

FLCHE-TPS Lesson 6 Grade 1

Benjamin Franklin: American Legacy Part I

It's Elementary, My Dear: Primary Sources in the Elementary Classroom

<u>Enduring Understandings:</u> <ol style="list-style-type: none">1. Famous Americans have shaped our country's history.2. Timelines can be used to record important dates and accomplishments.3. Primary sources provide evidence and accuracy of historical events.	
<u>Essential Questions:</u> <ol style="list-style-type: none">1. How can we use primary sources to prove historical events?2. How can timelines show the order of important events?	
<u>Vocabulary/Targeted Skills:</u> Benjamin Franklin, American, history, timeline, primary sources, printer, apprentice, library, scientist, inventor, sequence, order, bifocals, Franklin stove	
<u>Unit Assessment/Culminating Unit Activity/Success Criteria:</u> Students will create a timeline for Benjamin Franklin's life and a personal timeline, using primary sources to document important events.	
<u>Lesson:</u> Benjamin Franklin: American Legacy Part I	<u>Time:</u> 45 minutes (This lesson should be followed up with Benjamin Franklin: American Legacy Part II)
<u>Standard(s):</u> <u>Social Studies Standards:</u> <ul style="list-style-type: none">● SS.1.A.1.1 Develop an understanding of a primary source.● SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.● SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources. <u>Language Arts Standards:</u> <ul style="list-style-type: none">● LAFS.1.RI.1.2 Identify the main topic and retell key details of a text.● LAFS.1.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.● LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	

Content Purpose:

Students will record important data on Benjamin Franklin's life and sequence these events on a timeline.

Assessment/Evaluation (for this lesson):

Students will determine important events from Benjamin Franklin's life and use a timeline to record five events in sequence.

Reading Materials/Primary Source links:

- Secondary source (but includes many primary sources) YouTube video: *Benjamin Franklin for Kids* https://www.youtube.com/watch?v=aJhBtd8QA_4
- Secondary source, *Benjamin Franklin timeline*: <http://www.benjamin-franklin-history.org/timeline/>.
- Primary source, *Benjamin Franklin*: <https://www.loc.gov/exhibits/franklin/franklin-scientist.html>
- Primary source, *The Franklin Stove*: <http://www.loc.gov/exhibits/franklin/images/bf0035s.jpg>
- Primary source, *Franklin's design for bifocals*: <http://www.loc.gov/exhibits/franklin/images/bf0036s.jpg>

Suggested Procedures:

1. Prepare hard copies (at least 2 for each student) of a blank timeline template which can be downloaded for free: <https://squareheadteachers.files.wordpress.com/2013/08/blank-timeline-templates.pdf>. *I would recommend using the first template (five events), but any of the three would work and you could also differentiate their use for the diversity of learners in your classroom. Also determine if teachers are going to use computer stations with printing ability to show visuals to the primary sources or wish to have hard copies of the primary sources in advance. If the teacher prepares hard copies, print at least 8 copies of each source so that students have variety.*
2. Tell students that they will be learning about one of the most famous Americans in the history of the United States, Benjamin Franklin. In order to understand how and why he became so famous, it is important to look at the accomplishments over his lifetime.
3. Play the video, *Benjamin Franklin for Kids*, https://www.youtube.com/watch?v=aJhBtd8QA_4 through minute 5:12. These first five minutes introduce Franklin's early life as a printer and his interest in science and inventions. *Ask students to pay attention to events they feel are important. Record these observations on the board as the video is playing, after, or pause as the teacher sees fit. (Ideally students would detect his passion for reading and writing, eventually as a printer, setting up a libraries, experiments with electricity, lightning rod, bifocals, colleges, etc.)*
4. Visit the Benjamin Franklin timeline at <http://www.benjamin-franklin-history.org/timeline/>. Using this timeline, assign dates to the events students noted from the video on Benjamin Franklin's life.

5. With teacher support, using the printed timeline template, have students fill in the event and year in the boxes provided in sequence. Help students recognize that timelines show dates in order. Recording these events in order helps make sense of Benjamin Franklin's life.
6. Now tell students that they are going to be historical investigators and will be watching the same video excerpt again but for a slightly different reason. Ask students to focus on images that they think are really important and would help prove the importance of Benjamin Franklin. Shortly, students will see if they can find any of the same visuals (from the video on a computer or printed by the teacher in advance). Replay the same video excerpt through minute 5:12.
7. Now either use computer stations or printed primary sources, and invite students to select at least one of the primary sources to add to their timeline. (*As noted, these can be printed immediately from the Library of Congress site or prepared in advance*). Remind students that these documents prove what was shown in the video to be accurate, and that Benjamin Franklin had many important accomplishments. *The teacher may select the top three most obvious visuals, although the Library of Congress has a thorough exhibit with extensive visuals of primary sources that could also be utilized per teacher discretion.*
 - Primary source, *Franklin portrait as a scientist/inventor*:
<http://www.loc.gov/exhibits/franklin/images/bf0032s.jpg>
 - Primary source, *The Franklin Stove*:
<http://www.loc.gov/exhibits/franklin/images/bf0035s.jpg>
 - Primary source, *Franklin's design for bifocals*:
<http://www.loc.gov/exhibits/franklin/images/bf0036s.jpg>Have students glue this primary source next to the event recorded on the timeline.
8. Use the second blank timeline template and have students brainstorm events (at least five) from their life or school. Have students record these events in sequential order. *For simplicity or modeling, the teacher could do a class timeline of school events.*
9. Students will refine this timeline using primary sources in the second lesson on Benjamin Franklin: American Legacy Part II.

Extensions:

1. Use google maps to show where Benjamin Franklin was born (Boston, Massachusetts) and where he moved as a young adult (Philadelphia, Pennsylvania). Have students describe the directional relationship between these two places (Boston is northeast of Philadelphia). Continue a geographical discussion by describing physical differences between Boston and Philadelphia. Boston is located on the Atlantic Ocean, Philadelphia is located further inland, etc.