LIBRARY OF CONGRESS – GEORGE WASHINGTON
LESSON MODULE

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Title:  
Our First President- George Washington

Theme: American Identity

Historical Period: Settlement Beginnings
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/colonial/

Lesson Module Overview: Students will actively learn about George Washington through exploring and analyzing primary resources such as historical documents, images, and other readings. The students will explore the early life of George Washington before he became president, learn about our first First Lady, Martha Washington, explore his life as president. The unit will end with a lesson about George Washington's home, Mount Vernon.

Grade Range: Intermediate/Middle Level (Grades 3-6)

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Lesson Module

DAY 1

Title: Early Life and General Washington

Learning Goals:

Knowledge:
- The students will understand the importance of George Washington’s role before becoming president.
- The students will become introduced and be aware of the roles of George Washington.

Skills:
- The students will recreate objects that was similar to those of George Washington.
- The students will work together and collaborate with each other.

Dispositions:
- The students will reflect on the life of George Washington before becoming president.
- The students will compare the life of George Washington and their own.

National Council for Social Studies Themes:
- NA-VA.5-8.4 UNDERSTANDING THE VISUAL ARTS IN RELATION TO HISTORY AND CULTURES
  • Students know and compare the characteristics of artworks in various eras and cultures
  • Students describe and place a variety of art objects in historical and cultural contexts
  • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

NL-ENG.K-12.4 COMMUNICATION SKILLS
Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.7 EVALUATING DATA
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Materials Needed:
Shoebox
Crayons, colored pencils, or markers
Tea bags
Curatorial Images, http://emuseum.mountvernon.org
“Who Was George Washington” by Roberta Edwards
“Look What I Found” worksheet
KWL Chart
Lesson Procedures: This lesson will be implemented in three days. Day one would include reading “Who Was George Washington” by, Roberta Edwards.

Introduction: Who Was George Washington (45 minutes)

1. Do a KWL chart on what they Know, Want to Know, and Learn about George Washington on an Anchor Chart to put on the wall through the unit.
2. Read “Who Was George Washington” by: Roberta Edwards

Development: (45 minutes)

1. On the blackboard, have students list Washington’s different roles such as farmer, surveyor, soldier, general, husband, stepfather, and president. Discuss how each of the roles are different than those of today.
2. Students will be paired into groups of two.
3. Discuss in pairs of what they want to include in their trunks, use books to find out what to include in their trunks or either of the two websites I provide.
4. Use the website, http://emuseum.mountvernon.org/code/emuseum.asp, to examine the different objects that could be included into their trunks. Discuss and decide the purpose of the different objects whether they are tools, jewelry, toys, musical instruments etc.
5. Have images printed off so there are not any duplicates. Go around the room and have each group pick one image at a time. Keep going through the groups until the images are done.
6. After students pick the objects, have them sort the objects into groups on the board under each role.
7. After each group has placed the images in the correct spot, have them work in groups to complete their own George Washington’s Trunk.

Culmination: (60 Minutes)

1. Each pair will create a “trunk” filled with different objects that may have been used by Washington. The pairs will build a trunk out of a shoebox and fill it with different items from home.
2. Each group will become “experts” and share with the class what they found at home.
3. Give students time in class to work on researching different items they can include.
4. Have students pick five different items to include in their trunk.
5. After students decide on which items they want, have them research what it was and why it was used.
6. Print off pictures to include in their trunk.
7. Have students discuss what they have at home that would be similar to the items they found.
8. Print off images that are similar to ones of today.
9. Give students the “Look What I Found” worksheet to complete before the gallery walk. Have each child write each item on the line and explain why George Washington would have it in his trunk.
Assessment:
1. Students will set up their trunks around the room on different desks to do a gallery walk. Each pair of students will share what they have in their trunk and why it could be used in George Washington’s life. Students will complete the “Look What I Found” sheet with an explanation of each item.
Lesson Module

DAY 2

**Title:** Martha “Lady” Washington

**Learning Goals:**
- Students will examine the life of Martha Washington as the very first “First Lady” in the White House.
- Students will analyze images that depict important parts of Martha’s life.
- Students will develop a personal letter to Lady Washington expressing their opinions and concerns about her life and role in the White House.

