Lesson 1: George Washington: Father of Our Country
Estimated time: 2 days

Objectives:
Students will:

1. Identify and interpret primary source documents to understand events in history.
2. Analyze primary source documents.
3. Draw conclusions and make generalizations based on analysis.
4. Recognize the positive qualities and character traits of George Washington.
5. Write an article for the newspaper defending George Washington's title, "Father of Our Country".

Materials:

- Primary sources:
    - Excerpt from Washington's Farewell Address
    - Excerpt Henry Lee's eulogy for Washington delivered to Congress on Dec. 26, 1799
    - Excerpts from Thomas Jefferson's Letter to Dr. Walter Jones
    - Song written for Washington
    - Note to General William Howe
    - George Washington Crossing the Delaware (painting)
    - George Washington by Gilbert Stuart (painting)

[Note: Best to read the Teacher Background before teaching the lessons on Washington and become familiar with the timeline to use as reference for students as appropriate.]

- Teacher Background on George Washington
- Timeline

Strategies:
Day 1

1. **Hook**: Display a picture of George Washington. Ask students to brainstorm what they know about George Washington. Tell them to think about what they have previously learned. Also have students describe character traits of a father. Confirm or correct responses and record them on chart paper to refer to later. If students give events, draw inferences about his character. Briefly describe the unit explaining that at the end students will be role playing the four Virginians in this unit and presenting a panel discussion.

2. Tell them they will learn why Washington is called the "Father of Our Country". To help them discover the reasons for this title they will be analyzing some primary sources along with secondary source information. Have them describe a primary source as review. By this point in the year students should have a good understanding of primary sources.

- What is a primary source?
- Identify the types of items that can be primary sources.

- How do primary sources help us better understand historical characters and events?
- Why would we use primary sources along with textbooks and other history books?

3. This lesson is designed for use with the interactive websites and the teacher should preview and be familiar with the site before hand. Go to the Learning About Washington website G.W. Kids View slide one. [These primary sources are also included in this unit.] http://gwpapers.virginia.edu/education/kids/kids1.html
Have a volunteer read the overview and discuss the information. Have cooperative groups discuss and report out on the following questions.

- Why do you think the Continental Congress choose George Washington as Commander-in-Chief of the army?
- What qualities did Washington have that would have made him a good choice for Commander-in-Chief?
- How do you think the patriots must have felt if they seemed to be losing the war during the first two years?
- What would have made them continue fighting?

4. Have students make observations about the painting, George Washington Crossing the Delaware by Emanuel Gottlieb Leutze. Ask them to analyze what the artist is representing about the historical event and make generalizations about Washington. Read the For Teacher notes to aid discussion.

- What mood is the artist trying to convey in this painting?
- Why would the artist portray Washington standing in the painting?
- Do you think this is actually how the scene looked? How might it have really looked if you were an eyewitness?
- Why would the artist choose to portray the scene in this manner?

5. Go to the student question page and read the questions about the note Washington sent to General Howe. Have cooperative groups discuss the questions and record their responses to report to the group. The following questions are found on the website;

- How many years ago was this note written?
- What is General Washington returning to the British?
- How did Washington know it belonged to William Howe? From the note, what would you say that "inscription" means?
- Additional questions;
- What does Washington's gesture tell you about his character?

6. Each group should report their answers comparing and contrasting different responses.

7. Go to slide 2 and repeat the procedures from step 2-4 analyzing the information from the presidential years. After reading the overview ask the following question

- Washington served as president of the constitutional convention. Why do you think he was chosen for this job? Would this be the same reason he was chosen as the first president of the United States?

- How had his accomplishments in the past influenced how people felt about him and his character as a leader?
- Why would Washington be careful about the way he conducted himself during his presidency?

8. Analyze the painting of Washington by Gilbert Stuart. Then ask the following questions.
- Point out the rainbow in the window above his outstretched arm. What do you think this symbolizes in the painting?
- Point out the American red, white, and blue insignia on the chair. What is the significance of this in the painting?
- What other items are in the painting and why do you think the artist included them?
- How does Washington look in this painting? What kind of figure is he supposed represent?

