**Introduction:** Detroit Newspapers in Education brings you The Time Stone Series of American Heroes, Ben Franklin as an engaging and informative read for students.

Ben Franklin was an astonishing talent. He was driven by his curiosity, his sense of justice, his desire to improve the common good, to seek solutions to everyday problems and to share his vision.

Ben’s life experiences are extraordinarily diverse and far too creative to be smashed into a single category. In fact his ability to think broadly and to integrate diverse knowledge into focused solutions is one hallmark of his accomplishments.

In that spirit we’ve created a few lessons that are interdisciplinary yet sharply focused on standards. These may help you as you work toward meeting the demands of our curriculum framework for language arts, social studies, science and math. Math and language arts standards are noted using the new Grade Level Content Expectation notations. Therefore you will see a subtitle then an abbreviation of it then __ with the expectation. We used a range of upper elementary and middle school GLCEs. Science and Social Studies benchmarks have not yet been approved in GLCE form and so they are noted using the current Michigan Curriculum Framework of standards and benchmarks.

Though we know Ben was an important part of both, we know you already have quite a few references on the Declaration and our Constitution. We thought we might provide you instead with some critical thinking and skill practices to add to your repertoire. Ben would want us to practice some problem solving, some fun, and some inventiveness … enjoy!

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Rank Ben’s Best

This is a three-part critical thinking activity involving using criteria to make a decision. Students are to prioritize Ben Franklin’s greatest accomplishments and then select a top choice. Students get practice in setting criteria and ordering it based upon their values.

- **Worksheet A** mentions various criteria one can use to make such decisions, but allows the student to make the choices in what is important and why. Some teachers may want to have students work in small groups or with partners for the first part of the lesson.

- **Worksheet B**, the writing activity immediately following, is intended for individual writing practice. It helps clarify supporting details of the student’s choice.

- **Worksheets C & D** are a skill building activity about understanding how to organize and present data. Many students, both elementary and middle school, will benefit from guidance by the teacher because this sheet articulates for students the steps of planning and thinking they need to engage in as they make choices about how to organize data; an area where testing indicates that many of our Michigan students still struggle.

- **Answers Worksheet C**: Ways to gather data: interview individuals (inefficient), conduct a survey, and record results in a table, etc. A **bar graph** is the best choice for this type of data.

- **Answers Worksheet D**: Make sure graph has a title, that the horizontal line is labeled X and includes the top achievements your class chose, the vertical line is labeled Y and shows the number of class votes with a label. **How does the graph help us know what the class thinks?** It represents actual data in a pictorial way and gives more specific information than what was most or least chosen. **Why might Ben be happy that students can organize data?** Organizing data and making sense of it is the basis for meaningful rational and scientific thought. It leads to making meaning and seeing relationships out of what may seem to be unrelated fact.

**Standards**

*Math*
- D.RE __.01 Construct Data and bar graphs from given data.
- D.RE__.02 Construct line graphs from tables of data; include axis labels and scale.

*Reading Comprehension*
- RCM __.01 Connect personal knowledge experience and understanding.
- RCM__.03 Explain oral and written relationships.
- RCM__.04 Apply significant knowledge from science and social studies.

*Reading Metacognition_*
- RMT __.02 Plan, monitor, regulate and evaluate skills, strategies and processes for own comprehension.*
Writing Process
WPR__.01 Set a purpose and consider audience when writing informational text.
WPR__.02 Use drafting strategies such as Venn Diagrams, graphic organizers, webs to structure ideas and relationships.

Writing Genres W.GN. __.03 Write to demonstrate an understanding of central ideas and supporting ideas using an effective organizational pattern.

Social Studies
History I.2 Students will understand narratives about the past and the people involved.
Inquiry V.1. Students will acquire information, organize it and make maps, graphs and tables. V.2 Interpret information from maps, graphs and charts.
Ranking Ben’s Accomplishments

Use your newspaper to make a list of at least ten of Ben’s accomplishments, be specific. Think about what his most important contributions. Choose Ben’s top five contributions to focus on. Compare your list with a neighbor of group.

