

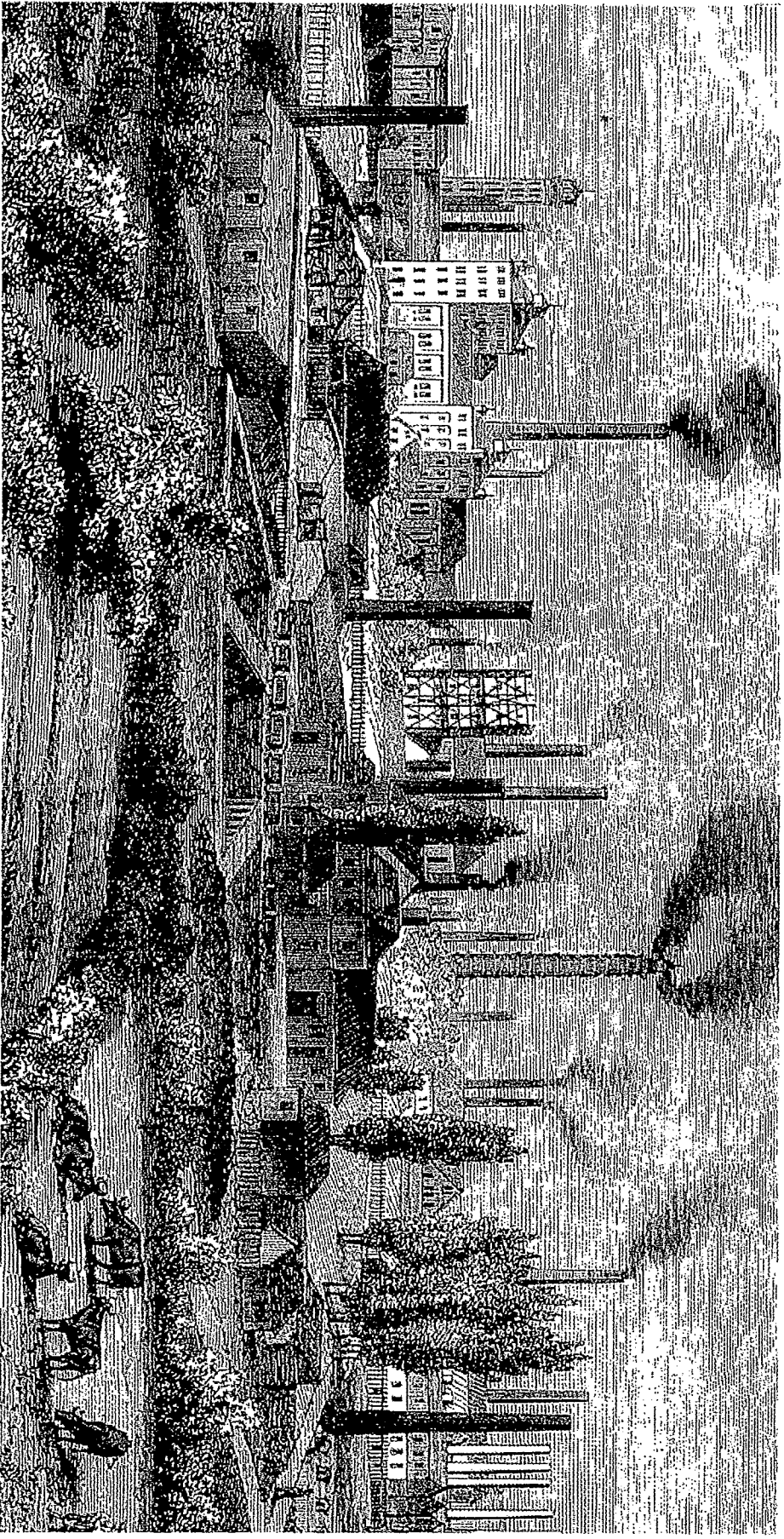
Econ-Express – Fifth Grade

	<p>Slide 7: Read the text. Why was the canal system an important improvement to transportation? How did the canal system impact businesses?</p> <p>Slide 8: Read the text. What was Robert Fulton’s contribution to advances in transportation? Why was this important?</p> <p>Slide 9: Read the text. Partner talk: Who was Samuel Morse? Why was his invention important? How might the telegraph have a positive impact on the growth of business?</p> <p>Slide 10: Read the text. Clarify the meanings of barter and trade. Partner talk: What changes did the growth of technology make on businesses during this time period? How did these changes impact how employees earned income?</p> <p>Slide 11: Read the text. What is a market economy? (This term is fully explored in the lesson for SS.5.E.1.2 (The Market Economy). Partner talk: How was the economy of the United States changed because of the advancements in transportation and communication?</p> <p>Slide 12. Read the text. Further explore the impact of technological improvements on the growth of businesses.