



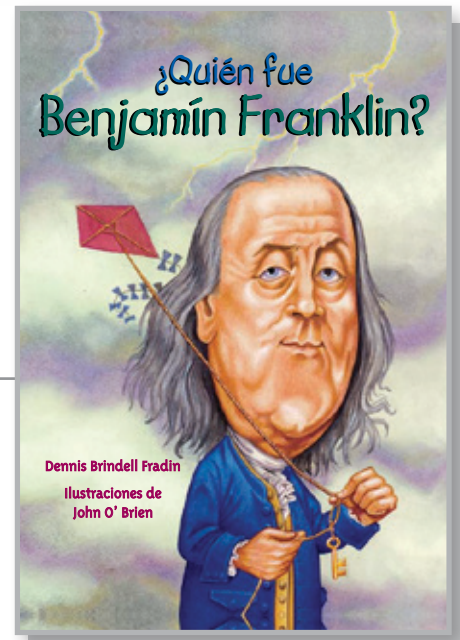
## Lesson Plan and Activities

Written in accordance with the Language Arts, Social Studies, and Science Standards

### ¿Quién fue Benjamín Franklin?

Author: **DENNIS BRINDELL FRADIN**

Illustrator: **JOHN O'BRIEN**



#### COMPLEXITY

F&P Guided Reading Level Q / Lexile Level 700L

#### INSTRUCTIONAL FOCUS:

Staircase of Complexity / Reading Rigor

#### TEXT TYPE

Informational Text: Biography

#### INSTRUCTIONAL FOCUS:

Balancing Informational and Literary Text

#### OBJECTIVES

- Demonstrate comprehension of a biography.
- Identify the main idea in an informational text.
- Discuss important details.
- Identify fact and opinion.
- Identify the author's purpose.
- Use context clues to determine the meaning of unfamiliar words.
- Explore word relationships and use words learned through reading.
- Connect the ideas in the text to real-life situations.
- Present information.
- Write journal entries from the perspective of a historical figure.



**Together we foster lifelong readers**

## MATERIALS

- bingo cards with vocabulary terms
- index cards
- *Tabla de dos columnas* (Graphic Organizer #30)\*
- construction paper, scissors, glue
- drawing materials: pencils, paper, markers, crayons, etc.

## SUMMARY

Benjamin Franklin was a printer, scientist, inventor, writer, diplomat, and one of the Founding Fathers of the United States. He worked actively for independence and helped draft the Declaration of Independence, which he signed in 1776. He also signed the Constitution of the United States, and continued working tirelessly in the service of the nation he had helped found. He died in 1790, at the age of 84.

## STANDARDS

**SLAR CCSS** RI 4.1, RI 4.2, RI 4.3, RI 4.4, RI 4.5, RI 4.7, RI 4.9, RF 4.3.a, RF 4.3.b, RF 4.4.a, W 4.3, W 4.4, W 4.5, W 4.7, W 4.8, W 4.10, SL 4.1, SL 4.2, SL 4.4, SL 4.5, L 4.1.h, L 4.2, L 4.3, L 4.4.a, L 4.5.b, L 4.6

**SLAR TEKS** 4.1.A, 4.2.B, 4.9.A, 4.11.A, 4.11.B, 4.13.A, 4.13.B, 4.18.C, 4.20.C, 4.21.A, 4.21.B.(i), 4.23.B, 4.24.A.(ii), 4.24.A.(iii), 4.24.D, 4.27.A, 4.29.A