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________
4. ______________________________________________________________________________
5. ______________________________________________________________________________
6. ______________________________________________________________________________
7. ______________________________________________________________________________
8. ______________________________________________________________________________
9. ______________________________________________________________________________
10. ______________________________________________________________________________

Choose your top five. Think about these criteria: changed the world, improved life for every day citizens, helped the future, was new, saved time or energy, or increased knowledge. Rank order them making number 1 be the very most important contribution Ben made.

1. My Top Choice _________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________
5. _____________________________________________________________________________

Use Sheet B to defend your choice. Identify and describe the great accomplishment in the first shape. Use the other shapes to give supporting information and details about how and why this accomplishment changed the world, helped others, improved life, helped the common good, and or provided a model for the future. Write in complete sentences. Add pictures or stick figures to help show the details.
Rank Ben’s Best

Sheet B

Ben’s most important contribution.
Rank Ben’s Best Sheet C

Organize your class data. Keep track of the most popular choices for “Ben’s Best “contribution in your class.

List at least one way you could find out your classes top three choices for Ben’s accomplishments.

________________________________________________________________________________

With Your Class: Describe how your class came about knowing the top three choices. This is called gathering data. Next we will be organizing the data.  ____________________________________________________________________________

________________________________________________________________________________

Use the information your class has gathered to make a graph. Hey, what kind of graph will best show this type of data?

- **Bar graphs** compare categories within a set of data.
- **Circle graphs** compare parts to a whole.
- **Line graphs** show how numerical values change over time.

Since we are comparing the most popular of Ben’s accomplishments in our classroom we should choose the ___________ graph to represent our data.

Things to Remember:

- Title: What is our graph about?
- How many votes did each accomplishment receive?
- Which received the most votes? Which received the least?
- How should we put the data on the graph?
  - Usually the units of value are along the Y axis (vertical). Make sure you have equal spaces (intervals) and make sure you start at zero and end higher than the biggest number in your data set.
  - Usually the categories of data (Ben’s Accomplishments) are along the X axis (horizontal). Make sure you label each item and give a title to the X axis.

We have put dotted lines in certain places to help you remember some key labels.
If you wanted to know what this class thought was important about Ben’s life how could this bar graph help you? ________________________________________________________________
________________________________________________________________________

Why might Ben be happy know that even two hundred and fifty years after he died, you can make careful choices and organize data? ________________________________________________________________
________________________________________________________________________
Thinking About Genres and History

The Paxton Boys, Facing the Mob and Fearless Leader. This is a multipurpose activity that will promote some great thinking and discussion. It will encourage students to:

- be aware of the type of reading they are engaged in the various purposes for reading and writing.
- use reference skills by deciding what parts of a textbook might be useful in solving a mystery and what keywords and dates could help them on an internet search.
- make a bridge between this historical fiction selection and our own Michigan history, Pontiac’s Rebellion.
- state an opinion about how conflicts are solved in the past and present and apply democratic values.

Answers

What does the Time Stone Series say about why the Native Americans are upset? “The tribesmen were angry because settlers were moving onto the lands where they had always hunted. They were afraid they would no longer have a place to live.”

“Some native tribes of the Great Lakes” This refers to Chief Pontiac of the Ottawa and more specifically to Pontiac’s Rebellion.

Helpful Internet keywords or dates. Some possible useful keywords include Michigan history, Native American history, timelines, 1763, Paxton Boys. It’s important to let students have experiences trying to find out how to get information about something they have little or no prior knowledge. Afterwards you can discuss how it would be helpful to know the words Pontiac’s Rebellion, Proclamation of 1763, French and Indian War.

Can a textbook help you? Yes, in this case a Michigan text would be much quicker and more focused for a student. They should look in the index or table of contents instead of idly flipping through the book.