**Knowledge:**
- Students will understand the major events in Martha’s life.
- Students will understand Martha’s role as the First Lady.

**Skills:**
- Students will write a personal letter to Martha Washington.
- Students will analyze images and text about Martha’s life.

**Dispositions:**
- Students will understand what it was like to be a woman during that time period.
- Students will understand what it was like to be the first First Lady.

**National Council for Social Studies Themes:**

**Time, Continuity, and Change:** Social Studies should include experiences that provide for the study of the past and its legacy.

**People, Places, and Environments:** Social Studies programs should include experiences that provide for the study of people, places, and environments.

**Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

**Materials Needed:**
Children’s picture book Martha Washington by Candice F. Ransom
Printed copies of the graphic organizer in Appendix IV
Images of Martha Washington in Appendix I (6 copies of each image)
Informational text about Martha Washington (6 copies of each text)
Letter paper
Pencil
Lesson Procedures:

Introduction: (Day 1-20 minutes)
1. Ask students: “Do you know who or what the First Lady is? How does she become the First Lady? Do you have any ideas about what the First Lady does? George Washington was the first President of the United States and his wife, Martha Washington, become the very first First Lady. We are going to read a book about Martha Washington so we can learn a little more about who she was and what she did as the First Lady.”
2. Read Martha Washington by Candice F. Ransom
3. After reading, engage class in a discussion about Martha Washington. The following questions will guide the class discussion:
   - What can you tell me about Martha Washington?
   - How did she feel about being the First Lady?
   - What are some of the things Martha did as the First Lady?
   - What did Martha do to help President Washington?

Development: (Day 1-25 minutes)
1. Students will get into small groups of 3-4 to analyze images and text about Martha Washington.
2. Each group will be given a series of images and an excerpt of informational text about Martha Washington.
3. The students’ task is to fill out a graphic organizer (located in Appendix IV). The graphic organizer will ask the students to identify different facts about Martha Washington’s life and experience as the First Lady. The students will use the images and text to answer the questions on the graphic organizer. The small groups can fill out the graphic organizer together. The organizer should help the students create their letter to the First Lady.

Culmination: (Day 2- 45 minutes)
1. Students will use the graphic organizer and what they have learned about Martha Washington to write a letter to Martha. Students will be able to choose what part of Martha’s life they want to address the letter to. For example, Martha before she got married to George, Martha as the First Lady, Martha when she lived at Mount Vernon, etc.
2. Students must write a one page letter. The letter needs to include the students’ opinions about Martha’s life and the time period of her life they selected. The letter needs to include at least 3 facts about Martha’s life and experiences, as well as the students’ thoughts about those facts and experiences. The students can refer to the graphic organizer and images to help them decide what topic to write about. After the students write the first draft of their letter, they will pair up to revise each others’ letters.

Assessment:
1. The letters and graphic organizers will be collected to analyze the students’ understanding of the assignment. The letters will be analyzed with a 1-4 point scale rubric.
   Rubric:
   1 point- Letter lacks 3 facts and supporting details about Martha Washington..
   2 points- Letter has 1-2 strong facts but lacks supporting details.
3 points- Letter has 2 strong facts with supporting details.
4 points- Letter has 3 strong facts with supporting details.
Lesson Module

DAY 3
Title: President George Washington

Learning Goals:

Knowledge
- Students will understand important events that occurred while George Washington was in office as the first president of the United States.
- Students will learn about what George Washington thought was important as president.

Skills
- Students will demonstrate their ability to find research on a topic using various types of technology.
- Students will explore resources such as articles, books, and pictures to find information on George Washington as president.

