

Title	Where have you been George Washington?
Lesson Author	Mary Johnston
Key Words	surveyor, maps, farmer, soldier, president
Grade Level	First Grade
Time Allotted	2-45 minute lessons

Lesson Overview	This lesson illustrates how the many roles that George Washington had required that he leave his home, Mount Vernon. Students will view primary sources and decide if these sources carried Washington away from his home, Mount Vernon.
Guiding Question(s)	How did Washington's various roles, throughout, his life carry him away from Mount Vernon?

Learning Objectives:

- Students will be able to illustrate how George Washington's various roles required that he leave his residence at Mount Vernon

Virginia Standards of Learning:

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 1.4 The student will develop map skills by

- a) recognizing basic map symbols, including references to land, water, cities, and roads;
- b) using cardinal directions on maps;
- c) identifying the physical shape of the United States and Virginia on maps and globes;

Essential Historical Skills Taught:

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

Historical Analysis and Interpretation- students use various primary sources to document Washington's travels to and away from Mount Vernon.

Assessment Tool(s)

informal assessment; guiding questions and reflective answers

final question in teams that demonstrates how/why Washington left home

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 #5-8: all slides in yellow needed for lesson #2)

--engraving of Washington as a surveyor: Hogan_landsurvey.doc (courtesy of research.history.org)

--surveying map made for Edward Hogan: Washington_surveyor.doc (courtesy of Library of Virginia)

--transcription of the map made for Edward Hogan:

LandSurveybyGeorgeWashington-transcription.pdf (courtesy of the Library of Virginia)

--map of English colonies before 1754: englishcoloniesmap_beforeFl.doc (raremaps.com)

--map showing Virginia and the United States

Modifications (to meet needs of diverse learners)

1. Students with, either, cognitive or physical disabilities will need to work in a cooperative group setting or heterogeneously mixed pairs.
2. Students who are gifted learners, could attempt, on a larger version of the land survey to transcribe the document themselves. They could try to figure out

any words that they could read and decode/decipher specifics of the land survey.

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

1. Before beginning this lesson, the teacher must be sure to save the Hogan land survey transcription (LandSurveybyGeorgeWashington-transcription.pdf) to the desktop. The teacher needs to prepare the link in the Smart notebook file by going to slide #6. Right click the words: LandSurveybyGeorgeWashington-transcription.pdf and scroll down the tab that says link. Click that tab and attach the link to the file on the desktop (you need to browse through and find where you have the file saved). This lesson can be broken into 2-45 minute sessions, but it is at the teacher's discretion to decide where to stop and start.
2. The teacher will move to slide #5. The teacher will either read, or have a student read, the red and black headlines. The students will describe situations as a surveyor that may have required that George Washington leave Mount Vernon (i.e., he had to leave to make maps of places that no one knew, he wanted to see the mountains so he left, he wanted to see other rivers so he left, etc.). Accept any answer that seems logical, but does not have to be historically accurate. We want students to understand that there were instances in his life that obligated him to leave his home.
3. The teacher will ask the students to look at the picture on the slide (the engraving). Do not tell the students that it is an engraving (although, some will indeed read the citation). The teacher will pass out the student's own copy of the engraving. Ask the following questions: What type of document do you think this is (engraving—a picture made on top of metal)? When do you think that it was made? What people do you see? Tell me two things that you've learned by looking at this engraving. What does this engraving tell us about George Washington? What role does it show? Students should be able look at the engraving and construct meaning from the appearance of the people, tools, clothing, background, etc.
4. The teacher will ask the students to look at the picture of the land survey on slide # 5. The teacher will pass out a copy of the survey of Edward Hogan's lands. Ask the following questions: What type of document do you think this is (survey)? What do you think it shows? Do you see any unique characteristics (writing, drawings, compass rose)? The teacher will then open up the transcription of the survey, and focus on the transcribed drawing at the bottom of the transcription. Students will interpret the drawing and discuss the natural

landmarks present in the map (very hilly and piney, mountainous ground, Lost river, etc). Ask the following questions: What type of land do you see? Which direction should you go in to go from very hilly and piney land to mountainous ground? Which feature must you cross to go from very hilly and piney land to mountainous ground? The teacher should close by asking students: Did this survey require that Washington leave Mount Vernon? Give an interesting bit of information that Washington completed over 300 surveys in his lifetime.

5. The teacher will move to slide #7. The teacher, or a student, will read the headline and the question about Washington's role as a soldier; do you know where the French and Indian War took place? The teacher will move the purple rectangle to view the next activity. The teacher, or a student, will pass out the map showing the English Colonies in 1754 (before the start of the French and Indian War). Ask the following questions: What type of document is this? What three components must a map have? Do you see all three of these components? Why do you think they might be missing? What is the title? What is a colony? What, else, do you see on this map?

6. Show the students a map of the United States today. Students will discuss similarities and differences between the maps they know today and what they see. Ask the following questions: What do you notice about the shape of Virginia? Is Virginia the same size today as it was in 1754? Do you recognize the name of any other places? Where are most of the boundaries that you see between colonies...are there mountains, rivers, oceans? Where do you think that Mount Vernon is? Do you think that if Washington was a soldier during the French and Indian war that he would be far from home?

7. The teacher will move to slide #8. The teacher, or a student, will read the headline and the question about Washington's travels as president. Students will look at the map and use the information provided to answer the following questions: What states does this map show that Washington visited (after students answer this question, move the pink box to show some possible solutions)? What direction did he go to visit these places? Which direction did he go to return home to Virginia?

8. The teacher should move the light blue box to answer the following question: When George Washington was president; he did not live in Washington D.C. as most presidents do. Why not? The teacher should help the students focus on the fact that the White House did not exist. Since Washington was the first president, they had yet to build it. He lived in Philadelphia, which was where the capital was at the time. Have students refer to the yellow star on Pennsylvania to see where Philadelphia is located. Ask the following question:

Would George Washington have been closer to his home at Mount Vernon if he had gotten a chance to live in the White House rather than in Philadelphia?

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

1. Students should work in teams to answer the following: List at least 3 ways that we discussed today that showed how/why George Washington left Mount Vernon on many occasions? Use our primary sources (maps and engravings) to help support your ideas.

Possible solutions may include: engraving showed that he traveled away from Mount Vernon, the land survey showed that George Washington went away from Mount Vernon to create the drawing, as president he traveled to many states, as a soldier in the French and Indian war he had to fight in places away from Mount Vernon, etc.