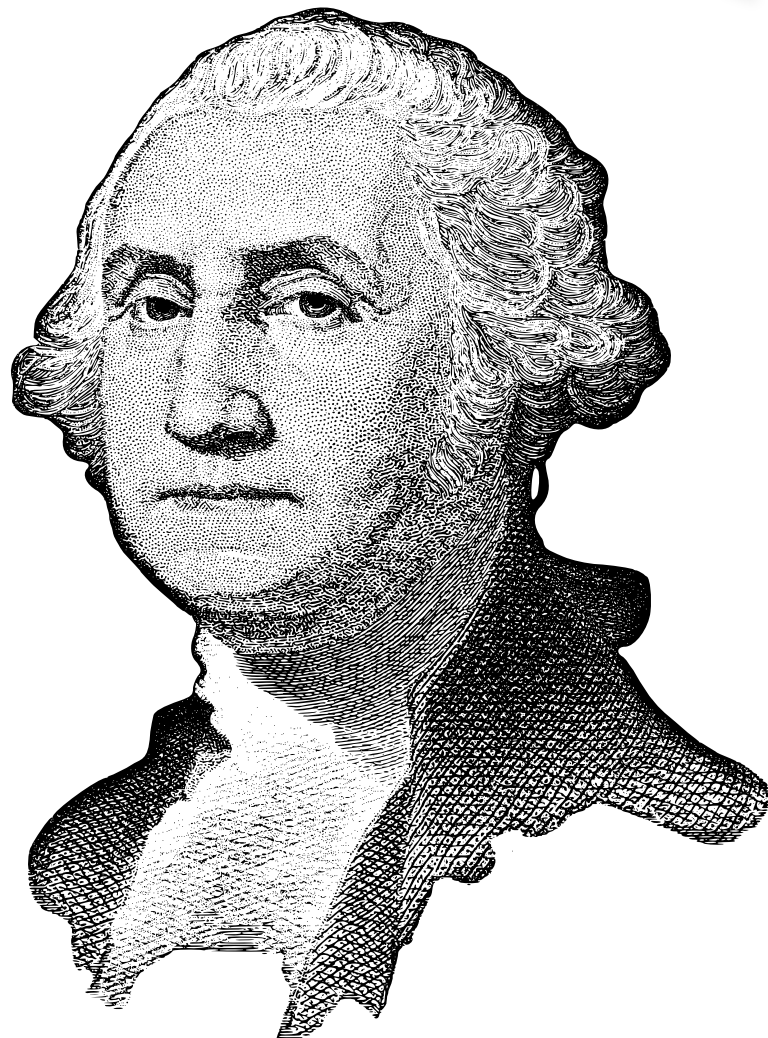




Happy Birthday,
MR. WASHINGTON

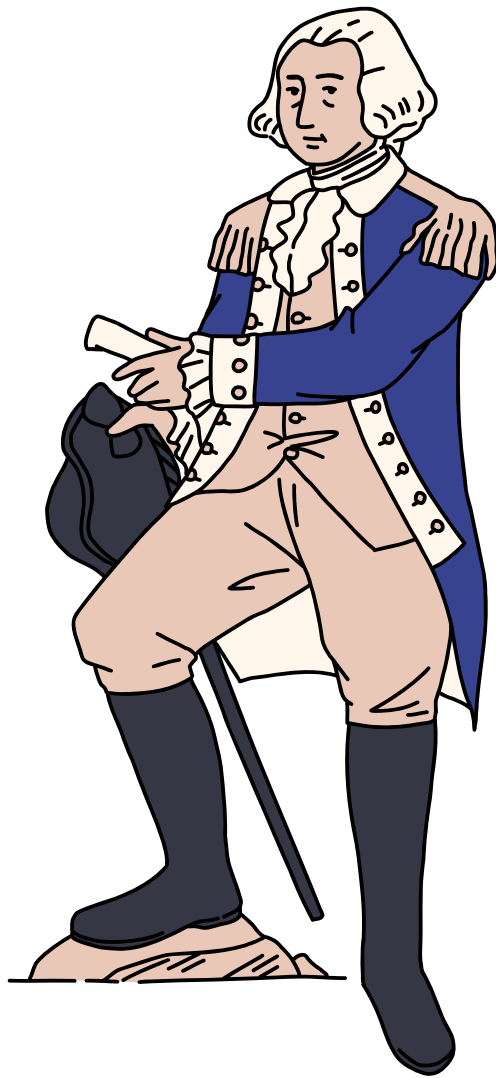


resource information

Standards:

