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Alyson Diver Thompson
Marshall IL Public Library

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Trade Books' Representations of Benjamin Franklin, a Life of Reinvention

Alyson Diver Thompson

Marshall (IL) Public Library; Eastern Illinois University

The Common Core State Standards (hereafter CCSS) require teachers to use multiple and diverse texts in the classroom. The integration of knowledge and ideas subsection of the standards requires informational text be used by students to compare and contrast important points and key details presented in two or more texts on the same topic. To accommodate this requirement, teachers rely heavily on trade books to provide students a sufficient understanding of the topic. However, a problem teachers often encounter is finding trade books that meet those curricular requirements. The goal of this research is to evaluate how Benjamin Franklin is represented in children's trade books. Trade books for kindergarten through third grade will be examined and a summary of historical misrepresentations that exist in children's trade books about Benjamin Franklin will be noted. At the conclusion of this research a detailed summary will also include recommendations on how teachers may select age appropriate Benjamin Franklin trade books to supplement learning by the use of primary sources.

Literature Review

For years students have been taught from history textbooks, taking for granted an assumed historical accuracy. History textbooks often incorporate attitudes and ways of looking at the world. One study, done by historians, ranked textbooks last after examining their trustworthiness, while students in that same study ranked textbooks as the most trustworthy source for history (Wineburg, Martin, & Monte-Sano, 2011). In making judgments about what should be included and what should be excluded, and how particular episodes in history should be summarized, textbook authors may independently interpret particular events with their personal or cultural values (Romanowski, 1995). Therefore, teachers need to use caution if only using textbooks to teach American history courses. Textbook publishers and authors may not have direct influence on quality control which may result in bland, boring texts that won't offend anyone (Richardson, 2010). Teachers must take into account these biases and seek additional resources to teach history. This task can be time consuming and overwhelming. Many teachers have found content area textbooks too difficult for their students in terms of both reading level and concept load. Consequently, historical fiction trade books have been substitutes which give students a better understanding of life in different periods of history and geographic locations (Rycik and Rosler, 2009).

To help students learn to think both historically and empathetically, making them aware of the thoughts, biases, and viewpoints of those who lived before us, teachers can provide an abundance of easily understood trade books (Seghi, 2012). Trade books can also help students form interdisciplinary connections, while simultaneously increasing their interest in historical content (Bickford, 2013). Trade books, therefore, are a logical choice for elementary teachers' curricula to meet the rigorous expectations of both state and national initiatives (Bickford, 2015).

Trade books. Teachers seek ways to incorporate science, social studies, and math into everyday reading and writing. Unlike history textbooks, individual children's history-based trade books are rich in detail, narrow in coverage, and have readable, engaging narratives. Trade books offer an alternative to textbooks because

they can delve into content specific areas and relay information in a more easily understood manner. Additionally, many details are offered in trade books like glossaries, maps, pictures, bold print, and headings. Trade books also illustrate and communicate more clearly about the life and times of that particular person, place or event. An added advantage is the availability of trade books for about any topic or subject matter.

The authenticity of text presented in trade books has been researched (Ackerman, 2013). While the article concludes well-documented history accounts are available in many trade books, teachers must be cautioned that not all trade books are equal in content and must assume responsibility for providing accurate information to their students. As an example of historical accuracy, *January's Sparrow* a 2010 award winning social studies trade book, depicts actual events of fugitive slaves in the 1840s and 1850s and gave teachers the perfect setting for detailing historical facts (Polacco, 2009). Ensuring sources are credible is an important part of selecting trade books for the classroom and teachers must research the appropriateness of what they present to their students. To confirm literature mirrors non-fiction sources authors suggest using a handout to record basic facts about the trade book such as the author and the illustrator (Ackerman, 2013). Additional questions may include identifying what characters in the story are meant to depict actual historical people and what themes are significant in the book (Ackerman, 2013). Questions such as these help students deepen their thinking and thus their learning experience.

Many historical fiction trade books have been able to accurately portray history. Classic books such as *Uncle Tom's Cabin* (Stowe, 2011) and *Sarah Plain and Tall* (MacLachlan, 1987) give readers an idea of what life was like for people during that point in history. Mary Tyler Rycik and Brenda Rosler (2009) researched well known historical fiction trade books and paralleled them to non-fiction texts. They concluded reading historical fiction provides students with a vicarious experience for places and people they could not have otherwise known. Often, historical trade books allow students to see history through a child's point of view which may provide opportunity for emotional engagement. Students who are able to emotionally relate to material they read will also be better able understand the information presented in the text.

Although students are able to emotionally connect to trade books, there is little research to substantiate the authenticity of trade books used in the classroom. Since a large number of trade books and their authenticity have not been fully researched their usefulness in the classroom may be inhibited. Henning (2006) compared a variety of Christopher Columbus trade books to assess student's ability to make connections to their real world situations regardless of different author bias. The students were able to articulate how an author can influence a historical event as it is developing and discovered students were capable of expanding their capacity in recognizing author bias. When Williams (2009) examined representation of slavery in America, she discovered books depicting slavery as vague, with partial insights, and little to no violence. The depictions of how slaves were treated, when read in isolation; give the reader little insight into the lived reality for a slave during that time. Sugar coated and lightly touched upon historical accounts of slavery were the cornerstone of most trade books detailing slavery for elementary aged children. These examples of historical misrepresentations make it necessary for teachers to supplement learning and carefully critique what values are being represented in the trade books they choose for their classrooms.

While evaluating that the quality and accuracy of the text presented to students is essential, it is also important to look for author bias. Whether intentional or unintentional, authors bring his or her values and perspective to a narrative (Ackerman, 2013). Few narratives are completely accurate nor can an author take into account every relevant perspective (Ackerman, 2013). Stories about real events require teachers to evaluate how to add value to historical depictions regardless of any exaggerations or myths presented in the text. Despite these pitfalls, many social study trade books are aligned with state and national standards and incorporate children's interests (Henning, Snow-Geron, Reed, and Warner, 2006). Nevertheless, in order

to adequately prepare their students academically, teachers must take both these advantages and pitfalls into consideration and prioritize quality content that meets the requirements of the CCSS. Additional criteria in the College, Career, and Civic Initiatives (hereafter, C3) are also important components for teachers to incorporate into classroom instruction.

Common Core State Standards Initiatives. The CCSS demand students, regardless of grade, proficiently read complex literature and informational text. Students are to learn to delineate and evaluate arguments and specific claims in text. Additionally, students are to examine the validity of the reasoning as well as the relevance and sufficiency of the evidence. The CCSS (2010) also requires that reading be divided equally between complex literature and informational text. Greater emphasis has therefore been placed on more cognitive tasks such as creating historical thinking through analyzing historical text as opposed to simply memorizing facts in a textbook.

The CCSS Informational Text–Key Ideas and Details (2010) section of the initiative has second grade students make connections between a series of historical events, scientific ideas, or concepts in text. As student's progress into middle school the CCSS requires ninth grade students to analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them. Students who are able to make these connections are able to analytically think about informational text and thus, have greater understanding of ideas presented. For students to accomplish these tasks, however, teachers must be aware of the historical representation within the content they select. In order to develop these understandings teachers may use C3 to promote historical thinking.

College, Career, and Civic Initiatives. To foster developmentally appropriate historical thinking, elementary social studies education researchers encourage teachers to immerse young students in historical informational texts. Thus, the C3 2012 have set in place criteria to help guide teachers so that all necessary components of initiatives are covered in the curriculum. Teacher competency in social studies content is required so that they can determine the accuracy of the material (Ackerman, Howson, & Mulrey, 2013). Finding credible sources is one of the many aspects of teaching literacy. Another important aspect in assigning appropriate content is the amount of detail given surrounding a particular event, person, or place in time. In order for teachers to meet the CCSS reading standards and to meet the C3 standards, teachers must evaluate the trade books effectiveness at meeting those standards. The C3 (2012) framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world.

The initiatives place emphasis on the understanding and evaluation of change, establishing continuity over time, and making appropriate use of historical evidence by answering questions and developing arguments about the past (CCSS, 2012). The framework is a powerful guide to help each state strengthen their kindergarten through high school social studies curriculum by establishing fewer, clearer standards for instruction in civics, economics, geography, and history. It can also be used by teachers, school districts, and curriculum writers to strengthen their social studies programs. This is illustrated by its ability to enhance the rigor of the individual disciplines, build critical thinking, problem solving, enhance participatory skills vital to engaged citizenship, and align academic programs to the CCSS for English Language Arts and Literacy in History/Social Studies (C3, 2012). Also involved is locating and assessing historical sources of many different types to better understand the contexts of given historical eras as well as the perspectives of different individuals and groups in geographic units that can range from the local to the global.

The reading anchor standards have students acquire, develop, and make claims regarding information obtained through reading (CCSSO, 2012). This aligns with C3's initiative of reading closely for meaning, determining main ideas, identifying details, structure, purpose, as well as the source type, claims emitting from the sources, and comparing among multiple sources. The ten *Anchor Reading Standards* offer a foundation for social studies inquiry. Together, the standards offer a comprehensive picture of a skilled reader who is prepared to effectively evaluate sources during the process of inquiry (CCSSO, 2012). Trade books are a viable resource available to teachers to help them meet these anchor standards requirements. Of course, assessment is necessary to evaluate the effectiveness of trade books in the classrooms. The Partnership for Assessment of Readiness for College and Careers (hereafter, PARCC) is one such assessment currently in use and specifically evaluates whether students are meeting CCSS standards.

Partnership for Assessment of Readiness. The CCSS (2010) states students starting in grade three proficiently read grade-appropriate complex literature and informational text by demonstrating they can ask and answer questions by referring explicitly to a text. Students are expected to delve deeply into texts to uncover both the central message and its supporting details. The PARCC (2012) requires students to demonstrate their ability evaluate gathered resources for their relevance, and report on information and ideas they have investigated. This online assessment provides teachers with timely and specific feedback.

Competent historicity, use of the initiatives and standards in the classroom are necessary to assist student learning. Teacher competency and responsibility as well as the supports provided to guide and assist the teaching professional have been detailed. To better understand how trade books represent historical figures, it is necessary to study a historical figure. Benjamin Franklin is a world-wide historical figure whose accomplishments are worthwhile and necessary to understand. To examine the importance of his accomplishments a brief outline of his life will be detailed.