</p> <p>Slide 13. Read the text. Partner talk: What are international markets? How might the advancements in transportation and communication impact the United States’ ability to trade with other countries?</p>
<p>After reading</p>	<p>Extension – Explore more about inventions during the development of the United States at the following link: http://www.enchantedlearning.com/inventors/1800a.shtml http://www.ushistory.org/us/25c.asp</p> <p>Read about inventions at ReadWorks</p> <ul style="list-style-type: none"> • Inventions and Innovations (article-a-day-set) https://www.readworks.org/article/Inventions-and-Innovations/c46d78b3-b18d-4658-a56a-347357f5d40a#!articleTab:content/contentSection:29ca05bd-a71e-4d3b-818a-e8f2a8458643/
<p>Resources</p>	<p>Other resources for instruction of this benchmark can be found at Sunny Money: K-8 Economic Resources From the Stavros Center http://sunnymoney.weebly.com/k.html</p>

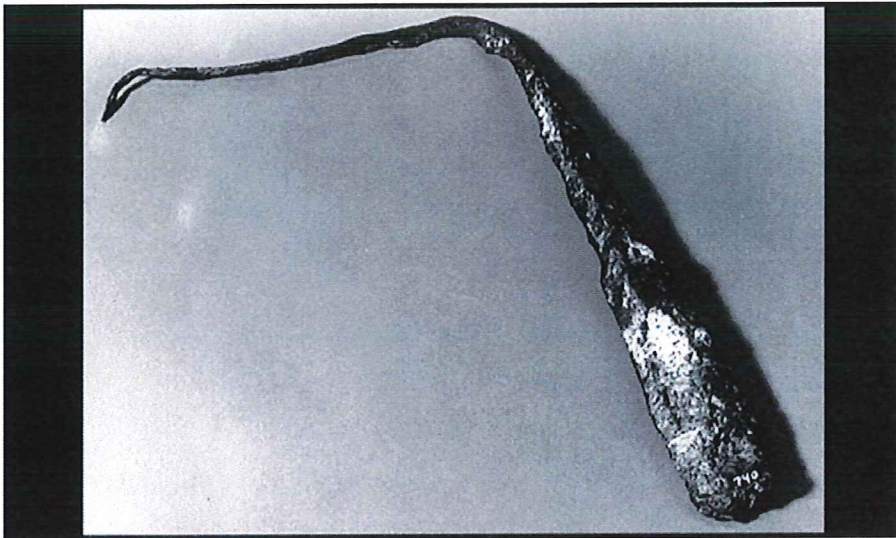
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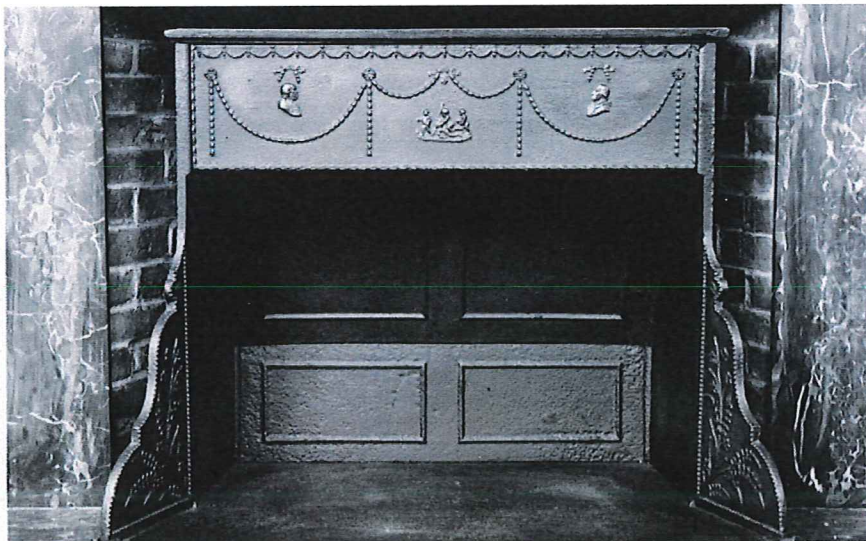
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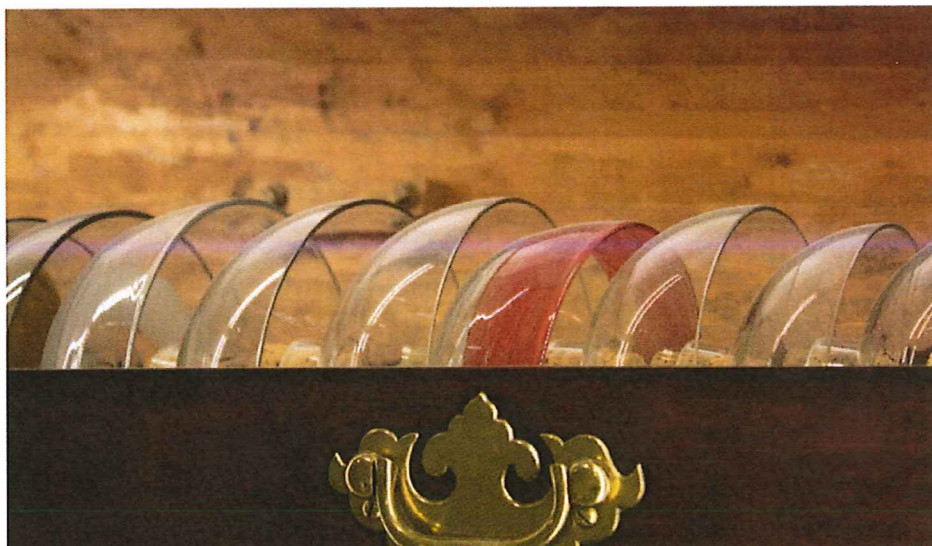
Lightning Rod



