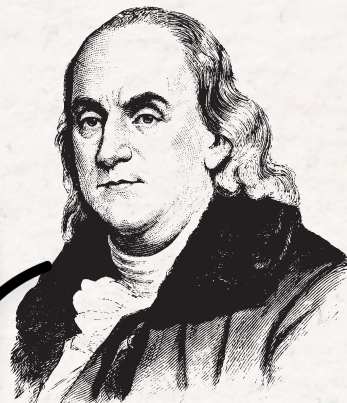




Industry



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

INDUSTRY

Benjamin Franklin said, “Lose no time; be always employ’d in something useful; cut off all unnecessary actions.” This doesn’t mean that all our time should be spent working or that we should run ourselves into the ground. It truly means that we are using our time wisely. It means that our rest and relaxation are purposeful and our work is making the world a better place.

LESSON PLAN 1: INDUSTRY

- Targeted Grade Levels: Kindergarten through Third Grade
- Engage:
 - Ask students what they think “work hard, play hard” means.
- Explore:
 - Read the scenarios provided with students and have them determine whether the person in the scenario is using their time wisely or wasting time.
- Explain:
 - Choose a read aloud.
 - Suggested Titles:
 - Elbow Grease - John Cena
 - Whoosh! - Chris Barton
 - The Little Snowplow - Lora Koehler
 - Be a Maker - Katey Howes
 - Discuss with students why industry is important in everyday life.
 - Why should we work hard?
 - Why is it important to be mindful of our time?
 - Does wasted time benefit you or your future goals?
- Elaborate:
 - Relay activity
 - Have students race to grab a card. When they bring a card back, have them discuss with their team whether the activity is a good use of time or a time waster. Have students sort the two choices in buckets at their starting point.
 - Relay cards are provided.
- Evaluate:
 - Have students come up with a way to keep each other accountable when it comes to industry.

SCENARIOS

After lunch, the teacher announces it's time to go to the playground. However, Jamie is sitting on a bench, tying and re-tying their shoelaces.

Is Jamie wasting time?
Why or why not?

Mia finishes her homework quickly, but instead of playing or reading, she spends 20 minutes organizing her crayons by color.

Is Mia wasting time? What else could she do with that time?

During recess, the class is playing tag. Sam keeps running away from everyone but doesn't want to be tagged. He keeps pretending to hide instead of playing.

Is Sam wasting time?
What could he do instead to join the fun?

The class has a snack break, and Alex spends most of the time just looking at his snack instead of eating it or sharing with friends.

Is Alex wasting time?
What could he do to make better use of the break?

SCENARIOS

It's story time, and Lily keeps getting up to rearrange the books on the shelf instead of listening to the story.

Is Lily wasting time? What are the benefits of listening to the story instead?

During art class, Ethan is doodling on a piece of paper instead of working on his assigned project. He keeps drawing the same thing over and over.

Is Ethan wasting time? How could he use that time for his project?

During a ball game, Noah keeps looking for a lost ball instead of joining his friends who are already playing.

Is Noah wasting time? What could he do instead?

In the lunch line, Ava is taking a long time to decide what to pick, while her friends are already at their tables eating.

Is Ava wasting time? How could she decide faster?

RELAY CARDS

TIME WASTER

**WISE USE OF
MY TIME**

RELAY CARDS

**WATCHING TV
FOR 5 HOURS**

**READING A
BOOK**

RELAY CARDS

**ORGANIZING MY
CRAYONS INSTEAD OF
DOING HOMEWORK**

**COMPLETING
MY HOMEWORK**

RELAY CARDS

**TALKING ABOUT
CHUCKEE CHEESE
DURING WORKTIME**

**GIVING
EVERYONE A
JOB ON A
PROJECT**

RELAY CARDS

**SEARCHING FOR A
PENCIL FOR 10
MINUTES**

**ASKING FOR A
NEW PENCIL
WHEN I LOST
MINE**

RELAY CARDS

**GETTING UP FOR
A TISSUE WHEN I
DO NOT NEED ONE**

**GRABBING 3
TISSUES TO KEEP AT
MY DESK DURING
WORK TIME**

LESSON PLAN 2: INDUSTRY

- Targeted Grade Levels: Third through Eighth Grades
- Engage:
 - Ask students what they think industry is. Have them brainstorm a list of ideas. .
- Explore:
 - What is the difference between being productive and proactive vs. busywork?
- Explain:
 - Choose a read aloud.
 - Suggested Titles:
 - Elbow Grease - John Cena
 - Whoosh! - Chris Barton
 - The Little Snowplow - Lora Koehler
 - Be a Maker - Katey Howes
 - Discuss with students why industry is important in everyday life.
 - Create a classroom matrix. Have students prioritize things that need to be done in the classroom and where they would fall on the Eisenhower Matrix.
- Elaborate:
 - Create your own Eisenhower Matrix
 - Handout provided.
- Evaluate:
 - Have students come up with a way to keep each other accountable when it comes to industry,

