

Unit Lesson Plan
Benjamin Franklin (life, politics, and inventions)
Submitted By: Melba Adkins, Amy Tate, Georgia White

Unit Duration: 5-7 days

Concepts/Unit Goals:

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

SS.5.A.5.2 Identify and explain significant individuals and groups who played a role in the American Revolution.

SS.5.A.5.3 Explain the significance of historical documents including key political concepts,

Day 1

Specific Objectives for Today: Students will gain an introduction into the life of Benjamin Franklin, along with being able to conceptualize the time period in which he lived, along with some struggles he might have had. Teacher will introduce the idea of a museum of history to the students

“Hook”: “Who am I?” Activity— (Duration-- 15 minutes)

1. Pass out “Who am I?” Sheets to student face down. When every student has a copy, instruct the class to turn the sheets over and take 2 minutes to study the picture.
2. After students study the picture, they are to answer the questions below.
3. Using the think, pair, share model, have students pair up in groups of two-three to discuss who they think the person in the picture is (have them discuss their responses to the questions)
4. When every group has had a chance to share, discuss as a class the person in the picture (Ben Franklin), along with the responses to the questions

Discussion Probes- What was your first impression of this picture, what is happening in the picture, what kind of objects are in the picture, when do you think the picture was taken (time of day, time of year), why do you think the picture was drawn/painted, what does the picture tell you about the past, what questions do you have about the picture, what conclusions would you draw about the picture and how could you get more information about the person in the picture and the time period in which it was taken?

Evoking Students’ Prior Knowledge (Duration—5 minutes): Students will complete a KWLH Chart outlining what they already know, what they want to find out, what they learned and how they can learn more. The first and second columns will be filled out the first day and upon completing the unit on Ben Franklin, the teacher will hand the sheets back out for the students to reflect on what they have learned over the duration of the unit.

Brief synopsis of discussion to be held with students: Teacher will start the discussion with going over the KWLH Charts of what the students already know about Ben Franklin and the

things they would like to learn about him. Discussion will include the primary facts about Ben Franklin (birth, death, parents, siblings, children, spouse), and the fact that he was a curious boy (liked to explore the things around him. We will also talk about Ben Franklin as a printer. Use Franklin's corresponded with his sisters (*attached as primary sources at the end of the lesson plan*) to illustrate how hard it was during the time period to communicate with love ones.

Materials need for the day's lesson: KWLH Chart, "Who Am I?" sheet, Book- **Ben Franklin, extraordinary inventor, brave leader**

Step-by-step directions of activity (Duration-- minutes): N/A

Teacher Read Aloud/ Student Independent Reading Assignment (Students will need 30 minutes for reading): Teacher will begin reading time by doing a Read Aloud with the book, **Ben Franklin: extraordinary inventor, brave leader**. This is a general book that covers Franklin's life in overview form. Teacher will read chapters titled: Life in a Large Family, Moving and Growing, Studying and Learning, and A Job of His Own. Students will have either have copies or a book in order to read the following chapters from the book: Working for a Living, Letters to the Editor, and Breaking Away.

Specific directions for student product required: N/A

Closure/Reflection: At the close of the Social Studies class time, we will discuss the information we learned about Ben Franklin and start to fill out our "L" of the KWLH chart. We will also discuss some examples of things that could go into our Museum of History for Benjamin Franklin.

Assessment Type: Informal assessment will be made during group pairings; teacher will walk around and listen to the discussions between group members.

Rubric for Assessment: Teacher checklist

Day 2

Specific Objectives for Today: Students will be able to meet a founding father, along with ask some questions that might have arose from the previous day's lesson. Students will take a virtual field trip to gain a better knowledge of the events in Franklin's life and be able to put the information in the form of a timeline. Students will also gain a better understanding Franklin's life as a writer and printer through the use of primary sources.

"Hook": Meet a Founding Father (Duration—estimated 10 minutes)—Teacher dresses up like Benjamin Franklin and takes on his character in a storytelling of what his life was like growing up (before revolution). The teacher will discuss growing up in a large, poor family among many brothers and sisters. Topics to be addressed consist of: his curiosity of the things around him, his interest in writing, working for his brother in a print shop (and what happened when his brother

was put in prison), his move to Philadelphia, etc. The time period Ben Franklin is telling his story from is pre-revolution. Students will be able to ask Ben Franklin questions as the activity comes to a close.

Evoking Students' Prior Knowledge (Duration-- minutes): Students will be able to ask the storyteller questions about Ben Franklin and his life. Also we will be addressing Ben Franklin as a printer today, so we will start that discussion with newspapers of today: have you read a newspaper, does our school have a newspaper, what kinds of information are in them, etc. The teacher will actually bring a current newspaper for the county and a current USA Today newspaper.

