

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for First Grade Social Studies.

## UNIT 4 – Inventors in the United States

### Elaborated Unit Focus

In this unit, students will use the theme of **scarcity** to discuss basic economic ideas of goods, services, producers, and consumers, as well as how the **individual** contributions of George Washington Carver and Benjamin Franklin had economic impact. Students will explore the role of **location** in the lives of Carver and Franklin, as well as the idea of **time, change, and continuity** in comparing the lives of Carver and Franklin to their own.

### Standards/Elements

**SS1H1 The student will read about and describe the life of historical figures in American history.**

- a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

**SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.**

**SS1E1 The student will identify goods that people make and services that people provide for each other.**

**SS1E3 The student will describe how people are both producers and consumers.**

**SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.**

### Enduring Understandings/Essential Questions

**Individuals, Groups, Institutions**

**EU: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

**K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.**

- How are the inventions of Benjamin Franklin and George Washington Carver beneficial to us today?
- How can inventions help our community?
- How can inventions hurt our community?
- What kind of person was George Washington Carver?

- How did George Washington Carver's character help him in life?
- What kind of person was Benjamin Franklin?
- How did Benjamin Franklin's character help him in life?
- Why do we still read Benjamin Franklin's writings today?

#### **Location**

**EU: The student will understand that location affects a society's economy, culture, and development.**

**K-5 EU: The student will understand that where people live matters.**

- How are the places where Ben Franklin and George Washington Carver lived important to what they invented?
- What challenges did Ben Franklin and George Washington Carver face because of where they lived?
- What inventions are important in your community?
- How does location affect the demand for some goods and services?
- How does location affect who is a producers?
- How does location affect who is a consumer?

#### **Scarcity**

**EU: The student will understand that scarcity of all resources forces parties to make choices, and that these choices always incur a cost.**

**K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.**

- How did scarcity drive the need for the inventions of Benjamin Franklin and George Washington Carver? {More specifically: Why did Benjamin Franklin start a fire company? Why did Benjamin Franklin invent the lightning rod? Why did George Washington Carver begin experimenting with peanuts and sweet potatoes?}
- How does scarcity impact goods and services?
- How does scarcity change the way we get goods and use services?

#### **Time, Change, & Continuity**

**EU: The student will understand that while change occurs over time, there is continuity to the basic structure of society.**

**K-5 EU: The student will understand that some things will change over time, while other things will stay the same.**

- How are our lives today similar to the lives of Benjamin Franklin and George Washington Carver?
- How are our lives today different from the lives of Benjamin Franklin and George Washington Carver?
- Why have people's lives changed since the time of Benjamin Franklin and George Washington Carver?

**\*NOTE:** The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
<p>After reading trade books about Benjamin Franklin and George Washington Carver, students will discuss Franklin's and Carver's inventions; contributions to our country; everyday lives; and how each historical figure is similar to the students' lives. The students will complete a cloze paragraph about each historical figure.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Books on tape</li> <li>• Check for understanding of the meaning of invention</li> <li>• One-on-one assistance with writing paragraph</li> </ul>	SS1H1a,S1L1.a,c	Constructed Response
<p>After reading about and discussing Benjamin Franklin and George Washington Carver, students will complete the historical figure concept map for each historical figure. The concept map will include new vocabulary / important words, a student drawing of the historical figure, why the historical figure is important to our country, and his or her character traits.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of what each figure's contributions were, and the meanings of new words.</li> <li>• Monitor progress on activity</li> </ul>	SS1H1a,S1L1.a,c,ELA1R6m	Constructed Response
<p>The class will discuss the goods and services Benjamin Franklin and George Washington Carver provided. The students will draw pictures of the goods and services Benjamin Franklin and George Washington Carver provided, and they will create a goods and services class chart. The class will discuss how scarcity affected the goods and services the historic figures provided.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of what the difference is between a good and a service.</li> <li>• Monitor progress on activity</li> </ul>	SS1E1,ELA1R6m Info skills 1	Constructed Response
<p>Discuss George Washington Carver's contributes to science and his work with peanuts, pecans, and sweet potatoes. The students will grow a peanut or sweet potato plant and chart the plant's growth using a ruler. The student will draw a picture of the parts of the plant then label the root, stem, leaf, and flower. The class will create a bar graph to record the growth of the plant. Students will also discuss why these particular plants were chosen by Carver for his experiments.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with measurement</li> <li>• Monitor chart information to ensure accuracy</li> <li>• Assist with illustration</li> </ul>	SC1CS3.a SC1CS5.b,c SC1CS6.b,d SC1CS7.b,c,d S1L1.a,c M1D1	Constructed Response

