



"The doors of wisdom are never shut."

Benjamin Franklin House Education Pack

Contents:

Planning a Visit.....	Pg 3
Benjamin Franklin House and the National Curriculum.....	Pg 4
What is special about Benjamin Franklin and his London House.....	Pg 5
Pre-Visit.....	Pg 10
How to Book.....	Pg 11
Setting Objectives.....	Pg 12
Preparing the Pupils.....	Pg 13
A Special Day.....	Pg 14
Back at School.....	Pg 23
Other learning initiatives at the House.....	Pg 24
How to get here.....	Pg 25
Useful Resources.....	Pg 26
Appendix.....	Pg 28

1. Planning a Visit

This Pack has been developed to support teachers in planning a meaningful visit to Benjamin Franklin House.

The pack has been created with 4 key objectives in mind:

- 1) To encourage pupils to observe, think, make choices, carry out experiences and draw their own conclusions. Through activities outlined in this pack, we aim to foster interest in Science, History and more;
- 2) To promote learning about Benjamin Franklin, a unique figure in History who prioritised learning, and to offer new perspectives on daily life in eighteenth century London;
- 3) To offer activities that supports a range of learning styles, including note taking, drawing, independent and group work, role play and debate; and
- 4) To place the visit in context and maximise learning by encouraging appropriate pre-visit work and meaningful follow up activities.

2. Benjamin Franklin House and the National Curriculum

A visit to Benjamin Franklin House is ideal for supporting the National Curriculum in *science, English, design & technology* and *history*. Although particularly relevant to Key Stage 2, educational opportunities at the House can support all Key Stages, offering a range of curriculum enrichment opportunities for pupils with a wide variety of interests.

The main key educational benefits of a visit to the House include:

- 1) A meaningful context through the work of Benjamin Franklin to demonstrate the process of finding things out – a process central to the curriculum.
- 2) Hands-on activities that are simple, structured and stimulating in order to capture the children's imagination and enabling all to be involved in creating hypotheses and testing them.
- 3) Activities that can be easily adapted to meet the learning needs of children of different ages and with different levels of ability.
- 4) Experiences that reinforce in-school learning especially scientific principles outlined in the curriculum.
- 5) Activities which demonstrate how scientific experimentation contributes to the development of technology.
- 6) Meaningful links with other areas of the curriculum.

Thus, a visit to Benjamin Franklin House will provide unique opportunities for children to learn how to carry out systematic investigations using the approach scientists use to test ideas. They will discover that being a scientist is stimulating, fun and something anyone can achieve. Finally, they will explore the relevance and importance of science in everyday life.

3. What is special about Benjamin Franklin and his London Home

Benjamin Franklin House at 36 Craven Street in the heart of London is a heritage 'gem'. The House, built circa 1730, is architecturally very significant. It holds a Grade I listing and retains a majority of original features, (central staircase, lathing, 18th Century panelling, stoves, windows, fittings, beams, brick, etc) 'unimproved' over time. As the world's only remaining Franklin home, it is also historically significant:

- Franklin lived here for some sixteen years on the eve of the American Revolution (between 1757 and 1775)
- Is the first de facto US Embassy - holds a special place in Anglo-American history
- Has a fascinating history of medicine dimension - Franklin's landlady's son-in-law ran an anatomy school from Craven Street
- The House has additionally gained official recognition:
 - First site outside the US to achieve Save America's Treasures designation
 - Recognised by Tercentenary Committee (celebrating 300th anniversary of Franklin's birth in 2006) established by the White House
 - Institute of Electrical Electronics Engineers (IEEE) 'Milestone' location

During his tenure at the House, Franklin interacted with eminent thinkers and political leaders of his day including Edmund Burke, David Hume, Joseph Priestley and Adam Smith. His role, however, was not restricted to that of ambassador or politician.

