

# ***Father Knows Best***

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**Grade Level:** Kindergarten & 1<sup>st</sup> grade

**Time Allotment:** 60 minutes

**Overview:** This lesson deals with the life and times of George Washington. In streaming video clips the students will recognize that history describes events and people of other times and places by identifying George Washington by historical account. In Virtual Field Trips the students will describe everyday life in the present and in the past and begin to recognize that things change over time. The students will also recognize that President's Day is a holiday that is partly to honor George Washington.

**Subject Matter:** History

## **Learning Objectives:**

The students will be able to:

- Identify George Washington and recognize that history describes events and people of other times and places and historical accounts.
- Describe everyday life in the present and in the past and begin to recognize that things change over time.
- Interpret sequence events.
- Describe and understand George Washington's association with Presidents' Day

## **Standards:**

- 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;
  - b) identifying the people and events honored by the holidays of Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (Fourth of July).
- K.2 The student will describe everyday life in the present and in the past and begin to recognize that things change over time.
- 1.1 The student will interpret information presented in picture time lines to show sequence of events and will distinguish between past and present.
- 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.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

## Media Components:

### Streaming Videos

- *American Heroes and Heroines: George Washington*

This is a United Streaming Video which can be found at [www.unitedstreaming.com](http://www.unitedstreaming.com)

### Web Sites:

- For Virtual Fieldtrips:  
George Washington Mount Vernon Estate and Gardens <http://www.mountvernon.org/>

## Materials:

The teacher will need the following materials for the Introductory Activity

- Scissors
- 3 pieces of construction paper with tri-corner hat patterns traced on each side.
- Glue stick or stapler to put hat together

The teacher can also use the Smart Notebook program that can be downloaded from

[http://www.smarttech.com/support/software/sb\\_win.asp](http://www.smarttech.com/support/software/sb_win.asp) . With Notebook you can create a presentation for this lesson that will contain all your videos and website URL's and allow for a smooth transition from one media component to another.

You will need some sort of projection or viewing device such as a LCD projector or a 27" TV/Computer Monitor.

## Preparations for Teacher:

- Preview and cue the streaming videos as indicated in the Learning Activities section. (The teacher will need to download the 3 streaming videos into a folder on the desktop of a computer or burn them on a disk. You can also copy them into Smart Notebook presentation for use with a Smart Board. By doing this and using an LCD projector or other presentation device the teacher may show the clips in full screen on a Smartboard, television or on a pull-down screen so that the students will have an easier time seeing them.)
- Download Photo Story 3 for the Culminating Activity
- The teacher should have all websites bookmarked for easier use.
- When using video segments, websites, or other multimedia elements, always provide students with a **FOCUS FOR MEDIA INTERACTION**. This is a specific task to complete and/or identify information during or after the viewing of the intended multimedia.

## Introductory Activity:

The following activity will prepare the students for the lesson on George Washington by having them create a tri-cornered hat. This will provide them with a personal link to George Washington.

1. Provide students with scissors and a tri-corner hat pattern laid out on 3 sheets of paper. Have one already assembled and show to class. **Say**, "Today class we are going to make hats just like this one that I have right here. Do you know when people wore hats like this one?" (Wait for answers ) **Say** "These kind of hats were worn a long time ago back in the 1700's when our country was founded. This was a difficult time for people in our country because we were not yet a country. We were a colony of another country called England. We were fighting to become free of England's laws and take care of ourselves."

2. **Say**, “Let’s make some hats that look like the ones people of that time wore.” Lead students through making their hats by modeling how to cut out the hat and assemble the hats. **Teacher’s note** – Use directions that are provided separately.
3. After assembling the hats **ask**, “Can you think of anyone a long time ago that might have worn a hat like this one?” (Wait for answers) **Say**, “I do. His name was George Washington, the first President of the United States of America. I would like for you to watch, listen, and learn about George Washington. I want you to also learn about how things were during his lifetime and how they have changed today. We are also going to learn why he is remembered and celebrated on President’s Day. After we finish learning about George Washington we are going to make a movie about his life.”

