

|                      |                                                                 |
|----------------------|-----------------------------------------------------------------|
| <b>Title</b>         | <b>From Cottage to Mansion</b>                                  |
| <b>Lesson Author</b> | <b>Mary Johnston</b>                                            |
| <b>Key Words</b>     | <b>Mount Vernon, role, farmer, surveyor, president, soldier</b> |
| <b>Grade Level</b>   | <b>First Grade</b>                                              |
| <b>Time Allotted</b> | <b>30 minutes</b>                                               |

|                            |                                                                                                                                                                                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson Overview</b>     | <b>This lesson provides an opportunity for students to see how Mount Vernon evolved, even in George Washington's absence. They will illustrate Mount Vernon with the various roles that Washington undertook and be able to develop an understanding of his life as a farmer and care taker of Mount Vernon.</b> |
| <b>Guiding Question(s)</b> | <b>Did George Washington leave his home because he was told to or because he wanted to?<br/>Did Washington's absence, as surveyor, soldier and president, affect the expansion of Mount Vernon?</b>                                                                                                              |

### **Learning Objectives:**

- Students will be able to describe Washington's relationship with his home and his country.
- Students will be able to select and support their choice of roles during each phase of expansion at Mount Vernon.
- Students will be able to describe the role that Washington carried during all phases of expansion.

### **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.

## **Essential Historical Skills Taught:**

Chronological Thinking-students examine Washington's roles throughout his lifetime and look at the transformation of Mount Vernon during his absence

## **Assessment Tool(s)**

Students will complete their own "From cottage to mansion" expansion worksheet detailing George Washington's career choices that parallel the transformation of Mount Vernon. The teacher will collect these.

## **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 #9-10 (all slides in green needed for lesson #3)
- "From Cottage to Mansion" worksheet (phases\_mv.doc)—first page of file includes the expansion sketches, second page of file includes the career cutouts
- "From Cottage to Mansion" worksheet answers (phases\_mv\_answers.pdf)
- "The Road Home" worksheet (Lesson#3\_interactivenotebook.doc)
- "The Road Home" worksheet example (Lesson#3\_interactivenotebook\_example.jpg)

## **Modifications (to meet needs of diverse learners)**

1. Students with disabilities will need to have the lines traced on their cutouts or to have an adult cut the pieces for them. An adult may have to help them glue their pieces in the correct place.
2. Gifted students can turn the paper over and write about the consistent theme (i.e., farming) that they see in all phases of expansion at Mount Vernon.

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

1. The teacher will move to slide #9. The teacher will review with the class and ask the following questions from the previous lessons: What roles did George Washington have? Did his roles require that he leave his home, Mount Vernon? Where did the roles take him? What are ways that George Washington showed he loved his country?

2. The teacher will read, or have a student, read the red and blue headlines: While Washington was a surveyor, soldier, and president, he still kept a close watch on what was going on at Mount Vernon, even though he wasn't there. There was one thing that George Washington cared for just as much as his country, and that was his beloved, home Mount Vernon. He thought about Mount Vernon all the time! He constantly wrote letters home asking about his trees, crops and animals!

The students will discuss the graphic that shows the thought bubble. Ask the students: Why do you think the author included this picture? Does this picture go with the statement?

3. After the brief discussion, have the teacher, or a student, read the white headline: Which role or job did George Washington keep even though he was away from Mount Vernon? Ask someone to answer the question. Move the purple rectangle to find the answer. Continue to discuss George Washington's love for Mount Vernon and his desire to remain at home and tend to his farm and animals.

4. Move to slide #10. Show the students the drawings of Mount Vernon and what they looked like a various times during Washington's life. Work with the students on one example. Ask the following question: In the first part of George Washington's life, he had two roles. Which career did he choose that required him to leave his home to make maps of unfamiliar lands? (have a student move the surveyor piece into the first spot)

5. Pass out to each student a copy of the "From Cottage to Mansion" worksheet, as well as the associated pieces. Have students review the pieces. More than likely, they will notice that there are three farming pieces. Again, reiterate that George Washington spent a great deal of time securing his personal interests, even while he was not at Mount Vernon (i.e., making sure his farm was in working order)

6. Have the students work on their own "From Cottage to Mansion" worksheet. If students finish early, have them write, on the back, about what they would feel like as George Washington, at age 62, when he finally retires to Mount Vernon.

7. Collect student work.

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

1. Have students complete slide #10 as a whole group. Have a brief discussion on the one role that Washington kept, even while away from Mount Vernon. That was his role as the farmer and plantation manager.

2. Have students complete the interactive note taking worksheet page (Lesson#3\_interactivenotebook.doc), titled “The Road Home”. Students will use the provided list of jobs/roles that Washington undertook. They will illustrate and/or write about what they can recall about each (surveyor, soldier, and president). The students will share what they drew/wrote. If all students do not want to share, have them do a “thumbs up” or “thumbs down” (similarities or differences) as other students share.