Brief synopsis of discussion to be held with students: The discussion from accessing the student's prior knowledge will carry on into the fact that Ben Franklin was a printer that also printed newspapers. We will also discuss have sometimes Franklin also wrote letters to the editor in the newspaper under different names. We will discuss how a newspaper is made today and how they were made during colonial America.

Materials need for the day's lesson: Costume to dress like Ben Franklin, A teacher to help watch you class in order to make a grand entrance as the Guest Storyteller, computer lab, Smart Board or Projector and Screen, copies of student independent reading- Colonial Apprentice, Copies of Extracts from the Gazette, copies of document analysis guide

Step-by-step directions of activity (Duration--20 minutes): Virtual Field Trip- Student will complete a virtual field trip by going to the computer lab and accessing the interest sites listed for them by the teacher. Students have to go to each site in order. If the computer lab is not available for the entire class during the time desired, I recommend using your Smartboard or Projector/Screen and go on the field trip together as a whole class. If the activity is done as a whole class, the teacher can act as the tour guide at each destination.

First Stop: www.pbs.org/benfranklin/

1. Timeline
2. Ben A To Z
3. Ben's Town
4. Worldly Ways
5. World of Influence
6. Wit and Wisdom

Next Stop: www.loc.gov/exhibits/treasures/franklin-home.html

(this stop has primary sources)

1. Printer and Writer
2. Epitaph

Last Stop: Back to the school room

Independent Reading Assignment (Students will need 5 minutes for reading): Students will read Colonial Apprentice, a day in the life of a colonial apprentice.

Specific directions for student product required: (Duration- 20 minutes)The teacher will pass out a copy of Extracts from the Gazette to each group (groups of no more than 3 students). Each group will read the primary source document and discuss with the group the Who, What, When, Where, Why of their extract. After having time to converse in individual groups the class will come back together and discuss each extract. Groups will give the class an overall meaning of the article they had. Students will complete the Document Analysis Guide as a group before the break away to work on their newspaper article for *The Tate Gazette*.

Closure/Reflection: N/A

Assessment Type: Write a newspaper article for the class newspaper- *The Tate Gazette*. Include information like in the newspapers that Ben Franklin printed. Also the Document Analysis Guide will be used as an assessment tool to check for their understanding of the use of the primary source document.

Rubric for Assessment:

4- Newspaper format was used correctly; main points clearly stated; details support main points; no errors in mechanics

3- Newspaper format was used; main points are adequately stated; details support most main points; few errors in mechanics

2- Newspaper format is attempted; main points are stated; details are confused or vague; some errors in mechanics

1- Newspaper format is not used; main points are not stated; details are incorrect; many errors in mechanics

Day 3

Lesson Objective: Students will be able to identify, describe, and analyze different inventions by Benjamin Franklin.

Hook: 5-10 minutes. Students will view several different representations Benjamin Franklin's inventions including the armonica, the Franklin stove, bifocal glasses, and the lightening rod. In groups they will try to name the inventions and explain how they were used.

Activate Background Knowledge: 10-15 minutes. Teacher will ask students to reveal what names they came up with for the inventions they just viewed and an explanation for their answers. The teacher will then lead the class in a discussion about inventors they know and have studied and how these inventions changed people's life styles and/or work habits.

Discussion: 15 minutes. The students will be led in a discussion about past inventors they have studied including Eli Whitney, Alexander Graham Bell, and George Washington Carver. The class will talk about the different inventors and their backgrounds (where did they grow up, where did they go to school, were their inventions important to a lot of people, did their

inventions lead to other inventions, etc.). After discussing various inventors the teacher will then ask the students what they know about Benjamin Franklin's inventions and their uses.

Materials:

computer

projector

internet access for website: http://inventors.about.com/od/fstartinventors/ss/Franklin_invent.htm

photos of inventions

one copy of *Now and Ben* per student

paper

pencil

Activity Product Steps: N/A

Independent Reading Assignment: 20 minutes. Read *Now and Ben: The Modern Inventions of Benjamin Franklin* by: Gene Barretta

Closure/Reflection: Closing discussion questions- What would be different in our own community if Benjamin Franklin never invented a single thing. Would your life be different? If so How? Do you think his inventions were important?

Assessment: Informal Assessment: Teacher check list

Rubric: N/A

Day 4

Lesson Objective: Students will be able identify the process necessary for inventors to create an invention and receive a patent for that invention through writing a journal entry or patent request.

Hook: N/A

Activate Background Knowledge: 10-15 minutes. The teacher will lead a discussion about the inventing process using discussion questions such as:

How would you design _____?

What would you do to adapt _____ to be useful in your life at home or school?

Why would your invention need a patent?

What criteria must your invention meet to receive a patent?

How long is the process for applying/receiving a patent?

Were patents important to Benjamin Franklin? Why or why not?

