



## **TEACHING** *with* PRIMARY **SOURCES**

**Title of Learning Unit:** *Benjamin Franklin*

**Subjects:** Reading, History, Civics, and Geography

**Grade Level/Range:** Kindergarten

**Overarching Goal or Concept for the Learning Unit:**

The goal of the unit is for the students to be able to identify Benjamin Franklin and recall how he has contributed to our society by discussing who he was, what he invented, and creating their own maps just like he did when mapping the Gulf Stream.

**Overview:**

The learning unit is made up of three lessons about Benjamin Franklin. The first lesson has the students analyze and discuss a sketch on Benjamin Franklin, they read a story titled *Now & Ben* that discusses his inventions over time, and then the students use sequencing and chronology to order his inventions with a worksheet based on the order they were discussed in the book. The second lesson has the students analyze and discuss Benjamin Franklin's creation of a map of the Gulf Stream. The students then relate the items on his map and other maps to create their own maps to share with the class. The final lesson is a learning center. The students will choose one of Franklin's inventions to compare and contrast from over time. Overall, this unit is to help the students understand who Benjamin Franklin was, why he was important, and how he still effects our society today.

**Written By:** Sydknee Carpenter

**Date:** 11-27-17

**Pre-instructional Assessment/Introduction:**

In the first lesson, the unit is introduced to the students through a primary source. The source is a sketch of Benjamin Franklin. The students are expected to answer questions about who the person is, why he is important, and overall describe what they see. To assess the student's prior knowledge I would use a KWL chart before moving further into my lesson. We would create the chart together on the board. I would have each student take turns stating what they already know about Ben Franklin and what they would like to learn.

## **Title of Lesson/Activity #1: *About Ben***

**Created By:** Sydknee Carpenter

### **Overview of Lesson:**

The students will analyze a primary source sketch of Benjamin Franklin. After analyzing the source the students will learn about Franklin's endeavors as an inventor by reading the story *Now & Ben*. After reading *Now & Ben*, the students will be expected to complete a worksheet to chronologically order Franklin's inventions and then complete a short writing/ drawing activity detailing one of Franklin's accomplishments.

### **PA Standards:**

8.1.1.A.

Demonstrate an understanding of chronology.

CC.1.4.K.B

Use a combination of drawing, dictating, and writing to focus on one specific topic.

### **Investigative Question for this activity:**

What is Benjamin Franklin's significance to society?

### **Objective(s):**

The students will be expected to use a worksheet to chronologically order at least 4 of the 6 inventions created by Benjamin Franklin by cutting and pasting pictures.

The students will be expected to write or draw at least one accomplishment from Benjamin Franklin with 100% percent participation.

### **Materials:**

- *Now & Ben* book
- Benjamin Franklin Primary source
- KWL chart
- Small paper books
- Chronological ordering worksheet
- Pencils
- Crayons

**Print Sources:** (List all handouts or worksheets and/or title and URL of digital primary source from loc.gov. Include example copies of handouts or worksheets at the end of the lesson.)

1. Primary source-

<http://www.loc.gov/exhibits/franklin/images/bf0032s.jpg>

Title: *Benjamin Franklin of Philadelphia*

Creator: Edward Fisher

Date: 1785

2. Paper books-

<https://www.teacherspayteachers.com/Product/Benjamin-Franklin-1156989>

Title: *Benjamin Franklin*

Creator: Kayse Morris

Date: 2016

3. KWL chart

4. Chronological ordering worksheet

5. Pictures for worksheet-

<https://www.bigactivities.com/coloring/spring/kites/kite.php> (kite)

Title: *Kite with Bows*

Creator: N/A

Date: 2003

<https://www.pinterest.com/pin/157766793167513253/> (fins)

Title: *Swimming Flippers*

Creator: N/A

Date: N/A

[https://en.wikipedia.org/wiki/Franklin\\_stove](https://en.wikipedia.org/wiki/Franklin_stove) (stove)

Title: *A Franklin Stove*

Creator: N/A

Date: 2017

<https://www.houzz.com/product/45778958-cherry-convertible-ladder-chair-office-home-library-step-stool-traditional-office-chairs> (chair)

Title: *Cherry Convertible Ladder Chair Office Home Library Step Stool*

Creator: MBW Furniture

Date: 2017

<http://www.ushistory.org/franklin/science/bifocals.htm> (bifocals)

Title: *Bifocals*

Creator: N/A

Date: 1995

[https://en.wikipedia.org/wiki/Join,\\_or\\_Die#/media/File:Benjamin\\_Franklin\\_-\\_Join\\_or\\_Die.jpg](https://en.wikipedia.org/wiki/Join,_or_Die#/media/File:Benjamin_Franklin_-_Join_or_Die.jpg) (political cartoon)

