

BENJAMIN FRANKLIN

A FILM BY KEN BURNS

STORYTELLING ACTIVITY GUIDE





TABLE OF CONTENTS

ABOUT THE SERIES

02

HOW TO USE THIS ACTIVITY GUIDE

04

VIDEO CLIPS

06



ACTIVITY 1. WHAT I DIDN'T LEARN IN SCHOOL

07

ACTIVITY 2. LEGACIES ALL AROUND US

11

ACTIVITY 3. MAKING SENSE OF COMPLEX CHARACTERS IN HISTORY

17

ACTIVITY 4. WHO ARE "WE THE PEOPLE"?

21



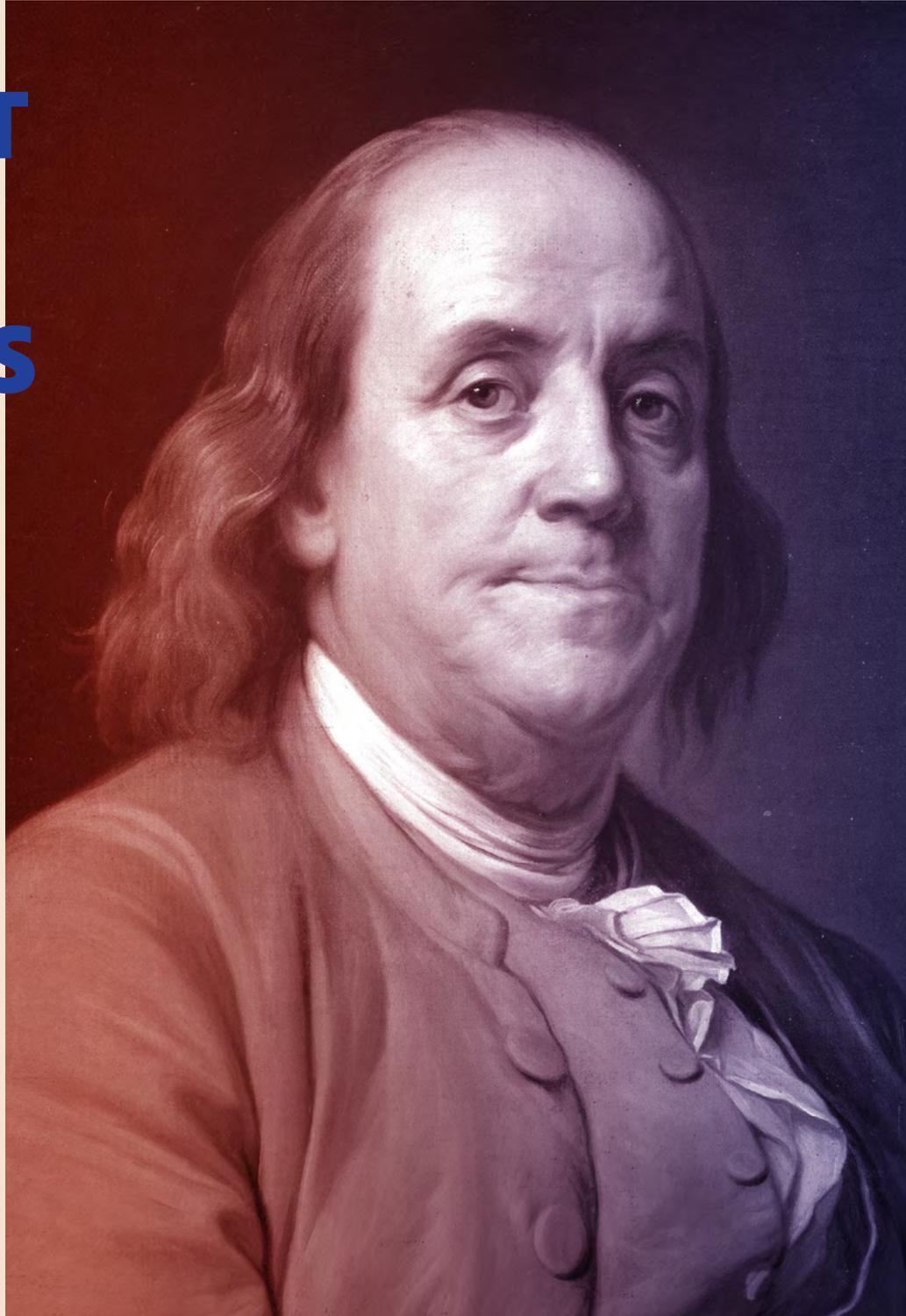
LINKS AND RESOURCES

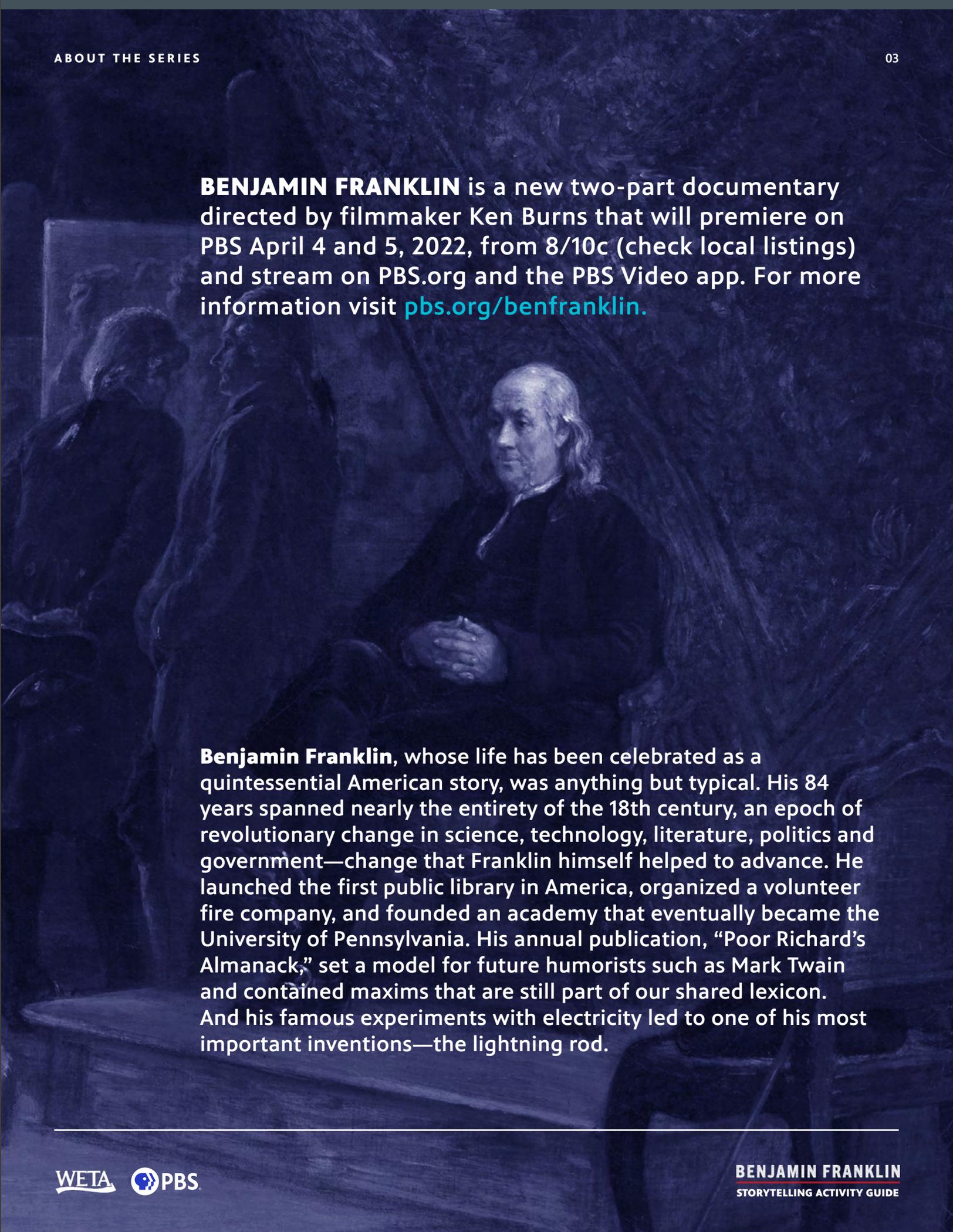
26

CREDITS AND ACKNOWLEDGEMENTS

29

ABOUT THE SERIES

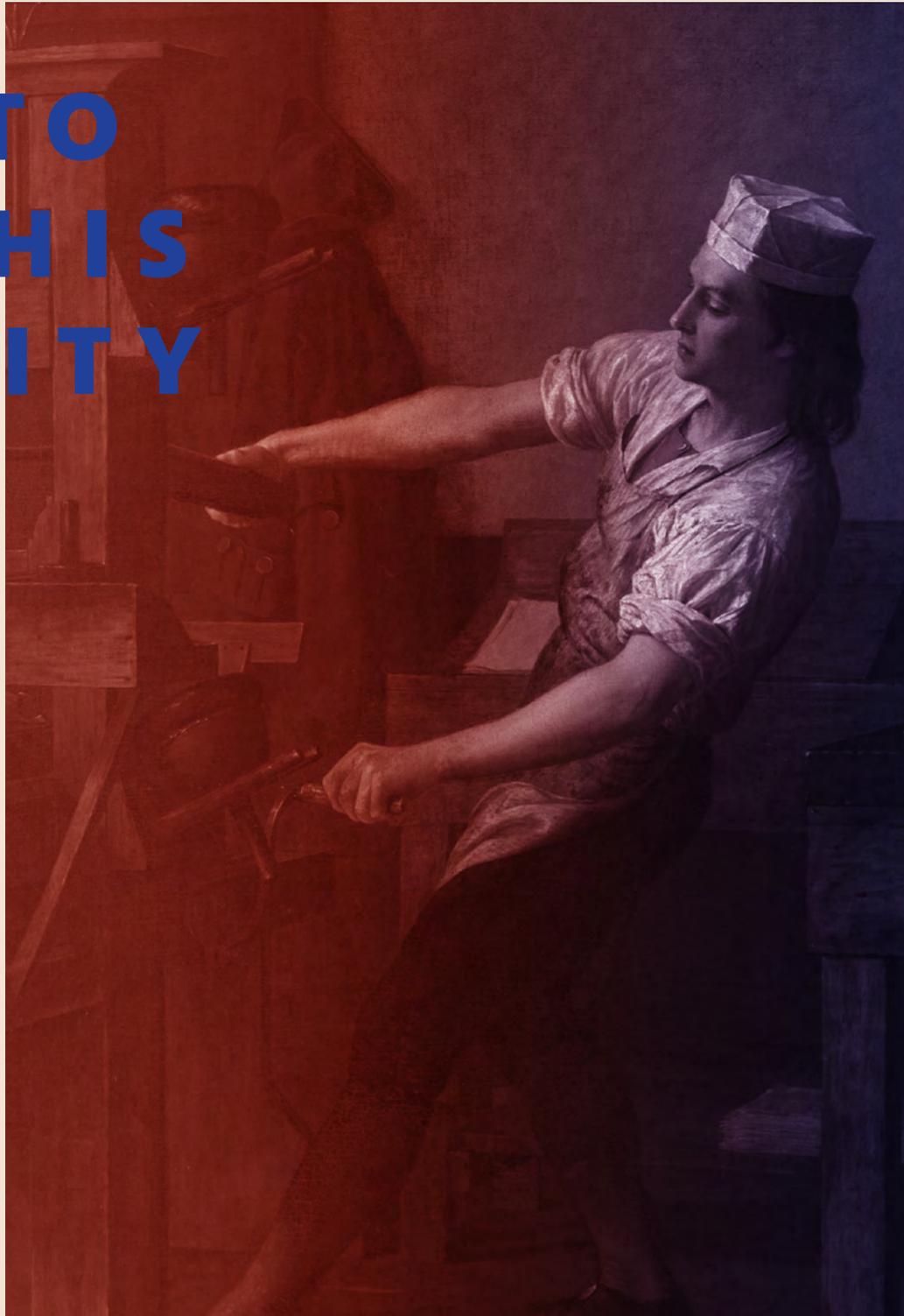
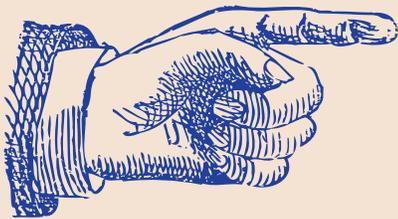




BENJAMIN FRANKLIN is a new two-part documentary directed by filmmaker Ken Burns that will premiere on PBS April 4 and 5, 2022, from 8/10c (check local listings) and stream on PBS.org and the PBS Video app. For more information visit pbs.org/benfranklin.

Benjamin Franklin, whose life has been celebrated as a quintessential American story, was anything but typical. His 84 years spanned nearly the entirety of the 18th century, an epoch of revolutionary change in science, technology, literature, politics and government—change that Franklin himself helped to advance. He launched the first public library in America, organized a volunteer fire company, and founded an academy that eventually became the University of Pennsylvania. His annual publication, “Poor Richard’s Almanack,” set a model for future humorists such as Mark Twain and contained maxims that are still part of our shared lexicon. And his famous experiments with electricity led to one of his most important inventions—the lightning rod.

HOW TO USE THIS ACTIVITY GUIDE



This Storytelling Activity Guide aims to support critical dialogues in group settings after viewing the documentary series, **BENJAMIN FRANKLIN**. The guide offers five multi-step and customizable activities, mutable to fit various group settings, designed to lead viewers in storytelling-based reflective exercises that consider Benjamin Franklin's lasting impact and complicated legacy through a variety of different lenses:

“What I Didn’t Learn in School”

examines the popular narrative of Benjamin Franklin in the context of schooling, actively inviting viewers to consider how American history is shaped.

“Legacies All Around Us” to repopulate the American narrative.

