

## Novel Resource for Young Hoosier Book Authors 2007-2008

### *George vs. George*

*The American Revolution as seen from Both Sides*

**By:** Rosalyn Schanzer

**Publisher:** National Geographic Society

**Copyright:** 2004

**Genre:** Biography or non-fiction picture book

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Originally Schanzer just illustrated books but decided to try her hand at writing. She has experienced some exciting adventures including swimming with sharks, kayaking with whales, climbing the Andes and helping to sail a racing ship through the Bermuda Triangle. She lives in Virginia with her family and a dog.



#### Connection to *George vs. George*

Schanzer has been quoted as saying, "My mission was to cram 20 years of history, biography and philosophy into a picture book that kids could grasp and enjoy, I strove to paint accurate likenesses of all 22 historical figures quoted in the book". She began writing books about subjects that interested her.

#### Other books by this author:

*John Smith Escapes Again!*, *How Ben Franklin Stole the Lightning*, *Davey Crockett Saves the World*, *The Old Chisholm Trail*; *A Cowboy Song*, *How We Crossed the West*; *Adventures of Lewis and Clark*

**Annotation:**

George vs. George takes you to the time before the Revolutionary War to give us a picture of what George Washington and King George III were like. The author makes it a little more personal by informing us of their likes and dislikes, their activities and pursuits. Because there are always two sides to every story we can consider each George's decisions about the situation in America based on the background the book begins with. As the period progresses and the tensions mount between the colonies and England we read how both George Washington and King George can not sit back and watch but feel the need to be involved as leaders for their countries. For every action that is written about by one side we read the reaction and facts and events surrounding the reasons for these actions by the other side. By comparing the two leaders in this way the author is able to help the reader see both sides of the issues. Schanzer uses primary sources and much research with many references to tell this story. The illustrations help the reader see into the past and to relate to the extremely hard decisions made by both men. This book could be used on many different levels from introducing this history at the younger ages to review for an older age group.

**Booktalk:** Taken from the Introduction- There were once two enemies who were both named George. George Washington was the man who freed the American colonies from the British, and George III was the British king who lost them. Was King George a "Royal Brute?" American patriots said so. But others hailed him as "the Father of the People." Was George Washington a traitor? The king's supporters thought so. But many celebrated Washington as "the father of his country." Who was right? There are two side to every story. Read about both sides and understand more of the history behind the role of these two men at this time period in history.

**Characters:** Name and Age

George Washington

King George III

Relationship to main and/or other characters

from farmer to President

King of England and its colonies

Personality traits

leader, smart, successful, brave  
patriotic

leader, loyal, proud

**Conflict:** The conflict has been written about in many ways by many people. Schanzer pictorially depicts much of the background behind the two men who had the most visible roles in leading their countries at this time in history. The book covers from the beginning how both men were reluctant to become involved in the many issues leading up to the war. However, they could not just sit back and watch as their respective countries struggled to figure out how the American colonies could exist under English rule. Both governments are outlined and reasons stated for their beliefs. Many leading characters and their counterparts are drawn in scenes from the war with direct quotes. The story travels through battles and soldiers to surrender and then what happens to the two Georges after the war. It involves internal conflict of the two characters but also involves external and interpersonal conflicts with the beliefs of two different societies at this time in history.

**Conflict Resolution:** America gained her freedom by fighting the Revolutionary War, England lost their colonies and a vastness of raw materials. The reader gains an understanding of both sides by reading this book. Through the comparisons drawn by Schanzer of these two significant men in history we see the battle both sides fought not only with soldiers but with their beliefs and how the government of both countries functioned at this time.

