



Temperance

A stylized, grayscale illustration of Benjamin Franklin's head and shoulders, facing slightly to the right. He is wearing a dark coat and a white cravat.

BENJAMIN FRANKLIN'S VIRTUES

THE.
*Pursuit of
Happiness*
K-12 CHARACTER EDUCATION

resource information

The 1975 Code of Alabama mandates that ten minutes per day of character education are required for all k-12 students. The 1995 Accountability Law mandates character education.

The Founding Fathers believed that a healthy government starts with healthy leaders who address their own flaws so that everyone can be a healthy citizen. With that idea in mind, this resource was created to address twelve of Benjamin Franklin's Necessary Virtues.

Each lesson is not contained to a ten minute limit, but can be modified to fit the needs of your classroom. Each lesson also contains a primary source such as Benjamin Franklin's daily schedule in the Order lesson, which may help address some state standards that focus on the usage of primary sources.

background information

TEMPERANCE

Benjamin Franklin's definition of temperance was based on self control. He said, "Temperance first, tends to procure that coolness and clearness of head which is so necessary where constant vigilance was to be kept up and guard maintained against the unremitting attraction of ancient habits and the force of perpetual temptations."

LESSON PLAN 1: TEMPERANCE

- Targeted Grade Levels: Kindergarten through 5th Grade
- Engage:
 - Ask students what they think temperance is. Have them brainstorm a list of ideas. At the end, self control is where they should end up.
- Explore:
 - Make a list of things what we can control and what we cannot.
 - Handout provided.
- Explain:
 - Choose a read aloud.
 - Suggested Titles:
 - *Sorry!* - Trudy Ludwig
 - *My Mouth is a Volcano!* - Julia Cook
 - *Just Kidding!* - Trudy Ludwig
 - *Eat Pete!* - Michael Rex
 - *Nerdy Bird Tweets* - Aaron Reynolds
 - Discuss with students why self-control is important in everyday life.
- Elaborate:
 - Provide students with the social scenarios attached.
 - Have them work in small groups to act out the scenario and an alternative scenario if self control/temperance had been used.
- Evaluate:
 - Have students come up with a way to keep each other accountable when it comes to self control.

WHAT CAN I CONTROL?

WHAT I CAN'T CONTROL

WHAT I CAN CONTROL

TEMPERANCE SCENARIOS

SCENARIO 1

At recess, someone takes the basketball away from you and runs off to play with their friends. When you ask for it back, they refuse to give it to you.

SCENARIO 2

At lunch, you ate all of your food and you are SO FULL! You feel like your stomach could explode. But then, someone offers you a piece of cake.

SCENARIO 3

Your friend brings a brand new box of mechanical pencils. When they go to the restroom, they leave it on their desk. No one will know if you just take one...

SCENARIO 4

Your best friend is spreading rumors about you. Your feelings are really hurt and you want to do the same thing to her.

TEMPERANCE SCENARIOS

SCENARIO 5

You chose to play video games instead of taking out the garbage. Your adult decides to take away your games for 2 days. Your brother or sister laughs at you.

SCENARIO 6

You lost a round of 2K and you throw your controller across the room in anger breaking the TV.

SCENARIO 7

You have homework tonight because you ran out of time to complete the assignment in class after spending work time talking to a friend.

SCENARIO 8

Your friend got a new backpack and asks if you like it. You really don't like it.

LESSON PLAN 2: TEMPERANCE

- Engage:
 - Ask students what they think temperance is. Have them brainstorm a list of ideas. At the end, self control is where they should end up.
- Explore:
 - Make a list of things what we can control and what we cannot.
 - Handout provided.
- Explain:
 - Discuss the importance of self-control in daily life.
- Elaborate:
 - Challenge your students to pick 3 things to focus on for the next week and track how they do with meeting that goal.
 - Setting an alarm and getting up, activity for 30-60 minutes, turning things in on time, etc.
 - Chart provided to record their thoughts.
- Evaluate:
 - In a week, meet back with your students to discuss if they were successful and how they can build on that for the future.

TEMPERANCE GOALS

Directions: Make three goals for the next week that focus on self control (setting an alarm, not hitting snooze, etc). Each day, give yourself a checkmark if you meet the goal. Give yourself an X if you did not meet the goal.

GOALS	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
GOAL #1:							
GOAL #2:							
GOAL #3:							

LESSON PLAN 3: TEMPERANCE

- Engage:
 - Ask students what they think temperance is. Have them brainstorm a list of ideas. At the end, self control is where they should end up.
- Explore:
 - Research Pythagoras, Socrates, and Benjamin Franklin.
 - Handout provided.
- Explain:
 - Discuss the three gentlemen and their views.
- Elaborate:
 - Students will compose an essay based on their research and discussion.
 - Essay Prompt
 - Do you see any connections between the way that Pythagoras, Socrates, and Franklin felt and thought about life? What were they? When you look at Franklin's accomplishments and philosophies, where do you see parts of Pythagoras and Socrates? Where do you see elements of Pythagoras and Socrates in our Declaration of Independence? Why do you think their ideas are in our Founding Document?
 - Handout provided with prompt.
- Evaluate:
 - Assess essay.

TEMPERANCE RESEARCH PYTHAGORAS




1. Who was he?

2. When did he live?

3. What is he most known for today?

4. What were his main ideas/philosophies? Which one could you apply to your life today and why would it fit you?

5. Find a well-known quote by him and put it into today's language



TEMPERANCE RESEARCH SOCRATES




1. Who was he?

2. When did he live?

3. What is he most known for today?

4. What were his main ideas/philosophies? Which one could you apply to your life today and why would it fit you?

5. Find a well-known quote by him and put it into today's language



TEMPERANCE RESEARCH DR. BENJAMIN FRANKLIN



1. Who was he?

2. When did he live?

3. What is he most known for today?

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5. Find a well-known quote by him and put it into today's language

