

## **Purpose**

The purpose of this lesson is to develop students' understanding of responsible leadership in the American colonial era. Students will have an opportunity to study some of the acts in George Washington's life and how he exhibited responsible behavior.

## **Objective**

The student will identify qualities of responsible leadership in our Founding Fathers.

## **Theme - Responsibility**

People are responsible for their actions, and a nation is responsible for the actions of its government. Washington accepted responsibility for leading the nation and the actions of the American army under his command.

## **TEKS**

113.2.b.k.2, 3.b.11, 4.b.2.4, 5.b.3.1 History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation.

113.3.b.1.12, 4.b.2.13, .5.b.3.10 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.

113.2.b.k.9, 4.b.2.12 Government. The student understands the role of authority figures and public officials.

113.5.b.3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society.

113.5.b.3.13 Culture. The student understands the role of real...heroes in shaping the cultures of communities, the state, and the nation.

113.6.b.4.18, 7.b.5.19 Citizenship. The student understands the importance of voluntary and individual participation in the democratic process.

113.6.b.4.19, 7.b.5.20 Citizenship. The student understands the importance of effective leadership in a democratic society.

113.7.b.5.2 History. The student understands how conflict between the American colonies and Great Britain led to American independence.

113.6.b.4.11, 7.b.5.11 Economics. The student understands the reason for exploration and colonization.

113.7.b.5.12 Economics. The student understands the characteristics and benefits of the free enterprise system in the U. S.

113.7.b.5.15 Government. The student understands how people organized governments in colonial America.

113.7.b.5.16 Government. The student understands important ideas in the Declaration of Independence and the U. S. Constitution.

## **Time**

45 minutes

## **Materials**

- ★ "George Washington-- A Responsible Man" passage
- ★ KWL Chart
- ★ Silhouette of George Washington
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## Focus

Ask students what it means to be responsible. Show the students the silhouette of George Washington and tell them that George Washington is known as the “Father of Our Country” because of his leadership qualities of courage, humility, and responsibility. The silhouette of George Washington is on the quarter coin. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on George Washington.)

## Activity

1. Complete the KWL Chart for pre- and/or post-reading of the passage. Read “George Washington-A Responsible Man.” Discuss the reading and how Washington is portrayed as a responsible person. Answer the questions in groups, individually, or in whole class.
2. Look at and discuss the silhouette of Washington. Create a bulletin board display, “I Am Responsible,” having students make their own silhouettes and identify their responsibilities. Students can display their written or illustrated responsibilities around their silhouette.
3. Students create an “I Am Responsible” journal and/or write journal entries about what the term means, their own sense of responsibility, and accounts of times they have or have not been responsible. Students can use the Washington silhouette as a cover for the journal.

## Closure

Discuss the importance of and need for being responsible.

## George Washington—A Responsible Man

George Washington is considered the "Father of the United States of America." Why? Was it just because he was a responsible man or because he became our president?

When George Washington was young, America still belonged to Great Britain. The people in America were supposed to obey the King of England and the British government. They were not free to do whatever they wanted. The king and his government used the people and land in America and in other places that he owned to make money for themselves. When the king began to take too much money without Americans having a voice in the British government, George Washington and others thought it was not fair. Many Americans wanted to be free to make their own rules and work for themselves. But the king sent his soldiers from Great Britain to America to make the people in America obey him.

Many leaders in the American colonies started to meet in secret and send secret letters to each other trying to find a solution to the British dictates or rules. George Washington was among them. The king still refused to listen to their pleas. So the Americans declared their independence and gathered an army to defend their colonies. They picked George Washington to be the leader or Commander-in-Chief of their Continental Army, and they began fighting Britain.

As commander, Washington ordered soldiers not to curse, blaspheme, or abuse alcohol, believing such behavior would alienate God's care over their cause. Washington was a great military leader, but he often felt unworthy of commanding the Continental Army. He wrote of his dependence on a Supreme Being, God, or Providence.

The war was named the "American Revolution." Many people were hurt or killed in the fighting. Washington's men did not know a lot about the British way of fighting, and Washington often did not have enough food, clothing, and supplies for his soldiers. They were hungry and cold much of the time. When Washington ran out of money for the soldiers, he had to ask them to keep fighting for no pay. Despite all the problems and hardships, George Washington never quit. The Americans won the war and their freedom from Great Britain.

Many men trusted and respected Washington immensely for his great leadership, character, and for not giving up. After the war, Washington became our first president and continued to help build America based on morals and the freedoms won with the Declaration of Independence and the American Revolution.