The Historical Significance of Benjamin Franklin. Benjamin Franklin was a man of many talents who is well known as a scientist, an educator, entrepreneur, diplomat, and inventor. He was born on January 17, 1706 to Josiah and Abiah Folger in the bustling town of Boston, Massachusetts. Very early in Ben's youth he exhibited cleverness and ability to work with his hands using tools, making and repairing items. He also showed his strong mental and physical attributes while working for his father in his candle shop, but he expressed a strong inclination to work on the sea. He was fascinated by the shipping industry and its cargoes of silk and spices from the Orient, slaves for West Africa, rum and molasses from the West Indies, manufactured goods from Britain and foodstuffs and other raw and partially processed materials from elsewhere in the North America (Brands, 2010). Josiah, who had lost one son to the sea and did not want to lose Ben as well, encouraged him to work as an apprentice to his brother James in his print shop. Ben complied and quickly showed his adept ability at both the physical and mental aspects of printing.

While working for James he secretly wrote in the name of Mrs. Dogood in defense of freedom of speech. The two brothers had a difficult relationship and at age seventeen Franklin left for Philadelphia and abandoned his apprenticeship which was illegal. After a few months in Philadelphia, he left for London, England, where he learned more about printing. He later returned to Philadelphia at the age of 20 to continue his career in printing. By 23, Franklin was the publisher of the Philadelphia Gazette, and at age 27 he wrote the first editions of Poor Richard's Almanac. Franklin would publish the Almanac annually for the next 25 years. The publications of Poor Richard's Almanac made Franklin a rich man, but he is most famously known for his inventions.

After retiring from the printing business, Ben found himself able to pursue his true passions of inquiry and invention. At the mid-mark of the eighteenth century, the science of electricity was in its infancy. Electrical phenomena were encountered, but it was considered a mysterious force. Although many toyed with the phenomena, no one knew what accounted for its effects, or how to erect a factual basis for the theory of electricity (Brands, 2010). During a time when homes and barns regularly caught fire due to lightning, Franklin's discovery of the lightning rod saved societies all over the world great amounts of time and money by protecting buildings from damage. Remembering an earlier experiment where he used a kite to glide across a pond, he designed an experiment using a kite, string, and key to conduct electricity during a thunderstorm (Farrand, 1961). He was able to prove electricity flowed from point A to point B which would forever change the manner of the study of electricity.

Countless other inventions are credited to Franklin, but dating his inventions is not always easy since Franklin did not patent what he invented (Farrand, 1961). He said that anyone who wanted to make money from his ideas was free to do so. While credited for the invention of bifocals, the Franklin stove, refrigeration, there are many other notable inventions still used to date. Franklin's good wits and the respect he garnered from men enabled him to also become an effective politician as well.

Franklin's public role in the fight for independence is well known. As one of four members of the Continental Congress assigned to write the Declaration of Independence and later, as ambassador to France, he became wildly popular with the colonists - plural (Brand, 2010). Franklin was able to convince the French to sign a treaty of alliance which ultimately helped aid the colonies to win the Revolutionary War (Carrol, 2006). Following America's independence, Franklin continued to shape the nation when he signed the Constitution as one of his last public acts. He died in 1790.

Benjamin Franklin was a man of many talents; a man who in a multitude of ways has helped shaped our current society. His accomplishments are worthy of commemorating, studying and understanding. For decades primary grade classroom shelves have been filled with fiction books. While fiction books can have a restricted value in the classroom, they also impart a less rigorous understanding of the real world. Contributing to this issue is that most of the books previously available to primary grade students have been fiction. Now that the CCSS are in place, non-fiction texts are becoming more readily available for teachers to use in the classroom. As a result, teachers face new and exciting challenges as they find, choose, and incorporate nonfiction into their instruction (Palmer, 2005). The CCSS focus on text complexity and the ability to comprehend complex texts is one of the most significant factors differentiating college-ready from non-college-ready readers. To prepare students for college and career, the standards include a staircase of increasing complexity in assigned texts (Alberti, 2013).

One way teachers can add rigor to their classroom reading is by incorporating children's trade books. Trade books can build knowledge through content-rich nonfiction in history, social studies, science, and the arts. The exposure to these content areas in elementary school is crucial for later reading growth and achievement (Miller, 2013). Many trade books also offer fictional stories intermingled with facts. For example, in the book *I am Rosa Parks* young readers are provided a thought-provoking story of what it was like to be Rosa Parks on that bus in 1955. Although, the story glosses over some of the details of actual events, it does provide an avenue for thoughtful conversation and exploration of what did happen on that day. The intent is to use trade books as helpful supplements to historical accounts.

As important as it is for teachers to incorporate a multitude of trade books about a specific topic in the classroom, they must use caution about the validity of the books they give students to read. Not all trade books give accurate depictions of historical events and, if not used correctly, can cause more misconceptions than understandings. Teachers cannot rely on online summaries and/or reviews to be accurate. The writers

of summaries and reviews are usually parents or teachers or those with a vested interest in the sale of the book. Teachers are thus left to literally judge a book by little more than its cover (Bickford, 2016). Although some research has been conducted on the authenticity of children's trade books, more research is still needed to provide and protect an authentic learning experience.

Trade books do not have the same review processes as do textbooks and are therefore highly differentiated in quality and authenticity depicting actual historical events. When choosing a trade book, teachers must first determine if the book they are selecting is appropriate for classroom use. In order to help teachers better understand what is and what is not a good Benjamin Franklin trade book to use in the classroom, research needs to be conducted and summarized.

Reading and writing portions of the CCSS emphasize using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students to respond to questions they can answer solely from prior knowledge or experience, the standards prioritize questions that require students to read texts with care (Alberti, 2013). Trade books offer a way for students to analyze and defend claims, but they must be used in conjunction with textbooks and primary sources.

As the standards for education become more rigorous in the 21st century, the elementary teacher must research and evaluate additional nonfiction sources that can provide a relevant and engaging learning experience. Trade books are an available resource, but due to the risk of author bias and or selected emphasis, it is imperative teachers evaluate their content for accuracy and sufficiency. When contemplating the tremendous impact many historical figures, like Benjamin Franklin, have made on the world, it is essential to preserve an accurate account of their contribution that will benefit future generations. It is the goal of this paper to make some small strides toward that goal.

Methods

My research up to this point has indicated textbooks are unable to accommodate the wide range of learning styles and reading levels found in classrooms today (Schroeder, 2009). In response to these limitations, textbook usage by North American teachers has diminished, especially in the early grades (Tolman, 1998) and trade books have been suggested as an alternative source for supporting early learning (Ebberts, 2002). As students face the challenges of learning new complex vocabulary terms trade books offer an avenue of learning for students to understand historically complex text. Since trade books are primarily used in early elementary grades, the focus of my research will be for Benjamin Franklin trade books intended for grades kindergarten through third.

I will use a qualitative, open coding approach to research children trade books about Benjamin Franklin. I will examine all available trade books that focus on his accomplishments. This data pool will be descriptive and broad as it establishes important categories grounded in the open coding research process. While researching, I used the content analysis tool (see Table 1) and adapt the tool as necessary to accommodate new and pertinent information discovered. The aim of this process will be to assemble or reconstruct the data in a meaningful and comprehensible fashion (Jorgensen, 1989). Resources will be gleaned from popular stores like Barnes & Noble and Amazon, in addition Eastern Illinois University's Booth Library, and Illinois Heartland Library System. After close reading each book, an open coding content analysis of how Franklin is represented will be outlined and categorized. Major concepts will be labeled and identified as significant facts arise as the data is evaluated (Seidel, 1998).

Once the data has been collected using the content analysis protocol (See Table 1) a detailed summary of how each book portrays Franklin will be included. Specifically misconceptions, omissions, and the overall breadth of the information presented in each book. As significant themes emerge, suggestions will be made on how teachers may effectively and accurately use primary sources and other strategies to supplement Franklin trade books in the classroom.

Table 1 Content Analysis

1. Biographical information
2. What was the expected age or grade of the reader?
3. What was the genre?
4. Were primary source documents included?
5. Did the book incorporate primary resources? Were any primary sources mentioned in the preface, afterward and author's note?
6. Were there any parts of the book that just seemed historically inaccurate or implausible?
7. How was Benjamin Franklin primary portrayed in the book? (Was he exceptional in one specific area such as: inventor, scientists, ambassador, writer, politician, printer, etc.).
8. How did the author represent Franklin's dispositions, attitude, motivation and behavior?
9. Did the book mention his impact on the current day use of his inventions? (Such as the invention of the library, hospital, firehouse, street lamps, bifocals, harmonica, Franklin stove, etc.)
10. How does the book portray his impact on the American Revolution? The Declaration of Independence and the United States Constitution? (Does it mention his character, relationship with France, as an ambassador, his long stay in France to resolve issues, his change of mind concerning the separation of the 13 colonies and Britain?)
11. Which historical movements were recognized within this book?
12. What does the book say about his character and impact on people? How did his writing, endorsement, theology impact colonial thinking? How did he change the way people viewed things?
13. How did the author represent Franklin's attitude, motivation, and behavior towards helping others?
How did the author represent Franklin as a family man?

Findings

To determine the historical representation of how children's trade books portray Benjamin Franklin, patterns were noted and significant findings were reported. Some inquiries proved fruitless. For instance, there appeared no notable patterns based on date of publication. Other queries were successful. Each subsequent section will begin with a historical summary of content analysis and will then detail findings collected from the data pool. Five major sections will be detailed about Franklin's life and accomplishments including his childhood and childhood inventions, his life as a printer and writer, as a scientist and inventor, as a politician and ambassador, and as a family man.

Franklin's Childhood and Childhood Inventions. When Franklin was six years old, his father Josiah moved the family to the downtown business district which was closer to his candle shop. Its close proximity to Mill Pond, which flowed into the Boston Harbor, would provide Franklin with an opportunity to not only follow

his boyish pursuits, but also develop his curious mind. Although Franklin worked for Josiah in the candle shop he longed to spend every waking minute wading and fishing (Krensky, 2002). It was during this time he taught himself to swim and had his first meaningful experiment. Franklin decided to use the power of the wind and a kite to carry him across the mile wide pond without swimming (Fleming, 2003). It worked, the kite pulled him from one side of the pond to the other with ease, and without any undue fatigue. Shortly after that experiment, he decided he wanted to swim faster than his friends so he made flippers for his hands and feet. They indeed did make him swim faster and were one of his first inventions still in use today.

