

BEN FRANKLIN: AMERICA'S FIRST CITIZEN



***Applause Series* CURRICULUM GUIDE**
CIVIC CENTER OF GREATER DES MOINES

October 18-22, 2010

BENJAMIN FRANKLIN:

America's First Citizen

Dear Teachers,

Thank you for joining us for the Applause Series presentation of *Benjamin Franklin: America's First Citizen*. We are very pleased that you have chosen to share this special experience with your students and hope that this study guide helps you connect the performance to your in-classroom curriculum in ways that you find valuable.

In the following pages, you will find contextual information about the performance and related subjects, as well as a wide variety of discussion questions and activities that tie into several curriculum areas. Some pages are appropriate to reproduce for your students; others are designed more specifically with you, their teacher, in mind. As such, we hope that you are able to "pick and choose" material and ideas from the study guide to meet your class's unique needs.



See you at the theater,

Civic Center Education Team

Support for Civic Center education programs and the Applause Series is provided by:

Alliant Energy, American Republic Insurance Company, Bank of the West, Bradford and Sally Austin, Bank of America, EMC Insurance Companies, Jules and Judy Gray, Greater Des Moines Community Foundation, Hy-Vee, John Deere Des Moines Operations, Iowa Department of Cultural Affairs, Richard and Deborah McConnell, Pioneer Hi-Bred - a DuPont business, Polk County, Prairie Meadows Community Betterment Grant, Sargent Family Foundation, U.S. Bank, Wells Fargo & Co., Willis Auto Campus, and more than 200 individual donors.

GUIDE CONTENTS

About the Civic Center
Page 3

About the Performance
Page 4

Humble Beginnings
Pages 5-6

Life Timeline
Page 6

Franklin as...
Printer and Author
Page 7

Franklin as...
Community Builder
Page 8

Franklin as...
Scientist
Page 9

Franklin as...
Statesman and Founding Father
Pages 10-11

Vocabulary
Page 12

Activities and Discussion Questions
Pages 13-16

Going to the Theater
Page 17

Civic Center Field Trip Information for Teachers
Page 18

Resources and Sources
Page 19

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ABOUT THE CIVIC CENTER OF GREATER DES MOINES



The Civic Center of Greater Des Moines is a cultural landmark of central Iowa and is committed to engaging the Midwest in world-class entertainment, education, and cultural activities. The Civic Center has achieved a national reputation for excellence as a performing arts center and belongs to several national organizations, including The Broadway League, the Independent Presenters Network, International Performing Arts for Youth, and Theater for Young Audiences/USA.

Five performing arts series currently comprise the season— the Willis Broadway Series, Prairie Meadows Temple Theater Series, Wellmark Blue Cross and Blue Shield Family Series, the Applause Series, and the Dance Series. The Civic Center is also the performance home for the Des Moines Symphony and Stage West.

The Civic Center is a private, nonprofit organization and is an important part of central Iowa's cultural community. Through its education programs, the Civic Center strives to engage patrons in arts experiences that extend beyond the stage. Master classes bring professional and local artists together to share their art form and craft, while pre-performance lectures and post-performance Q&A sessions with company members offer ticket holders the opportunity to explore each show as a living, evolving piece of art.

Through the Applause Series— curriculum-connected performances for school audiences— students are encouraged to discover the rich, diverse world of performing arts. During the 2010-2011 season, the Civic Center will welcome more than 30,000 students and educators to 12 professional productions for young audiences.

Want an inside look? Request a tour.

Group tours can be arranged for performance and non-performance dates.

Call 515-246-2355 or visit civiccenter.org/education to check on availability or book your visit.

DID YOU KNOW?

More than 250,000 patrons visit the Civic Center each year.

The Civic Center opened in 1979.

The Civic Center has three theater spaces:

- *Main Hall, 2745 seats*
- *Stoner Studio, 200 seats*
- *Temple Theater, 300 seats (located in the Temple for the Performing Arts)*

No seat is more than 155 feet from center stage in the Main Hall.

Nollen Plaza, situated just west of the Civic Center, is a park and amphitheater that is also part of the Civic Center complex. The space features the Brenton Waterfall and Reflection Pool and the Crusoe Umbrella sculpture.

The Applause Series started in 1996. You are joining us for the 15th anniversary season!

ABOUT THE PERFORMANCE



The Show

Benjamin Franklin: America's First Citizen is a one-man performance written and performed by Patrick Garner. With the help of audience members, Garner will reenact the story of Franklin's life spanning from his childhood in Boston, his life as a printer in Philadelphia, and his contributions to the founding of America as a diplomat and statesman. In addition to the presentation of historical fact and demonstration, the hour-long performance will emphasize two themes that guided Franklin's life and led to his many successes:

Never give up!

You have to believe in yourself!

Audience members attending performances that begin at 12:30 PM will have the chance to stay after the show's conclusion for a short post-show Q & A with Patrick Garner.

The Artist

Patrick Garner is a twenty-plus-year Broadway, television, and movie actor. His recent work includes the latest Broadway revival of *GYPSY* with Bernadette Peters, every version of *LAW & ORDER* and, although he never got to go, the guy who won US Open tickets in last summer's JPMorgan/Chase commercial. He has worked opposite such stars as Whoopi Goldberg, Kelly Ripa, Dave Chappelle, Kevin Kline, and Nathan Lane.



Actor/Author Patrick Garner.
Photo courtesy of historysalive.com.

