

Teacher's Guide for

The Adventures of Dave and Augie

Episode 2: The World of Ben Franklin

This guide has been designed to assist teachers in the presentation of the *Ben Franklin's Philadelphia* episode of *Dave and Augie's Home Movies: The American Adventures*. It contains a summary of the video content, provides activities for use in the classroom and additional resources for further study.

To make the most of this guide, read through it completely and watch the video in its entirety. Then choose those questions, vocabulary and activities that are most appropriate for your student's age group and that best integrate with curriculum goals.

Before presenting the video, provide students with a brief overview that sparks their interest and prepares them for active viewing. Feel free to stop the video for discussion or to watch segments again.



If they're laughing, they're learning

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Teacher's Guide

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Brief Historical Background

During the 18th century, Philadelphia was the largest city in Colonial America with 42,000 inhabitants. As a result, it is now home to some of the most famous monuments and buildings of the Colonial and Revolutionary War periods, including the Liberty Bell and Independence Hall (where the Declaration of Independence was signed).

Benjamin Franklin was one of Philadelphia's leading citizens in this period. Born in the city of Boston (January 17, 1706), where he briefly attended grammar school and was apprenticed to his brother James' print shop, Franklin was drawn to the bustling Philadelphia as a young man in 1723. He set up his own print shop in the city, publishing the *Pennsylvania Gazette* and his very popular *Poor Richard's Almanack*.

Franklin made numerous contributions to Philadelphia. He set up the city's first library, university, fire department, and insurance company and reorganized the mail system, to name just some of his accomplishments. He was also renowned both in the colonies and internationally for his efforts as an inventor (Franklin Stove, bifocals, glass harmonica) and a scientist (electricity experiments).

In his later years, Franklin played a key role in building the fledgling nation as a leading statesman and ambassador up until his death in April 17, 1790.

Video Program Summary

Segment One: Dave, Augie and Maryann get ready to take a drive to the historic city of Philadelphia. On the road, Dave sees Ben Franklin's name on a sign, and he, Augie and Maryann recall who this great man was. Upon arriving in the city, they visit Ben's house (the ghost structure built where it once stood) and the underground museum dedicated to him. Next, they see a colonial printing demonstration.

Facts review: Game show - *Wheel of Junk*, hosted by Rex Dino.

Segment Two: The trio visits Carpenter's Hall, learning about the First Continental Congress. Finally, they head off to Independence Hall, where they learn about the Second Continental Congress, the Constitutional Convention and the Liberty Bell, which once hung in the tower.

Facts review: Game show - *Wheel of Junk*, hosted by Rex Dino.

Segment Three: Dave, Augie and Maryann say goodbye.

Educational music video about Ben Franklin.

Curriculum Links and Objectives

Standard 4A: The student understands how the United States government was formed and the nation's basic democratic principles set forth in the Declaration of Independence and the Constitution.

Standard 4C: The student understands the historic figures who have exemplified the values and principles of American democracy.

Standard 4D: The student understands the events that celebrate and exemplify the fundamental values and principles of American democracy.

Stein, R. Conrad. *The Declaration of Independence*. Children's Press, Chicago, 1995.

Information on Visiting the Site

For more information on visiting Independence National Historic Park, write to: 143 South Third Street, Philadelphia, PA 19106. You can also call the Visitor's Center at (215) 597-1548 or send a fax to (215) 597 1548.

Otherwise, visit the National Park Service's website at

<http://www.nps.gov/inde/> or send an e-mail to frank_eidmann@nps.gov

Internet Resources

<http://www.pbs.org/benfranklin/> - This excellent site by PBS has a wealth of information on Franklin. It includes a section with interactive activities, a timeline and both online and print resources.

<http://www.english.udel.edu/lemay/franklin/> - Scholar Leo Lemay designed this highly informative website that provides a detailed timeline of Franklin's life.

<http://www.ushistory.org/franklin/> - This website by the Independence Hall Association contains a wealth of information and fun, interactive games.

http://www.sage-advice.com/Benjamin_Franklin.htm

This site includes all the editions of *Poor Richard's Almanack* transcribed into straight text.

<http://www.historycarper.com/resources/twobfl/contents.htm>

This valuable site contains Franklin's writings from 1722 to 1775, including all of the Silence Dogood letters, the Busy Body letters, a selection of issues of the *Pennsylvania Gazette*, the Albany Plan, letters to friends & family, and essays and articles from newspapers in the U.S. and England.

<http://www.fj.edu/franklin/> - This website by the Franklin Institute in Philadelphia provides comprehensive information on Franklin and his inventions and discoveries as well as genealogical information. It also has a fun, interactive glass harmonica that students can play.

