



BENJAMIN FRANKLIN: In Search of a Better World



TEACHER'S GUIDE

Benjamin Franklin: In Search of a Better World
Teacher's Activity Guide Benjamin Franklin: In
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Benjamin Franklin: In Search of a Better World

PECO, An Exelon Company, Proud Education
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World at the National Constitution Center.





COVER: Portrait of Benjamin Franklin by Michael Deas

LEFT: From *The Whistle*, produced by a More Perfect-Union for the Benjamin Franklin Tercentenary exhibition, with detail from portrait of Francis Folger Franklin attributed to Samuel Johnson; Private Collection.

T E A C H E R ' S G U I D E

BENJAMIN FRANKLIN: In Search of a Better World

CREATED BY:

The Benjamin Franklin Tercentenary

WRITTEN BY:

Dana Devon

Leslie Hubbard

Allison McBride

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Benjamin Franklin: In Search of a Better World

This engaging and memorable exhibition conveys the original genius, wit and imagination of Benjamin Franklin. Through a series of interactive multimedia exhibits combined with the largest collection of original Franklin materials ever assembled, *Benjamin Franklin: In Search of a Better World* brings our most remarkable Founding Father to life.

VENUES

PHILADELPHIA

December 15, 2005 – April 30, 2006
National Constitution Center
www.constitutioncenter.org

ST. LOUIS

June 8, 2006 – September 4, 2006
Missouri Historical Society
www.mohistory.org

HOUSTON

October 11, 2006 – January 21, 2007
The Houston Museum of Natural Science
www.hmns.org

DENVER

March 2, 2007 – May 28, 2007
Denver Museum of Nature and Science
www.dmns.org

ATLANTA

July 4, 2007 – October 14, 2007
Atlanta History Center
www.atlhist.org

PARIS

December 4, 2007 – March 30, 2008
Musée des arts et métiers
www.arts-et-metiers.net

December 4, 2007 – March 9, 2008
Musée Carnavalet
www.paris.fr/musees/musee_carnavalet

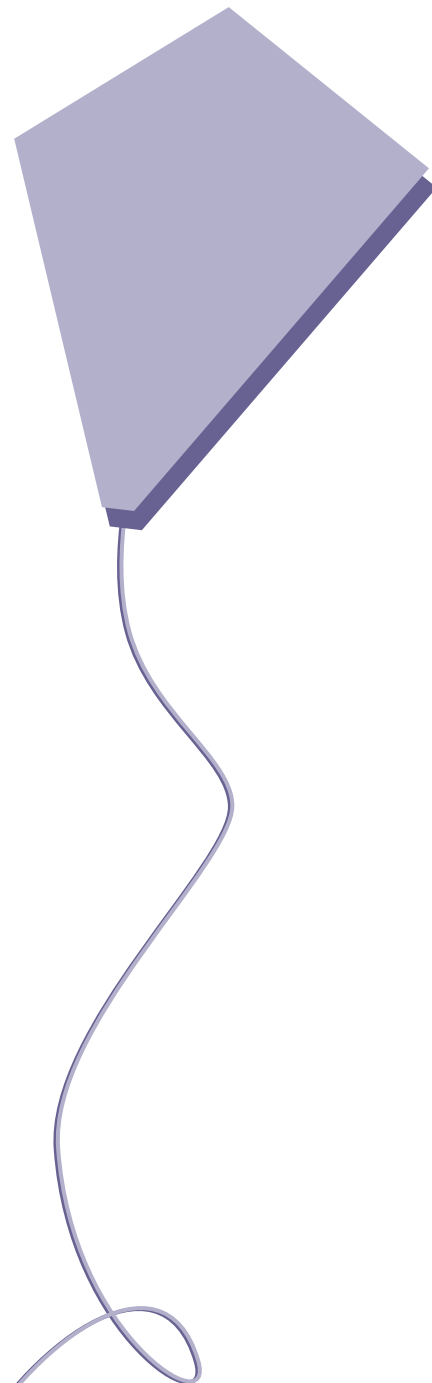
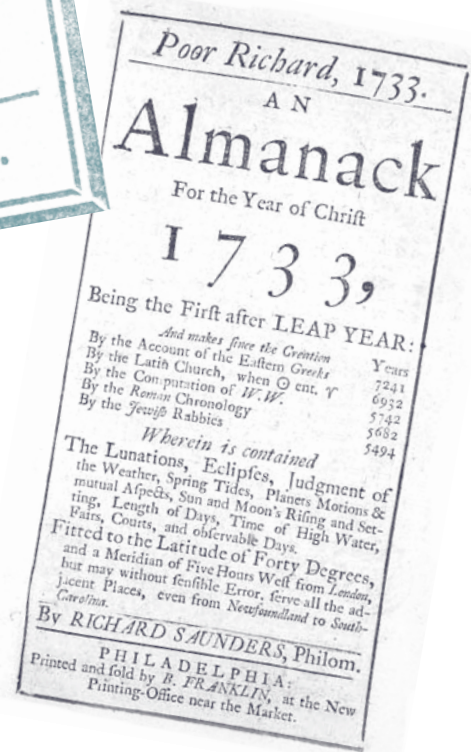
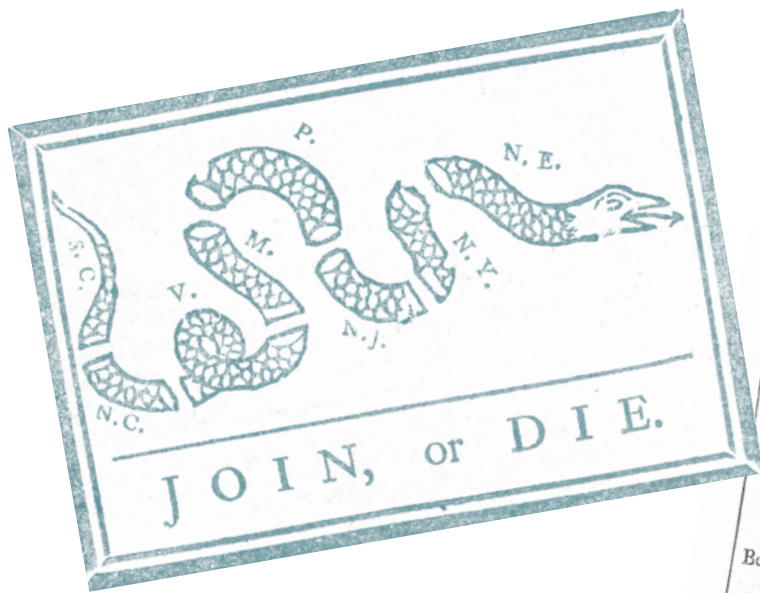


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TOP: "Join, or Die" cartoon published by Benjamin Franklin in *The Pennsylvania Gazette*, May 9, 1754. Library Company of Philadelphia.

RIGHT: *Poor Richard, 1733* (Philadelphia: Benjamin Franklin, 1732). Rosenbach Museum & Library, Philadelphia.

BOTTOM: Portrait of Benjamin Franklin by Michael Deas.

Welcome to the Benjamin Franklin Tercentenary

The exhibition, *Benjamin Franklin: In Search of a Better World*, brings to life the adventures of an extraordinary man, whose pioneering principles shaped the way Americans see the world today.

This Teacher’s Guide was created to enrich primary and secondary class visits to the exhibition. It is divided into three academic levels: elementary, middle and high school. Each section contains suggested activities for students to follow before, during and after their visit to the exhibition. Activities also include an assessment/evaluation suggestion and are aligned with **McREL Standards: Mid-continent Research for Education and Learning**.

To address different reading abilities between lower and upper elementary school children, we have created two sets of pre- and post-visit activities—one for younger elementary students (grades K-2) and one for older students (grades 3-5). However, we encourage teachers to read through the entire guide and select activities from any level to accommodate individual student needs and learning styles.

This guide also includes “Meet Ben Franklin” and “Benjamin Franklin Timeline of Events” to provide teachers with a brief introduction and chronology, respectively, of our subject. Additionally, we encourage teachers to visit our website at www.benfranklin300.org, to access additional curriculum and general educational resources designed for teachers, students and lifelong learners.

This international traveling exhibition is at the heart of a year-long celebration to mark the 300th anniversary of Franklin’s birth (1706-2006), led by the Benjamin Franklin Tercentenary. The Tercentenary is a consortium of five Philadelphia institutions founded by Franklin: the American Philosophical Society, The Franklin Institute, The Library Company of Philadelphia, the Philadelphia Museum of Art and the University of Pennsylvania. The Tercentenary’s educational mission parallels that of the exhibition: to delight and inspire a new generation of teachers, students and parents with an original, inventive image of Benjamin Franklin.

