Title: “Either write something worth reading or do something worth writing.” – The Life of Benjamin Franklin.

Theme: American Identity

Historical Period: American Revolution, 1763-1783

http://www.loc.gov/exhibits/treasures/franklin-home.html

Lesson Module Overview: Students will actively learn about the Life of Benjamin Franklin through exploring and analyzing primary resources from the Library of Congress such as images, documents, political cartoons, and posters. Through participating in inquiry-based learning, role play, reader’s theater and service-learning, students will have an opportunity to investigate and critique our nation’s past, while also working as the active citizens in the life of Benjamin Franklin did to affect change in their own community.

Grade Range: Intermediate/ Middle Level (3rd-6th)

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LESSON MODULE

DAY 1

Title: Benjamin Franklin: Early Life

Learning Goals:

Knowledge

-Students will learn the key factors of Ben Franklin’s early life.
-Students will develop and understanding of what it was like to live as a child during the time Franklin did.
-Students will learn to compare and contrast the different lifestyles.

Skills

-Students will participate in creating a Venn diagram comparing and contrasting their childhood to Franklins.

Dispositions

-Students will begin to develop the ability to compare and contrast the differences about their childhood compared to Ben Franklins.

National Council for the Social Studies Themes:

http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that
provide for the study of the past and its legacy.

Power, Authority, & Governance: Social studies programs should include experiences
that provide for the study of how people create, interact with, and change structures of
power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that
provide for the study of the ideals, principles, and practices of citizenship in a democratic
republic.

Materials Needed:

Markers
Drawing Paper

Lined Paper
Book: Benjamin Franklin by: Stephen Krensky
Introduction

1. Hook the students’ attention by talking about all the things Ben Franklin invented (lightning rod, bifocals, odometer, etc.)

2. Read to the students the book “Benjamin Franklin”

3. Make a list on the board of key points in the book about Franklin’s childhood.

4. Ask the students to make a few comparisons from their life to the life Ben Franklin lived as a child.

5. Have students talk about the changes over time in everyone’s childhood, and why things have changed. Lead a discussion here, trying not to give away too many compare/contrast ideas.

Development

1. Explain to students what a Venn Diagram is and how it works. Draw an example on the board and create a diagram of a different topic just for example purposes.

2. Give students directions for creating their own diagram.
   - They will be given a piece of drawing paper and a piece of lined writing paper.
   - They are to create a Venn Diagram on the blank paper.
   - When they are finished, they should write a few sentences on how their lives are different.
   - Students should staple their word together and hand in to the teacher.

3. Tell students that through the rest of the week, each day there will be a time dedicated to learning about Ben Franklin’s life.

4. Encourage students to talk to parents and relatives about what they know about Franklin’s life.

Culmination

1. Create a space in the classroom where students can go to learn about Benjamin Franklin.
2. Have a table reserved for books about Franklin, along with bulletin boards of pictures of him as a young child and through his life.
3. Have live models of things he invented so students can touch and feel these things and really grasp onto what he created.

Assessment

1. Have students write about two or three things they learned in this lesson in their student journals and have them hand them into the homework tray.
LESSON MODULE

DAY 2

Title: Benjamin Franklin’s Inventions

**Learning Goals:**

Knowledge:
1.) Students will understand the inventions of Benjamin Franklin.
2.) Students will develop a better understanding of what early electricity was used for.
3.) Students will be able to distinguish between an invention and a discovery.

Skills:
1.) Students will participate in a role-playing activity centered on the discovery of electricity.
2.) Students will organize their thoughts in a way to effectively communicate their ideas to their classmates and audience.
3.) Students will begin exploring various types of primary sources.

Dispositions:
1.) Students will appreciate the discovery of electricity and its many uses.

**National Council for the Social Studies Themes:**
http://www.socialstudies.org/standards/strands

**TIME, CONTINUITY, AND CHANGE:** Social studies programs should include experiences that provide for the study of the past and its legacy

**PEOPLE, PLACES, AND ENVIRONMENTS:** Social studies programs should include experiences that provide for the study of people, places, and environments

**SCIENCE, TECHNOLOGY, AND SOCIETY:** Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

**Materials Needed:**

Lamp
Blow dryer
Bifocals
Computer
Television

Copy of the “Ben Franklin and Electricity” off the computer
Lesson Procedure:

Introduction:

1.) I will get the students thinking about Ben Franklin by listing off some ideas of what they know about him.
2.) Then I will set out all of my supplies,(hair dryer, computer, etc.) and see if they can put together how Ben Franklin is tied into all of it.
3.) Begin a discussion to see what they can come up with and see what types of ideas the students come up with.

