



## Lesson Plan

**Performance:** Chasing George Washington—A White House Adventure  
**Grade Level:** 4<sup>th</sup> grade  
**Subject:** Language Arts, Social Studies, Music  
**Materials:** GrandKids pre-performance DVD, paper, pencils, dry erase board, markers

### GPS Language Arts

**ELA4R1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

**ELA4R1.b** Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.

**ELA4R1.f** Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.

### GPS Social Studies—Information Processing Skills

The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

**Skill 2** Organize items chronologically

**Skill 7** Interpret timelines

**Skill 10** Analyze artifacts

**Skill 11** Draw conclusions and make generalizations

### GPS Music (Draft) C. Creative Expression and Communication

**M4GM.6**—Composing and arranging music within specific guidelines

**a.** Create rhythmic and/or melodic motives to enhance literature.

### D. Cultural and Historical Context

**M4GM.9**—Understanding relationships between music, the other arts, and disciplines outside the arts.

**b.** Describe the relationship between music and disciplines outside the arts.

**Objective:** Students will research George Washington, Dolly Madison (wife of Pres. James Madison), Martin Van Buren, Abraham Lincoln, Mary Todd Lincoln (wife of Pres. Abraham Lincoln), Jacqueline Kennedy (wife of Pres. John F. Kennedy), or Gerald Ford and write a newspaper article about an event which happened in his or her life.

**Focus/Review:** The students will view the GrandKids pre-performance DVD. Students will share objects within their families which describe their family histories. Students will construct a timeline for characters within the musical. Students will create and write a newspaper article about a famous person depicted in the musical. Students will create melodies to famous quotes from people depicted in the musical.

**Teacher Input:** Imagine there is only one object (artifact) you could save from your home that would describe your family's history. What would you save? What would it tell about your family? Share your answers with your classmates.

**Guided Practice:** The teacher will lead the class in constructing a timeline of the historical figures portrayed in the musical. See the list of characters in the above objective. Also, view the website below for dates. Discuss how each of these characters will play a role in finding three missing students who are on a tour of the White House.

**Independent Practice:** Students will research a key character from the musical and write a newspaper article regarding an important event which happened during his or her life.

**Closure:** Students will discuss how the characters used music as a means of depicting history. Students will research a famous quote from one of the historical figures from the musical. Students will then arrange that quote into a melody and sing it, just as the characters in the musical sang their famous quotes.

**Website:** <http://artsedge.kennedy-center.org/cuesheets/ChasingGeorgeWashington.pdf> This is a great resource with timelines, activities, and an overview of the production.

By Marti Parker and Polly Roe, Bibb County Schools