Franklin Stove



Armonica



Non-Colonists in the American Revolution

by ReadWorks



French fleet (left) against British fleet (right) in Second Battle of the Virginia Capes

From the point of view of some Europeans, the American Revolution pitted the ideals of the Enlightenment, republicanism, and democracy against Europe's established order, as exemplified by Britain. Some countries found that watching wasn't enough—they joined the fight.

One of these countries was France. Without France, a very important ally of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons. A weakened England could only heighten France's status and influence—both in Western Europe and around the world as various countries competed to establish colonies. Some French might have been seeking payback. Only twelve years before the American Revolution, France was at war with Britain in the Seven Years' War, and they lost. This resulted in France being forced to give North American territories to Britain.

Five months after the Declaration of Independence was signed, Benjamin Franklin traveled to Paris. He hoped to explain the revolutionary cause to the French and enlist their support. Franklin was already popular in France for his writings and scientific discoveries, and he was able to secure French support. At first, France supported the Americans only in secret. Gunpowder, ammunition, weapons, and money were smuggled into the country, hidden in commercial ships. Military strategists crossed the Atlantic to advise Continental Army military commanders.

In February 1778, France officially recognized the United States (following the Battle of Saratoga, in which the Continental Army decisively defeated the British army and gave a resurgence of hope to the Americans' fight for independence), and the countries signed an alliance. French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the

equivalent of what would be about 13 billion dollars in the U.S. today.

Spain also supported the Americans. First, like France, the Spanish contribution consisted of money and weapons. But in 1779, Spain joined France with military support. Also like France, the Spanish navy played an important role in combatting the formidable British fleet. Land and sea battles were sometimes fought far from the North American continent—in the Mediterranean and West Africa.

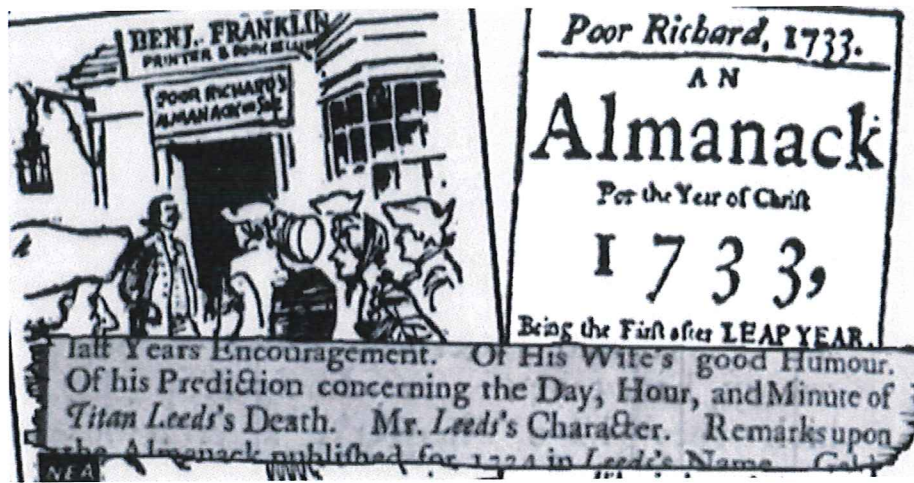
But French, Spanish, American, and British armies were not the only armies fighting in the American Revolution. A quarter of all soldiers under the British flag were actually from the area known as Germany today—30,000 hired men in all. These soldiers were known as Hessians, because many of them were from the independent principality of Hesse-Cassel.