Paragraph explaining Pontiac’s Rebellion: Students’ paragraphs should include the general idea after the French and Indian War the British gained control of the forts in our area and broke promises to the native tribes. Teacher Background Information: Forts were important trading centers. The British promised more fur trading and fewer white settlers to the Native Americans. They immediately broke these promises by moving more settlers in and barring trade with the Ottawa in the forts. Chief Pontiac united his people and together they took over every major fort along the Great Lakes except Detroit which they were surrounded for 130 days. This show of unity under Chief Pontiac is the most important show of Indian resistance.

Did the British keep their promise? No.
What democratic value is related? Truth and/or Rule of Law. The British and Americans have a record of breaking nearly every treaty made with Native Americans. They were not truthful and did not follow the rule of law.

Do conflicts between cultures and races happen today? Yes, there are many examples in the news daily and through history including various hate crimes against individuals all the way up to whole wars and genocides (Armenian, Jewish, Rwandan, etc.).

What actions did Ben and other Pennsylvania leaders take against the Paxton mob and why do you think the mob backed down? Ben and colonial leaders met with mob leaders to try to persuade them to quit. The mob backed down because they did not want to fight the armed Philadelphia militia.

What word describes the 1,000 armed citizens who would protect Philadelphia? Militia

Venn Diagram Comparing Genre: Texts: Must be factual, main purpose is to provide accurate information, attempts to explain reasons for events and effects of them, must not alter sequence or dates. Fiction: May be factual, main purpose is to entertain, may include elements of fantasy, often may change order of events to suit a story, etc.

If you are reading a historical novel you are mostly reading for pleasure. If you are reading a textbook, you are mostly reading for information/to learn. Why is it important to recognize the different purposes for reading and writing as you do them? There are different strategies to use for each genre. Also we read differently for pleasure than we do for information. Reading to learn involves important previewing and review activities. Reading for pleasure involves a leisurely approach though learning continually occurs.

Standards
Social Studies
Inquiry V.1 & 2. Acquiring information from a variety of sources and interpreting information and results.
Civics III.2 Identify a purpose of government and describe how citizens organize it. History I.4 Judging decisions from the past.

Reading Comprehension
RCM __.02 Read, retell and summarize narrative and informational text.
RCM __.04 Apply significant knowledge from what has been read in science and social studies text.

Reading Metacognition
RMT ___.01 Independently self-monitor comprehension when reading and engage in interpretive discussions.
RMT ___ .03 Use Question Answer Relationships to understand texts and answer questions.

Writing Process
W.PR ___.02 Apply a variety of drafting styles for informational text in order to generate sequence and structure ideas.

Writing Genres
W.GN __.03 Write to demonstrate understanding of central ideas and supporting ideas using an effective organizational pattern. W.GN__04 Use writing to produce research using teacher approved topic
Thinking About Genres and History

Read the following sections in your Time Stone Series, Ben Franklin and then answer the questions that follow. *The Paxton Boys, Facing the Mob and Fearless Leader*

What does the story say about why the Native Americans are upset?

________________________________________________________________________________

________________________________________________________________________________

Mystery Question
You need to find out who is being talked about when the text mentions “some native tribes of the Great Lakes.”

If you were going to check on the internet what might be some key words or dates you could use to find out?

________________________________________________________________________________

Can a textbook help you? _____ What parts might be helpful to check? ______________________

_________________________

Find someone who has a Michigan textbook. Find out what was happening around here in 1763 between the British and the Native Americans. Write a short paragraph identifying and describing who, what, where, when and why.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Think about our democratic values. Did the British keep their promise? What value can you relate this to and why?

________________________________________________________________________________

Think about the actions of the Paxton Boys. Do conflicts between people of different cultures and races still happen today? Give an example.

________________________________________________________________________________

What actions did Ben and other Pennsylvania leaders take against the Paxton mob and why do you think the mob backed down?

________________________________________________________________________________
What word describes the 1,000 armed citizens who would protect Philadelphia? ________________
_____________________________________________________________________________

It's a good thing that Ben realized the city needed protection. As a matter of fact, Ben is also credited with organizing the first local ____________ in the colonies. He did it back in 1747. Good thing it was still working in 1764 when the Paxton Boys showed up.
Comparing Genre: Historical Fiction and Fact

The Time Stone series is historical fiction. It uses an imaginary storyline to tell you about the life and times of Ben Franklin in an interesting way. The main purpose of information in textbooks, references and newspapers is to provide facts. These are both important yet different genres.

