

Lesson plan

Lesson topic: George Washington.

Lesson objectives: Students will be able to:

- to use vocabulary to describe the person (portrait)
- to compare and contrast the portraits
- to find necessary information in Internet
- to use conditional sentences
- to practice writing a letter

Resources: Power Point Presentation “George Washington”, handout papers, cards with active vocabulary, computers with Internet access .

Procedure of work:

- I. Usually while learning any topic we read texts on this topic. Today we’ll learn to read pictures and portraits exactly about famous politicians as our main topic is “Political systems of UK,US and KZ.” We’ll visit Smithsonian National Portrait Gallery.(Slide 1)
- II. **Warming up:** Memorizing the poem about presidents: read the poem, then erase some words and suggest to read the poem again filling the gaps from memory:
Thomas Jefferson and George Washington
Abraham Lincoln and John F. Kennedy
They are the most famous presidents
Of the United States Government
- III. **Reviewing the vocabulary.** “Word dominoes” activity
Cards with topic words are in Vocabulary Box. After the first card has been placed on the table, the next student must put another word next to it justifying the placing by explaining a connection that links the two words

Elect Parliament president legislative constitution

For example: House of Commons in British *parliament* is *elected* by common people every four years.

Parliament and *President* are both nouns which begins with *P*. *President* executes the laws made by *legislative* branch of power. Or *Parliament* and *President* both are the representatives of *legislative* power in Kazakhstan.

Constitution is the main *legislative* document in KZ and US. Etc.

IV. **Describing the portrait.**

3.1 Thirty second looking – Ss look at the portrait for thirty seconds. Then turn away from the image. Conduct a conversation with Ss about what they saw. (Slide 5-6)

3.2 The Object race

(T prepares the list of objects found on in the portrait for Ss to find)

Tell the Ss that their objective is to be the first to find all the objects listed on their object card.

3.3 Crossword

Ss practice new vocabulary through doing crossword

3.4 Jigsaw Puzzle Picture. Divide Ss into groups. The photocopy of the portrait is cut into 8-10 pieces, making sure each piece contains a significant symbol. Give each group of Ss a piece of the puzzle. Ss discuss what is there on their piece then complete the puzzle.

V. **Learning to read the portrait**

The sitter might be thinking about smth or might be getting ready to say smth.

How do you think what the sitter might be thinking?

What do you wonder about this portrait? What can you say about the pose of the sitter, his clothes?

- VI. **Do the Webquest activity:** Go to: <http://wikipedia.org>. Gilbert Stuart
Find the answers to the questions on the activity sheets. (Slide 10)

If you could ask the artist or sitter a question about this portrait, what it would be?

- VII. **Compare and contrast** (Slides 11-12)

Discuss what is similar or different.

For what purpose were each of the portraits created?

If looking at portraits from two distinct periods in a person's life, discuss how the likeness of the individual has changed and what occurred between the years of the portraits?

- VIII. **Home assignment:**

Write a story about the first president of the USA.

Lesson: "George Washington"

- IX. **Warming up:** Memorize the poem about presidents: read the poem, then erase some words and suggest to read the poem again filling the from gaps memory
- X. **Reviewing the vocabulary.** "Word dominoes" activity
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For example: House of Commons in British *parliament* is *elected* by common people every four years. *Parliament* and *President* are both nouns which begins with *P*. *President* executes the laws made by *legislative* branch of power. Or *Parliament* and *President* both are the representatives of *legislative* power in Kazakhstan. *Constitution* is the main *legislative* document in KZ and US. Etc.

XI. **Describing the portrait.**

3.1 **Thirty second looking:** have a look at the portrait for thirty seconds. Then tell what you saw. (Slide 5-6)

3.2 **The Object race :** Find all the objects listed on below:

Sword	rainbow
Eagle	american flag
Books	curtains
Arm-chair	buckle
Inkpot	rug

3.3 **Puzzles:** Each group of Ss gets a piece of the puzzle. Discuss what is there on your piece then complete the puzzle.

XII. **Describe the portrait:**

- 4.1 The sitter might be thinking about something or might be getting ready to say something. How do think what the sitter might be thinking?
- 4.2 What do you wonder about this portrait?
- 4.3 What can you say about the pose of the sitter, his clothes?

XIII. **Do the Webquest activity:** Go to: <http://wikipedia.org>. Gilbert Stuart

Find the answers to the questions:

- 5.1 Who is the artist painted the portrait ?
- 5.2 When was the portrait created?
- 5.3 What was going on when the portrait was created?
- 5.4 What is the sitter's contribution to history?
- 5.5 If you could ask the artist or sitter a question about this portrait, what it would be?

XIV. **Compare and contrast:** Discuss what is similar or different.

For what purpose were each of the portraits created? If looking at portraits from two distinct periods in a person's life, discuss how the likeness of the individual has changed and what occurred between the years of the portraits?

XV. **Home assignment:** Write a first person letter to a friend describing your portrait experience.