**Social Studies TEKS** 4.6.B, 4.21.B–C, 4.21.E, 4.22.A–D

**Science TEKS** 4.2.A, 4.2.C, 4.3.A, 4.3.D

**NCSS** II. Time, Continuity, and Change; VI. Power, Authority, and Governance; X. Civic Ideals and Practices

**NGSS** 4-PS3-4, 3-5-ETS1

## VOCABULARY

**INSTRUCTIONAL FOCUS:**  
Academic Vocabulary

**contratar** – *dar trabajo, emplear* / to employ

**crucial** – *esencial, clave* / crucial, key

**descorazonar** – *desanimar* / to discourage

**dispositivo** – *aparato o mecanismo* / device

**disputa** – *discusión, pelea* / argument, fight

**disturbio** – *desorden público* / disturbance

**evidente** – *claro, obvio* / evident

**impedimento** – *dificultad, obstáculo* /  
impediment

**innegable** – *que no se puede negar* / undeniable

**rehusar** – *no aceptar, negarse* / to refuse

**replicar** – *contradecir a alguien* / to talk back

**severo** – *estricto, duro* / strict

### Advanced Vocabulary

**aprendiz** – *persona que se entrena para aprender un oficio* / apprentice

**convención** – *reunión de representantes políticos* / convention

**convocar** – *llamar a una reunión* / to convene

**delegado** – *persona que representa a un grupo* / delegate

**derogar** – *anular o dar marcha atrás a una ley* / to repeal

**destituir** – *despedir a una persona de su cargo* / to dismiss

**implemento** – *herramienta, utensilio* / implement, tool

**marioneta** – *persona que se deja mandar y manejar* / puppet

**víspera** – *día anterior* / eve

**vocero** – *persona que habla en nombre de alguien* / spokesperson

\* To download the Spanish Graphic Organizers in this lesson go to: [santillanausa.com/spanishliteracy](http://santillanausa.com/spanishliteracy)



## VOCABULARY DEVELOPMENT

- Introduce vocabulary by providing a description of all the words presented in the vocabulary section and any additional vocabulary you may wish to discuss prior to the reading activities. Consider using pictures (from magazines, books, or the Internet), sketches, and/or pantomime to explain the meaning of each word. You may also tell a story to integrate some of the terms.
- Make sure students understand all the vocabulary needed to complete the activities (e.g., *hecho*, *opinión*, *proverbio*) and instruction words, such as *cita*, *explica*, *resume*.
- Ask students to take turns explaining in their own words to a partner what each word means. Encourage them to use context clues and illustrations from the book as they come up with their own definitions. Then have students work with a classmate to create sentences using as many of the vocabulary terms as they can in each sentence.
- Explain that some words have related meanings, but they are not really synonyms. These words have shades of meanings (*matices de significado*). Point out the words *evidente* and *inegable* in the vocabulary section. Then have students read p. 84, where the author explains the subtle differences in meaning between these two words. Ask student pairs to analyze the different meanings these words convey: *disputa* (p. 98) and *disturbio* (p. 74); *crucial* (p. 80) and *importante* (p. 44). Then have students write sentences with these words.
- Explain the difference between *el cometa* (comet) and *la cometa* (kite). Then point out homophones that may cause students spelling difficulties. For example: *botar* (to throw) on page 76 and *votar* (to vote) on page 83; *hallar* (to find) on page 42 and *haya* (beech); *revelar* (to reveal) on page 32 and *rebelar* (to rebel); *rehusar* (to refuse) on page 59 and *reusar/reutilizar* (to reuse); *sebo* (fat) on page 19 and *cebo* (bait). Then have students write sentences with these words.
- Explain that a proverb (*proverbio*) is a short phrase—usually very old—that is considered by many to be true. Divide the class into small groups and assign one of these proverbs to each group: “*El que mucho habla poco hace*” (p. 46), “*A pequeños golpes se derriban grandes robles*” (p. 46), and “*Un centavo que se ahorra es un centavo que se gana*” (p. 47). Have them discuss the meaning of each proverb and whether they think it is true.
- Play a game of vocabulary bingo with students. Prepare bingo cards with the words presented in the vocabulary section. The objective is to be the first student to get bingo by matching the definitions given by you to the vocabulary words on their bingo card.

## READING

### PRE-READING

- ▶ Explain that Benjamin Franklin was one of the Founding Fathers of the United States. Encourage students to share what they know about this period in American history. Ask: *¿Qué dos ejércitos se enfrentaron en la Guerra de Independencia de los Estados Unidos?* (Which two armies fought in the American Revolutionary War?) *¿Qué líderes de la independencia conocen?* (Which revolutionary leaders do you know?)
- ▶ Have students read the title and table of contents and allow them a moment to look at the illustrations. Then ask: *¿De qué creen que trata el libro?* (What do you think the book is about?) *¿Qué tipo de texto creen que es? ¿Por qué?* (What type of text do you think this is? Why?)
- ▶ Have students set a purpose for reading. Ask: *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?)