Fill in the Venn diagram below to show similarities and differences between how some historical events can be portrayed in works of fiction and how they portrayed in texts.

If you are reading a historical novel you are mostly reading for _____________________________ .

If you are reading a textbook, you are mostly reading for __________________________________ .

Why is it important to recognize the different purposes for reading and writing as you do them?  ____________________________________________________________________________________

__________________________________________________________________________________
Primary Sources: Hey, What’s Ben Talking About?

This lesson uses Ben’s own words to get at many social studies and language arts benchmarks relating to using original documents and decoding word meaning and using context. It may be challenging for younger students and provides good thinking and skill practice for older students.

Evidently -- clearly, obviously, plainly
Repugnant -- disgusting, revolting, vile, nauseating
Principles -- values, beliefs, ideology, ethics
“delaying the enjoyment and blessings of peace and liberty” -- holding back, denying others the joy of freedom and personal choices.
“impartial ruler of the universe” -- God, supreme being

What does Ben want the governor to do? He wants the governor to stop the slave trade in Rhode Island.

Is Ben hinting at a threat? Yes, he says we will draw down upon our country the displeasure of God.

“A little neglect may breed great mischief ... for want of a nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost.” -- Sentence should summarize that neglect can lead to many unforeseen problems. The effect of neglecting details can be much greater than one would think.

21st Century version: Many possible answers. -- Students could talk about a computer virus, our reliance on software, on cell phones, etc. Correct metaphors should show the ripple effect of neglecting a detail.

“Three may keep a secret, if two of them are dead.” -- Sentence should get at the idea that people do not keep secrets.

“They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.” -- There are many examples from our history when Americans did not feel safe. Often during these times, people’s freedoms have been lessened. Talk with others and your teacher to fill in the chart below. Some examples are noted below, there are many others.

<table>
<thead>
<tr>
<th>When</th>
<th>What Was Happening That Americans Felt Unsafe</th>
<th>How Freedom Was Lessened</th>
</tr>
</thead>
<tbody>
<tr>
<td>1798</td>
<td>Our new country was worried about France who was attacking ships and people didn’t agree with the President. Adams was unhappy about all of the bad press when it was possible we could go to war.</td>
<td>The Alien and Sedition Acts were passed. They made it illegal to say bad things about the country and forced a new immigrant to wait 14 years to become a citizen.</td>
</tr>
</tbody>
</table>
White property owners did not want to acknowledge African Americans as humans with rights. Enslavement through segregation, etc. History shows many efforts to reduce the rights and freedoms of African Americans.

Japan attacked Pearl Harbor
Japanese Americans were imprisoned in internment camps, kept under guard with little/no privacy or freedom.

White people wanted Indian land in Georgia and most did not want to compromise. Indian Removal Act
President Jackson defied the Supreme Court and forced the Cherokees out of Georgia. Many died of neglect and disease on the way to their new reservation. Their journey is called the Trail of Tears.

Why is it important to understand that humans often react this way when fearful or unsafe? Hopefully we will learn history so that we do not repeat the mistakes of the past.

From Poor Richard’s Almanack 1733

Physical Qualities of Document
Type is set with a staggered margin for ease in reading. Spacing is irregular. Spelling differences, more capitals (proper nouns) than we use today. The letter S is larger and looks like an F.

The Benefit of Going to Law: Answers to fill in blanks.
beggars, blind, lame, an oyster, lawyer, shell, the other side of the oyster shell, middle part with the actual oyster, fools.

The Courts:
In Ben’s time the courts were open one or two days per month. EG: The tenth of April and the 24th of September.

What else can we tell about life in the US? Many possible answers, some are: There is an upper court and a lower court. The city is small enough that you do not have to list an address or give directions to find the courthouse, they use one building for all three types of courts, there is probably not a huge population since nobody has appointments or times in advance, etc.

