Lesson Title: I Bet You Didn't Know that George Washington…

Grade Levels: 4-8

Objectives

- The student learns more about George Washington through research
- The student writes a paragraph synthesizing information gained from research

Materials

- A copy of George Washington's Breakfast by Jean Fritz
- A copy of the T-Chart for group work (1 per group of 4-5 students)
- Additional resource materials about George Washington for research

Procedure

1. Activate prior knowledge about George Washington using the T-Chart provided (What we know about George Washington/What we learned from the book)
2. Read the book George Washington's Breakfast aloud to students. While you are reading, have each student record 3 interesting facts they didn't know about George.
3. In cooperative learning teams, have the group work to list facts on the "What we learned from the book", side of the chart. Give each team 5 minutes and then have the groups pass their charts to another team to add more ideas. Continue as many times as you feel necessary.
4. As the main character discovered unexpected findings while researching George Washington, challenge students to do the same. Present students with the following sentence starter:

   "I bet you didn't know that George Washington…

   To frame their research, ask the students to seek out an interesting, little-known bit of information about George Washington to complete the sentence starter.
5. Have each student create a page for a class book of interesting George Washington facts. Their page should include a paragraph that starts with the given sentence starter, and an illustration that depicts their paragraph. Students should cite their information source at the bottom of their page.
6. When their page is complete, have each student share their research with classmates. Compile completed pages in a class book to share with others.

Name:_____

What we know about George Washington…	What we learned about George Washington from the book…

Lesson Title: Flat George

Grade Levels: K-3, 4-8

Objectives

- The student writes a friendly letter.
- The student maps the locations of Flat George's travels (K-3)
- The student calculates the distances of Flat George's travels (4-8)
- The student learns about the communities Flat George visits (K-8)

Materials

- Flat George blackline master (Copy the community questions on the back of the master)…1 per student
- Overhead of points to include in letter
- Overhead of sample letter

Procedure

1. Read the book Flat Stanley by Jeff Brown with your students.
2. Discuss the concept with your students that Stanley was flat because a bulletin board fell on him, but George Washington is flat because he had a portrait painted of him.
3. Share the Flat Stanley traveling project with your class. (http://www.flatstanleyproject.net/)
4. Then discuss how you are going to do something similar in honor of Flat George Washington who is currently visiting your school.
5. Each child should create a "Flat George Washington" using the blackline master provided. Have students complete the front of their Flat George using likenesses illustrated in the portrait by Gilbert Stuart.
6. Brainstorm ideas about locations that Flat George could visit in order to learn more about this great nation.
7. Each student should write a letter of introduction to accompany Flat George on his travels.
8. Map the various locations that Flat George will be visiting. (Older students should also calculate the distances he will travel.)
9. Share the highlights of Flat George's travels as he returns from his travels.

George Washington by Gilbert Stuart 1796
National Portrait Gallery, Smithsonian Institution



Fast Facts About Your Community

Name:_____

Name of Your Community:		
Community Classification		Rural/Urban/Suburban (circle one)
Population		
Landscape Features		
Historical Notes		
Other Interesting Facts		
Major Types of Employment		

What is important about your community that you think George Washington would like to know?

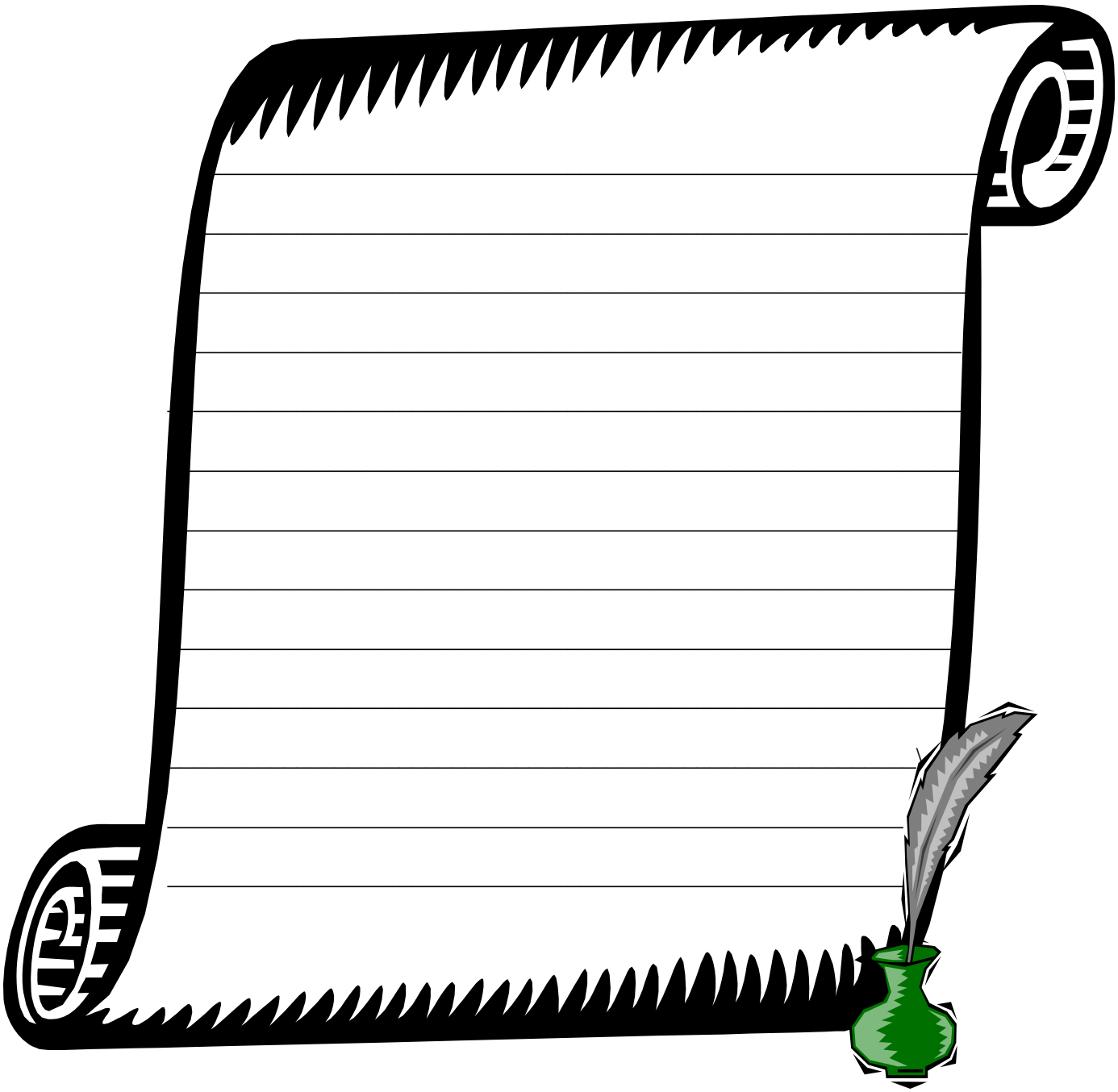
What did Flat George experience in your community that would have surprised him the most?

