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Trade Book Activities

◆ *A Picture Book of George Washington*

Procedure

1. Ask students if they know what is meant when someone is called a hero. Allow them time to think and to respond with definitions and/or examples. Make sure that they cover a variety of ways people become heroes besides accomplishing some death-defying deed or by participating in some sports activity. Explain that often heroes and heroines are people who stand up for a principle, a belief, or a moral code. Their reputations are at stake, and sometimes even their lives are at stake.
2. Ask students to name their own heroes and heroines—those whom they admire and respect, or those whom they wish to model their own lives after when they are adults. Have them write a paragraph about these persons and why they admire them.
3. Tell students that George Washington was a man that most people in the United States admired and respected as a hero. This feeling lasted intensely for over a hundred years after his death, and the respect continues to some degree today. Many stories, some true and some legends, were told about him citing examples of his good character and his acts of bravery. For example, many said that George Washington could not tell a lie. That story started because a man called Parson Weems wrote a story about George chopping down his father's cherry tree with his little axe. George was just a small boy, but he told his father the truth—he had, indeed, cut down that tree with his little axe. George could not bring himself to lie to his father. This story is not true. It is a legend that grew from Parson Weems' tale that was originally told to illustrate Washington's good character.
4. Read the story *A Picture Book of George Washington*. Discuss the information found in the text. Tell students that many children during this time did not have an opportunity to go to school as George did. His family could afford to send him for an education. What kind of student do they think George might have been? (*Based upon the content of the story, George seemed to want to perform well as is suggested by his making rules for himself and copying these lists to improve his handwriting. Some say, however, that spelling was not George's forte.*)
5. Use **Handout 1**, and have each student create a set of personal rules for behavior that might be used at home, at school, and in social situations. Have students write the rules in their very best handwriting. Illustrations such as a border or small picture can be added. Share and compare work to find common and unique characteristics among students' rules.
6. Ask students if they know what a surveyor does for a living. Help them to understand that surveyors measure land. This allows people to know where they can build and how much space is needed for the building of homes, businesses, and roads. Point out that the job of a surveyor is very important. George became a surveyor because he liked doing that kind of work. George even played with his father's surveying tools when he was a little boy.

7. Divide the class into groups of two or three students. Supply each group with a tape measure, a large sheet of plain paper for the map drawing, and a copy of **Handout 2**. Have students create a map of their classroom, school, or playground. Explain how to use the tape measure. (This will probably be a lesson in itself. For young children, keep the measurements in feet. If there are extra inches, tell them that it is a $\frac{1}{2}$ foot, $\frac{1}{3}$ foot, $\frac{1}{4}$ foot, etc. Keep it simple.) Measure the space they are going to map.
8. Make an outline drawing of the basic shape of the space. Make one foot equal one inch on their drawing. Have students measure two or three things that are found within the space and place it in the drawing using the same scale of measurement. Tell students that surveyors do a lot more than measure the basic outlines of a space. They also measure the elevations involved, and other mathematical information is noted so that what they are building is done in a way that it will be structurally sound.
9. Explain that during George Washington's time, two wars occurred in North America—the French and Indian War and the American Revolutionary War. In the French and Indian War, the colonials fought with the British against the French. Washington fought with England and earned a reputation as a good leader. When the Revolution began, he was chosen to lead the Continental Army against the English. He was made a general. Because there were few supplies, Washington and his army spent a hard winter at Valley Forge, Pennsylvania. They didn't have warm clothes or blankets, and there was not enough food to eat or firewood to burn to keep warm. Yet, Washington was so respected that most of the men stayed anyway and practiced their soldiering. They thought of Washington as a hero.
10. Ask students to design a medal that they would give to George Washington for his heroism during that cold winter at Valley Forge. Use **Handout 3**. Ask: What about the men who stayed with Washington; were they heroes too? Would you give them medals? Have students design a medal for these men too, if time allows.
11. Conclude with a discussion about Washington's character traits (*honest, strong, brave, careful, diligent, hard worker, cared about others, loved his country*). Could he be a role model for today's presidents? Discuss.

◆ **The Fourth of July Story**

Procedure

12. Have students pretend that they are on an island and that they can do only the things that you—their king or queen—allow them to do. Have students stand up, and as you give a command, they must say, "King [or queen], may I?" For example, tell the first student to stand on one foot. He or she must respond with "King [or queen], may I?" before the directive can be followed. Allow all students to have a turn. Anyone who fails to follow directions must sit away from the group for the duration of the game.
13. Ask students if they liked the game. If some did not, have a discussion about what was really happening to them in the game. (*Someone had*

My Personal Rules

Directions: Draw a picture of yourself in the empty box. Write five to ten rules for your personal behavior as George Washington did when he was a child. Use the back of the page for additional writing.



1. _____
2. _____
3. _____
4. _____
5. _____

A Medal for Bravery

Directions: Create a medal for Washington's bravery at Valley Forge.

