**Unit 8B  
Biography & Literature**

**Benjamin Franklin**

**LESSON 7**

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# Teacher Edition: Conversation & Collaboration

## Lesson 7: Build Background

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.

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Description automatically generatedThis lesson includes opportunities for collaboration. If students have access to the necessary technology, they can complete all activities in this lesson with an assigned partner. Paired students should each fill out all sections of the lesson as they work with their partner.

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.

Cultural Notes: Some proverbs are universal and are found in many languages. Others are quite specific to the culture and beliefs of a people.

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

# Student Edition: Conversation & Collaboration

## Lesson 7: Build Background

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

* research and explain proverbs by Benjamin Franklin.
* identify shades of meaning of words.
* analyze compound words.

### Materials:

Bilingual dictionary

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| **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: Think about Benjamin Franklin

You have been studying one of the Founding Fathers, Benjamin Franklin. In this activity, you will review and discuss the facts that you learned about Benjamin Franklin, including some of his inventions.

List facts about Benjamin Franklin. Tell someone what you remember. Use the sentence frames and writing box to plan your speaking.

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| --- | --- |
| **Emerging** | Benjamin Franklin invented \_\_\_\_\_\_\_\_\_\_. |
| Expanding | Benjamin Franklin invented \_\_\_\_\_\_\_\_\_\_ and improved \_\_\_\_\_\_\_\_\_\_. |
| Bridging | Benjamin Franklin is famous for inventing \_\_\_\_\_\_\_\_\_\_. He is also well known for \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 1: **Analyze proverbs**



Benjamin Franklin was an inventor, but he was also well-known for giving good advice. In this activity, you will analyze traditional proverbs or sayings by Benjamin Franklin. Many of these proverbs can be found in his book, *Poor Richard’s Almanac*.

1. Read the proverbs in the chart. Use your dictionary or work with your partner to look up words you don’t know.

**Proverbs from *Poor Richard’s Almanac***

|  |
| --- |
| 1. He who lies down with dogs, will wake up with fleas. 2. Don’t count your chickens before they hatch. 3. Fish and visitors stink in three days. (This is also a proverb in Spanish: *El huésped y el pescado al tercer día apestan*.) 4. Necessity is the mother of invention. 5. The proud hate pride—in others. 6. The squeaky wheel gets the grease. 7. The early bird catches the worm. 8. The pen is mightier than the sword. 9. Beware of little expenses, a small leak will sink a great ship. 10. Keep your eyes wide open before marriage, half shut afterwards. 11. To lengthen thy life, lessen thy meals. |

1. Highlight two proverbs from the list.
2. Use the chart to analyze the meaning of the proverbs you chose. Write the proverb in column 1 and its meanings in column 2. In column 3, write a situation in which you might use the proverb. Look at the example for help.

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| --- | --- | --- |
| 1. Proverb or saying | 1. Meaning | 1. 3. Situation in which you might use this proverb or saying |
| He who lies down with dogs, will wake up with fleas. | * If you sleep next to a dog, expect to get some fleas on you. * If you hang out with bad people, their reputation may affect you. | Your friends get in trouble in school for skipping class. When one friend insists they did not participate, you could say: He who lies down with dogs, will wake up with fleas. |
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1. Talk about it. Tell someone about the proverbs you chose and explain their meaning. Use the sentence frames to guide your speaking.

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| --- | --- |
| **Emerging** | I chose the proverb \_\_\_\_\_\_\_\_\_\_. It means \_\_\_\_\_\_\_\_\_\_. |
| Expanding | I selected the proverb \_\_\_\_\_\_\_\_\_\_. This proverb has layers of    meaning. First, it means \_\_\_\_\_\_\_\_\_\_. The deeper meaning is \_\_\_\_\_\_\_\_\_. |
| Bridging | The proverb I found most meaningful was \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. I believe it means \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Activity 2: **Give advice**



Benjamin Franklin shared his wisdom in the book *Poor Richard’s Almanac*. Parents and grandparents often share their wisdom and advice with us. In this activity, you will think about and share important advice.