Discussion: 15 minutes. The students will be led in a discussion about what patents are and how they are important to inventors. They will discuss why it would be important for someone like Benjamin Franklin to have a patent for each of his inventions. They will also discuss how some inventions aren't machinery and objects but ideas. (Extension from background knowledge questions)

Materials:

paper
pencils
drawing paper

Student Activity Product Steps: Students will choose between two writing activities.

1. The student will pretend to be Benjamin Franklin and write a journal entry discussing one of his inventions as if they were just beginning to work on it including things like: his failed attempts, successes, new ideas, adaptations, ect.
2. The student will write a request for a patent for one of Benjamin Franklin's inventions. The request needs to include a drawing of the invention, description of its purposes and uses, and reasons for why it deserves a patent.

Independent Reading Assignment: N/A

Closure/Reflection: The teacher will review Franklin's inventions and the possible reasoning behind them and steps taken to develop patentable ideas.

Assessment: Student writing activity completed in class

Rubric for Assessment:

- 4- Journal entry/patent letter format was used correctly; main points clearly stated; details support main points; no errors in mechanics
- 3- Journal entry/patent format was used; main points are adequately stated; details support most main points; few errors in mechanics
- 2- Journal entry/patent format is attempted; main points are stated; details are confused or vague; some errors in mechanics
- 1- Journal entry/patent format is not used; main points are not stated; details are incorrect; many errors in mechanics

Day 5

Lesson Objective: Students will compare and contrast portraits of an individual in history and will use primary sources to identify historical individuals who played a role in the American Revolution.

Hook/Activate Background Knowledge: 5 minutes: Have students study a portrait depicting the signing of the Constitution (using artifacts) identifying as many individuals as possible and recalling prior knowledge of historical contributions made by various ones.

Discussion: N/A

Student Activity : 40 minutes.

1. Distribute several portraits of Benjamin Franklin (using photographs/paintings) and an index card for each student. Have students study the portrait they received and describe what they see, writing descriptions onto their index card. After 5-7 minutes, teacher creates a chart for each portrait distributed listing descriptions provided by students. Have a class discussion to compare and contrast the resulting descriptions. (Note: You may want students to decide an order, perhaps time order, to organize the charts to be displayed.)
2. Using replica documents Declaration of Independence, The Constitution, and The Treaty of Paris have students read and discuss the significance of each. Have students explore the signers to realize that Benjamin Franklin was the only one who signed all three of those documents and the Treaty of Paris, 1763 ending the French and Indian War.

Materials: Copies of various portraits of Benjamin Franklin, index cards, copies of replica documents Declaration of Independence, The Constitution, and The Treaty of Paris.

Document analysis worksheet found at website:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Closure/Reflection: 3 minutes. Discussion of information that could be included in the Museum in a Box project

Assessment: Informal assessment: Completed document analysis worksheet

Rubric: N/A

Day 6

Lesson Objective: Students will demonstrate knowledge of unit content.

Hook: N/A

Activate Prior Knowledge: N/A

Discussion: Explanation of activities to be completed

Materials:

Teacher produced Quiz

Completed student Museums in a Box (assigned Day 1)

Biography of Benjamin Franklin Video DVD: *The History Channel Presents: The American Revolution One Nation's Rise to Independence* (Disc 4 ***Benjamin Franklin Citizen of the World*** 2005 A&E Television Networks) **Optional Activity

Closure: N/A

Assessment: Formal Assessment: Completed Quiz and Student Museum Box

Rubric: Exam View Answer Key

**Benjamin Franklin
Answer Section**

MULTIPLE CHOICE

- | | | | | |
|----|------|---|------|---|
| 1. | ANS: | B | PTS: | 1 |
| 2. | ANS: | C | PTS: | 1 |
| 3. | ANS: | A | PTS: | 1 |
| 4. | ANS: | B | PTS: | 1 |
| 5. | ANS: | D | PTS: | 1 |
| 6. | ANS: | D | PTS: | 1 |
| 7. | ANS: | D | PTS: | 1 |



Who Am I?

Directions: Study the image and answer the questions below.

1. Was this person living east or west of the Appalachian Mountains?
2. What are three present-day cities where this person may have lived?
3. Was this portrait made before or after the Civil War?
4. What could be a century and decade when this portrait was made?
5. Write down three adjectives you would use to describe this person and/or his way of living.
6. What might the motives of the creator of this portrait have been?
7. What title would you give this portrait?