### READING

- ▶ Discuss with students the organizational pattern and text structure of this book. Elicit that the book is divided into an introduction and eight chapters that follow Benjamin Franklin's life. Additionally, the book contains ten passages that provide background information about life in colonial America, the struggle for independence, and some of Franklin's inventions. The chapters and informational passages are complemented by visual elements, such as maps and illustrations. At the end of the book, there are two timelines that organize the main events in Franklin's life and important events that were taking place in the world at the same times. Introduce the term *cronológico* (chronological) and *cronología* (chronology).
- ▶ Read aloud the introduction (pp. 1–2) to familiarize students with the text and to model pronunciation and intonation. Read through the text the first time for flow. During a second reading, ask comprehension questions about the vocabulary and the content. Ask: *¿En qué áreas se destacó Franklin? Den un ejemplo de algo que hizo en cada área.* (In what fields did Franklin stand out? Provide an example of something he did in each field.) *¿Qué hizo Franklin por los Estados Unidos?* (What did Franklin do for the United States?) *¿Qué quiere decir: "Ben era una persona de carne y hueso" (p. 2)? Da un ejemplo.* (What does this mean: "Ben was only flesh and blood"? Provide an example.)
- ▶ Instruct students to read each chapter independently. Provide them with index cards and have them make notes as they read. Students should note the topic and list important details and any words or phrases whose meaning they cannot determine. Ask: *¿De qué trata este capítulo?* (What is this chapter about?) *¿Cuál es el tema principal de este capítulo?* (What is the main topic of this chapter?) *¿Qué detalles importantes incluye el autor?* (What important details does the author include?) *¿Qué han aprendido en este capítulo? Resúmanlo brevemente.* (What have you learned in this chapter? Summarize it briefly.)
- ▶ Have students work in pairs to read the informational passages to each other. Assist them in interpreting the information presented in the maps, illustrations, and diagrams as needed. Then ask these or similar questions: *¿En qué consistía el trabajo de un aprendiz?* (What was the job of an apprentice?) *Expliquen el método para apagar incendios.* (Explain the method for extinguishing fires.) *¿Qué era la Ley del Timbre?* (What was the Stamp Act?)

#### INSTRUCTIONAL FOCUS:

Text-based Answers / Critical Analysis



## DIFFERENTIATED INSTRUCTION

### BELOW-LEVEL STUDENTS

- Have students answer these or similar comprehension questions with short phrases or incomplete sentences. Ask: *¿Qué palabra describe mejor a Franklin: talentoso o severo? Da un ejemplo del texto para apoyar tu respuesta.* (Which word describes Franklin best: talented or strict? Give an example from the text to support your answer.) *¿De qué distintas maneras ayudó Franklin a los Estados Unidos?* (What different ways did Franklin help the United States?)

### AT-LEVEL STUDENTS

- Encourage students to make inferences and predictions based on the text, using short sentences. Ask: *Explica cómo funcionaban los pararrayos.* (pp. 9–10) (Explain how lightning rods worked.) *¿Qué crees que habría pasado si Franklin hubiera seguido trabajando para su hermano?* (What might have happened if Franklin had continued working for his brother?) *¿Qué hizo que Franklin cambiara de actitud y comenzara a apoyar la lucha por la independencia?* (What made Franklin change his mind and begin supporting the fight for independence?)

### ABOVE-LEVEL STUDENTS

- Encourage students to analyze and evaluate the text, using complete and elaborate answers. Ask: *¿Qué importancia tuvo Franklin en la historia de los Estados Unidos? Cita del texto para apoyar tu respuesta.* (What is Franklin's importance in the history of the United States? Quote from the text to support your answer.) *En tu opinión, ¿cuál fue la contribución más importante de Franklin? Usa el texto para apoyar tu opinión.* (In your opinion, which was Franklin's most important contribution? Use the text to support your opinion.)