Standards
Reading Word Study
RWS ___ .07 Determine the meaning of words in context.
RWS ___ .08 Use dictionary strategies.
RWS ___ .09 Use reading to expand vocabulary.

Reading Comprehension
RCM ___ .04 Apply significant knowledge from what is read in grade level science and social studies.

Reading Metacognition
RMT ___ .02 Plan, monitor regulate, and evaluate skills, strategies and processes to construct meaning.
Writing Genres
WGN ___ .09 Experiment with informal and formal language.

Speaking Discourse
SDS ___ .01 Engage in interactive, extended discourse to socially construct meaning.

Social Studies
Citizen Involvement
VII 1.2 Engage in activities intended to contribute to solving problems studied.

History
I.2 Comprehending the Past, Identify how individuals demonstrate good character and personal virtue
I.3 Analyzing the Past. Use primary sources to reconstruct events.
Hey, What’s Ben Talking About?

Ben Franklin was also President of the Pennsylvania Society for Promoting the Abolition of Slavery and the Relief of Free Negroes. In the letter that follows Ben is trying to stir up the Governor of Rhode Island for allowing the slave trade to continue.

“... hope your influence will be exerted hereafter to prevent a practice which is so evidently repugnant to the political principles and forms of Government lately adopted by the Citizens of the United States and which cannot fail of delaying the enjoyment of the blessings of peace and liberty by drawing down the displeasure of the great and impartial ruler of the Universe upon our country.” January 12, 1788

You can figure out what Ben is talking about by defining the words and phrases below. You may need a dictionary and/or some discussion with your teacher.

- evidently ________________________________________________________________________
- repugnant _______________________________________________________________________
- principles _______________________________________________________________________
- “delaying the enjoyment and blessings of peace and liberty” ____________________________
- “impartial ruler of the Universe”. Ben means: _________________________________________

What does Ben want the governor to do? ______________________________________________

Is Ben hinting at a threat? What do you think it is? ____________________________________

“A little neglect may breed great mischief ... for want of a nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost.”

Talk it over and come up with a sentence to tell what you think this means.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

21st Century Update. We don’t ride horses for transportation anymore. Choose a technology we all depend on in this century and substitute it for the nail, horseshoe, horse and rider. Write your own wise advice below.
A little neglect may breed great mischief … _____________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

“Three may keep a secret, if two of them are dead.”
Talk it over and come up with a sentence to tell what you think this means.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

“They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”
There are many examples from our history when Americans did not feel safe. Often during these times, people’s freedoms have been lessened. Talk with others and your teacher to fill in the chart below.

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</tbody>
</table>

Why is it important to understand that humans often react this way when fearful or unsafe?________
________________________________________________________________________________

Check out some other quotes by Ben Franklin at http://www.ushistory.org/franklin/quotable/index.htm
From Poor Richards Almanck 1733. Carefully examine this image and then fill in the blanks.

Source: http://www.gettysburg.edu/
The Time Stone Series of American Heroes

Physical Qualities of this document
Notes about how the type is set: __________________________________________________________

Spacing ______________________________________________________________________________

Spelling differences ______________________________________________________________________

Look at how the letters are formed. What letters seem different? ____________________________ How does the letter S sometime look? ________________

Look at what is capitalized. Does it seem strange? Why? _________________________________

_________________________________________________________________________________

The Benefit of Going to Law

This story is about two ______________________. One of them is __________________ and the other is ________________________. They are fighting about ________________________.

They cannot settle the matter themselves and so they ask a _____________________________ to settle it. The lawyer gives one of them a __________________________ and the other also gets a ______ ______________. The lawyer takes the __________________________ as his fee. Ben thinks people who quarrel over small things are ________________ no matter how much money they have.