Franklin's passion for water and the fact that he lived close to the bustling Boston Harbor created a great desire to work in the shipping industry. Since most of the merchandise the colonists used was still being shipped from England, it was common for boys to begin working on sea boats at a very young age. But one of Franklin's brother's had been lost at sea and thus Josiah desperately wanted Franklin to do something other than work in the shipping industry. Although it was common practice to pass on learned skills from generation to generation, Franklin showed little interest in working in his father's candle shop. It was after working with his brother James in his printing business that Franklin showed an interest and aptitude for a printing career (Davidson, 1988).

Franklin was indentured in 1718 at the age of twelve to his elder brother James. Josiah paid James ten pounds to teach Franklin the printing art and paid for his food, lodging, and other "necessities." These indenture provisions were especially generous for those days. And, if Benjamin remained in the job, they specified he would receive a journeyman's wage in the last year of his apprenticeship when he became twenty one years old. Moreover his monetary stores increased when, just fifteen years old, he wisely arranged for a cash payment for his food from James (Brands, 2000). This provided a big financial advantage to him because he then ate only vegetables and fruit were cheaper than meat. Out of these savings he purchased books. Benjamin quit, however, before he completed the nine years of apprenticeship specified in the indenture. He stated it was because of quarrels with James who, he says, sometimes beat him (Brands, 2000).

In regard to these historical facts, 63% ($n = 20$) of the books highlight Franklin's childhood working in the candle shop for his father Josiah. Yet a noticeable portion ($n = 8$; 25%) neglect to mention Franklin went to school for two years to learn to read and write, but due to the high costs was pulled out of school to work for his father. Josiah knew Franklin was exceptionally bright and hoped he would become a clergyman. However, after just a short time in school he knew Franklin was not pious enough to become a minister which was further illustrated when he tried to bless an entire winter provision of meals to save time from praying before each meal. (Fleming, 2003).

Only 22% ($n = 8$) of the books detail how nine year old Franklin successfully completed his first experiment using the power of wind to pull him across Mill Pond and less than 9% ($n = 3$) detail his love for swimming which inspired him to invent swim flippers. More than half ($n = 17$; 53%) the books either omit or vaguely mention how Josiah indentured his son to his brother James for nine years of his life. Less than 13% ($n = 6$) detail how after just one short year Franklin learned all he needed to know about the printing business. And it was then, to ease his curiosity and boredom, he began to secretly write essays to his brother's newspaper under the name Silence Dogood.

Only two (6%) of the books mention Franklin's relationship with his mother, perhaps because during this era women were vastly undereducated and had primary roles of raising children and maintaining the home. It is because of her love for books, however, that Franklin was able to learn to read at the age of three years old (Burke, 2003). Also vastly understated is how Franklin came to be so learned and knowledgeable. He had very little education, yet there is frequent mention to his 'good wits and character'. There is no

references to how minister Cotton Mather gave Franklin access to his personal library (Brands, 2000) or how Matthew Adams who owned a book store would allow him free access to the books so long as he returned them without blemish (Farrand, 1961).

The trade books reviewed also omit his relationship, except for James, with his other sixteen siblings. This may be due to many of them being much older than Franklin and he therefore did not live with many of them. He was also the youngest son, born tenth in line and can only recall one time when every sibling was present for a family dinner. However, he did have a close relationship with his sister Jane Franklin and wrote her more letters than any other person and on her fifteenth birthday gave her a spinning wheel (Farrand, 1961).

Franklin as a Writer and Printer. Franklin longed to be an outstanding writer, so at age twelve he began teaching himself how to write. He found another boy close to his age, John Collins, who also wanted to learn to write. The two began exchanging letters and critiquing one another's work. When Franklin would read the newspaper the Spectator, he would jot down the ideas from the articles (Fleming, 2003). Then he would later try to re-write the articles, finding faults in his writing and correcting them. He also began writing in ballads to grow his vocabulary and would force himself to learn new words to fit the rhyme. Afterwards he would turn it around and re-write the piece in prose (Fleming, 2003). He did this over and over, sometimes working through the night, until he was satisfied with his writing. This consistent practice considerably helped develop his literacy skills.

Franklin's earliest published writing came during a time when his brother James was under fire for his newspaper being irreligious. James and a few of his cohorts began writing under various pen names to the newspaper to give the appearance of support for its style. Franklin, who was not asked to join the cause, disguised his writings under the name Silence Dogood for which James happily published. Over the next six months Franklin wrote these letters, until it was revealed that he was the author and James then ceased to publish Dogood. After that, James became increasingly resentful towards his brother and his aptitude for writing and printing. By age seventeen Franklin was as proficient at the craft as many masters. When the situation with James continued to grow intolerable, Franklin broke his indenture, sold his books, and paid for passage to New York.

The passage to New York proved to be dreadfully long and caused Franklin to wish for home. Worst yet, upon arrival there was only one single printer, William Bradford, who had no work for him. He did, however, have a son Andrew who operated a print shop in Philadelphia and who had just lost a journeyman. Franklin left for Philadelphia but was once again discouraged to learn Andrew had just hired a journeyman. Understanding his dilemma, Andrew introduced Franklin to competitor Samuel Kiemer who was able put Franklin to work in his shop. Although his equipment was less than equivalent to what James had in Boston, Franklin proved to be an asset to the shop (Brands, 2000). Franklin had been staying with Andrew but now he had a steady job and needed to find a long term place to live. Kiemer suggested he stay at the local carpenter John Reid's house. The home in which his daughter Deborah Reid, and the future wife of Franklin, also lived.

The Governor of Pennsylvania, William Keith, learned of Franklin and his printing talents and encouraged him to begin his own printing business. Such a venture would be costly but with the governor's support Franklin sailed back to Boston to ask his father for a loan. Although happy to see his son alive, and willing to forgive the broken agreement with James, Josiah did not financially support Franklin's request (Brands, 2000). Franklin returned to Philadelphia with no more additional monetary support than when he left. Regardless, Keith stated a desire to financially support Franklin to start a printing business of his own and

told Franklin to draw up a list of equipment and supplies he would need from England. They were to be ordered at once (Brands, 2000). However, once back in England, Franklin learned the governor's talk was just that and no provision was forthcoming to help get Franklin his equipment. Franklin once again found himself in a new city with no job and no money to return home (Brands, 2000).

Despite the disappointment, Franklin remained in London and began working as a printer for Samuel Palmer and then later for a larger shop owned by John Watts. While in London Franklin enjoyed the wiles of women, theater, and coffee houses. He also published his first pamphlet: "A Dissertation upon Liberty and Necessity, Pleasure and Pain" (Lemisch, 1961). Yet, after just a year in London, Franklin began to miss Philadelphia and started working as a bookkeeper for Thomas Denham, a merchant who promised to loan him the money to return home (Farrand, 1961). With Denham's support Franklin returned to Philadelphia in 1726 and began working once again for Kiemer, until he purchased the Pennsylvania Gazette from him in 1730. In that same year Franklin is elected the official printer for Pennsylvania. He continued on to be a great writer in many other ways as evidenced by the *Poor Richard's Almanac*, *Thirteen Virtues*, *The Whistle*, 'Fart Proudly' a compilation of writings geared to poke fun of the Royal Society, and perhaps most famously for his assistance in writing the Declaration of Independence.

Over half ($n = 18$; 56%) of the books detail Franklin as a writer. Of those books 28% ($n = 9$) vaguely detail his writing and 16% ($n = 5$) omit his abilities as a writer completely. Trade books that omitted him as a writer instead focused on his other accomplishments, for example the discovery of electricity and his impact on the American Revolution. Similarly, over half ($n=18$; 56%) the books explicitly detail Franklin's printing background. Although these books mention him as a printer, 22% ($n = 8$) of the books completely omit his work as a printer and the remaining 22% ($n = 8$) vaguely mention his work as a printer.

Franklin as a Scientist and Inventor. In 1748 Franklin retired from the printing business but remained a silent partner with David Hall leading the business. He celebrated retirement by moving on to the study of electricity. Electricity was in its infancy and Franklin became obsessed with it. He once again became a self-educated student of inquiry and began performing electrical shows for the Royal Society. He tested electrical behavior and concluded there are two states of electricity. He also discovered the principle of the electrical condenser, a mechanism that would eventually be used in radios, televisions, and telephone circuits (Lemisch, 1961).

After learning and testing how electricity worked, in 1751 Franklin published a pamphlet called *Experiments and Observations on Electricity Made at Philadelphia in America* (Krensky, 2002). The pamphlet detailed the questions, insights and suggestions concerning electricity. One of the questions asked was if lightning is made of electricity? His son William, then twenty-four, helped his father fly a kite during a thunderstorm with a key on the end of it. When Franklin touched the key he felt an electrical shock and proved lightning was indeed an electrical force. He used this new revelation to design the lightning rod which changed safety standards for buildings. Franklin's scientific curiosity, and often reasonable approach to solving everyday problems, led him to make dozens of inventions throughout his lifetime.

The invention of bifocals was the result of a dilemma Franklin faced daily. He needed two different pairs of glasses, one to read up close and the other to read far away. He decided to cut the lenses in half and marry the two lenses into one pair of glasses. Another example of how Franklin used every day problems to find solution was the invention of the Gulf Stream map. Since Franklin had traveled many times between America and Europe, he had noted how the ocean current carried ships from west to east with ease, but when ships traveled in the other direction sailors had to fight the current and the trip consequently took

much longer (Schanzer, 2003). Thus, Franklin made a map detailing the location of the Gulf Stream current and helped sailors therefore avoid the currents and save time.

Franklin's ingenious inventions often were the result of improving existing products or services already being used in England or by colonists. Fireplaces were the primary heat and cooking source in most homes. Franklin realized people were dying every year because of the various hazards of indoor stove. And, since there was also a wood shortage at that time, he set out to invent a fireplace that would be safer and more efficient (Bellis, 2016). In 1742, at the age of 36, Franklin invented the Pennsylvania Fireplace, which eventually came to be known as the Franklin Stove. Also, while in England he admired the way they responded to fires and took note of the methods used for distinguishing the fires. Mimicking what was being done in England, he started the first fire department; and is also credited for starting the first hospital, library, and Pennsylvania University. Often frustrated by the slow, unreliable mail system he became the first post master who, while mapping out mail routes, invented the odometer to track the shortest distance between routes (Barretta, 2006).

