

Comparing and Contrasting Points of View

Lesson Plans for 4 Book Club Meetings

The following preview shows all of the Book Club Meetings for George vs. George: The American Revolution As Seen from Both Sides Book Club by Rosalyn Schanzer

4 Part Lesson Plans

Discussion Questions by Chapter

Key Vocabulary by Chapter

George vs. George: The American Revolution As Seen from Both Sides
By: Rosalyn Schanzer
Grade Level: 5 / Guided Reading Level: T

Book Club

Meeting #2 Continued

Pages 16 – 21 Discussion Questions:

3. How did the colonists react to these new taxes? Describe the colonists' point of view.

Answer: The colonists thought the taxes were very unfair because they were already paying separate taxes and didn't feel that they should have to pay twice. They stopped buying British goods and began making their own goods such as tea and cloth, tarred and feathered royal office holders, and wrecked the home of the Royal Governor of Massachusetts in protest. (pages 19 – 22)

Pages 16 – 21 New Vocabulary:

- Parliament (page 16) – the group of people who are responsible for making the laws in some kinds of government
- Repeal (page 20) – to officially make a law no longer valid
- Protest (page 20) – to show or express strong disagreement with or disapproval of something

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

Discussion Questions by Chapter

Key Vocabulary by Chapter

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Meeting #3 Continued

Model How to Respond to Reading (continued)

- Prompt students to study the illustration of the Continental Congress fleeing Philadelphia and the illustration and quote of King George after this event. Discuss this feature of nonfiction text using the following questions as a guide:
 - What type of nonfiction text feature this is an example of? (Answer: An illustration)
 - What does the nonfiction text feature tell us about King George's point of view after the Americans were forced to flee Philadelphia? (Possible answer: The illustration and quote of King George after this event tell us that the Americans were forced to flee in great confusion and worried they may never beat the British.)
- Model for students how to complete the top three sections of the graphic organizer by discussing each section and adding information from the illustration just discussed. (See sample completed graphic organizer.)
- Draw attention to the box at the bottom of the organizer. Tell students that this is where they will list examples of ways that the American and British point of view may have been similar based on information in the illustration. Use the example that both sides suffered defeats: the Americans in Philadelphia and the British at Saratoga. Add this information to the "Compare" box making sure to include the page numbers where we found the information.
- Instruct students to collaborate with a partner to add at least one more point of view similarity or difference using the features of nonfiction text as they read through page 43.
- Allow students to share their example with the group.

Guided Reading Level

Specific Instructional Focus

Step by Step Guided Mini Lesson

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Book Club

Meeting #3 Continued

Take Time to Reflect (2 minutes)

- Distribute the **Student Self-Evaluation Assessment**.
- Ask students to reflect on the work they did in Book Club by completing the self-evaluation form.
- Collect the evaluation forms (the form can be kept at home or can be saved until the following week to review student progress across the Book Club).

Wrap Up the Book Club Meeting

- Assign students **pages 42 – 57** for independent reading.
- While reading independently, students are responsible for adding to their graphic organizer at least three similarities and three differences in the point of view of King George and the British and George Washington and the Americans based on the features of nonfiction text.
- Determine as a group when the Book Club should meet again.
- Model how to record the assignment on their Book Club Calendar.

Reflection and Self-Evaluation

Scheduling and Reader Responsibility

Introduce Comparing and Contrasting Point of View

Introduce Comparing and Contrasting Point of View

Time to Teach (continued)

American Revolution, we know that would be a biased account because the reader will see these during the battle.

- A secondhand account is given by someone who was not part of the event. The events described happened to someone else. For example, if we read a description of the battle written by the author of this book, that would be a secondhand account because we know the author was not there during the battle.
- Remember that this book presents the American Revolution from the perspectives of both George Washington and King George. Through without and

Using Features of Nonfiction Text to Compare and Contrast Points of View

Text to Compare and Contrast Points of View

might need for Book Club (book, Reader's Notebook, pencil, etc.).

- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, invite the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respect for the conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Using Features of Nonfiction Text to Compare and Contrast Points of View (7-10 minutes)

- Invite students to show the details that they added to their **Compare and Contrast: Point of View** graphic organizer while reading independently.
- Warn them that we will continue to compare and contrast the point of view of King George and the British with that of George Washington and the Americans, but we will be looking specifically of the information provided by the features of nonfiction text.
- Remind students that features of nonfiction text are elements on our list that help the reader understand the text in a clearer way.
- Brainstorm with students a list of features of nonfiction text. Record the list on the board or chart paper. (Possible answers: captions, diagrams, glossary, graphs, headings, index, maps, tables, images, photographs, subtitles, table of contents, timelines, lists, and types of print)

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Meeting #2 Continued

Kick-off the Book Club Meeting (5-7 minutes)

- Gather students – remind them to bring everything they might need for Book Club (book, Reader's Notebook, pencil, etc.).
- Review the conversation prompts on the Book Club Calendar.
- Invite students to begin the conversation by sharing things they found interesting, funny, or confusing.
- If needed, invite the discussion using one of the discussion questions for the chapter or focus on vocabulary.
- Focus on developing respect for the conversation using the conversation prompts provided on the Book Club Calendar.

Time to Teach: Reflecting on Comparing and Contrasting Points of View (10 minutes)

- Engage students in a group discussion about point of view. Discuss how studying the points of view of George Washington and King George helps us better understand each of these men and the events of the American Revolution.
- Invite students to review the completed **Compare and Contrast** graphic organizers from meeting 2.
- Discuss which features of nonfiction text and similarities in points of view were most meaningful to them using the following questions as a guide:
 - Was there any information covered in the text that you already knew? What new information that surprised you? Explain. (Possible answer: Students may not have been familiar with the cause of the American Revolution, but perhaps did not know about the similarities between King George and George Washington.)

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