

Churchill Lesson Plan: Character Analysis/Making Inferences with Primary Source

I. Goals

- a. Oral Language: Developing Voice
- b. Reading comprehension: Character Analysis, Making Connections (Critical Thinking)
- c. History/Social Studies: Conflict and War

II. State Standards

III. Learning Objectives

IV. Prerequisites/Grade Level

V. Materials Needed:

Printed text:

“Who was Winston Churchill?” article – see attached

Printed text:

“This is the lesson: never give in, never give in, never, never, never, never—in nothing, great or small, large or petty – never give in except to convictions of honour [Am. Eng.:honor] and good sense.”

Winston Churchill October 29, 1941

VI. Lesson Description

VII. Lesson Procedure

- a. Introduction
- b. Main activity
- c. Conclusion/Closure
- d. Follow up Lessons/Activities

VIII. Assessment/Evaluation

Critical Thinking

Gather complete information
Understand and define all terms
Question the research method
Look for hidden assumptions
Question the source of facts
Don't expect all of the answers
Examine the big picture
Examine cause and effect.

Character Traits

Integrity – truthfulness, loyalty, integrity
Responsibility – dependability, reliability
Perseverance – diligence, patience
Caring-compassion, generosity helpfulness
Citizenship - sportsmanship, responsibility
Respect
Fairness
Self discipline
Courage

Perseverance and Winston Churchill

Submitted by: Pickett Lema, EdD
Pattonville School District

I. Goals

To acquire reading and analysis concepts and strategies to understand character traits through literary and historical applications.

II. State Standards/GLEs (From MO DESE K-8 Curriculum)

CA 1. I. Identify and explain relevant connections between (a) text to text; (b) text to self; and (c) text to word

CA 3. C. Develop and analyze skills and strategies to comprehend, analyze and evaluate nonfiction; (e) compare and contrast; (j) identify and explain author's purpose.

SS 7. A. Use and evaluate primary and secondary resources.

III. Learning Objectives

A. Students will understand and apply concepts related to "perseverance."

B. Students will comprehend and analyze text to understand and relate text to self and text to world.

IV. Grade Appropriate: Grades 4-6

V. Materials Needed: Handouts as required (see attachments)

Copies or class projection system for quote

Discussion question cards for small group work (as desired)

VI. Lesson Description: Students will understand and demonstrate the concept of perseverance through reading comprehension and concept analysis by making personal and world connections.

VII. Introductory Discussion Questions:

1. What is the definition of "perseverance?"

(Depending on background knowledge, teacher may want class to work through a concept definition graphic organizer to support discussion and post for later reference.)

2. When you give up on a goal, who suffers the most?

3. How do you feel when you complete a difficult assignment or project that has required more work than usual?

VIII. Activities:

Activity 1: Observing Perseverance:

THE CROW AND THE PITCHER – Read, or students read, the Aesop's fable "The Crow and the Pitcher" to the class. (see attached) Discuss the following questions:

Discussion:

1. What would have happened to the crow if he had given up?
2. When do you find it most difficult to be perseverant?
4. What is the cost to you or people around you if you start a project and do not finish it?
5. What are some ways to motivate yourself or others when you or others feel like giving up?

(Note: Teachers may want to demonstrate how this works with a small glass and some marbles. –a helpful liquid and solid mass demonstration.)

Activity 2: Experiencing Perseverance:

TOUGH TRAVELING – Students will work in pairs. The teacher will provide a Nerf or similar ball to each team (a variety of items would work for this exercise if balls aren't available: an eraser, a notebook, any classroom item). Each team will hold the ball between the two students' shoulders. They must cross the room without dropping the ball. This is not a race, but a challenge to keep going when the task is difficult.

Activity 3: Making Connections: "Self-to-World"

FAMOUS PERSEVERANCE: WINSTON CHURCHILL-Students read, individually or together, "Who is Winston Churchill." (see attached).

Display the following quotation:

"This is the lesson: never give in, never give in, never, never, never, never—in nothing, great or small, large or petty – never give in except to convictions of honour [honor] and good sense."