Meet Benjamin Franklin

Scientist, inventor, diplomat, humorist, philanthropist and entrepreneur: Benjamin Franklin is one of the most remarkable and influential Americans of any generation. Born into a large family of artisans, Franklin learned early that hard work, thrift, integrity and self-discipline were important virtues. Though Franklin completed fewer than three years of formal schooling, he was an avid reader who delighted in every sort of book, from the Bible to literature and philosophy. Franklin's love of learning and drive for self-improvement stayed with him throughout his life. His finest quality, however, was his commitment to sharing his ideas with those around him. In studying the life and legacy of one of this country's most original and inventive founding fathers, teachers and students can together enact some of Franklin's guiding principles: discipline, drive and a belief in working together.

Benjamin Franklin was born January 17, 1706, to Josiah and Abiah Franklin. He was the ninth of eleven children residing in a small, wooden house on Milk Street in Boston. At Boston's South Grammar School, he studied religion, classical literature, philosophy and logic, but his education was cut short when his father decided that he should learn a trade. At twelve, Franklin was apprenticed to his brother James, a printer.

Over the next five years, the adolescent Franklin became ever more curious and ambitious as he labored in his brother's printing shop. All through his apprenticeship he cultivated good habits to improve his prospects. He ate a healthy diet, kept himself fit, particularly by swimming, and copied essays from newspapers to improve his writing. At sixteen, Franklin produced the witty "Silence Dogood" letters in James's newspaper, *The New England Courant*.

At seventeen, Franklin ran away from Boston to seek opportunity elsewhere in the colonies. Arriving in Philadelphia in 1723, Franklin worked to establish himself as a printer. Within a few short years, he established his own printing shop and began publishing his newspaper, *The Pennsylvania Gazette*, and *Poor Richard's Almanack*.

From his arrival in Philadelphia and continuing over the next 25 years, Franklin expanded his network of personal friends and business connections both in the colonies and in England. In printing, Franklin found a way to "do well by doing good": not only did he accumulate enough wealth to retire from active business at the age of 42, but he was also able to use his publications to communicate his ideas. And of all his many accomplishments, he most wished to be remembered as "B. Franklin, Printer."

As a tradesman in Philadelphia, Franklin worked to better not only himself but his community as well. He organized the Junto, a small group of tradesmen and artisans who met weekly to discuss how they "may be serviceable to *mankind?* to their country, to their friends, or to themselves?" The Junto responded to these queries with actions. Over twenty years, Franklin and his associates founded a lending library, firefighting brigade, university, learned society, militia, hospital and insurance company. In the

end, the Junto did more than just enrich community life in Philadelphia—the landmark institutions its members founded became fixtures of American society.

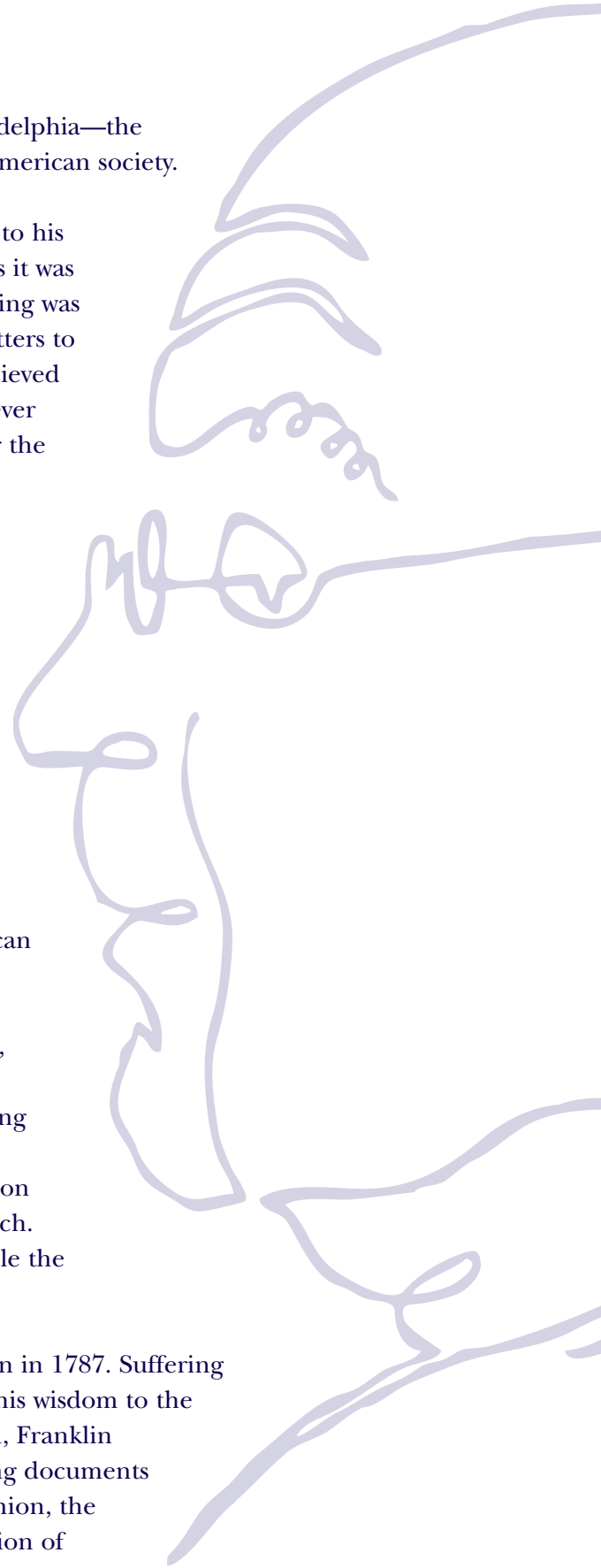
Throughout his life, Franklin’s curiosity and hands-on approach to his surroundings attracted him to science or “natural philosophy,” as it was then called. A true man of the Enlightenment, Franklin’s reasoning was practical and observation-based, and he shared his theories in letters to international contemporaries and colleagues. Franklin firmly believed that scientific knowledge should directly benefit society, so he never patented his inventions and always sought useful applications for the theories he developed.

Franklin’s studies of electricity, including the legendary kite and key experiment, remain his most important and best known scientific achievements. Although he personally placed a higher value on public service than science, it was his scientific status that gave him the connections he needed to succeed in politics and diplomacy.

Franklin’s negotiating skills were called into service in 1757, when he was selected to represent colonial interests in England. Franklin would spend much of the next 30 years of his life living abroad—first in London seeking to maintain unity with England, and then in Paris building an alliance to secure American independence.

By the time the fight for independence unfolded in the colonies, Franklin was renowned at home and abroad. His reputation as a practical and perceptive thinker, combined with his gift for forging compromises, made him an obvious choice to campaign for the American cause. Franklin traveled to Paris, where he capitalized on his charisma and reputation to obtain military aid from the French. Ultimately, the alliance Franklin forged with France made possible the American victory in the Revolutionary War.

Franklin was the oldest delegate to the Constitutional Convention in 1787. Suffering from gout and kidney stones, he nevertheless lent his spirit and his wisdom to the cause. Upon signing the document at the end of the Convention, Franklin earned his distinction as the only man to sign five of the founding documents of the United States of America, including the Albany Plan of Union, the Treaty of Amity and Commerce, the Treaty of Paris, the Declaration of Independence and the U.S. Constitution.



Meet Benjamin Franklin (continued)

Benjamin Franklin has never been more relevant or more contemporary than he is today. Franklin was an extraordinary man, but he was also wonderfully human. His warm-hearted nature and humorous personality make him an easy subject of study in spite of his heroic status. Moreover, many of the qualities that made Franklin such an accomplished man—most notably, his drive to improve himself and the world around him—exist in all of us. As we carry on his ideals and hold his contributions dear, Franklin will continue to shape the world for generations to come.



A China Bowl with a Spoon of Silver, produced by a More Perfect-Union for the Benjamin Franklin Tercentenary exhibition, with detail from portrait of Benjamin Franklin by Benjamin Wilson; Diplomatic Reception Rooms, U.S. Department of State.