KWLH Chart

Name:

Topic:

What I Know	What I Want to Know	What I've Learned	How I can Learn More

Benjamin Franklin's 13 Key Values

1. “**TEMPERANCE.** Eat not to dullness; drink not to elevation.”
2. “**SILENCE.** Speak not but what may benefit others or yourself; avoid trifling conversation.”
3. “**ORDER.** Let all your things have their places; let each part of your business have its time.”
4. “**RESOLUTION.** Resolve to perform what you ought; perform without fail what you resolve.”
5. “**FRUGALITY.** Make no expense but to do good to others or yourself; i.e., waste nothing.”
6. “**INDUSTRY.** Lose no time; be always employed in something useful; cut off all unnecessary actions.”
7. “**SINCERITY.** Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.”
8. “**JUSTICE.** Wrong none by doing injuries, or omitting the benefits that are your duty.”
9. “**MODERATION.** Avoid extremes; forbear resenting injuries so much as you think they deserve.”
10. “**CLEANLINESS.** Tolerate no uncleanness in body, clothes, or habitation.”
11. “**TRANQUILLITY.** Be not disturbed at trifles, or at accidents common or unavoidable.”
12. “**CHASTITY.** Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.”
13. “**HUMILITY.** Imitate Jesus and Socrates.”

Extracts from *The Pennsylvania Gazette*
Primary Source Activity

Extracts from the Gazette, 1730

Printed in *The Pennsylvania Gazette*, January 6, 1730.

About the End of next Month, a Course of Papers of Speculation and Amusement will begin to be inserted in this *Gazette*, for the Entertainment of our Readers. Those Gentlemen and others, who may be inclined to divert themselves or their Friends by trying their Hands in some little Performance of that Nature, are hereby invited to make use of this Opportunity; and whatever they send, (to be left at the Publishers) that is fit for publick View, will be kindly received, and communicated in the most proper Time and Manner.

Extracts from the Gazette, 1730

Printed in *The Pennsylvania Gazette*, February 19, 1730.

Last Week some counterfeit Five Shilling Bills of our Currency were passed here; but as they were clumsily done, upon mean Letter and ordinary Paper, and very unlike the Originals, they were soon discovered, and trac'd to one who was lately in Town from New-Castle. Orders are sent down to examine him about them. It is supposed they are come from the *old Quarter*; tho' 'tis surprising that a Course of ill Success is not a sufficient Discouragement to such Practices.

Extracts from the Gazette, 1730

Printed in *The Pennsylvania Gazette*, April 30, 1730.

On Friday Night last, about 11 o'Clock, a Fire broke out in a Store near Mr. Fishbourn's Wharff, and before it could be master'd consumed all the Stores, &c. on the Wharff, damaged several Houses on that Side the Street, and crossing the Way, seized the fine House of Mr. J. Dickinson, with two other Houses adjoining towards Walnut-street, which are all ruined. The Loss in the Whole is supposed to be four or five Thousand Pounds. It is thought that if the People had been provided with good Engines and other suitable Instruments, the Fire might easily have been prevented spreading, as there was but little Wind. There is now a Subscription on Foot for supplying the Town with every Thing necessary of that Nature, which meets with great Encouragement. There was much Thieving at the Fire, and several ill Persons are now in Prison on that Account.

Extracts from the Gazette, 1730

Printed in *The Pennsylvania Gazette*, October 29, 1730.

JUST PUBLISHED: GODFREY'S ALMANACKS for the Year 1731. Done on a large Sheet of Demi Paper, after the London manner. Containing the Eclipses, Lunations, Judgment of the Weather, the Time of the Sun's Rising and Setting, Moon's Rising and Setting, Seven Stars Rising, Southing and Setting, Time of Highwater, Fairs, Courts, and Observable Days. With several other Things useful and curious. Printed and sold at the New-Printing-Office near the Market.

Extracts from the Gazette, 1730

Printed in *The Pennsylvania Gazette*, December 3, 1730.

During the three Winter Months, while the Post performs his Stage but once a Fortnight; This Paper will be published on Tuesdays. And as the Winter generally Occasions a Scarcity of News in these Parts; and it being very little Satisfaction to the Reader to have a whole Sheet, when half of it must be fill'd with Trifles, or Things of small Consequences; we shall for the above Time publish it in half Sheets, which we doubt not will be equally entertaining.

Extracts from the Gazette, 1729

Printed in *The Pennsylvania Gazette*, December 16, 1729

We hear from Trenton, that on Friday the 5th Instant, a good new Stable belonging to Mr. John Severn, was burnt down to the Ground, in which was consumed five Load of English Hay, and seven Horses were burnt to Death; occasioned by the Carelessness of a Servant, who let a Candle fall among the Hay.

About the same Time a Barn and Stable was burnt near Allen's-Town: The Owner attempting to save a good Horse he had in the Stable, very narrowly escap'd with his own Life; 'tis observed as something unaccountable in the Nature of Horses, that they are so far from endeavouring to avoid the Danger of Fire, as to stand obstinately and suffer themselves to be burnt; nor will they be led from it unless first made blindfold.