<p>The students will read a trade book about George Washington Carver and his contributions to science. The class will brainstorm items that contain peanuts and create a peanut product chart. Before completing the activity, please check for any peanut allergies in your class. Information about products made from peanuts can be found at <a href="http://www.nps.gov/archive/gwca/expanded/peanut.htm">http://www.nps.gov/archive/gwca/expanded/peanut.htm</a></p> <p>The students will collect labels of products that contain peanuts in the ingredients or peanut by-products. (The labels may be requested from home or provided by the teacher and /or cafeteria.) Students will look on labels of products. The students will make a graph using the labels. Some possible graphing ideas could be items with peanuts as the main ingredient, second ingredient, etc, area of the house the product is used, class favorites, and location the product is made. The students will discover that George Washington Carver's research has lead to us using peanuts in a variety of different products. Teachers can also share some of the unusual products Carver created from peanuts/sweet potatoes that never really succeeded in the marketplace. ☺</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of assignment</li> <li>• Assist with formatting graph</li> <li>• Monitor progress on activity</li> </ul>	<p>SS1H1a,SS1G13a,M1D1</p>	<p>Constructed Response</p>
<p>After reading various trade books about Ben Franklin's inventions, the class will discuss how Ben Franklin's inventions are still being used today. Discuss the similarities and differences of Ben Franklin's life then and our life now. The students will create a class graph of their favorite invention and discuss the results.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding on similarity and difference meanings</li> </ul>	<p>SS1Hb, Info skills 1</p>	<p>Constructed Response</p>
<p>After viewing the following websites and reading about Benjamin Franklin, the class will discuss how Benjamin Franklin was an inventor, author, and statesman for our country.</p> <p><a href="http://bensguide.gpo.gov/benfranklin/index.html">http://bensguide.gpo.gov/benfranklin/index.html</a>  <a href="http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/franklinb">http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/franklinb</a></p> <p>The class will brainstorm a list of words associated with Benjamin Franklin and display the words on a Benjamin Franklin word list chart. The students will use the words on the chart to write an acrostic poem. The final copy of their acrostic poem can be typed using the acrostic poem website.</p> <p><a href="http://www.readwritethink.org/materials/acrostic/">http://www.readwritethink.org/materials/acrostic/</a></p> <p>The students will share their poems with the class.</p>	<p>ELA1Ra,ELA1W1a,</p>	<p>Constructed Response</p>

<u>Modifications-</u> <ul style="list-style-type: none"> <li>• Check for understanding of assignment</li> <li>• Seat away from distractions while viewing</li> <li>• Use of word list at desk</li> <li>• One-on-one assistance composing poem</li> </ul>		
<p>After reading about Benjamin Franklin and George Washington Carver, the class will discuss how each historical figure portrayed a positive character trait and why the historical figure's characteristic trait is still important to people today. The students will complete the historical figure word web.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Check for understanding of directions and character trait terms</li> <li>• Chunk assignment so only one portion of word web is showing at a time</li> <li>• Monitor progress of activity</li> </ul>	H1CG1,ELA1R6m Info skills 1	Constructed Response
<p>After discussing how various inventions that George Washington Carver created from the peanut the class will choose 5 inventions, survey their classmates, and put the results in a tally table. They will then use the data to create a bar graph and discuss the results.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Peer paired arrangement</li> <li>• Monitor progress on activity</li> <li>• Assist with survey</li> <li>• Assist with organizing bar graph information</li> </ul>	M1D1	Constructed Response
<p>The class will view the George Washington Carver National Monument National Park Service website.  <a href="http://www.nps.gov/gwca/index.htm">http://www.nps.gov/gwca/index.htm</a></p> <p>The teacher will give each student a copy of the <a href="#">map</a> of George Washington Carver's National Park. The students will locate the compass rose on the map and map key. The students will complete the rest of the compass rose include the intermediate directions. The class will view the Interesting Trail Stop slideshow found in the Photo Gallery section. As the class watches the slideshow, the students will locate the picture on their map. After viewing the website the students will complete the George Washington Carver map worksheet.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions to view website</li> <li>• Peer paired arrangement</li> <li>• One-on-one assistance with map worksheet</li> <li>• Monitor progress on activity</li> </ul>	ELA1W1k,SS1G1 Map skills 1, 2	Constructed Response

<p>The class will complete the National Council on Economic Education interactive activity <a href="#">Delivering the Goods</a></p> <p><a href="#">Delivering the Goods Interactive Activity</a></p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away from distractions</li> <li>• Monitor progress on activity</li> </ul>	SS1E2	Teacher Observation
<p>The class will complete the National Council on Economic Education lesson <a href="#">Simple Simon Meets a Producer</a>.</p> <p><a href="#">Simple Simon Meets a Producer</a></p> <p>In this lesson the students will use the rhyme Simple Simon and the Pie Man to learn about producers and consumers. Utilizing the Internet, worksheets, or a combination of both can be used in this the lesson.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Seat away form distractions</li> <li>• Check for understanding of assignment</li> <li>• Check for understanding of difference between consumer and producer</li> </ul>	SS1E3	<p>Constructed Response</p> <p>Teacher Observation</p>
<p>The class will add Benjamin Franklin and George Washington Carver to the classroom timeline. The teacher will include a picture of Benjamin Franklin and George Washington Carver and the students will write or type a caption for each historic figure's important contribution to our country. The students will answer teacher created questions about the timeline.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> <li>• Assist with written work</li> <li>• Check for understanding of assignment</li> <li>• Break down activity</li> <li>• One-on-one questioning with proximity to timeline</li> </ul>	Info Skills 2, 7	Teacher Observation