“Making Sense of Complex Characters in History” leverages Franklin’s 13 virtues to open questions about the contradictions in his moral code, and question the moral evolution of historical figures on the public stage, as well as more personal connections from community or family.

“Who Are ‘We the People?’” guides participants in an open discussion about these fraught opening words of the constitution, who they did and did not include, and how “the people” can, and should be, defined.

“Revisiting the American Dream” leads participants in a discovery of who could historically achieve the American Dream and considers what the “dream” looks like today.



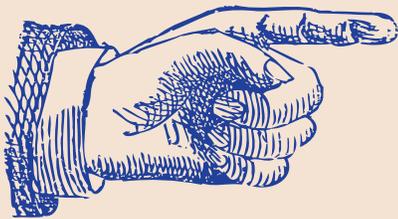
In addition, the guide offers articles, books and films that viewers can engage with to continue the learning journey.

For a deeper introduction to this guide, please watch our overview webinar that offers tips and best practices to use:

<https://bit.ly/BFStorytellingActivityGuide>

WATCH WEBINAR NOW

WHAT I DIDN'T LEARN IN SCHOOL





TIME: 20-60 MINUTES



Benjamin Franklin was an active scientist, writer, statesman, diplomat, publisher, printer, inventor and political philosopher. He was also an absent father and husband, and though he spoke out against slavery later in life, in his middle decades he enslaved people in his home.

- ❶ **WHAT** version of Benjamin Franklin do we encounter in our schooling experiences?
- ❷ **WHAT** does this tell us about who is crafting the narrative, and what do we lose without access to the full picture?



Using modified storytelling exercises, viewers share their knowledge of Benjamin Franklin before and after watching BENJAMIN FRANKLIN. Guided questions that follow help participants question institutionalized narratives of history, in particular those surrounding America's founding.

Part One: Story Circle: In this storytelling exercise, each participant builds on the previous sentence. **Person A** offers an opening line, **Person B** continues the story with another sentence, **Person C** offers another, and so on until an entire story is created.

In this story, your group is building the collective image of Benjamin Franklin learned in school. Different generations might offer different answers. The story does not need to be linear, the goal is to use the following prompt to begin:

What I learned about Benjamin Franklin in school is that...

And then continue from person to person in no particular order until a detailed portrait emerges.



Part Two: Multiple Truths: This prompt encourages the group to share a story that has both positive and negative events. While it is true that I got an A on my test, it is also true that I got caught cheating! — of course, yours will be about Benjamin Franklin.

The story is the most successful when tension and suspense are used to disrupt the good tale at an unexpected moment when the story takes a turn. Invite viewers to share the unexpected turns of Benjamin Franklin's life—moments of personal, professional and moral triumphs and failures through the following framework:

While it is true that Benjamin Franklin...

It is also true that Benjamin Franklin...



You can have each person complete both parts of the sentence, or you can work in teams and have one person complete the first part and their partner complete the second part.



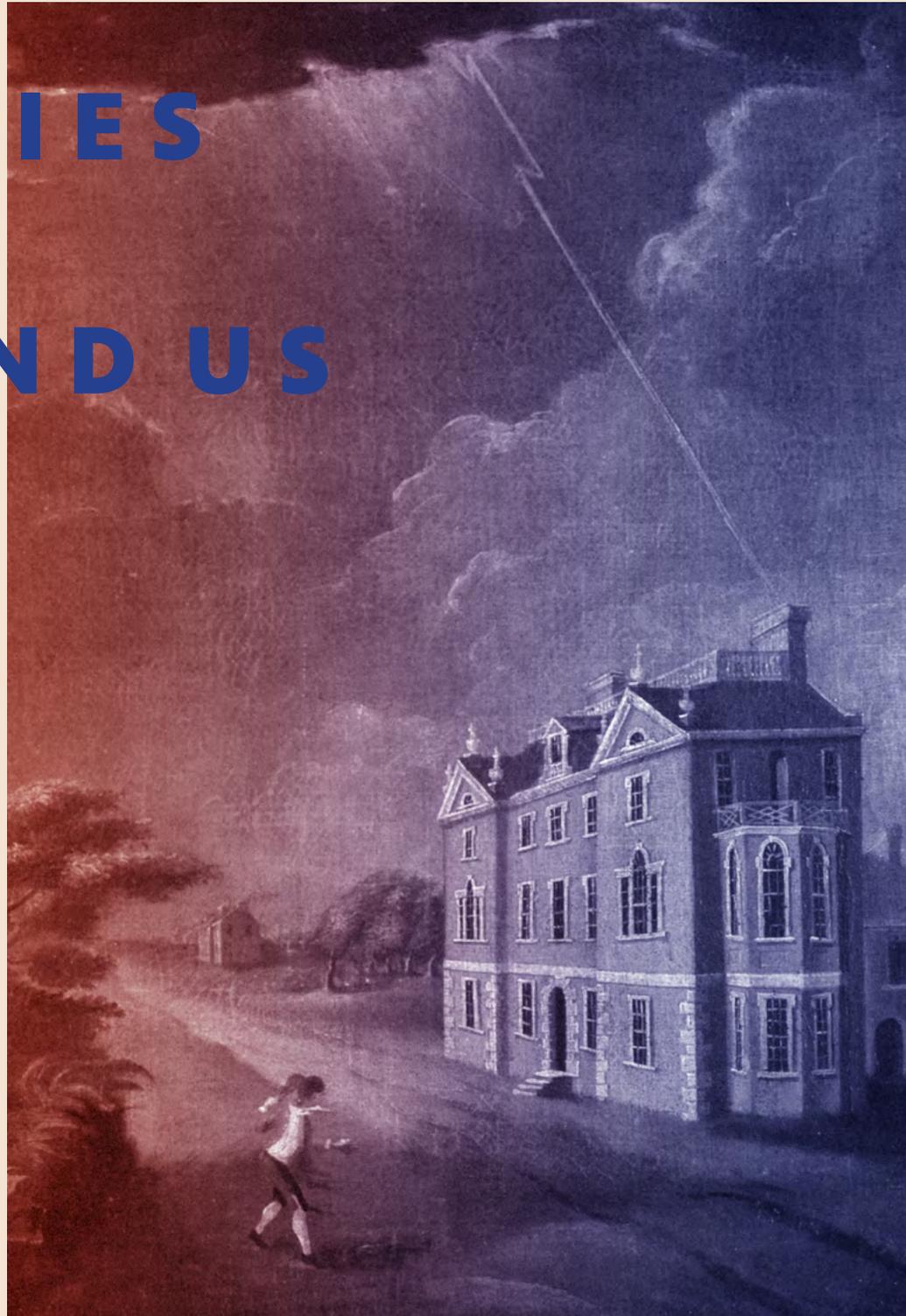
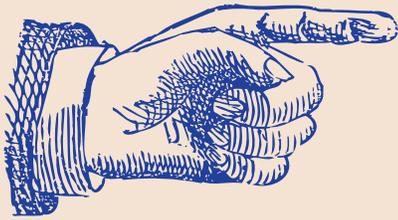
DISCUSSION QUESTIONS:

