

Questions/Discussions for Slides (Lessons #1-3)

Slide #1

- The teacher will explain the various roles. Discuss and define vocabulary. Help to activate background knowledge. What do students already know about these roles? Do they know what a surveyor does? Do they know what a president is?

Slide #2

- Looking at 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?
- Move to photograph. Have students compare/contrast. Focus on asking students: Why do you think that George Washington did not want to leave Mount Vernon?
- 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?

Slide #3

- Ask students about duty/duties. Provide examples of duties that are relevant to them
- Look at the two paintings of students. Have students come up with similarities and differences based on each.

Slide #4

- Ask students about what they already know about George Washington. Try and relate it to what they might already know or have previously learned (i.e., first president, on the quarter and dollar bill, etc.) Remind students that he was fulfilling a duty or responsibility to his country as their leader.

Slide #5

- Have the students describe situations, as a surveyor, where Washington would have had to leave Mount Vernon. Accept logical answers (i.e., make maps of unknown places; he wanted to see places that no one else had, wanted to make money, etc.)
- Looking at the picture of the engraving, ask: What type of document do you think this is? (provide answer-engraving, a picture made on top of metal), When do you think it was made? What people do you see?
- Ask students to tell about two things they have learned by looking at this engraving. What does it tell us about George Washington? Who remembers which role/job it shows?
- Look at the picture of land survey, ask: What type of document do you think this is? (provide answer-survey, making a map of measurements of the land) What do you think it shows? Do you see any unique characteristics? (i.e., writing, drawing, compass rose, etc.),

- Looking at the transcription of the land survey, ask: What type of land do you see? Which direction should you go in to go from hilly and piney land to mountainous ground? Which feature must you cross to go from hilly and piney land to mountainous ground? Ask: Did this survey require that George Washington leave Mount Vernon?

Slide #7

- Looking at the slide, ask: Do you know where the French and Indian war took place?
- Looking at the map of the English Colonies before 1754, ask: 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?
- Looking at the current map of the United States of America, ask: What do you notice about the shape of Virginia? Is Virginia the same size today, as it was in 1754? Do you recognize the names of any other places? What are most of the boundaries that you see between colonies? Are these boundaries, mountains, rivers or 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?

Slide #8

- Looking at slide #8, ask: What states does this map show that Washington visited? (after students answer this, 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? Looking at the light blue box, ask: When George Washington was president he did not live in Washington, D.C., as most presidents do...why not?
- After looking at the yellow star and seeing the location of Philadelphia, ask: 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?

Slide #9

- Ask the following review questions from the previous lessons: What roles did George Washington have? Did his roles require that he leave his home, Mount Vernon?, Where did his roles take him?, What are the ways that George Washington showed that he loved his country?
- After reading the red and blue headlines, remind students of his love for his home at Mount Vernon. Have students discuss the thought bubble, ask: Why do you think that the author included this picture? Does the picture go with the statement?
- After reading the white headline, ask: Which role or job did George Washington keep even though he was away from Mount Vernon? Continue the discussion of George Washington and his desire to remain at home and tend to his farm and animals.

Slide #10

- After looking at the drawings of Mount Vernon and its transformations, ask: 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?