Benjamin Franklin Timeline of Events

- 1706** Born January 17, the ninth of eleven children born to Josiah and Abiah Franklin
- 1714 - 1715** Attends Boston's South Grammar School for two years
- 1716** Works in his father's candle-making shop
- 1718** Begins an apprenticeship in his brother James's printing shop in Boston
- 1722** Begins writing a series of letters under the pseudonym "Silence Dogood"
- 1723** Runs away to Philadelphia, arriving October 6. Finds work in the printing shop of Samuel Keimer and lodging in the home of John Read, the father of his future wife Deborah Read
- 1724** Sails for England on November 5, continuing his training as a printer
- 1726** Returns to Philadelphia and works as clerk, bookkeeper and shopkeeper for Thomas Denham
- 1727** Forms the Junto, a club for "self-improvement, study, mutual aid, and conviviality"
- 1728** Co-founds printing shop with Hugh Meredith
- 1729** Purchases *The Pennsylvania Gazette*, which over the course of 19 years becomes renowned for its humor, originality and strong influence on public opinion
- 1730** Joins in common-law marriage with Deborah Read
Named official printer for Pennsylvania
Sometime around 1729 or 1730, William Franklin, Benjamin Franklin's son, is born out of wedlock to an unidentified mother
- 1731** Establishes the Library Company of Philadelphia, the first lending library in America
Launches one of the colonies' first printing franchises in South Carolina
- 1732** Deborah Read Franklin gives birth to a son, Francis Folger Franklin
Issues the first edition of *Poor Richard's Almanack*, an instant best-seller that quickly becomes the most popular almanac in the colonies
- 1736** Four-year-old son Francis Folger Franklin dies of smallpox
Helps found the Union Fire Company, which organizes and trains teams of firemen
- 1737** Begins service as postmaster of Philadelphia, continuing until 1753

Benjamin Franklin Timeline of Events (continued)

- 1740-41** Designs the Pennsylvania Fire-place, now known as the Franklin stove
- 1743** Deborah Read Franklin gives birth to Sarah (Sally) Franklin, the Franklins' only daughter
Publishes *A Proposal for Promoting Useful Knowledge*, leading to the formation of the American Philosophical Society
- 1748** Retires from the printing business at the age of forty-two
- 1749** Founds the Academy and College of Philadelphia, later renamed the University of Pennsylvania
- 1750** Designs the lightning rod to divert lightning from buildings during thunderstorms
- 1751** *Experiments and Observations on Electricity*, a collection of Franklin's letters about his electrical experiments, published in London
Co-founds the Pennsylvania Hospital, the colonies' first public hospital
Founds the Philadelphia Contributionship, the colonies' first property insurance company
- 1752** Performs legendary kite and key experiment, confirming his theory that electricity existed in thunderclouds in the form of lightning
- 1753** Awarded the Royal Society of London's Copley Medal for work in electricity
Appointed joint deputy postmaster general of North America
Awarded honorary degrees from Harvard and Yale
- 1754** Drafts the Albany Plan of Union, urging the colonies to form a united defense against threats from the French and their Native American allies
Publishes in *The Pennsylvania Gazette* the "Join, or Die" cartoon, America's first symbol of the united colonies
- 1756** Awarded an honorary Master of Arts degree from William and Mary College
- 1757** Appointed colonial agent to London. Lives and works in London for the majority of the next eighteen years
- 1758** *A Way to Wealth*, a collection of Franklin's *Poor Richard's* writings is published
- 1759** Awarded an honorary Doctor of Law degree from the University of St. Andrews, Scotland
- 1762** Invents the glass armonica
Awarded an honorary doctorate degree from Oxford University, England
- 1766** Elected to Royal Society of Sciences

- 1769** Elected president of the American Philosophical Society
- 1771** Begins writing his *Autobiography*
- 1774** Deborah Read Franklin dies
- 1775** Arrives back in Philadelphia
Elected the Pennsylvania delegate to the Second Continental Congress
- 1776** Serves on the committee to draft the *Declaration of Independence*
Appointed commissioner to the court of France and arrives in Paris on December 21
- 1778** Helps negotiate and signs the Treaty of Amity and Commerce between America and France, securing critical support from the French in the form of loans, military supplies and troops
- 1783** Helps negotiate and signs Treaty of Paris, officially ending the Revolutionary War
- 1785** Moves back to Philadelphia after his years of service in France
- 1787** Elected president of the Pennsylvania Society for Promoting the Abolition of Slavery. Serves as delegate to the Constitutional Convention
- 1790** Dies on April 17, 1790, at the age of eighty-four

*Benjamin Franklin: In Search of a Better World
Teacher's Activity Guide Benjamin Franklin: In
Search of a Better World Teacher's Activity Guide
Benjamin Franklin: In Search of a Better World*



Common press (English), ca. 1720. Smithsonian Institution, National Museum of American History, Behring Center, Washington, D.C.



Elementary School

A C T I V I T I E S

PRE-VISIT ACTIVITY

Hats off, Ben!

OVERVIEW

Benjamin Franklin was a man of many talents and professions. He was a printer, writer, scientist, inventor, community leader, international diplomat and founding father of the United States of America. This cut-and-paste activity uses pictures to familiarize children with Franklin's assorted occupations and activities.

OBJECTIVES

- Students will be introduced to Franklin and to the concept that he played many roles in his community.
- Students will be motivated to learn more about Franklin.
- Students will be introduced to new vocabulary related to Franklin's talents and professions.

TIME

This activity requires one to two class periods.

MATERIALS

- "Hats off, Ben!" handout
- Scissors
- Glue
- Crayons

McREL STANDARDS

Language Arts

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Standard 8. Uses listening and speaking skills for different purposes

TEACHER INSTRUCTIONS

1. Read aloud to the class a book that encompasses Benjamin Franklin's life story, professions and activities. Aim to excite children about studying a man whose clever and curious mind helped him to develop bright ideas that remain part of our world today. Suggested picture book biographies of Franklin include:

Adler, David. *A Picture Book of Benjamin Franklin*.

D'Aulaire, Ingri. *Benjamin Franklin*.

Greene, Carol. *Benjamin Franklin: A Man with Many Jobs*.

Pingry, Patricia A. *Meet Benjamin Franklin*.

Schanzer, Rosalyn. *How Ben Franklin Stole the Lightning*.

2. Distribute the "Hats off, Ben!" handout to students and review instructions for completing the activity.
3. After students have completed the activity, display their work in the classroom.

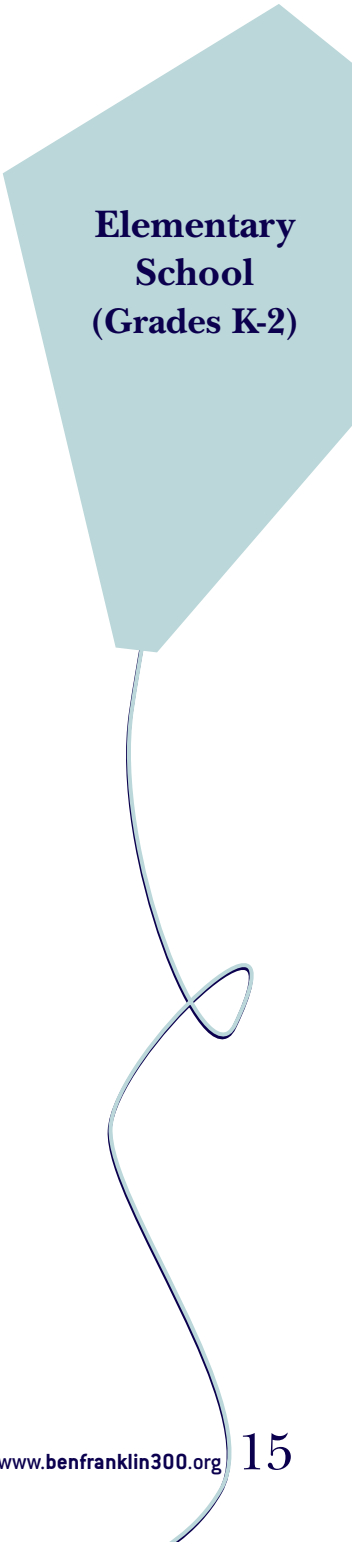
Elementary
School
(Grades K-2)

ENRICHMENT

Ask students to write letters to Benjamin Franklin, telling him about the professions that they hope to enter and the ways their work will benefit their communities.

ASSESSMENT

- ✓ Students actively participate in conversation during and after the read-aloud activity.
- ✓ Students demonstrate the ability to name and explain several of Franklin's professions.
- ✓ Students recognize new vocabulary and match pictures to words correctly.
- ✓ Through completion of the cut-and-paste activity, students demonstrate an awareness of several of Franklin's occupations and accomplishments.



**Elementary
School
(Grades K-2)**

Hats off, Ben!

Benjamin Franklin had many jobs. For every job, he wore a special hat. Can you match each job with the right hat?

DIRECTIONS: First, read the sentences beneath each of Franklin's heads. Then look at the hats at the bottom of the page. When you see a hat that matches a job, cut out the hat and paste it on the head above the sentence that describes the job. You may color the hats if you wish.



Benjamin Franklin was a **printer**.



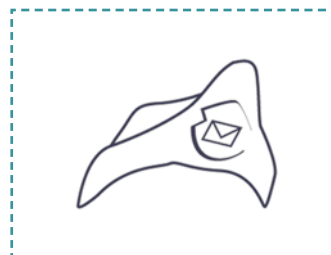
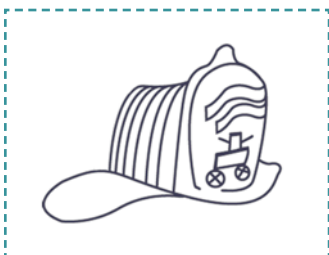
Benjamin Franklin was a **firefighter**.



