



SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

**GEORGE AND GEORGE:
EXPLORING TWO SIDES OF THE AMERICAN REVOLUTION**
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Adapted from a lesson written by Christy Hodge of Nevada

Teacher's Guide

Lesson Overview

This is a five-day mini unit, a literature connection using *George vs. George: The Revolutionary War as Seen by Both Sides* by Rosalyn Schanzer with Lesson 1 in *We the People: The Citizen & the Constitution*.

Suggested Grade Level

Grades 3–6

Estimated Time to Complete

Five 90-minute sessions

Objectives

The students will

- determine and analyze characteristics of both King George III and George Washington;
- learn about important events of the American Revolution and decisions made by both leaders;
- make a report card and an acrostic poem for both King George III of England and George Washington to determine the leadership roles that both of these men played in the road to the American Revolution;
- determine whether or not King George was a royal brute, as said by many, and whether or not George Washington was a traitor.

Materials Needed

- *George vs. George: The Revolutionary War as Seen by Both Sides* by Rosalyn Schanzer
- One picture of George Washington and one of King George III. Pictures of both can be found by a Google image search. Make six copies of each picture. Take one picture of George Washington and one of King George and cut both into four quadrants. Place all the pieces in one envelope. Repeat this process five more times so that you have six envelopes, one for each group.

- Two pieces of chart paper to hang up in the room. On one piece, write George Washington; on the second piece, write King George III. Down the sides of the chart paper, write the following categories, giving plenty of space in between topics as this will be used for the report card.
 - Personal Qualities
 - Community Relations
 - Leadership Skills
 - Decision Making Skills
 - Fulfillment of Expectations
 - Contributions to History
- Photo Analysis Puzzle worksheet (follows)
- Report Card worksheet (follows)

Before the Lesson (Background Information)

In the era leading up to the American Revolution, England passed many acts that greatly affected the colonists living in Colonial America. King George III of England imposed higher taxes, limited trade and power of the colonial governments, and forced the colonists to house British troops along with many other acts. King George III found these to be reasonable, as he was in control of the colonies.

The colonists wanted to be free from England and thought these acts were unreasonable. These acts caused disruption throughout the colonies and led to war. The war was led by General George Washington. The war would lead us to the birth of our nation.

George Washington was born February 22, 1732 and died December 17, 1799. He was a commander in chief and became the president of the United States.

King George III was born June 4, 1738 and died January 29, 1820. He was the King of England and the rest of the British Empire, including the American colonies.

Lesson Procedures

Day One

1. The teacher will break the students into groups of six, or more if necessary. The teacher will begin by giving each group an envelope with the pictures of the two leaders that have been cut into puzzle pieces.
2. The groups will put the photos together like a puzzle. Once the group has completed the puzzle of the two leaders, the students will each need to complete a Photo Analysis Puzzle Worksheet about the two leaders.
3. The students will glue the photos together.
4. The teacher will hold a class discussion asking the students who these two men are and discuss the findings and questions from the analysis worksheet.
5. The teacher will then hang the chart papers for the two leaders at the front of the room.

6. The teacher will only give the students the following information to confirm their findings from the photo analysis work page. Students should compare and contrast this information with their observations on the photo analysis worksheet.
- George Washington, February 22, 1732–December 14, 1799. He was a commander in chief of the Continental Army and became the president of the United States.
 - King George III, June 4, 1738–January 29, 1820. He was the king of England and the rest of the British Empire, including the American Colonies.

Day Two

1. The teacher will begin the read-aloud of *George vs. George: The Revolutionary War as Seen by Both Sides*, pages 8–31. As the teacher reads each chapter, the teacher will stop and ask the students to fill in the traits under the headings of the chart paper. One chart is about George Washington and the other one is about King George III. For example, under Personal Qualities, students would list things like the leader’s hair color, marriage, age, etc.

Possible discussion questions

Introduction

- (During) Why would America consider King George a royal brute?
Was George Washington a traitor? Why did the British think this was true?
- (After) Predict why and how these two men became enemies.

At First Glance

- (During) George Washington preferred plain clothes to the high fashion of the time.
Why do you think this was so?
What makes George Washington so likeable?
- (After) George Washington once believed a king should rule America. What may have led him to change his mind?

A Look at the Life of King George and His Countrymen

- (During) What was the cause of England’s high level of cultural achievement?
How did this compare to America?
- (After) Predict what feelings the people of England will have about the American uprising.

A Look at the Life of George Washington

- (During) Predict how the Americans made their livings.
Why did America need so many manufactured goods?

How Government Worked in England/America

- (During) What are some similarities and differences of the two governments?
- (After) What problems might a king have in ruling the colonies?

