

PROJECT TITLE: What Did George Washington Teach Us About Being President Rather Than King?	
AUTHOR: Judy Holder	SUBJECT & GRADE LEVEL Third Grade

CLASSROOM PRACTICE

1. Teaching Thesis & Guiding Questions:

Typically, elementary students are required to know much information about some famous Americans. George Washington is one of these historical figures. In teaching these lessons about George Washington, the students will delve deeper into the whys and hows of his role in our founding as a new nation. Why do young students need to know about a monarchy vs. a presidency? America had broken away from England with its' monarchical rule and George Washington wanted to make sure that we did not have a king. Washington wanted us to have a government ruled by the people. Why were the precedents set by him important? The decisions he made would affect what still happens today. He realized the importance of his decisions and did not take the job lightly. The lessons strive to teach how his leadership qualities made him the right choice for our first president as well as setting precedents for us. By exploring monarch vs. president and setting precedents, the students will be more able to apply the principles by which George Washington lived to their own lives as citizens of the United States. Why should we follow Washington's example of being a good citizen? The rules that govern us help to create civility for our society. George Washington set a good example of putting the needs of our country first ahead of his own desires. Students need to know that the choices they make can be good for others, too. He made good choices that still affect us today.

2. Suggested Grade Level and Length of Activities

Third Grade

Three 40 minute lessons

3. Significance & Relevance:

Selected State & National Standards – Virginia State SOLs

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;

OAH Historical Inquiry Skills

- **Historical Research Capabilities:** The students will obtain historical data from historical photos and historic documents. The students will see several maps from the eighteenth century.
- **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.
- **Historical Issues-Analysis and Decision Making:** The students will identify the queries facing George Washington and will identify the basis of his decision making and its' effect on us today.

4. Lesson Objectives –

- The students will be able to examine some of the questions faced by George Washington.
- The students will be able to see the importance of the decisions made about the queries 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.
- The students will be able to define the difference between a monarch and a president.
- The students will apply the principles learned about George Washington's citizenship to ways they have citizenship responsibilities.

5. Annotated list of supplemental resources

Mello, Tara Baukus (2000). George Washington: First U.S. President
Philadelphia. Chelsea House Publishers.

Summary: This is a chapter book about the life of George Washington from young boyhood through his retirement to Mount Vernon. There is a chapter about his serving as president and wanting to be on his farm. There are also some good pictures included.

Kent, Zachary (1986). Encyclopedia of Presidents: George Washington
Chicago. Children's Press.

Summary: This is a chapter book about the life of George Washington. The reading level is probably above most third graders independent level, but it has good information.

Usel, T.M. (1996). George Washington: A Photo-Illustrated Biography
Mankato, Minnesota. Bridgestone Books.

Summary: Appearing to be a simple picture book, this book explains the life of George Washington using lots of photos and easy to read text.

Draper, Allison Stark (2001). George Washington Elected: How America's First President Was Chosen

New York. Power Kids Press.

Summary: Each page is written as if it were taken from newspaper headlines. Each page covers one aspect of George's life, using simple text and pictures.

Gross, Ruth Belov (1993). ...If You Grew Up With George Washington

New York. Scholastic, Inc.

Summary: Each section begins with a question. Second and third grade students gave the questions to the author.

Masoff, Joy (2005). Our World: Far and Wide (pp. 42-43).

New York. Five Ponds Press.

Summary: These two pages are correlated to Virginia's SOLs and contain basic information about George Washington. There are snippets of information presented and are simple to read.

Krensky, Stephen (1991). George Washington: The Man Who Would Not Be King

New York. Scholastic, Inc.

Summary: This Scholastic biography tells the story of George Washington's life and his feelings about not being king. He wanted a government by the people.

6. Lesson Plans or Instructional Activities – This kit contains three lessons.

Lesson one covers the monarch versus president role.

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.

Lesson two covers George Washington's qualities of leadership and how his chosen answers to the queries set precedents.

The students will look at queries (questions) in order to explain the concept of the importance of "firsts" decisions.

Lesson three covers our role as citizens by challenging us to adopt George Washington's principles.

George Washington not only showed us how to be president. He showed us how to be a good citizen. The students will apply what they have learned about George Washington's sense of duty to his country and citizenship to their own lives. George Washington's leadership qualities also made him a good citizen.

10. Technology (if applicable) -

Technology may be used throughout the lesson by projecting the images of George Washington and King George III. There is a powerpoint presentation in lesson two. Map links are provided for eighteenth century maps of Europe as well as a modern day world map.

11. Modifications, Differentiation, and Extensions –

Pairing students for several of the activities allows for students of varying abilities to be put together.

Allowing the pairs to discuss the answers before stating them to the group 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.

12. Related Materials & Resources –

Lesson plans for all three lessons with worksheets, documents, activities, powerpoint, and weblinks are provided in the three separate folders. The extra materials needed are labeled and numbered as Item 1A, 1B, etc for each lesson.