

## George Winter Lesson Plan 3

# Biography Resource Activity

Created by Linda Ivy

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### Indiana State Standards

#### Language Arts

*Structural Features of Informational and Technical Materials*

**4.2.1** Use the organization of informational text to strengthen comprehension. (Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of text.)

**4.2.8** Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence of chronology. (Example: Read informational texts, such as a science experiment or a short historical account, and identify the type of organization used to understand what is read.)

*Analysis of Grade-Level-Appropriate Nonfiction and Informational Texts*

**4.2.2** Use appropriate strategies when reading for different purposes. (Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship of ideas in the text.)

**Objectives and Purposes:** The students will understand that various authors have chosen to emphasize facts and/or opinions that met their needs for the article they have written. The students will gain awareness that it is important to use more than one resource when writing a report. Then, the students will have first-hand experience in deciding what information to use in their report. The students will be able to explain why it is important to use more than one source when researching a subject.

#### Materials:

- **Several biographies of Abraham Lincoln**
- **Materials about George Winter either from the Internet or worksheets attached at the end of these lessons**
- **Writing Materials**

**Review:** Gathering information to write a biography requires using several sources. Sometimes the information from one source does not agree with another source. Even if the information is from a primary resource (autobiography or personal journal), information can be untrue or written with a personal bias.

**4.2.3** Draw conclusions or make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations. (Example: After reading an informational text, such as *Camouflage: A Closer Look* by Joyce Powzyk, use information gained from the text to predict what an animal might do to camouflage itself in different landscapes.)

**4.2.4** Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas. (Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book *Amazing Sea Creatures* by Andrew Brown.)

**4.2.5** Compare and contrast information on the same topic after reading several passages or articles. (Example: Read several informational texts about guide dogs, such as *A Guide Dog Puppy Grows Up* by Carolyn Arnold, *Buddy: The First Seeing Eye Dog* by Eva Moore, and *Follow My Leader* by James B. Garfield, and compare and contrast the information presented in each.)

**4.2.9** Recognize main ideas and supporting details presented in expository (informational texts).

**Anticipatory Set:** Present the class with several biographies of Abraham Lincoln who spent his several years growing up in Indiana. Ask the students if all of the biographies about Abraham Lincoln have the same information. Then, ask why different authors have chosen to emphasize different information about Lincoln's childhood. As we research for information about the artist George Winter, point out that when sources do not agree, it becomes important to determine how, or if, you will use the information you have gathered. Or, if you do use the conflicting information, how can it be presented to show the conflict you have discovered with your resource material?

**Input and Modeling:** Using the biographies about Lincoln, have teams of students find entries from the books that deal with Lincoln's childhood in Indiana. Some authors have written several pages or chapters about Lincoln's growing up years in Indiana. Others have only mentioned these years in a few paragraphs. It is possible that some books might not mention Indiana at all. Have the students discuss why the authors have chosen to enhance or diminish these years in their text. Author's purpose and point of view are always what drives the text of a book or article.

**Guided Practice:** Each team of students will make a list of five facts about Lincoln's early life in Indiana based upon the book their group is using. These lists will be shared as the teacher or a scribe records the lists for everyone to see. Comparing the lists will help the students understand that it is important to use more than one article when they research a subject.

**4.4.3** Write informational pieces with multiple paragraphs that:

- Provide an introductory paragraph.
- Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
- Include supporting paragraphs with simple facts, details and explanations.
- Present important ideas or events in sequence or in chronological order.
- Provide details and transitions to link paragraphs.
- Conclude with a paragraph that summarizes the points.
- Use correct indentation at the beginning of paragraphs.

**4.4.4** Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and posing and answering a question.

**4.4.5** Quote or paraphrase information sources, citing them appropriately.

## **Social Studies**

**4.1.3** Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development. (Example: George Rogers Clark and the Fall of Fort Sackville (1779), U.S. land treaties with Indians, Chief Little Turtle, Tecumseh, Tenskwatawa (the Prophet), William Henry Harrison, the Battle of Tippecanoe (1811)).

**Closure:** As you close this activity, ask the students to restate what they have learned. They should indicate the necessity of using several resources to gain the information needed for their research and writing.

**Independent Practice:** Students will have access to either links about George Winter or printed copies of material to use for their research and writing.

**4.1.15** Using primary source and secondary source materials, generate questions, seek answers, and write brief comments about an event in Indiana History.

**4.5.4** Describe the role of Indiana artists in American visual arts, literature, music, dance, and theatre (Example: James Whitcomb Riley, Gene Stratton-Porter, T.C. Steele, Janet Scudder, and the Hoosier Group.)

## [Meet George Winter](#)

Excerpt from the book by Kitty Dye, LeClere Publishing Company

### **Meet George Winter Pioneer Artist, Journalist, Entrepreneur**

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George Winter's contribution to America's character of today started as inauspiciously as Maconaquah's, and at opposite poles. He was born into a wealthy cultured family in England, where he grew up with the best education possible at that time. Early on George showed an artistic talent, so joined a brother in London where he steeped himself in the art community, practicing and honing his talents.

After four years of London, George and his brother decided to join their parents who had previously immigrated to America, settling in Cincinnati, Ohio. Before going to Cincinnati, however, George enrolled in an art academy in New York, where he studied for five years in all the popular art forms of that time: portraiture, miniature, and silhouettes. Undecided as to whether he would put up his shingle in New York, London or maybe even Paris, George visited his parents, where he surprised himself to find he enjoyed the frontier community. He found the pioneer fascinating and the pristine wilderness attracted his brush to canvas as nothing else before. He found travel to new vistas more interesting than acquiring money, so worked at a studio in Cincinnati only enough to acquire travel money. Along that way he met the love of his life, Mary Squier.

Adding to the loves of his life were the Indians of Indiana once he met them and learned of their troubled lives. From that time on, George devoted his life to earning the title "that famed Indian painter", although it took him a very long time, with a lot of sweat and tears, to achieve it. His initial hurdle was that the Indians didn't want to be painted and the next was that there were no buyers for Indian paintings at that time. But his determination was relentless, carrying him around hurdles he couldn't surmount. It also fired his imagination for exploring innovative sidetracks, which is how he finally developed one that worked.

George's life personifies the best qualities that have been passed down to our generation; those of innovation, integrity, resiliency, bravery---and especially to putting "compassion" equal to the other attributes now firmly embodied in the American way of life.

[Tippecanoe County Historical Museum](#)

Excerpt from The Tippecanoe Country Historical Museum website

## **George Winter**

### Biographical Information

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George Winter (1809-1876) was born in England. He frequented London's museums and galleries as a young man but apparently received no formal training in art. In 1830 Winter emigrated to New York where he studied for a short time at the National Academy of Design. In 1837, he arrived by stagecoach in the frontier town of Logansport, Indiana, coming he said "...to the Wabash for the purpose...of seeing and learning something of the Indians and exercising the pencil in this direction."

During his lifetime, Winter documented a vanishing culture. He obtained the confidence of the Miami and Potawatomi Indians and had unique opportunities to sketch them as an artist, but, like an historian, he kept accurate records and wrote prolifically about his paintings and the subjects and circumstances of his works.

An extensive collection of the works of George Winter was donated to the Tippecanoe County Historical Association in 1986 by Mrs. Cable G. Ball, the widow of Winter's great grandson. This gift to the Lafayette community includes manuscripts, letters, drawings, and paintings of this important 19<sup>th</sup> century artist.