Title: *Join, or Die*

Creator: Ben Franklin

Date: 9 May 1754

### **Student Learning Process:**

1. To begin, the students will analyze the primary source of Benjamin Franklin. I will either hold the picture in front of the class or display the image onto the document camera.
2. I will then explain to the students that the image they will be viewing is a sketch, not a picture someone captured using a camera. I will explain to them that a sketch is a drawing.
3. As the students observe the sketch, I will ask the students questions such as “*What do you see in this sketch?*” “*Who do you think this person is?*” “*When do you believe this sketch was taken?*” “*What makes you think this?*” “*Where do you think this sketch was taken?*” “*Why do you think sketch was made?*”
4. After analyzing the source, I will explain to the students that today we will be learning about an important person named Benjamin Franklin.
5. I will then have a KWL chart on the board. I will talk with the students about what a KWL chart is.
6. After explaining each part of the chart I will ask the students to raise their hands to tell us “*What is something you know about Benjamin Franklin?*” I will then write their responses under the K portion of the chart.
7. Next, I will ask “*What is something you want to know about Benjamin Franklin?*” I will write the responses under the W portion of the chart. Finally, I will tell the students that the L part of the chart will be blank until we have finished our entire unit discussing Benjamin Franklin.
8. Then I will introduce the story *Now & Ben*. We will begin by discussing the author, illustrator, and the term invention. Then I will read the class the story while allowing them to look at the illustrations.
9. After reading I will ask the students once again “*What is an invention?*” “*What do we call someone who creates or invents things?*” “*What did Benjamin Franklin invent?*” As the students state some of Franklin’s inventions I will turn to the pages for the students to look at the inventions.
10. After discussing the illustrations the students will begin working on their chronological ordering worksheet.

11. The students will be expected to cut out the pictures that correspond to the words and dates. They will be in the order that we read them in the book.
12. The worksheet will be projected onto the board for the students to reference.
13. We will find the place for one of the pictures together. I will ask “*What is the first invention we discussed in our book Now & Ben?*”
14. As the students work, I will walk around the room to assist students who may need help.
15. After about 10 Minutes, I will collect the student’s worksheets and we will review the answers together on the board.
16. I will call on students to come to the board to drag the picture of the invention into the appropriate box.
17. Finally, to wrap up the lesson, I will give the students a small book about Benjamin to share with their families.
18. I will read the book to the students, and as I do this they’re to follow along.
19. On the last page of their books the students will be expected to write or draw a picture of at least one of Franklin’s accomplishments. Before beginning the activity I will ask “*What is an accomplishment?*”
20. As the students work on this activity I will walk around the room to make sure each student is participating.

**Closure:**

To end the activity I will call about four students to the front of the class to share their drawings and/ or writings.

**Modifications/Accommodation Techniques for Students with Special Needs:**

For students who struggle with:

- Fine motor
- Memory/ Attention Span
- Writing

**Modifications/Accommodation**

The students will be given the option to draw one of Franklin’s accomplishments at the end of their short story book.

The students may also have a copy of the book *Now & Ben* to reference as they complete the ordering worksheet.

- Enrichment is for students who can begin writing have mastered letter sound correspondence.

**Enrichment:** When completing the page about Franklin's accomplishments they will write a sentence to describe the accomplishment. A sample sentence could be "He invented the \_\_\_\_\_."

**Formal Assessment:**

The students will be formally assessed with the ordering worksheet and the writing/ drawing at the end of their small books. I will collect the worksheet to review at a later time. I will walk around the room to talk with students about their writings and drawings.

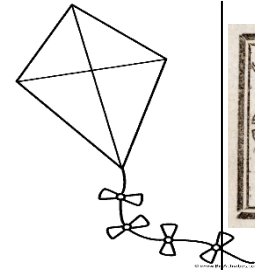
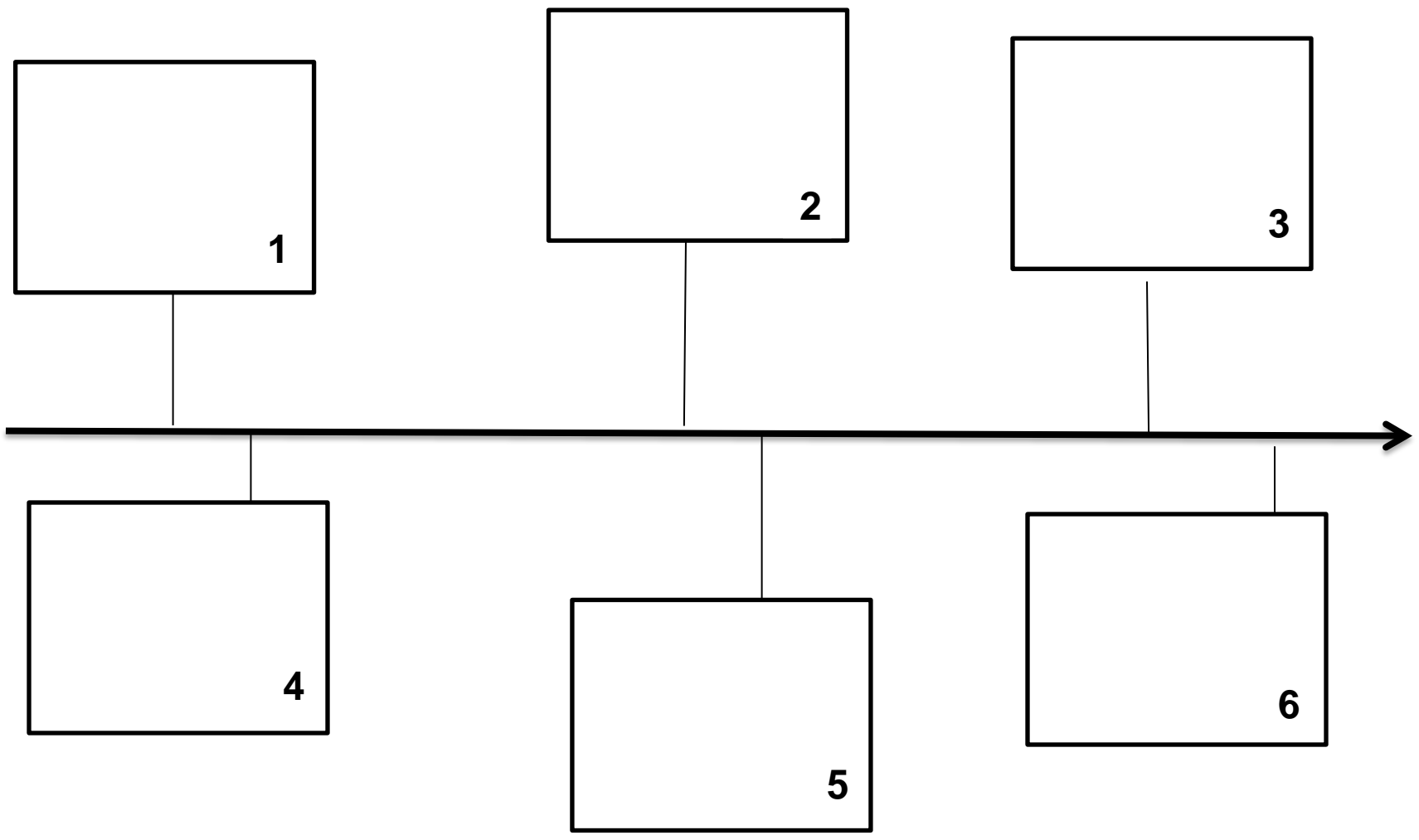
**Informal Assessment:**