Dispositions
- Students will begin to develop an understanding of the role of a president. Students will be able to compare and contrast responsibilities they have to George Washington as a president.

National Council for Social Studies Themes:
http://www.socialstudies.org/standards/strands

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed
Chart paper on an easel
Technology
Research worksheet
Scratch paper for ideas and thoughts to be written
Pencil

Lesson Procedures: This lesson is expected to go on a span of two or three days, 45 minutes each day. Time for the lesson will also depend on how far the students get the first day.
Introduction:
1. Introduce George Washington as a president with the sketch of George Washington taking the oath as the first president of the United States of America. Have all students come together by moving their desks in a cluster or having them sit down on the carpet. Lead a conversation about the picture by asking questions such as: “What do you think about this picture of our first president? What are his clothes like? How do you think he feels when this was sketched? What book do you think he is holding? What misconceptions do you think this picture has?”
2. Write down the students ideas and thoughts on a chart paper in front of them. This will help ideas not being repeated, and it will encourage more brainstorming.
3. After a conversation about the picture, start a conversation about being a leader of the country. Ask students questions like, “How do you think George Washington felt when he lead America as the first president? Do you have responsibility to lead anything outside of school or inside of school? How does being a leader make you feel?” Now, have students compare and contrast the students feelings of being a leader to a president.

Development:
1. Using technology such as iPads or computers, students will research George Washington’s time in the White House. Students in the classroom will fill out a worksheet given to them with about what they find.

Culmination:
1. Have students revisit pictures, articles, and books that are available in the classroom. These additional resources can be used for their information on the assessment they choose to do.

Assessment:
1. Students have three options for their assessment for this lesson using what they find in research.
2. The first option: Students will create a short story writing as a voice of George Washington. They should incorporate some information on how they think he was feeling during his life as presidency. Students will be assessed by writing about a minimum of five key important aspects of his life in the White House.
3. Students will prepare a speech similar to something George Washington would say. Students will also wear clothing similar to what George Washington would wear the day of their speech. Students will be assessed on their ability to speak in front of others as well as the quality of their speech.
4. Students will create a poster board with pictures, quotes, and explanations describing George Washington’s life as the first American president. Students will present their poster creation to the class. Students will be assessed by using five key important aspects of his life in the White House.
Lesson Module

DAY 4

**Title:** George Washington and Mount Vernon

**Learning Goals:**

**Knowledge:**
- Students will understand the term “slavery” and what it was like to be a slave during this time period.
- Students will develop and understanding of Mount Vernon and the historical significance that it has.
- Students will understand the key people and events that took place at this historical site over the years.

**Skills:**
- Students will complete an assignment by themselves or with a partner following the lesson.
- Students will begin exploring images and books that cover the material in the lessons.

**Dispositions:**
- Students will begin being able to critically think about the past and the events that took place, as well as view a situation from multiple perspectives.

**National Council for Social Studies Themes:**

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**People, Places, and Environments:** Social Studies programs should include experiences that provide for the study of people, places, and environments.

**Power, Authority, and Governance:** Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

**Materials Needed:**
- George Washington, Mount Vernon handout
- Pictures of Mount Vernon estate
- Literature pertaining to George Washington and Mount Vernon
  - Mount Vernon’s Magnificent Menagerie and the very Mysterious Guest.

**Lesson Procedures:**

**Introduction:**
1. Hook the students attention by showing a picture of Mount Vernon and ask the students to take a minute to think and come up with ideas about what this building may be.
2. After a couple of minutes ask the students for their ideas of what the building may be. If the correct answer has not been given, give the students a clue. The clue could be that this building has something to do with George Washington. (They may give ideas such as the White House and other buildings that they know of in a presidency.)
3. Again, after a couple of minutes, ask the students for their ideas. If the correct answer has not been given, tell the students what the building is.
4. Share with the students that this picture represents Mount Vernon. This is the estate that George Washington and his wife Martha lived during his presidency.