**You will also love these books:**

Same genre/ interest level: Stein, R. Conrad. *The Story of the Boston Tea Party*, Johnson, Neil. *The Battle of Lexington and Concord*, Fitz, Jean. *Can't You Make Them Behave, King George?*

By the same author: *How Ben Franklin Stole the Lightening*, *Davey Crockett Saves the World*, *How We Crossed the West*, *Adventures of Lewis and Clark*

sources:	<a href="http://www.perma-bound.com">www.perma-bound.com</a>	<u>Bound to Stay Bound</u>	<a href="http://www.lexile.com">www.lexile.com</a>
<b>Interest Level:</b>	grades 4-7		
<b>Reading Level:</b>	7.5		1120

<b>Read-Aloud pages/passages:</b>	<u>Chapter and page #:</u> chapter 1, page 8 and 9	<u>Description of action:</u> Read page 8 and 9 to class to introduce the two men this book is about.
	chapter 12, page 37	Read the first full paragraph. This discusses how the people of England as well as colonists viewed King George after America declared independence.

**Setting:** American Colonies and England before, during and after the American Revolutionary war (1763-1799)

**Point of view:** Third Person

**Theme:** American Revolution and the roles of King George and George Washington in the history and outcome of this war. As stated in the title Schanzer draws and writes the point of view from both sides of the major players in this war.

**Across the Curriculum Connections:**

**Art-** Design a 3-D home in America or England or a scene found in this book. Research materials used in colonial times to determine what materials you will use.

Supplies and materials needed will vary

Research will be done with books and on the computer.

<http://www.carolhurst.com/subjects/buildings.html>

**Social Studies-** Teacher could pick any topic from this book and develop a way to incorporate Social Studies concepts into a lesson.

For example- Make a poster comparing the two forms of government in England and America. Or, students may pick a historical figure then create a biography of their involvement in the Revolutionary War. Dress as this person to present information. Supplies and materials will vary. Poster board would be suggested for comparison.

Computer and other books would be used for research.

[www.earlyamerica.com](http://www.earlyamerica.com)

[www.carolhurst.com/subjects/ushistory/revolution.html](http://www.carolhurst.com/subjects/ushistory/revolution.html)

**Activities:** 1. Small group or class activity- Brainstorming and Comparison

After reading the introduction create a list of reasons why you think George Washington was considered a traitor by England. Create a similar list of reasons why King George was considered a "Royal Brute". On another page create a list of reasons why you think George Washington was celebrated in America. And, another list containing reasons why England labeled King George as "the Father of the People".

Read the book-

Now have each group add to their lists and create a more detailed summary of the reasons both men were seen as they were.

**Indiana Academic Standards:** English- 4.1.1, 4.2.1, 4.2.3, 4.2.9, 4.3.3  
Social Studies- 5.1.9, 5.1.12, 5.1.16, 5.1.19, 5.1.20, 5.2.1, 5.5.3  
English- 5.2.3, 5.2.4  
Social Studies- 6.1.16, 6.1.19  
English- 6.2.7, 6.5.8

## 2. Individual Journal prompt-

You are a citizen of England. Write a letter to a colonist in America. Include in this letter your feelings of George Washington, the patriots and the tide of unease in America. You must refer to the issues written about in George vs. George from page 1 to page 27. Include reference to at least four issues.

**Indiana Academic Standards:** Social Studies-4.2.7, 4.5.1  
English-4.1.3, 4.2.7, 4.2.3, 4.5.1, 4.5.2, 4.5.4, 4.5.6,  
Social Studies-5.1.11, 5.1.12, 5.1.15, 5.1.16, 5.1.20, 5.1.21, 5.2.3, 5.2.9, 5.4.3, 5.4.7, 5.5.2  
English-5.2.3, 5.2.4, 5.4.3, 5.4.11, 5.5.6, 5.5.7  
Social Studies-6.1.18, 6.1.19, 6.4.1  
English-6.3.6, 6.5.4, 6.5.5, 6.5.7, 6.5.8

## Discussion Questions:

Pre Reading Questions-

Who was George Washington? Who was King George III?

What might be some issues that caused problems between England and America? What would be reasons the people of England loved their king?

Introduction-

During- Why would America consider King George a royal brute?

Was George Washington a traitor? Why did the British think this was true?

Post- Predict why and how these two men became enemies?

At First Glance-

During- George Washington preferred plain clothes to the high fashion of the time. Why do you think this was so?

What makes George Washington so likeable?