Development:

4.) The students will be directed to the computer to read a short article about Ben Franklin. The website is as follows: www.americaslibrary.gov/aa/franklinb/aa_franklinb_electric_1.html
5.) While on the computer, the students will then need to come up with some inventions, not discoveries, Ben Franklin was known for.
6.) We will have a discussion as a class, to define the difference between invention and discovery.
7.) After searching for the web about Ben Franklin, the students will be placed in groups of 3, to create a skit about Mr. Franklin.
8.) They will be creating a commercial about one of his discoveries and or inventions.
9.) The students will pretend they are back in the 1800’s when he was alive.

Culmination:

10.) The students will present their skits to the class.
11.) We will have a class discussion about all of the interesting facts the students came up with, and decide which commercial would convince the most people to buy something of Ben Franklin’s.

Assessment:

1.) The students will turn in an exit ticket that contains a description of the difference between the words invention and discovery. And it will also include 2 things the student learned about Ben Franklin.
LESSON MODULE

DAY 3

Title: Living the Life of a Diplomat

Learning Goals:

Knowledge:

- Students will understand different terms such as treaty, negotiation, and allies.
- Students will understand that Benjamin Franklin wasn’t just famous for electricity but for being a diplomat as well, and negotiating with France to sign a treaty.
- Students will understand what it is like to be in charge of something big such as a state.
- Students will learn general locations of other states on a map.

Skills:

- Students will use negotiating skills during this lesson to get other states to sign their treaties.
- Students will also take part in a formal speech in front of the class.

Dispositions:

- Students will begin to think critically about the ways of a democratic society and the many different things that have been done in the past that are a part of the future now.

National Council for Social Studies Themes:

http://www.socialstudies.org/standards/strands

Time, Continuity, & Change:

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Power, Authority, & Governance:

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Civic Ideals & Practices:

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation?
How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

Materials Needed:

- [http://www.americaslibrary.gov/jb/revolut/jb_revolut_francoam_1.html](http://www.americaslibrary.gov/jb/revolut/jb_revolut_francoam_1.html)
- [http://www.ushistory.org valleyforge/history/franklin.html](http://www.ushistory.org valleyforge/history/franklin.html)
- Hat
- Strips of paper with the states name on it
- Map of the United States
- Notecards
- State Cut outs

Lesson Procedures:

Introduction:

1. Put a map of the United States up on the board and ask the students what it is. Once they have given the correct answer, I will ask if anyone has been to any of the States other than Iowa and if so can they point it out on the map.
2. After students have shown any of the states that they know and have been to, I will then go through and point out each state and where it is located on the map.
3. Ask the students if anyone would like to be in charge of their own state and be able to make important decisions such as whether to join with other states to become one larger territory that works together and doesn’t get into fights with each other.
4. I will then tell the class that they will be choosing a state out of a hat and become that states representative and get to make major decisions on behalf of its people. Also I will let the students know that they will make a speech on why other states should sign a treaty with them.

Development:

1. Post these questions on the board for the students to see and think about at their desks. “What is a diplomat in your own words?” Who is Benjamin Franklin?” “What did he do that was so important to us today”
2. Hand the students the vocabulary handout to look over and put in the keep side of their Social Studies folders to look at later after you discuss the words diplomat, treaty, allies, and negotiations.
3. Ask students to talk with a neighbor about the questions that were posted on the board for them to think about, then come together as a group to discuss what they students had said and discussed about in their groups in response to the questions asked.
4. Tell the students that over the next few days they will be learning about Benjamin Franklin and how he had gone over to France and got them to sign a treaty with the United States to become allies.

Culmination:
1. Once the students have their speeches ready, create a small podium for them to present their speech at to the rest of the “State Representatives”, and have them go around the classroom and the states that would like to join the presenting state and sign their treaty, sign on a cut out of the presenters state.