9. Go to the student page and read the song the girls and women of Trenton sang to Washington. The following questions are located on this page.
- Why would the citizens of Trenton, New Jersey be especially glad to welcome George Washington to their town in 1789? What had he done there several years ago? Check back on Slide 1 for a hint. While you're there, look for clues for the meaning of "mercenary."
- Thinking about what you've read on the slides so far, why might people have felt that Washington would make a good first president?
- Why do you think George Washington would have written this song down for himself?

10. Have each group make generalizations about Washington's character based on the site viewed and discussed. Have groups report out and add any new information to the chart started at the beginning of the class.

11. **Wrap up**: Have students summarize what they learned about Washington and write their response in their interactive notebook. Ask for volunteers to share their responses.

Day 2

1. **Hook**: Ask students to recall what they learned about Washington the previous day from the paintings, overviews, and primary sources analyzed. Confirm their responses by showing them the chart responses. Add any new responses.

2. Tell students they will view three more primary sources today. They will analyze these to help them draw a conclusion about why Washington has earned the title "Father of Our Country". Hand out the primary documents, transcript of Washington's Farewell address (first three paragraphs), Henry Lee's quote: "First in war, first in peace, and first in the hearts of his countrymen." (excerpt from the eulogy to Congress), and Jefferson's description written after Washington's death (the excerpt from Thomas Jefferson's Letter to Dr. Walter Jones). The documents will be read and discussed in whole group.

Cooperative groups will then discuss and generate a list of characteristics that would make Washington the "Father of Our Country". In this process they will generalize the similarities between Washington and a father. They need to be ready to defend their answers with evidence from sources analyzed.

- What kind of documents is each of these?
- What is the significance of the first three paragraphs of Washington's Farewell Address? Why do you think he decided to step down from the presidency? What does this tell you about Washington's character?
- What kind of relationship do you think Lee and Jefferson had with Washington based on the information in these excerpts?
- One of these documents was written immediately following Washington's death the other about fourteen years later. Are there similarities and/or differences in the tone of the message written?
- What type of person would Washington have been to have these kinds of statements made about him?

3. Students will be given a choice sheet from which they will select an option for demonstrating their understanding of the reasons Washington is called the "Father of Our Country". Their product will convey the evidence to support their conclusion. They will be given additional class time to work on their projects.

4. **Wrap up**: Students will work in pairs to construct a graphic organizer that displays the characteristics that support Washington's title. Students will share their work.

The same rubric (the four criteria below) will be used for any product choice.

- Provide clear evidence of reasons George Washington is called the Father of Our Country from primary and secondary sources studied.
- Product connects characteristics of Washington and a father to support his title.
- Accurately sequence historical events.
- Conclusions supported with a defense.

Differentiation:

1. Students will brainstorm as a class to generate ideas that will be recorded on chart paper. This will assist those who cannot easily recall prior knowledge about George Washington.

2. When viewing the websites in a whole group setting on the Smart Board student volunteers will read aloud the overview supporting less able readers. Cooperative groups with well-established roles will then discuss the questions for each slide and report out answers.

3. Students will be given choices for accomplishing the assessment task drawing on the multiple intelligences. Choices will include write a newspaper article, write a poem or create a rap, create a poster, perform a role-play, or create a cartoon sequence.

Lesson 2: James Madison: Introduction to Father of the Constitution
Estimated time: 1 day

Objectives: Students will:

1. Review primary sources. Examine a painting of James Madison.
2. Draw conclusions about the need for rules both in school and in a country.
3. Make connections between the need for school rules and the need of the new U.S. to establish rules and laws.

Materials:

- Picture of Madison found on the poster website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [also included at end of this lesson]
- Questions about rules (included below in strategies, #2)
- Preamble of the U.S. Constitution
- Paper and pencil.