Franklin conducted many important experiments, such as measuring the effects of the Gulf Stream, wrote his autobiography, and worked as an inventor. One of his inventions, the glass armonica, is a musical instrument for which Mozart and Beethoven composed. The House also served as the anatomy school of the pioneering William Hewson, who married Polly, daughter of Franklin's landlady Margaret Stevenson.

In 1998, excavation of the basement uncovered bones, apparently discarded following student dissections, which provide fascinating information about the early history of surgery.

Both a dynamic museum and educational facility, Benjamin Franklin House provides an excellent opportunity to introduce pupils to the important concepts of science, history and design and technology. We recognise that due to a lack of information or limited resources, some children do not get the same chance as others to visit museums. Therefore all activities are free of charge. Through a wide programme of educational and fun activities, we ensure the participation of children from different backgrounds.

Who was Benjamin Franklin?

Benjamin Franklin (January 17, 1706 – April 17, 1790) was an American printer, journalist, publisher, author, philanthropist, abolitionist, public servant, scientist, librarian, diplomat, inventor, and more. A leader of the American Revolution, well known also for his many quotations, he is considered the ‘father’ of electricity. Franklin's inventions include the Franklin stove, the medical catheter, the lightning rod, swim fins, improvements to the glass harmonica, and bifocals.

Benjamin was born in Boston. His schooling ended aged ten and at the age of twelve he became an apprentice to his brother James, a printer who published the *New England Courant*. While a printing apprentice he wrote precociously under the pseudonym of 'Silence Dogood' in the guise of a middle-aged widow.

Aged 17, he ran away to Philadelphia seeking independence in a new city. However, he soon realised that if he wanted to set up as a publisher on his own, he needed to come to London to learn more about the trade. After working as a compositor in a printer's shop, he returned to Philadelphia after a couple of years and in 1730 set up a printing house of his own from which he published *The Pennsylvania Gazette*, one of the premier newspapers of Colonial America. The *Gazette* gave Franklin a platform from which to pursue a variety of local reforms.

He combined his intelligence with a great deal of savvy about cultivating a positive image as an industrious and intellectual young man, earning him a great deal of respect.

In 1732 Franklin began to publish the famous *Poor Richard's Almanack*, which strengthened his reputation. Adages from this almanac such as "A penny saved is two pence clear" (often misquoted as "A penny saved is a penny earned") and "An apple a day keeps the doctor away" are now commonly used by people all over the world.

As a printer and a publisher of a newspaper, Franklin frequented the farmers' markets in Philadelphia to gather news. One day he inferred that reports of a storm elsewhere in Pennsylvania must be the same storm that had visited Philadelphia a few days before. This gave him the notion that *some storms travel*, eventually leading to the synoptic charts of dynamic meteorology.

In 1731 Franklin and other like-minded friends who called themselves *Junto*, began the first public library in Philadelphia, and in 1736 Franklin created the Union Fire Company, the first volunteer firefighting company in America.

Franklin then began to concern himself increasingly with public affairs. He set out a scheme for The Academy and College of Philadelphia, which was later merged with the University of the State of Pennsylvania, to become the University of Pennsylvania, today a member of the so-called Ivy League of top US universities. He also founded an American Philosophical Society to help those interested in science discuss their discoveries, and began research into electricity which, along with other scientific inquiries, would occupy him the rest of his life.

In 1748 Franklin retired from printing, creating a partnership with his foreman, David Hill, which provided Franklin with half of the shop's profits for 18 years. This lucrative business arrangement provided leisure time for study, and in a few years he had made discoveries that gave him a global reputation.

In 1750, after a series of discoveries in energy, Ben published a proposal for an experiment to prove lightning was electricity and not an act of God, as it was then believed. His kite and key experiment and subsequent invention of the lightning rod led to Franklin's election as a Fellow of the Royal Society.

In 1751 Franklin established the Pennsylvania Hospital – the first in America.

In politics, he proved very able both as an administrator and a passionate proponent of political freedom. Franklin's most notable service in domestic politics was the establishment of a modern postal system, yet his fame as a statesman rests chiefly on his diplomatic services as the representative of the American colonies in Great Britain and France.

