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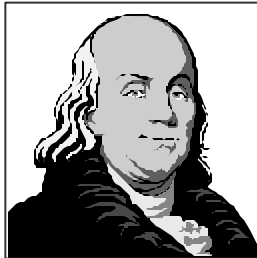
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Program Title:

Ben and Us . . . Sparking the Standards



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Ben and Us . . . Sparking the Standards

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PROGRAM OVERVIEW

Target Student Age/Level

This program has been used with fifth grade students, in a self-contained classroom. It could be adapted in grades 6 – 8, and implemented by Communication Arts, Social Studies, Science and Computer teachers as an integrated curriculum learning experience.

Major Goals

Benjamin Franklin said, “The doors of wisdom are never shut.” A mouse named Amos can help open those doors of wisdom and contribute knowledge, creativity and fun to a classroom. A hundred-dollar bill helps too.

“Ben and Us . . . Sparking the Standards” uses an integrated approach to engage students in science, social studies, technology and English/Language Arts. The purpose is to develop research, writing and word processing skills, while giving students a chance to enjoy literature, explore the world around them, gain knowledge and be creative.

To get started, each student must complete a graphic organizer, in the style of an over-sized hundred-dollar bill. They use various resources, including computer encyclopedia CDs and the World Wide Web to research the life of Benjamin Franklin and his accomplishments as a scientist, inventor, statesman and printer. Websites such as the Franklin Institute Online are very valuable, providing information and links to other sources.

Becoming familiar with Ben’s accomplishments provides the background necessary to read and appreciate “*Ben and Me,*” *An Astonishing Life of Benjamin Franklin as Written by his Mouse AMOS, Discovered, Edited and Illustrated by Robert Lawson.* In the novel, Amos the mouse takes full credit for guiding Mr. Franklin through his most productive moments, including inventing the Franklin stove, bifocals, experiments with electricity and lightning, helping America win the Revolutionary War, the writing of the Declaration of Independence, and printing newspapers and Poor Richard’s Almanack.

As the novel is read in class, we take opportunities to respond to the literature, by keeping response journals, understanding point-of-view narrative, and relating to the maxims in Poor Richard's Almanack. Since the children have investigated the life of Benjamin Franklin, they are adept at separating fact from fiction, and putting the novel into proper historical perspective.

As Mr. Franklin's scientific accomplishments are presented in the novel, we take advantage of the accurate (although humorous) presentation of the scientific method to help the children plan their own projects for the annual Science Fair in our school and district. Various chapters can actually be outlined into the Scientific Method format, listing Mr. Franklin's problem, hypothesis, materials, procedure, observations and conclusions.

The second half of the learning experience starts with the children investigating the life of another scientist or inventor. They do individual research and make written and oral presentations telling about the accomplishments of another famous figure.

The final phase asks the children to become authors, modeled after Mr. Lawson. They combine fact with fiction, and create illustrated storybooks, such as *"Tom (Edison) and Me,"* *"Wilbur, Orville and Me,"* to tell how the famous scientist or inventor was guided through his/her accomplishments by an Amos-like character. They use word processing programs on the computer to generate the text for their books, and do hand drawn or computer assisted illustrations. The stories are shared with classmates and parents on Author's Day in our classroom.

The program, "Ben and Us," addresses current standards in English/Language Arts, Social Studies, Science and Technology. It provides endless opportunities to respond to literature by drawing upon historical knowledge, and to practice reading and writing skills. Students view historic events through the eyes of those who were there, investigate key turning points in history, and understand how people interact with their environment and use resources to meet their needs. The final product, an original storybook, serves as a keepsake and the culmination of their endeavor.

Timeline (suggested)

Many of the activities included in this program may be done individually or by cooperative groups, depending on the teacher's preferences and students' instructional levels. Elementary school teachers must include all curriculum areas in their daily schedules. Therefore, the activities described in this program will be spread out to allow time for other classroom activities as well. The suggested timeline is very flexible and adaptable.

Part 1:	Who was Benjamin Franklin? Collect and organize information to provide historical background.	1-2 weeks
Part 2:	Read the novel, " <i>Ben and Me</i> ," with responses and essays in students' literature logs.	3-4 weeks
Part 3:	Research other inventors or scientists. <i>These reports may be done in school, or as independent projects for homework.</i>	2-3 weeks
Part 4:	Writing and illustrating original stories about the "inventor and me."	3-4 weeks

Types of Assessments Used

Throughout the project, there are opportunities for evaluation of written work such as research reports, creative writing and written responses to literature. Students' work may be evaluated based on New York City ELA Performance Standards. Evaluating reports on inventors may assess students' skills in gathering, organizing and presenting information.