Strategies:

1. **Hook**: Tell students they will be using a primary source to help them begin thinking about the lesson. Show a picture of James Madison. There will be a display on the bulletin board and the teacher will use this website to display to display the picture on the Smart Board. Review primary sources. Tell students James Madison is called the Father of the Constitution and they will be discovering why is has been given that title.
   http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html

2. Write the word constitution on the board. Tell students a constitution is a set of rules and laws that tell how a government is organized and run. Either have a group discussion or have cooperative teams discuss and report out on the following questions.
   - Why are rules created?
   - What rules were established for the school and classroom at the beginning of the year?
   - What was the process for establishing those rules?
   - Why do we have these rules? If a new country is being formed, what are some of the problems that could happen if there were no rules for people to follow?

3. After the discussion is completed have students draw conclusions about the need for rules: safety, protection, and order. Make the connection between the need for school and classroom rules and that of a country.

4. Review that a constitution is a plan for government that outlines how the government is organized and the responsibilities and rights of its citizens. Show them the Preamble. Read and discuss its meaning.
http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/document/document.htm

5. Use the Pairs Check strategy to have students complete a graphic organizer for the word constitution. First they work with a partner to complete the task, and then they check their work with another pair and come to a consensus.

6. **Wrap-Up**: Conclude this part of the lesson by having students write a summary about what a constitution is and why it is important.

Differentiation:
This lesson will use visuals, graphic organizers, and cooperative groupings to address different learning skills and student abilities.

Lesson 3: Madison's Role
Estimated time: 1 day

Objectives: Students will:

1. Review and identify primary sources.
2. Analyze excerpts from primary and secondary sources to draw conclusions about Madison character and abilities.
3. Create a poster displaying information learned about Madison.

Materials:

- Questions for discuss in reference to the writing of the Constitution (included below in strategies, #3)
- Excerpts from a letter written by Madison [http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/overview/story.htm], a letter written by William Pierce, and an excerpt from an Autobiography by Thomas Jefferson [http://www.jmu.edu/madison/gpos225-madison2/creativeburst.htm].
- Computer and websites to be projected on a Smart Board.
- 12"x18" construction paper, crayons, colored pencils, markers.

Strategies:

1. **Hook**: Do you remember what primary source we used yesterday? Confirm that the picture of the painting and the Preamble were the primary sources. Discuss whom we are learning about and why, reinforcing that Madison is called the Father of the Constitution.

2. Tell students that today they will be using some other primary source documents to discover why Madison earned his title. Have students tell other types of primary sources. Confirm or correct responses that could include, letters, journals, documents, newspaper articles, paintings or pictures.

3. Ask the following questions to stimulate thinking.

- Would writing a constitution be an easy process? Why? Lead students to conclude that this would have been an extremely long, difficult process.
- What type of men would have been needed to accomplish the task?

4. Use the textbook so students have a brief overview of the Constitutional Convention held in Philadelphia. Be sure to include that Madison kept detailed notes after reading and discussing. Tell students they will be looking at three primary sources to draw conclusions about Madison's role at the Constitutional Convention.

5. Hand out the primary source, an excerpt from a letter from Madison to Thomas J. Wharton concerning the need to call for a Constitutional Convention. The letter is located at this following website.
http://www.jmu.edu/madison/center/main_pages/madison_archives/constit_confed/constitution/overview/story.htm

Students will interpret the letter. Help students conclude that Madison saw a strong need for the United States Constitution. View the following website, and read the excerpts embedded on the page from Georgia delegate William Pierce and the excerpt on Madison's role in the constitutional process and his character from an autobiography by Thomas Jefferson.
http://www.jmu.edu/madison/gpos225-madison2/creativeburst.htm
Students will draw conclusion about his character and abilities. Guide them to understand he was an even-tempered, intelligent man who was able to get the delegates to compromise throughout the process of writing the constitution.

6. **Wrap-up**: Have cooperative groups create a poster titled "Father of the Constitution."

Differentiation:
Students will work cooperatively and in the whole group which will accommodate various ability levels. The teacher or volunteers will do the reading and students will discuss ideas in pairs or groups before being asked to respond in whole group. A visual representation of the information will be constructed accommodating visual learners.

Lesson 4: George Mason: Champion of Human Rights
Estimated time: 2 days

Objectives: Students will:

1. Define *rights* and generate a hypothesis about why some delegates at the Constitutional Convention would not sign the document.
2. Analyze the Bill of Rights and the Virginia Declaration of Rights and make connections between the two documents.
3. Summarize learning.
4. Work cooperatively to construct a graphic organizer comparing the Bill of Rights and the Virginia Declaration of Rights.