In 1757 Ben was sent to England to ask Penn family, proprietary owners of Pennsylvania, to provide greater financial support. He took comfortable lodgings with the widow Margaret Stevenson in her house at 36 Craven Street. Both Mrs. Stevenson and her daughter Polly were to become life-long friends of Franklin. Leaving his wife Deborah (who was afraid of crossing the ocean) and daughter Sally behind in Philadelphia, Franklin found a surrogate family.

Franklin strove to inform the people and government of the United Kingdom about colonial conditions, he was awarded an honorary doctorate for his scientific accomplishments both from St Andrews and Oxford University.

He returned to Pennsylvania briefly in 1762, but in 1764 was again dispatched to England to petition the King to make Pennsylvania to advocate against taxation without representation.

Although times were turbulent in this period, Franklin maintained constant contact with friends and scientific colleagues. He spent time at Craven Street investigating topics as diverse as lead poisoning, the common cold and magnetism. He also took an active part in the everyday affairs of his beloved adopted family.

In 1765 Parliament imposed a stamp duty on, among other things, colonial legal documents and newspapers. Franklin, who opposed taxation without representation, argued against the tax, using both the press and social occasions to influence government leaders. A year later he was called as a witness before the House of Commons, where he gave a masterly performance answering over 170 questions. The Act

was repealed a month later, but in 1767 relations between Britain and the colonies worsened as duties were levied on glass, paper and tea.

Despite the tensions, Franklin worked tirelessly toward reconciliation, attracting criticism from both sides. He could not, however, prevent the escalation of misunderstanding on both sides, and thus his final stay in London came to a close. By the time he stepped ashore in Philadelphia in May 1775, the American Revolution had already begun.

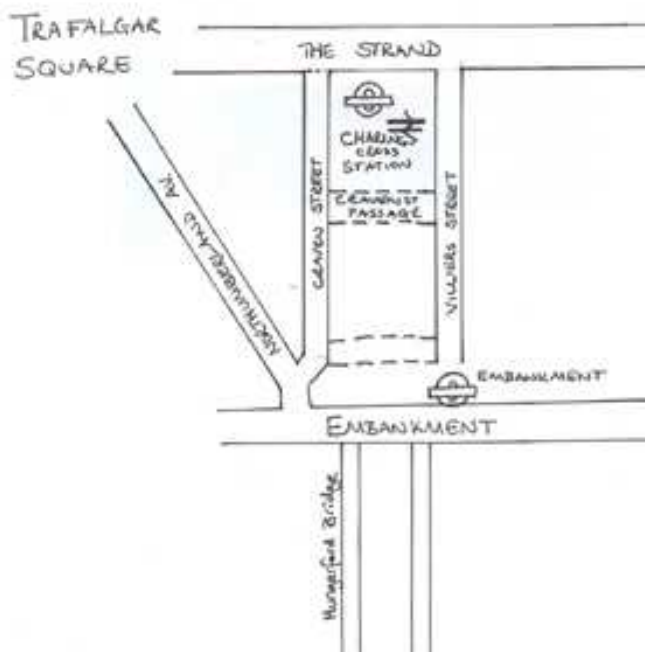
In 1778 Franklin was sent to France to gain French support for American Independence. He remained in France until 1785. A favourite of French society, Ben was so popular that it became fashionable for wealthy French families to decorate their parlours with paintings of him. He was so influential in securing support for America and negotiating the Treaty of Paris (1783) that ended the revolutionary war, that when he finally returned home he was celebrated as the champion of American Independence.

After his return from France at the age of seventy nine, Franklin took an active stand against slavery and helped shape the American Constitution. He is the only Founding Father who signed all four of the major documents essential to the founding of the United States: The Declaration of Independence (1776), The Treaty of Alliance with France (1778), the Treaty of Paris establishing peace with Britain (1783) and the United States Constitution (1787). Franklin died on April 17, 1790 at the age of eighty four. Twenty thousand people attended the funeral of the man whose electric personality still lights the world.