Franklin's constant inquiry and observations resulted in widespread discoveries ranging from understanding insects, health and wellness, and earth and space. For example, his observation of insects caused him to conclude many things like flies having a great number of eyes fixed to their head. This caused him to understand they do not need to turn their head or eyes to see (Byrd, 2012). Another time Franklin placed different colored fabric squares on the snow and noticed darker squares sank faster than the light colored squares proving that darker colors observed more light and are therefore warmer (Byrd, 2012). After observing the earth's soil he concluded the earth was once covered by water, since seashells were found in high places above sea level. He observed and recorded comets, eclipses, sunspots, and the transit of Venus and mars. He began logging and publishing the moon cycles in his Poor Richard's Almanac. He was also the first to recommend daylight savings time. (Byrd, 2012)

Franklin's fame as an inventor is evident in children's trade books with more than 66% ($n = 20$) of the books explicitly mentioning his inventions in one way or another. This percentage is higher than any other topic concerning Franklin, making it the number one featured trait covered in children's trade books. Only 16% ($n = 8$) of the books vaguely mention him as an inventor and only 13% ($n = 4$) have omitted it entirely. Books that omit his inventions instead completely concentrate on other facets of Franklin. Still, the majority of books often detail only one or two Franklin's inventions, with the invention of the bifocals and the Franklin stove being mentioned most often. There are only five ($n = 16\%$) books that mention his invention of the odometer and only four books that mention his invention of the harmonica. One invention that did not gain much attention was a chair that turned into a ladder so he could reach things on high shelves (Burke, 1957).

Franklin as a scientist in children's trade books discuss him mostly as the person who discovered lightning has electricity. Although half ($n = 16$; 50%) of the books detail him as a scientist, nearly all of them focus on his advancements with electricity. There is little mention to how he studied earth and space to develop the moon cycles, or how he introduced daylight savings time. None of the books discuss how his was the first catheter made in America and how he did many experiments related to electrical treatment for paralysis. Unfortunately, none of the paralyzed patients he treated illustrated permanent cure. Nor do any of the books discuss how Franklin killed dozens of turkeys conducting scientific experiments on them, though, of course, he ate them all.

Franklin as an Ambassador and Politician. During the 18th century, France and Great Britain often battled each other for control of North American land. In 1748 Franklin was elected to serve on the Philadelphia

Common Council which determined laws for the city. During this time Franklin even served as a judge, although he had no formal training (Burgan, 2009). In 1751, he was elected to the Pennsylvania Assembly. The French and Indian War began while he was a member and the assembly asked Franklin to go to London in 1757 to help resolve the battle over taxes in the colonies. He spent the next five years in Britain with his son William at his side persuading the British to tax the Penn family, who founded Pennsylvania and were the largest land owners in the colony (Burgan, 2009). The resulting tax money helped finance the war and when Franklin returned to the colonies in 1762 the war between Britain and France had ceased.

The price of winning the war against the French had been expensive and Britain believed the colonies should help pay for its expenses. Consequently, in 1765 Great Britain began taxing the colonist on stamps and all other paper goods (Olsen, 2006). American colonists were angered by the tax and began boycotting British goods. Franklin went to England to try to settle the disputes between the colonists and British leaders, and succeeded convincing them to drop the Stamp Act. However, they began taxing the colonists on tea. On December 16, 1773, a group of men in Boston dumped 342 chests of tea into the Boston Harbor (Olsen, 2006). In 1774, letters from the Massachusetts governor Thomas Hutchinson were released suggesting the governor wanted British troops to deny the colonists their right to make their own laws. Franklin was summoned before the British parliament, humiliated and stripped of his post master title. This, along with the death of his wife, and the worsening relationship between the colonies and Britain, made Franklin realize the colonies could no longer be a part of Great Britain and he sailed back to Philadelphia in 1775 (Burgan, 2009).

While traveling back to the colonies, Franklin learned that Great Britain and the colonies were fighting. Shortly after his return the Revolutionary War began. Franklin was almost immediately asked to help form the Continental Army with George Washington who would serve as the military leader. Franklin went to France and for the next nine years worked to gain financial and military support from France to win the war. But before he left, in the year in 1776, Franklin helped Thomas Jefferson write the Declaration of Independence.

With the war won, the American government gave Franklin the job of ambassador to France where he would work to negotiate peace with Great Britain (Olsen, 2006). In 1783, the British signed the Treaty of Paris, finally ending the Revolutionary War (Lemisch, 1961). Although Franklin loved Paris, the many years away from his family had taken their toll and he was ready to go home to Philadelphia. When he returned in 1785, crowds gathered to cheer in appreciation for all he had done to help America win the war and become independent of any rule. Franklin hoped to retire upon his return but there was still one job that beckoned his leadership: the development of the Constitution of the United States.

Yet, before Franklin had an opportunity to enjoy retirement, he was asked to become the President of Pennsylvania. Forming the first government was a difficult task, for when the war concluded the states went back to acting as their own country. They effectively ignored the congress that had been a strong presence during the war. Since congress needed a solution to pay for the mounting bills, George Washington sent a letter to the thirteen colony governors and asked them to attend the constitutional convention (Fleming, 2003). In 1787 the delegates worked for five months to create the Constitution. Many thought Franklin should be the President of the convention, but he bowed out and recommended that his friend George Washington instead lead the convention. However, it is Franklin who saved the convention from falling apart when disputes arose over its content. He offered there be a two-house system of government, a House of Representatives and a Senate, which would become known as the Great Compromise (Fleming, 2003).

Of the books read, 38% ($n = 12$) explicitly represent Franklin as a politician, while half ($n = 16$; 50%) represent him as an ambassador. Over 40% ($n = 13$) of the books vaguely discuss Franklin as a politician and

16% vaguely mention him as an ambassador. Within the books that do discuss Franklin as either a politician or an ambassador, 44% ($n = 15$) explicitly mention his impact on the American Revolutions and 42% ($n = 14$) tie in his impact on both the American Revolution and the Declaration of Independence. Less than 19% ($n = 6$) explicitly detail, however, the roles he played with the writing of the Constitution but 47% ($n = 15$) vaguely mention him as being a part of the convention.

During the Constitutional Convention there began to be hushed conversations concerning whether or not slavery should be addressed. After all, the constitution clearly outlined freedom for all persons. However, congress was reluctant to tamper with the property rights of southern states. After the Constitution was written and signed by the states, Franklin wrote a letter to Vice President John Adams petitioning congress to end slavery. Because the letter came from Franklin the inquiry was taken seriously and discussions lasted for nearly six hours (Fleming, 2003). Unfortunately, congress determined they did not have the authority to end slavery, which saddened Franklin.

Of the books researched, only a few ($n = 3$; 9%) books detail Franklin as opposed to slavery. And, interestingly enough, Franklin did own several slaves throughout his lifetime. He did not, however, always believe they had equal rights. In 1731, his Pennsylvania Gazette did detail the number of slaves impacted by smallpox, their value in terms of money and the financial impact the death of slaves had on the city (Fleming, 2003). He did receive a fair amount of criticism from the British government in 1757 for which he was seeking independence. They had outlawed slavery and questioned how Franklin could advocate for America's freedom when they kept slaves of their own. By 1760 Franklin had released all of his slaves.

Franklin as a Family Man. While Franklin was successful in many facets of his life, his family life may be the exception. In Franklin's autobiography he details marrying Deborah Reid September 1730; however, many records indicated they were married only by common law (Lemisch, 1961, Brands, 2000). Additionally, Franklin had a son, William, prior to his common law marriage to Deborah. The mother of William was never identified, but some suspect he was born by one of Franklin's servants (Brands, 2000). Deborah raised William, but never much cared for the boy, often ignoring him and treating him as an illegitimate child. In 1732, Deborah gave birth to Frankie Folger Franklin, but the smallpox disease swept through the city and took Frankie's life. It was ironic for smallpox inoculations were fairly new and Franklin had advocated for their use. Franklin even a half a century later would write how he regrets never gave the boy the inoculation.

In 1733 Franklin's brother James grew ill and, after sharing his affection for his younger brother, he asked him to look after his son James after his death (Brands, 2000). Franklin, who had never gotten over the fact that he left his brother prior to the completion of his indenture agreed to raise the boy and teach him the printing business. Deborah seemed agreeable to the arrangement; however, the boy was shipped off to boarding school until 1740 where he then came to live with the Franklin family. In 1743, a third child was born and named Sarah after Deborah's mother and would carry the nickname Sally. Sally proved to be a true Franklin, she was a lover of books, industrious, and had every virtue of a woman (Brands, 2000).

Franklin's travels to the Europe extended for more than twenty five years. William and James had reached adulthood, but Sally was in her teenage years during his absences. William was an adult and went with his father to Britain in 1757, but Deborah refused to leave Philadelphia for fear of sea travel. Franklin and Deborah corresponded regularly but the many years apart did take their toll on their marriage. Deborah was aware that Franklin was pleasing to the women in France, and that he did indeed indulge them and return their affections with flirtatious behavior (Fleming, 2003). Deborah's last days were spent lonely and in poor health. She died while Franklin was overseas in 1774. Franklin implied little remorse for leaving her during her aging, ailing years (Farrand, 1967). Having just lost his wife, he was also losing his son William who

began expressing loyalty to Britain. William proved to be a loyalist and in June 1776 William Franklin was sent under guard to Connecticut to be imprisoned (Farrand, 1967). Franklin, serving in Congress, declined to intercede for his son. The Declaration of Independence was signed one month later. Father and son never reconciled differences.

Franklin spent the vast majority of his aging years in France. He loved France and often contemplated making it his permanent home. He did find another love after Deborah's death and her name was Madame Helvetius. He would frequent her house and the two would write very detailed love letters. Franklin proposed marriage to her, but she rejected his offer (Fleming, 2003). Despite his love for France and for Madam Helvetius, Franklin decided that after signing the Treaty of Paris he would spend his remaining years in America. Upon his return he resided with his daughter Sally, who took care of her father in his latter years. Franklin enjoyed his final years with Sally's children on his knee. Franklin died in Sally's home of pleurisy in 1790; his funeral had over 20,000 attendees.

