



THE THING ABOUT GEORGIE by Lisa Graff

Objective of this follow-up activity:

For students to learn that all people have different “things” about them just like Georgie and that a disability does not define a person.

Materials:

Book- *The Thing About Georgie*

Sheet of paper for each student to write on

Paper large enough for each student to have their body traced onto it

Markers, crayons, pencils.

Time: 45-50 minutes in addition to read-aloud time

Read-aloud and discussion

Suggestion: During the read-aloud time have the students try some of the challenges the narrator presents such as those on pages: 1,7, (NOT page 44 as that is on this activity sheet) 67, 100, and 131. Ask after doing the activities, “How did it make you feel doing these activities?” “What is there to learn about these activities that the narrator suggests to the readers?”

Background: Georgie has dwarfism. His feelings are informed by his condition, but not solely because of it. By the end of the book he learns that he is not defined by dwarfism. He experiences feelings and situations that all people experience: fear, worry, conflict, friendship challenges, making judgments of others, self-discovery, love, success, new talents, activities, and happiness.

Ask students the following question after the class has finished the book.

- What is the “thing” about Georgie? (He has dwarfism.)
- What is the meaning of the title? Is it the same at the end of the story?
- Have you ever been judged based on one part of you? How did that feel?
- Why do you think Georgie kept his middle name a secret? (He imagines that people would not have followed George Washington across the river if they knew he had dwarfism.) Is this fair?
- Do you think Georgie realized by the end of the book that even though he has dwarfism, it does not define who he is? What are some examples of this?
- In the end of the book, how does Georgie feel about Jeanie the Meanie, his friendship with Andy, his parents, and the new baby? Could he have these feelings if he did not have dwarfism? Aren't they feelings all people experience?
- How would you describe Georgie to someone who has not read the book?

All Contents Copyright 2014

The Cromwell Center for Disabilities Awareness

97A Exchange Street, Suite 205, Portland, ME 04101

207-775-9955 www.cromwellcenter.org info@cromwellcenter.org

Activity:

1. Pass out sheet of paper to each student. Ask each student to write; "The Thing About Me is..." on the paper and list one example. This is the activity on page 44. (I.e. I am a dancer, I am an artist, I am quiet, etc.) After that, have them fold their paper up and much as they can.
2. Put students in pairs and have each student tell their partner how they perceive them, i.e. "Susie, the thing I see about you is you are funny...." Ask if anyone wants to share what their partner said about them.
3. Next, have the students to rip their paper in half (activity is on page 218) then rip that half and continue to rip in halves until they have many small pieces. Ask them to look at the pieces and to think about other things about them that they may never thought about.
4. Give each student a large piece of paper and have them work in pairs to trace each other.
5. Ask students to write in the middle of the body, "The Things About _____(their name goes here.) On the paper have each student start to write all kinds of things about themselves all over the outline. They can be colorful and can include things that challenge them and things that don't: "I am a soccer player.... I have trouble reading, I have ADHD, I love music, I am a good friend..."
6. Allow for sharing time. If there is room, hang up silhouettes of students on the walls our outside the classroom.

Additional activity for homework:

Measurement activity found on page 15 - see attachment