4. Pre-Visit

A pre-visit is encouraged to see the Student Science Centre and review plans for the visit with the Education Manager.

As the House is quite small we do not have a restaurant/cafeteria. There are a number of squares with gardens close-by to the House (See Map) where packed lunches may be eaten. We can make suggestions on nearby attractions you might also wish to visit.



Please note that we require a minimum of **three adults for every thirty pupils.**

5. How to Book your Visit

- Please call Benjamin Franklin House and ask for the Education Manager on tel: +44 (0)207 839 2013 to discuss dates. Please keep in mind that **Tuesday** is our Schools day.

You can also use our electronic booking form to register your provisional booking at www.benjaminfranklinhouse.org:

If you feel you must cancel your booking, it is helpful if you can let us know at least 14 days before your visit.

Contact details:

Stephen Wilson

Education Manager

Benjamin Franklin House

36 Craven Street

London WC2N 5NF

Telephone: +44 (0)207 839 2013

Fax: +44 (0)207 930 9124

Email: education@benjaminfranklinhouse.org

6. Setting Objectives for the Visit

In order for your students to benefit as much as possible from the visit, it is naturally important to set some learning objective(s).

Our activities demonstrate how Franklin's work was driven by a real spirit of enquiry, awe and curiosity about the world in which he lived. This led him to ask questions, seek answers and develop solutions. We will show you how he applied his knowledge and understanding to practical purposes, an approach which is central to the curriculum. The offerings at Benjamin Franklin House are in line with the ***National Curriculum***. We ensure all visits are appropriate for the age and experience of the children, and tailor our presentations for a range of learning styles to enable all children to benefit from the experience.

We emphasise learning through experimentation. Benjamin Franklin House promotes **knowledge and understanding** (including science, history, design and technology, life in Georgian London), **transferable skills** (such as teamwork, problem solving, learning how to look at objects, experimenting, making deductions, and communication), and **personal development** (increasing motivation and confidence, changing children's views about museums, science and history, encouraging them to take their learning further by visiting other museums and involving their families).

7. Preparing the Pupils

To make any visit meaningful, it is important pupils are prepared for the visit. We encourage you to explain who Benjamin Franklin was and what he accomplished, tell them the purpose of the visit, and notify them of any relevant follow up work they will be doing once they return to school.

Here are some preparatory activities you might want to consider:

- **To provide some context for the visit:**

Ask pupils 5 key questions to generate interest and discussion. You can ask the same questions after the visit to see what has been learned and how perceptions have changed.

- 1) What do you know about Benjamin Franklin?
- 2) How do you think scientific discoveries take place?
- 3) How do you think surgery was performed in the 18th century?
- 4) What do we use electricity for?
- 5) What was life in London like 250 years ago?

- **Investigating the House on-line**

At www.benjaminfranklinhouse.org, pupils can gain information about the House in advance. They can also play games and read more about our programmes and events.

8. A Special Day

A visit to Benjamin Franklin House normally takes around one hour. The maximum number of pupils per session is 30. The class will be split into two equal groups who alternately see the Historical Experience and the Student Science Centre.

I – Historical Experience

Students will explore the 18th century building, where Franklin's London comes to life! This special excursion removes the traditional distance between museum and child, bringing a sense of the innovation that characterised Franklin's life in London.

Through live performance the House becomes a stage where each room tells a different part of Franklin's story.

On a journey with Franklin's 'adopted daughter' Polly Hewson, students will gain a sense of the times in which he lived: food, health, botany, and daily living in the basement kitchen, social and personal relationships on the ground floor, scientific work and political drama on the first. The visit will give children a sense of the final moments when Britain and America were still one and what led to their separation.