Of all the books read, Franklin's life as a family man is the most under represented area of his life. Only 19% ($n = 10$) of the books explicitly detail some aspect of his family life and of those books none detail how Franklin raised his brother James namesake. Over half ($n = 17$; 53%) of the books completely omit Franklin as a family man. One book mentions Deborah as a "partner", indicating they were married by common law and one book mentions William betraying his father by siding with the British.

Implications

The purpose of these findings is not intended to criticize trade book authors for lacking in subject areas, but rather to be used as a tool for educators to select the best book for the topic they wish to discuss. It is understandable that trade book authors cannot cover every subject in great detail and therefore must concentrate on important facts or specific details. Hopefully, with the data collected, educators will have the capability to make informed decisions when selecting children's trade books about Benjamin Franklin. Detailed below are recommendations on how to fill those gaps.

Although research revealed 56% ($n = 18$) of the books detail Franklin as a writer and printer, the majority of the books detail only one or two major facts. However, the book *American Lives Benjamin Franklin* (Burke, 2003) outlines several accomplishments as a writer and printer. The book is in chronological order, which details Franklin's major life events ranging from childhood inventions to life as a printer and writer and to life as an ambassador and politician. However, the book highlights three primary sources relevant to him being a writer and printer such as Poor Richard's Almanac (Primary Source 7), the Pennsylvania Gazette (Primary Source 14), and Declaration of Independence (Primary Source 12). It also has a one to two page summaries highlighting major accomplishments in his life with pictures that accurately represent the subject material. Another helpful book to encourage young writers and readers is *The Hatmaker's Sign* (Fleming, 2003). This book tells the story of how Thomas Jefferson felt discouraged by the Continental Congress' initial response to his Declaration of Independence. Figure 12 and Figure 13 show a rough draft Declaration of Independence and the final copy.

A major gap exists in children's trade books about Franklin's family life ($n = 6$, 19%). Although it may be unnecessary to teach elementary students about this aspect of his life, it is important for elementary students to learn and understand about his determination and perseverance, his life-long curiosity, learning aptitude, and application of ideas that have impacted modern society. Educators may use primary sources to highlight this way of thinking and discovery by researching his inventions (Primary Sources 1, 5, 6, 8, 11, and 15). To help students develop their own innovative thinking, educators may read *Now and Ben*, *The Modern Inventions*

of *Benjamin Franklin* (Baretta, 2006) which has childlike drawings of his inventions and serves as a helpful guide for readers kindergarten through first grades. Nearly all of his inventions are highlighted either through text or drawing in this book.

Primary Sources and Activities

The Library of Congress and National Archive websites are helpful resources that give educators access to primary sources. The search by subject feature on their websites helps educators gain quick, easy access to millions of documents. Most can be downloaded and used in the classroom. Nearly all primary sources concerning Franklin's accomplishments can be found from one of these websites.

The C3 (2012) standards require that students build critical thinking, problem solving, and participatory skills vital to engaged citizenship. This can be accomplished by reading and using reference guide *Ben Franklin's Almanac, Being a True Account of the Good Gentlemen's Life* (Fleming, 1998) which features short story accounts of Franklin's life. The primary sources in this book are abundant, and feature drawings of Franklin, letters written by him, rare tidbits, and historical highlights. It also includes a user friendly index outlined by subject, a section detailing helpful websites by subject, a list of books geared towards young readers and a reference list by subject.

With half ($n = 16$; 50%) of the books detailing Franklin as a politician and ambassador, it may be helpful to create a timeline of events surrounding these specific accomplishments. Social Studies or English/Language Arts classrooms could take an in depth look at a piece of literature specifically focusing on this subject area. The *Life and Time of Benjamin Franklin* (Gillis, 2004) has a well-organized chronological style that is easy to read for first through second grades. Educators may also choose to use a less than traditional mode of literature by using the graphic novel *Benjamin Franklin: An American Genius* (Olsen, 2006). The graphic novels feature Franklin as a patriot and have a format that is appealing to most young students. The format details facts for each pictured scene and thought balloons detail what Franklin might have been thinking at that moment in time. Students can organize their thoughts by sorting key accomplishments and then making a timeline using Primary Sources 2, 13, 16, and 17. A lesson detailed through the traveling library exhibit, *Benjamin Franklin: In Search of a Better World* (Franklin & Marshall, 2008), explores Franklin's contributions to the founding of this country, and his high standards for work, citizenship, and contribution to community. The website also features classroom activities one of which is a two-day lesson plan that helps students understand the series of events surrounding the American Revolution. Students read about the American Revolution then practice putting the events in the correct sequence, and finally work in groups to illustrate the events. The illustrations may be used to construct a pictorial timeline of the American Revolution and displayed in the classroom.

Throughout his life, Benjamin Franklin was curious about the world around him and practical-minded in approaching problems. All of Franklin's discoveries and inventions, from his legendary kite and key experiment to his redesigned fireplaces, arose from his observation-based thinking and desire to improve daily life. Educators can help students understand the interrelationships among curiosity, need, observation, and invention by holding an "invention convention" for primary grade students. Students will read a variety of books such as *Benjamin Franklin Writer, Inventor, Statesman* (Nettleton, 2004), *Ben Franklin's Big Shock* (Cohen, 2006), and *When I Grow Up Benjamin Franklin* (Anderson, 2014) highlighting Franklin's inventions and study the facts about the circumstances that led to Franklin's inventions. Once they have studied the invention they will design their own invention. The inventions then go on display for each student to discuss and present to the classroom.

Conclusion

Included context tells the reader what is important to the author. It also reveals what personal bias or personal agenda they may wish to achieve. Conversely, it may represent a response to a neglected area and lend to emphasis regarding an important detail.

However, when information is excluded, there is a potential for taking information out of context and a risk of neglecting important contributions to a topic, which can lead to inaccuracy or incomplete information, and can be fundamentally misleading. Recently children's author Candace Fleming told a group of Marshall, IL students that the details is what makes history meaningful for students and educators should help students discover them, this discovery will make the person and/or relatable. She also said that when studying a topic teachers should help children understand the difficulties and challenges that arose surrounding the topic. Study the details and then incorporate the major facts, this the key to learning history (Fleming, 2017).

The patterns described above offer many suggestions in their importance. Patterns may implicate a society's current value or cultural emphasis. For example, if current events would illustrate racial tensions, more emphasis may be given to Franklin as a champion to treat all people fairly. On the other hand, if a society seeks to diminish emphasis on traditional family constructs, they may refer to Franklin's family life to illustrate success as independent of tradition.

Patterns may also suggest an important ongoing need. With over half of the books mentioning Franklin's political and ambassadorial roles, it is helpful to remind young generations of the need for civic duty and active involvement in the political landscape. A pattern suggesting ongoing emphasis is his role as a printer and writer. These skills are necessary to effectively communicate not just within a culture, but also for the benefit of future generations.

Ignored information may also indicate a pattern. The information may seem lackluster or have no evident interest to the reader. The information provided may seem inconsequential, supporting material may be lacking, or the sources conflicting. For example, the lack of information about Franklin's family life may be due to inconsistent information. It is also interesting that information is available for his scientific discoveries, but there is a lack of resource on the personal attributes that made them possible, Franklin provides a superb example of the importance of the necessity for curiosity, independent study, and perseverance in scientific discovery and improved quality of life for mankind.

Consequently, patterns provide insight. They provide insight into the attributes of the subject. An author's value system and priority is also discovered in the material they choose. Insight is also provided in a society's current evolution. Even financial matters may influence patterns. Thus, since these issues exist, it is important for teachers to provide accurate information that will help young learners develop the skills necessary to effectively learn, use, but also discern the information provided them.

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Appendix A-Data Pool

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Appendix B – Childhood and Childhood Inventions

Author	Publication	Lexile	Childhood	Childhood Inventions
Abraham	2002	150	Explicit	Omitted
Adams	2003	NA	Explicit	Omitted
Anderson	2014	770	Explicit	Vague
Barretta	2006	910	Vague	Vague
Boekhoff	2002	1050	Explicit	Omitted
Burgan	2009	910	Explicit	Omitted
Burke	2003	NA	Explicit	Explicit
Cohen	2006	NA	Explicit	Explicit
Davidson	1997	760	Explicit	Explicit
Fink	2002	890	Omitted	Omitted
Fleming	1998	410	Omitted	Omitted
Fleming	2003	1000	Explicit	Explicit
Furgang	2002	NA	Vague	Omitted
Gillis	2004	620	Explicit	Omitted
Gosda	2002	NA	Explicit	Omitted
Gosman	2011	NA	Explicit	Omitted
Krensky	2002	150	Explicit	Explicit
Lacey	2006	NA	Omitted	Omitted
McCurdy	2007	NA	Omitted	Omitted
Mara	2002	370	Explicit	Omitted
Mara	2015	580	Vague	Omitted
Murphy	2001	640	Omitted	Explicit
Nettleton	2004	610	Explicit	Omitted
Olsen	2006	NA	Explicit	Omitted

Pingry	2001	NA	Explicit	Explicit
Raatma	2001	NA	Explicit	Omitted
Rushby	2007	NA	Explicit	Vague
Rustad	2002	NA	Vague	Omitted
Sargent	2001	910	Omitted	Omitted
Schanzer	2003	NA	Omitted	Explicit
Staib	2010	540	Omitted	Omitted
Ussel	1996	150	Explicit	Omitted

Appendix C – Writer and Printer

Author	Publication	Lexile	Writer	Printer
Abraham	2002	150	Vague	Explicit
Adams	2003	NA	Explicit	Explicit
Anderson	2014	770	Explicit	Explicit
Barretta	2006	910	Explicit	Vague
Boekhoff	2002	1050	Explicit	Explicit
Burgan	2009	910	Explicit	Explicit
Burke	2003	NA	Explicit	Explicit
Cohen	2006	NA	Omitted	Omitted
Davidson	1997	760	Explicit	Explicit
Fink	2002	890	Omitted	Omitted
Fleming	1998	410	Vague	Omitted
Fleming	2003	1000	Explicit	Explicit
Furgang	2002	NA	Vague	Explicit
Gillis	2004	620	Explicit	Explicit
Gosda	2002	NA	Vague	Explicit
Gosman	2011	NA	Vague	Vague
Krensky	2002	150	Omitted	Omitted
Lacey	2006	NA	Omitted	Omitted
McCurdy	2007	NA	Explicit	Omitted
Mara	2002	370	Vague	Vague
Mara	2015	580	Explicit	Explicit
Murphy	2001	400	Explicit	Vague
Nettleton	2004	640	Explicit	Vague
Olsen	2006	610	Explicit	Explicit
Pingry	2001	NA	Explicit	Explicit