### **Learning Activities:**

- Step 1. Provide students with a **Focus for Media Interaction** by saying, “Class I would like for you to watch and listen to see when George Washington lived and who and what country ruled America during his childhood.” **Start** streaming video, *American Heroes and Heroines* at time index 1:28 when you see an American Flag and **pause** it at time index 1:46 when you see a map with King George’s picture. **Ask**, “When did George Washington live and who ruled our country and what country was he from?” (Ans.: A long time ago and the King of England ruled our country.) **Say**, “That’s right! George Washington lived a long time ago. It was in the 1700’s to be exact. That was around 250 years ago and the King of England that ruled our country was also named George.”
- Step 2. Provide students with a **Focus for Media Interaction** by saying, “I wonder where Washington lived when he was a child? Do you know? I also wonder if he went to school like we do now. Do you have a favorite thing you learn in school like reading or math? What do you think Washington’s favorite subject might have been? Let’s watch and listen to some more of the video and see if we can find out.” Resume video and pause when it is at time index 2:09 and you see young George and his older brother sitting on the steps. **Say**, “Where did Washington live when he was a child?” (Ans.: Virginia) “Did Washington go to school like we do now?” (Ans.: No, his mother taught him at home; there weren’t many schools then.) “What was Washington’s favorite subject and what did he enjoy doing with it?” (Ans.: Arithmetic, measuring things). “Do you think that Washington’s love of measuring things helped him in his life?” (Wait for possible answers) **Say**, “Let’s continue with our video and find out if it did.”
- Step 3. **Say**, “I would like for you to listen and watch the following video clip to see if you can find out how Washington used his math skills and what his job was.” Move to 2:35 on the time index where you will see two men in colonial attire at a desk and pause at 3:19 when screen goes black and you see writing on the screen. **Ask**, “How did George Washington use his math skills and what was the job he did using his math skills?” (Ans.: Washington used his love of measuring things and the job he did was that of a surveyor.) **Ask**, “Did George Washington do a good job as a surveyor? What helped him to do his job? Also what was so different about him being a surveyor?” (Ans.: Washington did an excellent job as surveyor. What helped him were his good math skills. The difference between George and the other surveyors was his age. He was a teenager.)
- Step 4. **Say**, “After George Washington became an adult he joined the Virginia militia and became an officer. During his time in the militia he became a much respected soldier and leader of men. He led the Virginia Militia during the French and Indian War. He used his skills as surveyor to help him when he was an officer in the militia. His skills as a surveyor allowed him to understand how to measure the land and set up for battles. After the French and Indian War he went back to his home, Mt. Vernon, in Virginia.”

- Step 5. **Say**, “A couple of years later, the people that lived in the colonies were beginning to become unhappy. I would like for you to watch and listen for why the colonists were unhappy.” Move to 7:25 on time index when you see 2 men in colonial dress standing outside talking and pause at 8:00 when you see a ship. **Ask**, “What was making the American colonists unhappy? (Ans.: They were being taxed heavily; they had to keep English soldiers in their homes and they couldn’t make laws) **Ask**, “Do you know why this was making the colonists unhappy?” Wait for answers and then explain that the people wanted a voice in how their lives were to be run. **Say**, “They didn’t like being told what to do without having a say in it. It would be like me telling you that you couldn’t have recess even though you had been good or charging you extra for ice cream when there was no real reason. People don’t like being told what to do or having their money taken in what they feel is an unfair way. Can you think of any times in your life when you might have had your money taken unfairly or been forced to do something that you didn’t think was right?” Allow time for responses.
- Step 6. **Say**, “After the colonists had enough of England telling them what to do, they had a meeting which George Washington attended. The meetings were called the Continental Congresses. I want you to watch and listen to see if you can figure how George Washington felt about going to war with England and why George Washington was chosen to lead the army.” Start Time index at 8:28 when you see a painting of the Continental Congress and pause at 9:45 when you see a painting of George Washington. **Ask**, “What did George Washington say at the Continental Congresses?” (Ans.: At first he thought that we shouldn’t trade with England anymore. The next Congress he said he didn’t want war with England but felt like we didn’t have any choice.) **Say**, “We know how Washington felt about going to war. He really didn’t want to but we did go to war with England.” **Ask**, “Why was Washington chosen to lead the army?” (Ans.: His skills as a surveyor, an officer who studied tactics, military experience and since he was a land owner, he knew how to manage people.)
- Step 7. **Say**, “During the Revolutionary War, Washington faced many hardships but he persevered through them and led the Colonial Army to victory. After the war he retired and went home to Mt. Vernon. However, the new country, the United States, was having a rough time. I would like for you to watch and listen for how George Washington became the first President and what he did before he was President. Also you should know what he did as the first President that helped make our country what it is today.” Move time index to 11:56 where you see a black screen with Part IV, Our First President. Stop at 13:35 when you see a color painting of Washington and a drawing of another man. **Ask**, “How did George Washington become our first President and what did he do that helped make our country what it is today?” (Ans.: He was elected by the Constitutional Convention. He helped establish the courts to protect our rights and Congress to make laws and as President he created groups to help him make important decisions about our country.) **Ask**, “Do you think Washington was a wise and smart man? (Wait for answers and discuss)
- Step 8. **Say**, “Let’s find out how many times Washington was President and when he passed away.” Move time index to 14:00 where you see a painting of Washington and Congress and stop at 14:17 when you see the Washington Monument and flowers. **Ask**, “How many times was George Washington President?” (Ans.: Twice) **Ask**, “When did he pass away?” (Ans.: On a cold December day in 1799) **Say**, “It is because of all the things that George Washington did during his life and especially during his time as our first President that we choose to remember him on Presidents Day. He led our country through hard times and helped us to become the country we are today. It is also because of these contributions that George Washington is known as the “Father of our Country”.
- Step 9. **Say**, “Now that we’ve learned what George Washington’s life was like and what he did for the United States, let’s go look at his home and see what life was like when he was alive.” Go to

