



**TEACHER GUIDE**

**GRADES 3-5**

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

# **Can't You Make Them Behave, King George?**

Jean Fritz



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Can't You Make Them Behave, King George?

Jean Fritz

## TEACHER GUIDE

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

---

**ISBN 978-1-50203-659-9**

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

[sales@novelunits.com](mailto:sales@novelunits.com)

[novelunits.com](http://novelunits.com)

## Table of Contents

Introduction.....	3
Summary.....	3
Initiating Activities.....	3
Four Sections .....	11
Sections contain: Vocabulary, Discussion Questions, Predictions, and Supplementary Activities	
Evaluation Activity .....	15
Bio-poem.....	16
Vocabulary Activities.....	17
Vocabulary Card Activities.....	17
Bibliography .....	18
Materials List.....	18
Vocabulary Cards.....	19

## Skills and Strategies

### Thinking

Brainstorming, visualization

### Literary Elements

Characterization, story  
elements

### Vocabulary

Sorting, comparison/  
contrast

### Writing

Advertisement, letters,  
poetry

### Listening/Speaking

Discussion, music

### Comprehension

Predicting

---

## Introduction

The Novel Units® guides for four Jean Fritz books provide freestanding individual guides or a sequence of Jean Fritz books to be enjoyed for an extended period of time. Use a different guide to answer Jean Fritz's four lively questions: *Where was Patrick Henry On the 29th of May?*, *What's the Big Idea, Ben Franklin?*, *Who's that Stepping on Plymouth Rock?*, and *Can't You Make Them Behave, King George?* The familiar names and places in these intriguing titles suggest the historical themes. In each of these four novels, Jean Fritz takes historical facts, adds details, and creates an interesting protagonist with whom students can easily identify. (See page 10 of this guide for ideas for a Jean Fritz unit.)

## Summary

George, a naturally lazy, bashful boy, decided that if he must become king, he'd be a good one. He followed all the "rules" for being a good king and was greatly disappointed when he lost the war with the American Colonies which he felt he "deserved" to win.

## Initiating Activities

1. Using the K-W-L approach on a large piece of paper, show:

What I Know About King George	What I Want to Find Out	What I Learned

2. Read a dry historical account of the reign of George III. How could an author make it more interesting? Brainstorm some answers.
3. Look over the cover of the book carefully, recording details you see. What do they suggest about the book within the cover?
4. Brainstorm ideas about kings. Record on a web.
5. What do you know of the 18th century? Record answers on a web.

---

## Attribute Web

The attribute web below will help you gather clues the author provides about a character in the novel. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

**Acts**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Feels**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_

**Looks**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Says**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

---

## Pages 33-47

(See author notes for page 32 at the end of the book.)

### Vocabulary

traitor 34  
console 40

scoundrel 34  
uproariously 40

ascending 37  
abdicate 45

lathe 38

### Discussion Questions

1. King George felt like a father to the American Colonies, which he thought of as disobedient children. How did he punish his American children when they dumped tea into Boston Harbor? (*He closed the harbor and took away the right of Massachusetts to govern itself.*) Was King George correct in his attitude toward the American Colonies? Give reasons for your answer.
2. Explain why closing the port of Boston would have been a hardship to the Colonies. (*The needed supplies came in there.*)
3. In your opinion, should fathers discipline their children? Why or why not?
4. How would you have handled the Boston Tea Party situation if you had been King George?
5. The King had many hobbies. List them. (*He made buttons; wrote farm articles; played backgammon; collected ship models, coins, clocks, watches; played the flute and harpsichord; hunted; studied the stars; and maintained a zoo.*)
6. In your opinion, is it a good idea to have a hobby? Explain. (*Yes; it takes your mind off of work, you can forget about unpleasant things, etc.*)
7. Do you have a hobby? Tell us about it.
8. Give an example from the book of the use of a pseudonym. (*King George wrote articles about farming using the name Ralph Richardson.*)
9. Why did King George think he would win the war with America? (*He was a good king; he deserved to win; and he was right.*)
10. Who decided that the war with America was over? (*the English Government; George couldn't tell them what to do.*) Did George agree with the decision? (*no*) Did he go along with it? (*yes*) If he did, tell why. (*It was his duty.*)
11. In your opinion, was King George a good ruler? Explain your answer.

### Supplementary Activities

1. Play *Made for Trade*. (Ann Arbor, Aristopley, Ltd.)
2. Write a Bio-poem for King George. (See page 16 of this guide.)