- 1 **What similarities were shared among the group?** What did everyone seem to know about Benjamin Franklin? Now discuss dissimilarities. Dig in further, are there differences between public and private school teachings? Is there a generational difference in how the story of Franklin's life is taught in school?
- 1 **Engage a quick internet search of Benjamin Franklin's name** Take a scan of the first page of search engine results. What words used to describe Franklin stand out? What words repeat? How would you describe the websites that populate the first pages of the search engine? Do they share characteristics and goals?
- 1 **The stories and contributions** of Black, Indigenous, People of Color (BIPOC) are often left out of the stories we learn about the founding of the United States of America. **Who writes your history books?** Consider this excerpt from Today.com's article, "Who chooses the history textbooks?":

In July 2020, students petitioned Texas' Board of Education to revise its educational standards in order to adopt an anti-racist curriculum. An article from Houston Public Media about the petition drew attention to a particularly egregious incident where a McGraw-Hill textbook referred to enslaved people as "workers" and compared the Atlantic slave trade to other "patterns of immigration." (Source)

What does the language used in the above example imply about how history is taught? How was Benjamin Franklin portrayed in your textbook? Who do you think the authors of these textbooks were? What gives you clues and insights into your answer? Do you know who chooses which history books to buy for your school?
- 1 **Now try to search Benjamin Franklin along with a search term** that describes him in a more specific way—one of his roles or aspects of his public or private life. What kinds of articles and information does this search provide? Read the bylines of the authors. Who are the writers of these articles, and how might their identities and experiences, as well as the context of the publication the article appears in, influence how they portray Franklin? Compare and contrast your findings.
- 1 **If you were to design a syllabus for understanding** the founding generation, what supporting materials and documents would you use to supplement the information in your textbook? Where would you search for articles, videos and other content? What context would you present Benjamin Franklin within—are there specific BIPOC voices from history or present day you could choose to illustrate stories that are not taught in school? What are the stories you would consider important to uplift? How might your identity influence your choices, both consciously and unconsciously?

LEGACIES ALL AROUND US





TIME: 20-60 MINUTES

Look around your home, in your car and peek out the window. How many of the following do you see?

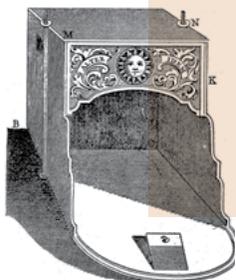


Computer, lightbulb, phone (while Franklin didn't invent the natural phenomenon of electricity, he discovered many things about it, previously not understood)

Lightning Rod prevented fires and saved lives

A pair of glasses Franklin invented bifocals

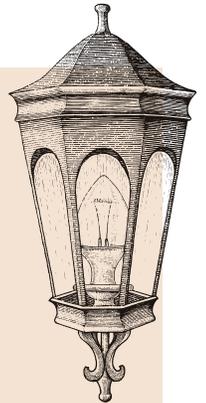
Swimming fins At age 11, Franklin made a pair of fins for himself out of two oval pieces of wood



Heater/Heating system Franklin invented The Franklin Stove

Map Franklin mapped the Gulf Stream

Streetlamps Franklin brought the design of London's street lamps to Philadelphia

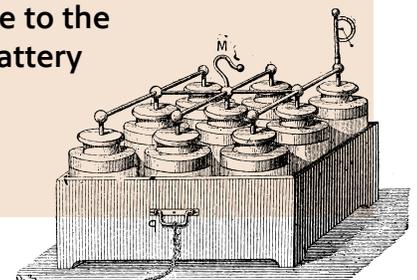


Odometer Franklin improved upon an earlier version

Musical instrument Franklin invented the glass armonica

Battery While Franklin didn't invent batteries, he gave electricity its vocabulary, including giving name to the electrical battery

• • • • •



While some of the above are more directly influenced by him, and some are more tangential, we have Benjamin Franklin to thank for many inventions and conveniences that influence us today.



The definition of legacy is something transmitted by or received from an ancestor or predecessor from the past. Franklin’s legacies are wide-ranging, and even contradictory at times, which is true of most people connected with great achievements.

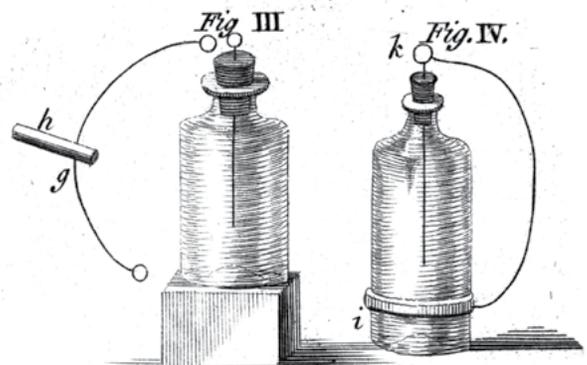
① Part One: Legacy Chart

Legacies are all around us, and yet often we fail to see the people behind the inventions or advances that have changed our lives. Using the chart below (or, if digital, translate to a Google Jamboard, or other digital platform), invite participants to identify various legacies left by Americans throughout our history, and where we see echoes of that influence, directly and indirectly through the evolution of ideas and inventions today—on people, technology, politics, culture, etc.

Historically, Black, Indigenous, and People of Color’s (BIPOC) voices, stories and contributions—in addition to LGBTQ+ and the voices of women and nonbinary people—It’s this AND maybe more impactful, opportunities were kept from these people, via enslavement or obstacles to education, advancement, hire, etc. What has humanity lost through closing the doors to opportunity? Help rewrite the story of how the United States was built by amplifying the erased—or under-shared—contributions of BIPOC, LGBTQ+ and women and nonbinary-identifying Americans in this chart below.

Additionally, you might consider thinking broadly about the contributions that build a country in both visible and less visible ways. Inclusion in the table is not limited to the famous and infamous from our history, but can also include lesser known historical figures, or even individuals from your family or personal history that have left a legacy that you find inspiring or important.

You can complete as much as or as little of the table as you like.



LEGACY AREA:	INVENTOR/INNOVATOR	THEIR LEGACY:	THE IMPACT TODAY:
EXAMPLE	BENJAMIN FRANKLIN		
SCIENTIST			
PRINTER			
PUBLISHER			
WRITER			
STATESMAN			
CIVIC LEADER			
DIPLOMAT			
INVENTOR			
POLITICAL PHILOSOPHER			
HUMANITARIAN			

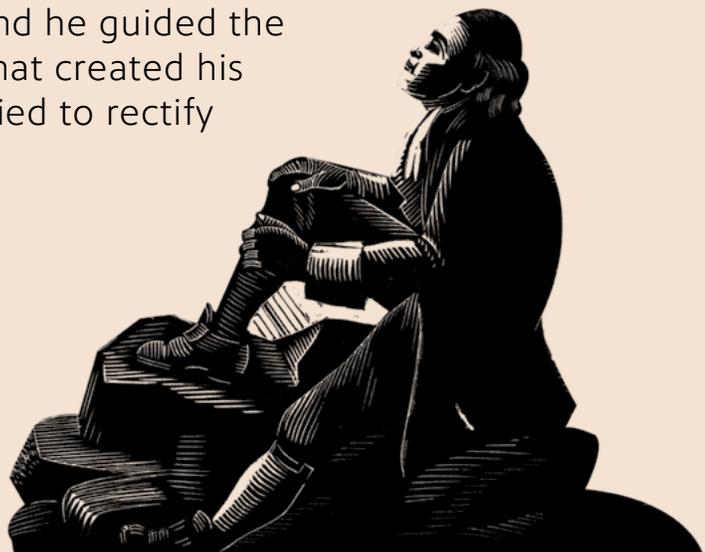
Part Two: Creating a Story of Legacy

Once you have finished working with the table, select one or more of the entries and use it to develop a more detailed story that you can share with your group, with family and friends, or more broadly on social media.