The Company

In 2001, Garner conceived the idea of HISTORY'S ALIVE!, a series of historical presentations for elementary and middle school children designed to entertain, instruct, and inspire. Now in its tenth year, Garner travels the country, introducing students to famous figures from the past and the valuable lessons of their lives, successes, and failures.

For Garner, it's about more than students learning history; it's about students learning from history. Who better than Thomas Edison to teach the value of hard work? Who better than Lewis and Clark to teach the value of teamwork? These figures, as well as the lives of Ben Franklin, the Wright Brothers (...and Sister), Houdini, and American Tall Tales, each have a place in Garner's repertoire.

HUMBLE BEGINNINGS



Image courtesy of walkingboston.com

*"If you would not be forgotten, As soon as you are dead and rotten,
Either write things worthy of reading, or do things worth the writing."
-Benjamin Franklin*

Benjamin Franklin was a man of remarkable talents. His contributions to American society—as a scientist, community builder, printer, author, and statesman—make him one of the most influential individuals in American history. In addition to his natural talents and intelligence, it was Franklin's work ethic and desire for self-improvement that led him from his humble beginnings to his great success.

Birth and Family

Benjamin Franklin was born in Boston, Massachusetts in 1706. He was the eighth of ten children born to Josiah and Abiah Franklin. For the first six years of Franklin's life, the entire family lived in a rented house on Milk Street that only had two rooms.



House on Milk Street.
Image courtesy of
thinkquest.org.

*From a child I was fond of reading; and all
the little money that came into my hands
was ever laid out in books."
-Benjamin Franklin,*

Education

Franklin had very little formal education. For a time, his father had high hopes that Franklin would grow up to be a minister and sent Franklin to Boston's grammar school to study. The cost soon became too much for the family and he was pulled from the school. He then worked with a private tutor for a time, but that too came to an end. By age 10, his formal education was over.

Although Franklin's access to school was over, he did not give up on doing what he could to improve his life. Throughout his youth, he ate a healthy diet and kept himself physically fit by swimming—an activity that was unusual for most people living in colonial America. Perhaps most importantly, he did what he could to improve his mind by reading everything he could get his hands on, ranging from the Bible to literature and philosophy. To improve his writing skills, he copied essays from newspapers and rewrote them in his own words to try to make them better.

(Humble Beginnings, cont. pg. 6)

SELF-IMPROVEMENT

Self-improvement was a large focus of Benjamin Franklin's life. At age 27, he came up with a list of 13 virtues. He practiced one of the virtues each week, tried to perfect it, and kept a chart of his progress. At the end of the 13 weeks, he would start the process over again. Although he often fell short of his goals, he never gave up on trying to improve himself.

- Temperance—
don't eat or drink too much
- Silence— think before you speak
- Order— let all things have their place
- Resolution—
follow through on your duties
- Frugality— spend wisely
- Industry—
work hard and do not waste time
- Sincerity— be truthful
- Justice— do not wrong others
- Moderation— avoid extremes
- Cleanliness—
keep body, clothes & home clean
- Tranquility—
don't worry over small things
- Chastity— practice purity
- Humility— learn from others' examples

TOP: During Franklin's childhood, Boston was a shipbuilding center and the busiest port in America.

HUMBLE BEGINNINGS, cont.



Above: This 20th century mural depicts a young Benjamin Franklin operating a printing press. Left of Franklin, a worker sets type. The worker on the right uses leather balls to dab ink onto type.

Printing Apprenticeship

Franklin worked for a time in his father's candle-making shop before becoming an apprentice at age 12 to his brother James, a printer. Working in a print shop required hard physical labor. As he learned his brother's trade, Franklin carted heavy trays of lead type, used wooden mallets to pound the type into place, and operated the press. He learned to set type, and soon realized that he could do more than print the work of others. He could write and publish his own work as well.

By the time he was 16, Franklin began publishing a series of witty letters in his brother James's newspaper, *The New England Courant*. Franklin did not think James would print the letters if he knew that his brother had written them, so Franklin submitted the letters under the pseudonym, or fake name, of "Silence Dogood." The humorous letters were very popular, and Franklin had his first taste of seeing his own words in print.

On to Philadelphia

Franklin's apprenticeship with his brother did not last the agreed-upon nine years. James had taken to mistreating Franklin. With the relationship deteriorating, and James facing troubles with the law over some of the pieces he had printed, Franklin decided to run away at age 17. He left Boston and traveled to New York, where a local printer advised him to seek his fortunes in the city of Philadelphia in Pennsylvania.

In Philadelphia, Franklin became an assistant to a printer named Samuel Keimer. The two did not get along, and Franklin worked hard enough that he was eventually able to leave Keimer and open his very own print shop. Although few knew it at the time, he was on his way to becoming a very successful businessman and the most influential printer in America.

On his very first day in Philadelphia, Benjamin Franklin walked past a young woman named Deborah Read as she stood in the doorway of her father's house. She would one day become his wife.