The students will be informally assessed as I ask them questions about the primary source of Ben Franklin. I will be checking their understanding of the questions with the terms who, what, when, and where. I am also assessing the students to check their recall of events in a story through the ordering worksheet. Finally, I'm observing the students to check their participation in writing and/or drawing about an accomplishment of Benjamin Franklin.



*W. B. Franklin* *B. Franklin* *C. G. Smith*  
*B. Franklin of Philadelphia F.R.S.*  
*1766. Engraved by W. B. Franklin from a drawing by C. G. Smith.*

# Timeline From Now & Ben



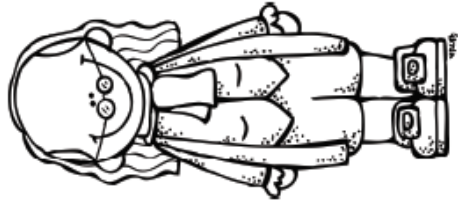




I am one of the founding fathers, a scientist, and an inventor.

2

I am Benjamin Franklin



A book by: \_\_\_\_\_

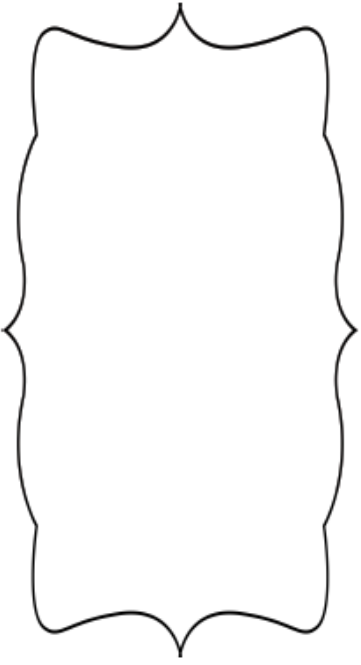
1



I enjoy learning about lightening and how it works. I used a kite and key experiment, and invented the lightning rod.

3

Name one accomplishment of Benjamin Franklin...



4

**Title:** *Benjamin Franklin and Mapping*

**Created By:** Sydknee Carpenter

**Overview of Lesson:**

The students will analyze a primary source of Benjamin Franklin's map. Afterwards the students will create their own maps to represent their towns, school, or home. After creating the maps the students will share their creation with a small group of peers.

**PA Standards:**

Standard-7.1.K.B

Describe the location of places in the home, school, and community to gain an understanding of relative location.

Standard-CC.1.5.K.E

Speak audibly and express thoughts, feelings, and ideas clearly.

**Investigative Question for this activity:**

Why is mapping useful?

**Objective(s):**

Each student will choose to create a map of their town, neighborhood, or school using detailed, colored drawings and at least four symbols.

After the students create their maps each student will share their creations by speaking audibly and expressing thoughts clearly about each item they chose to place on the map with 100% participation.

**Materials:**

- Primary source of Benjamin Franklin's map
- 2 Photos of maps
- Example of finished map
- List of items to include on a map
- Rubric for presentations
- Crayons
- Pencils
- Construction paper
- White paper

**Print Sources:** (List all handouts or worksheets and/or title and URL of digital primary source from loc.gov. Include example copies of handouts or worksheets at the end of the lesson.)