① **Read: As a group, read aloud (or rewatch) the description of Franklin from the opening to the series:**

“**H**e was a teenage runaway who achieved such remarkable success that his example would be handed down by generations as the embodiment of the American dream. He was a printer, a publisher and a writer, producing everything from essays on politics and religion, to biting satires and words of wisdom that would endure forever. He was a prolific inventor and scientist whose pioneering discoveries would make him the most famous American in the world. He was a civic leader, the founder of a library and a college, who introduced a host of improvements that made the lives of everyday people better. He embraced the Enlightenment belief in the perfectibility of human beings, but no one understood their foibles and failings, including his own better than he did. He also owned and enslaved human beings and benefited from the institution of slavery. He was a reluctant revolutionary who became an indispensable founder of a new nation, helped craft the document that declared his country’s independence and then, did as much as anyone to secure the victory that assured it. And he guided the complicated compromises that created his nation’s constitution, then tried to rectify its central failing.”

(From the series,
BENJAMIN FRANKLIN)





CREATE: SHARE:

Now, working individually or in small groups, begin listing the most important and interesting aspects and achievements of your subject's life, and put them together into one paragraph that resembles the one above.

Once you have finished, share your stories by reading them aloud. You can read your own stories, or you swap with others in your group and each read one another's.



DISCUSSION QUESTIONS:

- Assess the landscape of the legacy chart you have created, and those created by others in your group. As you review the charts, do you see any patterns? Is anyone—or any group of people—notably missing from the tables?
- What was remarkable about Benjamin Franklin's vision and contributions? What did Benjamin Franklin personally sacrifice in order to leave the positive aspects of his legacy, and how might we be inspired by these aspects of his character? Can you think of anyone else in history who has made such a vast and wide impact on American culture?
- In what ways did Franklin's vision fail him? What sacrifices or negative outcomes are associated with individuals listed in your chart(s)? How does that impact your assessment of them?





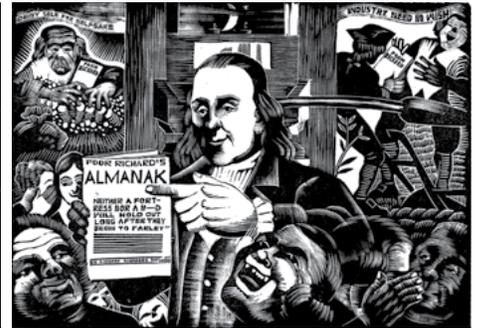
Take It Further: Inspired by the woodcuts shown throughout the **BENJAMIN FRANKLIN** series, created by artist Charles Turzak in the 1930s, invite participants to translate their group-sourced legacy paragraph into a vignette scene—a brief evocative description, account, or episode. Like Turzak’s images illustrated an imagined window into Franklin’s life, ask participants to identify a single scene in their subject’s life legacy and create it through illustration, collage or a piece of historically-inspired flash fiction, poem or six-word story that centers on a single moment.



Benjamin Franklin - Benjamin Runs Away
Woodcut by permission from the Charles Turzak Art Estate, Orlando, Florida.



Benjamin Franklin - The Key Experiment
Woodcut by permission from the Charles Turzak Art Estate, Orlando, Florida.

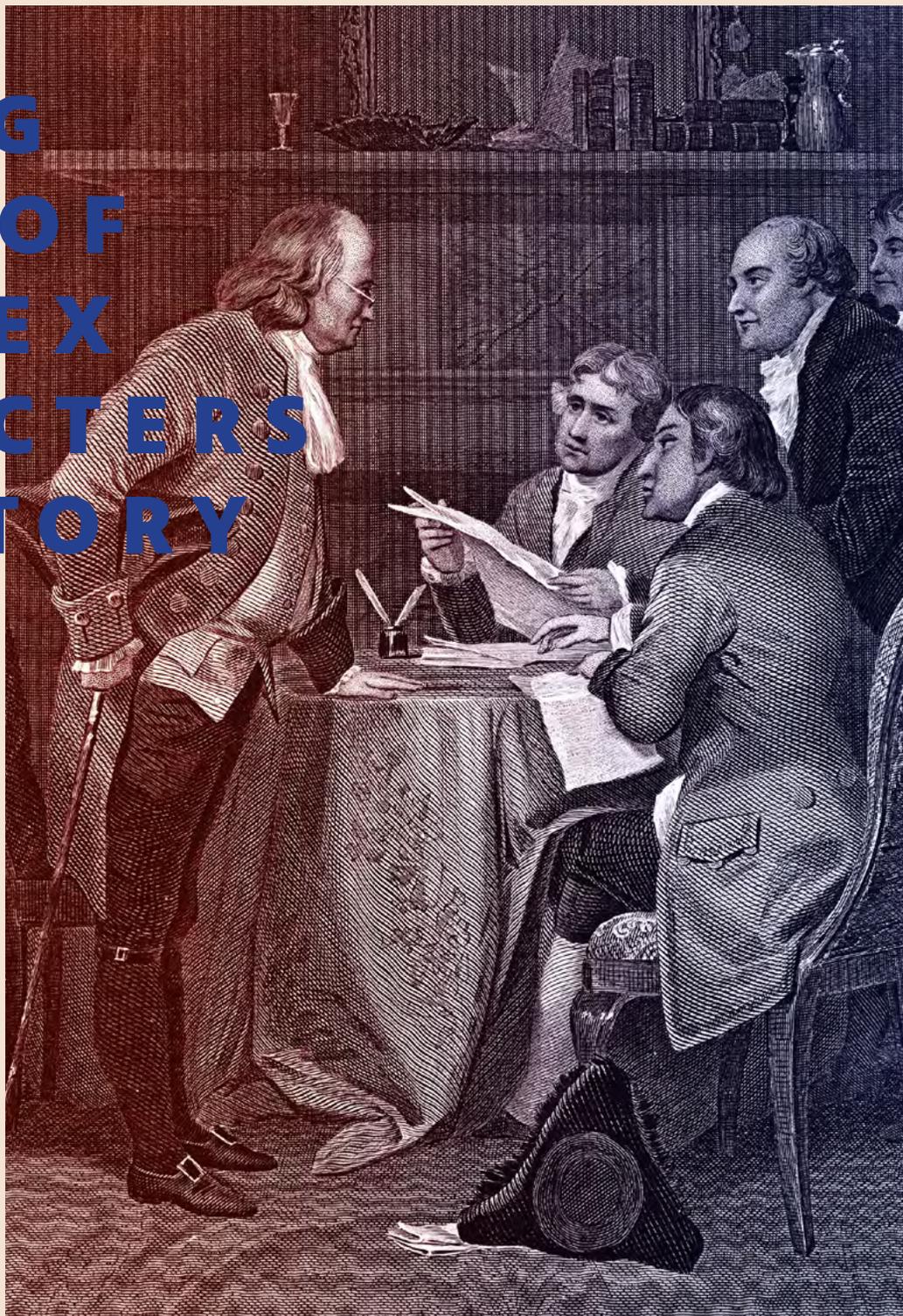
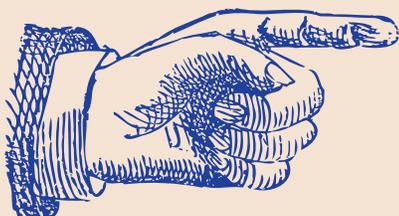