When reading the novel, teachers may monitor comprehension and skill acquisition in guided reading groups.

The teacher will observe the students as they work in small groups and assess their contribution to the task. Students will also be observed as they work independently and the teacher will assess their time management plans.

LESSONS AND ACTIVITIES

Part 1: Who was Benjamin Franklin?

OBJECTIVE: Students will identify Benjamin Franklin's accomplishments as a scientist, inventor, statesman, and printer/author.

MATERIALS: hundred dollar bill graphic organizer (see sample in *Sample Worksheet Section*); reference material: books, encyclopedias, computers, encyclopedia software, Internet access
Suggested website: <http://sln.fi.edu/franklin/inventor/inventor.html>

MOTIVATION: Present each student with a hundred-dollar bill graphic organizer. Point out that Mr. Franklin does appear on a real hundred-dollar bill. Why is he an important person? What qualities do you think he possessed to help him gain such importance?

PROCEDURES:

1. Generate a K-W-L chart for Benjamin Franklin.
K = things we know about Mr. Franklin; W = things we want to find out; L = things we've learned about Mr. Franklin.
2. Students use reference material to list Franklin's accomplishments in the categories on the graphic organizer.
3. Share and discuss information.
4. Complete the last column in the K-W-L chart (things we've learned).

Part 2: Reading and Teaching the Novel, "*Ben and Me.*"

STORY SUMMARY: According to this comical story, many of Ben Franklin's famous ideas and inventions came from a mouse named Amos, who is also the "author" of the story. According to Amos, Ben was not as clever as history books make him seem.

Amos, the oldest of 26 mouse children, leaves his home in a church vestry and wanders into Ben

Franklin's apartment. He makes a new home for himself inside Ben's warm fur cap. In exchange for Amos's insight, advice and companionship, Ben agrees to furnish food and shelter to Amos and his family.

Ben and Amos share many adventures, some disasters and some successes. Through Amos's eyes, we learn the true story behind the inventions of the Franklin stove, bifocals, lightning rods, the writing of Poor Richard's Almanack and the Declaration of Independence, and the circumstances of Franklin's visits to France during the American Revolution.

Lesson 1: INTRODUCING THE BOOK

OBJECTIVE: Students will preview and predict what the story is about.

TIME: One period

PROCEDURE:

1. Examine front cover of book. a) Read the title and subtitle, "Ben and Me / An Astonishing life of Benjamin Franklin." What do you think will make this book astonishing? Elicit: a mouse wrote it! B) Examine the illustration on the front cover: What parts are true to history? What parts are imaginary? Do you think this book will be serious or funny? Explain your choice.
2. Read aloud: Foreword, pages v-vii, so that children get a feel for the vocabulary and style of writing.
3. Discuss:
 - a) What reasons are there that a manuscript written by a mouse in colonial times would be hard to understand?
 - b) Predict: How could a mouse help a person like Benjamin Franklin?

WRITING – LITERATURE LOG ENTRY: Ask students to skim through the book, noting illustrations, chapter titles, etc. Students will write their predictions about the book in their response logs, along with questions they may have. Share and discuss.

VOCABULARY: manuscript, hearthstone, decipher, hoax

Lesson 2: CHAPTERS 1, 2, 3

OBJECTIVE: Students will be able to compare and contrast Amos's point of view about Ben with what history reports about Ben.

TIME: 2-3 periods, which may consist of classwork (group or independent reading) and/or homework.

PROCEDURE: The following prompts and questions may be used to guide reading and discussion:

- a) Describe the events that led up to Amos living in Ben's fur cap.
- b) How did Amos get the idea for the heating stove?
- c) Describe the bargain between Ben and Amos. Who do you think got the better deal? Justify your opinion.

WRITING – LITERATURE LOG ENTRIES:

- a) If you lived with Ben Franklin, how would you react to having a mouse join your household?
- b) In your opinion, what's the best thing that has ever been invented? Explain.

VOCABULARY: vestry, prosperous, severity, ember, kindling, succor, ventured, inclement, ingenious.

Lesson 3: CHAPTERS 4, 5, 6

OBJECTIVES: Students will summarize literature by retelling events in sequence. Students will explain the meanings of maxims and how they apply to their own life.

TIME: 3-4 periods, which may consist of classwork (group or independent reading) and/or homework.