LIFE TIMELINE

- 1706** Franklin born in Boston
- 1717** Invents swim fins, age 12
- 1718** Apprenticed to brother James as printer
- 1723** Runs away from apprenticeship to Philadelphia where he works as a printer
- 1727** Forms the Junto
- 1728** Starts own print shop and takes Deborah Read as his wife
- 1731** Forms first subscription library
- 1732** First POOR RICHARD'S ALMANACK published
- 1736** Organizes the Union Fire Company
- 1737** Appointed Postmaster of Philadelphia
- 1741** Invents the Franklin Stove
- 1752** Conducts kite experiment
- 1774** Humiliated in London's Privy Council
- 1776** Helps write and signs Declaration of Independence
- 1784** Invents bifocal spectacles
- 1787** Signs Constitution
- 1790** Dies in Philadelphia

PRINTER AND AUTHOR



Image courtesy of ushistory.org

Benjamin Franklin was one of the most influential printers in colonial America. His publications were so successful, that he was able to retire at the age of 42. For Franklin being a printer was more than just about making money—it was a way for him to share important ideas. He loved to use words to persuade, to make people think, and to make people laugh. Most importantly, he was committed to printing the truth, even if it was unpopular to do so.

As a writer, Franklin was fond of using pseudonyms, or false names. He sometimes used pseudonyms as a way to present an idea that may have gone against the authorities. In some cases, he used false names to present two sides of an issue.

For many of his pseudonyms, Franklin created an entire persona or character for the “writer.” Famous Franklin pseudonyms include the characters Silence Dogood, Harry Meanwell, Alice Addertongue, Richard Saunders, and Timothy Turnstone.

Of Franklin’s many accomplishments, he wished to be remembered most as “B. Franklin, Printer.”

The Pennsylvania Gazette

Newspapers played an important role in the colonies. Many homes had only two books: the Bible and an almanac. As a result, colonists often read newspapers for both information and entertainment. In 1729, Franklin bought a paper called the *Pennsylvania Gazette* from his old employer, Samuel Keimer. For the rest of his printing career, Franklin did not just print the paper. He also wrote pieces for the paper as a way to promote his ideas.

Franklin also used pictures to promote his ideas. He is credited with creating the very first political cartoon in America. The “Join or Die” cartoon was published in the *Pennsylvania Gazette* in 1754. Franklin used the cartoon to urge the colonies to join together in order to protect themselves from the threats they were facing from the French and Native Americans.



In Franklin’s first political cartoon, each segment of the snake represents a colony.

Poor Richard’s Almanac

An almanac was a useful book containing information that related to the everyday lives of people in the colonies—advice for farmers, weather forecasts, recipes, riddles and poems. Beginning in 1732, Franklin published a yearly almanac called *Poor Richard’s Almanac* under the pseudonym Richard Saunders. The aphorisms, or wise and witty sayings, that appeared throughout the almanac became known as Poor Richard’s Sayings and helped make the yearly editions of the almanac best sellers for 26 years.

Aphorisms

Poor Richard’s Sayings

“A penny saved is a penny earned.”

“Never leave for tomorrow that which you can do today.”

“Early to bed and early to rise, makes a man healthy wealthy and wise.”

“Three may keep a secret if two of them are dead.”

“Lost time is never found again.”

“Haste makes waste.”

COMMUNITY BUILDER



Image courtesy of pbs.org

*The noblest question in the world is
What Good may I do in it?*

-Poor Richard's Almanac, 1737

The Junto

During his time in Philadelphia, Franklin was focused on more than just growing his business. He also wanted to improve his community. In 1727, Franklin gathered 11 of his friends to form the Junto, a club of tradesmen and artisans who met weekly to discuss how they might work together to improve Philadelphia. Over the next several decades, Franklin and the Junto established a library, a public hospital, a school, a volunteer fire brigade, an insurance company, and a militia. Franklin also led efforts to improve public safety, including the paving and lighting of Philadelphia's streets.

Franklin's success as a printer allowed him to make many of his improvements to Philadelphia. He would publish essays and letters (often under pseudonyms) in his paper to try to convince the public to support his ideas.

First Library

Books in the colonies were rare and expensive. Under Franklin's leadership, the Junto created the first lending library in America. Members gave money to buy books that could be shared.



Book suggestion box, circa 1750. Image courtesy of benfranklin300.org.

First Hospital

Benjamin Franklin helped raise money to open America's first public hospital. The hospital provided treatment for the poor and mentally ill.



Pennsylvania Hospital, circa 1755.

Image courtesy of benfranklin300.org.

First Fire Department

At the time, most houses were built of wood and heated by wood burning ovens or open fireplaces. The spread of fires throughout the city was a constant worry.

Benjamin Franklin began the first volunteer fire department in Philadelphia. Members pledged to help one another if fire threatened one of their homes or businesses.



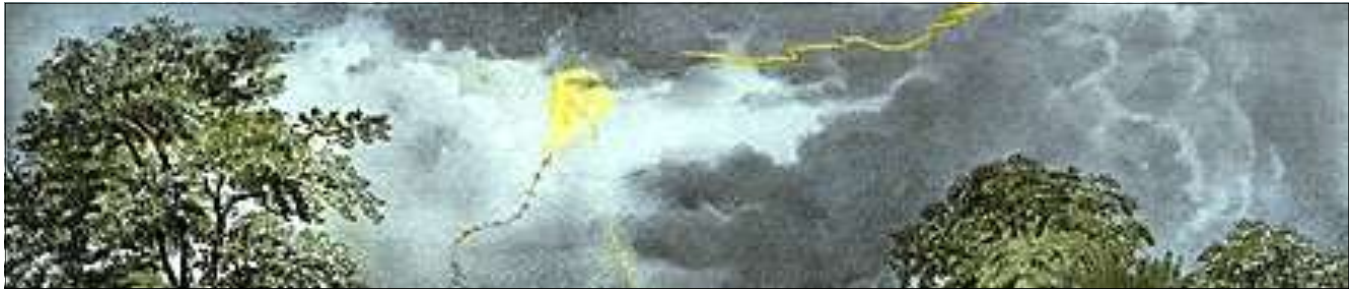
A bucket used by the Union Fire Company, late 18th century. Image courtesy of benfranklin300.org.