Benjamin Franklin was a **postman**.



Benjamin Franklin was a **diplomat**.



PRE-VISIT ACTIVITY

Benjamin Franklin, Community Builder

OVERVIEW

Benjamin Franklin's concern for community life and public safety made him a model citizen. This activity asks students to consider how Franklin's efforts in Philadelphia responded to community needs and improved life for all citizens. Furthermore, students will see that Franklin helped found a number of institutions that are commonly associated with communities today.

OBJECTIVES

- Students will gain an understanding of the concepts of community and community building.
- Students will appreciate the roles and responsibilities of individuals in a community.
- Students will understand the significance of the numerous institutions founded by Franklin and the relevance of these institutions to contemporary communities.
- Students will recognize that Franklin responded to the needs of his community by attempting to solve real problems.

TIME

This activity requires one class period, plus the possibility of homework.

MATERIALS

- “Benjamin Franklin, Community Builder” handout
- Pencils or crayons
- Glue
- Scissors

McREL STANDARDS

History

Standard 4. Understands how democratic values came to be, and how they have been exemplified by people, events, and symbols

Civics

Standard 27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities

Life Skills

Standard 5. Applies basic trouble-shooting and problem-solving techniques

TEACHER INSTRUCTIONS

1. Engage the class in a discussion of community. Activate their knowledge of and thoughts on the concept of community by asking such questions as:
 - What makes a community?
 - What kinds of buildings and places do we see in communities?
 - Who are the people that make a community?
 - What role does each of us play in our communities?
2. Distribute the “Benjamin Franklin, Community Builder” handout.

**Elementary
School
(Grades 3-5)**

Benjamin Franklin, Community Builder (continued)

3. Explain the concept behind the activity: Benjamin Franklin helped build a community where there formerly was little organized activity, and this community became a model for other cities in America.
4. Help the class to imagine Philadelphia without many of the places, organizations or amenities that we associate with communities today.
5. The handout may be completed in class or at home.
6. Review completed handouts with the class.

ENRICHMENT

Ask students to write letters to their mayor or other community leader in which they thank community officials for one of their favorite community institutions (e.g., playground, public pool, library or hospital). In the letters, students should explain why the institution they selected means so much to them.

ASSESSMENT

- ✓ During class discussion, students demonstrate understanding of the key concepts of community and community building.
- ✓ As they complete their handouts, students exhibit an appreciation for the roles and responsibilities of individuals in a community.
- ✓ As they complete their handouts, students are able to recognize that a number of the institutions we rely on today were founded by Franklin.
- ✓ Students' completed handouts reflect an awareness of how Franklin solved problems, and they correctly match Franklin's responses to the needs of his community.

**Elementary
School
(Grades 3-5)**

Benjamin Franklin, Community Builder

DIRECTIONS: Cut out the building blocks below. Some blocks display problems faced by Franklin and his community. Some blocks list Franklin's responses to these problems. On a separate piece of paper, match each problem with Franklin's response to it. Then glue the blocks in place.

In colonial times, most people had little formal schooling. The first universities were built to train new ministers for churches. Benjamin Franklin realized that education makes life better for everyone.

Benjamin Franklin helped raise money to build America's first public hospital.

In Benjamin Franklin's day, the streets of Philadelphia were just dirt pathways. The dirt turned to mud during rainstorms, making it difficult and messy for people to go places.

Benjamin Franklin helped clean and pave the streets of Philadelphia.

The people of the colonies had very few books to read. Books cost a lot of money and had to be brought from England by ship.

Benjamin Franklin helped start an academy that became the first university without a religious connection, the University of Pennsylvania.

In the city of Philadelphia, most houses were made of wood and built side-by-side. A fire that broke out in one home could quickly destroy an entire neighborhood.

Benjamin Franklin and his friends founded a library so that people could share books.

When people in the colonies got sick, doctors went to their homes to care for them. This was difficult because there were few doctors, and it took much time traveling on horseback from house to house.

Benjamin Franklin and nineteen of his neighbors formed the first fire company in Philadelphia.

FIELD TRIP EXPERIENCE

Hooray for Benjamin Franklin!

OVERVIEW

While visiting the exhibition, *Benjamin Franklin: In Search of a Better World*, students will encounter the ideas, discoveries, inventions, community contributions and revolutionary acts that make Franklin such a celebrated figure. This on-site activity is designed to engage students in the exhibition by asking them to congratulate and award Franklin for his accomplishments.

OBJECTIVES

- Students will be active and intellectually involved in the exhibition experience.
- Students will share their experience of the exhibition with each other.
- Students will be exposed to Franklin’s wide range of ideas and accomplishments.

TIME

This activity begins at the exhibition and resumes in the classroom. After the visit, completing the activity will require approximately one class period.

MATERIALS

- “Hooray for Benjamin Franklin!” handout
- Pencils
- Clipboards (if available)

McREL STANDARDS

Language Arts

Standard 4. Gathers and uses information for research purposes

Civics

Standard 27. Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities

History

Standard 8. Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them

TEACHER INSTRUCTIONS

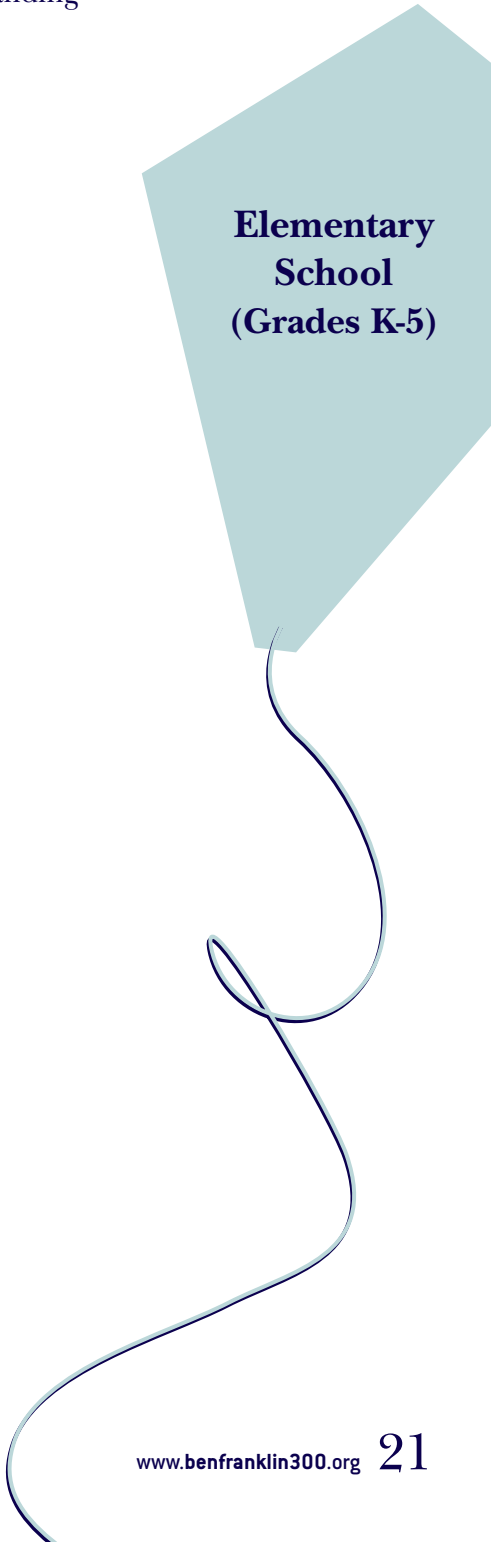
1. Prior to arrival, ask chaperones to assist and guide students as they proceed through the exhibition and perform the activity.
2. Distribute handouts, pencils and clipboards to the students. Review instructions for the activity and be sure that students understand what is expected of them.
3. Give a demonstration of the activity. Decide whether students should conduct this activity in small teams or individually. In either case, encourage students to find original interpretations of Franklin’s life and accomplishments.

**Elementary
School
(Grades K-5)**

4. Once back in the classroom, ask students to share their awards with the class. Guide a class discussion to determine the reason/quality for which most students congratulated Franklin. You may also ask students to cut out their awards for display on a “Hooray for Benjamin Franklin!” bulletin board.

ASSESSMENT

- ✓ Students’ handouts are complete and reflect creative and considered thinking.
- ✓ Students’ active participation in the classroom discussion reflects an understanding of Franklin and the contributions they selected for each award.



**Elementary
School
(Grades K-5)**

Hooray for Benjamin Franklin!