The Courts

Today courts are open every business day with normal business hours. How is this different from Ben’s time? ________________________________

Give an example from the almanac ______________________________________________________

List two things this document tells you about life in the United States at the time it was written. _____

____________________________________________________________________________________

Want to do some fun experiments and play cool Ben Franklin games?
Go to http://www.ushistory.org/franklin/fun/index.htm
Inventioneering

This activity is for creative problem solving and gives students important practice with transformation; turning a vague general idea into a concrete application. It involves both sides of the brain in planning and negotiating variables, and incorporating changes and presenting multiple stages in a coherent, presentable way.

Explain and enforce the criteria. This is higher level thinking and planning and is similar to the tasks that employers often demand from management. Students will probably need some discussion and examples to get going. (A divided highway switch-a-roo that would allow traffic to reverse directions in times of evacuation, a safety beeper on the dividing line between sidewalk and pavement, a storm force hurricane predictor, etc.). Once started, students love this project and will work on their plans for hours if permitted. Have students create rough sketches with labels before giving them the nice 11 x 17 paper they’ll need for their final diagram. Accompanying paragraphs must explain the function and form of the invention as well as how it is useful to society. It can also include such details as costs to consumers or government, production times and even some fun language for sales. You may want to let students have a few days to work on their inventions and create a display of their work.

Depending upon what students design, some of the following science standards would apply.

**Standards**

**Science**

Reflecting on Scientific Knowledge
1. Show how science concepts can be illustrated through creative expression such as language arts and fine arts.
2. All students will show how science and technology affect our society:
3. Describe ways in which technology is used in everyday life.
4. Describe the advantages and risks of new technologies.

Using Scientific Knowledge in Physical Science
1. Describe the things around us; explain what the world around us is made of; identify and describe forms of energy; and explain how electricity and magnetism interact with matter.
2. Investigate, describe and analyze ways in which matter changes; describe how living things and human technology change matter and transform energy; explain how visible changes in matter are related to atoms and molecules; and how changes in matter are related to changes in energy.
3. Describe how things around us move and explain why things move as they do; demonstrate and explain how we control the motions of objects; and relate motion to energy and energy conversions magnetic, and nuclear forces.

Writing Genres
W.GN.04 Use writing process to produce and present a project. Organize relevant information according to central ideas and supporting details.
W.GN.06 Write directions.

Speaking Discourse
SDS.04 Plan and deliver persuasive presentations or reports using informational organizational patterns for a specific purpose.

Social Studies
Citizen Involvement
VI.1.2 Engage in constructive conversation about matters of public concerns.
Inventioneering

Design an invention that would have made Ben proud.

Criteria:
- Solves a problem or improves quality of life
- Can be useful to more than one person
- Is realistic for the present or future.

It may help to start with a problem. “Necessity is the mother of invention”.

Quick: List any 3 problems that you would like to see solved.
1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________

It is not required that you begin with a problem. Some of you might create best when told to be crazy and consider anything. We have many useful products today as a result of this broad creative thinking. “Invention is the mother of necessity”

Quick: List any 3 wishes for something that does not now exist.
1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________

Make sure your invention has
- a name
- a detailed, labeled diagram explaining how it works.
- a descriptive paragraph giving detail about the features and how it will be helpful.
- meets the 3 criteria above.

... And For Those Who May Want to Pull A Fast One ...
- Ben was unselfish, curious and energetic. A “homework machine” or “personal pizza feeding gadget” does not help the common good and would hold no interest for him. Your invention must do more than foster free-time and … did someone say “laziness”?
- Don’t rule out things that don’t yet exist if you believe they could be possible. However, you may not use the notion of magic as an explanation for how your invention works. No magical winged feet so you can avoid walking home from school. No magical parts, mystic beings, pre-existing super heroes or villains. Ben was concerned with applied sciences, stuff that can be made real.

Good Luck!
Sources


http://www.gettysburg.edu/
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http://www.inventorshelpline.info/emailOffer?source=RS_GOOGLE_1
http://web.mit.edu/invent/iow/franklin.html
http://web.mit.edu/invent/g-main.html

For information on Ben’s home in London
http://www.benjaminfranklinhouse.org/site/sections/default.htm#