



George Washington~ A Graphic Novel

Intended Grade Level: Middle School

Lesson Purpose: Students will research, examine and understand four major events in George Washington's life and present them in a graphic novel format.

Lesson Objectives:

- To learn about the life of George Washington and his contributions to the nation.
- To understand how history is written and how the same event can be interpreted in numerous ways.

National Standards:

NSS-USH.5-12.3 ERA 3: REVOLUTION AND THE NEW NATION (1754-1820s)

- Understands the causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory
- Understands the impact of the American Revolution on politics, economy, and society
- Understands the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

NL-ENG.K-12.5 COMMUNICATION STRATEGIES

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NA-VA.5-8.3 CHOOSING AND EVALUATING A RANGE OF SUBJECT MATTER, SYMBOLS, AND IDEAS

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks



- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

Materials:

- Construction paper
- Colored pencils or markers

Timeframe: Approximately four class sessions

Procedure:

1. Divide class into four groups (four to five students per group depending on classroom size. If more than 16 students, add another life event, such as “Pioneer Farmer,” or double up on duties). Assign job descriptions to each person in the group:
 - a. Researcher
 - b. Writer
 - c. Artist
 - d. Layout person

Each person in the group will assist and brainstorm with all functions, but the person assigned to a specific job will do the actual implementation of their job description.

Researcher: all group members gather information about their specific period of George Washington’s life from different resources. They will then meet and decide on what data/information they highlight through illustrations. The researcher is responsible for collating a complete bibliography.

Writer: After collaboration with researchers, the writer uses the Graphic Novel Planning Worksheet (included below) to write captions that are related to the scenes depicted in their novel.

Artist: Responsible for the artwork needed to accomplish this assignment.

Layout: Group members collaborate on how scenes are sequenced and the layout of each frame. For example, which props are included in the scene – trees, buildings, time



of day, interior or exterior locales. The layout person then implements layout scheme using the Graphic Novel Planning Sheet (minimum of 15 frames required).

2. Assign one of the four major periods or events in George Washington's life to each group:
 - a. The Young Surveyor
 - b. The French and Indian War
 - c. Revolutionary War Hero
 - d. First President of the United States
3. Students will develop a cover page for their portion of the graphic novel to include: their names, title of their portion and an illustration pertinent to that period of time in George Washington's life.
4. Each group will create a cover for the entire graphic novel. As a class, the students will vote on which cover will bind all four sections of the novel together.

Extension Activities:

1. Students read and "score" each graphic novel. Constructive comments can be used for group feedback.
2. Students role-play their novel.
3. Using an in-focus projector, students read their section of the novel to the class.



*Adapted from a lesson plan submitted by Irene Montano,
George Washington Teachers' Institute 2008*



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Graphic Novel Planning Worksheet

	Scene & Actions that Occur	Characters Present	Landscape and Props	Caption
Frame 1				
Frame 2				
Frame 3				
Frame 4				
Frame 5				
Frame 6				
Frame 7				
Frame 8				



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Frame 9				
Frame 10				
Frame 11				
Frame 12				
Frame 13				
Frame 14				
Frame 15				

Landscape suggestions: Mount Vernon, battlefield, forest, road or river, Philadelphia

Prop suggestions: horse, table, carriage, gun, map, surveyor tools, American flag