As you visit the exhibition today, look for all of the clever and useful ideas that Benjamin Franklin imagined during his life. Some of these ideas ended up as inventions; other ideas produced something new and useful for his community. Some of Franklin's ideas helped shape a new government and other ideas helped shape our daily lives.

If you could give awards to Franklin for some of his great ideas, which ideas would you pick? Here's your chance! Read the name of the award on the ribbon. It tells you the kind of idea to look for. As you walk through the exhibition, decide which idea you think gets the award for that category. Write it down in the spaces next to the ribbon.

Write three reasons why you selected this idea for the award.



Awarded to Ben Franklin because _____



Awarded to Ben Franklin because _____



Awarded to Ben Franklin because _____



Awarded to Ben Franklin because _____



Awarded to Ben Franklin because _____

POST-VISIT ACTIVITY

Imagining Franklin and Me

OVERVIEW

After visiting *Benjamin Franklin: In Search of a Better World*, students will see Franklin as a man who both did great things and encouraged others to do well. This activity asks students to imagine working alongside Franklin and depict themselves with him in a portrait entitled “Imagining Franklin and Me.”

OBJECTIVES

- Students will see Franklin as a highly accomplished, inspirational figure.
- Students will relate to Franklin on a personal level and see themselves alongside him.
- Students will imagine performing an activity that has a positive impact on the world.

TIME

This activity requires one to two class periods.

MATERIALS

- “Imagining Franklin and Me” portrait template handout
- Drawing supplies
- Pencils
- Composition paper (optional)

McREL STANDARDS

Civics

Standard 27. Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities

TEACHER INSTRUCTIONS

1. Ask students to recall some of their reasons for giving Franklin awards in the “Hooray for Benjamin Franklin!” activity. Mention to students that much of Franklin’s accomplishments stemmed from a very curious mind and the need to explore and improve the world around him.
2. Remind students that most of us are gifted with curious minds and the ability to observe carefully and improve our communities. Ask them to identify some of their own accomplishments, times when they have received praise or times when they have been helpful or responsible.
3. Distribute the “Imagining Franklin and Me” portrait template handouts and instruct students to draw a side-by-side portrait of themselves and Franklin. Students can imagine themselves as printers, scientists or statesmen, or someone else they imagine they and Franklin can be together.
4. Ask students to present their work to the class.
5. Display completed works in the classroom.

Elementary
School
(Grades K-2)

Imagining Franklin and Me (continued)

ENRICHMENT

Ask students to write a paragraph that expands upon the ideas conveyed in their portraits.

ASSESSMENT

- ✓ Students successfully depict themselves performing an activity or task with Franklin.
- ✓ Student artwork demonstrates knowledge of Franklin and his achievements.



**Elementary
School
(Grades K-2)**

Imagining Franklin and Me

DIRECTIONS: Draw yourself in the picture with Franklin. Imagine joining him on one of his adventures.



POST-VISIT ACTIVITY

A 21st-Century Day in the Life of Benjamin Franklin

OVERVIEW

After visiting *Benjamin Franklin: In Search of a Better World*, students will be able to identify the many ways that Franklin used his curious mind and generous civic spirit to improve the world around him. Students will compose a day calendar for Franklin that, in its completed form, will illustrate a 21st-century day in the life of Franklin.

OBJECTIVES

- Students will use logic and creativity to make connections between Franklin’s accomplishments and work that would improve today’s world.
- Students will consider how character traits and personal goals may influence how individuals spend time on a given day.

TIME

The activity may be completed in class, or it may be started in class and completed as homework.

MATERIALS

- Pencils
- “Franklin’s 21st-Century Day” handout

McREL STANDARDS

Civics

Standard 27. Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities

TEACHER INSTRUCTIONS

1. Ask the students to recall the many awards they bestowed upon Franklin during their visit to the exhibition.
2. Ask students to complete the “Franklin’s 21st-Century Day” handout. Explain that the completed calendar will reflect how Franklin might spend his day if he were living in the 21st century. Suggest that students try to connect Franklin’s accomplishments in the 18th century as a basis for imagining how he might improve today’s world. Explain that students should draw on Franklin’s character traits (e.g., curiosity, intelligence, humor) in depicting a 21st-century day in his life.
3. The activity may be completed in class or at home.
4. Display completed calendars in the classroom.

ENRICHMENT

Many of Franklin’s writings and witticisms are devoted to the notion of developing a strong character and good habits. Provide students with a short selection of Franklin’s aphorisms from *Poor Richard’s Almanack*. Ask students to choose one and write a paragraph or essay explaining what it means to them.

Elementary
School
(Grades 3-5)

A 21st-Century Day in the Life of Benjamin Franklin (continued)

ASSESSMENT

- ✓ Students' entries are clear, logical and creative.
- ✓ Students' entries convey knowledge of Franklin's life and contributions and connect those contributions to today's world.

**Elementary
School
(Grades 3-5)**

Franklin's 21st-Century Day



DATE: _____

APPOINTMENTS:

8 AM _____

9 AM _____

10 AM _____

11 AM _____

12 PM _____

1 PM _____

2 PM _____

3 PM _____

4 PM _____

5 PM _____

6 PM _____

7 PM _____

8 PM _____



Middle School

A C T I V I T I E S

PRE-VISIT ACTIVITY

Greetings, Benjamin Franklin

OVERVIEW

Students will be introduced to Benjamin Franklin by collecting information on his life and achievements. Using research and creative skills, each student will compose a Ben Bio-Poem. Students will present their projects to the class and contribute facts from their research to formulate questions for the Ben Bio-Ball trivia game.

OBJECTIVES

- Students will use basic research skills to gather information.
- Students will use their research to create an original poem.
- Students will have fun interacting and sharing their knowledge of Franklin.

TIME

This activity requires two class periods over two days.

MATERIALS

- “Benjamin Franklin Research Guide” handout
- “Ben Bio-poem” handout
- Biographies of Benjamin Franklin
- Computers with Internet access
- Paper and pencil
- Index cards
- Encyclopedias, books, magazines and other printed resources including information on Franklin

McREL STANDARDS

History

Standard 4. Understands how political, religious, and social institutions emerged in the English colonies

Language Arts

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

TEACHER INSTRUCTIONS

1. Read “Meet Benjamin Franklin” included in this guide. In addition, you may wish to consult additional resources listed at the back of this publication or on our website, www.benfranklin300.org.
2. Introduce Franklin to the class. Assess the students’ familiarity with Franklin by asking the class to describe him, cite some of his accomplishments, etc.
3. Instruct the students on collecting information about Franklin’s life and achievements. These instructions will vary according to available resources and facilities, students’ abilities and your own preferences. You may wish to divide the students into groups

Middle
School

and assign each group to a research station where you have compiled several books, magazines, etc.

4. Distribute the “Benjamin Franklin Research Guide” and “Ben Bio-poem” handouts. Display an example of a bio-poem that you have composed and read it aloud to the class. (You may wish to use an overhead transparency, poster display board or classroom chalkboard.)
5. Allow the students sufficient time to do their research and compose their bio-poems. When all have finished, ask students to share their poems with the class.
6. Next, ask each student to develop three trivia questions and answers—they can create multiple choice answers if they like—based on facts they referred to in their poems. Tell them that you will use their questions in a Ben Bio-Ball trivia game to be held during the next class session. (Note that if time does not permit this, you can develop the questions based on facts from students’ bio-poems, have the students develop the questions as homework or devote an extra class period to completing the activity.)
7. Review the questions and answers. Be sure that the language is clear and that the facts are accurate. You may need to supplement the students’ submissions with your own. Aim for approximately 30 questions in all.
8. Play ball! (See Ben Bio-Ball Instructions)

BEN BIO-BALL INSTRUCTIONS

- First you will need to simulate a baseball field setting in your classroom. This may involve rearranging desks to create an open space. It is suggested that you use chairs to mark first, second and third bases—this obliges students to sit on the “bases” while the game continues, easing classroom commotion. If you cannot set up an actual baseball field, you can improvise by drawing a baseball diamond and bases on a blackboard. Instead of moving from base to base, the students can mark their movement with chalk. The board can be wiped clean between innings.
- Divide the students into two teams and ask each to form a single-file line. Explain that one team will “take the field” while the other team is “at bat.”
- The student at the head of the line on the fielding team is the pitcher. The student at the head of the line on the batting team is the batter. Hand the pitcher a card and ask him/her to read the question on it to the batter. If the batter answers correctly, s/he takes a base. If the batter answers incorrectly, s/he strikes out and moves to the end of the line.
- Play continues as the students pitch and bat, take bases and strike out. After one student takes first base, the next to answer a question correctly takes first base, and

Greetings, Benjamin Franklin (continued)

the previous student advances to second base. The third student to answer a question correctly advances the previous two students to second and third bases, respectively, and the fourth scores a run. After three students on the batting team answer questions incorrectly, thereby tallying three strikes, the teams switch positions and a new inning begins. The game may last nine innings or any number determined by the teacher. At the end of the game, the team who has scored the most runs wins. Be creative and flexible—you can incorporate double headers, extra innings and more baseball fun!