Benjamin Franklin - Poor Richard's Almanack
Woodcut by permission from the Charles Turzak Art Estate, Orlando, Florida.

After sharing, discuss the intention with creating the scene they chose. Is it celebrating an achievement? Showing the subject with family or friends? Or illustrating a more problematic aspect of the subject’s life? Open dialogue around the choices each artist made, and why.

Spread the word: If you decide to share your story of legacy more broadly, consider pairing with a photo and a link to learn more and sharing it out on social media. If you do, please include the hashtag **#BenFranklinPBS**, so that others participating in the activity can read your story too!

MAKING SENSE OF COMPLEX CHARACTERS IN HISTORY





TIME: 20-60 MINUTES

Benjamin Franklin's impressive and complex legacy was largely concerned with questions of moral character—though he certainly had his own moral failings, some of them of great magnitude. As seen in the series, Franklin wrote his own list of guiding principles: **13 virtues of moral perfection, as he saw them.**

THE VIRTUES, WITH THEIR PRECEPTS, WERE:

TEMPERANCE 

Eat not to dullness; drink not to elevation.

SILENCE 

Speak not but what may benefit others or yourself; avoid trifling conversation.

ORDER 

Let all your things have their places; let each part of your business have its time.

RESOLUTION 

Resolve to perform what you ought; perform without fail what you resolve.

FRUGALITY 

Make no expense but to do good to others or yourself; i.e., waste nothing.

INDUSTRY 

Lose no time; be always employ'd in useful; cut off all unnecessary actions.

SINCERITY 

Use no hurtful deceit; think innocently and justly, and, if you speak, speak accordingly.

JUSTICE 

Wrong none by doing injuries, or omitting the benefits that are your duty.

MODERATION 

Avoid extremes; forbear resenting injuries so much as you think they deserve.

CLEANLINESS 

Tolerate no uncleanness in body, clothes, or habitation.

TRANQUILITY 

Be not disturbed at trifles, or at accidents common or unavoidable.

CHASTITY 

Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.

HUMILITY Imitate Jesus and Socrates.



DISCUSSION QUESTIONS:

Invite participants to read the 13 virtues aloud, taking turns with each precept, then review together through the lens of the following questions.

- ❶ What do you admire about Benjamin Franklin’s articulated set of virtues? Having watched the film series, what do you find hypocritical, and why?
- ❶ What life experiences did Benjamin Franklin have that might have helped him shape these “virtues,” or guiding principles? Consider his childhood and upbringing, his work experience and travel, and other life experiences—what aspects of Benjamin Franklin’s identity had to be overcome, and which gave him opportunity for advancement?
- ❶ Franklin picked 13 principles because he could spend 4 weeks on each, improving himself over the course of a year (4 weeks x 13 precepts = 52 weeks), but it could be said that his commitment to self-reflection and his drive to look inwards, while not listed in his 13 virtues, is his greatest principle. Do you agree? Why or why not?
- ❶ Franklin enslaved people himself, and carried advertisements for the sale of enslaved people in his newspaper. In those same years, he published pamphlets condemning the institution of slavery. Very late in life, Franklin became a vocal abolitionist and outspoken opponent of slavery. In what ways does Franklin’s personal and public evolution in relationship to slavery show evidence of his 13 virtues in action? What life events drove the changes in his ideology and practice?
- ❶ How do we reconcile these aspects of Franklin’s life and legacy? For championing the expansion of white settlements onto indigenous lands? Who gets to decide what public figures are forgiven, and how their stories are told? Who should be able to offer forgiveness to a public figure who has transgressed? Does he need to be forgiven? Can we reconcile his professed morality and the role model he remains with these aspects?



EXERCISE 1:

Invite the group to create their own list of “virtues,” or guiding principles. Invite each participant to share one or two of their principles to create a group-generated list. You can use a simple notebook or if working remotely you can create a Google doc, jamboard, or another platform that allows real time collaboration. Discuss and debate the contents.