First University

Benjamin Franklin worked to establish the first school of higher learning in Philadelphia. Unlike other colleges in America at the time, people of all religious beliefs could study there. Today, the school Franklin founded is called the University of Pennsylvania.

TOP: A group similar to the Junto gathered for a discussion.

FRANKLIN AS... SCIENTIST



When Franklin retired from his printing business, he began to devote his time to scientific pursuits. Always a curious and observant man, he put his energies towards improving or solving everyday problems. Many of his inventions are still well known today. Franklin never patented his inventions. Instead, he believed he should share his discoveries so that others could benefit.

Bifocals

By combining lenses of different shapes and strengths within a single frame, Franklin managed to eliminate the need for two separate pairs of glasses for reading and seeing distances.



Glass Armonica

Benjamin Franklin loved music. He created an instrument played by touching bowls of differing sizes with moistened fingers to produce musical notes. Beethoven and Mozart composed music for the glass armonica.



Lightning Rod

Franklin's understanding of electricity led him to invent the lightning rod, a metal rod attached to the high point of a building. When lightning struck, it would be attracted to the metal rod and the electricity would run safely down a wire cable into the ground.

Swim Fins

Although his were made from wood, Benjamin Franklin invented swim fins for his hands to increase his swimming speed at age 12.

Franklin Stove

Franklin wanted to build a fireplace or stove that used less wood and delivered more heat. His stove design featured air baffles to help channel more heat into the room.



Gulf Stream

On one of his early Atlantic Ocean crossings,

Franklin measured the water temperature throughout the trip. By studying these measurements and making other observations about the voyage, Franklin discovered the Gulf Stream and was able to chart its location. This ocean current allows sailors to shorten their trips.

THE FAMOUS EXPERIMENT

As a scientist, Franklin is best known for his discovery that lightning is actually an electric spark. Many scientists around the world were interested in the theory, but Franklin was the first to conduct an experiment to prove that it was true. According to his *Autobiography*, Franklin and his son William flew a kite with a pointed wire attached to it during a thunderstorm. Franklin had also attached a metal key to the string of the kite. When a thundercloud approached the flying kite, a charge traveled down the kite string and to the key, making electrical sparks. This discovery gave Franklin the knowledge to later invent the lightning rod.

STATESMAN AND FOUNDING FATHER



ABOVE: Benjamin Franklin, Thomas Jefferson, and the other writers of the Declaration of Independence presenting the document to the Continental Congress.

Benjamin Franklin lived in the 1700s, when America was still made up of thirteen colonies that belonged to Great Britain. During Franklin's lifetime, many colonists became enraged by the manner in which King George III governed the colonies. The King made the colonists pay taxes on things they needed for their everyday lives such as tea, paper, and sugar. The colonists did not have a choice about paying these taxes. Moreover, the colonists did not have any representatives in the British government that could advocate on their behalf. The colonists felt that it was wrong to be taxed and governed without being represented.

During America's long struggle for independence and formation into a new nation, Benjamin Franklin played many important roles.

Ambassador to England

Between the years of 1757 and 1775, Benjamin Franklin left his home in Philadelphia to live in London. During his years abroad, Franklin advocated on behalf of the colonies and tried to get the King to treat them fairly. Franklin felt very loyal to the crown and hoped to maintain unity between the colonies and Great Britain.

Things did not improve and many colonists believed that it was no longer possible to remain a part of the British Empire. After many frustrating negotiations, including an incident where Franklin was highly insulted by English officials, Franklin also came to believe that it was time for the colonies to become a free and independent nation. After 18 years in London, he set sail and returned to Philadelphia.

Declaration of Independence

In 1776, Franklin was appointed by the Continental Congress to a committee assigned to write the Declaration of Independence, a formal document which would justify the colonies' decision to become independent from Great Britain. Thomas Jefferson took the lead on writing and crafting the document, but Benjamin Franklin also contributed and helped to edit it. After several revisions, the Declaration of Independence was formally approved by the Continental Congress on July 4, 1776.

Benjamin Franklin was one of the fifty-five delegates representing the thirteen colonies who officially signed the document in August of that year.

Ambassador to France

The colonies were forced to go to war with Great Britain to try to win their freedom. At the time, Great Britain was the wealthiest and most powerful nation in the world. The new American government did not have the resources to supply the Continental Army with the food, uniforms, or military supplies that they would need to defeat such a powerful enemy. Without help, the Americans would surely be defeated.

Benjamin Franklin was selected to go to France to try to convince the French government to form an alliance with the Americans. In Paris, Franklin's reputation as a great scientist (see page 9) opened many doors for him. He formed friendships with many influential French people and gained the trust and respect of the French court. He met with the King of France and was eventually able to convince him to give the American government troops, money, and equipment to help them fight the Revolutionary War. With help from the French, the Americans were able to defeat the British in 1783.

(Statesman & Founding Father, cont. pg 11)

STATESMAN AND FOUNDING FATHER, cont.