ENRICHMENT

Introduce students to primary sources by asking them to rely on Benjamin Franklin's *Autobiography*, *Poor Richard's Almanack* and other writings in their research. Define primary sources and secondary sources, distinguish between the two and explain the role of each in historical research. This enrichment activity may be more appropriate for students in higher grade levels.

ASSESSMENT

- ✓ Bio-poems reflect skilled handling of the research process, depth and correctness of facts presented, mastery of language skills (vocabulary, grammar and spelling) and creativity.
- ✓ Student performances in Ben Bio-Ball may be assessed by the number of questions answered correctly/incorrectly and behavioral qualities, such as cooperation, patience, enthusiasm and sportsmanship.

Benjamin Franklin Research Guide

Write two sentences describing Benjamin Franklin's life as a young boy.

1. _____
2. _____

Write two sentences about Benjamin Franklin's life as a printer.

1. _____
2. _____

Write three facts about Benjamin Franklin and science.

1. _____
2. _____
3. _____

Write three sentences telling how Benjamin Franklin helped found the United States.

1. _____
2. _____
3. _____

List five important events in Benjamin Franklin's life. Be sure to include dates.

1. _____
2. _____
3. _____
4. _____
5. _____

Name at least five words that describe Benjamin Franklin's character.

1. _____
2. _____
3. _____
4. _____
5. _____

Ben Bio-Poem

DIRECTIONS: Use your completed “Benjamin Franklin Research Guide” to write a poem that describes Franklin’s character, life and achievements. The letters in his name will be the first letters of the first words in the lines of your poem. Many of the lines of your poem can be single words or phrases, but at least five lines must be complete sentences. Be creative!

B _____

E _____

N _____

J _____

A _____

M _____

I _____

N _____

F _____

R _____

A _____

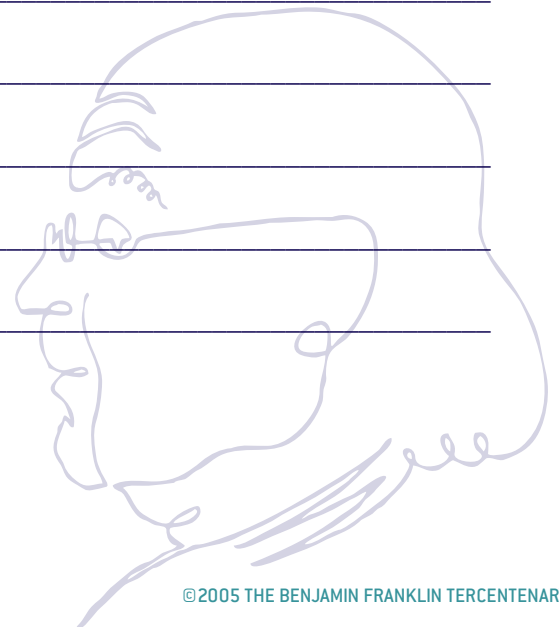
N _____

K _____

L _____

I _____

N _____



PRE-VISIT ACTIVITY

Creating a Community Collage

OVERVIEW

Students will study Franklin’s efforts to improve the city of Philadelphia. They will explore the ways in which Franklin’s concern for his community not only made him a model citizen, but also allowed him to contribute to the well-being of all colonial Americans. Students will then create collages that exhibit their ideas for improving their school or community.

OBJECTIVES

- Students will explore the importance of public service.
- Students will consider the impact that individuals—specifically, individuals working together—can have on their community.
- Students will formulate and present their own ideas for community improvement.

TIME

This activity requires two class periods.

MATERIALS

- Poster board
- Scissors
- Glue
- Markers
- Recycled magazines to be cut and used for collages

McREL STANDARDS

Civics

Standard 27. Understands how certain character traits enhance citizens’ ability to fulfill personal and civic responsibilities

Life Skills

Standard 5. Applies basic trouble-shooting and problem-solving techniques

TEACHER INSTRUCTIONS

1. Begin with a class discussion of community. Ask the students to share their thoughts on such matters as:
 - What makes a community?
 - Why is community important?
 - The responsibilities of citizens in a community
2. Give an overview of Franklin’s contributions to the Philadelphia community. Mention, for example, that Franklin supervised the paving and cleaning of city streets and the installation of streetlights. Also, call the students’ attention to the ways that Franklin’s efforts displayed his concern for public safety, welfare and quality of life. Introduce students to the Junto and point out how the group exemplified Franklin’s belief in the power of people working together.



Middle
School

Creating a Community Collage (continued)

Note: The content and depth of this discussion can vary depending on your preferences. The principal theme conveyed to the class should be the importance of public service and the impact that individuals—specifically, individuals working together—can have on their community.

Middle School

3. Brainstorm with the students about needs in their school or communities and ways they might address those needs.
4. Instruct the students to create collages exhibiting their ideas about ways to improve their school or community. The collages may also be created in small groups to emphasize Franklin's notions of community and working together.
5. Students may present their collages to the class. Display the collages in the classroom.

ENRICHMENT

Ask the students to write persuasive essays convincing others to join them in carrying out their plan for community improvement.

ASSESSMENT

- ✓ Through class participation, students display an in-depth understanding of Franklin's contributions to his community and the power of people working together.
- ✓ Collages reflect an awareness of the needs in their own community and creativity in their suggestions for addressing those needs.
- ✓ Collages may be assessed on clarity, quality of ideas represented, neatness and visual presentation.

FIELD TRIP EXPERIENCE

Casting a Vote for Franklin

OVERVIEW

While visiting *Benjamin Franklin: In Search of a Better World*, students will see that Benjamin Franklin excelled in many arenas. This activity asks students to cast Franklin in a contemporary light and vote him into five prestigious positions.

OBJECTIVES

- Students will use information they obtain at the exhibition to complete handouts.
- Students will be able to construct an informed and persuasive argument based on information collected at the exhibition.

TIME

This activity begins at the exhibit and resumes in the classroom. After the visit, completing the activity requires one class period.

MATERIALS

- “Casting a Vote for Franklin” handout
- Pencils
- Clipboards (if available)

McREL STANDARDS

Language Arts

Standard 8. Uses listening and speaking strategies for different purposes

TEACHER INSTRUCTIONS

1. If possible, divide the class into small groups of two or three students.
2. Tell students that they will travel through the exhibition in their small groups and together complete the “Casting a Vote for Franklin” handout.
3. After the visit, divide the class into five groups and assign one prestigious position from the handout to each group. Tell students that Franklin can only achieve one of these five prestigious positions and their job is to defend their assigned position as the one most suitable for Franklin to receive.
4. Allow the groups time to prepare an oral argument to promote and defend their assigned position.
5. Ask each group to present their argument for why Franklin is best suited for or most needed in the position they were assigned.
6. After presentations, allow the class to vote.

ASSESSMENT

- ✓ Handouts are complete, correct and detailed.
- ✓ Presentations may be assessed on accuracy, clarity, persuasiveness, presentation style and creativity.



Middle
School

Casting a Vote for Franklin



DIRECTIONS: As you walk through *Benjamin Franklin: In Search of a Better World*, complete the sentences below. Include as much detail as possible and don't be afraid to add a few more sentences if necessary.

1. Today Benjamin Franklin would be named chief editor of the _____
NAME OF NEWSPAPER

_____ because _____

2. Today Benjamin Franklin would be elected mayor of _____
NAME OF YOUR TOWN OR CITY

because _____

3. Today Benjamin Franklin would be hired by NASA to manage its mission to Mars because _____

4. Today Benjamin Franklin would be named U.S. Ambassador to the United Nations because _____

5. Today Benjamin Franklin's face would grace the cover of *Time* Magazine's "Person of the Year" issue because _____

POST-VISIT ACTIVITY

Touring the 21st Century with Franklin

OVERVIEW

After visiting the exhibition, students will draw on their learning experiences and their creative skills to compose an essay describing how they would spend a day with Benjamin Franklin in today's world.

OBJECTIVES

- Students' writing will show an understanding of Franklin's contributions to colonial America by reflecting on Franklin's reactions to today's world.
- Students' writing will display imaginative interaction with Franklin.
- Students will share writing with each other and actively provide comments for peers.

TIME

This activity requires one or two class periods, plus homework.

MATERIALS

- Pencils
- Composition paper
- Computers with word processing programs (optional)
- "Touring the 21st Century with Franklin" writing prompt

McREL STANDARDS

Language Arts

Standard 1. Uses the general skills and strategies of the writing process

Standard 2. Uses the stylistic and rhetorical aspects of writing

TEACHER INSTRUCTIONS

1. Trigger the students' learning experiences from the exhibition visit by reviewing highlights from their handouts and presentations.
2. Distribute the "Touring the 21st Century with Franklin" writing prompt to students.
3. Allow time for brainstorming and for generating rough drafts.
4. Have the students exchange rough drafts. They should then read and comment on their peers' essays.
5. Assign completion of essays as homework.

