

Shopping for George Washington

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Key Words George Washington, goods

Grade Level Second Grade

Time Allotted 1 hour

Lesson Overview	Student will pretend to be George Washington's assistant and try to buy all American made goods. The students will see how hard it is to buy local. Students will also see how early Americans were connected to other parts of the world and how this has changed/stayed the same over time.
Guiding Question(s)	• What was shopping like before, during and after the American Revolution? • What was shopping like for George Washington and where did his products come from?

Learning Objectives (SWBAT): The Student will be able to compare quality of goods made in America and in England during George Washington's presidency.

Virginia SOLS:

- o VA 2.11 The student will identify George Washington as an Americans whose contributions improved the lives of other Americans.
- o VA 2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.
- o VA2.7 The student will describe the differences between natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- o VA 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Essential Historical Skills Taught:

- **Historical Analysis and Interpretation:** Students will distinguish differences between items made in America and items made outside

of America. The students will construct a graphic diagram to show the differences.

- **Historical Issues – Analysis and Decision-Making:** Students will identify the issues/problems with buying American. They will choose between goods for Washington's home and justify why they chose the good they chose.

Assessment Tool(s): Assessment will include observations, questioning during lesson, and their completed graphic organizer.

Materials/Resources

- Make a copy of the attached catalog for each student
- Make one copy of attached graphic organizer for each student
- Computer with Mount Vernon virtual tour

Instructional Procedures/Process

This lesson will take place after an introductory lesson on George Washington. The students will already know about Washington and his contributions to America.

Start off the lesson by asking the kids where their favorite place to shop is. Generate a list on the board. Take the time to talk about the stores they listed and ask questions to get them thinking about how many different types of items they can buy at one store and how easy it is to get the goods they need. Introduce the word good.

Once the kids have come up with their lists of stores that they shop at ask them where they think George Washington got the goods he needed. Generate a list on the board beside their list of stores.

Where we buy our goods:	Where George Washington bought his goods:

Explain - that, before there were stores people would go to the markets or ports to get the goods that they could not make themselves. Most of the time paper money was not exchanged. Instead people would barter or trade things.

There is a story of a farmer who was going to the port in Massachusetts in August. He needed to get some things for himself and his wife at the market. He did not have a wagon or ox so he rode his mare. He took some eggs and butter to trade for the things he needed. He put these in a sack on the mare's back. It was such a hot day he decided to let his mare get a drink from the stream. The mare decided to take a bath in the stream. When he lay down in the stream and the farmer watched the egg yolks and melted butter float down the stream. (Hawke, 153-154)

Explain to the students that before we were the United States we were part of Great Britain (England) and that most of the finer things in life (china, clothes, material, ect.) came from other countries. When George Washington was elected our first president he wanted to show his patriotism and buy less items from other countries and to try to shop "American."

Tell the students that you have created a catalog of the items that George Washington would have been able to buy for his home.

Tell them that today they are going to pretend to be George Washington's assistant and he needs them to go shopping for him. Share information with the students about how George Washington wanted to show his patriotism by trying to shop American.

Distribute catalogs to each student. Have them pick an item on each page for Mount Vernon. Have each student circle the item they picked and write a sentence about why they picked that item. Remind the students that George Washington like to buy as many things made in America as possible. The students can write these explanations right on the catalog page.

Observe the students as they pick their items asking questions about their choices.

Sample questions:

- Why did you pick that item?

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- Do you think Washington would have picked that item? Why or Why not?
- What are the differences between the two goods on that page. Why do you think they are different?

After the students have selected one item from each page. Have them pick one page to compare the two items. Have the students fill out the attached graphic organizer to compare the goods.

The graphic organizer will give the students specific criteria to look at when comparing the two items (color, detail, material, and technology). The students can be creative and pick another criteria on their own. If you feel your students need a little more guidance you can do the sample organizer together and then have the students pick a different object to compare on their own.

Once everyone has completed their “shopping” and graphic organizer bring all the kids back together and discuss their choices whole group. Have them share what they came up with and why. Ask the kids if it was easy for them to buy all American made products or goods.

Some questions to guide your discussion:

- Was it easy to buy all American made goods?
- What were the differences between American made and foreign goods?
- If you wanted to buy as many American made goods as possible, what were some things you would have to give up?
- Would you sacrifice color, technology, and quality to buy American?

Log onto the Mount Vernon Virtual Tour

(<http://www.mountvernon.org/virtual/vrtour.html>) and show the kids what George Washington did actually purchase for this home.

Some notable places to stop are:

- Small Dining room- Ask if this punch bowl looks familiar. Some students might recognize that it is the same as the one in their catalog. George Washington chose the punch bowl from China.
- Study – globe
 - o “Four months after taking office, President George Washington directed his London agents, Wakelin Welch & Son, "to send me by the first vessel, which sails for New York, a terrestrial globe of the largest dimensions and of the most accurate and approved kind now

in use." Dudley Adams, globemaker to King George III, took several months to craft the globe, which Washington undoubtedly consulted throughout his presidency and then placed in his Study at Mount Vernon. After Martha Washington's death in 1802, Thomas Jefferson tried unsuccessfully to purchase it from Judge Bushrod Washington as a "relic." It is among the few rare items that have remained at Mount Vernon since George Washington's lifetime, leaving the property only when conservation work has required it."

<http://emuseum.mountvernon.org/code/emuseum.asp?style=single¤trecord=1>

- o Explain that this globe was also in the catalog. Share with your class that it took several months to have this created for Washington. A globe of this quality could only be purchased from England.
- Large Dining Room – Chairs
 - o Explain that most fabric was bought from Europe because their bright colors were hard to find in America. Martha Washington embroidered many of the fabrics to make them her own. The wooden parts of the chairs were made in America.
- Large Dining Room – cabinets
 - o These were made in America. Washington had much of his furniture made in Philadelphia, Pennsylvania. He lived there for a while when he was president.
- Little Parlor- Harpsicord
 - o Explain that George Washington ordered this from London for his granddaughter Nelly. At the time it was the top-of the line.
 - o You can tell the students that a harpsicord is a musical instrument that looks like a piano, but is played like a harp with stings instead of piano keys.
- Master Bedroom- Dressing Table
 - o This is the same dressing table that is in the catalog.

Closure:

Distribute blank maps to class. Have student cut the pictures out of their catalog and put them on the continent where they were manufactured. Some students might need help figuring out with continent a certain country is in. Once all students have placed their pictures on the correct continents show them the google map that has the manufactured goods production city pin pointed.

<http://maps.google.com/maps/ms?client=firefox-a&hl=en&ie=UTF8&msa=0&msid=114617874741269643221.000486b99fe786e632c45&ll=43.834527,20.039063&spn=110.073575,315.351563&z=2>

Have students take turns clicking on the pinpoints on the map and reading the captions. This will give the students a better idea of how far away each good was manufactured. Make sure you compare each pinpoint to George Washington's home, Mount Vernon.

Some sample questions to ask while looking at the map:

- What item traveled the furthest to get to Mount Vernon?
- What item traveled the shortest distance to get to Mount Vernon?
- Which item do you think was the most expensive to have shipped to Mount Vernon? Why?
- How did the goods get from there manufacture site to Mount Vernon?
- After seeing how far and thinking about how long it took for goods to get to Mount Vernon do you think Washington preferred goods made closer to home?