify and discuss American history time periods
S.S.5.A.4.1= Identify the economic, political and socio-cultural motivation for colonial settlement
S.S.5.A.4.3= Identify significant individuals responsible for the development of the New England, Middle, and Southern colonies
S.S.5.A.4.4= demonstrate an understanding of political, economic, and social aspects of daily colonial life in the thirteen colonies
S.S.5.A.5.1= identify and explain events leading up to the American Revolution
S.S.5.A.5.2= identify significant individuals and groups who played a role in the American Revolution
S.S.5.A.5.3= Explain the significance of historical documents including key political concepts, origins of these concepts, and their role in the AR
S.S.5.A.5.10= examine the significance of the Constitution including it’s key political concepts, origins of those concepts, and their role in American democracy
S.S.5.G1.1= Interpret current and historical information using a variety of geographic tools
S.S.5.G.1.5= identify and locate the 13 original colonies on a map of North America
S.S.5.G.1.6= locate and identify states, capitals, and the US territories on a map
S.S.5.E.1.2= Describe a market economy and give examples of how the colonial and early American economy exhibited these characteristics.
S.S.5.C.1.1= explain how and why the US government was created
S.S.5.C.1.2= define a constitution and discuss its purposes
S.S.5.C.1.3= explain the definition and origins of rights
S.S.5.C.1.4= identify the Declaration of Independence’s grievances
S.S.5.C.2.1 differentiate political ideas of patriots, loyalists and the “undecided’s” in the American Revolution
S.S.5.C.2.2= compare forms of political participation in the colonial period
S.S.5.C.2.3= analyze how the Constitution has expanded voting rights from our nations early history to today
S.S.5.C.2.4= evaluate the importance of civic responsibilities in American democracy
S.S.5.C.2.5= identify ways good citizens go beyond basic civic and political responsibilities to improve government and society

**Essential Question:** What was it like for Benjamin Franklin to live in the 18th century?

**Procedure:**
1. TTW write down different roles in Ben’s life on small pieces of paper and place in a jar
2. TSW randomly pick a role to research (printer, author of autobiography, author of Poor Richard’s almanac, politician, cartoonist, town improver, rebel, musician, scientist, librarian, book club, inventor, fireman, mailman, letter writer: Silence Do Good/pseudonyms, founding father, abolitionist, insurer, advice, agriculturist, hospital founder, and celebrity) giver, famous quotes, self-improvement, health, weather, traveler)
3. TSW find books, articles and sites about Benjamin Franklin
4. TSW research and write a report based on the rubric criteria
5. TSW memorize their information and present it orally
6. Once all students know their information, you can have the “Ben’s” practice or stand in order (according to a timeline of when these roles/events took place)
7. TTW give each student a colored dot sticker to place on their hand. When someone pushed the button (dot), the student will begin speaking as if he/she were Ben living in that time period, and what they are working on/experiencing
8. Allow the students to wear/create costumes to go with their age/time period
9. When all students have practiced enough, you can allow other classes to come by and experience your living history museum.

**Assessment/Evaluation:**
Each student will give an oral report/animation (based on the rubric) as they take on the role of Benjamin Franklin during a specified time period in his life. TSW also be able to answer several questions the teacher asks in reference to Ben, his experiences and any obstacles he may have faced.

**Observation**

Websites:

- [www.ushistory.org/franlin/quotable](http://www.ushistory.org/franlin/quotable)
- [www.pbs.org/banfranklin](http://www.pbs.org/banfranklin)
- [www.quotationspage.com/quotes/Benjamin_Franklin/](http://www.quotationspage.com/quotes/Benjamin_Franklin/)
Other suggested activities:

* create a timeline of events, titles held, honors & awards, etc

* do an “interview” with Benjamin Franklin

* write a biography of Ben, or an “autobiography”

* each kid can take a different part of Ben’s life, committee, event and act it out

* write Silence Do Good letters based on current topics/happenings at the school or in the community

* create a Pennsylvania Gazette with news articles of that time period

* write a descriptive ad in the P.G. seeking a bricklayer, blacksmith, cooper, or any other trade of the time

* write a persuasive article to get neighbors involved in the funding of: lights, paved streets, new church, fire station, library, academy, hospital, etc

* create a travel brochure of colonial Philadelphia soliciting new residents

* write a journal of Ben’s travels at sea

* create a mini-scale model of Philadelphia, based on Franklin’s descriptions

* write a narrative through the eyes of his son or wife

* 3-2-1 (3 interesting facts about Ben, 2 major contributions, 1 question still have)
* create a book of “firsts” by Ben (inventions)

* create a wanted poster (after he left Boston)

* write a letter to a friend, as to how you’re involved in the Revolutionary War, the politics behind it, the preparing of and signing of the Declaration of Independence, and why you chose to be a patriot

* construct a play of the conversations that may have taken place while signing the Declaration of Independence

* write a proposal for the hospital, street lighting, etc.