INDUSTRY

	URGENT	NOT URGENT
IMPORTANT	<p>DO</p> <p>Things that need your immediate attention belong here. For example: Deadlines Emergencies</p>	<p>DECIDE</p> <p>Things that important to help us meet our goals belong here. For example: Self Care Studying</p>
NOT IMPORTANT	<p>DELEGATE</p> <p>Things that do not help your goals, but may need attention belong here. For example: Interruptions Other's Priorities</p>	<p>DELETE</p> <p>Things that are distractions and can easily take up most of your day belong here. For example: Social Media Binging TV</p>

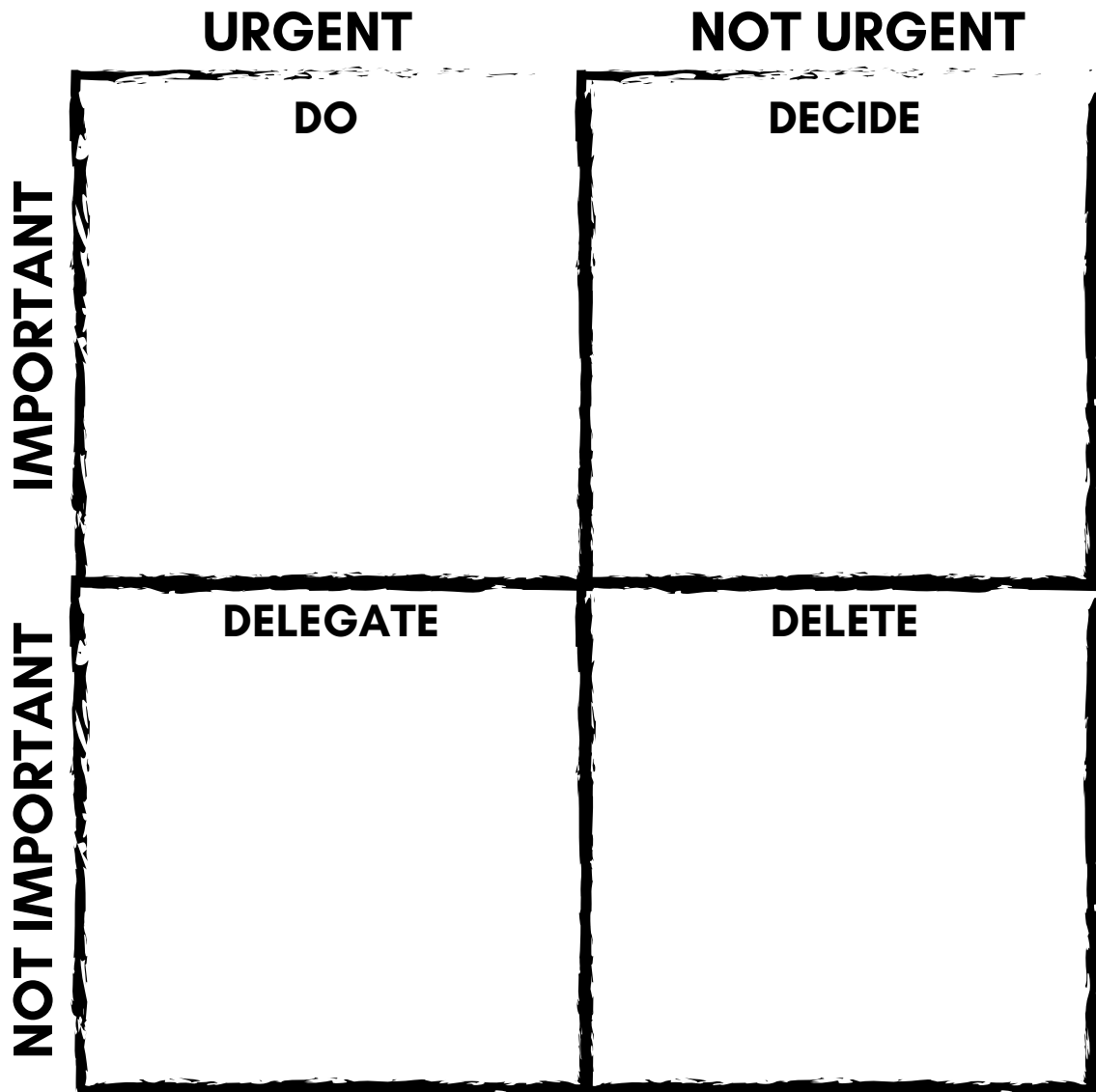
The matrix above is Eisenhower's Matrix. The goal of this matrix is to help categorize your tasks and help accomplish your goals. In 1954, Eisenhower quoted a university president by saying, "I have two kinds of problems, the urgent and the important. The urgent are not important, and the important are never urgent." This quote was used to develop the matrix by Stephen Covey.