## POST-READING

- ▶ Explain that a fact is a piece of information that can be proven true. For example: “A los 12 años de edad, Ben se convirtió en aprendiz de su hermano James” (p. 22). An opinion is what someone thinks or believes. For example: “Benjamín Franklin fue un hombre muy talentoso” (p. 1). Point out the word *talentoso* and explain that this is the author's subjective belief. Ask: *¿Es esto una opinión o un hecho: “En el otoño de 1776, el Congreso envió a Franklin al extranjero en una misión”?* (p. 91) *¿Por qué?* (Is this an opinion or a fact: “In the fall of 1776, Congress sent Franklin overseas on a mission”? Why?) *¿Es esto una opinión o un hecho: “Benjamín Franklin se merecía todos los reconocimientos”?* (p. 102) *¿Por qué?* (Is this an opinion or a fact: “Benjamin Franklin deserved all the honors”? Why?)
- ▶ Distribute a two-column chart (Graphic Organizer #30) and have students label the columns *Hecho* and *Opinión*. Then have them reread Chapter 7 and locate five facts and three opinions, and list them in their charts. Next, have students get together with a classmate and compare and contrast their charts. Ask them to justify their choices. ✓
- ▶ Revisit the question *¿Qué esperan aprender al leer este libro?* (What do you expect to learn by reading this book?) from the Pre-Reading section, and ask: *¿Qué aprendieron al leer este libro?* (What did you learn by reading this book?) *¿Con qué propósito creen que el autor escribió el libro?* (What was the author's purpose for writing this book?)



**CONNECTION WITH CONTENT AREAS:  
SOCIAL STUDIES, SCIENCE**

**INSTRUCTIONAL FOCUS:**

Building Knowledge in the Content Areas



- ▶ Have small groups create a poster and prepare an informational presentation about one of the events of the American fight for independence. Students may need to research some information if it is not included in the text. You may wish to suggest reference materials and appropriate Internet websites. Remind students to keep a record of their sources and to cite them on the back of their posters. Encourage students to include images, maps, and diagrams as appropriate. Then have them present their posters to the class and explain the importance of the event in the history of the United States. Encourage students to use vocabulary words such as *delegado*, *derogar*, *destituir*, *vispera*, *vocero*, etc. as they do this activity. ✓
- ▶ Have students work in pairs to study one of Franklin’s inventions, discoveries, or design improvements (e.g., lightning rod, bifocals, Franklin stove, mapping the Gulf Stream, electric battery, public library, fire-fighting clubs). Assign different inventions to avoid duplication of information. Ask students to research information about the invention or innovation, and then have them draw a diagram showing how it works. Finally, have them think of ways this invention, discovery, or innovation is still helping us today. Invite students to present their research to the class.

**WRITING**

**INSTRUCTIONAL FOCUS:**

Writing from Sources / Research Strand



Have students write three journal entries from the perspective of Benjamin Franklin at these points in his life: 1. When he was an apprentice at his brother’s printing house; 2. During the American Revolutionary War; 3. In old age, when he was governor of Pennsylvania. In addition to using their notes, presentations, and the text, have them research information about life in the United States during the 1700s. Students should use this information to make inferences about Franklin’s thoughts, feelings, and opinions at different times during his life. Encourage students to wonder, hypothesize, and engage with the imagination as they write their entries from Franklin’s perspective. Even though students should focus on the ideas in journal writing, ask them to revise their work once they are finished. As they revise and edit their work, have students pay attention to the conventions of Spanish grammar and punctuation. Guide and assist students through the writing process. Invite them to share some of their journal entries with the class. ✓



**Informal Assessment**

You may wish to assess a student’s progress as he or she completes comprehension and production activities. Suggested activities are identified with the icon.



Nombre \_\_\_\_\_

## Vocabulario

### A Completa las oraciones con la palabra correcta.

crucial

contrató

dispositivo

impedimento

rehusó

severo

1. Ben rehusó perdonar a su hijo por apoyar a Inglaterra.
2. Como jefe de correos, Ben contrató a muchos carteros.
3. Ben inventó un dispositivo para almacenar carga eléctrica.
4. El hermano de Ben era muy severo.
5. Para ganar la guerra, era crucial estar unidos.
6. La edad no era un impedimento para Ben, que a los 82 años fue gobernador.