II – Student Science Centre

The SSC consists of three different rooms:

1. Demonstration Room

Benjamin Franklin was a practical scientist, and in the demonstration room students will gain insight into the great man's mind. They will reproduce one of his London-based scientific enquiries and see how this led to amazing inventions. Invention can be hard to explain. Where does inspiration come from, and how can you imagine an entirely new thing? The Student Science Centre is unique in offering students an insight into the process of invention.

The Education Manager creates an exciting demonstration for students, aided by video and hands-on experimentation. Before their visit, teachers choose one of three alternatives: **discovering the true nature of lightning; inventing the glass Armonica; or investigating canals.**

A) The Nature of Lightning

Franklin's most spectacular achievement was explaining the true nature of lightning and inventing a way of protecting people from its awesome power. He did this first in Philadelphia but repeated his electrical experiment in London. This demonstration consists of spectacular footage and experiments that provide insight into the way scientists enquire about the world around them.

- **[Link to the Curriculum](#)**

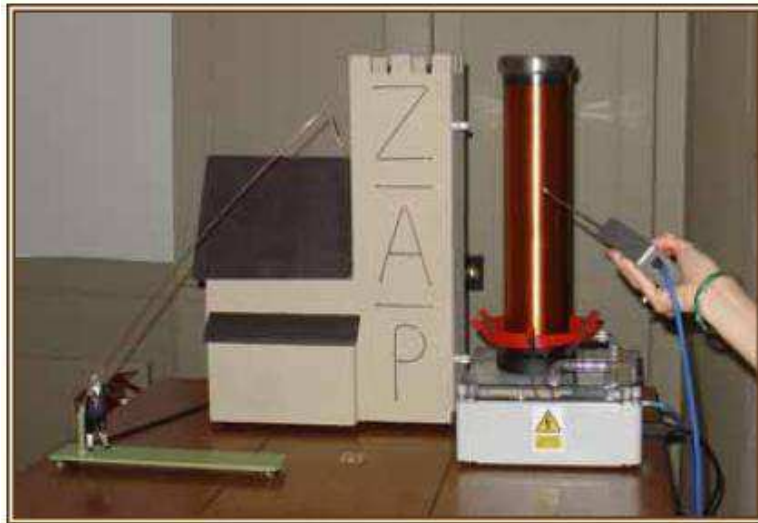
The lightning demonstration encompasses a number of subject areas, furthering knowledge of electricity and enabling children to develop an understanding of a natural phenomenon through observation.

Specifically, it illustrates both strands of *Sc1 Scientific Enquiry* in a meaningful and relevant way, creating a dramatic stimulus for learning about electricity and circuits in *Sc4*, and conductors and insulators in *Sc3*. It also has links with QCA Science Scheme of Work Unit 4F.

This well-structured demonstration guides the children through the processes of scientific enquiry and invention, starting with Franklin's observations that lightning was electrical in nature and ending with the invention of the lightning rod. Electricity is therefore brought to life in a way children have never seen before.

- **[How the Demonstration Works](#)**

A large table is set up with a device known as a Tesla coil mounted at one end. Safety barriers are put in place to stop students getting too close to the coil. The demonstration involves placing a model Franklin with copper kite and metal key next to the coil. The electrical charge built up by the Tesla coil causes sparks to jump to the dangling key.



To demonstrate the 18th century challenge of protecting buildings from lightning, which Franklin addressed, a model church (with a metal wire running from top to bottom) is used. When placed close to the Tesla coil, sparks strike the church and ‘zap’ the building. Children then discover Franklin’s ingenious solution of the lightning rod.

B) Inventing the Armonica

Benjamin Franklin was one of the first Americans to invent a musical instrument. This demonstration leads students through his design process, giving them a great example of how invention can involve every day items with a simple hypothesis. The demonstration involves scientific enquiry and an investigation of form and function, encompassing aspects of both science and technology.

- **Delivering the Curriculum**

The armonica demonstration brings together *Science* and *Design and Technology*, providing insight into the way products are developed, emphasising the contribution of scientific understanding. Children are shown the importance of science in our everyday lives and experience the excitement of creating a new product.

