Objectives:
Students will:

- Learn about Ben Franklin’s contributions to America
- Will use primary documents written by Franklin and analyze their content and impact on society
- They will develop an understanding of the stages of Franklin’s life
- They understand Franklin’s viewpoint of life at that time

Materials:
Each student will have a copy of Benjamin Franklin Autobiography (from the National Park Service)
Other Books on Ben Franklin
Websites (see below)
Rubrics (see below)

Background:
The students would have an understanding of primary document and how to find them. As each student explores the documents they will ask the following questions:
- When was this document written?
- Who wrote the document?
- What was the purpose of the document?
- Who was the document written to?
- What type of document is this?

Each will have knowledge of the procedure on research and what is plagiarism.

The students will have read the Autobiography Benjamin Franklin.

Time Period:
Class periods are based on 50 minutes three times a week for the next three weeks. The students would spend time reading and taking notes of the important ideas.
Activity Procedure:

The teacher will lead a discussion on who was Benjamin Franklin. Besides being a man, what role did he play in Colonial America? The students will provide a list of categories that fit the focus “who was Franklin and his positions in society.” When the students create these categories, they will think about what influences a person. See Activity List.

I would conference with each student to discover the material they are using and their discoveries. Once notes are taken the students would write a rough draft which I would be subject to peer editing for grammar and punctuation and I would read the information presented.

Students will be divided into groups of three or four students. Each student will research segments of their chapter. The chapters will be

a. Franklin’s early years including arrival in Philadelphia
b. Franklin’s family
c. Franklin as a printer and his works
d. Franklin on slavery
e. Franklin Abroad
f. Franklin Politics and the Declaration of Independence
g. Franklin’s View on the Colonies and America
h. Franklin’s Contributions and Inventions
i. Franklin’s last years and his legacy

Students will create their own packet of documents. This will be listed on Bibliography Worksheet. I will direct them to websites. Each student will present at least two documents to their group and explain the ideas. The group will look at its validity and come to a consensus. Using this information and other secondary sources they will write a chapter relating their assigned subject matter. Each chapter must have at least one illustration. Students will work through peer editing before presenting to the teacher for her review.

For each chapter the students will choose a quote that Ben Franklin used. This quote will appear below the Chapter number and must tie to that point in Ben Franklin’s life.
Once all rough drafts are approved students will write the final draft. Afterwards, all chapters will be assembled into book form. Each group will develop a way to present their information to the class. They are not to read their chapter, but instead create a presentation which could be dramatic, power point, or animoto (video). This will give the class a chance to see the total picture of Ben Franklin’s life. After each chapter there will be an opportunity for questions and discussions.

Assessments:
The assessment is based on two different rubrics and combined into a total score. Fifty points is based on the research and use of primary and secondary documents. Did you use two primary documents? Did you contribute facts/information on Benjamin Franklin? Twenty points will be your writing your part of the chapter. This totals seventy points and the other thirty points comes from your part of the presentation.

Suggested Websites:
  www.franklinpapers.com
  www.archieves.gov
  www.ushistory.gov
  http://library.thinkquest.org
  http://sin.fi.edu/franklin

Extension:

Have the students create questions for their chapter and place the questions along with the book in the reading station. You could create a Jeopardy game with these questions.
## Bibliography Worksheet

### Website Used for Primary Source

<table>
<thead>
<tr>
<th>Address of Website</th>
<th>Name of Website</th>
<th>Information Retrieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Secondary Sources:

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
<th>Copyright</th>
<th>Pages Used</th>
<th>Description of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A Rising People: Ben Franklin and the Americans
June-July 2009
A Landmarks in American History and Culture Workshop

Writing to Inform Rubric

Score Point 4

- My paper is well developed and I have more than enough information to inform the reader about the topic. The information is clearly presented with lots of elaboration.
- There are plenty of specific details that more than adequately explain the topic.
- I have a clear organization and I don't stray from it.
- I wrote for the intended audience.
- I frequently use language choices to maintain a style or a tone.

Score Point 3

- My paper is fairly well developed and I have enough information to inform the reader about the topic. The information is clearly presented with some elaboration.
- There are some specific details that adequately explain the topic but some of the details may not really help explain.
- I have an organization and I try to stick to it.
- I wrote for the intended audience.
- I use language choices to maintain a style or a tone.

Score Point 2

- My paper has little development and a minimum amount of information. The information does not clearly explain the topic and some of it might even interfere with my explanation.

Multiple each point by 5 to get your score. For example, if your paper received 4 points then you multiple by 5 which gives you a score of 20.