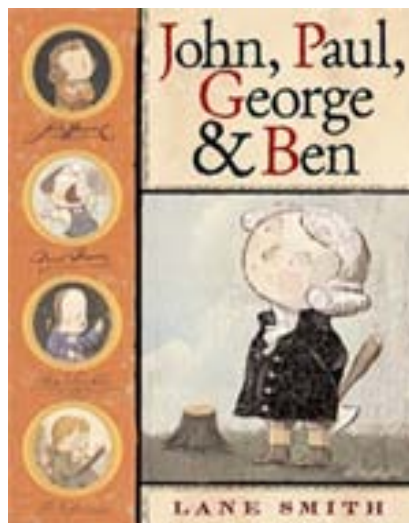


YHBA Novel Resource 2009-2010
For the picture book,

John, Paul, George, & Ben



Written & Illustrated by Lane Smith

Published by Hyperion Books for Children, New York
www.hyperionbooksforchildren.com

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About the Author & Illustrator



www.lanesmithbooks.com

Lane Smith was born in Tulsa, Oklahoma in 1959. His family moved to Corona, CA when he was 3 years old. However, he spent his summers returning to Oklahoma via old Route 66. Traveling along this road and viewing the odd sculptures along the way is what Lane credits for giving him his odd sense of design. As a child, he loved the season of fall, Halloween, playing outside, and old monster movies.

To help his parents pay for his college tuition, Lane worked as a janitor at Disneyland for five years. He graduated with a B.F.A in illustration and moved to New York City. He is married to book designer Molly Leach. They live and work on books together in rural Washington, Connecticut.

Other Books Written & Illustrated by Lane Smith

- *Glasses (Who Needs 'Em?)* - Viking Children's - 1991
- *The Big Pets* - Viking Children's - 1991
- *The Happy Hocky Family!* - Viking Children's - 1993
- *Flying Jake* - Viking Children's - 1996
- *Pinocchio: The Boy* - Viking Children's - 2002
- *The Happy Hocky Family Moves to the Country!* - Viking Children's - 2003
- *John, Paul, George, and Ben* - Hyperion Press - 2006
- *Madam President* – Hyperion Books for Children – 2009

- The Big Elephant in the room – Hyperion Books for Children – July 2009

Other Books Illustrated by Lane Smith

The True Story of the Three Little Pigs – Jon Scieszka. Viking Children's – 1989

The Stinky Cheese Man - Jon Scieszka. Viking Children's - 1992

Math Curse - Jon Scieszka. Viking Children's - 1995

Squids Will Be Squids - Jon Scieszka. Viking Children's - 1998

Baloney, (Henry P.) - Jon Scieszka. Viking Children's - 2001

Science Verse - Jon Scieszka. Viking Children's - 2004

Cowboy & Octopus - Jon Scieszka. Viking Children's – 2007

Seen Art! – Jon Scieszka. Viking Juvenile - 2005

Smith has also illustrated a number of titles from Scieszka's The Time Warp Trio series of novels.

- Halloween ABC - Eve Merriam - Simon & Schuster - 1987
- James and the Giant Peach - Roald Dahl - Random House - 1996 edition
 - The illustrations also appear in the 1997 hardcover book The Roald Dahl Treasury.
- Hooray for Diffendoofer Day! - Dr. Seuss, Jack Prelutsky - Random House - 1998
- The Very Persistent Gappers of Frip - George Saunders - McSweeney's Publishing - 2006
- Spooky ABC - Eve Merriam
- Princess Hyacinth: The Surprising Tale of a Girl Who Floated – Florence Parry Heide. Simon & Schuster Children's Publishing – 2002
- Big Plans – Bob Shea. Hyperion Books for Children – 2008

