**Unit 8B  
Biography & Literature**

**Benjamin Franklin**

**LESSON 13**

­

# Teacher Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

A close up of a logo

Description automatically generatedThis lesson includes opportunities for collaboration. Let students know if they will be working with a partner and/or using technology. Paired students should each fill out all sections of the lesson as they work with their partner. Each student should produce their own paragraph in the final activity of the lesson.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

A picture containing mirror

Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

Two versions of the text are included in the lesson: the original passage used in the aligned ELA lesson and an adapted version of that passage. Students should read the text that matches their language level unless you direct otherwise.

If students have access to the digital lessons, you may want them to access the audio for the passage.

If possible, have students record themselves as they read the passage aloud.

In Activity 1, students will analyze word choice. You will need to assign a source in which students can find words to analyze, such as the text in this lesson or the text currently assigned to your class. The activity can be scaffolded for Emerging and Expanding students by assigning five words to them. Students will edit and revise the draft created in this lesson in an upcoming lesson.

If possible, have students collaborate with a partner to practice pronouncing the vocabulary words. Or, ask students to record themselves as they read the words.

Recognizing cognates is an easy and effective way to expand students’ vocabulary. Spanish cognates are provided in this lesson since Spanish is the most common home language of ELLs in the US. If your students speak another language, they can highlight cognates for their home language as they read.

Answers for suggested key words/phrases for Activity 2.

|  |  |
| --- | --- |
| Suggested key words/phrases found in the original text | Suggested key words/phrases found in the adapted text |
| lightning | diplomat |
| idealism | invented/inventor |
| pragmatism | lend/lending |
| schemes | borrow/borrowing |
| seminal | colony |

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 13: Analyze Language

**In this lesson, you will...**

* analyze word choices and infer the effect they may have on an audience.
* use key words and a graphic organizer to write a short summary of *Introduction to* *Franklin*.

### Materials:

Bilingual dictionary

|  |
| --- |
| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |

**A picture containing knife, drawing

Description automatically generated**

Some words in the text you will be reading today have more than one meaning. Think about which meaning the author used in the text.

From the original text:

**profound** (deep; thoughtful)

**launched** (started a program; placed a boat to sea)

From the adapted text:

**spent** (devoted; consumed)

**nature** (natural world; character/personality)

Cognates are words that are similar in English and another language. The list below shows Spanish cognates that can be found in the original text you are reading today. If you speak a language other than Spanish, highlight cognates for your language as you read the text.

From the original and adapted text:

scientist (científico)

inventor (inventor)

diplomat (diplomático)

political (político)

united (unido)

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Warm-Up: **Discuss inventions**



Benjamin Franklin invented many things during his life. In this activity, you will think about inventions or processes you have created, or improved, and explain what you learned from the experience.

1. Read the excerpt from *Introduction to Franklin*. There are a few highlighted words in the text that you will focus on later. You will see that there are two versions of this text: the original and an adapted version. Follow instructions from your teacher about which one you should read.

### *Introduction to Franklin*: original version

He was, during his eighty-four-year-long life, America’s best scientist, inventor, diplomat, writer, and business strategist, and he was also one of its most practical, though not most profound, political thinkers. He proved by flying a kite that lightning was electricity, and he invented a rod to tame it. He devised bifocal glasses and clean-burning stoves, charts of the Gulf Stream and theories about the contagious nature of the common cold. He launched various civic improvement schemes, such as a lending library, college, volunteer fire corps, insurance association, and matching grant fund-raiser. He helped invent America’s unique style of homespun humor and philosophical pragmatism. In foreign policy, he created an approach that wove together idealism with balance-of-power realism. And in politics, he proposed seminal plans for uniting the colonies and creating a federal model for a national government.

### *Introduction to Franklin*: adapted version

Benjamin Franklin lived for 84 years. He had many jobs and interests. He spent his life thinking, writing, and inventing. He studied nature. He also studied people. He wondered, how can people make a nation without a king? Franklin was a diplomat. He traveled to other nations, and made friends for America. Some of those friends helped America fight the Revolutionary War and win it. Benjamin Franklin was the best scientist, the best inventor, the best writer, and the best diplomat in America.

Benjamin Franklin lived a long time ago, 300 years ago. But today people still use the things Franklin invented. Teachers teach Franklin’s ideas about nature. Franklin is famous for flying a kite to teach himself about lightning and electricity. Then Franklin invented a lightning rod. It protected people and buildings from lightning. It is still used today.