The Constitution

During the fight for independence, the states formed a loose central government that allowed them to fight the British as one nation. The structure for this government was outlined in a document known as the Articles of Confederation.

After the war ended, many felt that the government created by the Articles of Confederation was not organized well enough to govern the young nation's affairs. In 1787, twelve out of the thirteen states (Rhode Island chose not to participate) sent delegates to Philadelphia to discuss modifying the Articles of Confederation. This meeting became known as the Constitutional Convention, and instead of simply revising the Articles of Confederation, the delegates to the Constitutional Convention created a whole new document. This document, the U.S. Constitution, established the framework for the government we still have today.

Although Franklin was eighty-one years old and in poor health, he participated as a delegate to the Constitutional Convention in Philadelphia. He was the oldest member of the convention.

One of the greatest strengths that Franklin brought to the Constitutional Convention was his spirit of compromise. For example, the delegates were divided on the issue of how each state should be represented in the new federal government. With Franklin's help, delegates decided the legislature (law-making body) would be composed of two bodies. In the House of Representatives, representatives would be selected based on each state's population. In the Senate, each state would be given the same number of representatives. This arrangement would help make sure that the interests of both large and small states would be protected. Through Franklin's wisdom and spirit of compromise, the Constitutional Convention was able to address both sides' concerns, creating the legislature system we still use today.

ABOVE: The Assembly Hall in Philadelphia, where delegates created a new, American system of government through a process of intense debate.

Franklin also played an important role in getting enough delegates to sign the final version of the Constitution. Even after four months of intense debate and revisions, many delegates were not satisfied with the completed Constitution. Rather than see the efforts of the convention fail, Franklin wrote and delivered a passionate speech. In his speech, he said that he was sure that the Constitution was not perfect; however, he was sure it was as close to perfect as it could realistically be. His speech did not convince everyone, but after his speech most of the delegates, including Franklin, signed the Constitution.

PREAMBLE to the CONSTITUTION

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

VOCABULARY



American colonies- British colonies that formed the original 13 states of the United States: New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia.

Apprentice- a person who works for another to learn a trade. Franklin served as an apprentice to his brother James, who taught him how to be a printer.

Lead type- blocks of lead with letters, punctuation, or symbols used for printing. Printers arranged the individual blocks of type by hand to spell words and sentences, locked the arranged type into a frame, dabbed ink onto the type, then used a heavy printing press to press paper sheets against the type to transfer the image onto the paper.

Almanac- a useful book containing advice for farmers, weather forecasts, recipes, riddles and poems. An almanac and the Bible were often the only books owned by a colonial household. Franklin's almanac, *Poor Richard's Almanac*, was published yearly.



Cover of Franklin's 1742 *Poor Richard's Almanac*.

Pseudonym- a false name used by an author to hide their identity. Franklin used many pseudonyms such as Silence Dogood and Richard Saunders in his writing.

Aphorism- a short, humorous saying that conveys a general truth. Example: "A penny saved is a penny earned."

Junto- a group of men led by Benjamin Franklin that worked together to improve Philadelphia. The Junto established the first library, fire department, and public hospital in America.

Statesman- a person who exhibits great wisdom and ability in directing the affairs of a government or in dealing with important public issues.

Ambassador- an official sent by a government to represent its position to another government.

Declaration of Independence- document which declared that the American colonies were free and independent of England. It was approved by members of the Second Continental Congress on July 4, 1776.

Revolutionary War- war for American independence from Great Britain fought from 1775 to 1781. By convincing the French to help the American army, Franklin helped America win the war.



Iconic image of the Revolutionary War: General Washington crossing the Delaware River.

Constitution of the United States- document which set the foundation for the American system of government. It went into effect in 1789.

Preamble- statement that introduces the Constitution of the United States and sets forth the principles of the American government.

Delegate- person who acts on behalf of others. Franklin was one of Pennsylvania's delegates at the Constitutional Convention.

ACTIVITIES AND DISCUSSION: Ink and Ideas



Activity

Goal: To understand how Ben Franklin used his printing press to spread ideas.

Curriculum Connections: Social Studies, Literacy

Explanation: Ben Franklin used his printing press to spread ideas and to influence public opinion. In this two-part activity, students will explore the significance of two of Franklin's most famous publications.

Activity Part I: The First Political Cartoon

1. Review the section on the *Pennsylvania Gazette* (page 7) and discuss as a class the roles that newspapers served in the colonies.
2. Ask students to examine the "Join, or Die" cartoon. As a class, discuss the meaning of the cartoon. Direct the discussion to deal with the importance of using pictures to convey messages.
3. Invite students to think of an issue in their own lives that they feel strongly about, such as cafeteria food, recess, community service, etc.
4. Ask them to create their own cartoon to communicate their ideas about the issue.
5. When they are finished, ask them to share their cartoons with one another and then display the cartoons in the classroom.
6. Follow up with the Discussion Questions 1-3.

Activity Part II: Poor Richard's Sayings

1. Review the section on *Poor Richard's Almanac* (page 7). Remind students that for many people in the colonies an almanac was one of the only books that they owned.
 2. As a class, discuss one or more of Franklin's aphorisms, paying attention to the literal and figurative meaning of each saying.
 3. Invite students to work in pairs and interpret the meaning of other Poor Richard's Sayings. Have them write the meaning of each saying in their own words.
 4. Review Poor Richard's Sayings with the class by having students share their interpretations.
- Follow up with Discussion Questions 4-6.