Awards Given to the book, John, Paul, George, & Ben

A New York Times Bestseller
A New York Times Notable Book

A New York Times Best Illustrated Book of the Year
A Publishers Weekly Bestseller
A Book Sense Summer Children's Pick
A School Library Journal Best Books of 2006
Horn Book Fanfare List - Best books of 2006
A Quills Award Nominee
A Child Magazine Best Book of the Year
An Oppenheim Toy Portfolio Platinum Book Award Winner
A Publishers Weekly Best Book of the Year
A National Parenting Publication Gold Award Winner
A Parenting Magazine Best Book of the Year
A St. Louis Post Dispatch Best Book
The Columbus Dispatch Top 20
New York Daily News Jolly Good Books Round Up
A San Francisco Chronicle Best Book
Merit award in Children's Trade Hardcover (Bookbinder's Guild New York Book Show)
A Miami Herald Best Book
A Blue Ribbon Book from the Bulletin of the Center for Children's Books
Winner of the 13th Annual Zena Sutherland Award for "Best Text" and "Best Overall"
2008 Virginia Readers' Choice Award (Elementary Level)
Best Children's Author - 2007 Connecticut Book Award
ALA Notable Video (for the Weston Woods animated adaptation)

Other Awards for illustrating

Science Verse by Jon Scieszka & illustrated by Lane Smith.

Winner of a golden duck award

Stinky Cheese Man and Other Fairly Stupid Tales by Jon Scieszka &
illustrated by Lane Smith.

New York Times Best Illustrated book winner

Caldecott Honor book - 1993

Annotation

Author and Illustrator Lane Smith takes us on a wild romp through the history of our founding fathers both visually and verbally. Smith has crafted a tale about the supposed childhoods of John Hancock, Paul Revere, George

Washington, Ben Franklin, and Thomas Jefferson. Taking the facts we learn about each gentleman in history class, Smith creates a childhood back story that helps each boy become the man he is famous for today. These tales are so humorous & over the top that both parent and child will find themselves laughing out loud. Because Mr. Smith takes such liberty with history, the end of the book contains a true/false quiz to help children set the record straight on what is fact and what is fantasy. Mr. Smith uses collages, hand drawn pictures, and oil paintings on a variety of textures to create pages that are reminiscent of the past, but filled with a lively humor that is clearly from today. The title itself is a nod to the Beatles, but every generation will find something appealing in this story of our history.

Genre

Historical Fiction, Colonial times, & Humorous

Point of View

Third Person

Theme

History, Colonial Times, Revolutionary war figures, Childhood,

Mr. Smith titled the book John, Paul, George, & Ben as a humorous nod to the Beatles - John, Paul, George, & Ringo. However, I feel it is also a nod to the fact that this book contains history, our history. This history allowed us to break with England and become our own

country that would later welcome the four lads from Liverpool to our shores. Without the courage of the characters hundreds of years ago depicted in the book, we wouldn't be where we are today. Plus, history with a sense of humor (like the title implies) is always a bit more fun!

Conflict

Internal Conflict - All of the figures depicted in the book weren't like everyone else. They had a need to stand out or up as they saw fit.

External Conflict - In the story, John Hancock is too bold in school and always has to stand out. Paul Revere was too loud at work. George Washington was questioned about chopping down his father's cherry tree. Ben Franklin shared his wise words with everyone he meets. Thomas Jefferson (Tom) refuses to build and draw like everyone else in his class.

Conflict Resolution

Internally - The boys who couldn't toe the line and who stood up for themselves or stood out from the crowd were able to take a stand when it was most important for our country. The qualities that caused them "problems" as children are the same qualities they needed to take a stand against England and help our country become independent.

Externally - John Hancock uses his boldness as an adult to write the largest signature on the Declaration of Independence so that King George can read it without his glasses. Paul Revere's loud voice

enabled him to alert the colonists that the British were coming ashore and they should prepare themselves. George Washington's honesty led to him being named the first President of the United States rather than the first King. Ben Franklin's wisdom defined the courage of the era and provided the thoughtful words to such a bold act as declaring independence. Thomas Jefferson's refusal to be like everyone else allowed him to write the words needed for America to free itself from England's rule.

Characters

Each vignette has its own main character:

1. John Hancock is the first main character. He is a bold lad who likes to write in a big way.

His teacher yells at him for writing too big.

2. Paul Revere is the next main character. He is too noisy due to being a bell ringer at the belfry. His being too noisy causes problems at work.

There are assorted unnamed customers at the store who are angered by Paul's loud voice.

3. George Washington cannot lie and likes to chop down cherry trees.

His father rewards George's honesty.

4. Ben Franklin was a very clever boy with lots of wisdom to share. He was always giving unsolicited advice.

Assorted townspeople tell Ben to keep his words to himself.

5. Tom (Thomas) Jefferson was too independent. He didn't like to work like the other students. He had a keen interest in building & plants.