**Development:**
1. This handout is a tool that we are going to be using during the lesson today. It involves a reading and questions. We will do some of it together and some of it will be done with a partner. (Hand out while explaining)
2. Show a picture of the estate on the overhead/elmo. This piece of land was given to John Washington, who was George Washington’s Great-Grandfather. George’s half-brother, Lawrence, built this huge home which he named Mount Vernon.
3. How many people do you think lived here? (take guesses around the room)
   George lived in this house for over 40 years and his wife Martha joined him after they got married. They didn’t have any children of their own but were busy raising Martha’s two children and many nieces and nephews.
4. “What was another key thing that was happening during this time period? Listens to students ideas until there are no more or the correct answer of slavery is given. What is slavery and what does it mean to be a slave?
5. At the time of George Washington’s death, the Mount Vernon estate’s enslaved population consisted of 318 people. Washington himself had been a slave owner for fifty-six years, beginning at eleven years of age when he inherited ten slaves from his deceased father.
6. Washington’s thoughts on slavery were contradictory and changed over time. This evolution culminated near the end of his life; Washington’s will mandated the freeing of his slaves upon his death.
7. Are there any questions before we move onto our final activity for today’s lesson?

**Culmination:**
1. Over on the table, I have placed pictures of the estate, Mount Vernon, for you to look at as you are completing the assignment and over the next couple of days. The pictures might change from day to day so I want you to take a look at least once a day while you have free time.
2. The pictures come from different views of Mount Vernon and the life that went on there.
3. There are sheets of paper next to the photographs to ask any questions that may pop into your head while you are looking at these pictures.
4. I encourage you to ask at least one or two questions about the photos to further our discussion tomorrow.
5. There are also books from this entire unit placed on the table that you are more than welcome to read during your free time or free reading time. They are not just books from
this lesson, but books from all of the lessons we have talked about during the George Washington unit study.

**Assessment:**
1. As an assessment you will complete the handout given to you at the beginning of the lesson. (In Appendix III) You can complete this with a partner or alone, which ever you choose. Once you finish please go take a look at the pictures that are on the table and make one or two comments or ask one or two questions about them.
APPENDIX I:
IMAGES AND GRAPHIC MATERIALS
FROM THE LIBRARY OF CONGRESS

1. Image:
Chair from Washingtons house to use in the trunk
2. **Image:**
Argand lamp, 1790 for the trunk
3. Image:
Ale glass, 1800 - 1820 for the trunk activity
4. **Image:**
A Display of the United States of America, March, 1794
5. **Image:**
A Map of the Most Inhabited part of Virginia containing the whole Province of Maryland with Part of Pennsylvania, New Jersey and North Carolina, 1776
6. Image:
A.1: Holster cap, A.2: Holster, 1790-1800 for the trunk activity
7. Image:
Canteen, 1776 for trunk activity
8. Image:
Doll's trunk, 1797-1799 for trunk activity
9. Image:
Fishhook, c. 1790-1817 for trunk activity
10. **Image:**
Button, c. 1789-1797 for the trunk activity
11. **Image:**
Blanket fragment, 1750-1800 for trunk activity
12. Image:
This is an image of Martha Washington, most likely taken during George’s presidency.
13. Image:
This is an image of Martha and George’s wedding in front of civilians.
14. **Image:**
This is an image of George and Martha Washington with their grandchildren in their Mount Vernon home.
15. **Image:**
This image is an example of what Martha Washington’s receptions looked like during George’s presidency.
16. **Image:**
This image is a sketch of George Washington taking the oath as the first president in the United States of America on April 30, 1789.
17. **Image:**
George Washington’s estate, Mount Vernon in Virginia present day. Mount Vernon is open every day of the year for tours and visitors.
18. Image:
This picture shows an aerial shot of Mount Vernon, George Washington’s estate that Martha and him lived at for 40 years. This is also where the slaves worked for Washington and his wife up until his death.
19. **Image:**
George Washington’s tomb located at the Mount Vernon site.
20. **Image:**
This picture shows a group of men outside of Mount Vernon. This picture brings in the element of black and white pictures and showing group meetings that took place at Mount Vernon before, during, and after George Washington’s presidency.
21. Image:
This picture shows the entrance to the Mount Vernon estate. This picture could create a good discussion among students within a classroom about what they think that they would find after entering these gates. Based on the entrance do they feel that they would come upon this giant mansion?
22. Image:
This picture shows family members of past Mount Vernon slaves standing at the monument honoring slaves in the Mount Vernon court yard. This monument is still present today at the estate and is visited by hundreds of people every week.
23. **Image:**
This picture shows the slaves working on the farm at the Mount Vernon Estate. George Washington stands and talks to another groundskeeper while the slaves work and the children play.
APPENDIX II:
BIBLIOGRAPHY AND WEBSITES
FROM THE LIBRARY OF CONGRESS