PROCEDURE: The following prompts and questions may be used to guide reading and discussion:

- a) Summarize Chapter 4 by listing the events in the order in which they happened.
- b) How do you know that Ben really cares about Amos?
- c) What is a maxim? Choose one and explain its meaning and how it relates to your life. (See Poor Richard's Almanack Lesson Plan and Activity Sheet in *Sample Worksheet Section*.)

WRITING – JOURNAL ENTRIES:

- a) Each student will choose a Maxim from Poor Richard's Almanack. And discuss the meaning of the maxim, and why it has been important in his/her life (how has the student applied the maxim to his/her life). Create a class book of finished stories. See Poor Richard's Almanack Activity Sheet in *Sample Worksheet Section*.
- b) Write about a time that you were embarrassed. How did you handle the situation?

VOCABULARY: ludicrous, apparition, maxims, odious, contemptible, apprentice, rectify.

Lesson 4: CHAPTERS 7, 8, 9

OBJECTIVE: Students will identify and distinguish parts of the Scientific Method as they analyze Ben's experiments with electricity.

TIME: 2-3 periods, which may consist of classwork (group or independent reading) and/or homework.

PROCEDURE:

- Chapter 7, "The Lightning Rod," can be retold in outline form to provide an application of the **Scientific Method**.
- a) Suggested responses (from Ben's point of view as stated in the novel):
 - Problem: How can I find out if lightning is electricity?
 - Hypothesis: I think that lightning and electricity are the same thing.

Materials: sharp-pointed iron rods, rooftop, long wires, metal rod, jars, measuring instruments

Procedure: (1) fasten sharp-pointed iron rods to rooftop; (2) connect wires to rods and run them down the house to inside the laboratory; (3) put wires into jars filled with liquids and measuring instruments; (4) wait for a lightning storm.

Observations: When lightning hit the rods on the roof (1) the liquid in the jars disappeared in bursts of yellowish steam; (2) the measuring instruments bounced about wildly; (3) blue sparks ran up and down the wires.

Conclusion: Lightning is electricity. I can show that by collecting the lightning and seeing its effect on various objects. It acts like electricity.

2. The following prompts and questions may be used to guide reading and discussion for Chapters 7-9 in the novel:

- (a) What caused Amos to break the contract he had with Ben, and go back to the vestry?
- (b) Why did Amos and Ben reunite, and under what amendments to the contract?

WRITING – JOURNAL ENTRY:

- 1. Amos says that Ben has “no vision.” Explain what he means by that. Do you have “vision?” Do you think it’s important to have “vision?” Explain your responses.
- 2. Amos agreed to come back to work with Ben towards a common goal. Think of a time people have put aside their differences so they could work together as a team. It can be from your own life, or from history.

VOCABULARY: succession, jeered, deceit, treacherous, catastrophes, eloquence, orated.

Lesson 5: CHAPTERS 10, 11, 12

OBJECTIVE: Students will differentiate between fact and fiction as they continue to read story.

TIME: 2-3 periods, which may consist of classwork (group or independent reading) and/or homework.

PROCEDURE: The following prompts and questions may be used to guide reading and discussion:

- a) We meet a famous historical figure in Chapter 10. What do you think the dialogue between that person and Ben might have really sounded like, without Amos's prompts to Ben? (Role-play in classroom)
- b) Why was Ben so popular in France? Are your reasons based on the novel, or historical fact, or both?

WRITING – JOURNAL ENTRIES:

- a) Make a prediction: Amos and his army will attack the palace mice according to his plan. Do you think it will succeed? Tell about a time that you made a plan to accomplish something. Were you successful? What did you learn about doing it better next time?
- b) Amos was very impressed with George Washington. Write about a person who impresses you. It can be a person from history or someone in today's world that you actually know, or would like to meet.

VOCABULARY: aspirations, diplomats, aristocrat, detest, peasant

Lesson 6: CHAPTERS 13, 14, 15

OBJECTIVE: Students will evaluate and judge the characters' actions as they conclude the novel.

TIME: 2-3 periods, which may consist of classwork (group or independent reading) and/or homework.

PROCEDURE: The following prompts and questions may be used to guide reading and discussion:

- a) Describe Amos's plan for the storming of the palace.
- b) If Ben had known about the plan, what do you think his reaction and involvement would have been?
- c) Compare the way Ben was treated upon his return to America with the way he was treated as he prepared to leave France.