Name:_____

Points to Include in Your Letter

- Explain about the Gilbert Stuart portrait of George Washington visiting your school.
- Tell why you're sending Flat George to this location.
- Ask the respondent to tell about their community by completing the community questionnaire on the back of Flat George.
- Request a photograph of Flat George in a location representative of the respondent's community.
- Include your return address and the date by which you would like Flat George to return to your school.

Diary of George Washington's visit to:_____.



Date _____

Dear _____ ,

My class is so excited! We just had a surprise visit from George Washington. Well, actually it was a portrait of him painted by an artist named Gilbert Stuart! Our school was one stop on his journey to schools throughout Kansas. He is helping kids of Kansas learn more about our nation's first president.

To help George Washington visit as many places as possible, we made miniature "Flat Georges" to travel and experience other communities. I decided to send my Flat George to you so that he can visit and help us learn more about_____ .

Please answer the questions about your community on the back of my Flat George. This will help us to learn more about the place Flat George visited. If possible, please take a picture of Flat George somewhere that will be representative of your community.

Please return Flat George to my school by _____ .

You may address the envelope like this:

Student Name _____
c/o Teacher's Name _____
School Name _____
School Address _____
City, State Zip Code _____

Sincerely,

_____

George Washington's Sunflower Journeys

As a part of the Lansdowne Portrait tour across Kansas, each host school should complete a page for George's Travel Scrapbook. Listed below are ideas for completing your school's page, as well as blackline masters to aide in your design.

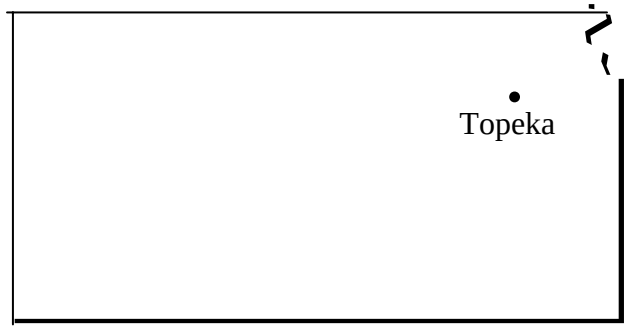
- A diary entry describing George Washington's stay at your school.
- The name of your school and the grades George visited.
- The dates of George Washington's stay at your school.
- Mark your school's location on the blackline master of Kansas.
- Interesting places your students sent "mini Flat Georges" to visit.
- Fast facts about your community table.
- A photograph of your students with the painting of George Washington.
- Anything else that you would like to include on your school's page.

Be creative and have fun with this project!

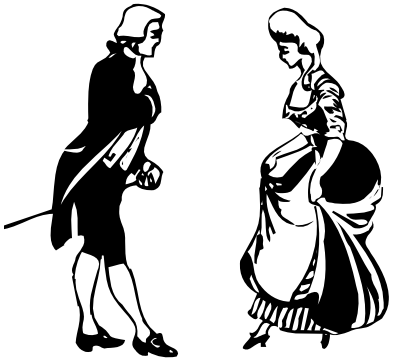
Fast Facts About Our Community

Name of Your Community:	
Community Classification:	Rural/Urban/Suburban (circle one)
Population:	
Landscape Features:	
Historical Notes:	
Other Interesting Facts:	
Major Types of Employment:	

My school is located in _____, Kansas.

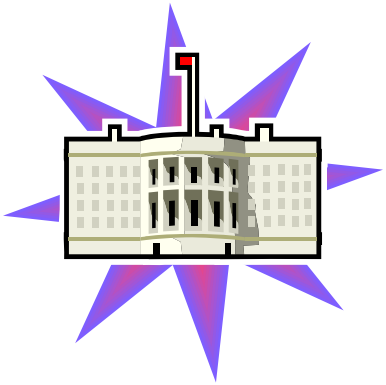


Here is a list of interesting places we sent our Flat George:





















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