Bibliography of Children’s Literature


Weblibography of Supporting Online Resources for Students

American President: George Washington
This website is a helpful resource for students to use when needing to find information about George Washington and his life. This website has easy to use links and websites to help you answer any questions that you may have about his early life, presidency, or life after presidency.
http://millercenter.org/president/washington

Britannica Academic Edition- George Washington
The link below is a resource for students to find information on George Washington’s life. This particular website has excellent research about his time as president as well.
http://www.britannica.com/EBchecked/topic/636381/George-Washington/24507/Marriage-and
-plantation-life

**Colonial Williamsburg - George Washington**
This website has detailed information on different parts of George Washington’s life.
http://www.history.org/almanack/people/bios/biowash2.cfm

**George Washington - Biography**
When researching, students can click on the link below to learn more about George Washington. This resource is a detailed biography of this first presidents life.
http://www.biography.com/people/george-washington-9524786

**George Washington’s Mount Vernon**
A student friendly website with a lot of resources for students to learn information about George Washington’s early life, presidency, and the estate that he lived in. This website provides timelines and other useful information for completing projects and presentations within a classroom.
http://www.mountvernon.org

**Webliography of Supporting Online Resources for Teachers**

**George Washington, A National Treasure - Teacher Guide**
Teachers can use the link below to come up with lesson plan ideas when wanting to teach students about George Washington. Each lesson has objectives, standards, materials, procedures, worksheets, and much more.
http://www.georgewashington.si.edu/kids/teacherguide.html

**George Washington’s Mount Vernon**
This website provides many resources for teachers in creating lesson plans and activities within lesson plans dealing with Mount Vernon and George Washington in general. It also has sample lessons that can be used and edited to fit the lesson being taught in your classroom.
http://mountvernon.org

**Library of Congress: Experiencing History from Behind the Scenes: Martha Morris and George Washington**

This is a webpage that gives teachers ideas or teaching activities incorporating historical documents as a way to get the students thinking, researching, and questioning.

**Scholastic - George Washington**
Teachers can use the Scholastic website when wanting ideas on how to incorporate George Washington into the classroom. Teachers can use search “George Washington” and 837 items
are found. Everything from children’s books to lesson plans, teachers can have a good start on preparing their classroom.
http://www.scholastic.com/browse/search/teacher?query=George+Washington&as_values_07807=&channelOnly=true

**Share My Lesson - Mount Vernon**
This website was used in the lesson about Mount Vernon. The assessment materials came from this free resource website for teachers to share their lesson plans and materials with other teachers who register with the site.
APPENDIX III
ASSESSMENT MATERIALS

LESSON MODULE 3 ASSESSMENT MATERIALS

Students will use this document as a guide during research.

Name: ________________________________ Date: __________________

Let’s Research
What did you find interesting about George Washington as president?

1. 
2. 
3. 
4. 
5. 

What would you ask George Washington about his presidency if you saw him today?

