

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	J. Brett VanderMale	<b>Event/Date:</b>	7/29/14
<b>Text and Author</b>	<i>George vs. George</i> - Schanzer, Rosalyn	<b>Where to Access Text</b>	
Text Description			
<p>A look at the events leading unto, including, and following the Revolutionary War from the competing perspectives of George Washington and King George III. Pages 54-55 discuss King George's positive contributions to English society and general popularity throughout his reign.</p>			
Quantitative			
<b>Lexile and Grade Level</b>	5th grade: Lexile 1120 DRA 44	<b>Text Length</b>	60 pages in total. p.54-55 used for this session
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The purpose of the passage is stated. The author is persuading the reader that King George III was more benevolent and cultured than he was made out to be in American history books and cartoons.</p>		<p>The organization of the text is slightly complex. Each paragraph delivers a different set of evidence in support of George III's benevolence. The text uses an illustration and word balloon to quote Samuel Shoemaker, attesting to the positive aspects of George's character.</p>	
Prior Knowledge Demands		Language Features	
<p>Students must be aware of the opinions of King George III held by revolutionary soldiers, as well as the tyrannical portrayal of George's legacy in America. Ex.</p> <ul style="list-style-type: none"> <li>-Sugar Act</li> <li>-Stamp Act</li> <li>-Quartering Act</li> <li>-Townshend Act</li> <li>-Boston Massacre</li> <li>-etc</li> </ul>		<p>Language structures include simple sentences and conversational English. However, the text uses domain-specific terms referring to the governmental norms of the time as well as multiple quotations written in Old-English</p>	

### Potential Reader/Task Challenges

Potentially limited prior knowledge of British life, including Parliament, Royal Academy of the Arts, and Jubilee.

### Big Takeaway

1. Issues can be viewed from multiple perspectives. Here, students integrate multiple, competing perspectives that portray the complexity of King George as a historical figure.
2. The reader's job is to identify bias/perspective that may exist in informational texts.
3. Opinions should be formed by weighing evidence from multiple credible sources.

Students will use this task to challenge historical American perspectives:

Revolutionaries tended to view King George as a tyrant. Compare information from this text with that perception.

With this information in mind should George be remembered as a tyrant in American history?

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	Royal Academy of Arts (Tier 3) scholars (Tier 2) Jubilee (Tier 3) porphyria (Tier 1) intentions (Tier 1) divine (Tier 1) erred (Tier 1) preserved (Tier 1) frank (Tier 1) Regent (Tier 3) black-clad mourners (Tier 1)	adorned (Tier 1) repression (Tier 1) tyrant (Tier 2) monarch (Tier 2) undoubted (Tier 1)
<b>Words that cannot be determined in context</b>	hereditary (Tier 1)	Industrial Revolution (Tier 3) Parliament (Tier 3)