

## GEORGE WASHINGTON: A GREAT LEADER

Learning Objectives: Students will:

1. identify ways George Washington contributed to the growth of our country.
2. place events in chronological order.
3. increase their communication skills by retelling the story of George Washington.

TEKS: SS K.2(A), K.14(B,C), 1.17(B,C), 2.18(D) LA K.21, K.22, K.10(A,B), 1.27, 1.28, 1.14(A,B,C), 2.28, 2.29, 2.14(A,B)

Materials: A flannel or magnetic board, laminated flannel board story images, or cards, George Washington sheets for each child in the class, pencil and/or crayons

Vocabulary: colonies, constitution, honor, monument, president, surveying

Teaching Strategy:

1. After asking the students sit on the floor in front of the flannel/magnet board, the teacher should hold up a dollar bill and ask students what it is. Ask if anyone knows whose picture is on the front of the one-dollar bill. After it is concluded that George Washington's picture is on the bill, the teacher should hold up a quarter. Point out to students that Washington's picture is also on the quarter. Ask the following questions:
  - Who was George Washington?
  - Why do you think they put his picture on the front of the dollar bill and quarter?
2. Tell students that you are going to tell them about the life of George Washington using the flannel/magnetic board. The teacher will place each story piece on the board and read the text to the students.
3. After the flannel/magnetic board story about George Washington has been presented, the teacher should review the sequence of events that happened in the life of George Washington. The teacher should then pass out the flannel/magnetic board images to 12 individual students or pairs of students. When the teacher asks what happened first, next, etc., the students should place their images in the correct order on the flannel/magnetic board.
4. Encourage students to create other games for which the sequence cards could be used.

5. The teacher should lead a discussion concerning the various things George Washington did to help our country. Ask students why they think George Washington was nicknamed the “Father of Our Country.” Possible responses include First President, President of the Constitutional Convention, and Commander of the Army during the American Revolution.
6. Students will complete the following statement. *George Washington is the Father of Our Country because . . . .* on the attached sheet, then depict the reason they think is the most important with a drawing.
7. The teacher may want to establish the flannel/magnetic board as a center and encourage students to retell the story of George Washington using the story images.

Extension for Gifted and Talented:

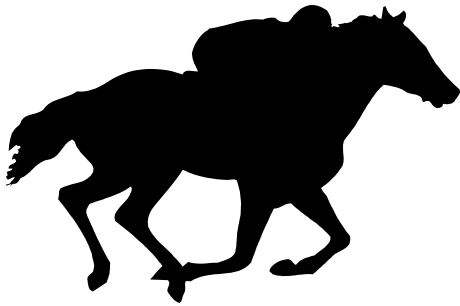
Through the use of the Internet and/or books, have students, individually or in groups, conduct research concerning all of the places and things that are named after George Washington or dedicated to him. Have students create a poster depicting them.



**George Washington  
was born on  
February 22, 1732.**



**George grew up in  
Virginia.**



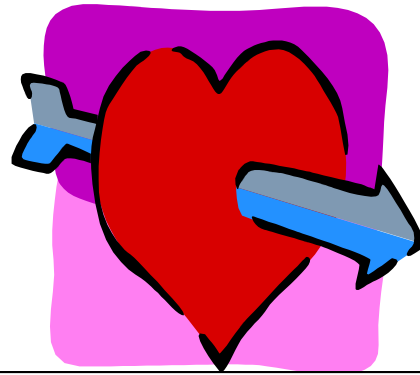
**As a child, George  
really liked riding  
horses.**



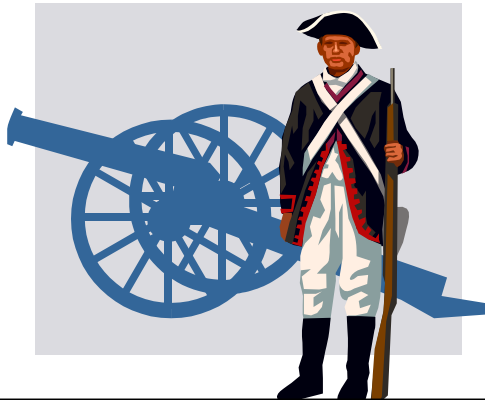
**When he was 16,  
George got a job of  
surveying or measuring  
land.**



As a young, brave man, George led Virginia soldiers in a fight against the French.



George fell in love with Martha Custis and married her when he was 26.



George Washington was chosen to lead the Continental Army when they fought in the American Revolution.



Six years after winning the war, Washington and other leaders wrote the U.S. Constitution.



George Washington was our first president and served for two terms.



After serving as president, George returned to Mt. Vernon, his home in Virginia.



George Washington, the "Father of Our Country," died December 14, 1799.



The Washington Monument in Washington D.C. was built to honor him.

**George Washington**  
**“Father of Our Country”**