2. Once everyone has presented their speeches, ask the students how many people signed their treaty and why they think that many people may have signed. Also ask them if they think it is fair that one person gets to speak for the rest of that state or if they think that everyone should be involved in these kinds of decisions and why.

**Assessment:**

Ask students to state what they think Benjamin Franklin did to get the French to sign a treaty with the United States and if think that if he would have done something differently would they still have signed the treaty?
LESSON MODULE

DAY 4

Title: Ben Franklin Quotes/Sayings

Learning Goals:

Knowledge
- Students will begin to understand the meanings behind quotes by Ben Franklin.
- Students will develop an understanding of why Ben Franklin said the famous quotes we cover.

Skills
- Students will participate in a “Ben Franklin” dress up event and read aloud quotes from Ben Franklin.
- Students will engage in a research activity where they locate and record Ben Franklin Quotes.

Dispositions
- Students will begin to develop the ability to understand the historical meanings of Ben Franklin quotes.

National Council for Social Studies Themes:

Time, Continuity, and Change: Social Studies Programs should include experiences that provide for the study of the past and its legitimacy.

People, Places, and Environments: Social Studies Programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups, and Institutions: Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Materials:
Yarn
Construction paper
Note cards
Markers
Scissors
Computer access
Copies of the primary sources
Additional resources for students to review (books, articles, e-articles)

Lesson Procedure:

Introduction-
1. Start out by reading the quote, “A penny saved, is a penny earned.” Ask students who wrote this quote and what they might have meant by this quote. Try to generate a list of ideas for students to look at.
2. Explain to the students that over the next day they are going to be looking at the quotes of Ben Franklin in groups and coming up with ideas of what they think they meant. At the end of the study, a selected handful of students (hardest working from each group) will be able to select a favorite quote. They will dress up as Ben Franklin and recite the quote as they think Franklin may have.
3. Introduce the resource in his own words [http://www.loc.gov/loc/lcib/0601/franklin.html](http://www.loc.gov/loc/lcib/0601/franklin.html). Read this short excerpt to get students thinking of the life of Ben Franklin. Stop to allow questioning and comments as you read. Point out key events in his life.

4. Split the class into groups and give them a 20 minute time to get online/in books and research the quotes of Bern Franklin. Have them record the quotes as well as the time period of the quote.

**Development**

1. After students have found the quotes from resources they located, have the whole class come together again. Ask them “Who was Ben Franklin? What type of person was he? Do his quotes you found tell you anything special about him? Do you think he was a “quotable” man?”

2. Discuss with students the quotes that they found as groups. Assign a quote to each group and have them create a list of the meanings behind the quote and what Ben Franklin may have been thinking when he said each quote.

3. Introduce the resource Quotation [http://www.loc.gov/shop/index.php?action=cCatalog.showItem&cid=14&scid=257&iid=3176](http://www.loc.gov/shop/index.php?action=cCatalog.showItem&cid=14&scid=257&iid=3176) and allow students to ponder the idea of democracy in the quote “God helps them help themselves” How does democracy fit into this quote?

4. Ask for students to appoint one person in their group to be a spokesperson of the group.

5. Give out art supplies and have students make a Ben Franklin costume of sorts so that the spokesperson can be dressed up.

**Culmination**

1. Ask the spokespersons to write on note cards what they will say about their quotes.

2. Have the students come up one at a time and recite their group quote and give a short explanation of it. Encourage other students to ask questions and comment on their own thoughts about the quote being discussed.

3. Discuss the ways in which Ben Franklin is still contributing to society through these quotes and create a list of the quotes to hang in the classroom.

**Assessment**

1. As the lesson is closing, have students write down three things they learned about a quote or its meaning during presentations. Encourage them to write more than three if they can.
LESSON MODULE

DAY 5

Title: Ben Franklin the Printer

Learning Goals:

Knowledge
- Students will begin to understand the meanings behind why Benjamin Franklin is called The Printer.
- Students will develop an understanding of why Ben Franklin passion was for a printing press.

Skills
- Students will participate in a “Ben Franklin” print shop activity.
- Students will engage in a research activity where they look up print shops techniques that took place in the printing.