### **Unit 4 Performance Task**

**Enduring Understandings:**

**Individuals, Groups, Institutions** - Contributions made by Benjamin Franklin and George Washington Carver

**Location** - Cultural/geographical systems of historical figures {Franklin and Carver}

**Scarcity** - Identify goods/services. Describe how people are producers/consumers

**Time, Change, & Continuity** - Compare everyday life of historical figures {Franklin and Carver} to the present

**Goal and Role:** A recent study conducted by the President of the United States has found that many students in the United States do not realized the important contributions that such historical figures as Benjamin Franklin and George Washington Carver have made to our country. Since your first grade students are learning about these two important men, he asked that you help educate others about how the things they did in the past still impact us today. The students will create an exhibit that will display

their knowledge about how the inventions of George Washington Carver and Benjamin Franklin still impact our lives today. Students will create a Now and Then exhibit (hallway display) that will include the following:

- A PowerPoint presentation comparing inventions of George Washington Carver and Benjamin Franklin
- 2 Photo Galleries of inventions of Carver and Franklin
  1. Carver's gallery: *The Peanut Gallery – The History and Discoveries of George Washington Carver*
  2. Franklin's gallery: *Then and Now – A Look at Benjamin Franklin's Inventions Then and Now*
- Student Inventions - Students create their own Carver and Franklin inspired inventions. Students will draw up a blueprint (picture) of what their invention looks like and write about its purpose, functions, and who would be the consumers of this invention.

*See attached letter from the president*



**Content Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Standard</u></b>	<b><u>Exceeds Standard</u></b>
<b>Correctly explains George Washington Carver's important contributions to science and Benjamin Franklin's inventions, and how the work of these men still impacts our lives today.</b>	Presentation does not discuss George Washington Carver's or Benjamin Franklin's contributions to science, or how their work impacts our lives today.	Correctly explains <b>either</b> George Washington Carver's important contributions to science and Benjamin Franklin's inventions, <b>or</b> how their contributions still impact our lives today.	Correctly explains George Washington Carver's important contributions to science and Benjamin Franklin's inventions, and how these men's work still impacts our lives today.	Correctly explains George Washington Carver's important contributions to science and Benjamin Franklin's inventions, and how these men's work still impacts our lives today. Also discusses how these individuals' character traits gave them the tools to change our country.
<b>Correctly locates places important to George Washington Carver and Benjamin Franklin, and explains how where Carver and Franklin lived/worked inspired their scientific discoveries.</b>	Does not locate places important to Carver or Franklin. Does not correctly explain how where Carver and Franklin lived/worked inspired their scientific discoveries.	Correctly locates places important to Carver and Franklin, but does not explain that where they lived/worked inspired their scientific discoveries.	Locates places important to Franklin and Carver. Correctly explains that where George Washington Carver and Benjamin Franklin lived/worked inspired their scientific discoveries.	Locates places important to Franklin and Carver. Correctly explains that where George Washington Carver and Benjamin Franklin lived/worked inspired their scientific discoveries. Correctly explains challenges faced by each man because of where they lived/worked.



<b>Correctly compares the food, clothing, homes, transportation, communication, and recreation of George Washington Carver and Benjamin Franklin to that of the present.</b>	Incorrectly identifies the food, clothing, homes, transportation, communication, and recreation of historical figures.	Correctly discusses the food, clothing, homes, transportation, communication, and recreation of Carver, Franklin, and the present, but does not compare them correctly.	Correctly compares how the food, clothing, homes, transportation, communication, and recreation of Carver and Franklin are similar to and different from the present.	Correctly compares how the food, clothing, homes, transportation, communication, and recreation of historical figures are similar and different from the present, and discusses how these things have changed over time.
<b>Correctly describes the difference between a good and a service.</b>	Incorrectly describes goods and services.	Defines goods and services, but does not distinguish between them.	Correctly describes the difference between a good and a service.	Correctly describes the difference between a good and a service, and can give examples of the relationships between goods and services.
<b>Correctly describes how people are producers and consumers.</b>	Incorrectly describes how people are producers and consumers.	Defines producers and consumers, but does not distinguish between them.	Correctly describes how people are producers and consumers	Correctly identifies difference between a producers and consumers, and can give examples of the relationships between producers and consumers.