This demonstration provides a real life context for investigations relating to *Sc3 Materials and their properties* and *Sc4 Physical processes (Sound)*. Furthermore, it

provides an opportunity to bring together and introduce the QCA Scheme of Work *Unit 5A (Design and Technology)* and *Unit 5F (Science)*.

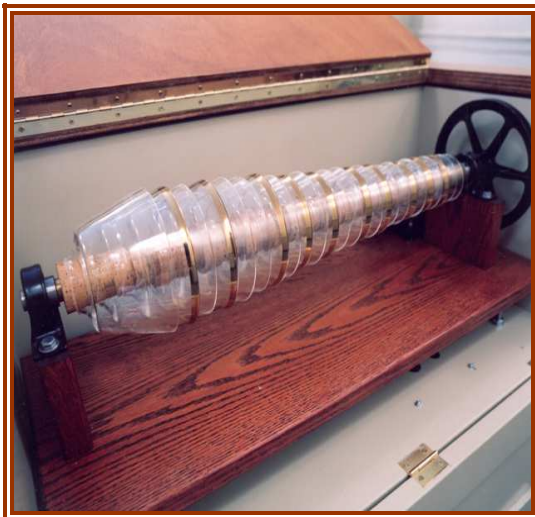
The experiment is fun and engages all those participating, encouraging children to ask their own questions. All will have the chance to make music for themselves.

- **How the Demonstration Works**

A selection of wine glasses of different shapes and sizes, filled with different volumes of water, are displayed. The Education Manager shows the students how to make a sound by gently rubbing a wet finger round the rim of a glass, while they discuss the principles of sound. Several stages follow in which the children explore different materials and how to make the instrument easier to play.

In the final part of the demonstration the Education Manager reveals a real Armonica and the children experiment at playing a tune. They follow in the footsteps of Franklin in creating an improved instrument.

At different points the children are shown relevant video clips, including House friend Alastair Malloy of the BBC orchestra playing on his own Armonica a piece Mozart composed for Franklin's unique instrument.



C) Investigating Canals

Franklin's investigation into canals is a fantastic example of scientific enquiry. He observed something he couldn't explain, why boats in some canals seemed to travel faster than others, and set about devising a model that would allow him to test the problem.

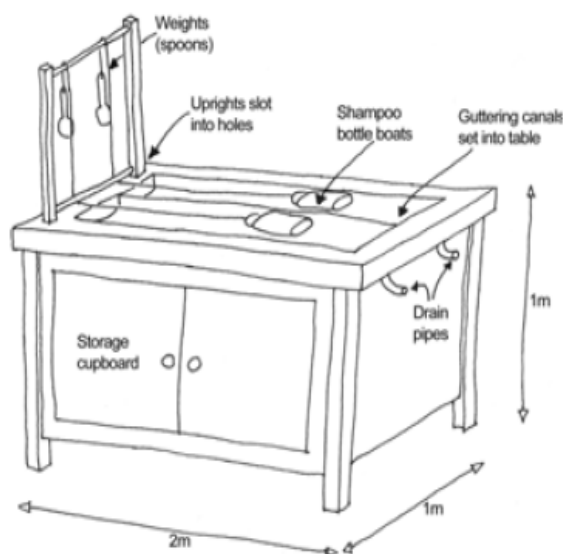
- **Delivering the Curriculum**

The canal demonstration allows children to be involved in an investigation demonstrating how Franklin used observations to make further predictions. It provides a real life context for learning about 'Forces and motion'.

The demonstration covers *Ideas and Evidence in Science* as well as all three strands of *Investigative Skills* outlined in Sc1 of the National Curriculum *Scientific Enquiry* and it links with Units 4E and 6E of QCAs Scheme of Work for Science. The context for the investigation is *Sc4 physical processes* (2 Forces and motion – b, c, d).