ENRICHMENT

Using the ideas from their writing, ask students to create an interesting and informative book for second-graders, with both pictures and words, titled *Touring the 21st Century with Franklin*.

ASSESSMENT

- ✓ Teacher will evaluate student writing using an established rubric.
- ✓ Teacher will additionally look for creativity, relevance of topic and factual correctness in content of writing.

Middle
School

Touring the 21st Century with Franklin

WRITING PROMPT

This just in from the *Time Travel Tribune*:

“Benjamin Franklin to Visit _____ Tomorrow!”

YOUR SCHOOL NAME

Benjamin Franklin will leap through U.S. history to check out the nation he helped found over two centuries ago. In an interview with reporter Johnny Journey, Dr. Franklin described what he hopes to see and do during his visit. “I’m mostly interested in ordinary people and their communities. I’m curious to know the books that they read, the music that they enjoy, and the topics that they discuss with one another,” he said. Then he added, “Oh—and the food and drink, of course! I hear vegetarian cuisine has come a long way since colonial times!”

Write a 150-250 word essay describing how you would spend a day with Benjamin Franklin in your school and/or community. To get started on your assignment, consider the following questions:

- What changes would Benjamin Franklin be surprised to see? (e.g., How would Franklin respond to the Internet, the space shuttle or cloning sheep?)
- What questions would he ask you? How would you respond?
- What questions would you ask him? How would he respond?
- How would Benjamin Franklin respond to his status as one of America’s most well-known citizens?



Brent Kissel, 2005



High School

A C T I V I T I E S

PRE-VISIT ACTIVITY

Designing an Exhibition on Benjamin Franklin

OVERVIEW

This activity charges students with the same task that the Benjamin Franklin Tercentenary undertook as part of the national celebration of Franklin's 300th birthday. Students will be asked to craft a museum exhibition that draws visitors into Franklin's world and inspires them to follow his example. Working individually or collaboratively, students first will research Franklin's life and accomplishments and then break out into design teams. Each team will determine the exhibition's central interpretive theme and chart its physical layout. The final product can be presented on poster board or similar graphic material, or can be presented electronically using a program such as Microsoft PowerPoint.® The activity concludes with each team presenting its exhibition to the class and the other students conducting a peer evaluation of it.

OBJECTIVES

- Students will perform basic research.
- Students will understand the use of primary and secondary sources.
- Students will actively participate in all aspects of the group project.
- Students will present ideas in an organized, logical and creative fashion.

TIME

The time required to complete this activity will vary widely and depend on the abilities of your students and the scale of their projects. You may allot class time to this activity regularly for a period of time, or you may begin it in class and assign its completion as homework. Research and completion of design project make take up to two weeks of class time. Activity may be shortened by asking students to submit an outlined plan of their exhibition rather than completing a fully assembled presentation.

MATERIALS

- "Benjamin Franklin Research Guide" handout
- "Exhibition Design Guidelines" handout
- "Exhibition Design Evaluation" handout
- Computers with Internet access
- Library resources on Benjamin Franklin
- Primary source materials, i.e., Franklin's writings
- Presentation graphics software (Microsoft PowerPoint®), if available
- Writing instruments
- Composition paper
- Poster board and art supplies

McREL STANDARDS

Language Arts

Standard 4. Gathers and uses information for research purposes

United States History

Standard 6. Understands the causes of the American Revolution, the ideas and interests involved in shaping the revolutionary movement, and reasons for American victory

Science

Standard 11. Understands the nature of scientific knowledge

Technology

Standard 13. Understands the relationships among science, technology, society, and the individual

TEACHER INSTRUCTIONS

1. Teachers may want to survey additional resources before introducing Franklin to their students, including resources found in this guide: “Meet Benjamin Franklin,” “Benjamin Franklin Timeline of Events” and “Suggested Reading.”
2. Introduce the class to Franklin and assess students’ familiarity with his life and work. Ask students to discuss such matters as Franklin’s accomplishments and legacy. This guided discussion should be lively and fun, reflecting some of the wit and wisdom of the subject at hand.
3. Instruct students on researching Franklin’s life and accomplishments. Distribute the “Benjamin Franklin Research Guide.” At this stage of the activity, students already may be divided into exhibition design teams of three or four, or students may conduct their research independently and then share their findings with their teams.
4. Distribute the “Exhibition Design Guidelines” to each exhibit design group. Explain that their assignment is to craft a museum exhibition. In groups, ask the students to establish the overall goals and strategy for producing a project designed to honor Benjamin Franklin and to educate the general public on his life and legacy. The final product can be presented on poster board or similar graphic material, or can be presented electronically, using a program such as Microsoft PowerPoint.®
5. After all exhibitions are completed, each team will present its final work to the class.
6. Distribute the “Exhibition Evaluation” handout to all students. Encourage students to offer feedback after each presentation and allow team members to answer any questions that arise.
7. After all teams have presented their projects, lead a group discussion of the common themes, favorite components, creative ideas, etc., seen in the exhibitions. Remind students that they might want to keep their own exhibitions in mind when visiting *Benjamin Franklin: In Search of a Better World*.

ENRICHMENT

Ask students to complete the “Peer Evaluation Chart” for their own projects. Ask them to be as detailed as possible in their comments.

Designing an Exhibition on Benjamin Franklin (continued)

ASSESSMENT

- ✓ Student contributes to the team project and participates in the presentation.
- ✓ The project exhibits in-depth research of Franklin's life and accomplishments.
- ✓ The project components are organized around a central theme.
- ✓ The exhibition text displays mastery of language skills.
- ✓ The exhibition images have been carefully selected to supplement text and add artistic style.

Benjamin Franklin Research Guide

WRITING PROMPT

On a separate sheet of paper, write a thorough response to each question. You must find at least one primary source and one quotation from Franklin's writings to support each response for numbers 1-4.

1. Provide details on Benjamin Franklin's printing life, scientific activities and community contributions. Be sure to highlight how his work in each area had an effect on those around him.
2. Describe Benjamin Franklin's formative years in Boston. What qualities did Franklin display as a youth that distinguished his character throughout his life?
3. Discuss Franklin's role in the American Revolution and the founding of the United States of America.
4. Browse such materials as websites, newspapers, magazines and artwork that give contemporary perspectives of Franklin. Share your thoughts both on how the general public views Franklin today and Franklin's continuing relevance in today's world.
5. Imagine spending a day with Franklin in the 21st century. Speculate what Franklin might think, say and/or do about the following:
 - The Internet
 - Cellular phones
 - U.S. government and politics
 - NASA and space exploration
 - Olympic Games
 - The United Nations

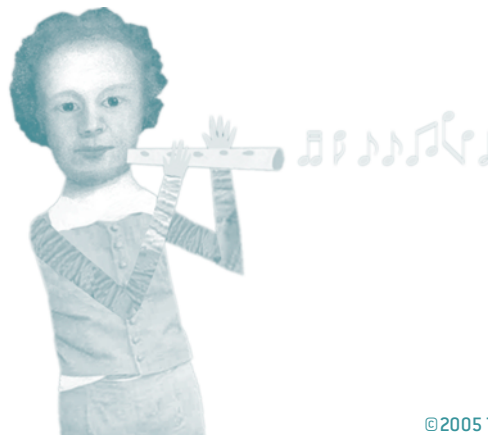


Benjamin Franklin Drawing Electricity from the Sky by Benjamin West, ca. 1816. Philadelphia Museum of Art.

Exhibition Design Guidelines

Follow these guidelines as you design your exhibition.

1. Imagine that you have unlimited funds and contacts to buy or otherwise obtain the things you need to ensure that your exhibition captures the genius and wit of Benjamin Franklin.
2. Be careful to show that your exhibition is based on thorough and accurate research of Franklin's life and accomplishments.
3. Decide how your exhibition will communicate one central theme clearly and directly.
4. Choose a title that expresses the central theme of your exhibition.
5. Identify three to five ideas that support the central theme. Those supporting ideas will translate into sections of the exhibition.
6. Design and follow a layout plan that consists of three to five sections.
7. Write an introduction to each section to educate and engage the general public about that section.
8. Select four to six images and/or objects for each section of the exhibition. Make sure these images and objects tie in with your exhibition text and enhance the messages your text conveys.
9. As you design this exhibition, ask this question: How does this section, introductory text panel or object relate to the central theme of the exhibition?



From *The Whistle*, produced by a More Perfect-Union for The Benjamin Franklin Tercentenary exhibition, with detail from portrait of Francis Folger Franklin attributed to Samuel Johnson; Private Collection.