Mr. Douglas is Tom's teacher who doesn't take too kindly to Tom's independence.

Setting

The story takes place in the colonies in the 1700s leading up to the eventual Revolutionary war in 1775.

Interest Level

Grades 1-4 Perma-Bound Resources

Reading Level

3.7 Perma-Bound resources

Booktalk

Do you ever want to yell at the top of your lungs all day long?

Do you wish that your teacher would quit telling you to do things his/her way? If so, then do I have the book for you!

The book, John, Paul, George, & Ben is the story of 5 boys

in the 1700s that refuse to sit down and be quiet. They don't do things the way their teachers want them to do it. They most certainly do not let people tell them how they think their country should be run when they are older. They are willing to fight for what they feel is right. The question is will they succeed in saving their country? Find out more by reading John, Paul, George, & Ben.

Discussion Questions

Pre-reading

Have your parents or teachers ever told you that you were too loud or not doing things the way that grown-ups would like you to do them?

Have you ever heard of the Declaration of Independence or the Revolutionary War? If so, what are they?

What do you know about John Hancock?

What do you know about Paul Revere?

What do you know about Ben Franklin?

What do you know about Thomas Jefferson?

What do you know about George Washington?

During Reading

Page 2 - Do you know what the word "penmanship" means?

Pages 3-4 - How do you think John felt when everyone in the class started laughing at what the teacher said about his signature?

Page 6 - By looking at the picture, can you tell me what a belfry is? (It is a bell tower)

Page 7 - Why did the illustrator make circles in Paul's eyes?

How did you think Paul feels from looking at this picture?

Pages 9-10 - Why are the customers angry at Paul?

Pages 11-12 - Who are the redcoats that Paul is yelling about on these pages?

Pages 14 - Which George do you think they are going to talk about next?

Page 15 - Why was George's father happy about George cutting down the cherry tree?

Pages 17-18 - Why does George want to chop down all of his father's trees?

Page 20 - What do you think the saying, "Fish and visitors stink after three days" means?

Page 22 - What does the saying, "Three can keep a secret if two of them are dead" means?

Pages 23-24 - Why do the townspeople yell at Ben to keep his "big yap shut"?

Page 25 - In this picture, why are the townspeople falling back from what Ben said?

Pages 27-28 - Why do you think Tom didn't want to do what his teachers asked him to do?

Page 30 - What does the word "liberty" mean on this page?
What does the word "dullards" mean?

Page 32 - Why is John referred to as a "Son of liberty"?
Do you know what happens in 1775?

Pages 33-34 - Why does the author say that being "independent" helped Thomas Jefferson?

Why does the author say being "bold" helped John Hancock?

Page 35 - Do you think it was true that George Washington was asked to live in New York instead of Washington D.C. because there weren't as many trees?

Read through the quiz together and answer/discuss the questions.

After Reading

- Now that you have heard this story, can you tell me why you think these men are called our founding fathers?
- Can you think of any other words you might use to describe these men and what they did in helping to found our country?
- How can you be bold or independent or clever in your everyday life?

Language

(Spelling & Vocabulary)

Penmanship (page 2) - One's handwriting or in this case, one's signature

Belfry (page 4) - A bell tower or place where bells are kept

Bullhorn (page 10) - A megaphone, something that makes your voice louder

Breeches (page 10) - Pants that came to just below the knees and were worn during colonial times.

Appreciate (Page 12) - to be thankful for

Honest (page 14) - to tell the truth

Hatchet (page 15) - a small ax

Thousand-fold (page 15) - a thousand times over

Kindling (page 17) - smaller sticks that can be used to start a fire

Leveled (page 18) - Knocked down or in this case - chopped down

Clever (page 19) - smart, bright, quick witted

Generously (page 20) -gave to others in large amounts without expecting anything in return.