1. 
2. 
3. 

Do you think he was a good president? Why or why not?

______________________________________________________________________________
Reading Practice: Mount Vernon

1. Everyone has heard of George Washington, the first President of the United States. But do you know anything about Mount Vernon, the plantation home of President Washington? If it were not for an ordinary woman named Ann Pamela Cunningham, the historical home of our first president would not exist anymore. It all began with a boat ride on the Potomac River one night in 1853.

2. The path of the moon lay bright upon the waters as the little steamer chugged up the river toward Washington, D.C. A woman was leaning over the rail, enjoying the beauty of the peaceful scene.

3. Suddenly the ships' bell began tolling. “What is that?” she asked in a surprised voice.

4. “We’re passing Mount Vernon, ma’am,” a deckhand answered. “The home of George Washington, you know. You can see it up on the hill, that big white house. It’s falling to pieces now. No one bothers about it much. But all the river boats still ring their bells when they pass it.”

5. In the moonlight the woman could see the sagging porch. The shutters were hanging crookedly. Yet even in its shabby condition it was a fine old house.

6. “The home of Washington,” the woman said to herself. “It’s going to ruin because no one cares about it.”

7. Soon she returned to her home in South Carolina. Soon after she told her daughter, Ann Pamela Cunningham, about what she had seen. The daughter was disabled and seldom left her room. Ann said, “I am going to save Mount Vernon.” That was in 1853.

8. Ann began by studying the history of Mount Vernon. The British government had given the land in 1674 to John Washington. He was the great-grandfather of George Washington. Lawrence, George’s half-brother, built a large home, which he named Mount Vernon.

9. Mount Vernon came to George Washington in 1752. George was an excellent farmer. He raised fine crops, added more acres of land, and made many improvements. While he was commander-in-chief of the Continental Army, Washington kept his eye on his beloved Mount Vernon. He did so even after he was President. It became a very beautiful place, with fine flower gardens, boxwood hedges, and well-kept buildings.

10. After Washington’s death in 1799, Mount Vernon began to become run-down. Many visitors came to see the home of the first President. They disturbed the people who lived there and did much damage to the place. Finally the owner, the great-grandnephew of George Washington, decided to try to sell Mount Vernon. Neither the State of Virginia nor the United States was interested in buying the shabby old house at that time.

11. In 1853, Ann Cunningham made the painful trip over rough and muddy roads from South Carolina to Mount Vernon. A sad sight met her eyes. The columns of the great porch were leaning dangerously. They were held up by masts taken from river boats. The roof was sagging, the windows were cracked and broken. The once-smooth lawns were knee-high in grass. The neglected farmland was covered with cedar and pine trees.

12. After years of struggle, Miss Cunningham succeeded in saving Mount Vernon. “The Mount Vernon Ladies Association of the Union” paid $200,000 for the house and 202 acres around it. Miss Cunningham was head of the...
group that bought Mount Vernon. They received it on Washington’s birthday in 1860.

(13) Now began the work of re-building Mount Vernon. The wharf was repaired. A small steamer was bought to carry visitors between Mount Vernon and Washington D.C. Then the Civil War broke out. But the ladies carried on bravely. They used their own money for repairs and necessary improvements.

(14) After the war was over, many more people took an interest in improving Mount Vernon. For example, the summer house on the hill was rebuilt with gifts from Louisiana school children. Michigan restored the Old Tomb. The North Lodge Gates were built through gifts from Texas.

(15) Washington’s notebooks were studied. The gardens were replanted the way he had left them. Very little furniture was in the mansion. Many of the President’s treasures, left to Mrs. Washington, had been given away or sold.

(16) So the Ladies began to refurbish the house. They were very successful. Much of the furniture that President Washington used during his lifetime is back at Mount Vernon. You can see his desk and chair. You can see his shaving stand, his military trunk and the bed in which he slept. In the music room is a harpsichord, a keyboard instrument something like a piano. Washington brought it from London for his adopted daughter, Nellie Custis.