Dispositions
- Students will begin to develop the ability to understand the historical meaning of Ben Franklin printing shop.

National Council for Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, and Change: Social Studies Programs should include experiences that provide for the study of the past and its legitimacy.

People, Places, and Environments: Social Studies Programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups, and Institutions: Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Materials:
Potatoes
One Small Kitchen Knife
Cutting Board
Newspaper
Construction Paper
Tempera Paints
Computer access
Copies of the primary sources
Additional resources for students to review (books, articles, e-articles)

Lesson Procedure:

Introduction-
1. Show the students any newspaper page and talk about how important the newspaper is in today’s world.
   ~pass the newspaper around the classroom so each of them get a chance to look at it.
2. Make a check list on the board of why we have newspapers. Get multiple students answers.

4. Ask the students if they know what it would be like to be an editor at their age. Then tell them that they will know what it is like to have to print in a similar way that they had to.

**Development**
1. Have the students brake up into pairs and let them know that will be their partner. Explain that they each will have to do the each portion of the activity.
2. Explain the steps that you will be using that you can find at [http://www.benfranklin300.org/_edu_pdf/BF300Plans_Elementary3.pdf](http://www.benfranklin300.org/_edu_pdf/BF300Plans_Elementary3.pdf)
3. Give the students about 20 minutes to complete the project.

**Culmination**
1. When everyone gets done with producing their own printing project they get to present the activity to the class.
2. Afterwards, we as a class will talk about how much hard work it was just for us to produce a page just for fun. Then talk about how hard it would be for a 17 year old to do this and have everyone depend on them to produce a good paper.
3. Talk about why Benjamin Franklin was known for his printing among any other things that he is known for.
4. Have the students take out a piece of paper and they will write a journal entry, like if they are Benjamin Franklin and they are given a newspaper to be an editor. They will have the rest of the class period to complete this assignment.

**Assessment**
On their journal entry, assess the students on how accurate they write about the responsibilities of becoming an editor. Also how the student talk during the class discussion will depict the class participation.
LESSON MODULE

DAY 6

Title: Benjamin Franklin Timeline- Create a Class Book

Learning Goals:
Knowledge
-Students will understand who Benjamin Franklin was and what important contributions he made.
-Students will learn about events in history related to Benjamin Franklin.
-Students will learn facts from researching Benjamin Franklin.

Skills
-Students will create an illustration of Benjamin Franklin.
-Students will use books and the internet to research Benjamin Franklin.
-Students will use the writing process and their writing skills to create their own paragraph about Benjamin Franklin’s life.

Dispositions
-Students will develop an awareness of past events, people and contributions they have made, specifically Benjamin Franklin.

National Council for the Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Individuals, Groups and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Power, Authority, & Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Civic Ideals & Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Materials Needed:
- Scissors
- Construction Paper
- Old Magazines
- Felt-tipped pens, colored pencils, crayons
- Butcher paper or tag board
- Research materials (Books, Internet)
Lesson Procedures:

Introduction
1. Start off the lesson with a discussion, it is completed at the end of the unit so students know about his life, get them thinking with the following questions:
   - Benjamin Franklin is famous for inventing great things; the lightning rod and the fire department are examples. How have his inventions improved our country? What are some other inventions that have improved our way of life?
   - Benjamin Franklin did a lot of different jobs during his lifetime, writer, politician, inventor and other things. Can you think of anybody who does more than one job? Who are they? What would make it hard to be good at so many different things?
2. Introduce the books and resources being used for the unit.
3. Pick topics the students can focus on for the lesson. Examples are his book, quotes, inventions, early life, political life, the printing shop, and there are many others that can be used.

Development
1. Have the students pick what topic they want to research, the teacher can let students work individually or in pairs.
2. They then research using books and websites the teacher has previously set aside.
3. After the research they write a paragraph about Benjamin Franklin and the aspect of his life they researched.
4. After they complete the paragraph, they create an illustration. Materials can be added or adjusted as needed.

Culmination
1. Students present their information and illustration to the class.
2. The class puts together a class book of all the writings and illustrations, which is then placed in the class library.