- **How the Demonstration Works**

Two canals run along the length of a table. A vertical pulley mechanism slots into place at one end. Small weights (teaspoons) are attached to strings that pass over the pulleys and run along the canals filled with water - one to a depth of 2cm, the other to 4cm. Small boats made from shampoo bottles float on the canal. Strings are attached to the boats and the weights are released to pull the boats through the water. This simple system allows investigation of factors that influence canal boat speed.



Students discover variables that can be modified affecting the results: Depth of water, weight of pulley, weight of canal boat, shape of canal boat, loading of canal boat. They ultimately discover whether boats travel faster in deeper or shallower canals.

2. Discovery Room

The student science centre houses four computers, allowing students several minutes to complete one of several interactive games. Students are invited to choose an object from a box and then must match their item to the relevant game. Each game aims to encourage the player to think about an object's form to predict its function. In the end, a copy of the chosen invention is printed out. The visiting teacher is also provided with work sheets to complement each individual print out.

The six objects to choose from are split into two groups: household objects that could have been found at Craven Street; and bones relating to William Hewson's Craven Street Anatomy School. They include: a jaw from a cow; a washboard; an ink well; and a surgeon's knife or bone saw.

- **Delivering the Curriculum**

In the Discovery Room children explore form and function and invention.

The activities incorporate ICT as they use the touch screens to find out information. The computer games are fun and straightforward and take them through the process of invention in a few short steps. The visual, hands-on nature of this activity captivates

children and can be particularly beneficial to less academic students. Children's feedback for this presentation has been very good, some pupils claiming it was a great way to learn – better than what they would normally expect in a museum and much more fun.

3. Medical History Room

Inspired by the anatomy school of Mr William Hewson, this room contains a number of separate activities focused on human anatomy. Students are free to explore the contents of the room at their own pace. All exhibits are suitable for both individual and group activity.

- **Delivering the Curriculum**

Pupils learn about how the body works in a fun and informative way and a less structured approach. The room also encourages children to use the reference material available to extend their learning.

The Medical History Room explores the wonders of how the human body works and fits together. It relates to *SC2.2 Life Processes and Living Things*. Pupils discover things like the heart's purpose in helping to circulate blood through vessels around the body and how humans have skeletons and muscles to support and protect our bodies and make them move.

- **How the Medical History Room Works**

A) Interactive Circulation Game

Students learn how the heart sends blood to the lungs to pick up oxygen, and then around the rest of the body to deliver oxygen to muscles and organs.

The circulation game consists of a large body diagram, with body areas illuminated with LED lights. The aim is for the students to connect the areas together correctly.



B) Bones and Organs

Students put on Velcro covered tabards, to which they can attach either organs or bones made of soft materials. Students can be organised into teams to compete in arranging their bones and organs in the fastest time.

C) Reference Material and Mr Hewson Display Panel

A series of panels describe the work of the pioneering anatomist William Hewson, who married Polly, daughter of Franklin's landlady. They discover more about his training and life and pertinent details about medical research in the eighteenth century, including the source of the dead bodies used in dissections!

9. Back to School - Assess Learning

Class discussion

A simple and effective way to follow up on the visit can be to hold a class discussion back at school. The children could be encouraged to discuss in pairs or groups before presenting to their peers, or simply as a whole class. The visit can stimulate a range of debates:

- What was your favourite room in the House and why?
- What have you learned about science that you did not know before?
- What was positive about your visit to Benjamin Franklin House?
- What could have been better?
- Has the visit made you think about history, scientists or old buildings in a different way?

Each of the first 3 of these themes could also be used as the subject of a piece of artwork, a dramatic performance or a piece of informative writing.

Measuring Learning

It is worthwhile asking pupils the same 5 key questions after the visit that you asked them before their visit to see what has been learned and how perceptions have changed.

- 1) What do you know about Benjamin Franklin?
- 2) How do you think scientific discoveries take place?
- 3) How do you think surgery was performed in the 18th century?
- 4) What do we use electricity for?
- 5) What was life in London like 250 years ago?

