

Lynne Meterparel  
 7/15/05  
 George Washington and His Legacy  
 Two Week Curriculum Unit

Give students a booklet of George Washington Readings which would include:

1. Morison's *The Young Man Washington*
2. Grizzard's *George Washington A Guide to All Things*, Introduction and Descriptions of Washington
3. Lucas' *The Quotable George Washington*
4. Brookhiser's essay "A Man on Horseback"
5. Grizzard's "George Washington and Nineteenth Century Culture"
6. Gibbon's "Reflections on a man of undeniable character"
7. Twohig's "That Species of Property: Washington's Role in the Controversy Over Slavery"
8. Briley's "More than just a Slave Holder?"
9. Grizzard's *George Washington A Guide to All Things*, Selected Writings (this includes the Farewell Address, Resignation Address to the Continental Congress, etc.

Category	Description
<b>Day 1</b>	Introduction to George Washington: <ol style="list-style-type: none"> <li>1. Read Grizzard's <i>George Washington A Guide to All Things</i>, Introduction and Descriptions of Washington</li> <li>2. Answer the following: a) What did Jefferson think of Washington? b) What was Washington's goal for the Revolution? c) How did Washington's physical prowess affect his leadership style?</li> </ol> Homework: <ol style="list-style-type: none"> <li>1. Finish in class assignments</li> <li>2. Read Morison's <i>The Young Man Washington</i></li> <li>3. Answer the following: a) What surprised you about Washington? b) What is Stoic Philosophy? c) What were Washington's thoughts on public life and virtue?</li> </ol>
<b>Day 2</b>	In class: <p>Discussion of Readings</p> <p>Introduce paper topics and parameters of students teaching the class and divide up groups.</p> <p>Plan small group outside of class meetings. Groups of 3 for 5 - 7 minute presentations.</p> Topics: <ol style="list-style-type: none"> <li>1. Washington's Greatness</li> <li>2. Washington's as a leader</li> <li>3. Washington's sense of honor and virtue</li> <li>4. Washington's character</li> </ol>

	<p>5. Washington's ideas on human nature 2 page paper due Day 5 of class on presentation topic. Homework:</p> <ol style="list-style-type: none"> <li>1. Read Lucas' <i>The Quotable George Washington</i></li> <li>2. Answer the following: a) List key personality traits of Washington, why are these traits important? b) What do these quotes reveal about his philosophy on your individual paper topic?</li> <li>3. Start preparation to teach the class</li> </ol>
<b>Day 3</b>	<p>In class: Briefly discuss readings, explore pbs.org web sites that might help with presentations. Meet in small groups. Homework:</p> <ol style="list-style-type: none"> <li>1. Prepare and practice to teach the class with one visual aid per group.</li> </ol>
<b>Day 4</b>	<p>Teach the class five, 5 to 7 minute presentations. Students must take notes and ask two questions during the class. Homework:</p> <ol style="list-style-type: none"> <li>1. Work on 2 page paper draft</li> <li>2. Prep seminar on paper topics</li> </ol>
<b>Day 5</b>	<p>Paper draft due In class: Seminar (round table discussion led by students on papers, discussing the validity of their thesis statements and helping each other find better evidence to support their views.)</p>
<b>Day 6</b>	<p>Paper due In class, read and discuss Peter Gibbon's "Reflections on a man of undeniable character." Class reading and discussion of excerpts from Washington's Farewell Address Homework:</p> <ol style="list-style-type: none"> <li>1. Answer the following: What does The Farewell Address tell us about Washington's views on Federalism and on the purpose of government and national leaders.</li> </ol> <p>Extra Credit assignment due a week before the end of the term:</p> <ol style="list-style-type: none"> <li>1. Read Twohig's "That Species of Property: Washington's Role in the Controversy Over Slavery" and Briley's "More than just a Slave Holder?"</li> <li>2. Write an essay: a) Could Washington have taken a stand on slavery during his Presidency?</li> </ol>
<b>Day 7</b>	<p>In class, summary and comparison of Aristotle, Machiavelli, Hobbes, Locke and Washington's views on government, individual's needs verses the needs of society, leadership and human nature. Homework: Prepare materials, potential outlines and study for an in class essay on Washington and his beliefs.</p>
<b>Day 8</b>	<p>In class essay - pick one of the following, be sure to use evidence to support your views: 1. Would George Washington agree with</p>

	<p>the Lawrence Academy Honor Code? 2. Who would be the most supportive of George Washington's leadership, Hobbes, Aristotle or Machiavelli ? Why?</p> <p>Homework: on next unit, i.e. French Revolution</p>
<b>Content (over the term)</b>	<ol style="list-style-type: none"> <li>1. Lawrence Academy Honor Code</li> <li>2. Aristotle's "Politics"</li> <li>3. Machiavelli's "The Prince"</li> <li>4. Hobbes "Of Commonwealth"</li> <li>5. Locke's "Of Civil Government"</li> <li>6. George Washington's Book of Readings</li> <li>7. 60 Minutes clip "The Bad Samaritan"</li> </ol>
<b>Objectives/ Essential Questions and Washington Specific Questions</b>	<ol style="list-style-type: none"> <li>1. What is the role of an individual in society?</li> <li>2. What are more important, self-interests or group needs?</li> <li>3. To whom do you owe loyalty?</li> <li>4. What is the purpose of government?</li> <li>5. What is honor?</li> <li>6. What is virtue?</li> <li>7. What characteristics make a good leader?</li> <li>8. George Washington's views on the purpose of government?</li> <li>9. What were Washington's views on leadership?</li> <li>10. What were Washington's views on loyalty, virtue, and honor?</li> <li>11. What was Washington's view on human nature?</li> <li>12. What type of a leader was George Washington?</li> <li>13. What personality traits made him an effective leader?</li> <li>14. How would you describe Washington's character?</li> <li>15. How do George Washington's views compare with those of Aristotle, Hobbes, Locke and Machiavelli's views on politics, government and leadership?</li> </ol>
<b>Skills</b>	<p>Reading: Paraphrasing, Summarizing, and Asking Questions about the reading, taking notes on readings, finding evidence in the text. Learning how to skim source material.</p> <p>Analytical Research and Writing: Topic Sentences, Using Evidence, and Explaining Evidence, developing a topic sentence, writing and revising a paragraph and a paper, using outside sources. Doing research in the library and on line.</p> <p>Class Discussions: Being a participant, using evidence from text to support comments, asking clarifying questions, asking follow up questions, making connections between different ideas</p> <p>Listening and speaking: Participating in a seminar, delivering a speech, learning how to compare and contrast differing view points.</p> <p>Lecturing: Learning how to take notes.</p>
<b>Method of Presentation</b>	Lecture, Student Teaching Speech/Presentations, Seminar, Group Discussions, Debates

<b>Assessment</b>	Papers, Homework, Seminar grade, Presentation/Speech grade, In class essays, DBQ's, Tests
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