

Title: How Many Carriages Did It Take?

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Key Words-precedents, queries, coronation, inauguration

Grade Level-third grade

Time Allotted-40 minutes

Lesson Overview	The students will look at queries (questions) in order to explain the concept of the importance of “firsts” decisions. After hearing some of the precedents set by George Washington, the students will examine the questions and why decisions were made as they were. By using paintings, the students will be able to visually compare/contrast George Washington and King George III. They will discuss how the decisions made by our first president have affected us today.
Guiding Question(s)	What did it mean to be the first President? What precedents did George Washington set while serving as our first President?

Learning Objectives (SWBAT)

- The students will be able to answer some of the questions faced by George Washington while serving as President.
- The students will be able to see the importance of the decisions made by George Washington and how they have affected history.
- The students will be able to use paintings to determine similarities and differences based on physical appearances.

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 Comprehension: The students will reconstruct the meaning of the consequences of the decisions that were made by George Washington in relation to doing things first. By using paintings of the first inauguration and the coronation of King George, the students will see similarities and differences.

Historical Analysis and Interpretation: The students will identify the reasons and thinking of George Washington in determining why certain precedents were chosen. The students will hypothesize the influence of the past looking at the opportunities made possible by past decisions.

Assessment Tool(s) (Formative) *How Much Is Enough?* Activity

Materials/Resources needed

- T-chart from last lesson which lists the monarch-president information
 - Copy of King George III coronation painting or means to project from computer (Item 1E)
- (This image is especially nice when run on photograph paper.)



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

- Copy of George Washington's inauguration painting or means to project from computer
- (This image is especially nice when run on photograph paper.) (Item 1F)



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

- Queries and answers for teacher use (Item 2A)
- Queries Pretest for the students (Item 2B)
- Queries PowerPoint (with questions and possible answers) about firsts for George Washington

- *How Much Is Enough?* Line (see sample in lesson procedures) (Item 2D)
- Envelopes
- Queries strips to attach to front of envelopes (Item 2E)
- Response strips to place inside envelopes (Item 2E)

Modifications (to meet needs of diverse learners)

- Pairing students for the “How Much Is Enough?” activity allows for students of varying abilities to be put together.
- Allowing the pairs to discuss the strip before placing it on the line helps the insecure learner.
- Higher level learners will enjoy pursuing more of the queries and finding the answers for themselves to answer the question, “how much is enough?”
- Students might be challenged to research how many countries today have presidents as leaders.

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

- Share the T-chart from yesterday’s lesson to quickly review monarchs and presidents.
- Ask, “What does it mean to be first?”
- Being first can be a big responsibility. What the first person does affects a lot of things. George Washington had a big responsibility to do the right thing because he was the first president.
- Recall that America did not want a king. Remind the students that George Washington was the first president of the United States. Since there had never been a president before, no one was sure what a president should do. The people knew what a king did, but everything had to be decided about the new president’s role. There were questions concerning his dress, his mode of transportation and even how he would entertain. Explain that a query is a question. There were queries like...”How many horses would pull his carriage? What should he be called? Who should be invited to the president’s house? How often should people be invited? What kind of food should be served? How long should the president serve? How would the power be shared between the Congress and the president?”
- Show the two images of King George III at his coronation and George Washington at his inauguration. (You may project the images on a screen or attach hard copies to the wall.)
(links to access paintings:
http://thebsreport.files.wordpress.com/2009/04/washingtons_inaugural.jpg and
<http://people.virginia.edu/~jlc5f/charlotte/georgecoro.jpg>) or feel free to enlarge the two miniatures below.
- Explain to the children that there were no cameras to take pictures. “Let’s look at the two images that we looked at yesterday. These pictures are paintings of what it might have looked like if you were at King George’s coronation or George Washington’s inauguration.” (Explain that a coronation is a ceremony crowning a

monarch or king. An inauguration is a formal induction into office or a formal beginning or introduction..) The teacher might want to allow the students to use a dictionary and look up the words, coronation and inauguration.



(George Washington)



(King George III)

- Ask, “What do you notice about these two paintings?” (If needed, point out the clothes. Notate that King George’s were fancier. Ask the children to look at the people around George Washington. Notate the fact that King George is alone. Ask, “What do you think that tells us about them?” George Washington wanted a government by the people. King George was in charge and did not need others with him.)
- Draw a Venn diagram on the board labeled George Washington and King George III.
Ask the children to fill out the diagram by looking at the two images.
- Share with the students that George Washington did not want to appear as royalty. “Why do you think he felt that way?” (He did not America to follow the ways of the monarchy.)
- The people wanted to show the right amount of respect, but they did not want to treat George Washington as a king. Say, “For example, you call me Mrs. Holder. That shows respect.” He knew it was important to establish precedents that were appropriate.
- “Let’s look at some questions that needed to be answered when George Washington became president.”
- Pass out the Query Pretest. Say, “I will give you some questions that needed answers when George Washington became president.” Allow the students to take the pre-test giving their answers to the queries that faced George Washington.
- Collect the papers.
- Share the Queries PowerPoint with questions and the actual suggestions some people made. (A picture symbol will signify the end of each slide to allow for discussion. The next click after the picture will point to the answer.) Allow the students to discuss each answer. Explain that we still follow these things today.
- Draw a line for each query on the board for the “How Much Is Enough? Activity.
- Remove the response strips for the queries from the first envelope. Pass each response strip to a pair of students.
- Attach the first question to the left of the first line. Read the question aloud.
- Pass out the response strips to pairs of students. Share the first question. Attach the envelope with the question to the left of the choices on the line. Allow the students to discuss between themselves where they think their response should go. Direct the students to attach each response strip to where they think it might go on the line based on what they have learned the people living when George Washington became president. Point out that the people had very different opinions about each of the questions. Ask, “What made you choose that spot on the line?” Allow for discussion.

- After each of the responses have been placed, clarify the choices that George Washington made. Point out how presidents today still do things much like George Washington did.
- Many decisions about the proper way to do things had to be decided. George Washington realized that he was setting precedent for the future. It was important to get it right from the beginning.
- Explain the “*How Much Is Enough?*” activity. Tell the students that the people wanted to show the right amount of respect for the new president. This line shows the different amounts of respect for each answer.
- Draw a line for each query question on the board. At the left end, write NOT ENOUGH RESPECT. In the middle, write JUST THE RIGHT AMOUNT OF RESPECT. On the right end, write TOO MUCH RESPECT.
- The students will place their strip where they think it should be.
- Pass each response strips for the first query to a pair of students.
- Share the first question after placing it to the left of the first “How Much Is Enough? line.”
- Allow the pairs of students to discuss their strip. Direct them to attach each response strip where they think it might go on the line based on what they have learned from the people living when George Washington became president. Allow for discussion.
- After each of the responses have been placed, clarify the choices that George Washington made.
- Point out how presidents today still do things much like George Washington did. (Our President may only serve two terms. Socially, the President is still expected to remain accessible to the citizens. The official title of “President of the United States” is still used. The policy of selecting officials to public office still stands on “selecting fit characters.” The President continues to select a cabinet as an advisory team today.)

Closure

- The students will do an exit card. Instruct the students to list 3 precedents that George Washington set that is still followed by presidents today.