WRITING – JOURNAL ENTRIES:

- a) Ben received a new hat from Amos for his birthday. Write about a special gift that someone gave you, or that you gave to someone.
- b) In the story, Amos is often very critical of Ben. Pretend that you are Ben and write a journal entry defending yourself against some of Amos's criticism. Then write about a time that someone criticized you. How did you feel? Was the criticism justified? How did you resolve the situation?

VOCABULARY: surmounting, opulent, intrepid, meandered, frivolous, exquisite

Cross-Curricular Extensions and Culminating Activities

Teachers and students may choose from the following suggested activities. Depending on teaching/learning styles and instructional levels, teacher may choose cooperative group work or independent work, or a combination. The activities may be done in class or as take-home projects.

TIME: Adaptable to type of implementation

1. Amos is a humorous character because of his very human personality traits. He's **BOLD**, **BOSSY** and **CONCEITED**. Give specific examples from the story that illustrate the traits mentioned.
2. In your opinion, what was the funniest thing that happened in the story? Explain your choice.
3. Why do you think that reading a book that includes fantasy characters might be a good way to learn about history? A) List three parts of the story that seem to be made up. b) List three parts of the story that are believable.
4. Retell two incidents from the story where Amos helped Ben and the results were disastrous. What lessons do you think Amos or Ben ought to learn from the experiences that you tell about?

(Items 1-4 are adapted from Scholastic's Book Guide for "Ben and Me.")

5. Make a bar graph, "What are Benjamin Franklin's Most Famous Inventions?" Ask 25 people in your school to name an invention of Ben Franklin. Fill in the graph.
6. Look back at your graphic organizer, where we listed some of Mr. Franklin's accomplishments. Choose an accomplishment (i.e. an invention, experiment) that was not mentioned in the novel, and write "the lost chapter," a new chapter from Amos's point of view. Use Amos's style of writing.

7. Make up a maxim of your own. Write an explanation and create a poster that illustrates it.
8. Design your own invention of something you think would be useful. How will your invention change the world? How does it work? Write an instruction sheet for using it, with a diagram of its parts. Can you actually build a model?

Note: This activity lends itself to a cooperative group experience.

9. Mr. Franklin lived in Philadelphia during the Revolutionary War. Create a diorama of what Philadelphia looked like during that time period. How did people dress? How did they travel, etc.?
10. Ben traveled a great deal. Make a map indicating places he visited and purposes of the visits.

EVALUATION/ASSESSMENT:

- Create a class-generated rubric that will be used to evaluate the children's projects. A sample is included in the *Sample Worksheets Section*.
 - a) What standards should you keep in mind as you complete your work? Elicit answers from children. List their suggestions on the board, or on chart paper.
 - b) Teacher will type the rubric for duplication and distribution to students.

Students may use rubric as a self-assessment tool before they hand in projects.

Teacher uses rubric to evaluate children's work.

3. Children will enjoy sharing and presenting their projects.

Part 3: Famous Scientist or Inventor Report

OBJECTIVE: Each student will learn about a famous scientist or inventor by collecting and organizing information to produce a written report.

TIME: Depending on teacher's preferences for implementation.

MATERIALS: Reference books, software, computers, writing materials

PROCEDURE: The research and finished reports may be done in class and/or as take-home projects.

- a) Model and elicit outline for research reports.
- b) What information should be included?
- c) What questions will you answer?
- d) Review and model writing guidelines for topic sentences and supporting sentences
- e) Develop a class rubric for self-evaluation and teacher evaluation.
- f) Set up due dates for 1) first draft of report; 2) finished report

EVALUATION/ASSESSMENT:

- a) Students should use rubric for self-evaluation in the process of creating the report.
- b) Teacher conferencing and peer conferencing should be implemented at the first draft level.
- c) Teacher should use the class-developed rubric as an assessment tool.
- d) Each student should show evidence of being an "expert" on the inventor/scientist he/she investigated. In brief presentations, the students should be able to tell about the person's main accomplishment or contribution to make our lives better.

The reports must be available for Part 4 of this project: Writing the Stories.
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Part 4: Writing an Original Story . . . “(The Inventor/Scientist) and Me”

OBJECTIVE: Each student will create an original story by designing a relationship based on the Ben and Amos connection. The student will combine facts about the inventor or scientist with fictional aspects of a character modeled after Amos.

TIME: Time allotment will vary depending on instructional model and expectations of teacher. Suggested: 3-4 weeks to include time for drafts, conferences, rewrites, illustrations, use of computers in school or at home.

MATERIALS: writing materials, computers with word processing software, illustration materials. Manufactured blank books may be used, or suitable student-created book styles, i.e. folded paper, pocket folders, etc.