Materials:

- Picture of George Mason from website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [also included at end of this lesson]
- Chart paper or white board and markers.
- Copy of the Bill of Rights and the Virginia Declaration of Rights [included at end of this lesson]
- Paper, colored pencils, crayons, and markers.

Strategies:

1. **Hook**: Display a picture of George Mason. Use the website noted in the day 6 lesson. Tell students Mason was a neighbor and friend of George Washington. He was concerned about individual rights and wrote a Virginia document about them.

2. Have cooperative groups discuss and define *rights.* List their responses on the board. Ask the following question.

- How might these ideas about rights relate to what we just learned about the Constitution?

Review with students that the Constitution as we know it today protects our rights but when it was written some people would not sign it. Ask them to hypothesize why this might have happened.

3. Explain that the Bill of Rights was added after the Constitution was written. Hand out copies of the Bill of Rights.
http://www.archives.gov/national_archives_experience/charters/bill_of_rights_transcript.html
Discuss the ten articles and explain they are called amendments. Tell them an amendment is a change or revision. Read and discuss the meaning of each amendment. Tell students they will discover how George Mason was connected to the Bill of Rights.

4. Have pairs summarize the main ideas of the Bill of Rights. Share with another pair and then cooperative groups report to the class. Have students confirm or adjust the information shared until an accurate summary is given.

5. Tell students they will find out where the ideas for the Bill of Rights originated. Distribute copies of the Virginia Declaration of Rights. Tell them that this document was written in 1776 long before the Bill of Rights was written. Read and discuss the document. Have students make connections between the two documents. http://www.archives.gov/national_archives_experience/charters/virginia_declaration_of_rights.html

6. Distribute copies of the Bill of Rights. Cooperative groups will work to compare and contrast the two documents. They will construct a Venn diagram to display their work.

Differentiation:
Some teacher directed activities will be used to scaffold the lesson. Students will work in pairs or cooperatively to discuss information supporting different ability and skill levels. Pictures and graphic organizers will support visual learners.

Lesson 5: Thomas Jefferson: Religious Freedom
Estimated time: 2 days

Objectives: Students will:

1. Recall, discuss, and build on prior knowledge of Thomas Jefferson and the early Jamestown settlement.
2. Analyze and make connections between historical events and the Declaration of Independence, the Virginia Statute for Religious, and the First Amendment. Apply this knowledge to present day freedoms.
3. Write a summary of their learning.

Materials:

- Picture of Thomas Jefferson using the website http://chumby.dlib.vt.edu/melissa/posters/vastudiesposter.html [picture at end of preceding lesson, with George Mason]
- Chart paper or white board and markers.
- Copies of the Virginia Statute for Religious Freedom and the Bill of Rights [included at the end of this lesson]
- Social Studies notebook or journals and pencils.

Strategies:

1. **Hook**: Ask students to recall Thomas Jefferson and his contributions during the American Revolution. Show his picture. Again use the website noted in Day 6. Have students brainstorm what they know and record this information on chart paper. Students and teacher will participate in the discussion to confirm, correct, or add to the information shared. Make inferences about Jefferson's character based on information shared.

2. Have students recall the first settlement at Jamestown and who ruled the colony. Confirm that the King of England was the ruler and he required his subjects to worship in the same church. Explain that Jefferson did not agree with this practice and believed that people should be free to worship as they please. Have students make connections between this belief and what Jefferson in the Declaration of Independence wrote.

3. Tell students Jefferson wrote another important document called the Virginia Statute for Religious Freedom. As the name infers it was first written for the Virginia Colony. It was written in 1777.
http://www.lva.lib.va.us/whatwedo/k12/bor/vsrftext.htm
Give students a copy of the document. Read the document and paraphrase its meaning. Have students discuss the document in their cooperative groups and develop a summary. Groups will report out and discuss by agreeing, adding to, or disagreeing with the statements until the group comes to a consensus.

