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George Washington's Life Through Pictures

Tricia McGann

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George Washington's Life in Pictures

Lesson Overview

This lesson uses primary sources, depictions of George Washington's life, to tell the life of George Washington focusing on the many roles he played during his life such as: surveyor, soldier, general, writer and President. By looking at these primary sources, the student will develop their inferential skills and build their knowledge about the life of Washington.

Goal

The students will build their knowledge about the life of our nation's first President. They will see how pictures may tell a story and how they may use background knowledge to make logical inferences.

Objectives

- Make and record observations while viewing the pictures.
- Pose questions about what they wonder about a particular picture.
- Make inferences about a picture by activating their prior knowledge.

Investigative Question

Through the observing of the pictures of George Washington, what did you learn about the roles George Washington played during his lifetime?

Time Required

1 period, 40 minutes (& an additional lesson prior to this to provide students with background information about Washington through the read aloud of George Washington Soldier, Hero, President; see Resources)

Recommended Grade Range

1st-4th Grades

Subject / Sub-Subject

Social Studies, Language Arts (writing & speaking)

Standards

Common Core Standards

CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Credits

Tricia McGann

PREPARATION

Materials Used

Copies of 3-Column Chart for each student, 8 different depictions of Washington's life; laminated, pencils, document camera, LCD Projector

Resources Used

Works Cited

Resources Used

Chicago Daily News. Image of a book plate depicting George Washington sitting in a saddle on a horse. 1926. Chicago History Museum, Chicago. Library of Congress, Photographs for the Chicago Daily News, 1902-1933. Web. 16 Mar. 2012.

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Savage, Edward. The Washington Family – George Washington, His Lady, and her Two Grandchildren by the Name of Custis. Prints and Photographs Division, Library of Congress. 3 March 2012. <<http://www.loc.gov/pictures/item/96512002/>>.

Stearns, Junius Brutus. Life of George Washington-The farmer. c1853. Prints and Photographs Division, Library of Congress. 3 March 2012. < <http://www.loc.gov/pictures/item/96521631/>>.

Stearns, Junius Brutus. Life of George Washington The Christian death. c1853. Prints and Photographs Division, Library of Congress. 3. March 2012. <<http://www.loc.gov/pictures/item/2002719381/>>.

Stearns, Junius Brutus. Life of George Washinton—The soldier. c1854. Prints and Photographs Division, Library of Congress. 3 March 2012. <<http://www.loc.gov/pictures/item/95511007/>>.

PROCEDURE

1. Invite students to share some interesting things they have learned about Washington during recent read alouds in their classroom and in the library. (Connect)
2. Hand out copies of 3-Column Charts to each student. Go over how to complete this chart modeling it for the students using the document camera to project it.
3. Explain to students to look at these pictures keeping in mind all that they have learned about George Washington in their classroom & in the library.
4. Give each group of 4 students a different picture depicting the life of Washington. Allow them to analyze the picture discussing what they see and what they wonder about the picture. They should also write what they can infer about this picture based on their knowledge of Washington. During their discussion time, the students will individually record their observations, wonderings and inferences. (Teacher will circulate from group to group during this time.) (Investigate & Wonder)
5. If there is additional time, allow groups to exchange pictures and analyze an additional one.

6. Debrief about how the process went. Did you work well as a group? Are you ready to share your observations and wonderings?

7. Inform students that they will be sharing their observations and wonderings in their classroom.

EXTENSIONS

Have students write a letter to George Washington telling him about the recent picture they viewed of him. In their letters, they should tell Washington what they inferred about his life and ask him questions they may have about the picture.

Invite students to bring in a photo of themselves with or without their families. Tell them to choose a photo from a special event or one that provides clues about something they are interested in /place they have visited. Share these photos by displaying them on a bulletin board or projecting them for all to see. Invite invite students to make inferences about one another's lives. The student who brings in the picture may confirm whether or not these are valid inferences.

EVALUATION

The teacher will look at individual student's charts to assess the use of logical inferences and prior knowledge.

REFLECTION

This lesson went well. I found the students to be engaged, especially when working in their small groups. All the students were looking at the pictures given to their groups and writing on their charts both observations and inquiries. When I circulated the room, I heard them inquiring aloud about the pictures. I felt the modeling of how to look at the pictures was effective. It enabled students to first just look at the picture, in depth, before making assumptions or posing questions. However, it was okay for students to see and wonder simultaneously as this is a natural way of thinking. Having the pictures propped up allowed for all group members to see the picture and no one was trying to take it to look at it independently. Furthermore, I feel the lesson allowed for students to access the prior knowledge they had about George Washington.

One thing I would do differently next time is choose a clearer and more colorful picture to use for modeling this process. Also, it may have been better to give each table the picture to look at instead of just projecting it during the modeling process. This way they would have been able to look at the picture while I modeled feeling out the chart.

Perhaps having the students think about what the picture depicted before and after the process of "seeing" and "wondering" may have been a way to identify the value of the process of analyzing these pictures of Washington's life.