<http://eserver.org/books/franklin/> - This site contains Franklin's full autobiography.

<http://bensguide.gpo.gov/index.html> - This excellent site for kids produced by the U.S. Government Printing Office includes historic information, activities, a timeline, and information for teachers and parents.

<http://www.gigmasters.com/armonica/order.html> and

<http://www.glassarmonica.com/> - Listen to Ben's glass harmonica playing!

such as Mary Had a Little Lamb. To simulate Franklin's glass harmonica, wet your finger and rub the rim of the glass to produce the notes. Make sure your finger is clean and that it remains wet. Have students try playing the glasses with either the utensil or their fingers. Try to build different instruments (guitar, tamborine, or invent your own!) and host a silly symphony at the next school assembly. (K-4)

5. Franklin improved his adopted city of Philadelphia in many ways. Have students reflect on how they could improve their own home, classroom or town and then have them put their ideas into action. Have them complete the task with a brief report on the success of their activities. (K-4)

6. The Liberty Bell symbolizes freedom for Americans. Have students create their own class symbol that represents values that are important to them. Then have them create their own class holiday in celebration of those values. To plan the specific festivities (food, activities) for the holiday, have students reflect on the 4th of July and how it celebrates the values of the Declaration of Independence. (K-4)

Recommended Teacher Resources

Brands, H.W. *The First American: The Life and Times of Benjamin Franklin*. Doubleday, New York, 2000.

Fleming, Thomas. *The Man Who Dared the Lightning-A New Look at Benjamin Franklin*. William Morrow and Co., NY 1971.

Kashatus, William C., III. *Historic Philadelphia: The City, Symbols & Patriots. 1681-1800*. University Press of America, Lanham, MD, 1992.

Mires, Charlene. *Independence Hall In American Memory*. University of Pennsylvania Press, Philadelphia, 2002.

Van Doren, Carl. *Benjamin Franklin*. Garden City Publishing Co., NY 1938.

Wright, Esmond. *Franklin of Philadelphia*. The Belknap Press of Harvard University Press, Cambridge, MA, 1997.

Recommended Student Resources

Adler, David, *A Picture Book of Benjamin Franklin*. Holiday House, New York, 1990.

Aliki. *The Many Lives of Benjamin Franklin*. Simon & Schuster, Englewood Cliffs, NJ, 1988.

Foster, Leila Merrell. *Benjamin Franklin: Founding Father and Inventor*. Enslow Publishers Inc., Springfield NJ, 1997.

Fritz, Jean. *What's The Big Idea, Ben Franklin?* New York: Paperstar, 1996.

Maestro, Betsy and Giulio. *A More Perfect Union, The Story of Our Constitution*. A Mulberry Paperback Book, New York, 1987.

Marzollo, Jean. *In 1776*. Scholastic, New York, 1994.

Penner, Lucille Recht, *The Liberty Tree: The Beginning of the American Revolution*, Random House, New York, 1998.

Sakurai, Gail. *Cornerstones of Freedom, The Liberty Bell*. Children's Press, New York, 1996.

Standard 4E The student understands the national symbols through which American values and principles are expressed.

Video Vocabulary

Apprentice – a person who learns a trade or art by practical experience under a skilled worker.

Architect – a person skilled in the art of building

Citizen – a person who lives in a city, state, country or any other governmental system.

Colony – a new settlement that is governed by a home country of origin.

Constitutional Convention – the meeting attended by representatives of the 13 American colonies to form a new government and country.

Constitution – a document describing the laws and government of a country.

Declaration of Independence – the document written by Thomas Jefferson and presented on July 4, 1776 to declare the independence of the American colonies from the home country of England.

Founding Fathers – the group of men who helped to form the United States (ex. George Washington, Ben Franklin).

Ghost structure – A frame that indicates the outline of a building that no longer stands.

Glass armonica – a musical instrument invented by Ben Franklin consisting of a series of glasses, which are played by touching the rims with a dampened finger.

Inventor – a person who creates something new.

Almanac – a publication containing interesting facts and data on seasons, weather, tides etc.

Privy Pit – a hole dug in the ground, which colonial people used as a toilet. It is usually covered with a small structure for privacy.

First Continental Congress (1774) – the meeting held in Carpenter's Hall in Philadelphia in which representatives from 12 of the 13 American colonies asked England for fair treatment.

Second Continental Congress (1775) – the meeting of representatives from the 13 colonies held in Independence Hall in Philadelphia. It ultimately led to the writing of the Declaration of Independence.