**Product Rubric for Performance Task**

<b><u>Criteria</u></b>	<b><u>Does Not Meet</u></b>	<b><u>Needs Improvement</u></b>	<b><u>Meets Expectation</u></b>	<b><u>Exceeds Expectation</u></b>
<b>Student produces a product that is complete and correct.</b>	Student's product is missing required pieces, and is factually incorrect.	Student's product has all required pieces, but some of the information is incorrect and/or labeled incorrectly.	Student's product is complete and factually correct.	Student's product is complete, correct, and includes additional information and/or items that enhance the product.
<b>Student produce a product is free from spelling and grammatical errors.</b>	The product has spelling mistakes, has incomplete sentences, and/or is off topic.	The product has spelling mistakes, has incomplete sentences, or is off topic.	The product has few spelling mistake that do not interfere with the audience's understanding of the work, and includes complete sentences that are on-topic.	The product has no spelling mistakes, and includes complete sentences on the topic. The writing using complex sentences that make the project more vivid.

### **Resources for Unit**

Ben Franklin website

<http://bensguide.gpo.gov/benfranklin/index.html>

This website is designed for kids to learn about Ben Franklin's life (printer, librarian, inventor, and statesman).

Ben Franklin website

<http://www.fi.edu/franklin/birthday/>

This is the Franklin Institute website. It contains several resources about Benjamin Franklin including a section on frequently asked questions about Ben Franklin and K-12 educator resources.

Ben Franklin website

<http://www.postalmuseum.si.edu/outofthemails/franklin.html>

This is the National Postal Museum's website. The website discusses his role as a Postmaster from 1737 – 1774.

George Washington Carver website

<http://shs.umsystem.edu/famousmissourians/scientists/carver/carver.shtml>

This is the State Historical Society of Missouri Famous Missourians website. It contains information and photographs of George Washington Carver. The website also contains 1870 Newton County Census and additional resources regarding George Washington Carver.

George Washington Carver website

<http://www.nps.gov/gwca/index.htm>

This is the National Park Service George Washington Carver National Monument website. The website includes photographs and information about the monument and the life of George Washington Carver.

George Washington Carver website

<http://www.nps.gov/history/museum/exhibits/tuskegee/gwcoverview.htm>

This is the National Park Service George Washington Carver Legends of Tuskegee website. The website contains numerous images related to Carver's life.

George Washington Carver website

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/carver>

This is the Library of Congress website devoted to George Washington Carver.

George Washington Carver

<http://www.nypl.org/research/sc/scl/carver.html>

This is the New York Public Library's website. Hear George Washington Carver talk about his work at Tuskegee.

Peanuts

<http://www.nps.gov/archive/gwca/expanded/peanut.htm>

This website lists peanut by-products.

Sweet Potatoes

<http://www.tuskegee.edu/Global/story.asp?S=1107086>

This Tuskegee University website lists products made from the sweet potato.

[Interactive Acrostic Poem](#)

<http://www.readwritethink.org/materials/acrostic/>

This website allows the students to create an acrostic poem online.

[Socials Studies for Kids for Economics](#)

<http://www.socialstudiesforkids.com/subjects/economics.htm>

Teachers can find information about goods and services and scarcity.

This unit was created by Joyce Arnold, Julie Branyan, Nikki Durr, and Michelle Reynolds and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/04/08.

### Our Favorite Ben Franklin Inventions

Directions: Use tally marks to record your class' favorite Ben Franklin's invention. Each person can only vote once. After your count the tally marks, complete the Our Favorite Ben Franklin Inventions graph.

Ben Franklin's Invention	Tally Marks
Political Cartoon	
Bifocals	
How to Use Electricity	
Flippers for Swimmers	
Franklin Stove	
Establishing Community Services	

Name of the Invention	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Political Cartoon														
Bifocals														
How to Use Electricity														
Flippers for Swimmers														
Franklin Stove														
Establishing Community Services														

1. How many people choose how to use electricity as their favorite invention by Ben Franklin?

\_\_\_\_\_

2. How many people choose the political cartoon or establishing community services as their favorite invention by Ben Franklin?

\_\_\_\_\_

3. What is our class' favorite and least favorite invention? Favorite: \_\_\_\_\_ Least Favorite: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Ben Franklin Acrostic Poem