Take this matrix and think about the tasks you have to accomplish over the next week. How would you categorize your tasks?

Name: _____

Directions: List the 10 most important things you have to do over the next week. Then, organize them in the Eisenhower Matrix.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____



LESSON PLAN 3: INDUSTRY

- Targeted Grade Levels: Ninth through Twelfth Grades
- Lesson Objectives
 - Students will analyze TJ's reading preferences and the historical context of the books he read daily.
 - Students will discuss how Jefferson's readings influenced his political philosophy, including the Declaration of Independence, and his actions.
 - Students will evaluate the impact of these readings on US History and Government.
- Materials Needed
 - Copies of selected texts from Thomas Jefferson's reading list (or excerpts)
 - Whiteboard and markers
 - Handouts on Jefferson's life and his reading habits
 - Internet access for additional research (optional)
 - Projector
- Key Concepts
 - Thomas Jefferson's intellectual influences
 - Enlightenment thinkers and their ideas
 - Role of reading in shaping political views and leadership
 - The intersection of philosophy, science, and governance
- Lesson Prep
 - Research Thomas Jefferson's known reading habits and create a list of books and authors that he read, including works by Enlightenment philosophers like Locke, Montesquieu, and Voltaire, as well as texts from authors like Cicero and Aristotle. You may also include his personal correspondence (with John Adams maybe?) and notes he wrote about his books to give additional insight into his thinking.

LESSON PLAN 3: INDUSTRY

- Introduction
 - Start by asking students, "What books or authors have influenced your views on society, politics, or life in general?" Discuss.
 - Introduce Thomas Jefferson as one of the Founding Fathers of the United States, focusing on his intellectual background and vast amount of interests.
 - Explain that Jefferson was an avid reader whose books shaped his approach to government, liberty, and democracy.
- Background
 - Lecture: Provide an overview of TJ's life (including his role as the third President of the United States) and his philosophies. Emphasize his interest in classical literature, Enlightenment thinkers, and scientific texts.
 - Highlight Jefferson's Reading Interests:
 - Philosophy (e.g., John Locke, Montesquieu)
 - History (e.g., works of Tacitus, Plutarch)
 - Science and exploration (Isaac Newton, Benjamin Franklin)
 - Classical literature (e.g., works by Cicero, Aristotle)
 - Influences on his Political Views: Discuss how Jefferson's readings influenced his views on liberty, democracy, natural rights, and government.
- Exploring Jefferson's Reading List
 - Divide the students into small groups and assign each group a set of works or authors from Jefferson's reading list. Some possible authors or themes include:
 - John Locke: "Two Treatises of Government" (natural rights, social contract)
 - Montesquieu: "The Spirit of the Laws" (separation of powers, republican government)
 - Voltaire: "Candide" (critique of organized religion and government)
 - Plutarch: "Lives of the Noble Greeks and Romans" (virtue, leadership)
 - Aristotle: "Politics" (ideas on citizenship, ethics)
- Instructions for each group:
 - Research the author or work assigned (brief research on their main ideas, philosophy, and influence).
 - Prepare a brief presentation (3-5 minutes) explaining how the ideas from the reading might have influenced Jefferson's political views or actions.

LESSON PLAN 3: INDUSTRY

- Group Presentations
 - Have each group present their findings to the class. Encourage them to explain how the ideas they researched align with Jefferson's beliefs or how they might have shaped his policies as a politician and President.
- Discussion
 - Possible Discussion Questions:
 - How did the Enlightenment thinkers influence Jefferson's views on government?
 - Which of these ideas do you think had the greatest impact on the founding of the United States?
 - Can we see any of Jefferson's reading in his actions as President, especially in terms of the Louisiana Purchase, the Declaration of Independence, or his views on slavery?
- Conclusion
 - Summarize key points from the class discussion.
 - Possible Exit Ticket? Ask each student to write down one key idea from Jefferson's reading list that they think is still relevant in today's politics or society.
- Assessment:
 - Participation
 - Exit ticket response demonstrating understanding of Jefferson's reading influences.
 - Optional homework - Write a short essay discussing how a particular book or philosopher from Jefferson's reading list might have shaped a specific policy or decision he made during his presidency.
- Other Extensions or Homework:
 - Research Project: Assign students to research a particular book from Jefferson's reading list in more detail. They should write a report on how this book may have influenced Jefferson's views and provide examples from his life or political actions.
 - Comparison Assignment: Ask students to compare Jefferson's reading habits with those of another historical figure, such as Alexander Hamilton or Benjamin Franklin, and discuss how their intellectual backgrounds influenced their political careers.