Native Americans also fought in the American Revolution. Most considered the United States to be a threat to their territory, so they fought on the British side. In total, approximately 13,000 Native Americans fought for the British. But other Native Americans fought against them. The Revolution was, for some Native Americans, a controversial and divisive matter. For instance, the Iroquois Confederacy, also known as the Six Nations, was a powerful organization of tribes that tried to stay neutral. But pressed to choose a side, the Confederacy could reach no agreement; it split up, with two tribes pledging their allegiance to the Americans, and four to the British.

Not only did foreign nations and groups join the Revolution, but foreign individuals did, too. Friedrich Wilhelm von Steuben, a Prussian, served as inspector general and major general of the Continental Army. He went on to serve as George Washington's chief of staff. He wrote *The Revolutionary War Drill Manual*, which was the official American drill manual for the next forty years.

Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. Tadeusz Kociuszko was born in Poland, moved to France, sailed to America, and rose to the rank of brigadier general. His countryman, Casimir Pulaski, has been called the "father of the American cavalry." Pulaski organized and trained the Continental Army's horsemen, which had been used mostly for scouting. Pulaski was also promoted to general but was killed in the war. Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

Poor Richard's Almanack

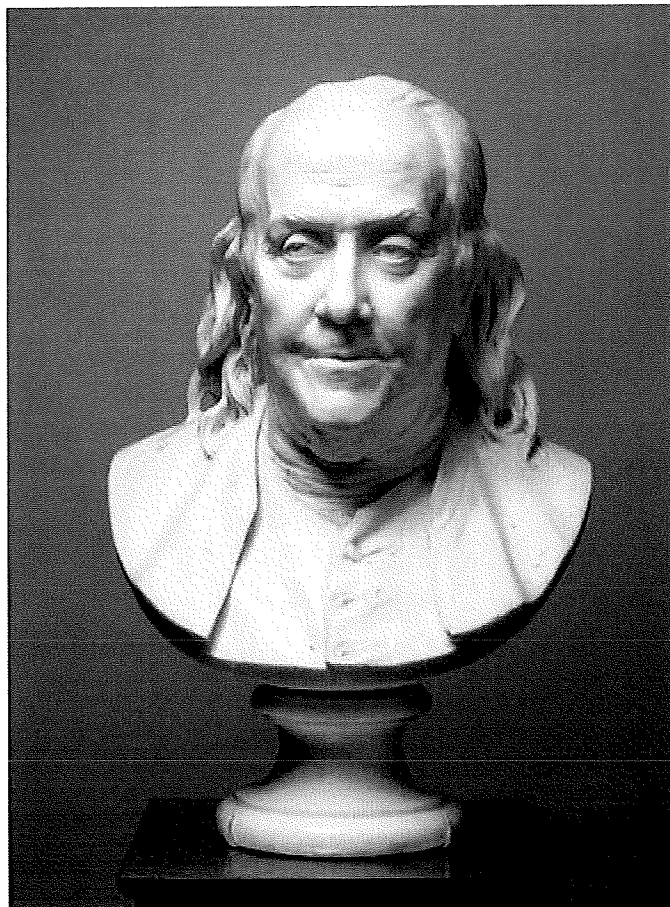


Business success

Franklin's greatest **business accomplishment** came from the publication of Poor Richard's Almanack. On December 19, 1732 Franklin published his first almanac under the pseudonym of Richard Saunders. The almanac was published for the year of 1733 and was published once a year for the next 25 years. It contained all sorts of interesting information such as the calendar, weather predictions, sayings, poems and demographics. It also included recipes, trivia, advice, aphorisms, and proverbs about industry and frugality. Franklin considered it a vehicle of instruction for common people who could not afford books, a literature for the masses. Almanacs were the most read secular books in the colonies.