1. Primary source-  
<http://www.loc.gov/item/2004627238> (map)  
Title: *Maritime Observations and a Chart of the Gulf Stream.*  
Creator: Benjamin Franklin  
Date: 1796

2. Additional map pictures-  
<https://mjgds.org/parentconnect/?p=17>  
Title: *Mapping Skills*  
Creator: Andrea Hernandez and Karin Hallett  
Date: 2017

<https://stufffromthelab.wordpress.com/2011/10/13/what-is-a-community/>  
Title: *What is a Community?*  
Creator: N/A  
Date: 2017

3. Rubric for presentations

### **Student Learning Process:**

1. The students would begin the lesson by analyzing the primary source of Benjamin Franklin's map of the Gulf Stream.
2. During this time I would ask the students questions about the image. Sample questions I would ask is "*What do you see in this image?*" "*What is this image called?*" "*Who do you believe created this?*" "*Why was this map created?*"
3. After discussing the questions, I would explain to the students that this image was a map created by Benjamin Franklin. He created this image to show the Gulf Stream.
4. I would explain to the students that the Gulf Stream is a warm part of the ocean that starts in Mexico and flows or moves to the tip of Florida. For further explain I could pull up an image on Google Maps.
5. I would once again talk with the students about items they noticed on this map and write their answers on the board.
6. Then I would show the students two more maps. I would ask "*What are these pictures of?*" "*What do you think this map is showing us?*" "*Why do you think it was created?*"
7. As the students discuss what they see on each of these maps I would write one the board what they see.
8. After discussing all of the maps I would review the list we created on the board.

9. Then I would explain that we are going to be creating our own maps.
10. I would allow the students to choose from three categories what they would like to make their map of. They could choose their town, home, or school.
11. I would then show the students an example that someone made from a previous year. I would explain that everyone will get a piece of paper to create their map, they will decide what to draw on their map, and they will use crayons to color the items they choose.
12. As I show the students they example I would point out each item that was on the map such as the road, houses, library, etc. to give them more ideas of what to draw on their maps.
13. Then the students would have the rest of the class to work on their maps. As they work I would walk around to observe their drawings, talk with students about what they chose to draw, and help those that may need a few ideas to get started.
14. The next time we work on social studies I would allow the students about 20 more minutes to work on their maps.

**Closure:**

The students who are finished with their maps would share during centers as they rotate through. Those that are still working would be allowed the time others are completing center activities to finish their maps.

As the students share their maps with the group I would use my rubric to grade their completion of the map, their audibility, their discussion of the items they placed on the map, and if they stated their items with complete thoughts.

The lesson would be wrapped up after everyone had the chance to share their maps with their groups. This may last several days depending on how long it takes the students to complete their maps for sharing during centers.

**Modifications/Accommodation Techniques for Students with Special Needs:**

For students who struggle with:

- Fine motor
- Memory/ Attention Span
- Writing

**Modifications/ Accommodations:** The students will be given the option to tell me items they chose for their map and I will help them sound spell their drawings if they would like to try to write the names of each picture.

- Enrichment is for students who can begin writing have mastered letter sound correspondence.