F \_\_\_\_\_

R \_\_\_\_\_

A \_\_\_\_\_

N \_\_\_\_\_

K \_\_\_\_\_

L \_\_\_\_\_

I \_\_\_\_\_

N \_\_\_\_\_



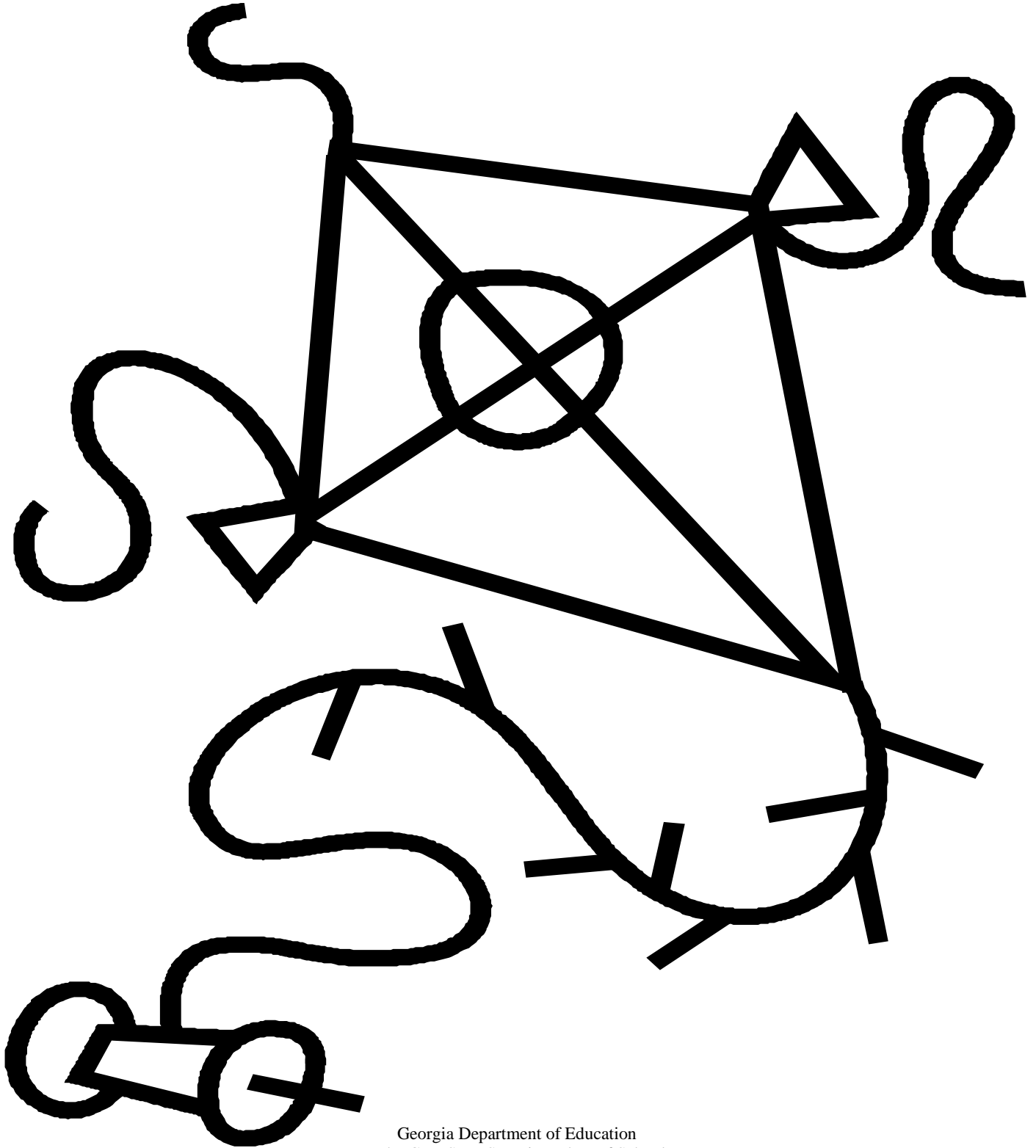
*Franklin*

Name \_\_\_\_\_

Date \_\_\_\_\_

### Benjamin Franklin Word List

Brainstorm a list of words about Benjamin Franklin and write them on the kite pattern. Use the words to write an acrostic poem.

