



**Contributor:** Cindy Rose Dowell **Grade Level:** K and 1<sup>st</sup>

**1. Identify the standards to be addressed:**

TENNESSEE STATE STANDARDS ADDRESSED IN THIS LESSON

Language Arts: First Grade

0001.8.2. Distinguish between fiction and nonfiction.

0001.8.6. Identify the characters, setting, and events of a story.

Social Studies: Kindergarten

K.4.04.c. Explain the reasons for national patriotic holidays such as President's Day, Martin Luther King, J. Day, and Independence Day.

K.5.01a Define history as the story of our past.

K.6.02.b. Understand that cooperation is necessary when working within large and small groups to complete tasks.

K.6.02.c. Work independently and cooperatively to accomplish goals.

K.6.02.d Describe how groups are made up of people who work, play, or learn together and share common interests.

**2. Statement of the objective and lesson outcomes:**

Through this lesson, the learner will be able to identify George Washington as the main character of the story and that the setting was in our country long ago. TLW recognize George Washington as a real person in history and that this story is nonfiction. TLW recognize George Washington as the leader of the Army during the Revolutionary War, our first president and a fair and honest person who helped others. TLW understand that George Washington, as our first president is the reason we celebrate President's Day in February. TLW recognize that George Washington and his men worked together to fight for our country and also worked together to return the dog to his owner who shared a common love of animals.

**3. Materials, resources, and technology to be used by teacher/students:**

Step into Reading Book Level 3 by Frank Murphy, "George Washington and the General's Dog"

A photo of George Washington ( I use a blown up copy of his photo from a \$1.00 bill see below))

Colonial Costume for the reader if desired and available.

Small American Flags for the children to wave in a classroom parade and take home.

If this book is not available for the teacher to read in person, there are several versions of the story with the illustrations on U-TUBE that could be shown on a screen to the class.

A dog puppet if available captures the children's attention to start the story.

**4. Introduction of the topic:**

Children love animals and dressing up! They love to be read stories. This lesson plan combines these activities with an engaging, true story about George Washington during the Revolutionary War. There is minimal inclusion of guns and fighting as the story centers on George, his love for animals and returning an animal to its rightful owner while establishing the facts that he was the leader of the Continental Army during the Revolutionary War and became our first President. This is a perfect story to read around the President's Day in February to explain to the children why we celebrate this holiday.

5. **Procedure for instruction:**

(see below)

6. **Assessment of Understanding:**

(see below)

## George Washington and His “Diplomatic Dog”

A Lesson Plan by Cindy Rose Dowell

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### 6. PROCEDURE FOR INSTRUCTION

1) If reading in costume, begin by seating the children and asking them about your clothing. Am I dressed like people dress today? This is to establish that the story I am going to read took place a long time ago.

2) Show the photo of George Washington and ask the children to identify the man. Then ask what are some of the things you know about him? (You want to establish that he was a real person, our President, that he lived long ago.)

3) Today’s story is true about a real person. We have a name for this kind of story. Does anyone know what it is? Yes, Non Fiction is a story that is true.

4) As you read the story, pick out things that make the story interactive with the children. Examples: Count to 36 when the number appears in the storyline. Have the children make some of the sound effects instead of you just reading. “Rat-a-tat-tat” and “Boom-Bang”. When the dog is found, stop and ask for children to raise their hands if George should keep the dog? How many think George should return the dog? Stress that returning things to the rightful owner is the kind, polite behavior. Point out how the soldiers worked together to write the letter and cooperated with the “truce white flag” to return the dog. Be sure to show the children the excerpt of the letter to General Howe on the last page to emphasize that this is a nonfiction story and the events are true.

### 7) LESSON CLOSURE

Near the end of the story there is a page that looks like a parade so after you finish the story, if you desire, hand out the small flags and have the children follow you around the classroom, waving their flags and saying “Hooray for George Washington”. If you or your school music teacher knows it, there is a song you could teach the class. “His name is Washington, his name is Washington, George Washington is his name. He was the President, our very first President, George Washington is his name.” After the parade, have the students put their flags in their backpacks to take home and return to their seats.