Revolutionary War – the war for independence between the 13 American colonies and England.

Tax – a charge on goods or services, which is used to help a government carry out its responsibilities.

Pre-Viewing Discussion and Activities

1. Ask students to name some of the biggest cities in the United States today. Solicit answers such as New York, Los Angeles, Chicago. Ask them to go back into time and try to imagine which would have been the biggest and most important city in Colonial America.

- Prepare visual aids to provide clues to the city name (picture of Liberty Bell, Philadelphia cream cheese wrapper, photo of Philadelphia sports team, etc.).
2. Take out a U.S. map and a map of Pennsylvania. Show students the U.S. map first. Have them locate their own state and county/city. Then, have them look for Pennsylvania. Show them the more detailed state map and have them find Philadelphia.
 3. Ask students if they know of any famous monuments or buildings in Philadelphia. Write down any responses on the board for comparison after the video.
 4. Ask students which Founding Father spent most of his life in Colonial Philadelphia. If they need help, show a picture of Benjamin Franklin. Ask them what they know about Franklin. You may want to solicit answers to some of the following questions:
 - What was his profession? – Did he make any contributions to the city? – Did he invent anything? – What is he most famous for?
- Record student answers on the board for comparison after viewing the video.

Suggested Active Viewing Ideas

1. Select questions from the list below. Choose no more than two for younger students (K-1). Have older students (2-4) copy a few questions and record their responses while viewing.
 1. When was Benjamin Franklin born? In what city?
 2. What was Franklin's profession? How did he learn it?
 3. Does Franklin's house still stand in Philadelphia? If not, what stands in its place?
 4. Name some of Franklin's inventions.
 5. What did Franklin contribute to Philadelphia?
 6. What did Franklin set up in Carpenter's Hall? What important event was held there? In what year?
 7. Why were colonists upset with England?
 8. Where was Franklin during the First Continental Congress? What was he doing?
 9. Where did the Second Continental Congress happen? In what year?
 10. What did the representatives at the Congress sign on July 4, 1776?
 11. What famous bell used to be in the tower of Independence Hall?
 12. When did Benjamin Franklin die?
2. Have the students raise their hands when they hear a word or idea that they don't understand. Likewise, you can stop the tape, explain a difficult concept or term, rewind, and have students view again. (K-4)
3. During game show segments pause the tape after host Rex Dino asks a question and have students do a show of hands for the answer they believe is correct. (K-4)

Suggested Follow-up Discussion

1. Review answers to active viewing questions. Then compare student answers from Pre-Viewing Discussion and Activities to what they learned from the video.
2. Ask students what they think being a good citizen is. Do they think that Franklin was a good Philadelphia citizen? What did he contribute to the community?
3. Discuss Franklin as an inventor. Make a list of his inventions on the board and explain them further perhaps using visual aids if necessary. This is also a good opportunity to discuss some of Franklin's scientific contributions as well (electricity experiments).
4. The Declaration of Independence was signed by the representatives of the Second Continental Congress. Ask students why the colonies wanted to be independent from England. Remind them of Ben Franklin's saying about the sun on the back of George Washington's chair. Why do they think he was worried about the colonies forming a united government?
5. Discuss how we celebrate the 4th of July. Why do we have parades and fireworks?
6. Ask students to define taxation. Was it fair of England to tax the colonists without giving them government representation? Why was it so difficult for colonists to get their ideas to England? Show students the distance between the colonies and the United States and discuss why communication was much slower. What might have happened if England and King George had given the colonists the representation they wanted?

Suggested Follow-up activities

1. Have a Stamp Act day. Provide each student with a bag full of pennies. Students are "taxed" each time they ask for a sheet of paper. (K-4) Have them write their own Declaration of Independence. (2-4)
2. Discuss Ben Franklin's *Poor Richard's Almanack*. Explain expressions such as "The early bird catches the worm," and "A penny saved is a penny earned". Have students create their own wise words for anything they wish such as homework, school lunch, candy, a sport, etc. (2-4) Finally, have students illustrate both Franklin's and/or their own sayings and gather them into a class book. (K-4)
3. Discuss Franklin's activities as a printer and writer. Then have students choose an event leading up to the Revolutionary War and/or the Declaration of Independence and write about it like a reporter. Gather the stories into a class newspaper. (1-4)
4. Place a glass in front of students. Pour water into it while tapping it with a utensil. Show students that the different levels of water produce different musical notes: the higher the water, the deeper the note. Put out eight identical glasses. Fill each with a different level of water. Hit each with the utensil to produce the different musical notes. Try playing a simple tune