Discussion

Before the Performance/After the Activity:

1. How can pictures convey important messages?
2. Why do you think Benjamin Franklin decided to convey his idea with a picture as well as words?
3. Was it difficult to use pictures to convey your idea in your cartoon?
4. Have you heard any of Poor Richard's Sayings before? Which ones?
5. What do you think of Poor Richard's advice? Can you think of examples in your own life that support Poor Richard's Sayings?
6. Why do you think many of Poor Richard's Sayings are still around today? (Think about the sounds of the phrases as well as the messages that they convey.)

After the Performance:

1. Think about Franklin's reasons for printing the "Join, or Die" cartoon. What other actions did he take in his life that demonstrated his commitment to the American colonies working together?
2. Did the actor use any of Poor Richard's Sayings in the performance? Which ones?
3. How do we receive our information today? How are these sources similar to Benjamin Franklin and his printing press? How are they different?

Activity adapted from "Ben Across the Curriculum," a series of lesson plans developed by The Benjamin Franklin Tercentenary. © 2006

ACTIVITIES AND DISCUSSION: Community Builder



Activity

Goal: To understand Franklin's contributions to American communities

Curriculum Connections: Social Studies, 21st Century Skills, Character Development

Explanation: The existence of libraries, public hospitals, organized postal services, and volunteer fire departments in this country can be traced to work done by Benjamin Franklin. In this activity, students will explore Benjamin Franklin's commitment to community service and consider their own abilities to serve their communities by creating collages that depict plans for improving their own communities.

Activity:

1. Discuss as a class the meaning of community. Ask students to address the questions of what makes a community, why community is important, and what are the responsibilities of citizens living in a community.
2. Review page 9 of the study guide. Ask students to consider what their community would be like without a library, fire department, hospital, street lights, etc. As you discuss Franklin's contributions, briefly talk about the Junto and Franklin's appreciation for the power of people working together.
3. Ask students to generate a list of things they can do to improve their own communities (ex. picking up litter, planting flowers, volunteering, etc.)
4. Provide students with a variety of magazines. Invite them to select pictures from the magazines that they can use to create a collage illustrating their vision for improving their community.
5. Encourage students to think about both big and small community improvements, who should be involved, and the cooperation that will be required.
6. After all the students have completed their collages, ask them to share their collages with the class.

Discussion

Before the Performance/After the Activity:

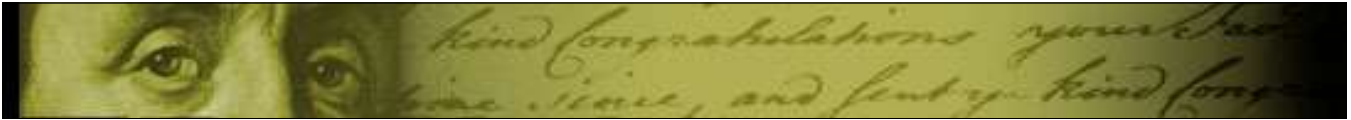
1. What makes a community?
2. What did Benjamin Franklin need in order to make his ideas for improving Philadelphia a reality?
3. When have you seen members of your community come together for a common goal?

After the Performance:

1. Are Franklin's contributions to America as a community builder any less important than his work as a scientist, statesman, or printer? Why do you think we sometimes forget about these contributions?
2. If you were the actor in the show, which of Franklin's community improvements would you have talked about? Why?
3. Do you know anyone who is a leader in trying to improve the quality of life for those living in their community?

Activity adapted from "Ben Across the Curriculum," a series of lesson plans developed by The Benjamin Franklin Tercentenary. © 2006

ACTIVITIES AND DISCUSSION: Practical Inventions



Activity

Goal: To understand how Benjamin Franklin identified problems and came up with practical inventions to address those problems.

Curriculum Connection: Science

Explanation: Benjamin Franklin was a very practical person. When he observed problems or needs in the world around him, he would use his imagination and scientific knowledge to come up with a way to address the problem or need that he saw. As a result, he came up with many inventions that continue to improve our lives today. Students will explore Franklin's inventions and then identify a problem or need and address it by creating their own invention.

Activity:

1. Review page 8 of the study guide or complete additional research on Benjamin Franklin's inventions.
2. For each invention, have students identify the need that Franklin observed and how the invention addressed that need.
3. Next, ask students to brainstorm problems or needs they see in life today.
4. Have students pick one of the needs they identified and ask them to come up with an invention that fixes or improves the situation. Explain that they do not actually have to build their invention but that they will need to:
 - Describe what the invention looks like
 - Describe how it works
 - Describe how it addresses the identified problem or need
5. Students should draw diagrams and illustrations of their invention. Remind students that their inventions should be as practical as possible.
6. After they have completed the assignment, students should present their invention. Each presentation should identify the need or problem, explain the process that the "inventor" went through to come up with a solution, and describe how the invention works.

Discussion

Before the Performance/After the Activity:

1. Why were Ben Franklin's inventions so important? How did his observations of the world help him with his inventions?
2. Can you think of other inventors who helped improve people's lives? What do they have in common with Benjamin Franklin?
3. What knowledge did you need to have to come up with your invention?
4. If you wanted to make your invention, what would the next step be? Would you need help from other people?