4. Can you make a connection to any other document we have studied? Students should be able to make a connection to the First Amendment of the Bill of Rights. Confirm the connection by looking at the First Amendment and reading it. Ask cooperative groups to consider the following questions:

How does this law impact our lives today?
What is its relevance?

5. Have groups summarize the main point of the document and its importance to American citizens. Then have students individually write a summary. The written summary could be assigned for homework

Differentiation:
Scaffolding will be done by the teacher to build background information so students can accomplish the given tasks cooperatively and independently. Reading and writing skills will be practiced throughout the lesson. Cooperative groupings will support differences in learning styles and abilities. Pictures will support visual learners.

Lesson 6: Role-Play: "Sir, We Have Some Questions"
Estimated time: 2 days

Objectives: Students will:

1. Summarize roles and contributions of George Washington, James Madison, George Mason, and Thomas Jefferson in forming the new nation.
2. Research, focusing on educational background, accomplishments, and contributions, one of the four historical figures to add to their knowledge base.
3. Working in pairs or cooperative groups, construct questions and answers based on their knowledge and research to conduct a panel discussion.
4. Create costumes with found materials and masks with the assistance of the art teacher to role play their historical figure.
5. Conduct a panel discussion.
6. Discuss and evaluate the performance.

Materials:

- Various resources, those already used and additional sources from online sites, classroom books, and the library.
- Outlines for gathering and organizing information [to be created by the teacher depending on what information or categories s/he thinks are essential for students to know using topics and questions from previous lessons].
- Assessment rubric (Project Evaluation Form)
- Topic cards.
- Items of clothing from home or the teacher to assemble costumes.
- Supplies for mask. Check with the art teacher for suggested materials.
- Self-evaluation sheet (Project Self-Evaluation)

Strategies:

1. Ask students to briefly discuss the four Virginians studied and develop a summary about what has been learned.

2. Tell students they will use what they already know and also do some additional research on one of the four historical figures. They will be working in one of four groups to complete the task. They will be given a criteria sheet to help guide them through the process. They will be expected to work cooperatively with each group member contributing to the success of the project. They will use various online resources and books to research their topic and then develop questions and answers for a panel discussion. They will develop simple costumes to assume the role of the character portrayed. Their audience might be their classmates and other classes of students and teachers, and/ or members of their families.

3. Distribute outlines to be used for gathering information and the rubric that will be used for assessment.

4. Divide the class into four groups ensuring each group includes students of varying skills and ability levels for optimal success.

5. Groups will choose one topic randomly from a set of cards.

6. Members within each group will pair up to begin research of the topic. They will use the outline to gather and organize their information. Information gathered will focus on educational background, accomplishments, and contributions to the new American nation. Students will draw conclusions about the historical figure based on their research.

7. After research is completed group members will decide who will be asking questions and who will be answering. Those asking will work together to develop a set of questions for the panel discussion. Those answering will work together to anticipate what questions might be asked and rehearse to confidently answer possible questions posed. They will be able to confer with each other during the performance before answering questions.

8. Ideas will have been discussed for simple costumes. They are to gather the resources needed from home or can be assisted by the teacher as needed. The art teacher will assist in the creation of character masks.

9. ON the day of the panel discussion, students will be given time to organize and do a final rehearsal. Use resources available for the best possible delivery of student performances. Either rearrange the room to be conducive for a panel discussion or possibly arrange to present in another location in the school. Groups take turns presenting.

10. After each group has presented the class will come back together to debrief. The student audience will be able to respond with likes, and suggestions for improvement. Students will be asked to fill out a self-evaluation.

11. Follow-up activity: This can be done as time allows. Student pairs will use Language Arts time to create newsletters reporting information about the debate. The writing process will be used to plan, write, revise, edit, and publish the newsletter. Check with the technology resource teacher and have her assist in setting up a newsletter template and possible graphics to insert. A rubric will be used to assess this piece of work.

Differentiation:
This lesson will use graphic organizers, visuals, cooperative pairs and groups, materials to construct, and movement to accommodate many learning styles. Students will be grouped to support various skills and abilities. The teacher will support groups who need additional guidance and time to complete tasks.