

Benjamin Franklin is born in Boston

1706 | Grade 2 · Read & notice

Words to know

learn — gain knowledge or a skill

print — make words or pictures on a surface

change — become different

Look closely



Context image; not a photograph of this event.

Read the story

Benjamin Franklin was born in Boston. He learned about printing as a boy. Later he moved to Philadelphia. He became a writer, inventor, and public leader. His life connected many places.

Think, talk, and show evidence

1. What happened in this reading? Tell one fact.
2. Who or what is this reading mostly about?
3. Choose a word from the word bank. Explain it in your own words.
4. Look at the picture and its caption. What does it help you notice? Is it from the time of the event?

Follow-up reading: James Otis challenges searches

1761

James Otis spoke in a Boston court against broad search papers called writs of assistance. Officials used them to search for goods. Otis argued that government power needed limits. He did not win the case.

How are the two readings alike or different? Tell a partner one connection. Which event came first?

Teacher guide & source trail

Original classroom adaptation. Suggested reading levels are instructional choices, not standardized readability certifications. Use professional judgment and learner feedback.

ELA practice: RI.2.1: ask and answer questions; RI.2.2: identify a main topic; RI.2.7: use images and words; W.2.2 and SL.2.1: explain and discuss.

These tasks support selected skills in the [Massachusetts 2017 ELA framework](#); they do not establish mastery of an entire standard.

Answer guidance

Factual anchor: Benjamin Franklin was born in Boston. He learned about printing as a boy. Later he moved to Philadelphia. He became a writer, inventor, and public leader. His life connected many places. Franklin worked in his brother James's print shop. His later work joined science, publishing, and diplomacy. A birthplace connects a person to Massachusetts without locating every achievement here.

Accept accurate main ideas and explanations supported by the text. Vocabulary meanings are in the opening word bank. For picture questions, use the caption and credit below; distinguish what is visible from what is inferred. For comparison, accept a specific connection supported by both readings. Do not require personal accounts of trauma.

Continue the inquiry

[Research source for this event ↗](#)

[Research source for follow-up ↗](#)

[Event page, accessible HTML reading, and vocabulary game ↗](#)

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The PDF contains selectable English text and embedded fonts. For adjustable text and browser reading tools, use the event's [HTML page](#). External sources may need adult guidance.