After the Performance:

1. Do you remember any inventions or scientific discoveries that were discussed during the performance? Which ones?
2. What character traits do you think Benjamin Franklin needed to be a good inventor? What did the actor do or say that led you to this conclusion?
3. Patrick Garner, the actor who played Benjamin Franklin, also wrote the show that you saw. Because the show could only last an hour, he had to think carefully about what parts of Benjamin Franklin's life to include. Why do you think he felt it was important to talk about Benjamin Franklin's life as a scientist?

HELPFUL ONLINE RESOURCES

<http://www.pbs.org/teachersource/science.html>

A detailed list of PBS links that deal with inventions and inventors. You can select information based on grade level & topic area.

www.invent.org

The National Inventors Hall of Fame website showcases important inventors and how their inventions have affected our lives.

Activity adapted from the [Benjamin Franklin: Teacher's Guide](#) written by David Heath for PBS. ©2002 Twin Cities Public Television, Inc.

ACTIVITIES AND DISCUSSION: Constitutional Convention



Activity

Goal: To understand the goals of the U.S. Constitution through studying its Preamble and to appreciate the spirit of compromise Benjamin Franklin contributed to the Constitutional Convention

Curriculum Connections: Social Studies, Literacy, 21st Century Skills, Character Development

Explanation: Students will study and illustrate, in words and pictures, the phrases that comprise the Preamble to the U.S. Constitution as a way to understand the U.S. Constitution's central principles and purpose. Students will then craft a preamble for their school and/or classroom.

Activity Part I: Study the Preamble

1. Review with students 'The Constitution' section of the study guide (page 11).
2. If possible, display an image of the U.S. Constitution using an overhead or digital projector. Point out the Preamble in relation to the rest of the text. Ask students what purpose they think the Preamble serves.
3. Read the Preamble aloud and have students take turns also reading different sections of the Preamble.
4. Divide the class into 8 groups and assign each group a phrase from the Preamble.

- | | |
|----------|--|
| Group 1: | We the People of the United States |
| Group 2: | in Order to form a more perfect Union |
| Group 3: | establish Justice |
| Group 4: | Insure domestic Tranquility |
| Group 5: | provide for the common defence |
| Group 6: | promote the general Welfare |
| Group 7: | Secure the Blessings of Liberty to ourselves and our Posterity |
| Group 8: | Do ordain and establish this Constitution for the United States of America |

5. Ask each group to research and interpret the meaning of its phrase. Encourage them to use a dictionary to identify unknown words and terms.
6. Ask students to write a short paragraph explaining the meaning of their phrase and to illustrate a scene that they feel best describes the principle.
7. As a class, discuss the principle underlying each phrase and its relationship to the Constitution. Follow up with Discussion Questions 1-3.

Activity Part II: Craft a Preamble

1. Ask the groups to draft a preamble to their school or classroom's constitution (real or hypothetical). Remind students that their preamble should reflect their school's or classroom's goals and the guiding spirit behind its structure.
2. After groups have worked in small groups, draw the entire class together to exchange their ideas.
3. Direct the class to negotiate and craft a final version of their preamble by the end of the class session, keeping in mind that the final version should best serve their school community.
4. At the conclusion of the debate, ask students to reflect on the spirit of compromise that Franklin brought to the Constitutional Convention.
5. Ask the students to write a paragraph describing the process of debate and compromise they used. Follow up as a group with Discussion Questions 4-6.

Discussion

Before the Performance/After the Activity:

1. What does the Preamble tell us?
2. What scene did you illustrate? How does it relate to the principles of the Constitution?
3. How do you think Benjamin Franklin felt about the principles within the Constitution? Why?
4. What considerations went into drafting your preamble?
5. What are the advantages of compromise? Are there disadvantages of compromise?
6. Did anyone exhibit leadership by helping the class come to a compromise? What did they say or do that helped? Were their actions similar to Benjamin Franklin's actions at the Constitution Convention?

After the Performance:

1. What do you remember from the show about Benjamin Franklin's life as a statesman?
2. What character traits made Benjamin Franklin a successful statesman?
3. In what other areas of his life did Benjamin Franklin demonstrate his commitment to compromise and cooperation?

Activity adapted from "Ben Across the Curriculum," a series of lesson plans developed by The Benjamin Franklin Tercentenary.
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GOING TO THE THEATER . . .



YOUR ROLE AS AN AUDIENCE MEMBER

Attending a live performance is a unique and exciting opportunity. Unlike the passive experience of watching a movie, audience members play an important role in every live performance. As they act, sing, dance, or play instruments, the performers on stage are very aware of the audience's mood and level of engagement. Each performance calls for a different response from audience members. Lively bands, musicians, and dancers may desire the audience to focus silently on the stage and applaud only during natural breaks in the performance. Audience members can often take cues from performers on how to respond to the performance appropriately. For example, performers will often pause or bow for applause at a specific time.

As you experience the performance, consider the following questions:

- What kind of live performance is this (a play, a dance, a concert, etc.)?
- What is the mood of the performance? Is the subject matter serious or lighthearted?
- What is the mood of the performers? Are they happy and smiling or somber and reserved?
- Are the performers encouraging the audience to clap to the music or move to the beat?
- Are there natural breaks in the performance where applause seems appropriate?