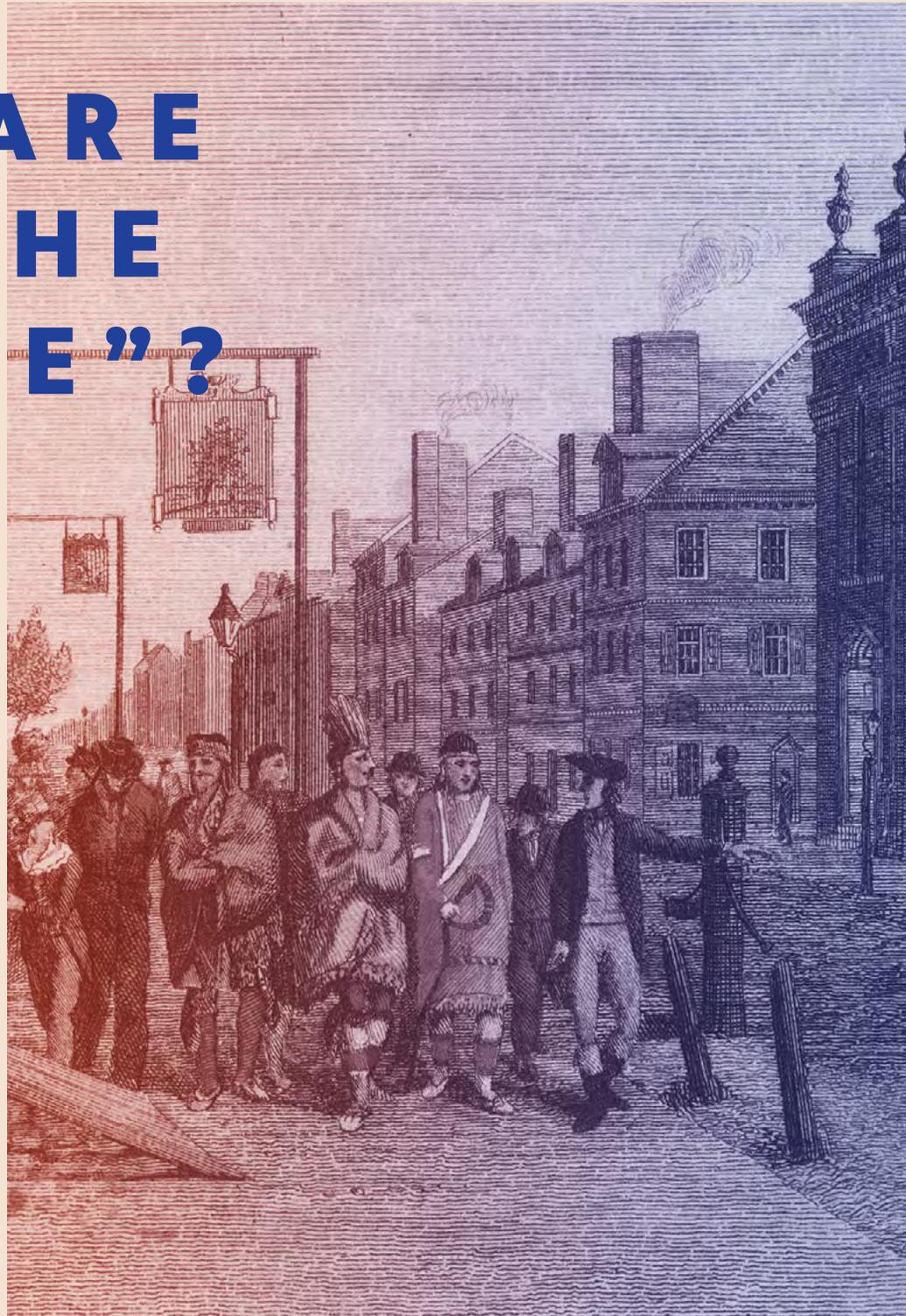
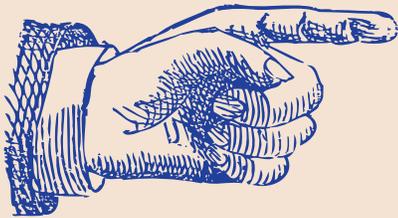
What resonates in what others wrote? What doesn’t? Which virtues feel possible for you to pursue, and which do not? How does identity and social role factor into the pursuit of virtuous moral codes? Was this a worthy exercise, even if “perfection,” cannot be achieved? Why or how?



EXERCISE 2:

Once you have created your own list of “virtues,” (or if you have not, simply proceed using Franklin’s above), select one virtue that you consider the most important and identify a person or persons from either U.S. history or from your family or personal history that embodies that virtue. If you’d like, you can write your story of virtue, similar to the story of legacy that is reviewed in the previous section. Consider sharing your story on social media to engage others in a conversation about virtue.

WHO ARE "WE THE PEOPLE"?





TIME: 20-60 MINUTES

THIS ACTIVITY IS ADAPTED FROM
AUTHOR CHRISTOPHER PHILLIPS

Benjamin Franklin was a major player in the creation of the United States Constitution. But at the time the Constitution was ratified, the only people allowed to engage in the government were white men.

Who was the Constitution written for, and has the meaning of those words evolved through history?



As a group, read the preamble to the United States Constitution:

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

① **Pose the group with the following question:**

If you were to rewrite the preamble to the United States Constitution in your own words and ideas, would you keep the first three words, **“We the People”**?

① Pause to welcome answers and discussion. If the group doesn’t organically arrive at this question, pose it aloud: “How did the generations that followed expand the meaning of **“We the People”** through Constitutional Amendments to giving the franchise to everyone?”



Welcome responses and challenge various responses. Below is an excerpt of a conversation constitutional activist Christopher Phillips had with students when he asked them to define who the preamble is talking about. If participants do not raise these answers themselves, use them as examples to debate:

“We the People’ is just based on everybody,” replies Mai N.

“When this Constitution was approved, ‘We the People’ only included white, landowning, tax-paying males,” Phillips tells the class, then asks, **“How many of you believe we might want to clarify who we are talking about?”**

After pausing for a response, he notes, **“a lot of you.”**

“I think we should put in ‘the citizens of the United States,’ ” says 11th grader Maria D.

“How many of you would like to add — off the top of your head — ‘the citizens of the United States?’ ” asks Phillips.

“Immigrants are people too,” Shane D. replies. **“If you leave it to just the citizens of the United States, then they lose all their rights.”**

“I think it should only apply to the people who were born here,” says Brian C.

“I think that our say is more powerful because it is our country.”

Phillips then tells the class that, until the 1920s,

white, male, tax-paying, property-holding immigrants who were *not* U.S. citizens could vote in elections.

One student suggests that **“We the People”** should be everyone who pays taxes. But another student points out that he has a job and pays taxes, but he’s too young to vote.

Then another student offers up a utopian view. **“If you live in this country and you help promote the general welfare, as the preamble states, then you are a citizen,”** says Jonathan V.

Phillips observes that Jonathan V. has a very different notion of who is a citizen — not simply someone born on U.S. soil, or someone who comes to the U.S. and goes through the various hoops to become a citizen.

“What Jonathan is saying is that a citizen is someone who participates in public life and contributes actively to our democracy,” explains Phillips.

 [Read the full article here.](#)

Close the conversation with a final discussion: Who was the Constitution written for, and have the words “we the people” changed meaning through history? If you were to define “we the people,” who would you include? If the words don’t feel sufficient, what opening would you use?



TIME: 20-60 MINUTES

WHAT IS THE AMERICAN DREAM?

Benjamin Franklin's life journey mapped what has become known as the traditional American Dream: rising by your own labor from obscurity and relative poverty to achieve worldly experience, influence, and wealth. As impressive as his trajectory was, the pathway Franklin took in his life was not available to everyone.

Throughout the documentary series, we see instances of women and people of color who did not have the same access to the Declaration's stated values of freedom, liberty and the pursuit of happiness. Who was the American Dream made for? How was it defined, and by whom? Who was it available to at the time of Franklin's success? Was Franklin a self-made man? And is there such a thing as a self-made man?



While Franklin championed the idea of common good in his life, his life story became a model for capitalism and the traditionally defined American Dream. Is the concept of the American Dream still with us today? Who is the American Dream intended for now? Who is that dream available to now?



Is common good something we value today? Is common good part of the American Dream? How did common good fit in Franklin’s vision of the American story?

Step One: Collaboratively define with participants a working definition of the American Dream that Benjamin Franklin embodied, using examples from his life. For example: owning your own home, pulling yourself up by your bootstraps, opportunity! Take notes with key words shared in a place visible to all participants.

Step Two: Review the “American Dream keywords” gathered. Invite the group to discuss the following questions: Who could achieve the American Dream in Franklin’s time? Who could advance themselves through their own labor in early America? Who couldn’t? How might achieving the American Dream impact those who did or could not?

Step Three: Invite participants to use their phone or a computer to take the “**What’s Your American Dream Score?**” quiz, a 5 minute guided experience that helps users identify what factors are working in their favor (in categories such as parents, location, childhood, health, education, luck, community and character), and what they had to overcome to get

where they are today. The quiz should only take a few moments to complete, but allow an additional 5-10 minutes for participants to review their answers, and the site’s drop down menus, which further expounds on the reasoning behind the score.