George Washington's Mount Vernon Estate and Gardens- <http://www.mountvernon.org/> and lead the class on a virtual field trip.

- Step 10. At the Mt. Vernon Home Page click on **Virtual Mansion Tour**. On the next page click **Launch Flash Tour**. You will then get a new window that will have a picture of the mansion on it. When this appears **say**, "This is George Washington's home, Mt. Vernon. Let's go in and see what it looks like." Click on **Enter**. After clicking on enter you will be on the first floor of Mt. Vernon in the Central Passage. You will notice that your view rotates. You may control the rotation by clicking in the window and moving the mouse at the speed you want. You may also zoom in and out by clicking on the + and – symbols in the viewing frame. This will allow you to further examine areas that the students may have more questions about. To navigate the house click on the different rooms and floors.
- Step 11. **Say**, "We are now looking at the central passage of Mt. Vernon. This was the central hall that allowed you to go to any room in the house." Read the description provided on the web site. Then **ask**, "What do you think we will find inside Mt. Vernon?" Answer will vary.
- Step 12. Click on the 1<sup>st</sup> floor room front parlor and **Say**, "We have now entered into the front parlor. We would call it a sitting room or living room. This is where you hang out with your friends and family when you're at home." Read room description. **Say**, "Do you see any electric light, TV, computer or anything that you have at your house?" Wait for answers then **say**, "That's right, there aren't any of those things there. Do you know why?" Wait for answers then **say**, "The reason that you don't see those things is because there was no electricity. Electricity had not yet been invented and without electricity you can't have those things. Let's go look at another room."
- Step 13. Click on the 1<sup>st</sup> floor room Large Dining Room and say, "We are now in the Large Dining Room. This is the room where the Washington's held all their formal dinners. Dinner parties were very important during Washington's time because that was one of the forms of entertainment that they had. People would get together to eat and talk and enjoy each other's company. They didn't watch a movie or TV with friends but instead they visited, ate and talked. This also allowed them to keep up on what was going on around the area. The reason it was so important to sit and talk was because they didn't have telephones, email, or cell phones. It was the only way that they could keep in touch with each other. Why do you think they didn't have phones, cell phones or computers?" (ans.: No electricity. Review no electricity with class.) Read room description and emphasize the size of the room to class so that they can understand that Washington entertained lots of guests.
- Step 14. Click on the 1<sup>st</sup> floor room, Little Parlor, and say, "We are now in the Little Parlor. As we said before a parlor is a room for visiting with friends and family. There's something in this parlor that you didn't see in the other. What is it?" Wait for answers then direct them to harpsichord. The students may reply there is a piano in the room. Explain that it is a harpsichord which is an instrument like a piano but sounds a little different. **Ask**, "What do you think they used a harpsichord for?" Wait for answers and **say**, "They had a harpsichord for entertainment purposes. During that time with no TV's or CD players, music was very important because it was one of the few things they could sit back with friends or family and enjoy."
- Step 15. Click on the 1<sup>st</sup> floor room, Study, and **say**, "Let's look at another room, the study. Do you know what a study is?" Wait for answers and say, "A study is basically a home office and library all rolled up in one. Let's look around the room. Do you see any home computers, laptops, or phones? Our home offices usually have those in them - Why not this one?" (Ans.: No Electricity) **Say**, "That's right no electricity. We have to remember that this house was built over 200 years ago

before we invented electric appliances. Let's go upstairs and see what we can find." Click on the 2<sup>nd</sup> floor.