- 2010
 - SS.K.11 - Identify symbols, customs, famous individuals, and celebrations representative of our state and nation.
 - SS.K.12 - Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.
 - SS.2.2 - Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
 - SS.5.8 - Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.
 - SS.10.3 - Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.
- 2025
 - SS.K.3 - Identify and explain symbols, customs, influential individuals, and celebrations associated with the home, school, community, state, and nation.
 - SS.2.13a - Research and explain the importance of individual founders and significant figures who shaped the nation.
 - SS.4.6a - Summarize the contributions of different groups and individuals to the American Revolution.
 - SS.6.11a - Describe the role of Founding Fathers at the Constitutional Convention and explain how they contributed to the development of the Constitution.
 - SS.6.19 - Analyze the election of the presidency of George Washington for its impact on establishing the role of the president in the United States, including the creation of the first Cabinet, establishment of the District of Columbia, commitment to religious freedom (Letter to the Hebrew Congregation at Newport), and the two-term President.
 - SS.10.1d - Evaluate the contributions of colonial leaders, including George Washington; military strategy; and the support of foreign nations to significant victories in the War for Independence.
 - SS.10.3 - Analyze the major policies and political developments of the presidencies of George Washington, John Adams, Thomas Jefferson, James Madison, and James Monroe.
 - SS.10.3a - Identify and explain factors leading to the development of political parties, including the conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800

Kindergarten-2nd Grade Activities



recommended activities

- Writing
 - Objective: Students will write a sentence or short story based on their learning.
 - Instructions:
 - Using a book on George Washington, students will write a sentence of your choosing or based off of the prompts included.
- Listening - Who Was George Washington? (Story Time and Discussion)
 - Objective: Students will listen to a story about George Washington and discuss key facts.
 - Materials: A short, age-appropriate story about George Washington (can be found in children's books or online).
 - Instructions:
 - Read the story to the class. Make sure it's simple and age-appropriate for K-2 students.
 - After the story, ask comprehension questions.
 - Encourage students to share their thoughts and ask them to draw or color something they learned from the story.
 - Washington's Biography Picture Book
 - Objective: Students will create a simple picture book about George Washington's life.
 - Materials: Blank pages or a small booklet, crayons or markers, stickers, pictures of George Washington (if available).
 - Instructions:
 - Provide students with pages to create their own biography book about George Washington.
 - On each page, students can draw pictures that represent different parts of his life (e.g., a picture of him as a child, leading soldiers, becoming president, etc.).
 - Help them add a short sentence to describe each picture, such as "George Washington was born in Virginia," or "He led the army in the Revolutionary War."

RECOMMENDED BOOKS

- George Washington Related
 - *Take the Lead, George Washington* - Judith St. George
 - *George Did It* - Suzanne Tripp Jurmain
 - *Who was George Washington?* - Roberta Edwards
 - *I Am George Washington* - Brad Meltzer
 - *Revolutionary Friends* - Selene Castrovilla
 - *George vs. George* - Rosalyn Schanzer
 - *George Washington's Socks* - Elvira Woodruff
 - *John, Paul, George, & Ben* - Lane Smith
 - *My Little Golden Book About George Washington* - Lori Haskins Houran
 - *A Parade for George Washington* - David A. Adler
- President's Day Related
 - *Duck for President* - Doreen Cronin and Betsy Lewin
 - *If I Ran for President* - Catherine Steir and Lynne Avril
 - *Ellie May on President's Day* - Hillary Homzie and Jeffrey Ebbeler
 - *P is for President* - Wendy Cheyette Lewison and Valerio Fabbretti
 - *Grace for President* - Kelly DiPucchio
 - *If I Were President* - Catherine Stier
 - *Froggy for President* - Jonathan London

NAME: _____

DIRECTIONS: WRITE A SENTENCE AND DRAW A PICTURE GO WITH IT.



George Washington
was the first
President of the
United States.

NAME: _____

DIRECTIONS: COMPLETE THE SENTENCE AND DRAW A PICTURE GO WITH IT.



If I were President, I would....

NAME: _____

DIRECTIONS: WRITE A SENTENCE ABOUT GEORGE WASHINGTON AND DRAW A PICTURE GO WITH IT.