Extracts from the Gazette, 1729

Printed in *The Pennsylvania Gazette*, December 9, 1729

N.B. While the Post to New-York continues his Fortnight Stages, which he has now begun, we shall publish a whole Sheet once a Week as usual, and not a Half Sheet twice a Week, as we have lately done. *The Paper will now come out on Tuesdays.*

Extracts from the Gazette, 1729

Printed in *The Pennsylvania Gazette*, October 2, 1729

[ADVERTISEMENT] Bibles, Testaments, Psalters, Psalm-books, Accompt-Books, Bills of Lading bound and unbound, Common Blank Bonds for Money, Bonds with Judgment, Counterbonds, Arbitration Bonds, Arbitration Bonds with Umpirage, Bail Bonds, Counterbonds to save Bail harmless, Bills of Sale, Powers of Attorney, Writs, Summons, Apprentices Indentures, Servants Indentures, Penal Bills, Promisory Notes, &c. all the Blanks in the most authentick Forms, and correctly printed; may be had at the Publishers of this Paper; who perform all other Sorts of Printing at reasonable Rates.

Franklin's Correspondence with his sisters
Primary Source

To Sarah Davenport

ALS: American Philosophical Society

[June? 1730]

Dear Sister,

Your kind and affectionate Letter of May the 15th, was extremely agreeable to me; and the more so, because I had not for two Years before, receiv'd a Line from any Relation, my Father and Mother only excepted. I am glad to hear your Family are got well thro' the Small Pox, and that you have your Health continu'd to you. I sold your Husbands Watches for about £3 10s. this Money, and I now send him 3 Barrels of Flower (tho' it be long first) which come to about the Money. I reckon my self very much oblig'd to him for not being more urgent with me. The Flower Brother John will deliver to him. Please to give my Respects to him, and excuse my not sending sooner. I am sorry to hear of Sister Macom's Loss, and should be mighty glad of a Line from her; and from Sister Homes, who need be under no Apprehensions of not writing polite enough to such an unpolite Reader as I am; I think if Politeness is necessary to make Letters between Brothers and Sisters agreeable, there must be very little Love among 'em. I am not about to be married as you have heard. At present I am much hurried in Business but hope to make a short Trip to Boston in the Spring. Please to let me know how Sister Douse is, and remember my kind Love to her, as also to Brother Peter, and Sister Lydia &c. Dear Sister, I love you tenderly, adieu.

B. Franklin

To Jane Franklin

MS not found; reprinted from Duane, *Works*, VI, 3.

Philadelphia, January 6, 1726-7

Dear Sister,

I am highly pleased with the account captain Freeman gives me of you. I always judged by your behaviour when a child that you would make a good, agreeable woman, and you know you were ever my peculiar favourite. I have been thinking what would be a suitable present for me to make, and for you to receive, as I hear you are grown a celebrated beauty. I had almost determined on a tea table, but when I considered that the character of a good housewife was far preferable to that of being only a pretty gentlewoman, I concluded to send you a *spinning wheel*, which I hope you will accept as a small token of my sincere love and affection.

Sister, farewell, and remember that modesty, as it makes the most homely virgin amiable and charming, so the want of it infallibly renders the most perfect beauty disagreeable and odious. But when that brightest of female virtues shines among other perfections of body and mind in the same person, it makes the woman more lovely than an angel. Excuse this freedom, and use the same with me. I am, dear Jenny, your loving brother,

B. Franklin

Document Analysis Guide
Extract Activity

When was this source written?

Who was the author?

What do you know about the author's life at this time?

What type of source is this (letter, speech, newspaper article, diary, etc.)

Describe what life was like during this time period.

Why was this source created? What was its purpose at the time, and who was the audience?

What other sources have you read that you think will help you understand the ideas in this document?

Explain the author's main idea.

What evidence does the author use to support his/her idea?

How do these ideas relate to concerns in the world and the United States during this time?

Compare and Contrast Ben Franklin Portraits Day 5 Activity

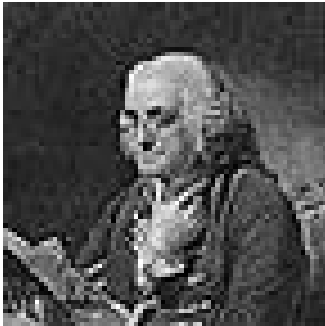


1. painted by Charles Wilson Peale in 1785, here in Philadelphia, shortly after Franklin's return from completing peace negotiations in England. Original at the Pennsylvania Academy of Fine Arts.

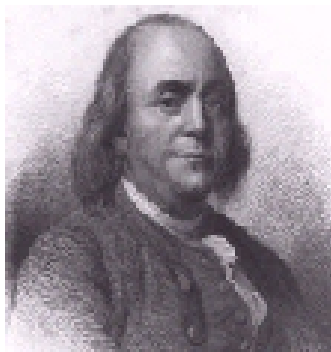
Engraving. Captions:
nouvelle Angleterre le



BENJAMIN FRANKLIN Ne a Boston, dans la



Caption: BENJAMIN FRANKLIN L.L.D. Signature: Engraved by C Goodman & R Piggot from an original painting by Martin for the Analectic Magazine Published by M Thomas 1818.