**Enrichment:** The students will be able to write the names for each picture they decide to draw.

**Formal Assessment:**

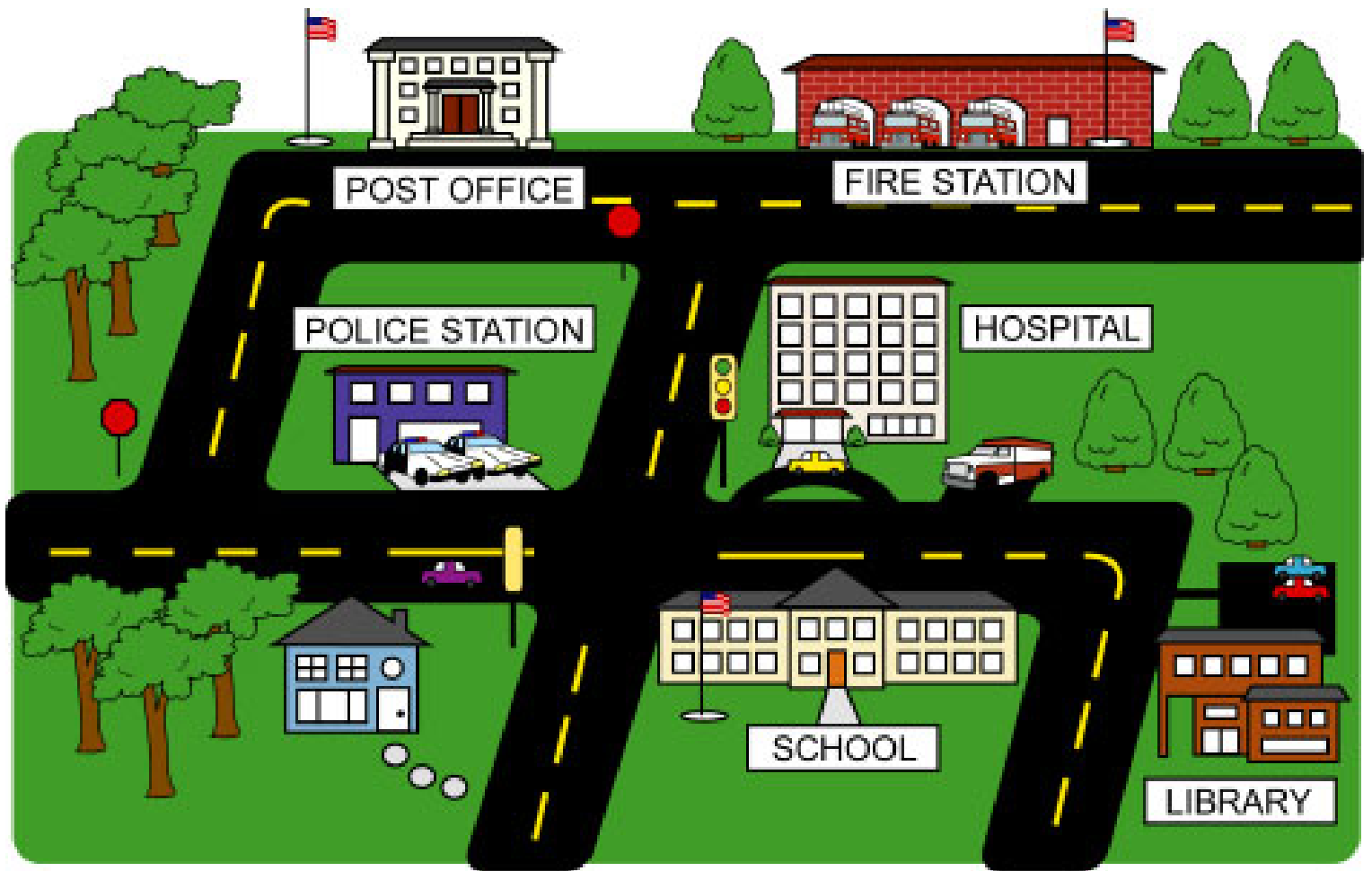
The students will be formally assessed using a rubric during the time they present in small groups.

**Informal Assessment:**

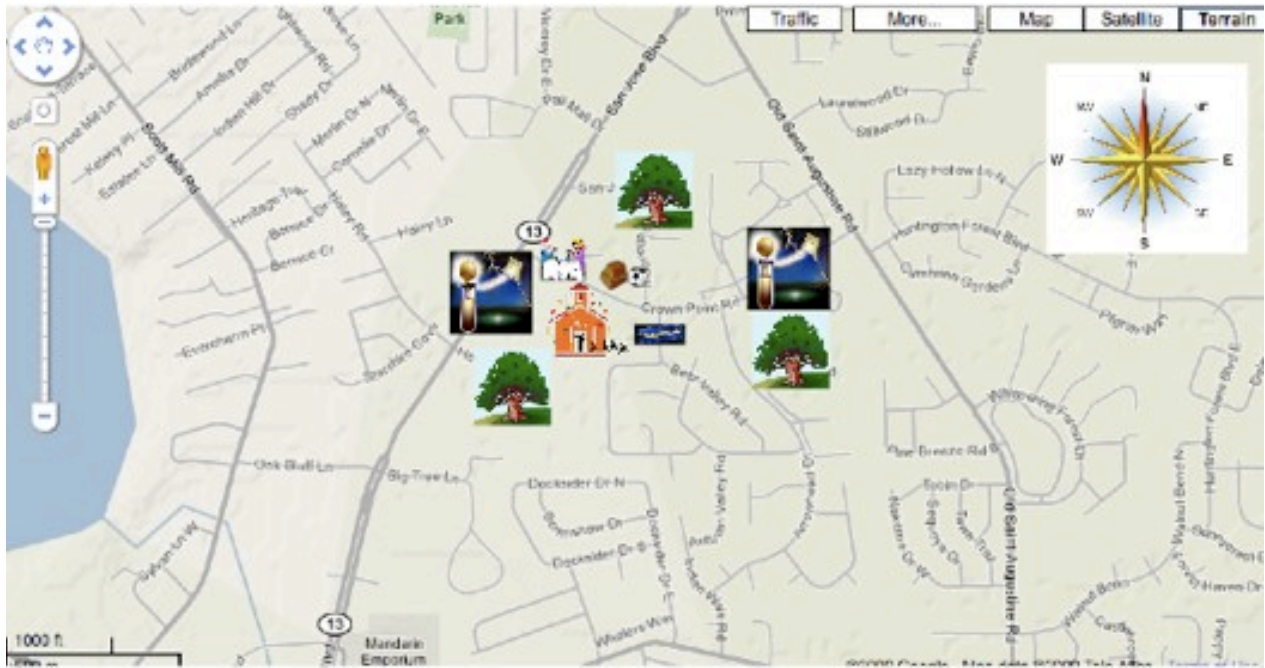
The students will be informally assessed through observation as they are working to create their maps I will walk around the room to talk with students about what they are including on their map, what their map is going to tell us about, and help those who are struggling to get started. The students will also be observed for their participation with the activity and if they cooperate to share their maps with the small group during centers