3rd-8th Grade Activities



George Washington

George Washington was born on February 22, 1732 on a small plantation in Westmoreland County, Virginia. He grew up on a tobacco farm. The Washingtons could not afford to send George to a formal school, but they encouraged his love of learning and provided tutors for him when they could so that he could learn math, reading, and writing. These skills would help him to secure a job as a surveyor, which he began in 1749. His career would be briefly interrupted by the French and Indian War, in which he served as Major Washington.

Washington married Martha Dandridge Custis in 1759. Martha was a widow with two children. Martha moved with Washington and her children to Mount Vernon, Washington's Plantation, from Williamsburg. Mount Vernon started as a tobacco farm and moved into wheat farming in the 1760s. Washington's mind was constantly thinking of Mount Vernon even during times of war. By 1799, Washington had grown the plantation 6,000 acres and had expanded the mansion by adding a third floor, a wing to both ends, and a piazza that overlooked the Potomac River. He even built a gristmill to produce corn meal, flour, and whiskey.

Though Washington preferred to be at Mount Vernon, he was aware of the troubles rising in the colonies. During the French and Indian War, he fought on the side of the British, but that would change with a new war on the horizon. The Revolutionary War would begin in April 1775. Congress would select Washington as the Commander in Chief of the Continental Army in June of the same year. He felt that he would be home in just a few months, but it actually kept him from Mount Vernon for 8 years. The war was grueling. Many soldiers were lost, supplies were limited, and the British always seemed to be a step ahead. The tables quickly turned with the battles of Saratoga, Princeton, and Trenton. Washington and his troops secured the colonists' freedom from England with a win at the Battle of Yorktown in 1781. He returned to Mount Vernon.

Just a few years later, Washington was asked to oversee the Constitutional Convention as the new government was being built. The Constitution is now known as the Supreme Law of the Land and it sets up our government. From there, he would be elected the first President of the United States and would serve from 1789 to 1797. The Washingtons spent eight years living in New York and then Philadelphia during his Presidency. Washington D.C was being built during his Presidency following the Residence Act being passed in 1790. This act called for a permanent capital to be built. His eight years of service started the tradition of presidents only serving two terms. Washington worked hard to form a strong country under the new government and had people like Thomas Jefferson, the first Secretary of State, and Alexander Hamilton, the first Secretary of the Treasury, working with him to do so.

Washington would retire to Mount Vernon after his Presidency and longed to spend the rest of his life tending to his home and with his family. In 1799, Washington became ill and passed away at the age of 67. Martha Washington continued to manage Mount Vernon until her death in 1802. We remember them for their role in the building of our nation, but also for their love of country and legacy of leadership.

George Washington

1. Where and when was George Washington born?
 - A. February 22, 1732, in Mount Vernon, Virginia
 - B. February 22, 1732, in Westmoreland County, Virginia
 - C. July 4, 1776, in Williamsburg, Virginia
2. What job did George Washington have in 1749?
 - A. A farmer
 - B. A surveyor
 - C. A soldier
3. What war interrupted Washington's surveyor career?
 - A. The Civil War
 - B. The French and Indian War
 - C. World War I
4. Who did George Washington marry in 1759?
 - A. Martha Dandridge Custis
 - B. Elizabeth Jefferson
 - C. Abigail Adams
5. What was the main crop at Mount Vernon before the 1760s?
 - A. Wheat
 - B. Tobacco
 - C. Corn
6. What did Washington build at Mount Vernon?
 - A. A school
 - B. A gristmill
 - C. A marketplace
7. When did the Revolutionary War begin?
 - A. April 1775
 - B. December 1776
 - C. July 4, 1776
8. How long was George Washington away from Mount Vernon due to the Revolutionary War?
 - A. 4 years
 - B. 8 years
 - C. 10 years
9. What major document did George Washington oversee?
 - A. The Declaration of Independence
 - B. The Constitution
 - C. The Bill of Rights
10. Where did Washington serve as president before Washington D.C. was built?
 - A. Mount Vernon
 - B. New York and Philadelphia
 - C. Boston
11. What tradition did Washington start for U.S. Presidents?
 - A. Serving two terms
 - B. Serving one term
 - C. Serving for life

