

- When he was a young man, George Washington practiced writing what were called "The Rules of Civility and Decent Behavior in Company and Conversation". The list of rules can be found at this web site: [www.living-history.com/documents/110rulesofcivility.html](http://www.living-history.com/documents/110rulesofcivility.html). Share a selected list of these rules with your class, and ask your students to make up some of their own rules they recommend that today's young people should follow. Students may also role-play or perform a skit based on the rules of behavior Washington learned when he was a boy as compared to what children are expected to do today.
- Ask students to design a pictorial or written timeline of George Washington's military and political career from the time of the French and Indian War to the founding of the United States, to the time he became the nation's first president.
- Ask students to imagine that they are starting a new country and need to find someone to be their first President. Based on their knowledge of George Washington's personal qualities that made him a unanimous choice for the nation's highest office, students could create a "Help Wanted" advertisement for the job of president of their hypothetical country. What important personal characteristics would students include in their "Help Wanted" poster?
- Ask students to pick one event from George Washington's life that they feel best represents his ability and character. Students should be asked to explain the reasons for their choices. As a follow-up, ask students to draw a picture of the event they have chosen for display in the classroom. The drawings could be combined together to create a picture book about our nation's first president.
- In Washington's famous Farewell Address in 1796, he wrote of the importance of togetherness and unity for the new nation. He wrote that the name American should provide a sense of pride and patriotism for all the people in the new country. Ask students to discuss why Washington thought it was important to remind Americans of their common purpose at this time. As a follow-up, ask students to write journal entries listing several reasons why they feel proud to be Americans.

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash](http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash) "Meet Amazing Americans," developed by the Library of Congress, has a good section on George Washington including a timeline, biographical information and interesting stories from his life.

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- [www.georgewashington.si.edu/kids/index.html](http://www.georgewashington.si.edu/kids/index.html)  
The National Portrait Gallery at the Smithsonian Institution gives both students and teachers valuable educational materials on George Washington, and provides a link to a dozen portraits of George and Martha Washington.
- [www.ushistory.org/valleyforge/](http://www.ushistory.org/valleyforge/)  
A valuable resource that provides teachers with a wealth of information on the names, places and fascinating stories associated with the Continental Army's winter encampment.
- [www.mountvernon.org/education/slavery/](http://www.mountvernon.org/education/slavery/)  
This Mount Vernon educational site focuses on the topic of slavery on George Washington's plantation. Interesting links provide students with pictures of actual slave quarters and artifacts discovered during an excavation done at Mount Vernon.

### Suggested Print Resources

- Chandra, Deborah. *George Washington's Teeth*. Farrar Straus Giroux, New York, NY; 2003.
- St. George, Judith. *Take the Lead, George Washington*. Philomel Books, New York, NY; 2005.
- Venezia, Mike. *George Washington*. Children's Press, New York, NY; 2004

### TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.  
Curriculum Specialist, Schlessinger Media

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## GEORGE WASHINGTON

### Grades K-4

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a brief historical overview, previewing and follow-up discussion questions, vocabulary, focus questions for assessing comprehension, extension activities and print and Internet resources.

**Before Viewing:** Give students an introduction to the topic by relaying aspects of the program overview to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up questions and activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.



## Historical Overview

There are many people who played a role in the creation of the United States, but there is one man who stands above the rest, a strong military leader and statesman who is known as the Father of his Country—George Washington.

George Washington grew up in the colony of Virginia at a time when American colonists were loyal subjects of the King of England. During the French and Indian War, Washington demonstrated a strength and courage that inspired others. His military skill during the Revolutionary War led to victory for the colonies over the British. Washington's most significant achievement was in keeping the Continental Army together through some difficult times when it appeared that the Americans would be defeated by the much more powerful British Redcoats. Later, his leadership during the Constitutional Convention ensured that the new country of the United States would have a government that would become a model for the rest of the world.

Based on all of his accomplishments, Washington was the unanimous choice to be the first president of the United States, and served America's highest office with dignity and respect. More importantly, he stepped down from power after his second term, demonstrating that America would not be a country ruled by kings, but by officials elected by the people—a democracy.

## Vocabulary

**colony** — A settlement that is far from one's home country, but that is ruled by the home country. The people who live in colonies are called colonists.

**Native Americans** — The original inhabitants of America who lived here for thousands of years before European colonists arrived.