### B Completa estas oraciones con la palabra que mejor exprese el sentido.

disputas

disturbios

evidente

innegable

1. Hubo disturbios en las calles en protesta por los impuestos.
2. La importancia de Franklin en la historia de los Estados Unidos es innegable.
3. Las disputas políticas enemistaron a Ben con su hijo.
4. La inteligencia de Ben es evidente en todos sus inventos.

### C Completa las oraciones con la palabra correcta.

botó

votó

revelaron

rebelaron

1. El Congreso votó a favor de la independencia.
2. Los colonos se rebelaron contra Inglaterra.
3. Un grupo de patriotas botó el té en la bahía de Boston.
4. Los patriotas no revelaron su plan de ataque.



Nombre \_\_\_\_\_

## Comprensión lectora

### A Contesta.

1. Menciona cuatro “profesiones” de Benjamín Franklin.

Possible answer: Fue estadista, inventor, escritor y científico.

2. Menciona dos cosas que hizo para ayudar a la comunidad.

Possible answer: Ayudó a crear una biblioteca pública y una brigada de bomberos voluntarios.

3. ¿Qué dificultades tuvo Franklin en su vida personal?

Possible answer: De niño lo golpeaban. Su esposa murió. Se enemistó con su hijo.

4. ¿Por qué se sigue recordando a Franklin en los Estados Unidos?

Possible answer: Porque fue uno de los padres de la patria que ayudó a crear este país.

### B Indica si se trata de un hecho o de una opinión.

1. Franklin tuvo su propia imprenta en Filadelfia.

Hecho

Opinión



2. Los inventos de Franklin eran muy ingeniosos.



3. Franklin era una persona brillante.



4. Franklin fue gobernador de Filadelfia.



Escribe un hecho y una opinión sobre Ben Franklin.

Hecho: Answers will vary, but it must be something that can be proven.

Opinión: Answers will vary, but it must show a subjective opinion.

### C Completa esta línea cronológica con detalles de la vida de Ben Franklin



1723: Se escapa y se establece en Filadelfia.

1752: Descubre la electricidad en los rayos. Inventa el pararrayos.

1776: Ayuda a escribir la Declaración de Independencia.

1787: Ayuda a escribir la Constitución de los Estados Unidos.





Nombre \_\_\_\_\_

## Vocabulario

### A Completa las oraciones con la palabra correcta.

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1. Ben \_\_\_\_\_ perdonar a su hijo por apoyar a Inglaterra.
2. Como jefe de correos, Ben \_\_\_\_\_ a muchos carteros.
3. Ben inventó un \_\_\_\_\_ para almacenar carga eléctrica.
4. El hermano de Ben era muy \_\_\_\_\_.
5. Para ganar la guerra, era \_\_\_\_\_ estar unidos.
6. La edad no era un \_\_\_\_\_ para Ben, que a los 82 años fue gobernador.

### B Completa estas oraciones con la palabra que mejor exprese el sentido.

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1. Hubo \_\_\_\_\_ en las calles en protesta por los impuestos.
2. La importancia de Franklin en la historia de los Estados Unidos es \_\_\_\_\_.
3. Las \_\_\_\_\_ políticas enemistaron a Ben con su hijo.
4. La inteligencia de Ben es \_\_\_\_\_ en todos sus inventos.

### C Completa las oraciones con la palabra correcta.

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1. El Congreso \_\_\_\_\_ a favor de la independencia.
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## Comprensión lectora

### A Contesta.

1. Menciona cuatro "profesiones" de Benjamín Franklin.

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Escribe un hecho y una opinión sobre Ben Franklin.

Hecho: \_\_\_\_\_

Opinión: \_\_\_\_\_

### C Completa esta línea cronológica con detalles de la vida de Ben Franklin



1723: \_\_\_\_\_

1752: \_\_\_\_\_

1776: \_\_\_\_\_

1787: \_\_\_\_\_