Raatma	2001	NA	Explicit	Explicit
Rushby	2007	NA	Explicit	Explicit
Rustad	2002	NA	Vague	Explicit
Sargent	2001	NA	Omitted	Omitted
Schanzer	2003	910	Vague	Vague
Staib	2010	NA	Vague	Vague
Ussel	1996	540	Explicit	Explicit

Appendix D – Inventor and Scientist

Author	Publication	Lexile	Inventor	Scientist
Abraham	2002	150	Explicit	Explicit
Adams	2003	NA	Explicit	Explicit
Anderson	2014	770	Explicit	Explicit
Barretta	2006	910	Explicit	Vague
Boekhoff	2002	1050	Explicit	Explicit
Burgan	2009	910	Explicit	Explicit
Burke	2003	NA	Explicit	Explicit
Cohen	2006	NA	Explicit	Explicit
Davidson	1997	760	Explicit	Explicit
Fink	2002	890	Omitted	Omitted
Fleming	1998	410	Omitted	Omitted
Fleming	2003	1000	Explicit	Explicit
Furgang	2002	NA	Omitted	Omitted
Gillis	2004	620	Explicit	Explicit
Gosda	2002	NA	Explicit	Explicit
Gosman	2011	NA	Vague	Omitted
Krensky	2002	150	Explicit	Omitted
Lacey	2006	NA	Explicit	Explicit
McCurdy	2007	NA	Omitted	Omitted
Mara	2002	370	Explicit	Explicit
Mara	2015	580	Explicit	Explicit
Murphy	2001	400	Vague	Vague
Nettleton	2004	640	Explicit	Explicit
Olsen	2006	610	Explicit	Explicit
Pingry	2001	NA	Explicit	Vague

Raatma	2001	NA	Explicit	Explicit
Rushby	2007	NA	Explicit	Explicit
Rustad	2002	NA	Vague	Explicit
Sargent	2001	NA	Vague	Explicit
Schanzer	2003	910	Explicit	Explicit
Staib	2010	NA	Vague	Vague
Ussel	1996	540	Explicit	Explicit

Appendix E – Politician and Ambassador

Author	Publication	Lexile	Politician	Ambassador
Abraham	2002	150	Vague	Omitted
Adams	2003	NA	Explicit	Explicit
Anderson	2014	770	Vague	Explicit
Barretta	2006	910	Vague	Vague
Boekhoff	2002	1050	Explicit	Vague
Burgan	2009	910	Explicit	Explicit
Burke	2003	NA	Explicit	Explicit
Cohen	2006	NA	Omitted	Omitted
Davidson	1997	760	Explicit	Explicit
Fink	2002	890	Omitted	Omitted
Fleming	1998	410	Vague	Omitted
Fleming	2003	1000	Explicit	Explicit
Furgang	2002	NA	Explicit	Explicit
Gillis	2004	620	Explicit	Explicit
Gosda	2002	NA	Vague	Vague
Gosman	2011	NA	Explicit	Explicit
Krensky	2002	150	Omitted	Omitted
Lacey	2006	NA	Omitted	Omitted
McCurdy	2007	NA	Omitted	Omitted
Mara	2002	370	Omitted	Omitted
Mara	2015	580	Vague	Vague
Murphy	2001	400	Explicit	Vague
Nettleton	2004	640	Vague	Explicit
Olsen	2006	610	Explicit	Explicit

Pingry	2001	NA	Explicit	Explicit
Raatma	2001	NA	Vague	Explicit
Rushby	2007	NA	Vague	Explicit
Rustad	2002	NA	Vague	Explicit
Sargent	2001	NA	Omitted	Omitted
Schanzer	2003	910	Vague	Omitted
Staib	2010	NA	Vague	Omitted
Ussel	1996	540	Vague	Explicit

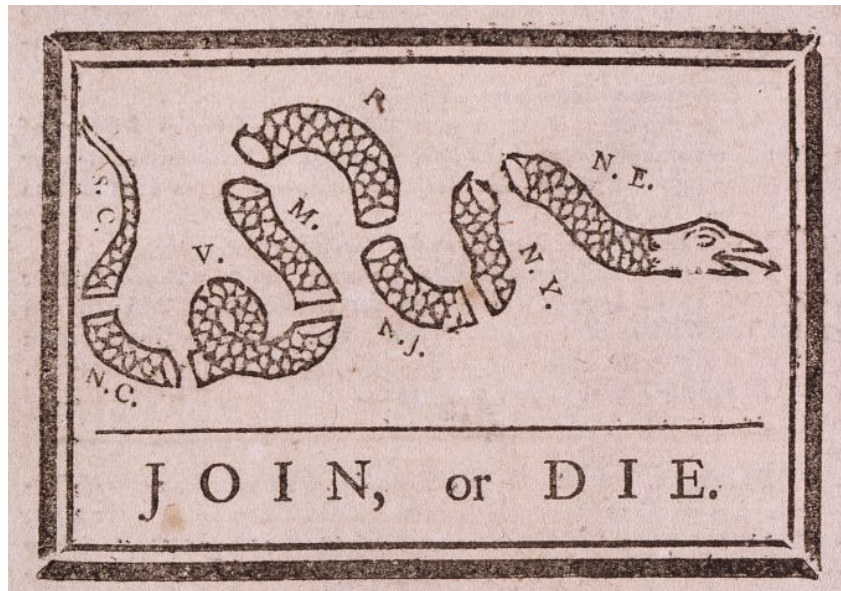
Appendix F – Family Man and Demeanor

Author	Publication	Lexile	Family man	Demeanor
Abraham	2002	150	Omitted	Vague
Adams	2003	NA	Omitted	Omitted
Anderson	2014	770	Explicit	Vague
Barretta	2006	910	Omitted	Vague
Boekhoff	2002	1050	Vague	Explicit
Burgan	2009	910	Vague	Explicit
Burke	2003	NA	Explicit	Explicit
Cohen	2006	NA	Omitted	Omitted
Davidson	1997	760	Explicit	Explicit
Fink	2002	890	Omitted	Omitted
Fleming	1998	410	Omitted	Vague
Fleming	2003	1000	Explicit	Explicit
Furgang	2002	NA	Omitted	Omitted
Gillis	2004	620	Explicit	Explicit
Gosda	2002	NA	Omitted	Vague
Gosman	2011	NA	Vague	Vague
Krensky	2002	150	Omitted	Vague
Lacey	2006	NA	Omitted	Omitted
McCurdy	2007	NA	Omitted	Omitted
Mara	2002	370	Vague	Omitted
Mara	2015	580	Vague	Omitted
Murphy	2001	400	Omitted	Vague
Nettleton	2004	640	Vague	Omitted
Olsen	2006	610	Vague	Vague
Pingry	2001	NA	Vague	Explicit

Raatma	2001	NA	Vague	Explicit
Rushby	2007	NA	Omitted	Explicit
Rustad	2002	NA	Omitted	Vague
Sargent	2001	NA	Omitted	Omitted
Schanzer	2003	910	Omitted	Vague
Staib	2010	NA	Omitted	Vague
Ussel	1996	540	Explicit	Explicit

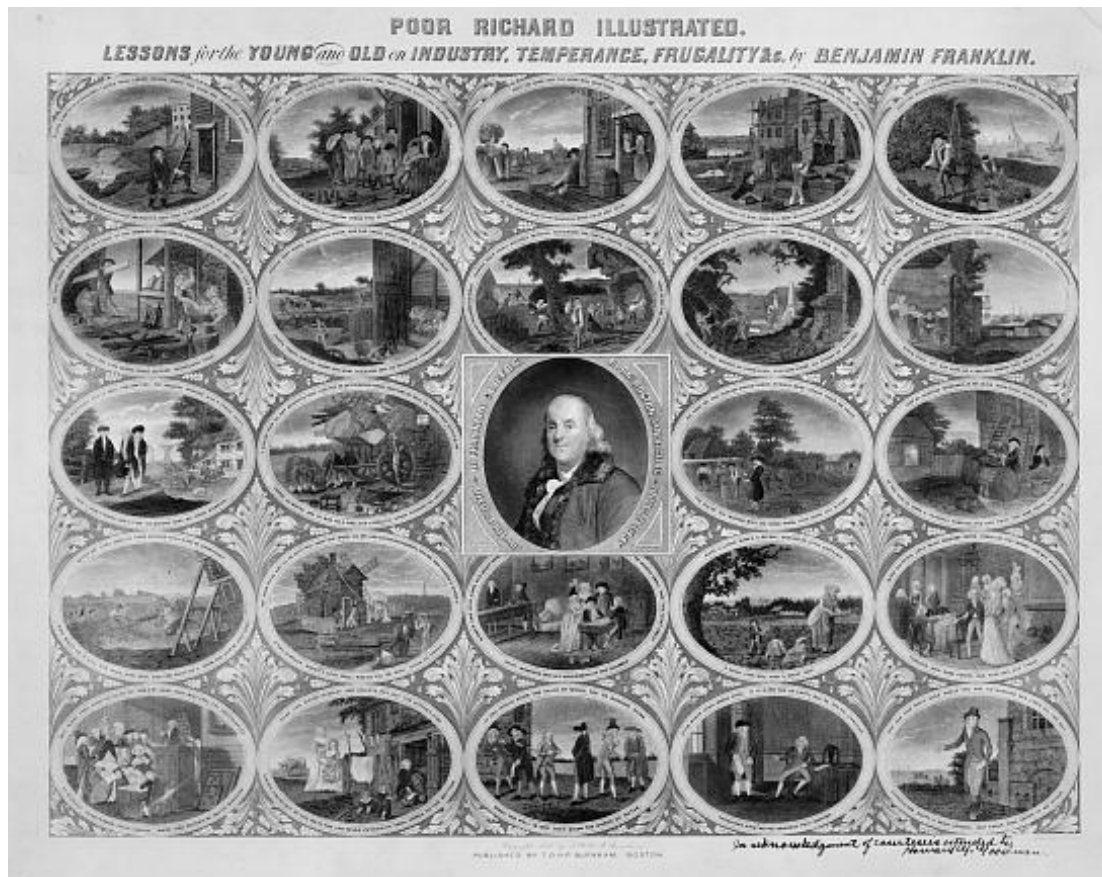
Appendix G – Supplemental Sources

Primary Source 1. Franklin Stove illustrated with two different styles of stoves made after his invention. Ancestry.com, United States of America. <http://www.rootsweb.ancestry.com/~cansk/picture/stoves.gif> (Accessed March 26, 2017)