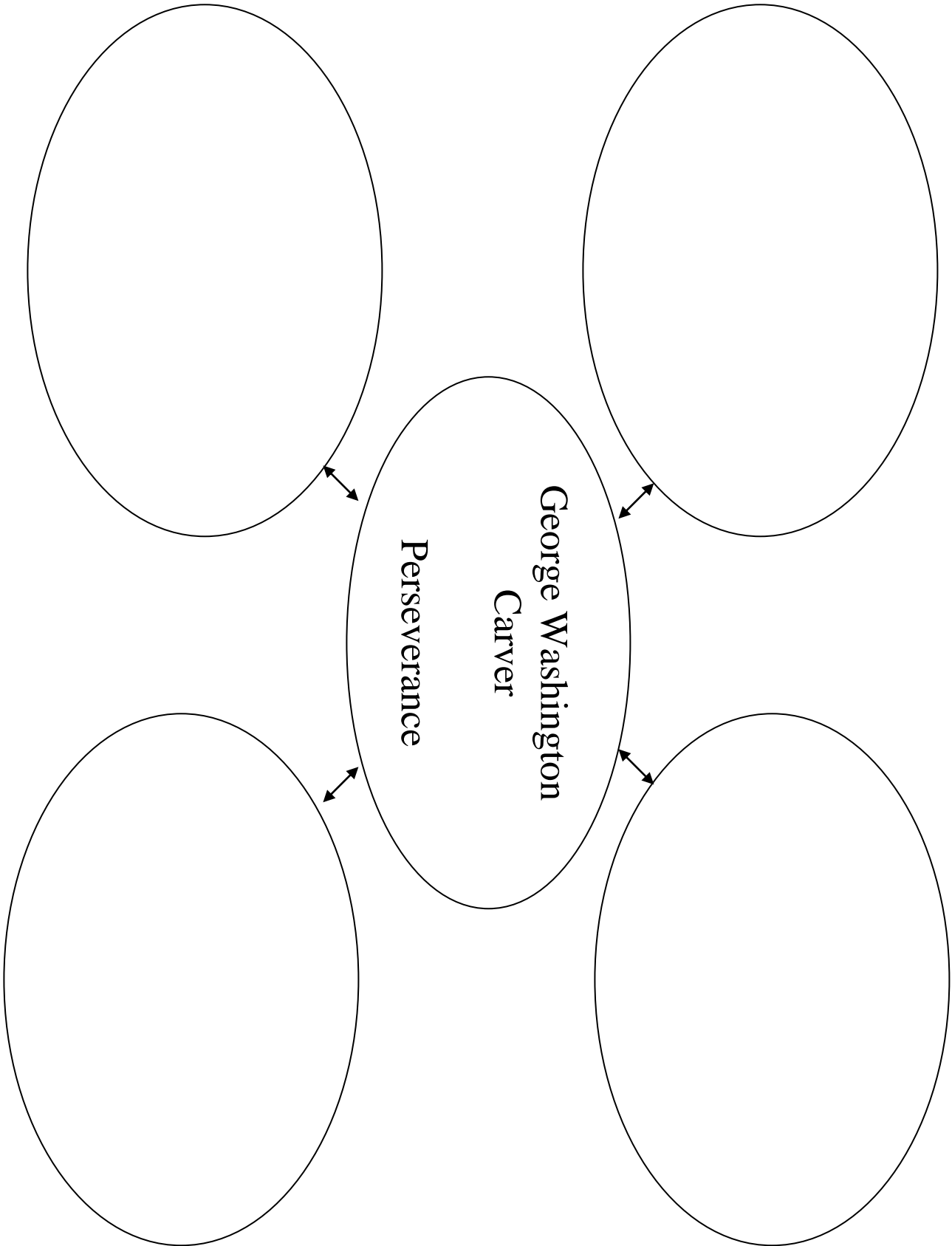




Name \_\_\_\_\_

Date \_\_\_\_\_

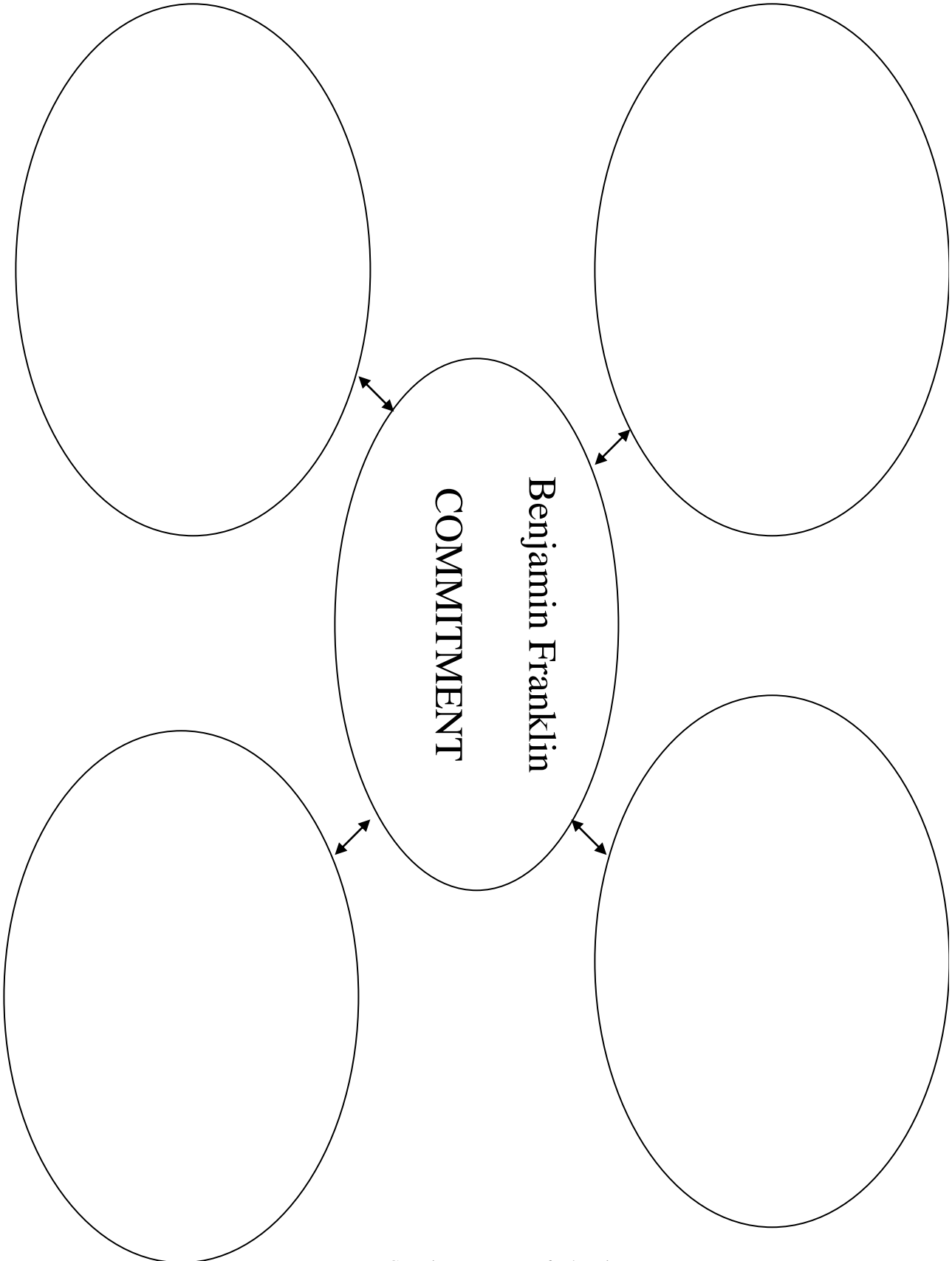
Directions: Write and illustrate how George Washington Carver displayed the positive character trait of perseverance.



Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Write and illustrate how Benjamin Franklin displayed the positive character trait of commitment.



Name\_\_\_\_\_

Cloze Paragraph for George Washington Carver

Word Bank: better, crops, Doctor, farmers, move, peanuts, Plant, planted, potatoes, scientist

George Washington Carver was a famous\_\_\_\_\_.

He taught \_\_\_\_\_how to rotate or\_\_\_\_\_

around their crops so they would get \_\_\_\_\_crops the next

time they were \_\_\_\_\_.

He experimented with lots of\_\_\_\_\_but he is

most famous for his work with \_\_\_\_\_and sweet

\_\_\_\_\_. Because of his work with plants,

George Washington Carver is nicknamed the \_\_\_\_\_

\_\_\_\_\_.

Illustrate the above paragraph.

Name\_\_\_\_\_

Cloze Paragraph for George Washington Carver

Word Bank: better, crops, Doctor, farmers, move, peanuts, Plant, planted, potatoes, scientist

George Washington Carver was a famous s\_\_\_\_\_.

He taught f\_\_\_\_\_ how to rotate or m\_\_\_\_\_

around their crops so they would get b\_\_\_\_\_ crops the next

time they were p\_\_\_\_\_.

He experimented with lots of c\_\_\_\_\_ but he is

most famous for his work with p\_\_\_\_\_ and sweet

p\_\_\_\_\_. Because of his work with plants,

George Washington Carver is nicknamed the P\_\_\_\_\_

D\_\_\_\_\_.

Illustrate the above paragraph.

Name \_\_\_\_\_

Cloze Paragraph on Benjamin Franklin

Word Bank: damage, figure, invented, inventor, lightning, make, protected, weather

Benjamin Franklin was an \_\_\_\_\_. He always tried to  
\_\_\_\_\_ out ways to \_\_\_\_\_ things better. He was  
very interested in the \_\_\_\_\_. Because of this, he  
\_\_\_\_\_ a \_\_\_\_\_ rod. This lightning rod  
\_\_\_\_\_ buildings from lightning \_\_\_\_\_.

Illustrate the above paragraph.

Name\_\_\_\_\_

Cloze Paragraph on Benjamin Franklin

Word Bank: damage, figure, invented, inventor, lightning, make, protected, weather

Benjamin Franklin was an i\_\_\_\_\_. He always tried to  
f\_\_\_\_\_ out ways to m\_\_\_\_\_ things better. He was  
very interested in the w\_\_\_\_\_. Because of this, he  
i\_\_\_\_\_ a l\_\_\_\_\_ rod. This lightning rod  
p\_\_\_\_\_ buildings from lightning d\_\_\_\_\_.

Illustrate the above paragraph.

Name \_\_\_\_\_

Cloze on Benjamin Franklin

Word Bank: bifocals, bifocals, far, glasses, iron, lightning, near, rod, safely, stove, warm, wood

Benjamin Franklin could not see very well and needed \_\_\_\_\_.