Franklin also improved things. He made things better. He made better eyeglasses, and better stoves. Franklin also liked to think of better ideas. For example, Franklin did not invent the first library. But he did set up the first lending library. People went to the library, took books home, read them, and took the books back to the library. Today it is common for people to borrow books and bring them back. Perhaps most important, Franklin created a way for the colonies to be more united. The colonies stayed separate, but they worked together, too. This helped America to become one nation made up of many states. Today, all states are separate and united. Ben Franklin helped invent the United States of America.

1. Think about the inventions of Benjamin Franklin. Answer the questions. You will share your answers with someone. Use the sentence frames and writing box to plan your speaking.

Have you, or anyone you know, ever invented something or invented a way to improve something? What did you (or the person you know) learn from the experience?

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Emerging** | One time, I invented \_\_\_\_\_\_\_\_\_\_. I learned \_\_\_\_\_\_\_\_\_\_.  One time, my \_\_\_\_\_\_\_\_\_\_ invented \_\_\_\_\_\_\_\_\_\_. They learned \_\_\_\_\_\_\_\_\_\_. |
| Expanding | Because I invented (or improved) \_\_\_\_\_\_\_\_\_\_, I learned \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.  Because my \_\_\_\_\_\_\_\_\_\_ invented (or improved) \_\_\_\_\_\_\_\_\_\_, they learned \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I invented (or improved) \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.  As a result, I learned \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_.  My \_\_\_\_\_\_\_\_\_ invented (or improved) \_\_\_\_\_\_\_\_\_\_ because  \_\_\_\_\_\_\_\_\_\_. As a result, they learned \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Tell someone your answers.

A close up of a logo

Description automatically generated A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 1: **Analyze word choices**

In this activity, you will look at words and phrases from the text and infer why the writer chose these instead of a more common word.

Readers must infer, or figure out, why an author chooses certain words in a text. For example, in the text, *Introduction to Franklin*, the author uses *separate* instead of *unconnected*. A reader can analyze this word choice in order to infer why the author chose the word *separate.*

Today, all states are separate and united.



To analyze for word choice, a reader can ask:

What synonym means the same as the word?

What effect does the word have?

How does the word help the reader understand more about the topic?

1. Reread the text from *Introduction to Franklin* in the Warm-Up. Look at the highlighted words in the text. These words are also found in column 1 of the chart.
2. Read the information in the chart. The words and phrases are analyzed for word choice.

**Examples**

|  |  |  |
| --- | --- | --- |
| Analyze Word Choices | | |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| Original and Adapted Text | | |
| **separate** | divided or unconnected | “Separate” is the best option of these three words because the word “divided” can carry a feeling of “conflict,” and “unconnected” can carry the meaning of “having no connection, having nothing to do with each other.” |
| **famous** | well known | “Famous” is the best option for these two words because it is slightly stronger than “well known.” |
| **united** | together | “United” tells us that people were joined into a single entity; many became one, which is close to what the author intended. “Together” can mean well organized. |
| **Helped invent** | invented | “Helped invent” tells us that other people were involved. This is a better option than “invented,” which might lead the reader to misunderstand that Franklin was the only person who created the United States. |
| Original Text | | |
| **homespun** | simple; plain | “Homespun” tells us that the humor was that of everyday people—humor that everyone could relate to. This is a better option than “simple” or “plain,” which might lead the reader to misunderstand that his humor was just for those less intelligent or less educated. |
| **wove together** | combined | “Wove together” carries the image of threads of fabric coming together and blending in a smooth way. This is the best option because the word “combined” is more general and less visual. |
| **devised** | created; made | “Devised” is a stronger word than “created” or “made.” “Devised” tells the reader that something complex was invented. |
| **seminal** | influential | “Seminal” tells us that Benjamin Franklin had a very strong influence. It carries more force than the word “influential.” |

1. Choose five words or phrases to analyze for word choice from one of these sources:
   1. the text in this lesson
   2. the text you are currently reading in class
   3. the words your teacher has assigned
2. List and analyze the five words in the chart below.

