

Name _____

What's the Big
Idea, Ben Franklin?

Vocabulary

- Read the boldfaced Vocabulary Words. Think about the definitions. Write the Vocabulary Word that best replaces the underlined word(s) in each sentence.

edition: copies of a book, magazine, or newspaper that are printed at the same time

suspended: held up and left hanging

honors: awards; glory or credit for good or brave acts

contraption: a machine, often odd or funny

repeal: to stop or to end something, such as a tax

treaty: an official agreement between countries

1. Readers liked the first copy of Ben's book. _____
2. Some of Ben's silly machines were really useful. _____
3. Ben's kite was held up in the air. _____
4. Ben wanted the British to end their tax laws. _____
5. The war finally ended. Both sides signed a peace agreement.

6. The United States gave Ben many awards for his good work.

- Write the Vocabulary Word that goes with each group of words.

7. peace, agreement, _____
8. awards, medals, credit, _____

TO THE TEACHER: Show students the copyright page of a few texts that have more than one *edition*. Point out the different dates. Help students find statements such as "First Revised Edition." Also discuss Ben Franklin's experiment with electricity. Ask how we use electricity today. (*lights, power for appliances, electronics*) Have students come up with a list of the different ways they use electricity at home and at school. Make sure the list includes things such as *lights and lamps; appliances such as televisions, VCRs, hair dryers; computers; radios; CD players; vacuums; and heating*. Ask students what electrical *contraptions* they have seen. What do they do?

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Connotation/
Denotation
TEST PREP

- Read the paragraph. Then circle the letter of the best answer to each question. The underlined words will help you answer the questions.

In 1782 the ordeal of fighting for American independence was nearly over. The battle was still going on in New York, however. The army there desperately needed more soldiers. A young woman named Deborah Sampson heard about this. She could think of nothing but independence and freedom. To help out, she made a suit of men's clothing. She tied her hair in the men's fashion of the time and volunteered for the army. She felt smug about being able to help her country.



- 1 Which idea does the word *ordeal* express?
- A Achieving American independence was time-consuming.
 - B Achieving American independence was somewhat difficult.
 - C American independence was not achieved.
 - D Achieving American independence was very difficult.

Tip

Find *ordeal* in the passage. An ordeal is a hard or severe test or experience. Which answer choice comes closest to that meaning?

- 2 Which idea does the word *volunteered* express?
- F Deborah joined the army, but she did not feel very strongly about it.
 - G Deborah willingly and gladly went into the army.
 - H Deborah was forced into the army.
 - J Deborah joined the army, but it wasn't her first choice.

Tip

The paragraph mentions that Deborah could think only of independence and freedom. How do you think she felt when she volunteered for the army?

- 3 To express a more positive connotation, which word could the writer have substituted for *smug*?
- A self-satisfied
 - B thrilled
 - C content
 - D self-important

Tip

Think about how Deborah feels about her country. Which answer choice gives the strongest sense of being happy and excited?

TO THE TEACHER: Read aloud the directions and the paragraph. Have the students read along silently. On the board, write the headings *Denotation* and *Connotation*. Explain that the denotation is the simple meaning of a word. The connotation involves the feelings and ideas that the word makes people think of. Write *winter* on the board. Under *Denotation* write *a season from December to March*. Under *Connotation* write *cold, dark, and shiver*. Then involve students in a discussion of *winter*'s other connotations. Have students suggest other words that have connotations as well as denotations.