

## FLCHE-TPS Lesson 7 Grade 1

### Benjamin Franklin: American Legacy Part II

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

#### Enduring Understandings:

1. Important people in America's history have demonstrated strong citizenship.
2. Primary sources provide evidence and accuracy of historical events.

#### Essential Questions:

1. How can we use primary sources to prove and understand (contextualize) historical events?
2. How has Benjamin Franklin, one of America's Founding Fathers, demonstrated good citizenship?

#### Vocabulary/Targeted Skills:

Benjamin Franklin, American, history, timeline, primary sources, Declaration of Independence, American Revolution, Great Britain, France, Constitution, order, temperance, silence, frugality, industry, morals, justice, cleanliness, citizenship, Founding Father

#### Unit Assessment/Culminating Unit Activity/Success Criteria:

Students will build a personal timeline using a primary source and record evidence of citizenship by reading a letter (primary source) from Benjamin Franklin from 1789.

Lesson: Benjamin Franklin: American Legacy Part II

Time: 45 minutes

#### Standard(s):

##### Social Studies Standards:

- SS.1.A.1.1 Develop an understanding of a primary source.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4 Show respect and kindness to people and animals.

##### Language Arts Standards:

- 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 understand how to use a timeline to record important events and how primary sources contextualize people of the past.

Assessment/Evaluation (for this lesson):

Students will document qualities of good citizenship from primary and secondary sources on Benjamin Franklin.

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](https://www.youtube.com/watch?v=aJhBtd8QA_4)
- Secondary source, *Benjamin Franklin timeline*: <http://www.benjamin-franklin-history.org/timeline/>.
- Primary source, *Benjamin Franklin to George Washington letter, September 16, 1789*: <https://founders.archives.gov/?q=%20Author%3A%22Franklin%2C%20Benjamin%22&s=1111311111&r=4721>

Suggested Procedures:

1. Review the secondary source, *Benjamin Franklin timeline*: <http://www.benjamin-franklin-history.org/timeline/> from Part I. Remind students that they watched a video excerpt on the life of a famous American, Benjamin Franklin. They documented important life events and placed these in sequence on a timeline and added proof (gluing of primary source) of one of Franklin's accomplishments. The lesson closed by brainstorming important personal life events that could be a part of their own timeline.
2. Review the brainstormed drafts of student timelines. Encourage students to pick five major events that they would have an "idea" of when this occurred. (*As noted in Part I, use a class or school time for simplicity*). Ideally students would pick firsts, the first day of Kindergarten or first grade, their birthday, family vacation, etc. As long as they can put these in sequence, the actual dates are not as important.
3. Ask students to find evidence to support their life event. *What evidence could students put on their timeline to prove the timeline is accurate, as they did with a primary source from Benjamin Franklin's life. (Prompt, as needed, it could be a photograph, a souvenir, a school paper, etc.)* If completing this with individual students, send a message to parents, asking for their help in providing a primary source. (*This is a great way to introduce historical thinking to families as well!*) Determine a due date and invite students to share their primary source with peers. If it is a physical source, take a picture, print and allow students to glue to their personal timelines.
4. Now, revisit the Benjamin Franklin video: [https://www.youtube.com/watch?v=aJhBtd8QA\\_4](https://www.youtube.com/watch?v=aJhBtd8QA_4) and begin at minute 5:12 through 9:00. The remainder of the video discusses Franklin's later accomplishments as a statesman and some of the virtues/morals he is often known for. Although these words are "heavy" they represent good character and citizenship. Use the attached worksheet and help students build a student friendly definition for these terms. Then have students think about ways they have demonstrated any of these characteristics in their daily lives. Record these examples on the worksheet. Have students think about how could they

prove this to others. Encourage a discussion about what kinds of primary sources could be used to help explain their example.

5. Use the transcribed modified version of the letter (attached) to George Washington from Benjamin Franklin from September 16, 1789. Tell students they are going to use this primary source to find evidence of Franklin's citizenship. *Ask students to think about what words or phrases does he use to show that he is thinking about others.* Tell students that George Washington is also a very famous American, and the first president of our country. As Founding Fathers, Franklin and Washington paved the way for America's current freedoms. Using the lesson worksheet, have students write down any words or phrases they find in the letter. The original letter with context, including Washington's response, is available here:  
<https://founders.archives.gov/?q=%20Author%3A%22Franklin%2C%20Benjamin%22&s=1111311111&r=4721>
6. Return to the timeline of Benjamin Franklin (Part I) and show students when this letter was written in his life. *Encourage students to recognize that it was written at the end of his life (he died about 7 months later).*
7. Close the lesson by asking students what more they would like to know about Benjamin Franklin (or even George Washington) based on this letter. *What is meant by "New Government," "should have died," "excruciating Pain," etc.* Remind students that primary sources, such as this letter, provide a great opportunity to learn more about a person. This is how historians share the lives of famous people with others.

Extensions:

1. Research the answers to student questions about the health condition of Franklin and/or Washington. With teacher discretion, share with students the nature of medicine and health practices a long time ago.
2. Have students write a letter (three-four sentences) to Benjamin Franklin referencing any part of his life. Encourage students to acknowledge his accomplishments, along with any questions they may have about him.

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Benjamin Franklin and Citizenship

Good Citizenship Term	My Definition	Example from My Life
Temperance		
Silence		
Frugality		
Industry		
Justice		
Cleanliness		

Benjamin Franklin shows good citizenship through these words or phrases:

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*Transcription (Modified): Letter to George Washington from Benjamin Franklin, September 16, 1789*

Dear Sir (George Washington),

I don't feel well and writing hurts, but I can't let my son-in-law (Mr. Bache) leave for New York, without letting you know how happy I am that you are healthy. As our new leader, our government is strong and very important to our new country because of you. I've been very sick and should have died two years ago, but thankfully I am alive now to write you. I am 84 years old and know that I am dying, and realize that I have been well respected and loved by you and others.

With my love,

Benjamin Franklin