

Title: President or King: George Washington as America's First Leader

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Key Words-monarch, president

Grade Level-third grade

Time Allotted-40 minutes

Lesson Overview	The students will learn the difference between a monarch and a president. They will also learn what qualities made George Washington a good leader. The students will also learn where monarchs were in Europe. They will discover that America was the first country to have a president as its leader rather than a monarch. George Washington provided us with a good example of a leader putting others first ahead of his own desires. He wanted a government run by the people and made many choices to insure that that was what happened.
Guiding Question(s)	What did George Washington teach us about leadership? What is the difference between a monarch and a president? Where in the world were monarchs and presidents in the eighteenth century?

Learning Objectives (SWBAT)

- The students will be able to explain what George Washington taught us about leadership.
- The students will be able to state the difference between a monarch and a president.
- The students will be able to identify and label countries in Europe that had monarchs in the eighteenth century.
- The students will use a map and construct map key.

SOLs: History k.1, 1.2, 2.11, 3.11b

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of Pocahontas, **George Washington**, Betsy Ross, and Abraham Lincoln;
- 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.

- 2.11 The student will identify **George Washington**, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by identifying the contributions of **George Washington**, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;

Essential Historical Skills Taught:

Historical Research Capabilities: The students will obtain historical data from library and museum collections, historical photos and historic documents. The students will see several maps from the eighteenth century and will notate differences between them and differences from then until now.

Historical Issues-Analysis and Decision-Making: The students will identify issues and problems of young America and will assess George Washington's decisions in light of power or lack thereof for himself and the benefits to us today.

Assessment Tool(s) (Formative) The students will do the "*Pass It Around*" sheet and fill in the squares as a group to define monarch and president. Upon completion, the students will share a definition for monarch and president.

Materials/Resources needed

- 4 Copies of each skit (King George and George Washington skit) (Item 1A)
- King George Coronation puzzle and President George Washington puzzle run on cardstock, cut apart, and placed in two envelopes (Magnets may be attached to the back of each piece or tape provided to attach puzzle to wall during skit.) (Items 1B and 1C)



(links to access paintings or use pre-made puzzles in Related Folder)

http://thebsreport.files.wordpress.com/2009/04/washingtons_inaugural.jpg

<http://people.virginia.edu/~jlc5f/charlotte/georgecoro.jpg>

- A placard with MONARCH on it to be worn around child's neck (Item 1D)
- A placard with PRESIDENT on it to be worn around child's neck (Item 1D)
- Uncut picture of King George III coronation and George Washington inauguration (Items 1E and 1F)
- T-chart drawn on board or chart paper with Monarch and President as headings

Monarch	President
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- Strips with words describing monarch and president (Item 1G)
- Maps of eighteenth century Europe and America-choose one from the following links:

http://bp2.blogger.com/_KEOd_sgYszk/SEMcUMo5dsI/AAAAAAAAAZQ/KP5X9d02vVk/s1600-h/Mappe+Monde.jpg

http://1.bp.blogspot.com/_KEOd_sgYszk/Sx2MYTycOYI/AAAAAAAAACcU/QxY4QOemiOg/s1600-h/Nicolas+de+Fer++1722+b.jpg

http://1.bp.blogspot.com/_KEOd_sgYszk/SrEu92q6pWI/AAAAAAAAACRE/h7NzlesqNy4/s1600-h/Euler_World_Map_AD1760.jpg

- Outline map of world http://www.eduplace.com/ss/maps/pdf/eur_countrynl.pdf
- Monarch and President Pass It Around sheets (one for each team of 3 or 4) (Item 1H)
- Chalkboard or chart paper for lists

Modifications (to meet needs of diverse learners)

The teacher should choose stronger readers for the skits.

- Skits allow students who enjoy performing in front of a group to do so
- The Pass It Around sheet allows for teacher discretion in who gets the final two squares. It is harder to fill in NOT and the definition, so the teacher may choose to set up the groups so that the last two students get those squares.
- Higher level learners might be allowed to research monarchies to discover the characteristics of a monarchy on their own. The teacher would need to bookmark appropriate sites ahead of time.
- An option to create their own map would be appropriate for some students.
- Students could be encouraged to research to find out how many modern day countries have presidents and how many have monarchs.

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

- Choose four students to do Skit 1 with King George III and four students to do Skit 2 with George Washington.
- Choose a reader to be King George and a reader to be George Washington. Give those two students a placard with MONARCH or KING to wear around neck.
- Give a script to each reader. Allow the readers time to read over the script. Allow the groups to go over skit together.
- Allow the two groups to perform the skits for the rest of the class.
- When the skits are over, the performers will return to the group.
- The teacher will show the uncut pictures of King George III and George Washington.

- The teacher will draw a T-chart on the board. Add the words monarch and president as labels at the top.
- Pass out the strips that identify monarch and president characteristics.
- Allow the students to attach the words to the chart in the right column. Discuss why they put each word in that spot. Correct any misunderstandings.
- To insure that the students know the meaning of the two words, the teacher will ask what monarch and president means. Clear up any misconceptions.
- Discuss the powers each one has.
- Ask, "What are the advantages of having a monarch?" List these on the chart or board, ie, "All decisions are made for the people. There is only one leader to admire and revere. The people don't need to think; the monarch will do it for them. The monarch gets the gold, glitz and power." "It's all about me!"
- What are the advantages of having a president? List these on the chart or board, ie The people make decisions. Power is divided and shared. The citizens have a say in their government.
- Tell the students that King George III and George Washington are examples of a monarchy and democracy.
- Show a map from the eighteenth century. Ask the students to guess how many of the countries shown had a monarch in the eighteenth century. Ask, "How many countries had a president?" Explain that many countries in Europe had monarchs. (Some suggested eighteenth century map links are listed below:

http://bp2.blogger.com/_KEOd_sgYszk/SEMcUMo5dsI/AAAAAAAAAZQ/KP5X9d02vVk/s1600-h/Mappe+Monde.jpg

http://1.bp.blogspot.com/_KEOd_sgYszk/Sx2MYTycOYI/AAAAAAACcU/QxY4QOemiOg/s1600-h/Nicolas+de+Fer+-+1722+b.jpg

http://1.bp.blogspot.com/_KEOd_sgYszk/SrEu92q6pWI/AAAAAAACRE/h7Nzle sqNy4/s1600-h/Euler World Map AD1760.jpg

- Divide the class into groups of 3 to 4. Explain how to do the *Monarch Pass It Around* sheet.
(The first student fills in square one with a word describing a monarch. The second student does the same in square two. The next student fills square three with something that is NOT a monarch and the last student writes the meaning of monarch based on the words given. Do the *Monarch Pass It Around* sheet. Repeat with the *President Pass It Around* sheet.
- Share with the students that George Washington had many leadership qualities that made him a good choice for president. He was honest. He led in battle during the war. He was brave. He put his country first even when he wanted to

just be on his farm. He thought the people should have the power and not the president. He wanted America to have a government by the people.

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

- Allow the children to come back together as a group. Allow each group to read their definition of monarch and president for the class.
- In conclusion, explain that many countries in Europe had monarchs as rulers. The monarchs had lots of power. America did not want a leader that had all of the power. America wanted a government by the people. No one had had a president before. America was the first country to have a president as its leader. The people thought George Washington had many leadership qualities. When he was elected as president, it meant that a lot of decisions had to be made about many different things. These decisions would affect all of history.
- Tell the students that we will discuss some of those “firsts” in the next lesson.