10. Other Learning Initiatives at Benjamin Franklin House

Ben's Travelling Suitcase

The Education Manager can visit your school to run free outreach sessions with Benjamin Franklin's Travelling Suitcase to extend the lessons discovered during the visit.

This valise is full of objects related to Franklin's experiences, providing a direct link with Franklin's life in London. It promotes the 'scientific method' of drawing conclusions based on an examination of the available evidence. Ben's travelling suitcase is ideal for generating group and class discussion and encouraging young people to visit museums with their families to further their learning.



There are two different workshops to choose from: Become an Inventor and Sherlock Bones, visit

www.benjaminfranklinhouse.org

To find out more or to book an outreach session please contact Stephen Wilson at: education@benjaminfranklinhouse.org

11. How to Get to Benjamin Franklin House

Nearest Tube/British Rail: Charing Cross (Northern and Bakerloo Lines), Embankment (District and Circle Lines)

From Charing Cross: Turn left out of the main station entrance, to Craven Street, the first turning. We are on the left side of the street.

From Embankment: Exit the station walking up Villiers Street. Turn left through the Arches shopping parade, and up the stairs onto Craven Street. The House will be on your right toward the top of the street #36

Buses:

There are a number of buses that stop near Craven Street – 6, 9, 11, 13, 15, 23, 77a, 91, 139, 176

Car/Coach

Because parking nearby is difficult; we urge visitors to use public transport. Coaches may drop off, but not park.

Congestion Charge Zone: Please note that Benjamin Franklin House is situated within the congestion charge zone (£8.00).

For more advice on planning your journey to Benjamin Franklin House, visit our website or see the Transport for London website: www.tfl.gov.uk/journeyplanner



12. Useful Resources

Recommended Books

General Interest:

Benjamin Franklin: An American Life, by Walter Isaacson

Benjamin Franklin: A Biographical Companion, by Jennifer L. Durham.

Benjamin Franklin: Inventor, Statesman, and Patriot, by R. Conrad Stein.

Experiments and Observations on Electricity, by Benjamin Franklin.

My Life with Benjamin Franklin, by Claude-Anne Lopez.

Children's Publications:

Benjamin Franklin: Scientist and Inventor, Video.

The Hatmaker's Sign: A Story by Benjamin Franklin, by Candace Fleming; illustrated by Robert A. Parker, *illustrator*.

In Their Own Words: Benjamin Franklin, by Peter and Connie Roop.

The Amazing Life of Benjamin Franklin, by James Cross Giblin; illustrated by Michael Dooling.

Benjamin Franklin, by Susan R. Gregson.

Benjamin Franklin, by Martha E. H. Rustad.

Benjamin Franklin: Creating a Nation, by Karen Clemens Warrick

The Amazing Mr. Franklin, by Ruth Ashby

Recommended Websites

Links for further information on Franklin's life and work.

American Philosophical Society: www.amphilsoc.org

Benjamin Franklin Tercentenary: www.benjaminfranklin300.org

Franklin Institute Online: www.sn1.fi.edu

Friends of Franklin, Inc: www.friendsoffranklin.org/

Institute of Electrical & Electronics Engineers Historical Center:
www.ieee.org/organisations/history_center/

University of Pennsylvania: www.upenn.edu/

Appendix – Checklist for your Visit

Completing this checklist might help you. Check that you have:

- Made the purpose and details of the visit clear to everyone involved (colleagues, helpers, Benjamin Franklin House staff);
- Confirmed all bookings in writing;
- Obtained permission slips from all parents;
- Inform parents about the purpose of the visit, what the lunch arrangements are, how much money (if any) the children might need, and what time they will be back at school;
- Organised appropriate provision for any pupil with special needs;
- Arranged transportation;
- Organised adequate staff supervision/pupils;
- Checked insurance cover; and
- Left mobile number and itinerary with the school secretary.

We hope you enjoy your day at our House and that you choose to return in the future!