

Upper Elementary & Middle School Emergency Sub Plans



**Gibbs
Smith**
Education

Notes

[illegible]

Emergency Substitute Lesson Plans

Approximate Time: 45 minutes

Social Studies Skill: Disciplinary Literacy: Analyze Informational Texts

Success Criteria: Students will analyze a historical narrative by creating a comic strip, writing a short story, or composing a podcast script.

Materials:

- » paper or digital copies of **George Washington and the Dog of War** (pages 4–5) for each student
- » paper copies of **Comic Strip** template (page 6) and **Story Map** (page 7) for each student
- » students should supply their own lined paper for writing and writing utensil

Lesson Source: *The Issue: The Conflict Issue*

Analyze a Historical Narrative

- Distribute copies of “George Washington and the Dog of War” to all students. Direct students to read the handout.
- Write on the board and explain to students that they will have three choices to demonstrate their understanding of the reading.
 - ▶ Students may create a comic strip based on the reading. Students who choose this option should use the **Comic Strip** template to complete their work. Final products should be neat, colorful, and reflect the events described in the reading. Students may wish to plan their work before drawing on a final template.
 - ▶ Students may write a story based on the reading that is at least three pages long (handwritten, front side of pages only). They should be creative and include dialogue and imagery. Final products should include a clear beginning, middle, dialogue, and imagery. Stories must be written neatly. Students may use the **Story Map** graphic organizer to plan their work.
 - ▶ Students may create a podcast script that includes:
 - » a summary of the reading
 - » whether you think Washington made the right choice
 - » an answer to the following: “Many stories from the Revolutionary War were forgotten. Why do you think this particular tale survived?”
 - » at least three pages of writing, written neatly
- Explain to students that assignments are due by the end of class and that they will be graded.
- Please leave the completed assignments on my desk.

Substitute Feedback:

George Washington and the



Dog of War



Pictured here is the dog of British officer Richard Mansergh-St George. The officer received a head wound at the Battle of Germantown, but survived.
National Gallery of Victoria, Melbourne

Imagine being a soldier and seeing a cat or a dog wander across the field of battle to your side. Would you try to rescue it? What if you found out that its owner was on the other side of the conflict?

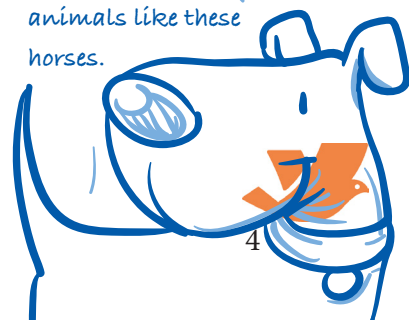
In late 1777, General George Washington had suffered two recent defeats. To bounce back, he planned a surprise attack against British troops in Pennsylvania. The raid was a complex maneuver that would take place in the community of Germantown, and Washington's plan required preparation, execution, and precision.

After Washington's troops marched through the night, they got lost in a thick fog. Washington's complicated plan became impossible as the fog confused American soldiers. They became disorganized and even fired at one of their own columns in the chaos.

Sensing the Americans were having trouble, the British commander, General William Howe, counterattacked, and Washington's forces had to retreat. In the end, the Americans' surprise attack was a failure, and they suffered twice as many deaths as the British.

But it wasn't just the soldiers who were confused. During the battle, General Howe's pet terrier wandered into the fog, crossed over into enemy lines, and ended up with the American troops. What do you do with an enemy dog? Or is it even the enemy anymore?

The battle frightened animals like these horses.





Courtesy of Cliveden, a Historic Site of the National Trust for Historic Preservation

Washington's men thought the dog could give them an advantage. They could use it as a hostage or bargaining tool, but if nothing else, the lost British dog would hurt the enemy general's morale, while lifting the Americans' spirits.

Yet, George Washington was not interested in using the lost terrier as a pawn in a game. Instead, the American general fed the dog and brushed its coat. He also declared a ceasefire with the British forces.

Washington had Alexander Hamilton write a note to General Howe. After arrangements were made to safely return the dog, Washington sent an aide with the dog and Hamilton's note to the British under a flag of truce. Since the dog did not speak, the note read:

General Washington's compliments to General Howe, does himself the pleasure to return [to] him a Dog, which accidentally fell into his hands, and by the inscription on the collar appears to belong to General Howe.

What Do YOU Think?

Why do you think George Washington returned the dog?

Picture a different American leader in this situation. How do you think they might have reacted?

Why did George Washington do this? Some historians believe it's possible that as a dog lover himself, he was simply doing the decent and honorable thing. But it's also possible that Washington hoped that his aide would be able to spy on the British headquarters and forces and get information.