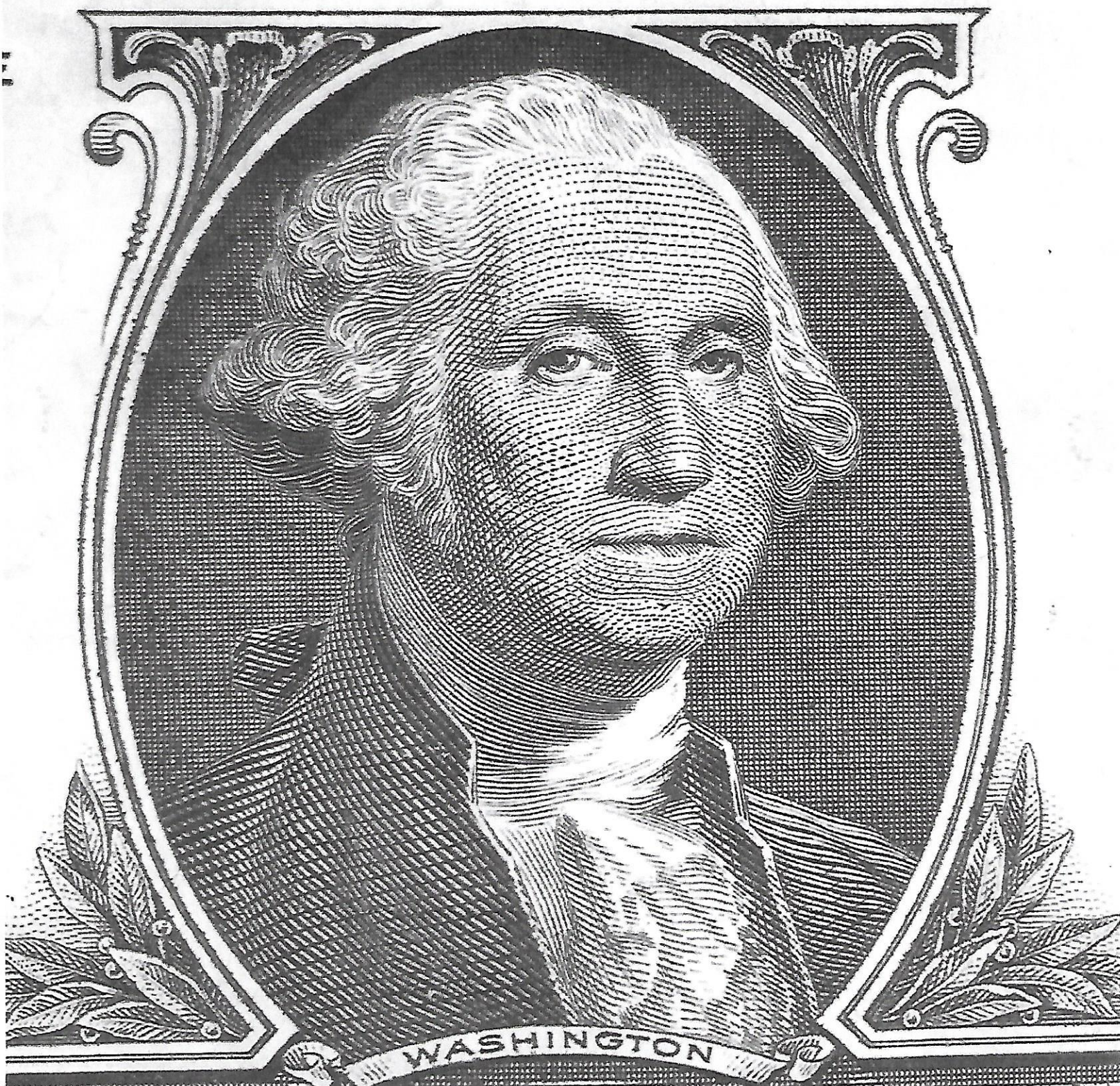
### 8) ASSESMENT OF STUDENT’S UNDERSTANDING

There are several options here. Option 1 simply ask questions about the story. Option 2 Ask the students to illustrate their favorite part of the story.





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