Frequently (page 21) - often, many times

Poultry (page 21) - chicken

Quarrels (page 21) - fights

Interpose (page 21) - interrupt, to come between two things

Yap (page 23) - mouth

Independent (page 26) - choosing to say or do what one thinks is right without feeling like you have to do what everyone else is saying or doing. Able to think for one's self

Ye olde (page 27) - a phrase that shows that something is from a much earlier time in history

Neoclassical (page 27) - buildings that have a classic style to their design

Liberty (page 30) - freedom from outside sources, authorities, or governments

Dullards (page 30) - a dunce or dumb person

Pursue (page 30) - go after, look for, try to find

Revolution (page 32) - overthrowing a current government power to create a new one

Redcoats (page 32) - The British army arriving to attack the colonies

Treasonous (page 33) - acting or doing something in a way to show that you want to overthrow the current government; going against the current ruling power
Assuredly (page 33) - guarantee, certain
Shall (page 33) - plan to, intend to, will do
Autograph (page 34) - a person's signature
Epilogue (page 35) - the ending part of a book

Indiana Academic Standards met by Novel Content

Kindergarten

**Social Studies - K.1.1, K.1.3, K.2,
English/Language Arts - K.1.1, K.1.2, K.1.3, K.1.22,
K.3.3, K.3.5, K.7.2**

First Grade

**Social Studies - 1.1.2, 1.1.5, 1.1.9, 1.1.10,
English/Language Arts - 1.3.1, 1.3.2, 1.3.4, 1.3.5,
1.7.1, 1.7.2, 1.7.7,**

Second Grade

**Social Studies -2.2.1, 2.1, 2.2
English/Language Arts - 2.3.6, 2.3.7, 2.7.1, 2.7.2,**

Third Grade

**Social Studies -3.1.7, 3.2.2, 3.2.5, 3.2.6,
English/Language Arts - 3.3.3, 3.3.4,**

Anticipation Statements

Before		<u>John, Paul, George, & Ben</u> By Lane Smith	After	
Agree	disagree		agree	Disagree
		It is best to always write neatly and clearly.		
		You should always speak your mind.		
		Always be honest with everyone you meet.		
		It is okay to be loud in public.		
		Always tell your teacher how you feel about the way they teach.		
		What you learn as a child may help you be a better adult.		

Art Medium

A. Mixed Media was used in most of this book's illustrations.

B. The illustrations in this book were hand drawn with pen and ink. The textures on the illustrations were made in several ways: oil paint on canvas, oil paint on handmade parchment papers, and oil paint on weathered pulp boards. All these elements were combined/scanned on a computer to create the illustrations you see in the book.

The individual portraits at the beginning of each boy's vignette were created in oil paint.

C. I think the illustrator chose to use mixed media because he wanted the illustrations to be reminiscent of colonial times. He obviously doesn't have the same materials made available to him that an illustrator had in the 1700s, but by combining several methods and the unlimited capabilities of his Macintosh he can create a colonial feel to his drawings.

D. I think the illustrator did a great job in setting the mood of his story. As previously stated, this book is about events during the 1700s and he did a great job making the pictures feel old. Also, this book isn't all factual. It has a sense of whimsy to it and he was able to take the style of the 1700 illustrations, but add a modern day sense of humor to the pictures so that today's kids would enjoy them.

Read-Alikes

- Now and Ben: The Modern Inventions of Benjamin Franklin.** By Gene Barretta
How Ben Franklin Stole the Lightning. By Rosalyn Schanzer
Ben and Me: An Astonishing Life of Benjamin Franklin as Told by his Good Mouse Amos. By Robert Lawson
What's the Big Idea, Ben Franklin? By Jean Fritz
Ben Franklin and the Magic Squares. By Frank Murphy
And Then What Happened, Paul Revere? By Jean Fritz
Paul Revere's Ride. By Shana Corey
Can't You Make Them Behave, King George? By Jean Fritz
We The Kids: The Preamble to the Constitution of the United States. By David Catrow
America: A Patriotic Primer. By Lynne Cheney
George Washington: A Life of Leadership. By Robin nelson
Take the Lead George Washington. By Judith St. George
George Washington and the General's Dog. By Frank Murphy
The Journey of the One and Only Declaration of Independence. By Judith St. George
Sam the Minuteman. By Nathaniel Benchley

Across the Curriculum Connections

Art

In conjunction with your school's art teacher or on your own, have the children create a collage using various materials to express what being an American means to them in words and pictures. This could be tied into Veteran's day activities as well. This could be done as an individual activity or in small groups that are later presented in class and/or displayed in the building.