Library of Congress



Benjamin Franklin in 1783 Portrait by Joseph S. Duplessis



A 1777 portrait of Franklin by Jean-Baptiste Greuze.

Congress may by general Laws provide the Manner in which such Acts, Records and Proceedings shall be preserved, and the Effect thereof.

Section 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from Justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State, his every Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due.

Section 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other State; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or of any particular State.

Section 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion, and on Application of the Legislature, or of the Executive when the Legislature cannot be convened, against domestic Violence.

Article V.

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, provided the Ratification of the States in any Manner shall be approved by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

Article VI.

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the former.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article VII.

The Ratification of the Conventions of seven States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

The Word "the" being interlined between the seventh and eighth Lines of the first Page, "the Word 'Party' being partly written in one Congress in the fifth Line of the first Page, the Word "is" being interlined between the thirty second and thirty third Lines of the first Page, and the Word "they" interlined between the fifth and sixth Lines of the second Page.

Done in Convention by the Unanimous Consent of the States present the seventeenth Day of September in the Year of our Lord one thousand seven hundred and eighty seven and of the Independence of the United States of America the Twelfth **In witness whereof** We have hereunto subscribed our Names.

Wm. Williams Secy

- | | | | |
|----------------|---|---------------|---|
| Delaware | {
G. Ford
Gunning Bedford jun
J. Dickinson
Richard Bassett
J. C. Calton
James Willing | New Hampshire | {
John Langdon
Nicholas Gilman |
| Maryland | {
D. of Thos. Jenifer
D. Carroll | Massachusetts | {
Nathaniel Gorham
Rufus King
W. Saml. Johnson |
| Virginia | {
John Blair
James Madison | Connecticut | {
Roger Sherman
H. Hamilton |
| North Carolina | {
W. Blount
Richd. Dobbs Spaight
A. Williamson | New York | {
W. Livingston
D. B. Brearly
J. Dayton |
| South Carolina | {
C. C. Pinckney
Charles Pinckney
P. M. Denham | New Jersey | {
D. B. Brearly
J. Dayton |
| Georgia | {
W. M. Mifflin
A. M. Mason | Pennsylvania | {
J. Mifflin
R. B. Morris
J. Mifflin
J. Mifflin
J. Mifflin |

Day 6 Quiz

Name _____

Date _____

Benjamin Franklin Test

Multiple Choice

Identify the choice that best completes the statement or answers the question.

1. According to Benjamin Franklin his first public works project was
 - a. signing the Declaration
 - b. starting a library
 - c. building the statue of liberty
 - d. creating the light bulb
2. Benjamin Franklin supported the government making more money to be distributed in the colony and when the proposal passed he was rewarded by
 - a. having the week off
 - b. Congress with a dinner that night
 - c. being contracted to print the money
 - d. the wealthy citizens in the city
3. The first newspaper Benjamin Franklin worked for was
 - a. *The New England Courant* owned by his brother in 1721
 - b. produced in his father's candle making shop
 - c. *The Philadelphia Gazette* which he owned in 1750
 - d. *The Tallahassee Democrat* in Florida after the Indian Wars
4. A fictional widow woman, Silence Dogood, wrote letters to be printed in the *The New England Courant* encouraging the clergy and good men but was the enemy of
 - a. other clergy wives
 - b. unlimited government power
 - c. other news writers
 - d. Benjamin Franklin
5. Why was signing the Declaration of Independence a dangerous act?
 - a. There was a chance not many people would sign.
 - b. There was a chance not many people would sign.
 - c. Those who signed belonged to no country.
 - d. Those who signed belonged to no country.

- b. It was an agreement with King George III. d. Britain viewed those who signed as traitors.
6. Which of the following was NOT started by Benjamin Franklin in the city of Philadelphia?
- a. hospital c. public library
b. volunteer fire department d. hotel
7. What was one of the most popular books in the 13 colonies?
- a. *The Tall Tales of the Times* c. *The New York-Weekly Journal*
b. *The Boston News-Letter* d. *Poor Richard's Almanac*

Recommended Reading for the Colonial Period- *Benjamin Franklin*
Melba Adkins, Amy Tate, Georgia White

973.3/MEL

The American Revolutionaries: A history in their own words.