Assessment
A checklist can be used to assess student learning and performance. Give them one check for organization of information, clear illustrations, accuracy of information, well-written, and the presentation portion.
1. Image

Print showing Benjamin Franklin, full-length portrait, sitting in chair, facing slightly left, holding compass, with globe at his feet, and electrical storm visible through the window in the background.
2. Image
Print showing Benjamin Franklin from the Detroit Publishing Company, 1880-1920. This shows Benjamin Franklin editing a piece of material for the printing company he was a part of.
3. Image

This print shows the outside of Benjamin Franklin Printing Shop, 1910

4. Image

The print shows Benjamin Franklin hard at work being an editor that was one of his passions in life.
5. Image

This print shows Benjamin Franklin signing the historical Declaration of Independence in 1770-1780.

6. Image

This print shows Benjamin Franklin, 1706-1790, full length, as a youth, walking with stick and sack in one hand, in front of a doorway in which is standing young woman, Deborah Reade
7. Image

Benjamin Franklin, 1706-1790, full length, standing with others outside door of his printing shop, facing right
Franklin on new penny, Lincoln on new nickel? Washington D.C., Jan. 22. Henry Smythe, Jr., of New York City, has written a letter to Secretary of Treasury Morgenthau urging that the head of Benjamin Franklin in 1938 adorn the one cent piece and Abraham Lincoln’s memory be honored on a new nickel. Smythe is the founder, Nationally, of the celebration of Benjamin Franklin's birthday, which was last Sunday, January 17. His profile surprisingly resembles President Roosevelt's, 1/22/1937
9. Image

Benjamin, Franklin, 1706-1790, "Franklin opening 1st subscription library in Phila."
10. Image
Benjamin Franklin, 1706-1790, seated in sedan chair, facing left, facing 3 women and a man, 2 Indians and others in background.
11. Image
Benjamin Franklin was 65 when he wrote the first part of his autobiography that focused on his early life to 1730.
APPENDIX II:
BIBLIOGRAPHY AND WEBLIGRAPHY
OF RESOURCES FOR STUDENTS AND TEACHERS

Bibliography of Children’s Literature:

Barretta, Gene. Now and Ben: The Modern Inventions of Benjamin Franklin. Square Fish. 2008

Webliography of Supporting Online Resources for Students:

Benjamin Franklin
A look into Benjamin Franklin life quotations, and a brief look into some of his major accomplishments.
http://www.loc.gov/shop/index.php?action=cCatalog.showItem&cid=14&scid=257&iid=3176

Benjamin Franklin the Electricity
A detail description of the great discovery of electricity that Benjamin Franklin had made in his life.
www.americaslibrary.gov/aa/franklinb/aa_franklinb_electric_1.html

Benjamin Franklin- Political Life in France
A description of Benjamin Franklin contributions with the France Allied with American Colonies.
Benjamin Franklin Political Life
A look into Benjamin Franklin’s contributions to the American Revolution as a Diplomat in France

Benjamin Franklin- In his own words
A comprehensive look into the life of Benjamin Franklin, everything from his birth all the way to is later years.

Ben Franklin Print Shop- Lesson
A deeper look into the “printing life” of Benjamin Franklin.

Benjamin Franklin: An Enlightened American
A comprehensive look at the life of Benjamin Franklin, this site features a biography, quotations, anecdotes, interesting facts, and detailed descriptions of his inventions.

The World of Benjamin Franklin
An examination of the roles of Benjamin Franklin from statesman to inventor, this site includes resource materials, enrichment activities, and a brief glossary.

Webliography of Supporting Online Resources for Teachers:

Ben Franklin Timeline- Lesson
This is the website where the lesson came from, objectives, materials, procedures, adaptations, discussions, evaluation, extensions, suggested readings, links, vocabulary and academic standards.

Ben Franklin Printing Press
This website is where the lesson idea came from. It provides direction to the activity as well as more information on the printing shop that Benjamin Franklin was editor of.
APPENDIX III:

Lesson 1 Ben Franklin Early life

Used to compared the students life with the life of Benjamin Franklin

name ________________________ date ____________________

Lesson 4 Political Life

Fifty States Slips for the Hat Drawing

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<th>Arizona</th>
<th>Arkansas</th>
<th>California</th>
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