Materials needed:

Tag board/poster board, scissors, glue, magazines, stickers, and fabric

Indiana Standards met by this activity:

Kindergarten

Visual arts: K.6.1, K.6.2, K.6.3, K.6.4, K.6.5, K.6.6

First Grade

Visual arts: 1.6.3, 1.6.4, 1.6.5, 1.6.6

Second grade

Visual arts: 2.6.1, 2.6.3, 2.6.4, 2.6.5, 2.6.6

Third Grade

Visual arts: 3.6.1, 3.6.2, 3.6.3, 3.6.4, 3.6.5, 3.6.6

Wellness/PE

I found some examples of colonial games that the boys in our book might have played at the website

<http://www.dcboces.org/sufsd/nassau/hhv2/games.html>.

Working with your PE teacher or on your own, the following games could be made into stations for the students to rotate through for a taste of colonial life.

Quoits

Quoits was a popular game played by children during colonial times. To play the game you needed rings and a stake. The rings could be made out of leather, rope, willow branches, or iron. You needed four rings. Two rings were one color and the other two were another color. Quoits were played by tossing rings onto a stake called a hob. There were two players or two teams with two players on each team. If your ring went onto the hob it was worth two points and it was called a ringer. You got one point for getting your ring the closest to the hob. The first player or team with 21 points won. The game of quoits became the game of horseshoes that we still play today.

Materials needed: ring toss set

Leapfrog

Leapfrog was a game played by colonial children. You needed at least four children to play this game outdoors. Children pair up and decide who will be the frog first and then they take turns. The frog jumps over the partner who is crouched down. The winners are the partners who cross the finish line first.

Materials needed: tumbling mats

Hoops

Children played with hoops and had races with them. Children would race with

hoops against each other across fields, down hills and around corners and circles. Children would use hoops from old barrels. They hoped that someone would make them one out of wood. A wooden hoop was lighter and could go faster. The hoop was rolled with a stick or an iron crook which was a stick with a hook on it. Today children do not play with hoops in the same way.

Materials needed: hula hoops and sticks

Shooting Marbles

Shooting marbles was a game played by colonial children. To play the game of marbles one of the players had to draw a large circle using a hoop. Then they would place a marble inside the circle. Everyone takes turns trying to hit the marble in the middle. Whoever hit the marble in the middle won all of the marbles in the circle. There were other ways to play too. In one game each player placed a marble in the circle and tried to shoot marbles out of the circle to win them. To play marbles they needed a hoop, marbles and one larger marble called a "shooter". Sometimes colonial children mad marbles out of clay but if they were lucky they had marbles made out of glass. Today children still play with marbles and most are made out of glass.

Materials needed: marbles including shooters, chalk or tape for a circle

Ninepins

Ninepins was a game brought to the colonies by Dutch settlers. It was also called skittles. You needed nine pins, a long board and a wooden ball to play the game. You could play the game without the board. The pins were set up in a diamond shape with one point facing the player. Each player rolled the ball ten times from behind a line to see how many they could knock down. Today bowling is very similar to the game of ninepins.

Materials needed: plastic bowling set, chalk or tape for a line

Indiana Standards Met by Activity

Kindergarten

Physical Education: K.1.1, K.1.3, K.3.2, K.5.1, K.5.2, K.5.3, K.5.4, K.6.1, K.6.2, K.6.3

First Grade

Physical Education: 1.1.3, 1.1.1, 1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.6.4

Second Grade

Physical Education: 2.1.5, 2.2.1, 2.5.1, 2.5.2, 2.5.3, 2.5.4

Third Grade

Physical Education: 3.1.3, 3.5.1, 3.5.2, 3.5.3, 3.5.4

Book Activities

Activity One

VOCABULARY CROSSWORD PUZZLE

This activity is for individual students to do in Third grade. I created a crossword puzzle with some of the new vocabulary words from the book that students might not know.

Indiana Standards met by activity:

Third Grade English/Language Arts: 3.1.2, 3.1.5, 3.1.7, 3.1.9

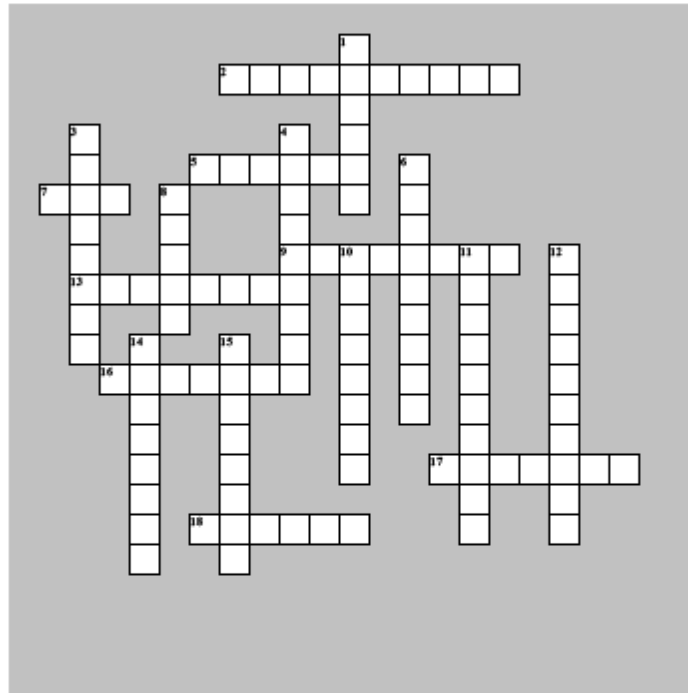


Name _____

Date _____
(Key # 1 - 250354)

"Ye Olde Vocabulary" from John, Paul, George, & Ben

Complete the crossword puzzle.



REVOLUTION
DULLARDS
FREQUENTLY
AUTOGRAPH

REDCOATS
BREECHES
QUARRELS
YAP

LIBERTY
POULTRY
SHALL
CLEVER

ASSUREDLY
PURSUE
TREASONOUS
EPILOGUE

BELFRY
KINDLING

Across

- 2 overthrowing a current government to put in place a new one
- 5 go after; look for
- 7 mouth
- 9 another name for the British army
- 13 the ending part of a book

- 16 freedom from outside sources, authorities, or governments
- 17 chickens
- 18 a bell tower

Down

- 1 smart, quick witted

Down

- 3 fights
- 4 guaranteed; certain
- 6 a person's own signature
- 8 plan to; intend to
- 10 a dunce; a dumb person
- 11 doing or acting in a way that shows you want to overthrow the current government
- 12 often; many times
- 14 smaller sticks used to start a fire
- 15 pants worn during colonial times that came to the knees

ANSWER KEY**Across**

- 2 revolution
- 5 pursue
- 7 yap
- 9 redcoats
- 13 epilogue
- 16 liberty
- 17 poultry
- 18 belfry

Down

- 1 clever
- 3 quarrels
- 4 assuredly
- 6 autographs
- 8 shall
- 10 dullards
- 11 treasonous
- 12 frequently
- 14 kindling
- 15 breeches

Activity Two

Writing prompt

For a writing assignment or journal write, have the students create an acrostic of their name with the characteristics they feel they have that would have helped them be an outstanding founding father of our nation.

Materials needed: writing instrument and paper

Example:

B oisterous
O utgoing
B right

M assive
A dventurous
T ruthful
T hinking

Indiana Standards Met by this Activity

Kindergarten

English/Language Arts: K.4.4, K.4.5, K.5.1,

First Grade

English/Language Arts: 1.5.3, 1.5.4, 1.6.1,

Second Grade

English/Language Arts: 2.5.4, 2.5.5, 2.6.1

Third Grade

English/Language Arts: 3.5.4, 3.6.1

Bibliography

Lane Smith's website

www.lanesmithbooks.com

Lane Smith's Wikipedia entry

[http://en.wikipedia.org/wiki/Lane_Smith_\(illustrator\)](http://en.wikipedia.org/wiki/Lane_Smith_(illustrator))

You Tube interview with Lane Smith and his wife & design collaborator Molly Leach

http://www.youtube.com/watch?v=_NO3x6dOFCQ

Interview with Lane Smith and Jon Scieszka for Kidsread.com

<http://www.kidsreads.com/series/series-warp-author.asp>

Hyperion Books for Children, New York

www.hyperionbooksforchildren.com

Indiana State Standards

<http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml>

Read-Alike information from Miami University

<http://www.lib.muohio.edu/pictbks/search/alpha.php>

Reading Levels found at Perma-bound

www.perma-bound.com

Edhelper

www.edhelper.com

Colonial games resource from Nassau Spackenkill School's resource room

<http://www.dcboces.org/sufsd/nassau/hhv2/games.html>

Amazon

www.amazon.com

Dictionary definitions

www.dictionary.com