<https://stufffromthelab.wordpress.com/2011/10/13/what-is-a-community/>



<https://mjgds.org/parentconnect/?p=17>



## Map Key





Name: \_\_\_\_\_

# Map Activity

	<b>3</b>	<b>2</b>	<b>1</b>
<b><i>Creation of Map:</i></b> <b><i>-Created the map</i></b> <b><i>-Included at least 4 symbols</i></b> <b><i>-Used color</i></b>	The student created the map, included at least 4 symbols, and used color.	The student created the map, yet did not use at least 4 symbols. The student used color.	The student partially created the map or used little to no color.
<b><i>Oral Expression</i></b>	Spoke clearly with confidence in the delivery of information about their map	Spoke somewhat clearly when discussing their map.	Displays little confidence and spoke unclearly when talking about their map.
<b><i>Map Symbols</i></b> <b><i>-discussion of each item</i></b>	Discussed each item on the map.	Discussed a few items on the map.	Discussed one or no items on the map.

Participation in any sharing is 3 Points.

Comments:

**Title of Lesson/Activity #1:** *Inventions over Time*

**Created By:** Sydknee Carpenter

**Overview of Lesson:**

The focus of the lesson is to have students describe problems and solutions with past inventions compared to the current invention model now. To do this the students will choose one invention to represent on a kite by drawing a picture of the item then vs. now. In the end, the students will use full sentences to talk with the entire class about a problem and solution that they saw with the invention.

**PA Standards:**

Standard - 5.2.K.B

Identify a problem and discuss possible solutions.

Standard - CC.1.4.K.C

With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

**Investigative Question for this activity:**

What role does trial-and-error play in the creation of useful inventions?

**Objective(s):**

The students will be expected to use complete sentences to verbally discuss problems that may have occurred with the past invention and provide solutions of how to make the invention better for future use with 100% participation

The students will use full sentences to describe in detail their drawings of past and present inventions with 100% participation.

**Materials:**

- *Now & Ben* book
- Kites made from cardstock or construction paper
- String
- Small pictures of inventions from the past and present
- Primary sources: 2 images of bifocals and Pennsylvanian fire place
- Pencils
- Crayons

**Print Sources:**

1. Primary source-  
<http://www.loc.gov/exhibits/franklin/images/bf0036s.jpg>  
Title: *Benjamin Franklin to George Whatley: Franklin's Design for Bifocals*  
Creator: Ben Franklin

Date: 1785

2. Primary source-

<http://www.loc.gov/exhibits/franklin/images/bf0035s.jpg>

Title: Benjamin Franklin. *An Account of the New Invented Pennsylvanian Fire-Places.*

Creator: Ben Franklin

Date: 1744

3. Additional pictures to compare past and present inventions-

<http://www.ushistory.org/franklin/science/bifocals.htm>

Title: *Bifocals*

Creator: N/A

Date: 1995

<https://optical.cvs.com/Accessories/Reading-Glasses/19125/Corinne-McCormack-Nicole-Tortoise-Reading-Glasses.html>

Title: *Corinne McCormack Nicole Tortoise Reading Glasses*

Creator: CVS

Date: 2017

<https://www.pinterest.com/pin/157766793167513253/>

Title: *Swimming Flippers*

Creator: N/A

Date: N/A

<http://www.divedownbelow.com/kota-kinabalu-dive-shop/merchandise/fins-masks-snorkels/>

Title: *Fins, Masks & Snorkels*

Creator: Down below Marine & Wildlife Adventures Sdn. Bhd.

Date: 2017

<http://www.scubadivejamaica.com/why-are-scuba-diving-fins-so-important/>

Title: *Why Are Scuba Diving Fins so Important?*

Creator: Matt last name unknown

Date: September 3, 2013

[https://en.wikipedia.org/wiki/Franklin\\_stove](https://en.wikipedia.org/wiki/Franklin_stove)

Title: *A Franklin Stove*

Creator: N/A

Date: 2017

<http://bip.ueye.info/our-products/fireplaces/>

Title: *Fireplaces*

Creator: Builders

Date: 2017

<https://www.houzz.com/product/45778958-cherry-convertible-ladder-chair-office-home-library-step-stool-traditional-office-chairs>

Title: *Cherry Convertible Ladder Chair Office Home Library Step Stool*

Creator: MBW Furniture

Date: 2017

<https://www.carringtoncourtdirect.com/buy/Curved-Back-Dining->

Title: *Curved Back Dining Chair*

Creator: Carrington Court

Date: 2017

[https://www.schooloutfitters.com/catalog/product\\_info/pfam\\_id/PFAM2698/products\\_id/PRO8716?sc\\_cid=Google\\_SFT-187](https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM2698/products_id/PRO8716?sc_cid=Google_SFT-187)

SO&adtype=pla&kw=&CAWELAID=1238938563&CAGPSPN=pla&CAAGID=13062963257&CATCI=pla-322012169259