PROCEDURE:

- Preparation:

1. Writing prompt: If you could be an animal, what animal would you choose? Why?
2. Writing prompt: Personify your animal. It can talk! Give it a personality. What traits are outstanding in your animal? Is it clever, musically talented, wise, shy, etc.? Create a situation: for example, *a day at school*. If your animal could sit next to you, how would your animal help you? Do you anticipate any problems? How would you solve the problems? Remember that your animal can talk to you.

EVALUATION/ASSESSMENT: Conference with students on their essays. Invite peer conferencing. How can you make your character more interesting and exciting?

B. Writing the books:

1. Review reports on inventors. What is the highlight or most important thing you remember about your inventor?
2. Planning your story:
 - a) Bring the characters together. How will your inventor and your animal meet?
 - b) What is the setting?
 - c) What problem will your main character (the inventor) have that can be solved by your animal?
 - d) Create a timeline of events for your story.

EVALUATION/ASSESSMENT: Throughout the writing process, students should be peer conferencing and teacher conferencing. Invite students to share sections of their work with the whole class or small groups. Encourage feedback and suggestions.

3. Write the first draft
4. Continue with the writing process: revise, edit, and publish.

EVALUATION/ASSESSMENT: Celebrate “Authors’ Day” in your classroom. Students may dress up as characters in their stories. Have books on display and provide time to highlight each author as he/she reads his story aloud to classmates. Parents can be invited.

SAMPLE WORKSHEETS

1. \$100 dollar bill graphic organizer
This is a graphic organizer used to collect and organize information about Benjamin Franklin
2. Student Guide – Reading Response Literature Log ...
The students use special notebooks to respond to literature. The sample is kept at the beginning of their logs and helps them make daily entries based on their reading.
3. Poor Richard's Almanack
The students are provided with a selection of maxims from Poor Richard's Almanack. Their task is described on the worksheet.
4. Class 5-306 Rubric
The students develop a checklist to use as an evaluation tool.

\$100 Bill Graphic Organizer

Student Guide

Reading Response Literature Log

As you read, write your personal thoughts in your Literature Log. State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, plots, themes, and any other elements in the story.

Start by writing the title of the book and the author. After you have completed your reading, you should make an entry in your log. Skip a line after the previous entry, and write the date.

SUGGESTED TOPICS:

- ✍ What do you enjoy in the reading?
- ✍ What do you dislike?
- ✍ Questions about what you don't understand
- ✍ What do you predict might happen next?
- ✍ Write a letter to a character.
- ✍ Write a diary entry one of the characters might write.
- ✍ What do you think is the most important word, sentence and/or paragraph in today's reading? Explain.
- ✍ How does today's chapter relate to something else you've read, seen or heard before?
- ✍ How does today's chapter make you feel? Explain?
- ✍ If you could be a character in the story, who would you be, and why?
- ✍ How is the setting important in today's chapter / section of the story?

SENTENCE OPENERS: You may also use any of the following sentence openers as a way of getting started on a log entry.

- | | |
|--|-----------------------|
| I began to think of . . . | I wonder why . . . |
| I know the feeling . . . | I noticed . . . |
| I love the way . . . | I was surprised . . . |
| I really don't understand . . . | I think . . . |
| I can't believe . . . | If I were . . . |
| I realized . . . | I'm not sure . . . |
| This story teaches . . . | I wish that . . . |
| I like the way the author . . . | It seems like . . . |
| The character I most admire is . . . , because . . . | |

HINTS: Each log entry should be at least half a page long. Add small drawings, cartoons, or newspaper articles related to the reading if you wish.

LESSON PLAN:
POOR RICHARD'S ALMANACK
(to be used in conjunction with "*Ben and Me*," a novel by Robert Lawson)

Objective: To explain, in a written essay, at least one of Ben Franklin's maxims from Poor Richard's Almanack.

Skills: Reading, writing, listening, thinking

Materials: a copy of *Poor Richard's Almanack*, a modern day almanac, handout listing some of Ben's proverbs, paper, pens, computer software for word processing, illustration paper and supplies.

Procedure:

1. Display and read excerpts from Poor Richard's Almanack.
2. Ask: How is this almanac different from modern day almanacs?
3. Distribute handout.
4. Read and discuss the proverbs listed. What is a proverb?
5. Discuss assignment.
6. Children complete the assignment.

Evaluation: Teacher reads and grades papers. Students may share quotations selected and essays with classmates.