George Washington

Alternate Activities

- Letter to George Washington
 - Objective: Students will write a letter to George Washington, asking questions about his life.
 - Instructions:
 - Ask students to write a letter as if they were living during George Washington's time. In the letter, they can ask about his experiences during the French and Indian War, his presidency, or his thoughts on becoming the first president.
 - Have students write what they would like to know from someone as important as George Washington.
- Debate: Should Washington Have Served a Third Term?
 - Objective: Students will practice critical thinking and public speaking.
 - Instructions:
 - Divide the class into two groups. One group will argue that George Washington should have served a third term as president, while the other group will argue that two terms were enough.
 - Students should use evidence from the passage to support their arguments.
 - After the debate, students can discuss their thoughts on the tradition of serving only two terms.
- Mount Vernon Virtual Tour
 - Objective: Students will learn about Mount Vernon and its importance to George Washington.
 - Instructions:
 - Arrange a virtual tour of Mount Vernon - <https://virtualtour.mountvernon.org/>
 - After the tour, have students write or draw about one thing they learned about Mount Vernon and how it reflects George Washington's life and leadership.
- Washington's Life Without the Revolutionary War
 - Objective: Students will use imagination and history knowledge to explore an alternate scenario.
 - Instructions:
 - Ask students to imagine a world where George Washington never participated in the Revolutionary War.
 - How might his life have been different? Would he have still become president? How might the U.S. have developed differently?
 - Students can write a short story or discuss their ideas in groups.

Washington's
Farewell
Address
9th-12th Grade



Washington's Farewell Address

In honor of George Washington's 293rd birthday (he looks amazing by the way!), we at the American Village reflect on the legacy of one of our nation's most significant leaders. Washington stands out in history as a rare individual who willingly gave up power at the peak of his influence several times. In 1796, after leading the country through its beginning as its first president, he chose not to seek a third term, a decision that set a precedent for the peaceful transfer of power in the United States. In his Farewell Address that you are about to read, Washington shared his wisdom and concerns about the future of the nation, urging Americans to remain united, avoid political division, and stay away from "foreign entanglements." His voluntary departure from power and the advice he left behind continue to be a part of our government today, reminding us of the importance of leadership, civic responsibility, and the preservation of democratic values.

- Lesson Objectives
 - Students will read George Washington's Farewell Address, analyze key themes, and answer questions based on the document.
 - Students will draw conclusions about Washington's advice and apply it to modern U.S. government and politics.
- Materials Needed
 - Copies of George Washington's Farewell Address (printed or online)
 - Online copy here - [Click Here](#)
 - More information here to supplement -
 - <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/george-washington-s-farewell-address>
 - Paper and pens/pencils for note-taking
 - Projector or board for displaying questions, the document, supplemental video, and possible discussion prompts
- Introduction (10-15 minutes)
 - Briefly introduce Washington's Farewell Address. Explain that this was his final piece of advice to the nation as he was stepping down from the presidency in 1796 and retiring.
 - Explain to students that this speech offers insight into his vision for the future of our country, with advice about unity, foreign alliances, and political parties.
- Reading the Farewell Address (20-25 minutes)
 - Distribute copies of Washington's Farewell Address and project on screen
 - Allow students time to read it. While reading, encourage them to ask about words or phrases they may not understand and clarify for them, and have them take notes on key themes or phrases they find important or relevant to today's government.

Washington's Farewell Address

- Small Group Discussion (10-15 minutes)
 - After reading, divide the class into small groups (3-5 each group?). Ask each group to discuss the following questions:
 - What does Washington warn about political parties, and how does this relate to current political divisions today in your opinion?
 - What advice does Washington give regarding foreign alliances, and how does this apply to U.S. foreign policy today in your opinion?
 - Washington emphasizes unity and the dangers of division and factionalism. What challenges to unity can you identify in today's political climate?
 - How can Washington's thoughts on "morality" and "education" still be relevant in today's society?
- Whole-Class Discussion (15 minutes)
 - Bring the class back together and ask the groups to share their answers.
 - Write key points on the board.
 - Discuss the following questions as a class:
 - Do you think Washington's advice is still relevant to how we govern today?
 - Are there specific examples in current events or in modern politics that relate to Washington's warnings about partisanship or foreign entanglements?
 - How might we apply Washington's vision to improve the way our government functions today?
- Reflection (15-20 minutes)
 - Ask students to write a short reflection (1-2 paragraphs) answering the following question:
 - If George Washington were to write another Farewell Address today, what advice do you think he would give to the American people, considering the political and social climate of today?
- Homework? (Optional)
 - Have students research a current event (e.g., political polarization, a recent foreign policy decision) and write a brief report on how Washington's advice might be applied to that event.
 - Alternatively, students could create a short group presentation from their small groups, summarizing Washington's Farewell Address and its relevance today, using specific examples.