Step Four: Discuss the results aloud. Without probing for personal details, ask participants if they were surprised by their discoveries with the quiz, and why or why not?

Step Five: With insight gained from the quiz, invite discussion on the following: What are the barriers to Franklin’s vision of the American Dream today? Does the idea of an American Dream still resonate or ring true in this era? What parts of the American Dream are being newly challenged in today’s society?



IN MY AMERICAN DREAM...

When complete, share in a round robin format, where each participant adds a line at a time to the vision being written in the air, until all lists are exhausted.

Discuss: Is the vision singular and shared? Where did tension arise in the shared dreams? Did you hear someone’s dream that you disagreed with? What might it have been like to be in the room while the Constitution was drafted? How would you ensure your American Dream was protected in the face of those who disagree with your ideas?

LINKS AND RESOURCES

STORYTELLING ORGANIZATIONS

The National Association of Black Storytellers, located in Baltimore, Maryland, offers places where you can hear, feel and see the authentic voice of Blackstorytelling—through live events, an annual national festival and conference, awards program and online video gallery of awarded stories.

The Moth is a nationally renowned non-profit dedicated to the art and craft of storytelling. Founded in 1997, the organization presents a wide range of theme-based storytelling events across the United States and abroad, often featuring prominent literary and cultural personalities. The Moth also offers a prominent radio show and podcast, a best-selling book and a large series of education and community efforts.

Mass Story Lab is a community storytelling project making stories an instrument of justice. In a Mass Story Lab, the stories of people directly impacted by mass incarceration become the lens through which communities imagine a world beyond prisons.

Since 1966, **the Oral History Association** has served as the principal membership organization for people committed to the value of oral history. OHA engages with policy makers, educators, and others to help foster best practices and encourage support for oral history and oral historians. With an international membership, OHA serves a broad and diverse audience including teachers, students, community historians, archivists, librarians, and filmmakers.

StoryCorps' mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. They do this to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening, and to weave into the fabric of our culture the understanding that everyone's story matters. At the same time, creating an invaluable archive for future generations.

ARTICLES AND VIDEOS

How Should Teachers Handle the Movement to 'Rewrite' High School History? Embrace It
Education Week

120 things you probably didn't know were created by Black inventors
Dailyhive.com

Poet Danez Smith issues a wake-up call to white America
PBS NewsHour

Waking Up From the American Dream
The New Yorker

What the American dream looks like for immigrants
Vox Media

Educating America: The Historian's Responsibility to Native Americans and the Public
American Historical Association

INSTITUTIONS

American Philosophical Society (Philadelphia, PA)
The Bakken Museum (Minneapolis, MN)
Bartram's Garden (Philadelphia, PA)
Benjamin Franklin House (London, UK)
Colonial Williamsburg (Williamsburg, VA)
Franklin Institute (Philadelphia, PA)
Historic Deerfield (Deerfield, MA)
Independence National Historical Park (Philadelphia, PA)
Library Company of Philadelphia (Philadelphia, PA)
Old Sturbridge Village (Sturbridge, MA)
Massachusetts Historical Society (Boston, MA)
Museum of the American Revolution (Philadelphia, PA)
The Papers of Benjamin Franklin at Yale University (New Haven, CT)
Proprietary House Association (Perth Amboy, NJ)

ONLINE RESOURCES

American Indian Treaties
Autobiography of Benjamin Franklin, digitized manuscript
Ben Franklin's World
Color of Change's Building Narrative Power
Digitized Papers of Benjamin Franklin
Founders Online
Interactive Constitution
Melanin Stories Matter
Narrative Change
Question Bridge
The Benjamin Franklin Tercentenary
The BIPOC Project
Trade Databases
Trans-Atlantic and Intra-American Slave
Zinn Education Project

MUSEUMS & EXHIBITIONS

Benjamin Franklin House, Historical Experience & Architecture Tour
Benjamin Franklin House (London, UK)
Benjamin Franklin Museum & Franklin Court
 Independence National Historical Park (Philadelphia, PA)
"Ben Franklin's Electricity Party"
 The Bakken Museum (Minneapolis, MN)
"Climate Science"
 American Philosophical Society (Philadelphia, PA)
 Past Exhibits: **"Dr. Franklin, Citizen Scientist"; "Benjamin Franklin's American Enlightenment"**
"The Electric Dr. Franklin"
 Smithsonian's National Museum of American History (Washington, DC)
"Electricity"
 Franklin Institute (Philadelphia, PA)
"Nation to Nation: Treaties between the United States and American Indian Nations"
 Smithsonian's National Museum of the American Indian (Washington, DC)
"Slavery and Freedom"
 Smithsonian's National Museum of African American History and Culture (Washington, DC)

CREDITS AND ACKNOWLEDGEMENTS

For more info about BENJAMIN FRANKLIN and to download free educational materials visit:
www.pbs.org/benfranklin
Follow the conversation
 #BenFranklinPBS

PRODUCTION CREDITS

Directed by Ken Burns
 Written by Dayton Duncan
 Produced by Ken Burns and David Schmidt
 Edited by Craig Mellish
 Co-Producers Katy Haas and Craig Mellish
 Associate Producer Emily Mosher
 Cinematography by Buddy Squires
 Narrated by Peter Coyote
 Voice of Benjamin Franklin Mandy Patinkin
 Assistant Editors J. Alex Cucchi and Cat Harris
 Production Coordinator Vicky Lee
 Apprentice Editor Nora Colgan
 A production of Florentine Films & WETA
 Television
 Executive Produced by Ken Burns

BENJAMIN FRANKLIN is a production of Florentine Films and WETA Washington, D.C. Directed by Ken Burns. Written by Dayton Duncan. Produced by Ken Burns and David Schmidt. Edited by Craig Mellish. Co-Producers Katy Haas and Craig Mellish. Associate Producer Emily Mosher. Cinematography by Buddy Squires. Narrated by Peter Coyote.

Voice of Benjamin Franklin Mandy Patinkin. Assistant Editors J. Alex Cucchi and Cat Harris. Production Coordinator Vicky Lee. Apprentice Editor Nora Colgan. Executive Produced by Ken Burns. The executive in charge for WETA is John F. Wilson.

Corporate funding for BENJAMIN FRANKLIN was provided by Bank of America. Major funding was provided by David M. Rubenstein. Major funding was also provided by The Pew Charitable Trusts, the Corporation for Public Broadcasting, and by The Better Angels Society and its members Jeannie and Jonathan Lavine; University of Pennsylvania; Gilchrist and Amy Berg; Perry and Donna Golkin; Kissick Family Foundation; Deborah and Jon Dawson; Diane and Hal Brierley; McCloskey Family Charitable Trust; Cappy and Janie McGarr; Lavender Butterfly Fund; and Susan and Charles Shanor Charitable Trust.

Educational Materials for BENJAMIN FRANKLIN were developed in partnership with Impact Media Partners LLC.
 Storytelling Activity Guide Writer:
 Caits Meissner
 Graphic Design: Pablo Londero