He figured out a way to see both \_\_\_\_\_ and \_\_\_\_\_.

He called them \_\_\_\_\_. Benjamin also invented an

\_\_\_\_\_ stove that allowed people to \_\_\_\_\_

their houses \_\_\_\_\_ and with less \_\_\_\_\_.

The \_\_\_\_\_, Franklin

\_\_\_\_\_, and \_\_\_\_\_

are the major contributions of Benjamin Franklin, the inventor.

Illustrate the above paragraph.



Name\_\_\_\_\_

### Cloze on Benjamin Franklin

Word Bank: bifocals, bifocals, far, glasses, iron, lightning, near, rod, safely, stove, warm, wood

Benjamin Franklin could not see very well and needed g\_\_\_\_\_.

He figured out a way to see both n\_\_\_\_\_ and f\_\_\_\_\_.

He called them b\_\_\_\_\_. Benjamin also invented an

i\_\_\_\_\_stove that allowed people to w\_\_\_\_\_

their houses s\_\_\_\_\_and with less w\_\_\_\_\_.

The l\_\_\_\_\_r\_\_\_\_\_, Franklin

s\_\_\_\_\_, and b\_\_\_\_\_.

are the major contributions of Benjamin Franklin, the inventor.

Illustrate the above paragraph.

Name \_\_\_\_\_

Date \_\_\_\_\_

### George Washington Carver National Monument Map

1. What is this purpose of this map? \_\_\_\_\_

\_\_\_\_\_

2. List six places shown on the George Washington Carver National Monument Map.

a. \_\_\_\_\_

b. \_\_\_\_\_

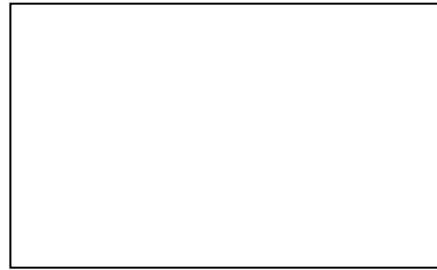
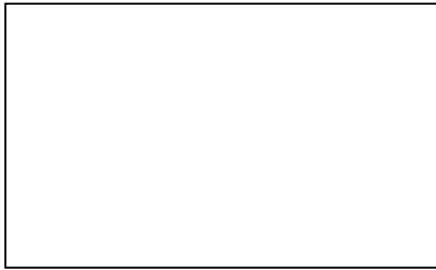
c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

3. Draw 2 symbols found on this map.



4. What is east of the Visitor Center? \_\_\_\_\_

5. What is north Carver Bust? \_\_\_\_\_

6. What is southwest of the Visitor Center? \_\_\_\_\_

7. What is located in the northwest corner of the map? \_\_\_\_\_

8. Are the parking lots east or west of the Visitor Center? \_\_\_\_\_

## My Georgia Washington Carver Peanut Products Graphing Book



### Survey Question:

What is your favorite Georgia Washington Carver peanut product?

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By: \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Survey Question:** What is your favorite Georgia Washington Carver peanut product?

**Peanut Products Tally Table**



Peanut Products	Tallies

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Survey Question:** What is your favorite Georgia Washington Carver peanut product?

### Peanut Products Bar Graph



15					
14					
13					
12					
11					
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9					
8					
7					
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5					
4					
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2					
1					
Products					

(Insert date here)

Dear First Grade students at \_\_\_\_\_ Elementary:

Greetings from the White House! I have been informed by the state of Georgia that the first graders at your school are studying the historical contributions of such historical figures as Benjamin Franklin and George Washington Carver. Recently, I had a special educational committee conduct a study that found that many students in the United States do not realize the important contributions of important United States historical figures!

I am writing this letter to put you on a special presidential assignment. The information that you are learning from your studies is of top importance to your community and to the nation. Your mission if you choose to accept is to do the following. Create an exhibit to educate others about how the things Benjamin Franklin and George Washington Carver did in the past still impact us today. Your class is asked to create a Now and Then exhibit (hallway display) that will include the following:

- A PowerPoint presentation comparing inventions of George Washington Carver and Benjamin Franklin
- 2 Photo Galleries of inventions of Carver and Franklin
  1. Carver's gallery: *The Peanut Gallery – The History and Discoveries of George Washington Carver*
  2. Franklin's gallery: *Then and Now – A Look at Benjamin Franklin's Inventions*
- Student Inventions - Students create their own Carver and Franklin inspired inventions. Students will draw up a blueprint (picture) of what their invention looks like and write about its purpose, functions, and who would be the main audience for the invention. If possible, students can also build a model of their invention.

Your teachers, your school, your state, and your country appreciate all the hard work you are putting into this project. Thank you so much for helping your communities see just how important it is to keep our history alive.

Sincerely yours,

(Insert President's name here)

President of the United States of America