**Unit 8B  
Biography & Literature**

**Benjamin Franklin**

**LESSON 19**

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# Teacher Edition: Conversation & Collaboration

## Lesson 19: Produce 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 generatedSome activities in this lesson provide an opportunity for students to collaborate with a partner. 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.

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

In this lesson, students will need access to their summary of the text, *Introduction to Franklin*,from Conversation & Collaboration, Lesson 13. They will complete a peer edit of their paragraphs in this lesson. Students can conduct a peer edit with a partner or revise their own paragraphs (if technology prevents them from working with a partner).

Cultural Notes: Noisy, student-focused educational environments may be unfamiliar to some students from schools in which sitting quietly is the expected norm. Consider explaining to newcomer students that it is expected for them to work with partners and in small groups. Support them in learning how to do this by assigning partners who will encourage them.

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

# Student Edition: Conversation & Collaboration

## Lesson 19: Produce Language

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

* separate facts from opinions.
* revise opinions into factual statements.
* separate important details from less important details.
* use constructive feedback to revise and write a final draft of your summary.

### Materials:

Bilingual dictionary

Draft of your summary of the text, *Introduction to Franklin*, from Lesson 13

|  |
| --- |
| **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** |

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Description automatically generated Warm-Up: **Review differences between facts and opinions**



Understanding the difference between facts and opinions is important when you are writing a summary. A summary includes the most important facts and not the writer’s opinions.

1. Answer the questions. Use the writing box and sentence frames to plan your speaking.

What is a fact? What is an opinion?

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Emerging** | A fact is \_\_\_\_\_\_\_\_\_\_. An opinion is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | A fact is \_\_\_\_\_\_\_\_\_\_\_, and an opinion is \_\_\_\_\_\_\_\_\_. |
| Bridging | Fact and opinion differ in that a fact is \_\_\_\_\_\_\_\_\_\_, while an opinion is \_\_\_\_\_\_\_\_\_\_\_\_. |

1. Talk about it. Share what you remember about facts and opinions with someone.

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Description automatically generated Activity 1: **Differentiate facts from opinions in a summary**

In the Warm-Up, you reviewed the difference between facts and opinions. In this activity, you will read statements and decide which is a fact and which is an opinion.

1. Read the statements about Benjamin Franklin in the list. Decide which statements are facts and which are opinions. Write the statements in the correct columns in the chart.

Benjamin Franklin was an inventor.

He was the best inventor in the world.

He was an amazing scientist!

Franklin helped create our nation’s model of government.

Franklin proposed plans for uniting the colonies.

Benjamin Franklin was the most influential man in America.

|  |  |
| --- | --- |
| Facts | Opinions |
| Benjamin Franklin was an inventor. |  |

1. Talk about it. Share your answers with someone. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | This is a/an (fact/opinion) because it is \_\_\_\_\_\_\_\_\_\_. |
| Expanding | This is a/an (fact/opinion) because it tells how \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I believe that this is a/an (fact/opinion) because \_\_\_\_\_\_\_\_\_\_.  I think this is not a/an (fact/opinion), but rather a/an (fact/opinion) because \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 2: **Revise opinions into factual statements**



In this activity, you will write opinions as factual statements. A summary states facts, so a writer may need to revise opinions in a text to become factual statements.

1. Rewrite the opinions you listed in Activity 1 as factual statements. Read the example to help you with your revisions.

|  |
| --- |
| Revised Factual Statement |
| Some people believe that Benjamin Franklin was one of the best inventors in the world. |
|  |
|  |

1. Talk about it. Share your revised factual statements with someone.

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Description automatically generated Activity 3: **Distinguish important details from less important details**



In this activity, you will identify the important details in a text. In Activity 4, you will use this information to peer edit a summary of the text.

Writers choose the key (most important) details from the text when they write a summary. The minor (less important) details are not a part of a summary. In your summary of *Introduction to Franklin*, you need to decide which contributions were most important and belong in your paragraph.