Milton Meltzer. 1987. **MJS**

From School Library Journal- "Once again Meltzer employs primary source material to make an era come alive. Here, he depicts the American Revolution from the point of view of its participants: its soldiers, its leaders, those who waited at home. Included are excerpts from letters, journals, reports, and official documents, all placed in context by Meltzer's concise and well written introductions which, in themselves, constitute a clear overview of American history from the 1750s to the 1780s. Through his choice of selections, Meltzer demonstrates the central point of view of the rebels, that they could not truly fulfill the promise of their immigration until they governed themselves. Included are writings from participants in the French and Indian War, Lexington and Concord, and the winter at Valley Forge; the framers of the Constitution; and so forth. Familiar names such as Washington, Adams (John and Abigail), and Franklin are included. Franklin delightfully so but the bulk of the papers come from the common people, and these are the words that give texture to the history and make it stick in the memory: an old woman's memory of the surrendering British general at Yorktown with tears rolling down his cheeks, for example. These give a vivid sense of the struggles and brutalities of the times. Readers need to keep in mind that the purpose of this book is to give the rebel point of view. Balanced accounts exist elsewhere. This tells why one third of the colonies stood up to rebel, and it does so unforgettably."

J973/BIO/Franklin

B. Franklin, printer.

David Adler. 2001. **EMJ**

From School Library Journal- "It is appropriate that a man who loved reading and established the first subscription library in America should be the subject of such a stellar book. From printer (his favorite title) to husband and father to scientist to military general to diplomat, 'Le Grand Franklin' is hereby presented in all of his wise glory as well as in his humble pride. The many black-and-white reproductions, some from the man's own hand, complement the typeface, which as used in productions from Franklin's Philadelphia press. The source notes put most series biographies to shame. With its chronologies, map, index, diverse bibliography, and helpful Web sites, this is a solid research tool. Franklin's maxims and passages from his Pennsylvania Gazette are generously spread throughout the text, and readers will develop an appreciation for who this person was in his own time and what he means to the United States in our day."

Ben Franklin: Extraordinary inventor, brave leader.

Laurence Santrey and JoAnn Early Macken. 2007. **MJS**

A short biography of one of the founding fathers in America's history, this book takes you through Ben Franklin's life as a boy, to working in his brother's print shop, along with some of his inventions and politics.

“Benjamin Franklin was a remarkable man in our country’s history. He wasn’t just an inventor. He was also a journalist, a poet, a printer, a politician, an ambassador- and one of the founding fathers of the United States of America.”

J973/BIO/Franklin

Ben Franklin’s almanac: being a true account of the good gentleman’s life.

Candace Fleming. 2003. MJS

From School Library Journal- “In her introduction, Fleming says that she set out to write a straightforward biography of one of America’s most forward-thinking and inventive statesmen but found the form to be too restrictive and not true to Franklin’s wide-ranging interests and accomplishments. She has written instead a compendium of ‘bits and pieces by subject’ put into eight chapters with headings such as ‘Boyhood Memories’ and ‘Tokens of a Well-Lived Life.’ In scrapbook style, the chapters are centered around excellent-quality visuals- portraits, etchings, cartoons, and sketches-linked together with engrossing text and numerous nuggets of Franklin’s prose, which include his reminiscences and observations. The result is an authoritative work of depth, humor, and interest, presenting Franklin in all his complexity, ranging from the heroic to the vulgar, the saintly to the callous.”

973.3/STE

Cornerstones of Freedom: The Declaration of Independence.

R. Conrad Stein. 1995. EMJ

From Scholastic Library Publishing- “The ‘Cornerstones of Freedom’ detail important events in United States history. Children are given the sense of being witnesses to history-in-the-making and contemporaries of famous people who helped shape the United States into the world power it is today. Starting with the Spring 1992 titles, a brand-new format has been introduced using more photographs (many in full-color), historical engravings, and an easy-to-read typeface. Many popular previously published titles will be updated in this new format. Each book includes an index.”

69-14680/PRO

Cornerstones of Freedom: The story of the Constitution.

Marilyn Prolman. 1969. MJS

Describes the need for unification in a growing country and discusses the problems and decisions of the men who drafted the Constitution of the United States.

973.3/BIO/GRA

The Declaration of Independence: A museum in a book.

Rod Gragg. 2005. EMJS

From the Publisher (Rutledge Hill Press)- “The fifty-six signers of the Declaration of Independence, the foundation of America's freedom, created a nation and launched a freedom movement the world had never seen. Today it seems inevitable that the thirteen colonies would declare their independence from Britain. And yet in 1776 it was not so. Here is the extraordinary story of drama and daring, sacrifice and selflessness, danger and potential death. The signers concluded their work with a plea for providential protection and a selfless vow to sacrifice "our lives, our fortunes, and our sacred honor." Many of them did just that to create a country in

which 'all men are created equal . . . endowed by their Creator with certain unalienable Rights, that among these, are Life, Liberty, and the pursuit of happiness.'

Award-winning historian Rod Gragg brings to life the drama of 1776 like no other book. The removable artifacts, including a full-size (24-1/4" x 29-1/2") replica of the Declaration of Independence, bring to life the events of 1776 like no other presentation."

