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NEH-Benjamin Franklin  
July 2009  

California State Standards: 5.0 Students explain the causes of the American Revolution  
5.4 Describe the views, lives, and impact of key individuals during this period (Benjamin Franklin)  

Assignment Time: 4 weeks  

Anticipatory Set: Write this on the chalkboard for all of the students to write in their journals, and then respond to. “A man’s story is not told solely but a list of his grand accomplishments, but rather by his smaller, daily goods.” “What good shall I do today?”—Benjamin Franklin  
1. What good can you do for yourself today?  
2. What good can you do to help someone else today?  
3. What good can you do to help your school today?  
4. What good can you do to help your family today?  

The students will have 5 minutes to write a brief response to Benjamin Franklin’s quote, and then I will ask for volunteers to share their ideas with the entire class.  

Hand-Out: Each student will receive a copy of A Year-By-year Look at Ben’s Life from the book, Ben Franklin’s Almanac, Being a True Account of the Good Gentleman’s Life, by: Candace Fleming.  

Assignment: The class of 36 5th grade students will be divided into groups of six. Each group will choose one area of Ben Franklin’s life that they are interested in. Choices could include, but are not limited to: writer, printer, statesman, inventor, family life, founder of numerous public institutions such as a lending library, Union Fire Company…Topic must be approved by the teacher.
Library/Computer Lab: Each group will be given time to find any resources that are needed to help them research their topic

Project work in class: Each group will develop a six minute presentation (each student is required to speak with the use of note cards for one minute, does not need to be memorized, but should be presented without reading a report) about their chosen topic

Art: After research of each topic, the groups will start compiling a list of words that most commonly appear about Benjamin Franklin in this area of research. Students will take those words, and using the WORDLE program in computer lab, create their WORDLE piece in computer lab. Then students will water color each piece, back it with construction paper, and display in our classroom.