

Title **Is Home Where The Heart Is?**
Lesson Author **Mary Johnston**
Key Words **George Washington, Mount Vernon**
Grade Level **First Grade**
Time Allotted **45 minutes**

Lesson Overview	This lesson provides students with an opportunity to identify Washington's various roles throughout his lifetime. Students will translate, into their own words, what the quote by Henry Lee says about Washington. Students will also examine George Washington's home, Mount Vernon. Students will compare/contrast a painting and a photograph. Students will discuss the definition of duty.
Guiding Question(s)	How did the sense of obligation and duty that George Washington felt towards his country affect his ability to remain at Mount Vernon?

Learning Objectives:

- Students will be able to distinguish between Washington's personal and public lives.
- Students will also be able to illustrate how Washington's various duties required that he leave his residence.

Virginia Standards of Learning:

SOL SS 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish among past, present and **future**.

SOL SS 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, and George Washington Carver, and Eleanor Roosevelt.

SOL SS 1.10 The student will apply the traits of a good citizen by
a) ~~focusing on fair play, exhibiting good sportsmanship~~, helping others, and treating others with respect;
b) ~~recognizing the purpose of rules and practicing self-control~~;
c) ~~working hard in school~~;
d) taking responsibility for one's own actions;
e) valuing honesty and truthfulness in oneself and others.

Essential Historical Skills Taught:

Chronological Thinking-students examine Washington's roles throughout his lifetime

Assessment Tool(s)

Informal assessment and journal writing

Materials/Resources needed (List & Attach Primary Sources [if possible] and Additional Materials – ppt and question frames and/or class worksheets)

-Smart notebook file: washington_project.nbk (slides #1-4: all slides in light blue needed for lesson #1)

Modifications (to meet needs of diverse learners)

1. Students with, either, cognitive or physical disabilities will need assistance with the journal writing, whether it be to dictate what they say or by modifying the prompt/question.
2. Gifted learners may also need the journal writing modified: Ask these students to write as if they were George Washington, using first person response.

Instructional Procedures/Process (How will you guide your students through this activity)

1. The teacher will display slide #1 from the smart notebook document. The teacher will either read, or have a student read, the four main paths taken by George Washington.
2. The teacher will discuss with students what each role means. Explain that a surveyor is someone who makes drawings of unfamiliar lands. A farmer is a

person who takes care of lands; his crops might include wheat, corn, etc. and he often is responsible for the care of animals, as well. A president is the leader of our nation. The teacher will explain that this was a word unfamiliar to people of the time, because Washington was our first president. The teacher will explain that a soldier is a person who participates in military service for a cause. George Washington had various causes for his participation.

3. Students will review what they might know about each of these roles; some of these may have been taught in kindergarten.

4. The teacher will either read, or have a student read, the quote at the bottom by Henry Lee; *"First in war, first in peace, and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life"*. The teacher will define difficult vocabulary such as *countrymen*, *humble*, *endearing* and *private*.

5. The teacher will help the students construct a new quote (in kid friendly language) with the same meaning. Students will then evaluate the quote and decide what Lee was stating. (Washington was just as great at serving his country, in war and peace, as he was at taking care of his home and family.)

6. The teacher will move to slide #2. Students will, initially, only analyze the painting of Mount Vernon. Focus on asking students questions such as; What people do you see in this painting? What objects do you see in this painting? What activities are happening in this painting? What the people, objects and activities tell us about what was important to George Washington?

Once students have developed sufficient ideas, the teacher or a student, will erase the covering over the photograph. Students will note similarities and differences. Students will hypothesize on the following question: Why do you think that George Washington did not want to leave Mount Vernon?

7. The teacher will move the orange rectangle toward the bottom of the screen to reveal additional questions. Students will write for 15 minutes in their journals answering the following questions: How might Washington feel when he leaves home? How would his family feel? Who would take care of the land, crops and animals when he is gone?

8. The teacher will choose 2 or 3 students to read their responses. Students can indicate if they had similar response to their classmates.

9. The teacher will move to slide #3. The teacher will either read, or have a student read, the headline. The teacher will ask students what a duty is. Give examples about duties that are relevant to them (i.e., duty to help clean up if you make a mess, etc.). The teacher will indicate that a duty is a responsibility. George Washington felt a responsibility, or duty, to serve his country. The

students will evaluate the two paintings of Washington and compare and contrast.

10. The teacher will move to slide #4. The teacher will either read, or have a student read, the headline. The teacher will ask what the students know about Washington as president. Students may recognize that he was the first president, his face is on money, etc. Be sure to remind students that he was fulfilling another duty, or responsibility, to his country as their leader.

Closure (How does this come back to the guiding question)

1. Have students debate/conversate about whether or not they think that George Washington wanted to stay at Mount Vernon or whether he wanted to go and serve his country. Give the following questions as possible starters for the debate/conversation: 1. If George Washington really wanted to stay at Mount Vernon, why did he leave Mount Vernon in the first place? (i.e., no one made him leave) 2. Where the roles that George Washington served as, for his country, (soldier and president) more important than his roles as farmer at Mount Vernon? (i.e., it seems as if they were, he left to serve his country) 3. Do you think that George Washington had a difficult time making the decision to leave Mount Vernon?
2. The activity should conclude with students understanding that he wanted both. George Washington loved Mount Vernon, but felt an obligation to serve his country, and so he did.