Step 16. Click on the 2<sup>nd</sup> floor room, Master Bedroom, and **say** "We have found the master bedroom. This was George and Martha Washington's bedroom. Look around the room as it scrolls." View and study room as it scrolls. **Ask**, "Is this bed room like yours? How is it different?" (Ans.: It doesn't have any lights, just candles, and there's a fireplace.) **Ask**, "Why?" (Ans.: No electricity; also explain about fireplaces providing heat and check and see if they have noticed that there are fireplaces in every room. Explain that was the only way to keep warm during the cold months) Read room description then click on the 3<sup>rd</sup> floor.

Step 17. Click on 3<sup>rd</sup> floor and you will find yourself in the Cupola. **Say**, "We are now in the Cupola. The Cupola is a dome shaped small structure on the top of a building. The one at Mt. Vernon allowed George Washington to look over his plantation. Take a moment to enjoy the same view that Washington did. It's not often you get to share something with a President, let alone the first President of the United States." Let the window scroll all the way around and ask, "After touring Washington's home and learning about George Washington what do think things were like during his life? Think of how things were at that time- no running water, no electricity, none of the modern conveniences that we think of today as being in our homes. Do you think things were easy or hard and why do you think that way?" Answers will vary. Discuss answers with class.

### **Culminating Activity:**

**Say**, "Class we just learned about George Washington through the use of steaming video and a virtual tour of his birthplace and his home. We are now going to make our own digital story about George Washington. You are going to draw pictures about George Washington's life from childhood to his time as President. We will then scan or take digital pictures of your work and put it into Photo Story 3. You will then be recorded telling the story of your pictures. After we have finished we will watch our Digital Books to review the life of George Washington."

**\*\*Teachers Note-**The teacher will have the students draw pictures relating to the life of George Washington that the teacher and students will then scan or take digital pictures of and insert into Photo Story 3. The order of the pictures will be chronologically based on the events of George Washington's life. The teacher will then assist the students in doing their audio recordings. After completing the videos, set aside class time to review the videos using either an LCD projector or a large 27" TV/Computer monitor. Ask the students questions relating to who, what, when, where and why of the digital stories they have created.

### **Cross-Curricular Extensions:**

Language Arts:

For further exploration of the life of George Washington, read and discuss *George Washington's Mother* by Jean Fritz. and illustrated by Dyanne DiSalvo-Ryan. Grosset and Dunlap Inc., 1994. ISBN 0-448-40384-6

Math:

Using measuring sticks have the students' survey the length and width of the class room like George Washington did during his tenure as a surveyor.

Technology:

Create a Web Scavenger Hunt for the students to follow to learn more about George Washington. You can also take the class on a virtual fieldtrip of George Washington's birth place at George Washington's Reconstructed Birth Place-  
<http://www.nps.gov/archive/gewa/memorialhouse.htm>

**Community Connections:**

1. Invite members of Daughters of the American Revolution to talk about George Washington and life during the 1700's.
2. Invite a local college history professor to speak to the class about George Washington and the time in which he lived.
3. Invite Revolutionary War Re-enactors to the school to discuss what life was like for George Washington during the Revolutionary War and how the soldiers would have lived and what they would have thought during that era.

## **Tri-Cornered Colonial Hat\***

**To make a tri-cornered hat follow the directions below:**

- 1. Cut the pattern on the right out.**
- 2. Trace the pattern 3 times onto black construction paper. (you may need to adjust the size of the pattern depending on the size of the children)**
- 3. Staple the corners together so that the hat forms a triangle.**
- 4. Hat size may be adjusted by moving the staples further in to tighten the hat and further out to loosen the had.**

\*Original pattern taken from Betsy Weaver's NTTI lesson on Paul Revere.

