Lesson Plan

1. **Overview:**
   Students will learn about the many personas and roles Benjamin Franklin held throughout his life, as well as his influence on and contributions to American society.

2. **Outcomes:**
   At the conclusion of this lesson, students will:
   
   a. Identify the different roles Ben Franklin played in the colonies
   b. Identify the different contributions Ben Franklin gave towards the creation of the United States
   c. Work cooperatively in a group setting
   d. Practice research strategies using the internet and primary and secondary sources

3. **Resource Guide:**
   This lesson can be placed under the following sections in the Curriculum guide:

   - Unit Two, European Exploration and Colonization of the Americas, under Section 3: Life in Colonial Communities.
   - Unit Three, A Nation is Created, under Section 1: Background Causes of the American Revolution and Section 3: Early Attempts to Govern the Newly Independent States
   - Unit Four Experiments in Government under Section 3: The Writing, Structure, and Adoption of the United States Constitution

4. **Standards:**
   This lesson fulfills the following New York state standards:

   - Social Studies/1/Intermediate/3/gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
   - Social Studies/1/Intermediate/3/describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
5. Materials:
- Worksheet with Venn diagram
- Copy of “Moral Conduct and Orderly Behavior of the Students and Scholars of the University of Pennsylvania” by William Rogers
- Copy of Timeline from: http://www.ushistory.org/franklin/info/timeline.htm or http://sln.fi.edu/franklin/timeline/timeline.html
- Worksheet with Franklin’s roles listed on it
- Excerpts from the “Autobiography of Benjamin Franklin” and “Benjamin Franklin: An American Life” by Walter Isaacson
- Worksheet for taking notes during museum exhibit
- Poster board and craft supplies

6. Procedure:
   a. Introduction/Anticipatory Set:
      Students will be placed into small groups and will create a list of classroom rules that are typical for today’s classroom environment. Groups will then share one or two rules off their list with the entire class by raising their hands. The teacher will then hand each group a copy of the “Moral Conduct and Orderly Behavior of the Students and Scholars of the University of Pennsylvania” by William Rogers, Secretary of the Board of Faculty at the University of Pennsylvania in 1801. Upon reading the rules of the University, the group will place their rules and the University’s rules in a Venn diagram, seeing the similarities and differences. After a brief class discussion of the similarities and differences, the teacher will then explain that the University of Pennsylvania was a college founded by Ben Franklin, whose proposed program of study would become the nation’s first modern liberal arts curriculum. She will explain the beliefs of Franklin, how he envisioned his school, and how his beliefs for the school were different than other colonial colleges of the period.

      The teacher will then explain that Franklin had many roles in society, in addition to his role in the creation of the U. of Penn. She will activate prior knowledge by asking the students what they know about Franklin, while having a student list the ideas on the board.

   b. Guided Practice:
      Students will then be paired up and will receive a timeline of Franklin’s major life events as well as a worksheet with a chart listing the different roles Franklin held during his lifetime (Writer, Printer, Civic Leader, Scientist, Member of Military, Diplomat, Revolutionary, and Politician). As they read through the timeline, they should write details they find in the timeline under the category it best fits on their worksheet. Once this is completed, groups will share their information with another group to check for accuracy. Next, this newly combined group of four will be assigned a specific role that Franklin held and will be required to research this role more in depth. The teacher will provide sources to help assist with this research, mainly excerpts from “The Autobiography of Benjamin Franklin” and “Benjamin Franklin: An American Life” by Walter
Isaacson, but also websites such as http://www.english.udel.edu/lemay/franklin/ (for details) and http://www.benfranklin300.org/frankliniana/index.htm (for pictures and artifacts).

7. Assessment:

The culminating project will be a museum exhibit poster with 4-5 photos that are relevant to the assigned role that Franklin played, as well as 6-8 important facts and details about that part of Franklin’s life. Later in the week, students will share their posters in a museum exhibit setup, where two out of the four kids in each group circulate around the room examining other classmate’s posters and hearing their classmates give a brief summary as they take down notes (while the other two members of their group explain their poster). Then the groups switch and the other half of the class will do the same.