Title: 180 Series Blue Solid Plastic School Chair - 17 1/2" Seat Height

Creator: N/A

Date: 2017

### **Student Learning Process:**

1. To begin, the students will use their knowledge from the reading of *Now & Ben* from the day before to create the drawings for the project.
2. To start the students will be divided into groups of 4-5 for each center.
3. Next, I will review with the students the book we previously read titled *Now & Ben*. During this time, we will talk about several inventions from the book such as the bifocals, kite, wooden flippers, Franklin stove, and last but not least the chairs. As we are reviewing each illustration of the inventions from the book I will point to each picture and ask students “*Can someone tell us the name of this invention?*” “*What was this invention used for?*” “*How is this invention from the past different than how it is now?*” “*Can you describe to me differences with how it looks its size, shape, color, etc.*”
4. Afterwards as a group we will analyze the three primary sources of the stove and bifocals while also looking at pictures from present day comparing and contrasting the inventions. With the stove source the students will examine the illustrations of the parts of the stove. They will discuss the stoves shape and discuss how it differs from a traditional fireplace today. This primary source will be cropped, so the student will only be looking at the stove images instead of all of the parts at once. I will ask students “*How are these two stoves different?*” “*How are they alike?*” “*What color is each stove?*” “*Are they the same size?*” “*What is this invention used for?*” “*When looking at the primary source of the Franklin Stove what are some problems that you think could happen from designing the stove this way?*” “*How would you design it?*”

5. Then we will analyze the bifocal primary source. The students will mainly observe and discuss the drawing of the bifocals. An additional source replica of the bifocals will also be used to enhance the discussion. Since the handwriting on the letter would be hard for the students to read I will summarize the letter using the brief description from the loc.gov website. The students will compare bifocal then vs. now. I will ask students *“What are bifocals used for?” “Were they used for the same purpose a long time ago?” “How are they different/ alike now compared to a long time ago?” “What color is each bifocal?” “Are they the same size?”*
6. Then the students will discuss the various other images I gathered to compare Benjamin Franklin’s other inventions now vs. then. They will discuss the use for each item, how the item is the same, how it is different, and what they would change about the past invention if they could.
7. After the discussion of each invention the students will be given a kite that is divided into two equal sections. With the kite the students will choose an invention to draw what it looked like in the past and then draw what it looks like now. One side of the kite will be the inventions from the past the other side will be the inventions from the present.
8. The students will draw and/or cut and paste images on each part of their kite to show the invention from the past and how the same invention looks in the present from the book *Now & Ben*.
9. Finally, after the students are finished drawing, cutting, pasting, and/or coloring their inventions they will share their creations with the class. During this time the students will
  - a. Discuss what the invention is.
  - b. What the past invention looked like.
  - c. What the present invention looks like.
  - d. Describe one possible problem that could arise with the past invention and how the present invention had made the item better.
10. During this time I will guide the students to answer each question by asking the question and having them answer in a complete sentence.

**Closure:**

To completely wrap up the unit I would refer back to the KWL chart made in the first lesson. The students would then raise their hands to add things they learned to the chart. As the student’s state answers I would write them on the chart. Once everyone is given a chance to discuss what they learned I will review all of the responses I wrote on the chart.

**Modifications/Accommodation Techniques for Students with Special Needs:**

For students who struggle with:

- Fine motor
- Memory/ Attention Span
- Writing

**Modifications/ Accommodations:**

The students will be given the option to cut and paste pictures of inventions from the past and present. Then they will color the pictures.

The students may also be given the option to have their ideas written down prior to presenting to the class. I will ask the students the same questions that everyone will be asked to present in front of the class ahead of time to prepare them.

- Enrichment is for students who can begin writing have mastered letter sound correspondence.

**Enrichment:**

The student will be able to write the name of the invention they choose to discuss on their kites. If they would like they could use google to research a different invention that Benjamin Franklin invented to recreate on their kite. The students will use this site for research.