Harrow School Speech, Winston Churchill October 29, 1941

Discussion: (Whole class)

1. When and why would Winston Churchill have said this?

(Let students estimate, then do provide correct answer ("...as an important leader in World War II"). Note: Provide only basic background knowledge. For instance, the U.S. had been involved in a number of wars involving other countries. One of the major "allies" or friends has been Great Britain or England—from whom the U.S. gained independence but still remained friends. Students who are interested in more information can explore independently.

2. Pair-Share Discussion: Have students discuss with a partner, the following; (Note: Differentiating questions may be useful—assigning the questions to different pairs of students)

-How does Winston Churchill show perseverance in this statement?

(what he says—"never, never" and "nothing..." etc.)

-How could perseverance become persistence and/or stubbornness?

-How does Winston Churchill show persistence without stubbornness?

-What does he mean by "honor" and "good sense?"

IX. Culminating Activity: Making Connections:

Text-to-Self/Text and Self-to-World

Students create a compare/contrast graphic organizer (see attached) and/or write a comparison paragraph relating their own experiences with perseverance to those of the crow and/or Winston Churchill (Note: Another opportunity can be found here to differentiate instruction among students of differing experience levels, interests and academic needs.)

X. Assessment/Evaluation: Apply final activity rubric to culminating activity, share and discuss.

Scoring Guide: 4 – The response is complete, accurate and shows broad thinking.

3 – The response is complete and accurate.

2 – The response is mostly complete and basically accurate.

1 – The response is barely complete and has content errors.

The Crow and the Pitcher

A Crow, half-dead with thirst, came upon a pitcher which had once been full of water; but when the crow put its beak into the mouth of the pitcher he found that only very little water was left in it at the bottom. The crow tried, and he tried to reach the water but at last had to give up in despair.

Then a thought came to the crow. He took a pebble and dropped it into the pitcher. Then he took another pebble and dropped it into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. Then he took another pebble and dropped that into the pitcher. At long last, he saw the water mount up near him, and after casting in a few more pebbles, he was able to quench his thirst and save his life.

Who is Winston Churchill?

Winston Churchill was born in 1874 in Great Britain (England). He served in the military service as a young man (trained and served in the infantry) and as a journalist (war correspondent) from 1891 to 1900.

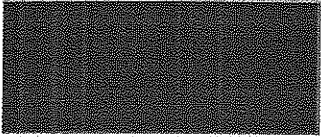
Starting in 1900 he worked in various jobs for the British government. He was elected to parliament (like congress) for about 58 years. Because of this, he served in many government posts. He was active in more than one political party over these many years.

Winston Churchill was Britain's Prime Minister and Minister of Defense (similar to President) during World War II. He had important meetings with the most important world leaders in these days from 1940-1945. Great Britain suffered from many deaths and bombings.

Winston Churchill had many successes and failures politically in his lifetime. He had many interests. He was a bricklayer and a painter. He had an important impact on American and world history. He died in 1965.

+

Compare and Contrast

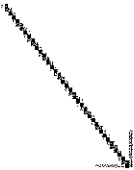


Compare and Contrast

Empty rectangular box for notes.

Empty rectangular box with the word "Alike?" written inside.

Large empty rectangular box for notes.



Empty rectangular box with the word "Different?" written inside.

Empty rectangular box with the phrase "In what way?" written inside.

Empty rectangular box for notes.