1. Read Benjamin Franklin’s contributions in the chart. Use a dictionary to understand the meaning of new words.
2. Highlight or circle the most important contributions.

|  |  |  |
| --- | --- | --- |
| Traveled to other nations | Created theories about how the common cold spreads | Created an insurance association |
| Discovered that lightning is electricity | Started several colleges | Created our federal model of government |
| Invented the clean-burning stove (The Franklin Stove) | Helped invent America’s home-spun humor | Made friends in other nations who helped America in the war |
| Set up first lending library | Proposed plans for uniting the colonies | Invented the lightning rod |
| Studied nature | Lived 300 years ago | Created charts of the Gulf Stream |
| Set up the first volunteer fire department | Invented bifocal glasses | Helped invent America’s philosophical pragmatism |
| Lived to be 84 years old | Began matching grant fundraisers. | Created foreign policy approach that wove together idealism and realism. |

1. Review the contributions you highlighted. Write the three most important contributions to science and the three most important contributions to history/social science.

|  |  |
| --- | --- |
| The most important contributions related to science are: | The most important contributions related to history/social science are: |
|  |  |
|  |  |
|  |  |

1. Talk about it. Share the most important contributions of Benjamin Franklin with someone. Use the sentence frames to guide your speaking.

|  |  |
| --- | --- |
| **Emerging** | I concluded that \_\_\_\_\_\_\_\_\_\_ is one of the most important details because \_\_\_\_\_\_\_\_\_\_. |
| Expanding | After examining each of the items, I feel \_\_\_\_\_\_\_\_\_\_ is more important than \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | While \_\_\_\_\_\_\_\_\_\_ is an important detail, I don’t think it is as important as \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 4: Peer edit a summary of the text

In this activity, you will work with a partner who will give you constructive feedback for the summary you wrote for the excerpt, *Introduction to Franklin.* Your partner will help you revise your writing. If you do not have a partner, complete the steps on your own.

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**Vocabulary Tips:** Definitions

**constructive feedback**: information that helps the writer understand how to make the writing better

**revise**: to make changes to, to correct, or to improve writing

1. Review the Peer Editing Organizer. If you are working with a partner, you will complete the organizer with the comments your partner gives you after you read your paragraph to them. If you are working alone, reread your paragraph and then complete the organizer yourself.
2. Read the summary you wrote about the text from *Introduction to Franklin* to your partner. If you are working alone, reread the paragraph out loud to yourself.
3. Talk about it. After you have read your paragraph, your partner will give you feedback. Complete the Peer Editing Organizer for a Text Summary form with information your partner tells you.
4. Then, give feedback to your partner.

## PEER EDITING ORGANIZER

Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Writing: Summary

The idea that the writer is developing is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

|  |  |  |  |
| --- | --- | --- | --- |
| Mark an X for each item below: | Yes | No | Maybe |
| The summary includes the most important details from the original text. |  |  |  |
| The summary does not include the least important details. |  |  |  |
| Writer uses objective language, stating facts and  not opinions. |  |  |  |
| The summary is brief and concise. |  |  |  |
| Important facts are presented in the same order as  the text. |  |  |  |
| The writer uses correct spelling, grammar, punctuation, and complete sentences. |  |  |  |

|  |  |  |
| --- | --- | --- |
| Word / phrase / sentence / section | Editor’s constructive feedback | How I plan to revise: |
| **Example:** You wrote here, “Benjamin Franklin lived to be 84 years old.” | **Example**: This detail doesn’t seem as important to the reader’s understanding of the text. I wonder if it could be left out? | **Example**: I agree with my peer editor and will delete that detail from my summary. |
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Description automatically generated Activity 5: Revise your summary

1. Use feedback from your Peer Editing Organizer for a Text Summary to write a revised draft of your summary of the text, *Introduction to Franklin*.

|  |
| --- |
|  |

1. Read your revised draft to someone.

Wrap-Up

Today you...

separated facts from opinions.

separated the most important details from less important details.

used constructive feedback to revise and write the final draft of your summary.