The Trouble with Taxes

- (During) If colonists didn’t rebel against taxes and agree with the king and England’s government, how might America be different today?
- (After) How did this disenchantment with England begin and continue to escalate?

A Tempest Over Tea

- (During) Describe some other way Governor Hutchinson could have handled the tea tax in Boston.
- (After) Would this have prevented the Boston Tea Party?

George vs. George, 1774–1775

- (During) What were the colonists thinking about their future since the British closed their ports?
- (After) How did the people of America gain the unity to think they might win a war with England?

The Shot Heard Around the World

- (During) Would the war eventually have happened if no one shot their gun at Lexington? Why?

Day Three

1. The teacher will continue the read-aloud of *George vs. George*, page 32–57. As the teacher reads each chapter, the teacher will stop and ask the students to fill in the traits under the headings of the chart paper. The chart paper should be filled with qualities of both leaders by the end of day three.

Possible discussion questions

British Forces

- (During) What were England's advantages in their preparation for the war?
- (After) What might a Loyalist face in his own country if found to be fighting for England?

Rebel Forces

- (During) What were America's advantages in their preparation for the war?

A New Nation, 1776

- (During) What might have happened if the colonists were just satisfied for fighting for their rights as citizens of Great Britain?
- (After) The Declaration of Independence is considered one of the greatest documents in American history. Discuss the major influences the writers used as inspiration to write this document.

The Tides of War, 1776–1783

- (During) What enabled the American troops to keep fighting when facing such harsh conditions?
- (After) Which role do you see yourself taking in the Revolutionary War?

The Final Battle

- (During) The maneuvers and decisions of the war were based on information each side gained. How did the two sides gain information and how did inaccurate information play a part in the war?

(After) George Washington was humble in victory. How do you think this might influence his role after the war?

No Kings for America

(During) What do you think the people of Europe thought about King George after the war ended?

(After) Why was George Washington offended when he was encouraged to become king of America?

What Ever Happened to King George III?

(After) Based on the Revolutionary War, was King George a successful leader? Why or why not?

What did George Washington Do Next?

(During) If you were George Washington, what would you have done after the Revolutionary War?

(After) George Washington worried about his ability to lead the nation. Why?

Day Four

1. The teacher will have the students fill in a Report Card worksheet for each leader based on the information given throughout the read-aloud and posted on the chart paper. Students will assume the role of the teacher, will give a grade and write in comments as to why they gave the grades they did. For example, the students may give George Washington an “A” under Organization and Planning. The comment might be, “George does a fine job of training his men to go through rough terrain at night.” Each comment should have at least two to three fact-based examples as to why the grade was given.

Day Five

1. The students will write an acrostic poem about King George and George Washington. The acrostic poem will be called GEORGE. The students will write a separate poem for each man. The students’ poems will convey character traits about the men that have been learned from the read aloud, or the information from the class discussion and facts written on the chart paper. When the students are finished, the teacher will have the students read them to each other. The students will have to guess whether the poem was about King George III or George Washington based on the information given from the poem.

Examples

GEORGE by Missy

George is a very brave and fearless man
Everyone thinks he should be president
Only a couple of people despise him
Redcoats didn’t like him
George fought in the war
Everyone was happy because he won

GEORGE by Mayann

George wanted people to pay taxes for tea
Everyone must pay taxes
Other people boycotted tea and threw it in the sea
Royal academy of art
George vs. George
Eyes blue turning red with anger after losing
the war

Common Core State Standards

National Standards for Civics and Government, Grades 5–8

II. What Are the Foundations of the American Political System?

A. What is the American idea of constitutional government?

English Language Arts Standards, Reading: Literature, Grade 5

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

English Language Arts Standards, Writing, Grade 5

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Correlations to SVPDP Curricula (Optional)

We the People: The Citizens & the Constitution,

Lesson 1: What were the British colonies in America like in the 1770s?

PHOTO ANALYSIS PUZZLE WORKSHEET

Name _____

Begin this lesson by fitting together the puzzle pieces to create two separate photos. Study the photographs for two minutes each. Form an overall opinion about the photograph and examine individual items in the photos. Please write down notes and answer questions about each of the puzzles.

Photo 1

Based on what you have observed, list three things you might infer from this photograph.

1.

2.

3.

What questions does this photograph raise in your mind?

Photo 2

Based on what you have observed, list three things you might infer from this photograph.

1.

2.

3.

What questions does this photograph raise in your mind?

Name _____

Leader _____

REPORT CARD

| Subject | Grade | Comments |
|----------------------------|--------------|-----------------|
| Growing up | | |
| Military/leadership skills | | |
| Intelligence | | |
| Popularity among citizens | | |
| Historical contributions | | |