Exhibition Design Peer Evaluation

As each team presents its project, use this chart to evaluate the exhibition. You may write comments along with your score in the appropriate boxes or in the space at the bottom of the page. You may offer specific constructive criticism—but be generous with your praise, too!

	1 AVERAGE	2 GOOD	3 VERY GOOD	4 FRANKLIN FABULOUS
The exhibition displays thorough research of Franklin’s life and accomplishments.				
The exhibition utilizes text and images in a meaningful way.				
The exhibition is appropriate for a variety of age levels.				
The exhibition is both educational and entertaining.				
The exhibition conveys a strong, central theme.				
Overall, the exhibition displays thought, creativity and collaboration.				

Additional Comments: _____

FIELD TRIP EXPERIENCE

Exhibition Analysis

OVERVIEW

This activity aims to enrich students' learning by linking their on-site reactions to *Benjamin Franklin: In Search of a Better World* with their classroom experience in designing an exhibition. While visiting the exhibition, students will identify and record five components in *Benjamin Franklin: In Search of a Better World* that support the central theme of their team's simulated exhibition designs. Once back in the classroom, exhibition design teams will regroup and members will share their findings.

OBJECTIVES

- Through identification of Tercentenary exhibition components, students will demonstrate an in-depth appreciation of the central themes that marked Franklin's life and accomplishments.
- Students will aptly identify connections between *Benjamin Franklin: In Search of a Better World* and their own exhibition designs.

TIME

This activity begins at the exhibition and resumes in the classroom. After the visit, completing the activity requires one class period.

MATERIALS

- "Exhibition Analysis" handout
- Writing instruments
- Clipboards (if available)

McREL STANDARDS

Language Arts

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

Standard 9. Uses viewing skills and strategies to understand and interpret visual media

TEACHER INSTRUCTIONS

1. Before entering the exhibition, explain the assignment. Be sure that students understand what they are expected to do during the visit and how the activity relates to their pre-visit activity. Inform them that the handout must be completed individually, and each team will reunite to discuss members' findings after returning to the classroom.
2. Distribute the "Exhibition Analysis" handout.
3. During the visit, direct the activity as much as is necessary.
4. After returning to the classroom, allow exhibition design teams to gather and discuss members' findings.

ENRICHMENT

Based on their knowledge of Franklin, and their new-found appreciation for exhibition design, ask the students to prepare a critique of *Benjamin Franklin: In Search of a Better World*.

ASSESSMENT

- ✓ The completed “Exhibition Analysis” handouts reflect the students’ knowledge and appreciation of Franklin’s life.
- ✓ In discussions and in their handouts, students demonstrate an awareness of the similarities and differences between their own exhibitions and *Benjamin Franklin: In Search of a Better World*.

Exhibition Analysis Handout



As you visit *Benjamin Franklin: In Search of a Better World*, keep in mind the Franklin exhibition that your design team created. Identify five aspects of *Benjamin Franklin: In Search of a Better World* that support the central theme of your team's exhibition. You can select from any aspect of the Tercentenary exhibition that you choose, including a section theme, a collection of artifacts, a particular text label or an interactive. Explain how that particular component relates to the central theme you created for your exhibition.

1. _____

2. _____

3. _____

4. _____

5. _____

POST-VISIT ACTIVITY

Reflecting on Today's Benjamin Franklin

OVERVIEW

Students will compose essays that inspire them to see aspects of Benjamin Franklin's character in an individual they know today. Public figures, personal role models or even the students themselves, can serve as the subject of the essay.

OBJECTIVES

- Students will be able to synthesize everything they learned about Franklin during the pre-visit activity and the exhibition visit and compose a clear, well-organized essay.
- Students will be able to reflect on what they have learned and apply it to a contemporary personality.

TIME

This activity requires two class periods for brainstorming and peer evaluation. Additional time may be needed to complete final drafts at home.

MATERIALS

- "Reflecting on Today's Benjamin Franklin" writing prompt
- Composition paper
- Writing instruments
- Computers with word processing programs (optional)

McREL STANDARDS**Language Arts**

Standard 1. Uses general skills and strategies of the writing process

TEACHER INSTRUCTIONS

1. Distribute the writing prompt and review it with students.
2. Allow class time for brainstorming and free writing. This may be done individually or in pairs.
3. Ask the students to compose a rough draft.
4. In class, conduct a peer evaluation of the rough drafts using an established rubric.
5. Assign a deadline for the final draft of the essay.

ENRICHMENT

Ask students to read *The Autobiography of Benjamin Franklin* and discuss how the key themes of Franklin's life are reflected in the story he tells.

Reflecting on Today's Benjamin Franklin (continued)

ASSESSMENT

- ✓ An established writing rubric can be used to grade language skills.
- ✓ Essays demonstrate knowledge of Franklin's character.
- ✓ Essays identify key characteristics of their contemporary Franklin that reflect some of the more salient characteristics identified in the 18th-century Franklin.
- ✓ Essays are creative, thoughtful, organized and detailed.

Reflecting on Today's Benjamin Franklin

WRITING PROMPT

Benjamin Franklin was an extraordinary man—but he was also wonderfully human. Many of the qualities that have made Franklin such a well-known figure exist in all of us. Take a few moments to reflect on what you have learned about Benjamin Franklin's character and how it shaped his life. Then think about a noteworthy person in your life, someone who has made a difference in your world or in your community. This person can be a well-known public figure or a favorite aunt, teacher, neighbor or even you.

Compose a 300-word essay entitled "Reflecting on Today's Benjamin Franklin."



Suggested Reading

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Aliki. *The Many Lives of Benjamin Franklin* (New York: Simon and Schuster Books for Young Readers, 1988).

Burke, Rick. *American Lives: Benjamin Franklin* (Illinois: Heinemann, 2003).

D'Aulaire, Ingri. *Benjamin Franklin* (New York: Doubleday Books for Young Readers, 1987).

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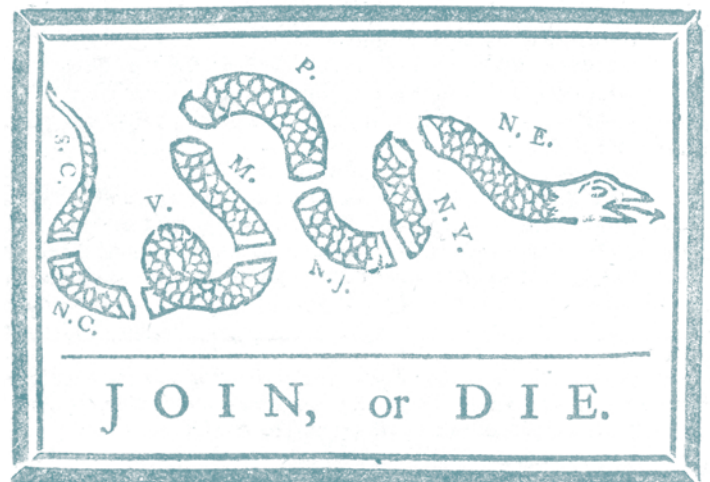
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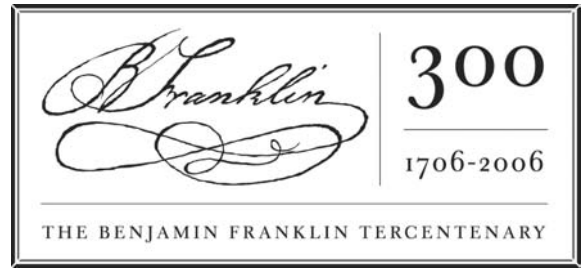
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The Benjamin Franklin Tercentenary, a non-profit organization supported by a lead grant of \$4 million from The Pew Charitable Trusts, was established to mark the 300-year anniversary of Benjamin Franklin's birth (1706-2006) with a celebration dedicated to educating the public about Franklin's enduring legacy and inspiring renewed appreciation of the values he embodied. The Benjamin Franklin Tercentenary was founded in 2000 by a consortium of five Philadelphia cultural institutions: the American Philosophical Society, The Franklin Institute, The Library Company of Philadelphia, the Philadelphia Museum of Art and the University of Pennsylvania. In addition, an Act of Congress in 2002 created the Benjamin Franklin Tercentenary Commission, a panel of fifteen outstanding Americans chosen to study and recommend programs to celebrate Franklin's 300th birthday.

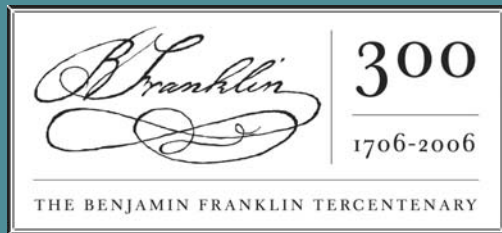
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