Post- George Washington once believed a king should rule America. What may have led him to change his mind?

#### A Look at the Life of King George and His Countrymen-

- During- What was the cause of England's high level of cultural achievement? How did this compare to America?  
Post- Predict what feelings the people of England will have about the American uprising.

#### A Look at the Life of George Washington-

- During- Predict how the Americans made their livings.  
Why did America need so many manufactured goods?  
Post- Make a chart with the 2 headings of England and America. List similarities and differences.

#### How Government Worked in England/America-

- During- What are some similarities and differences of the two governments?  
Post- What problems might a king have in ruling the colonies?

#### The Trouble with Taxes

- During- If colonist didn't rebel against taxes and agreed with the king and England's government, how might America be different today?  
Post- How did this disenchantment with England begin and continue to escalate?

#### A Tempest Over Tea

- During- Describe some other way Governor Hutchinson could have handled the tea tax in Boston.  
Post- Would this have prevented the Boston Tea Party?

#### George vs. George 1774-1775

- During- What were the colonists thinking about their future since the British closed their ports.  
Post- How did the people of America gain the unity to think they might win a war with England?

#### The Shot Heard Round the World

- During- Would the war eventually have happened if no one shot their gun at Lexington?  
Post- Why?

#### British Forces

- During- What were England's advantages in their preparation for the war?  
Post- What might a Loyalist face in his own country if found to be fighting for England?

### Rebel Forces

During- What were America's advantages in their preparation for the war?

Post- Imagine what George Washington faced and describe what type of characteristics he would need to display when organizing his troops.

### A New Nation 1776

During- What might have happened if the colonist were just satisfied for fighting for their rights as citizens of Great Britain?

Post- The Declaration of Independence is considered one of the greatest documents in American history. List the major influences the writers used as inspiration to write this document.

### The Tides of War 1776-1783

During- What enabled the American troops to keep fighting when facing such harsh conditions?

Post- What role do you see yourself taking in the Revolutionary War?

### The Final Battle

During- The manovers and decisions of the war were based on information each side gained. How did the two sides gain information and how did inaccurate information play a part in the war?

Post- George Washington was humble in victory, how do you think this might influence his role after the war?

### No Kings for America

During- What do you think the people of Europe thought about King George after the war ended?

Post- Why was George Washington offended when he was encouraged to become king of America?

### What Ever Happened to King George III?

During- What characteristics would King George have to possess to be able to say, "I will be very frank with you, I was the last to consent to a separation; but.....I have always said.....that I would be the first to meet the friendship of the United States as an independent power."?

Post- Based on the Revolutionary War was he a successful leader? Why or why not?

### What did George Washington Do Next?

During- If you were Washington what would you have done after the Revolutionary War?

Post- Washington worried about his ability to lead the nation. Why? Did this hinder his leadership?

## Language-

<u>PAGE #</u>	<u>WORD</u>	<u>DEFINITION</u>
13	cultural	the arts, beliefs, customs, institutions and other things created by a group of people during a certain time
	poverty	poor- an example from the time period would be beggars and pickpockets
15	manufactured	to make goods from raw materials using machinery
	fertile	land that could grow crops
	jig	dance
	colonists	people originally from England who came to settle in America
16	government	a system with many people who make laws and govern the people
	Parliament	governing body of England, they made laws and controlled the money
	import	goods shipped from England
18	Sugar and Stamp Acts	laws stating that American colonists had to pay taxes to Great Britain on imported goods
20	patriot	outspoken American leaders who petitioned the king to stop the taxes
26	smuggled	bringing in illegal goods
	siege	to surround or blockade a town by an army
27	First Continental Congress	delegates from all 13 colonies who met in Philadelphia in 1774
28	regiment	a group of soldiers
32	blockade	ships forming a barrier so colonists couldn't get any outside supplies
	Hessians	German troops who were paid to fight for England
35	militias	armed forces from each colony
37	tyrant	a single ruler of a government with absolute power who sometimes is considered harsh
38	enlistment	a period of time a soldier served
55	humanity	the human race

