

MANCHESTER COLLEGE
Education Department

LESSON PLAN by: Allison Gallahan

Lesson: George vs. George Essay Pre-writing **Length:** 30 Minutes

Age or Grade Intended: 5th Grade

Academic Standard(s):

English/Language Arts: Writing:

5.4.1: Organization and Focus:

Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan.

Social Studies:

5.5.10: The American Revolution: 1763 to 1783.

Identify major British & American leaders and describe their roles in key events of the war for independence.

Performance Objectives:

Given re-reading of select parts from the book George vs. George, students will complete a T-Chart and brainstorming activity in such a way that will assist them when they eventually write their essays; they will come up with at least five characteristics for each George.

Comment [H1]: To what degree? Make sure you are clear with your expectations. The objective should indicate to students to what level they need to

Assessment:

I will be assessing students by looking at their T-Charts and through observation as we discuss the brainstorming writing from the writer's notebooks.

Advanced Preparation by Teacher:

- Pair students up in advance
- Make copies of T-Chart for each student

Procedure:

Introduction/Motivation:

Ask students to share with the person sitting next to them what they remember from the George vs. George book. Who was King George III and who was George Washington? Where were these men from? When did they live, etc? Go around the room and ask each group to share something their group thought of during the minute. Ask students to explain why one event can have two distinct sides. Remember yesterday, we decided that people do not always remember the same events and their experiences in the past might make them see things in different way. Explain that today we will be digging deeper into the similarities and differences of King George III and George Washington.

Comment [H2]: Excellent to tie into previous lesson

(Bloom: Knowledge, Comprehension)
(Gardner: Interpersonal)

Comment [H3]: Great!

Step-by-Step Plan:

1. Handout T-Charts.

- a. Ask students if they remember how to use a T-Chart
- b. Read the directions & explain the examples.
- c. Ask students to explain how this will help them organize their paper.
 - Will provide them with information to compare/contrast George & George
 - Will help them organize their thoughts

(Bloom: Knowledge, Synthesis)
(Gardner: Logical-Mathematical)

2. Reread select sections of *George vs. George* and have students take notes about the two characters, George Washington and King George the III. Read pages: 8-15, 32-35, 38-51, and 54-57.

(Bloom: Comprehension)
(Gardner: Linguistic, Intrapersonal)

3. Upon completion of the story, pair students up and have them go over what they have on their charts. (Students may add/change what they have)

(Gardner: Interpersonal & Logical-mathematical)

4. Have students return to their desks and let them know about a future writing assignment.

- a. Students will create a multi paragraph essay. In the essay, they will explain the different perceptions King George III and George Washington held.
- b. Explain that essays have a clear, beginning, middle, and end.

Comment [H4]: Excellent!

5. Have students brainstorm for ideas on how to organize their paper in their writer's notebooks.

- a. Ask students to explain the purpose of using writer's notebooks.

-Allow students to make a plan for their writing.
-Give us a safe place to try out different ideas before beginning first draft

(Bloom: Comprehension, Synthesis)
(Gardner: Linguistic, Intrapersonal)

Closure:

Ask students to share some of their plans. Talk about the particularly good ones as a group and if any issues arise, give simple suggestions for improvement. Let students know that tomorrow we will begin constructing our first draft of the final essay.

(Gardner: Interpersonal)

Adaptations/Enrichment:

Student with ADHD: In order to keep this child focused during this lesson I have them doing something almost continuously. While I read the story, the student needs to be taking notes and while I read I can make sure to check in with this student and any other student who does not seem to be writing by looking around the room when I am showing the picture.

Student who has major issues when it comes to writing: When I pre-pair this student, I will try to pair him/her with a high ability, yet understanding student and together they can go over the T-Chart. I would make sure that both students are sharing their ideas and one is not just saying all of his/her ideas and ignoring the ideas of the other.

Student who excels and need enrichment: By asking why the example portrays a side, I feel like I am challenging this student a little more. Also, by pairing this student up with someone who needs a little extra help, he or she is more likely to explain why they choose it and that will push him/her to go deeper with the information.

Self-Reflection:

For this lesson, my main goal would be to set my students up with success for their essay. I would also expect my students to understand how to use the T-Chart, which could cause problems if they do not. I plan to use graphic organizers like this often and I know students use them very early in school so I do not foresee it as being too big of an issue. However, if it is and the students need an in-depth and lengthy explanation, it might make it difficult for them to use the graphic organizer while listening.

Name: _____ Date: _____

Directions: As you are listening to the story *George vs. George*, write the characteristics of each. Pay special attention to how each reacts to the events leading up to and during the Revolutionary War.

Comment [H5]: Excellent!

George vs. George T-Chart

<u>George Washington</u>	<u>King George III</u>
<i>Felt the laws put in place by the British were unfair.</i>	<i>Felt everyone who was part of the British Empire should pay taxes in order to pay off the price of the Seven's Year War.</i>