THEATER ETIQUETTE

Here is a checklist of general guidelines to follow when you visit the Civic Center:

- Leave all food, drinks, and chewing gum at school or on the bus.
- Cameras, recording devices, and personal listening devices are not permitted in the theater.
- Turn off cell phones, pagers, and all other electronic devices before the performance begins.
- When the house lights dim, the performance is about to begin. Please stop talking at this time.
- **Talk before and after the performance only.** Remember, the theater is designed to amplify sound, so the other audience members and the performers on stage can hear your voice!
- Appropriate responses such as laughing and applauding are appreciated. Pay attention to the artists on stage—they will let you know what is appropriate.
- Open your eyes, ears, mind, and heart to the entire experience. Enjoy yourself!

*GOING TO THE THEATER information is adapted from the Ordway Center for the Performing Arts study guide materials.

CIVIC CENTER FIELD TRIP INFORMATION FOR TEACHERS



**Thank you for choosing the Applause Series at the Civic Center of Greater Des Moines.
Below are tips for organizing a safe and successful field trip to the Civic Center.**

ORGANIZING YOUR FIELD TRIP

- Please include all students, teachers, and chaperones in your ticket request.
- After you submit your ticket request, you will receive a confirmation e-mail within five business days. Your **invoice will be attached to the confirmation e-mail.**
- Payment policies and options are located at the top of the invoice. (Complete payment and cancellation policies may be viewed at civiccenter.org/education.)
- The Civic Center reserves the right to cancel unpaid reservations after the payment due date.
- Tickets are not printed for Applause Series shows. Your invoice will serve as the reservation confirmation for your group order.
- Schedule buses to arrive in downtown Des Moines at least 30 minutes prior to the start of the performance. This will allow time to park, walk to the Temple for the Performing Arts, and be seated in the theater.
- Performances are approximately 60 minutes unless otherwise noted on the website and printed materials.
- All school groups with reservations to the show will receive an e-mail notification when the study guide is posted. Please note that study guides are only printed and mailed upon request.

DIRECTIONS

- The Civic Center's Temple Theater is located in the Temple for the Performing Arts located at Tenth and Locust Streets in downtown Des Moines.
- Directions from I-235: Take Exit 8A (downtown exits) and the ramp toward Third Street. Travel south on Third Street approximately six blocks to Grand Avenue. Turn west on Grand Avenue and travel to Thirteenth Street. Turn south on Thirteenth Street and then east on Locust Street.
- Buses will park on the south side of Locust Street in front of the Nationwide building. See next column for additional parking information.

QUESTIONS?

Please contact the Education department at 515.246.2355 or education@civiccenter.org.
Thank you!

PARKING

- Police officers stationed at the corner of Tenth and Locust Streets will direct buses to parking areas with hooded meters near the theater. Groups traveling in personal vehicles are responsible for locating their own parking.
- Buses will remain parked for the duration of the show.
- Buses are not generally permitted to drop off or pick up students near the theater. If a bus must return to school during the performance, prior arrangements must be made with the Civic Center Education staff.

ARRIVAL

- When arriving at the theater, please have an **adult lead your group** for identification and check-in purposes. A Civic Center staff member may be stationed outside the building to direct you.
- Civic Center staff will usher groups into the building as quickly as possible.
- Seating in the theater is general admission. Ushers will escort groups to their seats; various seating factors including group size, grade levels, arrival time, and special needs seating requests may determine a group's specific location in the theater.
- We request that an **adult lead the group into the theater and other adults position themselves throughout the group**; we request this arrangement for supervision purposes, especially in the event that a group must be seated in multiple rows.
- Please allow ushers to seat your entire group before rearranging seats or taking groups to the restroom.

IN THE THEATER

- In case of a medical emergency, please notify the nearest usher.
- We ask that adults handle any disruptive behavior in their groups. If the behavior persists, an usher may request your group to exit the theater.
- Following the performance groups may exit the theater and proceed to their bus(es).
- If an item is lost at the Temple Theater, please see an usher or call 515.246.2355.

RESOURCES AND SOURCES



Classroom Resources:

Websites:

Ben's Guide to U.S. Government for Kids: <http://bensguide.gpo.gov/benfranklin>

An interactive website for students about the U.S. government, historical documents, and law-making process.

Benjamin Franklin | PBS: <http://www.pbs.org/benfranklin>

Online exhibit based on PBS' documentary about Benjamin Franklin. Site includes interactive timeline, games, and quizzes.

Benjamin Franklin: Glimpses of the Man: <http://sln.fi.edu/franklin/rotten.html>

Information from The Franklin Institute about Benjamin Franklin's life and contributions.

Benjamin Franklin Tercentenary: <http://www.benfranklin300.org>

Online interactive exhibit featuring games, video, animations, and information about Franklin's life, printing in colonial America, and America's founding. Site also contains extensive teacher resources, including lesson plans and a comprehensive curriculum guide.

Franklin Remixed: <http://www.franklinremixed.com>

An online exhibit for middle school students by middle school students about Benjamin Franklin.

Books:

Benjamin Franklin: a Man of Many Talents. By the editors of TIME for Kids. Ed. Kathryn Hoffman Shatterfield. New York: Harper Collins, 2005.

Krensky, Stephen. Benjamin Franklin. New York: DK Pub., 2008.

Study Guide Sources:

Benjamin Franklin | PBS— <http://www.ptbs.org/benfranklin>

"Benjamin Franklin: An Illustrated History of His Life and Times." TIME: Architects of America. Ed. Richard Lacayo. New York, NY: TIME Books, 2010.

Benjamin Franklin Tercentenary— <http://www.benfranklin300.org>