(17) The Ladies have done their work well. They meet once a year and go over every inch of the house and grounds. If he were alive, George Washington would find on every side the familiar things he knew and loved. Only one thing he would not recognize – the tolling of the bells. Every vessel that passes salutes the great hero who loved the house above the river and called it home.

(18) Mount Vernon was made a National Historic Landmark in 1960 and is now open every day of the year.

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Directions: Answer the questions below from the informational text “Mount Vernon.” You may refer back to the text and information given in the reading if you need to.

A. Find the paragraph that gives the information needed to answer each question. Write the number of the paragraph where you found the answer AND the answer on the lines provided. See the example below. Ex: Who gave the Washington family the land for Mount Vernon? ___Paragraph 8 The British government________

. 1) Who built Mount Vernon? ____________________________

. 2) How much did the Ladies’ Association pay for the house and land? ____________________________

. 3) Where did the restorers find details about the gardens during George Washington’s time? ___________

. 4) What is the name of the keyboard instrument in the music room? ____________________________

. 5) When did Ann Cunningham first set eyes on Mount Vernon? ____________________________

. 6) How often do the Ladies meet to go over the house and gardens? ____________________________

. 7) People from what three states helped improve Mount Vernon? ____________________________
B. Place the following events from the story in time order. Put a 1 by the first thing that happened and so on for numbers 2-7.

- The Ladies Association became owners of the house.
- George Washington Died
- Mount Vernon was rebuilt and the wharf repaired.
- The Civil War broke out.
- George Washington became the owner of Mount Vernon.
- Ann Cunningham’s mother saw Mount Vernon from a boat.
- The inside of the house was restored.

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D. If you were asked to choose a new title for the story, which of these titles do you think would fit best? Draw a line under it and be ready to explain why you chose it.

George Washington’s Life
Bells Salute Mount Vernon
The Story of Ann Cunningham
Visiting Mount Vernon

ANSWERS
A.

. 1) Paragraph 8 Lawrence, George’s half-brother
. 2) Paragraph 12 $200,000
. 3) Paragraph 15 George Washington’s notebooks
. 4) Paragraph 16 harpsichord
. 5) Paragraph 11 1853
. 6) Paragraph 17 They meet once a year.
. 7) Paragraph 14 Louisiana, Michigan, Texas
. 8) Paragraph 10 Washington’s great-grandnephew

B.
4 The Ladies’ Association became owners of the house.

2 George Washington died.

5 Mount Vernon was rebuilt and the wharf repaired.

6 The Civil War broke out.

1 George Washington became the owner of Mount Vernon.

3 Ann Cunningham’s mother saw Mount Vernon from a boat.

7 The inside of the house was restored.

D. Bells Salute Mount Vernon (this title was chosen because it ties in with the introductory and closing paragraphs and is the most descriptive and related to the text).
APPENDIX IV
TEACHING MATERIALS
**LESSON MODULE 1 KWL CHART**

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Wonder</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>

**Topic:** ____________________  **Name:** ____________________
Look What I Found!

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

6. ____________________________________________

7. ____________________________________________

8. ____________________________________________
LESSON MODULE 2 GRAPHIC ORGANIZER

The Life of Martha Washington

Look at the pictures and text about Martha Washington. As a group, look at the pictures and read through the text. Once you have read through everything, fill out this worksheet.

List 3 facts about Martha before she got married to George Washington

1.

2.

3.

When did Martha and George Washington get married?
Look at the picture of their wedding. What looks different from weddings nowadays? Make sure you have at least 2 details from the picture.

Family was important to Martha Washington. Write down 3 facts about her family.

1.

2.

3.

What did Martha do while she was the First Lady?
Look at the picture of the reception; write down 3 things you noticed from the picture.

1.

2.

3.

Where did Martha and George live after his presidency?