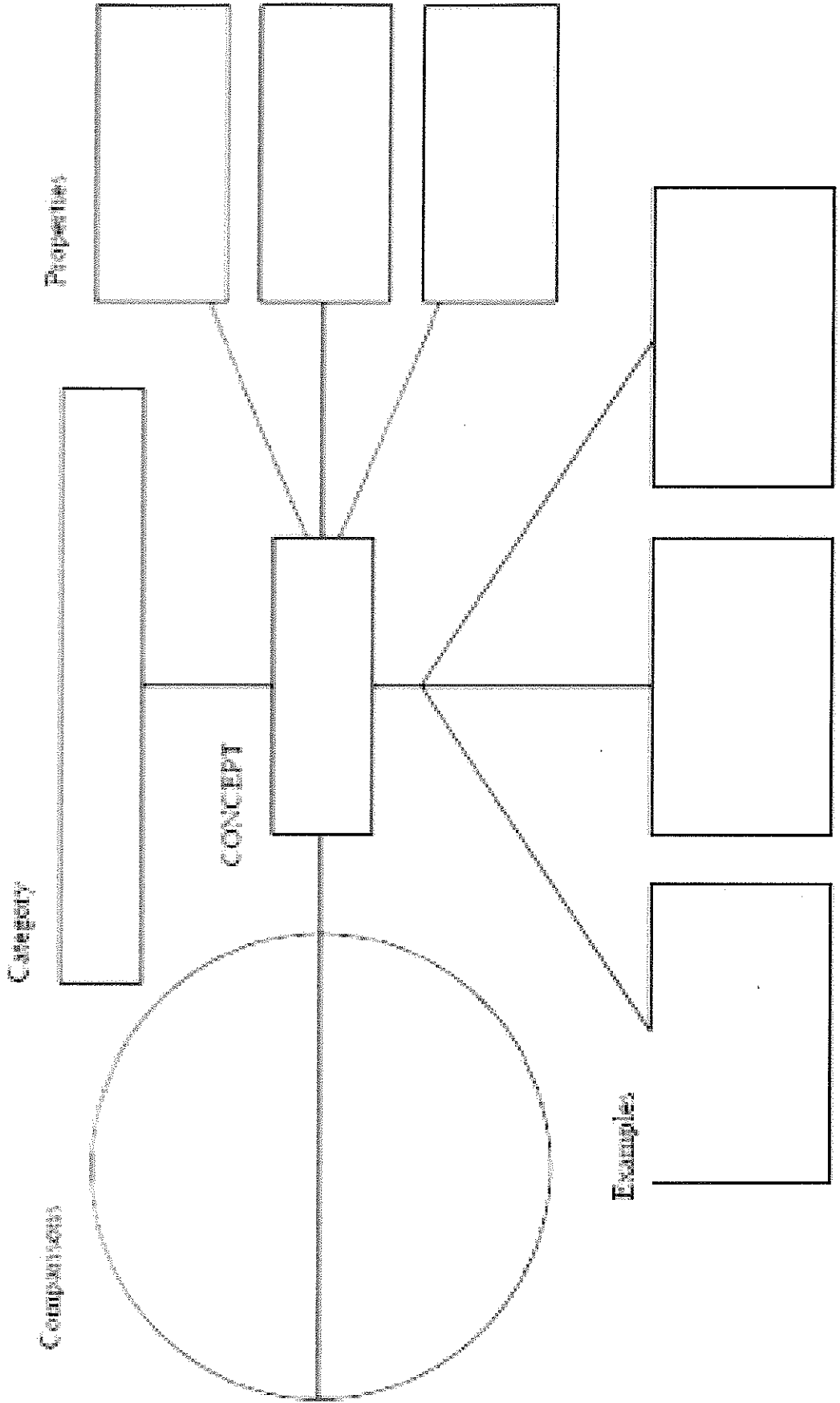
Empty rectangular box for notes.



Comparison Summary

Concept Definition

Concept Definition Map



TEACHING WINSTON CHURCHILL

Lesson Plan Description for Grades 11 & 12
Sociology, Humanities I, Humanities II

“Sharing Lyrics Challenge”

WORDS and SOUND: COMMUNICATION

Words are symbols of the expression of man to his environment. The words of songs indicate a communication of man's understanding of his environment. To add more significance to this understanding, the tone and mood of the songs are in relation to those words. Listed below are the titles to a number of popular songs. As you listen to the mood and tone of each song, notice how they relate to the lyrics. Music takes on the function of communicating feeling. Your challenge is to write down your interpretation of the songs, the lyrics, and the mood.

Ask yourself if you can understand Winston Churchill's era a little better through music and lyrics. One probably can.