

# President's Day: George Washington

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## BACKGROUND INFORMATION

Subject(s)	Social Studies
Topic or Unit of Study	President's Day: George Washington
Grade/Level	Grade 1

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## STANDARDS & ASSESSMENT

### Standards

#### NJ- New Jersey Core Curriculum Content Standards

**Subject:** Social Studies (2009)

**Standard:** 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Strand:** D. History, Culture, and Perspectives

**Proficiency Level:** By the end of grade 4

**Content:** Key historical events, documents, and individuals led to the development of our nation.

**Cumulative Progress Indicator:**

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

#### USA- Common Core State Standards (June 2010)

**Subject:** English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

**Grade:** Grade 1 students:

**Content Area:** Informational Text K-5

**Strand:** Reading

**Domain:** Range of Reading and Level of Text Complexity

**Standard:**

10. With prompting and support, read informational texts appropriately complex for grade 1.

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### Assessment Plan

**Formative Assessment:** The teacher will utilize numerous forms of formative assessment throughout the duration of the lesson. The teacher will collect each students' copy of the biography about George Washington in order to gauge their understanding of text evidence and to determine whether or not they were able to successfully answer the questions. The teacher will circulate around the room and observe student learning during independent practice. She will then collect the independently completed fact sheets to determine what the students learned about George Washington during the lesson. While the students think-pair-share about what they learned, the teacher will listen to the pairs of students share their learning with one another.

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### Assessment/Rubrics

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## IMPLEMENTATION

Goal(s)	Students will be able to learn important facts about George Washington, the first president of the United States.
Objective	Students will be able to discover text evidence in a grade-level biography about George Washington in order to answer important questions concerning the first president of the United States, as well as complete a facts sheet with minimal error.
Purpose	Students will be able to understand who the United States' first president was and what his contributions were to this country.
Procedure	<p><b>Anticipatory Set:</b> This lesson will begin with the teacher giving each student a different item (map of the United States, American flag, a picture of Virginia, a picture of the White House, a fake dollar bill, a quarter, cotton balls, a #1 sign, a paper that says February, a paper that says 22nd, a paper that says April 30th, one paper that says 1789 and another that says 1797, a picture of Martha Washington, a paper that says 8 years, and a sign that says <i>leader</i>, and a small piece of wood). The teacher will then invite the students to join her at the back carpet with their items and to sit in a circle. The teacher will tell the students that she is starting a collection of artifacts that represent a famous historical figure, and each of them has one of the artifacts for her new collection. They have to try to guess who the historical figure is based upon the items they were given. They can go around in a circle in order for each student to name their item. If the students cannot guess that the answer is George Washington, the teacher will tell them the answer once everyone has shared their artifact.</p> <p><b>Input:</b> The teacher will continue to have students sit in a circle and to hold their items in front of them. She will provide students with information about George Washington by referring to the items that each student has. She will begin by saying that George Washington was the first president of the United States (#1 sign and map of the United States), and that a president is a leader (the paper that says <i>leader</i>). George Washington was born in Virginia (picture of Virginia) on February 22nd (the papers that say February and 22nd). He was the tallest president and had silly looking white hair</p>

that looked like cotton balls, as well as wooden teeth (cotton balls and small piece of wood). Before he became president, he married a lady named Martha, who we know as Martha Washington (picture of Martha Washington). On April 30th, 1789 he became president (paper that says April 30th and 1789). He was president for 8 years and finally ended his presidency in 1797 (papers that say 8 years and 1797). George Washington was actually the only president who did not live in the White House (picture of the White House). He was considered the greatest president and made America very proud (American Flag). Today, George Washington can be found on the dollar bill and the quarter (fake dollar bill and quarter).

**Model:** The teacher will tell the students that there is still a lot more information to learn about George Washington, and that they are going to read a short biography about him in order to learn more. (\*Note: Before this activity takes place, the teacher will introduce the objective for the lesson at this time. She will not do this at the beginning, since it would give away what historical figure is represented by the students' items). While they read the biography, they are going to be looking for the answers to 5 questions. These questions will be written on chart paper and hung on the front chalkboard as a reference while the story is read. The questions are also stated in the back of the book. The teacher will first read through the questions. She will then review the concept of text evidence, and why it is important to be able to find where the answers are in a text. The teacher will instruct the students to echo read the story together. As they echo read, they should be searching for the answers to the questions within the text. When they come across an answer, they will highlight it with a pink highlighter to show that they found text evidence.

The teacher will model how to find the answer to the first question. She will place the story under the document camera, so the students can have a visual aid. When the teacher comes upon the first answer, she will stop and ponder what was just read. *Does that sound like a possible answer to one of our questions?* She will read the question from the chart paper, then read the answer in the text and confirm that it is correct. She will ask the students to highlight that section with their pink highlighters and to write a #1 next to the highlighted section, since it answered the first question.

**Guided Practice:** The teacher will continue to read the story and have the students echo read, since some students may be unable to read the biography on their own. However, instead of the teacher finding the answers, the students will be in charge of locating the answers, deciding what to highlight and determining what question that specific text evidence answers. This process will continue until all 5 of the questions are answered.

**Independent Practice:** Once the students have answered all the questions, and learned many new facts about George Washington, they will be given a worksheet that must be completed independently. This worksheet contains a picture of George Washington in the center of the page with six blank circles surrounding him. The students must write six different facts that they learned about Washington in these blank circles. The facts can be something they learned during the input section of the lesson or from the biography that was read.

**Closure:** Upon completion of the facts worksheet, the teacher will invite the students to join her at the back carpet. She will ask students to think-pair-share on the topic of George Washington. She will first have students think to themselves about what facts they learned and wrote down on their worksheet, then they will talk to their partners, and finally the students will share their newly learned information with the class. The teacher will then close the lesson by summarizing the importance of our first president. *George Washington was the first president of the United States and the father of our country. He paved the way for past and future presidents, and displayed wonderful leadership skills. I am very glad that you all learned so many interesting facts about him, and I hope that you will share those facts with others!*

**Special Needs Component [modification(s)]**

**Student 18 and Student 4:** Students will be assisted by their surrounding peers in order to help them find the text evidence that supports the answers to the questions being asked. The teacher will also assist these students when necessary. Rather than writing facts in the blank spaces for the independent practice worksheet, Student 18 and Student 4 will be instructed to draw pictures that represent 6 important facts they learned. For instance, they could draw a picture of Martha Washington and/or Mount Vernon.

**Sample Student Products**

**Model(s) of Instruction**

Direct Instruction

**Time Allotment**

1 class periods. 25 Mins. per class.

**Author's Reflection(s)/Critical Analysis**

**MATERIALS AND RESOURCES**

**Instructional Materials**

**Attachments:**

1. **George Washington Fact Sheet.png**
2. **George Washington Pictures & Items.docx**
3. **My Book About George Washington.pdf**

**Resources**

- Materials and resources:
  - George Washington pictures/items
  - Large Chart Paper
  - Expo Markers
  - Document Camera
  - Laptop
  - SMART Board
  - My Book About George Washington
  - Pink Highlighters
  - George Washington Fact Sheet