Extension: Children may draw illustrations to go with essays.

STUDENT HANDOUT

UNDERSTANDING PROVERBS IN *Poor Richard's Almanack*

Name: _____ Date: _____

Part 1. Read these proverbs from Poor Richard's Almanack. What do you think each one means?

1. Early to bed and early to rise makes a man healthy, wealthy, and wise.
2. Being ignorant is not so much a shame as being unwilling to learn.
3. An egg today is better than a hen tomorrow.
4. Don't throw stones at your neighbors, if your own windows are made of glass.
5. Tart words make no friends; a spoonful of honey will catch more flies than a gallon of vinegar.
6. Haste makes waste.
7. Fish and visitors stink after three days.
8. Blessed is he that expects nothing, for he shall never be disappointed.
9. Keep conscience clear, then never fear.
10. Make haste slowly.
11. No gains without pains.
12. Half-wits talk much but say little.
13. He that lieth down with dogs shall rise up with fleas.
14. A good example is the best sermon.
15. Three may keep a secret if two of them are dead.
16. You may delay, but time will not.
17. Wise men learn by others' harms; fools by their own.
18. To lengthen thy life, lessen thy meals.
19. People who are wrapped up in themselves make small packages.
20. There are three things extremely hard: steel, a diamond, and to know one's self.
21. When the well's dry, we know the worth of water.
22. Better slip with foot, then tongue.
23. Have you somewhat to do tomorrow, do it today.
24. Well done is better than well said.

Part 2. Choose one of the above proverbs, or any other we read from Poor Richard's Almanack. Write an essay of approximately 150 words explaining how the proverb you selected has been, or is now true in your life. Give an example(s) of something that happened to you, or that you hope will happen to you, that proves that the proverb is correct. You may illustrate your essay.

**Class _____ Rubric for
“Ben and Me” Literature Activities**

KEY

- | | | |
|---|---|--------------------------------------|
| 4 | = | Outstanding, excellent work |
| 3 | = | Satisfactory work, with a few errors |
| 2 | = | A bit below the standards we expect |
| 1 | = | The work needs much improvement |

AREAS OF WORK

Content

Your Score: _____

1. Does your work show that you understand the story?
 - a) Are your answers fully explained?
 - b) Do you use details to support your answers?
 - c) Do you really answer the question and stick to the topic?
 - d) Do you express your opinions when necessary?
 - e) Have you answered all parts of the question?
2. Does your work show that you have read the story?
 - a) Have you tried to include information from all parts of the story?

Mechanics

Your Score: _____

1. Did you use proper spelling, grammar, punctuation, capitalization?
2. Did you use good sentence structure and avoid run-on sentences?
3. Is your handwriting neat and legible?
4. Is your essay interesting to read and well organized?
5. Did you use an interesting opening sentence/paragraph?
6. Did you use words that you understand?

Effort:

Your Score: _____

1. What is the overall quality of your work?
2. Did you spend enough time concentrating, planning, proofreading?
3. Does your work represent our Guidelines for Quality Work as discussed on the first day of school?
4. Did you try to do “a little extra?”

RESOURCE LIST

Websites

The Franklin Institute Online: A virtual version of the Philadelphia Museum, with lesson plans related to Franklin's experiments.

www.fi.edu

Specific sites within the Franklin Institute:

<http://sln.fi.edu/franklin/inventor/inventor.html>

<http://sln.fi.edu/franklin/rotten.html>

<http://sln.fi.edu/franklin/printer/abc.html>

The Friends of Franklin, Inc.

Tel. (215) BEN-0300

Website: www.benfranklin2006.org

Includes membership information, notices of Franklin books, and previews of tours and events.

Book Publishing:

Sunflower, Cheryl. *75 Creative Ways to Publish Students' Writing*. New York: Scholastic, 1993.

United Federation of Teachers booklets: (free of charge)

Available at: UFT/NYCTCC, 48 East 21 St., New York, NY 10010

"Showcasing Student Work" (hints for making books)

"Criteria for the Writing Process"

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STUDENT WORK SAMPLES

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? Children's essays and illustrations on Ben's maxims.. Page 26
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? Culminating Activities and Extensions Page 27

? Student's outline of scientific method Page 30
as presented in Chapter 7

? Research Reports Page 32

? Draft of story in process (has been reduced Page 35
in size to conserve space)

? Book sample (reduced in size) Page 36

STUDENT WORK SAMPLES

Literature Log Response – Chapter 3

What did you learn about Ben's feelings for Amos?