**A picture containing knife, drawing

Description automatically generated**

**Vocabulary:** Definitions

**synonym**: a word that means the same thing (example: happy and glad)

**infer**: to form an opinion or conclusion based on evidence

|  |  |  |
| --- | --- | --- |
| **Analyze Word Choices** | | |
| Word or Phrase | Common Synonym | My Inference: Why the author chose the word and how it produced different effects on the audience |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

1. Talk about it. For each word in the chart, share the synonym and what you inferred about each word choice. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | I think the author used \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Expanding | In my opinion, the author used \_\_\_\_\_\_\_\_\_\_ instead of \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_. |
| Bridging | In my opinion, the author chose the word \_\_\_\_\_\_\_\_\_\_ over \_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_ to make the audience \_\_\_\_\_\_\_\_\_\_. |

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 2: **Identifying key words in a text**



In the next activity, you will write a summary of the text you read in the Warm-Up. When you write a summary, you retell the text with fewer words. You include the main idea and details in your summary. In this activity, you will identify key words to include in your summary.

Key words from the text are important and help you understand the meaning. Key words are often nouns, verbs, or adjectives. 

1. Underline the key words in the text from the Warm-Up. If you need ideas, look for inventions and things Franklin improved in the text.
2. Write the key words in the chart. Use all the spaces.

|  |  |
| --- | --- |
| key words =  important words that help you understand the text | |
| lightning |  |
| diplomat |  |
|  |  |
|  |  |
|  |  |

1. Talk about it. Talk with someone about the key words you found in the text. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | One key word from the text is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | \_\_\_\_\_\_\_\_\_\_\_ and\_\_\_\_\_\_\_\_\_\_ are key words that help us understand the text. |
| Bridging | Several key words that help us comprehend the text include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. |

A close up of a logo

Description automatically generated A picture containing mirror

Description automatically generated Activity 3: **Organize details and draft a summary**



**Step 1: Identify details for a summary**

In this activity, you will identify and categorize contributions Benjamin Franklin made to science, history, and social science.

**A picture containing knife, drawing

Description automatically generated**

**Vocabulary:** Definitions

**science**: the study of the natural world based on facts learned through experiments and observation

**history**: the study of past events

**social science**: the study of human society

**contributions**: something you do to help or achieve something new and successful

1. Reread the text from *Introduction to Franklin* in the Warm-Up.
2. Identify contributions Franklin made to science, history, or social science. Write the contributions under the correct heading in the T-chart.

|  |  |
| --- | --- |
| Franklin’s Contribution’s to | |
| Science | History/Social Science |
| bifocals | set up first lending library |

1. Talk about it. Share your lists of Franklin’s contributions with someone.

|  |  |
| --- | --- |
| **Emerging** | I think that \_\_\_\_\_\_\_\_\_\_ was a contribution to History/Social Science. |
| Expanding | I believe that \_\_\_\_\_\_\_\_\_\_ was a contribution to History/Social Science because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I think that \_\_\_\_\_\_\_\_\_\_ was Franklin’s contribution to \_\_\_\_\_\_\_\_\_\_  and that \_\_\_\_\_\_\_\_\_\_ was his contribution to \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

**Step 2: Organize a summary**

When you write a summary, it is important to keep the details in the same order as the original. In this activity, you will organize the details you will use in your summary.

Complete the graphic organizer. Use your key words from Activity 2.

|  |
| --- |
| • Introduction (one sentence):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   • Introduce the text or topic to be summarized.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   • Middle (two to four sentences):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   • Summarize Franklin’s contributions to Science, and give some examples.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   • Summarize Franklin’s contributions to History/Social Science and give some examples.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   • Conclusion (one sentence):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  • Give an example of one of his contributions that is still significant today.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Step 3: Draft a summary**

1. Summarize the text you read in the Warm-Up. Include key words and details from your graphic organizer. If you need ideas, read the sample below.

|  |
| --- |
|  |

|  |
| --- |
|  |

Sample Summary:

In the text, *Introduction to Franklin*, the author paints a picture of a very prolific writer, inventor, diplomat, scientist, and businessman of our nation’s history. Because he liked to think, invent, and improve things, he made many important contributions to the fields of Science, History, and Social Science. In Science, he experimented with energy and studied nature, which led to the invention of clean-burning stoves (called the Franklin Stove), charts of the Gulf Stream, and theories about the common cold. In History/Social Science, he planned the development and improvement of many civic organizations, such as lending libraries and volunteer fire departments. As a diplomat and politician, he traveled widely and was instrumental in forming a plan to unite the colonies. Many of Franklin’s contributions, such as the lightning rod and our current model of federal government, are still in use today.

1. Read your summary to someone.

Wrap-Up

Today you…

learned how to analyze word choices.

learned how to identify and organize key details.

used a T-chart and graphic organizer to write a summary of the sample text from *Introduction to Franklin*.