Bust of Benjamin Franklin

This image is provided by the Philadelphia Museum of Art. This text is adapted by ReadWorks.



1779
Marble Height with socle: 20 1/2 inches (52.1 cm)
JEAN-ANTOINE HOUDON
French, 1741-1828

Benjamin Franklin was seventy-two years old when the French sculptor Jean-Antoine Houdon made this portrait bust of him. At the time, Franklin was a representative of the American colonies. He was already a popular celebrity due to his experiments with electricity and his many inventions. He had also founded Pennsylvania Hospital and the University of Pennsylvania. He had published the *Pennsylvania Gazette* and *Poor Richard's Almanac*, as well.

Houdon created this amazing sculpture without ever making a mold or taking measurements of Franklin's face. He didn't even ask the statesman to pose for him. Houdon skillfully carved away pieces of the marble, giving it the realistic appearance of Franklin's skin, hair, and facial features. The artist captured Franklin's intelligence in his eyes, his slightly parted lips, and the subtle tilt of his head. What parts seem especially real to you?

he'd have it in his sack—and down to the vestry with it. There he'd put it in the middle of the floor—and we'd all gather round for the warmth.

"Twenty-eight of us it would heat, and the room as well. It was all because it was **OUT IN THE OPEN**, not stuck in a hole in the wall like that fireplace."

"Amos," he interrupts, excited, "there's an idea there! But we couldn't move the fire out into the middle of the room."

"We could if there were something to put it in, iron or something."

"But the smoke?" he objected.

"PIPE," said I, and curled up for another nap.

I didn't get it, though.

Ben rushed off downstairs, came back with a great armful of junk, dumped it on the floor and was off for more. No one could have slept, not even a dormouse. After a few trips he had a big pile of things there. There were scraps of iron, tin and wire. There were a couple of old warming-pans, an iron oven, three flatirons, six pot-lids, a wire birdcage and

an anvil. There were saws, hammers, pincers, files, drills, nails, screws, bolts, bricks, sand, and an old broken sword.

He drew out a sort of plan and went to work. With the clatter he made there was no chance of a nap, so I helped all I could, picking up the nuts and screws and tools that he dropped—and his glasses.

Ben was a fair terror for work, once he was interested. It was almost noon before he stopped for a bit of rest. We looked over what had been done and it didn't look so bad—considering.

It was shaped much like a small fireplace set up on legs, with two iron doors on the front and a smoke pipe running from the back to the fireplace. He had taken the andirons out of the fireplace and boarded that up so we wouldn't lose any heat up the chimney.

Ben walked around looking at it, proud as could be, but worried.

"The floor," he says. "It's the floor that troubles me, Amos. With those short legs and that thin iron bottom, the heat—"

"Down on the docks," said I, "we used to hear the ship-rats telling how the sailors build their cooking

Every time a house or a tree was struck Ben was the first to reach the scene, questioning all who had been present as to how the bolt had looked, smelled or sounded, what sensations they had felt, and so on. Then he would go into a brown study that lasted for hours, occasionally murmuring, "I wonder, I wonder."

"Wonder what?" I asked finally. It was getting on my nerves.

"Why, if lightning and electricity are the same thing."

"To me they are," I said promptly. "They're both annoying, horrid, dangerous nuisances that should be let strictly alone."

"There you go again, Amos. No vision—no vision."

"All right," I said, "ALL RIGHT. And if they *are* the same and if you *do* prove it, then what?"

"Why then," he said, "why then, I shall go down in history as he who tamed the lightning, who—"

"If you have any notion of making a house-pet of this lightning," I said, "you can go down in history as anything you please. For myself, I will go down in the cellar—and stay there."

* * *

Two days later I was waked from my afternoon nap by a terrible clatter overhead. Investigation disclosed Ben seated on the roof busily hammering. He had fastened a whole collection of sharp-pointed iron rods to various parts of the housetop. There were two or three on each chimney and a series of them along the ridgepole. These were all connected by a tangle of wires and rods that ran down through the trapdoor into our room.

"You see, Amos," he explained, while connecting wires to various instruments, "the trouble with most people is that they lack the calm observation of the trained scientific mind. Time after time I have rushed to the scene of one of these lightning strokes and all I could gather from the bystanders was that they were 'terrible skered!'

"Now by collecting a small amount of this so-called 'lightning' with the rods which you saw on the roof and conducting it through wires to these jars and instruments, we shall be able to investigate its nature and behavior with true scientific calm. We shall be able to settle forever the question which is