1. Answer the questions.
   1. What advice does your family give you about behaving well?

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* 1. What is one important piece of advice you would give to a younger brother or sister starting school?

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1. Talk about it. Tell your answers to someone.
2. Read the examples of advice. Add one piece of your own advice to the list.

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| Examples of Advice  \_\_\_\_\_ Get to school on time.  \_\_\_\_\_ Always do your homework.  \_\_\_\_\_ Get plenty of sleep.  \_\_\_\_\_ Be respectful to the teacher.  \_\_\_\_\_ Take turns at recess.  \_\_\_\_\_ Be nice to others, don’t bully.  \_\_\_\_\_ Listen to the teacher.  \_\_\_\_\_ My advice: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

1. Prioritize, or order the advice. Start with number 1 as the most important piece of advice to number 8 being the least important.
2. Talk about it. Share your three most important pieces of advice with someone.

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Description automatically generated Activity 3: **Analyze Language**



**Part 1:** Shades of meaning

Small differences in the meanings of words are referred to as “shades of meaning.” In Part 1 of this activity, you will analyze the shades of meaning for the word “smart.”

1. Look at the words “smart” and “intelligent” on the continuum line. The words “smart” and “intelligent” refer to the same idea, but “intelligent” is more formal and more intense than “smart.” “Smart” has a milder, less intense meaning.

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| --- |
| less intense word                                  more intense/stronger word |
| able                        bright                     quick-witted                     smart                     intelligent |
|  |

1. Create a new continuum line on the bottom row of the chart. Add the words listed below to your new line. Place the words in order from less intense to most intense. Use your dictionary or work with your partner to look up words you don’t know.

astute

insightful

sage

shrewd

wise

1. Talk about it. Talk to someone about how you ordered the words on the continuum line. Explain how you decided to place them in this order. Use the sentence frames below to guide your speaking.

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| --- | --- |
| **Emerging** | I think the word \_\_\_\_\_\_\_\_\_\_ is less intense, but \_\_\_\_\_\_\_\_\_ is more intense. |
| Expanding | The words \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are not as intense as \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. This order is correct because \_\_\_\_\_\_\_\_\_. |
| Bridging | The words that have the least intense meaning are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. On the other hand, the words with the strongest meaning are \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. I know this because \_\_\_\_\_\_\_\_\_\_. |

**Part 2**: Understand compound words

Writers use compound words to be more precise with language. In Part 2 of this activity, you will analyze the meaning of hyphenated compound words.

There are three types of compound words:

Closed compound words: football, peanut.

Open compound words: cell phone, high school.

Hyphenated compound words: in-depth, runner-up, well-respected

1. Read the list of hyphenated compound words in column 1 of the chart.

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| --- | --- | --- |
| 1. Hyphenated compound word | 1. Meaning of each word | 1. Meaning of the compound word |
| front-runner | * Runner: a person or animal who runs races * Front: in a position ahead of others in a line | The person in front of all the other racers. It is also used to describe something that is selling well or has a strong preference amongst clientele. |
| eighty-four-year-long life |  |  |
| balance-of-power |  |  |
| alter-ego |  |  |
| clean-burning stove |  |  |
| velvet-tongued |  |  |
| life-size |  |  |
| get-together |  |  |

1. Complete the information in the chart. In column 2, write the meaning of each word that makes up the hyphenated compound word. In column 3, write the meaning of the compound word.
2. Talk about it. Tell someone about one hyphenated compound word you analyzed.

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Description automatically generated Wrap-Up



Today, you examined some of the language from the time of Benjamin Franklin and learned that some of the proverbs and wise sayings about how to live well are quite old.

1. What wise words or proverbs do you use in your life?

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1. What advice would you give to a new student at our school?

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1. Talk about it. Share your answers with someone.