<http://www.ushistory.org/franklin/science/>

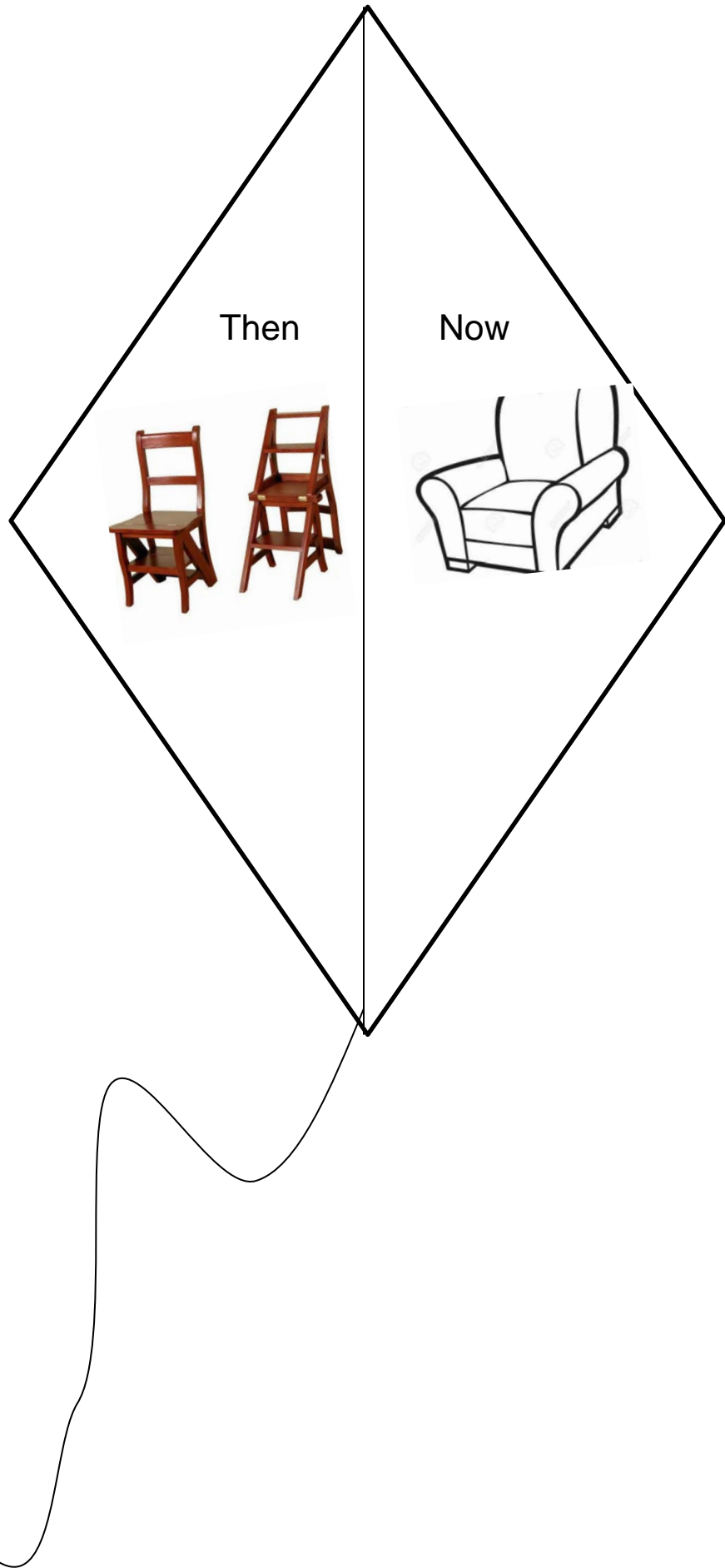
**Formal Assessment:**

The students will be formally assessed at the end of the learning center when they are given the opportunity to share their kites with the class. The students will be asked several questions such as “*What invention did you choose?*” “*What did the past invention look like? Describe it to us.*” “*What problem did you notice with the older invention?*” “*What does the present invention look like? Describe it to us.*” “*How is it better now?*” At this time the students will be expected to respond to the questions in complete sentences. I will be using a rubric to assess their understanding and compliance with the assignment.

**Informal Assessment:**

As the students are working to cut, paste, draw, and color their inventions I will observe the students creating each item. I will talk with students about how each of the items to assess their understanding of what the past and present invention looked like and how they think the past invention has improved over time.

An example of  
the activity









Student Name:

Invention:

5

3

0

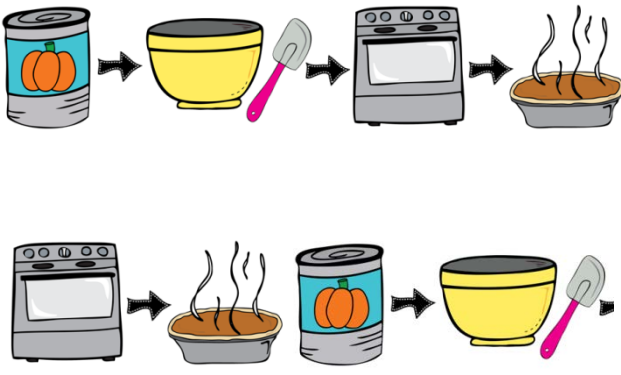

<b><i>What is the Invention</i></b>	<b><i>Past</i></b>	<b><i>Present</i></b>	<b><i>Problem/ Solution</i></b>
The student used full sentences to describe what the invention is.	The student used full sentences to describe what the invention looked like in the past.	The student used full sentences to describe what the invention looked like in the present.	The student used full sentences to describe a problem with the past invention and how it could be changed to make it better/ how it is better now due to the changes.
The student told the class the invention, but did not restate the question into a full sentence.	The student described what the invention looked like, but did not restate the question into a full sentence.	The student described what the invention looked like, but did not restate the question into a full sentence.	The student told the class the at least one problem and a change that was made or could be made, but did not restate the question into a full sentence.
The student did not state the invention.	The student did not state how the invention looked.	The student did not state how the invention looked.	The student did not state a problem or a solution.

Total Points:

Comments:

**Post-instruction Assessment:** I will assess the students' knowledge of the subject matter by asking each student several questions during a small group activity or centers. I could also provide small exit tickets involving the standards I used, since many of the students may not be able to write I would provide various pictures, allow them to verbally discuss answers with me, or have bubble answers for the students to fill in or circle. Based on the information I would receive from my questions I would know how to change the lessons, or know what skills to re-teach.

Example: All of the questions are based on standards and requires application to real life besides just the topic of Ben Franklin.

<p><i>Which of the following is in order: Circle the correct answer.</i></p> 	<p><i>Draw a symbol that could be used on a map.</i></p>
<p>What is a problem? What is a solution?</p> <p><i>Discuss with teacher.</i></p>	<p><i>Draw a solution to the problem.</i></p> <p>Problem</p>  <p>Solution</p>