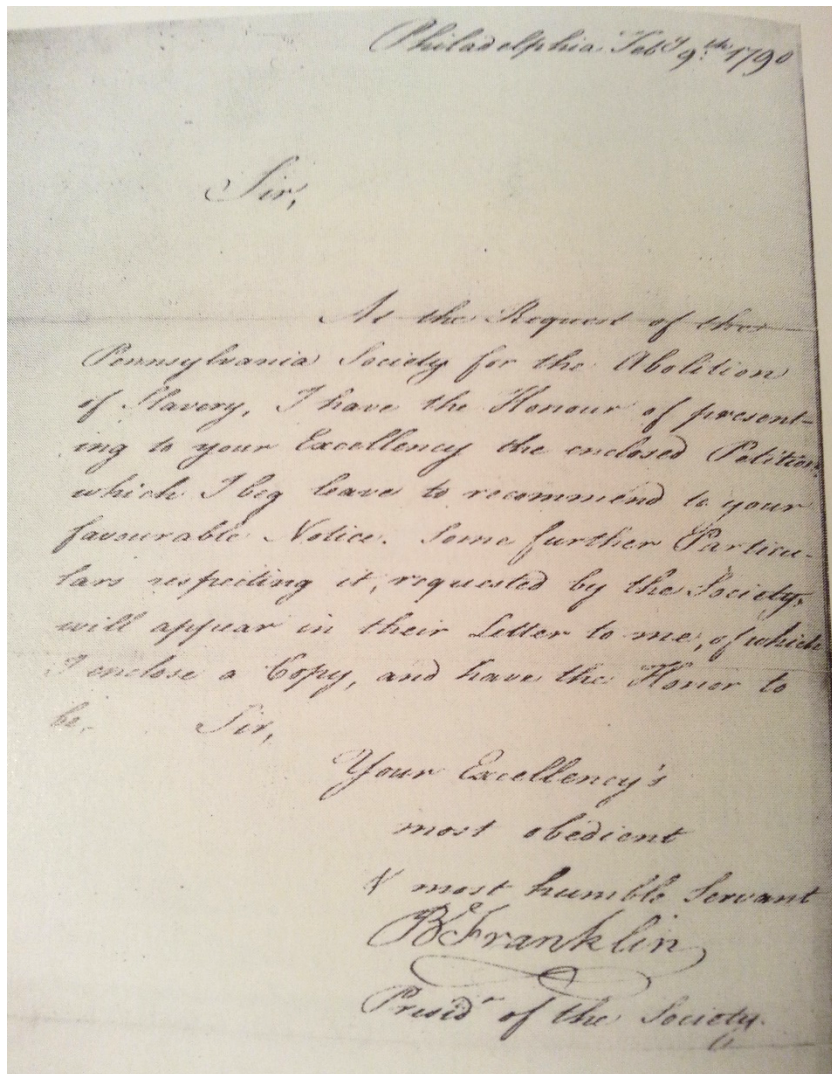
Primary Source 2. “Join or Die.” Metal cut by Benjamin Franklin in the Pennsylvania Gazette, May 9, 1754. Courtesy Library of Congress, LCUSZ629701.

<https://loc.gov/search/?in=&q=join+or+die&new=true> (Accessed 3/26/2017)



Primary Source 3. Poor Richard's Illustrated. From "Illustrated lessons" Engraving from Poor Richard's Illustrated, 1859. Courtesy Library of Congress, LCUSZ6211346.

<https://loc.gov/search/?in=&q=poor+richard+illustrated&new=true&st> (Accessed March 26, 2017)



Primary Source 4. Letter to Vice President John Adams from Benjamin Franklin. Detail for original manuscript, 1790. National Archives, Washington, D.C., SENIA-G3.

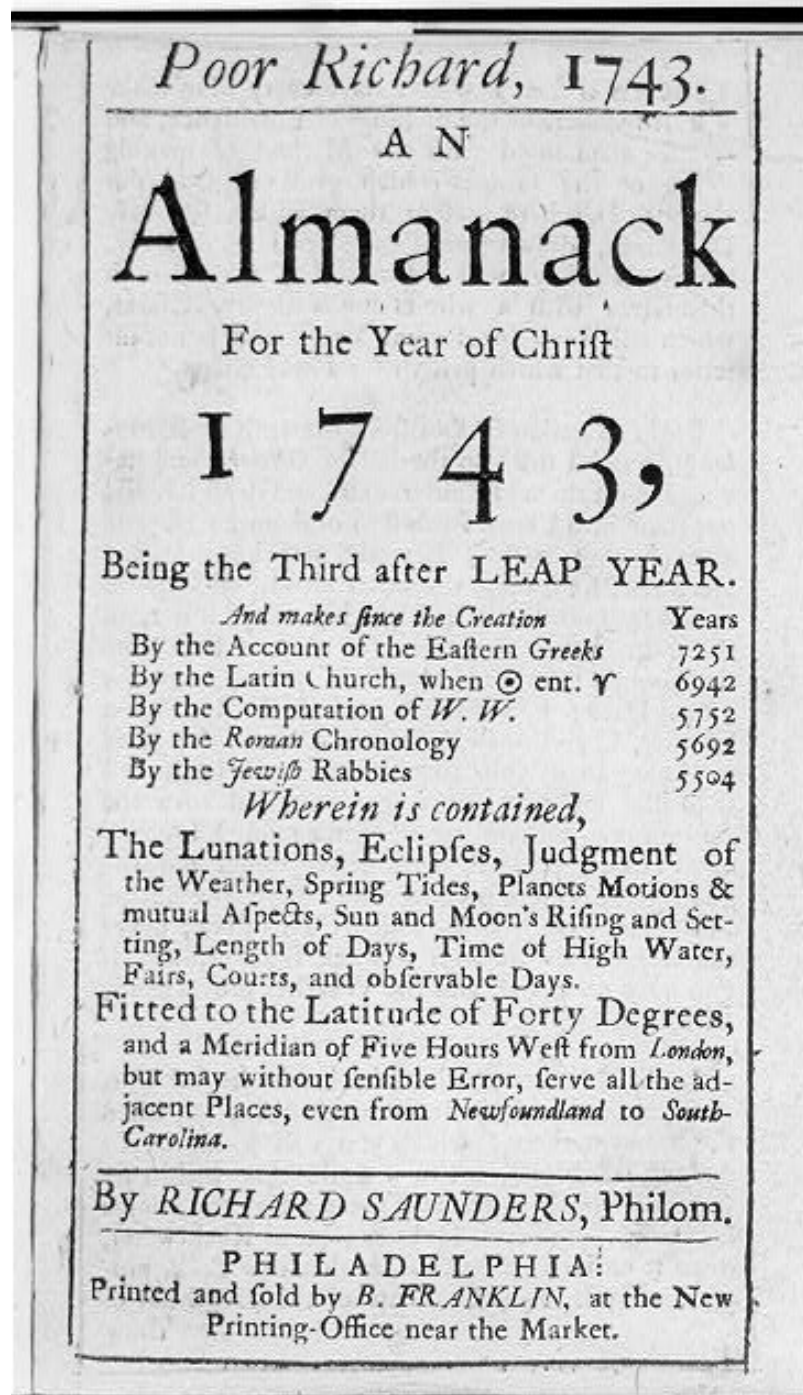
<https://usnatarchivesexhibits.tumblr> (Accessed 3/26/2017)

Primary Source 5. Franklin's bifocals. Retrieved from:

<http://a401.idata.over-blog.com/1/16/23/60/octobre-2010/lettreBF.jpg>

Primary Source 6. Frankliniana Collection, The Franklin Institute, Inc. (Philadelphia, Pa.), 5259

<http://www.benfranklin300.org/frankliniana/result.php?id=170&sec=0> (Accessed 3/26/2017)



Primary Source 7. Front page of Poor Richard's Almanack, 1743. Library of Congress, LCUSZ629541. <https://www.loc.gov/resource/cph.3b06002/> (Accessed on 3/27/2017)

Primary Source 8. A Chart of the Gulf Stream. The Benjamin Franklin traveling exhibit.

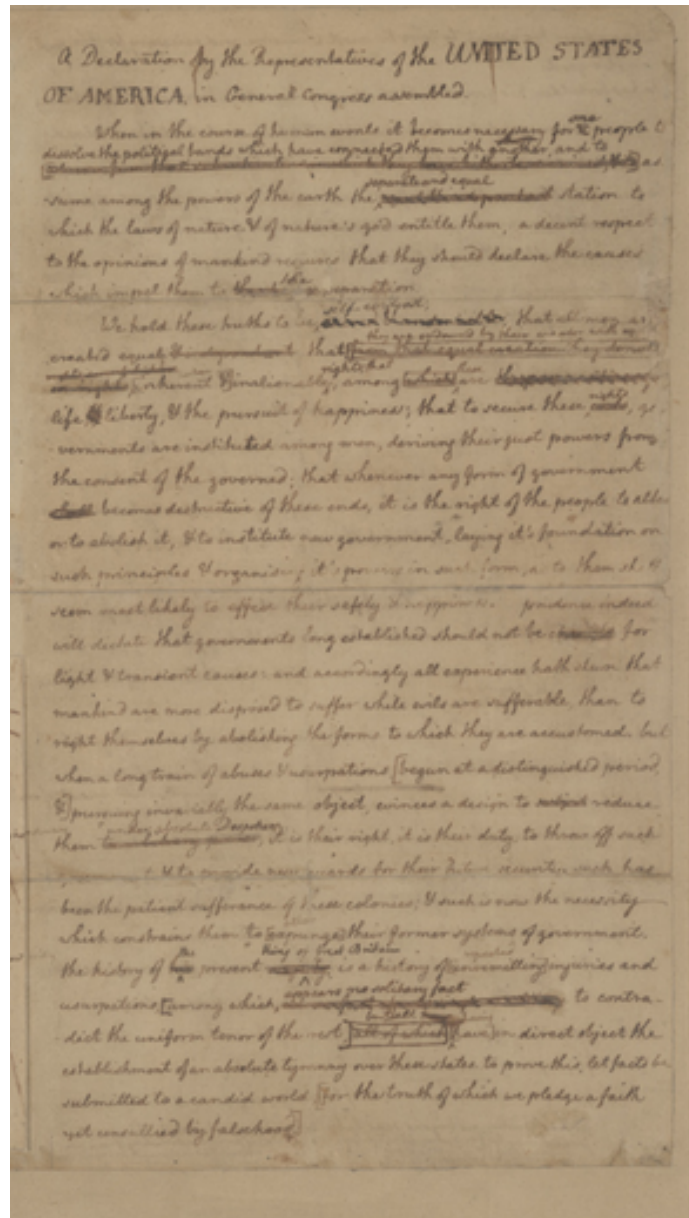
<http://www.benfranklin300.org/frankliniana/result.php?id=384&sec=0> (Accessed 3/27/2017)

Primary Source 9. Franklin's Thirteen Virtues as formulated in the 1720's from his autobiography written in 1771. Retrieved from: <http://www.nationalhumanitiescenter.org/pds/becomingamer/economies/text4/franklinwealth.pdf> (Accessed 3/27/2017)

Primary Source 10. Franklin's tabulation system for following the virtue system.