**plantation** — A very large farm worked on by many people, including slaves.

**surveyor** — A person who maps and charts land.

**militia** — A group of citizens who protect their area in times of conflict.

**Fort Necessity** — The military outpost where George Washington and his men were defeated in one of the first battles of the French and Indian War.

**French and Indian War** — A conflict from 1754 to 1763 between the French and their Indian allies against the British.

**slavery** — The practice of owning people and forcing them to work.

**enslaved** — The state or nature of being owned by another person, of being made into a slave.

**taxes** — Fees on goods or services that help a government raise money to do business.

**Sons of Liberty** — A group of colonists who protested against the British government.

**Boston Tea Party** — A major protest that involved angry colonists dumping British tea into Boston Harbor.

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**First Continental Congress** — A meeting held in Philadelphia in 1774 in which representatives from the colonies spoke about their problems with the British.

**Redcoats** — Based on the color of their uniforms, a name used to describe the British army.

**Minutemen** — Volunteer soldiers who helped fight the British in Massachusetts in 1775.

**Revolutionary War** — The war in which America defeated the British and resulted in America's independence. Also known as the American Revolution.

**Continental Army** — A military force that was established by the Second Continental Congress to fight the British.

**Patriots** — Colonists who helped fight the British during the Revolutionary War.

**The Declaration of Independence** — A document issued on July 4, 1776, which declared that the American colonies were free and independent states.

**Treaty of Paris** — An agreement reached in 1783 that officially ended the Revolutionary War.

**Constitutional Convention** — A meeting of representatives who gathered in 1787 to design the government of the United States.

**constitution** — A document that describes what government is allowed to do and what it is not allowed to do. The U.S. Constitution is the highest law in America.

**dictator** — A ruler who has total control over a country.

**Cabinet** — A group of the president's advisors.

## Pre-viewing Discussion

- Ask students if they know the importance of the Revolutionary War in American history, and to name some important people involved in the founding of our country. Ask students to describe the terms "Founding Father" or "Father of Our Country" in their own words.
- The story about George Washington chopping down the cherry tree isn't true, but was meant to show how honest he was. Besides honesty, ask students to create a list of other qualities they think a president of the United States should have. Instruct students to look for evidence that George Washington had these qualities as they watch the program.
- Ask students to list as many places or landmarks in the United States as they can that are associated with or named after George Washington.

## Focus Questions

1. Why did the English colonists come to America?
2. What type of schooling did Washington receive?
3. What is Mount Vernon?

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4. Why was a surveyor's job important?
5. Why did the colonies have militias?
6. What job did the Governor of Virginia give Washington in 1753?
7. How did the colonists react to new taxes from the British?
8. What was the Boston Tea Party?
9. Why did Washington go to Philadelphia in 1774?
10. Why are the places Lexington and Concord important to remember?
11. What did the Declaration of Independence do?
12. What was Washington's strategy during the Revolutionary War?
13. Why was the battle of Trenton in 1776 so important?
14. What were some of the difficulties Washington's troops faced at Valley Forge?
15. What type of government did the Constitution create?
16. What was Washington's most difficult job as president?

## Discussion Questions

- As a young man, George Washington traveled throughout the western frontier of Virginia exploring, surveying and mapping the land. Why do students think this was such an important job in the earliest days of American history? How might this job have created conflicts between settlers and Native American people?
- It was common for large plantation owners in the South to own slaves and George Washington was no exception. Ask students to discuss his decisions to own slaves, and to free them in his will. How does the fact that Washington owned slaves affect students' opinions about the Father of our Country?
- In the early part of the Revolutionary War, Washington's army faced cold, hunger and sickness and many deserted the armed forces altogether. Ask students what they think motivated soldiers to continue fighting against the British in the face of such hardships. What would students have done if they were members of the Continental Army?
- In agreeing to serve as the nation's first president instead of retiring to his Mount Vernon plantation, George Washington talked of his obligation to serve his country. Ask students to discuss Washington's decision and to think about different ways they could help serve their country.

## Follow-up Activities

- Hang copies of numerous paintings of George Washington around your room, including the famous scene of him crossing the Delaware. Ask students to look at the paintings and, using descriptive words, talk about the way Washington appears in them. As a follow-up, ask students to sketch their own portraits of Washington based on what they have learned about him and his personality.

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