

from *The Autobiography* and from *Poor Richard's Almanack* by Benjamin Franklin

Build Vocabulary

Spelling Strategy When you add a suffix beginning with a vowel to a one-syllable word ending in a consonant, double the consonant: *fop* + *-ery* = *foppery*.

Using the Root *-vigil*

A. DIRECTIONS: The word root *-vigil-* can mean “remaining awake to watch or observe.” The suffix *-ance* means “the state of”; *-ant* means “being in the state of.” The prefix *hyper-* means “excessively; overly; too.” Write a probable definition for each term.

1. vigilant _____
2. hypervigilance _____

Using the Word Bank

| | | |
|-------------|----------|----------|
| arduous | avarice | fasting |
| disposition | squander | felicity |

B. DIRECTIONS: Match each word on the left with its definition on the right. Write the letter of the definition in the blank next to the word it defines.

- | | |
|--------------------|---------------|
| ___ 1. arduous | a. happiness |
| ___ 2. avarice | b. management |
| ___ 3. fasting | c. difficult |
| ___ 4. disposition | d. waste |
| ___ 5. squander | e. greed |
| ___ 6. felicity | f. not eating |

C. DIRECTIONS: Circle the letter of the word that best completes each sentence.

1. Her felicity was short-lived, however, and _____ once again reigned.

| | | | |
|---------------|------------|-------------|-----------------|
| a. joyousness | b. sadness | c. tidiness | d. carelessness |
|---------------|------------|-------------|-----------------|
2. His avarice was apparent, for he always _____ more money.

| | | | |
|---------|-------------|-----------|------------|
| a. lent | b. borrowed | c. wanted | d. ignored |
|---------|-------------|-----------|------------|
3. It was an arduous but _____ task.

| | | | |
|--------------|--------------|---------------|--------------|
| a. laborious | b. strenuous | c. exhausting | d. rewarding |
|--------------|--------------|---------------|--------------|
4. To squander each opportunity is to treat life as a _____.

| | | | |
|----------|-------------|---------|---------|
| a. waste | b. pleasure | c. duty | d. sign |
|----------|-------------|---------|---------|

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Grammar and Style: Pronoun Case

Pronoun case refers to the different forms a pronoun takes to show its function in a sentence. Use **subjective case pronouns** (such as *I, we, you, he, she, it,* and *they*) when the pronoun is the subject of the sentence or renames the subject after a linking verb. Use **objective case pronouns** (such as *me, us, you, him, her, it,* and *them*) when the pronoun receives the action of the verb or is the object of a preposition.

A. Practice: These sentences are adapted from *The Autobiography*. Underline the subjective case pronouns and circle the objective case pronouns.

1. The smith ground it bright for him.
2. In exchange, he only had to turn the wheel.
3. He turned, while the smith pressed the broad face of the ax hard and heavily on the stone, which made the turning of it very fatiguing.
4. "We shall have it bright by and by," said the smith.
5. "I like it best speckled," the man replied.

B. Writing Application: Complete each sentence by writing the correct pronoun on the line.

1. My classmates and _____ (I, me) read about Ben Franklin's list of virtues.
2. His attempts to better himself impressed my friend Jim and _____ (I, me).
3. Some other students and _____ (we, us) are investigating further.
4. Jim and _____ (they, them) are reading more of Franklin's autobiography.
5. Janis and _____ (he, him) are reading portions of *Poor Richard's Almanack*.
6. Jim and _____ (she, her) are also trying to follow Franklin's example.
7. For Janis and _____ (he, him), living up to Franklin's list of virtues may prove a difficult task.
8. The rest of the class is keeping an eye on Jim and _____ (she, her).
9. Even though Franklin lived centuries ago, his advice strikes the others and _____ (I, me) as very relevant to modern life.
10. In fact, the wisest founding father could have been _____ (he, him).

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Reading Strategy: Draw Conclusions

Reading involves more than understanding the definition of each word in a sentence. The overall meaning may come from what an author *doesn't* tell you explicitly. To understand what an author is saying, **draw conclusions** based on supporting details and reasons in the text. For example, you may conclude that Benjamin Franklin does not like gossips, based on his value of the virtue of silence: "Speak not but what may benefit others or yourself; avoid trifling conversation."

Remember to draw conclusions based only on solid details and reasons. Unsupported conclusions may lead you away from the real meaning of a selection.

DIRECTIONS: As you read the selections from Franklin's *The Autobiography* and *Poor Richard's Almanack*, identify several conclusions about Franklin, and record the supporting details and reasons in the following chart.

| Conclusion | Supporting Details and Reasons |
|------------|--------------------------------|
| | |
| | |
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| | |

Unit 2: A Nation Is Born
(1750-1800)

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Literary Analysis: Autobiography

An **autobiography** is a person's written account of his or her own life. Though by its nature subjective, it nevertheless offers valuable insight into the author's personality, thoughts, and feelings.

DIRECTIONS: Read these passages from *The Autobiography*. Then, on the lines provided, sum up what they reveal about Franklin's attitudes and personality.

1. "As I knew, or thought I knew, what was right or wrong, I did not see why I might not always do the one and avoid the other."

2. "While my care was employed in guarding against one fault, I was often surprised by another."

3. "I determined to give a week's strict attention to each of the virtues successively."

4. "I was surprised to find myself so much fuller of faults than I imagined."

5. "The man came every now and then from the wheel to see how the work went on, and at length would take his ax as it was, without further grinding. 'No,' said the smith, 'turn on, turn on; we shall have it bright by and by; as yet, it is only speckled.' 'Yes,' said the man, 'but I think I like a speckled ax best.'"

6. ". . . a perfect character might be attended with the inconvenience of being envied and hated; and that a benevolent man should allow a few faults in himself, to keep his friends in countenance."