973/HAK

A History of Us: From colonies to country.

Joy Hakim. 1999. **MJS**

From School Library Journal- "This series has a lot going for it. Hakim is excited about her subject and is a talented writer. The opening chapter of *First Americans* offers an explanation of why history is important and includes quotes from Marcus Garvey, Cicero, Hegel, and John F. Kennedy, among others. The book proceeds to trace the history of North America from the arrival of the earliest humans through the 1600s. Interspersed throughout the text are one-to two-page "features" on selected topics. *From Colonies to Country* continues the story through the signing of the Constitution. *Making Thirteen Colonies* covers the years from the first European settlement to the opening of the Wilderness Road in 1755. Each volume concludes with age-appropriate suggested readings that include fiction and drama, a good index, and an interesting author's note. The books are illustrated with period prints and drawings (not always well reproduced), and enhanced by numerous quotations. Hakim's chatty style and personal interjections make for engaging reading. There have been few personalized attempts at writing an overall history of the U.S. for children. Sadly, Hakim's excellent writing has been imprisoned in a decidedly dull, textbook format. The extensive use of marginal notes (albeit intriguing and informative) and pictorial material make for a busy and tiring layout, and seriously impede the narrative flow."

John, Paul, George & Ben.

Lane Smith. 2006. **EMJS**

From Child Magazine- "Did you ever wonder what our founding fathers were like as boys? Well, in Smith's uproariously irreverent take on history, John Hancock's penmanship was bold even in his youth: 'John, c'mon...we don't need to read it from space!' his teacher complains. Smith takes equal liberties with his zany artwork, juxtaposing yellowed, age-crackled backgrounds with a modern sense of irony: An ax-wielding young George Washington proudly stands atop a lonely stump in a decimated field, having 'taken out the apple orchard, leveled the barn, and made kindling of [his father's] carriage.' A true-false section sets readers straight at book's end, but oh what fun getting there!"

973.3/Kal

Life during the American Revolution. (The Way People Live Series)

Stuart A. Kallen. 2002. **EMJS**

From Carol Inskeep- "This entry in *The Way People Live Series* emphasizes the daily routines and the personal struggles and triumphs of diverse groups of people living during the colonial period. The authors also reveal stereotypes and prejudices that may be associated with this time period by combining numerous primary source quotations, fascinating photographs, and fresh you-are-there narrative."

J973.919/BIO/Fra

The signers: the 56 stories behind the Declaration of Independence.

Dennis Brindell Fradin. 2002. **EMJ**

From Booklist- “This collective biography introduces the 56 signers of the Declaration of Independence. Fradin begins by explaining how the document was written, approved, and signed. Each of the following 13 chapters offers a short history of one colony, followed by a two-or-three page section on the native son who signed the document. Some signers, such as Jefferson and Adams, rose to great renown; other paid a heavy price for their loyalty to the patriot cause. These short, cogent biographies illuminate the people and the stories behind the signatures.”

Unite or Die: How thirteen states became a nation.

Jacqueline Jules. 2009. **EMJS**

From School Library Journal- “This presentation is written as if it were a school play about the 13 colonies becoming a nation. Told through colorful comic-book illustrations, it stars students dressed as states humorously explaining the path to the writing of the Constitution. The brief text is accompanied by speech balloons expressing the states' multiple, often competing, views. Anecdotes such as Ben Franklin being a big talker, George Washington's and Ben Franklin's special chairs, and the secrecy of the meetings add interest and reveal the historical figures as being real people. Even then there were concerns about the press reporting on governmental procedures. The vividly colored spreads will hold the interest of even middle school students and would be useful to introduce how our form of government was created. Students will enjoy presenting this book as reader's theater. Further information about the proceedings of the Continental Convention of 1787 is included in an afterword, and the notes section answers important questions not explained in the text.

E302.6/FRI

What's the Big Idea, Ben Franklin?

Jean Fritz. 1976. **EMJS**

From the Publisher (Scholastic)- “A brief biography of the eighteenth-century printer, inventor, and statesman who played an influential role in the early history of the United States.”

PS749/Franklin

Wit and Wisdom from Poor Richard's Almanack.

Benjamin Franklin (compiled by Kathy Casey). 1999. **EMJS**

From the Publisher (Dover) - “This handy little volume presents hundreds of these charming maxims, carefully selected from a number of Franklin's almancks. Arranged in nearly 30 categories (eating and drinking; men, women, and marriage; friendship; money and frugality; religion; professions and occupations, etc.). An ideal sourcebook for writers, public speakers, and students, this practical and entertaining little book will also delight general readers with its rich store of time-honored folk wisdom.

E- Elementary School

M- Middle School (Grades 6, 7, 8)

J- Junior High (Grades 7, 8, 9)

S- Senior High (Grades 9-12)