Retrieved from: www.franklinvirtueproject.com (Accessed 3/27/2017)

Primary Source 11. Lightning rod. *Wikipedia*. Retrieved March 27, 2009, Retrieved from <https://en.wikipedia.org/wiki/Lightning>



Primary Source 12. Thomas Jefferson rough draft of Declaration of Independence. National Archives, Washington, D.C., 064-Ft-10A.

Numb. CII.

T H E Pennsylvania GAZETTE.

Containing the freshest Advices Foreign and Domestick.

From Thursday, October 22. to Thursday, October 29. 1730.

The *SPEECH* of the HONOURABLE
Patrick Gordon, Esq;
Lieutenant Governor of the Counties of *New-Castle, Kent and Suffex on Delaware, and Province of Pennsylvania.*
To the Representatives of the said Counties in General Assembly met, at New-Castle, the 21st of October, 1730.

GENTLEMEN,

MY steady Endeavours to put in Practice as well his late sacred Majesty's Commands to Me, which I mentioned at my first Arrival here, as My Instructions from our Honourable Proprietors, together with the happy Concurrence of the People in joining with what they manifestly saw was aimed solely at their own Good, have by Divine Providence been blessed with such Success, that now on Our annual Meeting, there seems little more incumbent on Me, than to express My Satisfaction in the Opportunity given Me of seeing the Representatives of His Majesty's good Subjects under my Care, convened together; and I hope it proves no less agreeable to You, GENTLEMEN, to have the same on Your Parts of meeting Me; that We may between Us show that mutual Harmony, which will ever be the happy Result of a Disposition in those concerned in the Affairs of Our Government, to discharge their respective Duties with Loyalty to His Majesty, Fidelity to Our Proprietors, and with Benevolence and Affection in every Individual towards his Neighbour.

The Continuance of this, GENTLEMEN, I heartily recommend to You, and that if Particulars should yet harbour any Misunderstandings or private Uncertainties, they should, from a View of the Loveliness of Peace and publick Tranquillity, entirely lay them aside, that We may truly appear to all, what I think We really are, as happy a People among Ourselves, as any in His Majesty's Dominions.

GENTLEMEN,

You will now undoubtedly of Course, at this Meeting, take into Consideration what yet remains from former Assemblies to be completed or regulated; and herein, I hope, You will shew such Unanimity, and make such Dispatch, as will fully prove We are all sensible of the Blessings we enjoy; and on My Part, nothing shall be wanting to improve them.

P. GORDON.

To the HONOURABLE
Patrick Gordon, Esq;
Lieutenant Governor of the Counties of *New-Castle, Kent and Suffex on Delaware, and Province of Pennsylvania.*

The Humble ADDRESS of the Representatives of the Freeman of the said Counties, in General Assembly met, at New-Castle the 22^d of October, 1730.

May it please Your HONOUR,

WE, the Representatives of these Counties, do with the greatest Sense of Gratitude, return Our sincere Thanks for Your favourable and kind Speech to Us; and We are extremely pleased that there appears to Your Honour so happy a Disposition amongst the People whom We represent, of Peace and Harmony, as that you do not find it necessary upon this Occasion to do more than express Your Satisfaction in meeting Us at this Time; which next to the Divine Providence arises from the happy Effects of Your Honour's mild and prudent Administration; and we should be wanting to Ourselves, as well as Our Constituents, should We, on Our Parts lose any Opportunity of improving or maintaining the same: We shall at all Times endeavour to discharge Ourselves with Duty and Loyalty to His Majesty, Affection and all due Respect to Your Honour, and Fidelity to Our Proprietor.

It is a Blessing greatly to be valued, that there are not any Discontents or Misunderstandings remaining

Primary Source 14. Pennsylvania Gazette. October 30, 1730. Library Company of Philadelphia.

Primary Source 15. Benjamin Franklin drawing of his invented swim flippers.

Retrieved from: <https://swelllinesmagdotcom.files.wordpress.com/2014/04/ben.jpg>

I having pleased the divine Providence to dispose the Hearts of the most Serene and great Elect Prince George the third, by the Grace of God, King of Great Britain, France & Ireland, Defender of the Faith, Duke of Brunswick and Lüneburg, Arch-Treasurer and Elector of the Holy Roman Empire, &c. and of the United States of America, to forget all past Misunderstandings and Differences that have unhappily interrupted the good Correspondence and Friendship which they mutually wish to restore, to establish such a confidential and satisfactory Intercourse between the two parts upon the Ground of reciprocal Wanton and mutual Commercial Advantage and sincere & perpetual Peace & Harmony

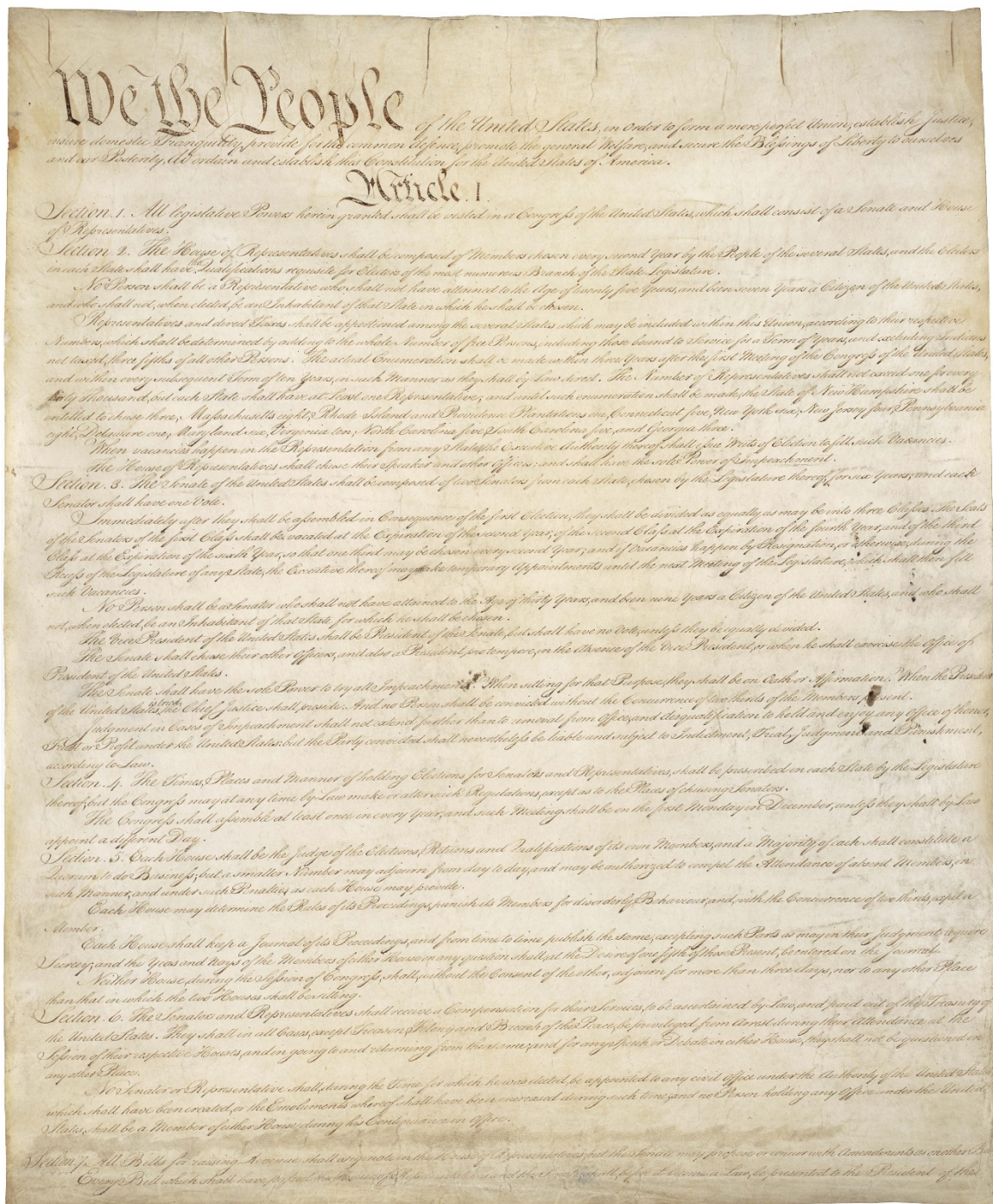
without Difficulty and without requiring any Compensation.

Article 10th

The solemn Ratifications of the present Treaty, executed in good and due Form shall be exchanged between the contracting Parties in the Space of Six Months or sooner if possible to be compute from the Day of the Signature of the present Treaty. In Witness whereof we the undersigned their plenipotentiaries have in their Names and in Virtue of our Full Powers signed with our Hands the present Definitive Treaty, and caused the Seal of our Arms to be affixed thereto.

DONE at Paris, this third Day of September, 1783.

Primary Source 16. The Treaty of Paris, ending the American Revolutionary War, signed September 3, 1783. Page 1 and page 2. National Archives. Washington, D.C.



Primary Source 17. The Constitution of the United States 1787. National Archives. Washington, D.C.