General Howe resigned his post the following year because of what he saw as a lack of support from British leadership. Howe may have had mixed feelings about his American experience as he sailed back to England. But perhaps Howe was pleased to have his faithful "dog of war" with him on the journey.

Rules of War

A truce or ceasefire is a break in combat between two or more sides. To signal a truce, one side might display a white flag (or other accepted sign of truce).

Truces are usually used to share communications or to begin negotiations. But a truce is considered just a temporary stop in battle until a treaty is agreed to, or battle starts again.

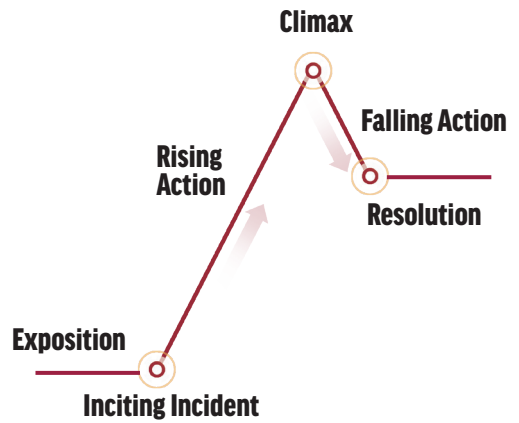


George Washington with dog at Mt. Vernon.
Library of Congress Prints and Photographs Division, LC-DIG-pga-13941

Comic Strip



Story Map



Exposition, Characters, Setting, and Backstory

I. _____

Climax

Falling Action

Inciting Incident

Rising Action

Resolution

Rapid Rubric | Writing

Name

Date

Writing Project Title

Score

- 4** — The student followed instructions carefully to write the specified content and may have put in extra work. The writing is detailed, creative, and neat. The piece is organized and ideas flow from one thought to the next. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the writing assignment. The work is neat but may need more detail, creativity, and effort. The piece is mostly organized and most of the ideas flow from one thought to the next. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the writing assignment is finished and the student tried to follow instructions. Some of the work not done very well and there is not enough detail. The student did not understand parts of the information. There is some organizations but ideas do not flow. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments

Rapid Rubric | Project

Name

Date

Project Title

Score

- 4** — The student followed instructions carefully to complete the project and may have put in extra work. The project is detailed, creative, and neat. Art, oral reports, and writing are very well done. There are only a few mistakes in grammar, spelling, and punctuation.
- 3** — The student followed instructions to complete the project. The work is neat but may need more detail, creativity, and effort. Art, oral reports, and writing are well done. There are only a handful of mistakes in grammar, spelling, and punctuation.
- 2** — Most of the project is finished and the student tried to follow instructions. Some of the work isn't done very well and there is not enough detail. The student did not understand parts of the information. There are quite a few mistakes in grammar, spelling, and punctuation.
- 1** — The student did less than half of the project and did not do a good job. The student's work shows that they do not understand the information or did not try hard enough to be able to understand it.

Teacher's Comments

Rubric Accommodations Checklist

Visual	Auditory
<input type="checkbox"/> gestures for added emphasis <input type="checkbox"/> visual cues to reinforce spoken or written words <input type="checkbox"/> drawing or pictorial representation	<input type="checkbox"/> native language support <input type="checkbox"/> verbal cues to reinforce spoken or written words <input type="checkbox"/> rephrase, repeat, or slow down <input type="checkbox"/> model pronunciation <input type="checkbox"/> oral translation
Cooperative	Individualized
<input type="checkbox"/> peer support <input type="checkbox"/> simple conversations <input type="checkbox"/> organize reading in chunks <input type="checkbox"/> organize requirements in chunks <input type="checkbox"/> read and model thinking aloud	<input type="checkbox"/> pre-teach vocabulary <input type="checkbox"/> extra time for complex material and/or assignments <input type="checkbox"/> clarify directions <input type="checkbox"/> translate words, phrases, or sentences
Scaling	Resources
<input type="checkbox"/> short sentences and single words <input type="checkbox"/> clarification of words <input type="checkbox"/> writing on familiar, concrete topics <input type="checkbox"/> scaffolded writing assignments <input type="checkbox"/> non-participation in simple conversations <input type="checkbox"/> reduced requirements	<input type="checkbox"/> graphic organizer <input type="checkbox"/> group, peer, or self-evaluation rubric <input type="checkbox"/> examples of requirements <input type="checkbox"/> simple phrases or sentence frames <input type="checkbox"/> word bank of key vocabulary <input type="checkbox"/> tiered sentence stems <input type="checkbox"/> adapted texts <input type="checkbox"/> bilingual dictionary or glossary
Comments	
Recommendations	



Gibbs Smith Education

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