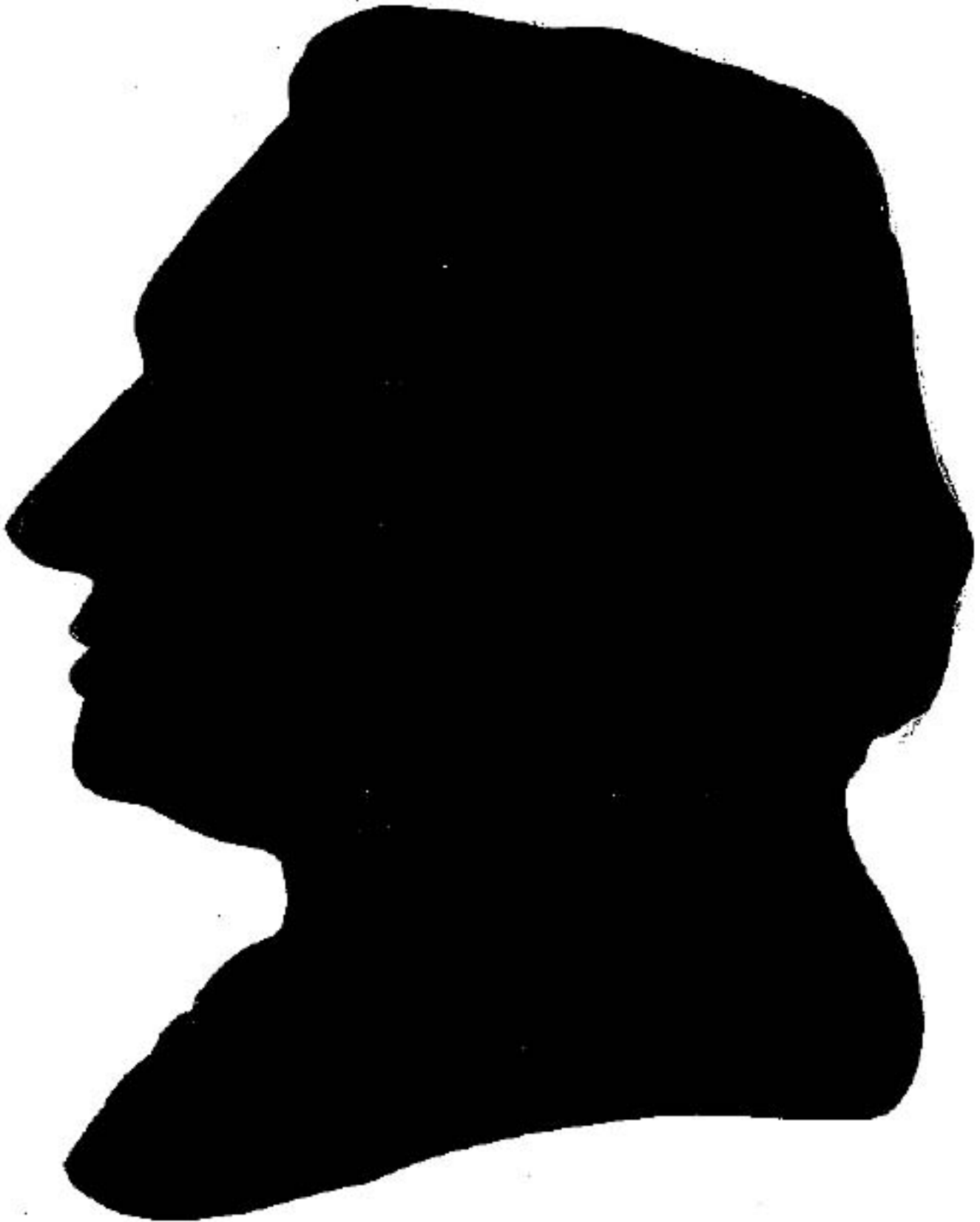
## Questions:

1. Before his military pursuits, Washington was a rich colonial planter who owned slaves. At his death he freed all the slaves he personally owned. Reread this passage and carefully look at Washington's character. Why do you think he freed his slaves?
2. Why did the soldiers and American colonists trust and respect Washington so much?
3. Trust and respect are earned. How could you model yourself after Washington?

# K-W-L Chart

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

# George Washington, the Father of Our Country



# George Washington: Nuestro Primer Presidente

## El Propósito

El propósito de esta lección es desarrollar el entendimiento de los estudiantes tocante a la responsabilidad de los líderes de la era colonial americana. Los alumnos tendrán la oportunidad de estudiar algunos casos de la vida de Washington donde mostró actos de responsabilidad en su comportamiento.

## El Objetivo

El estudiante va a identificar las cualidades del liderazgo responsable en nuestros antepasados.

## El Tema – La Responsabilidad

La gente es responsable por sus actos y una nación es responsable por los actos de su gobierno. George Washington aceptó la responsabilidad de dirigir a la nación y al ejército Americano bajo su mando.

## TEKS

SS1 Historia. Identifica las contribuciones de figuras históricas.

SS5 Ciudadanía. Explica modos en que los individuos participan en el proceso democrático, e identifica personas que demuestran esta participación.

## El Tiempo Necesario

45 minutos

## Los Materiales

- El pasaje titulado “George Washington – Un Hombre Responsable”
  - La Carta : SQA –( Lo Que Sé, Lo Que Quiero Saber, Lo Que Aprendí)
  - La silueta de George Washington (see English lesson)
  - Linterna, papel blanco, cinta adhesiva, marcador negro, lápiz
  - Website - [www.americanheritage.org](http://www.americanheritage.org)
- 

## El Enfoque

Muestre a los estudiantes la silueta de George Washington y dígales que él es conocido como “El Padre de Nuestro País” por su liderazgo y cualidades de valor, humildad y responsabilidad. La silueta de George Washington también se puede ver en la moneda americana de 25 centavos.

## Las Actividades

1. Completen la gráfica antes y, o después de leer el pasaje. Lean “George Washington – Un Hombre Responsable.” Discutan la lectura y cómo George Washington fue representado como una persona responsable. Contesten las preguntas en grupos, individualmente, o con toda la clase.
2. Veán y discutan la silueta de George Washington. Permita que los estudiantes hagan una exposición de siluetas de ellos mismos titulado “YO SOY RESPONSABLE.” Ellos pueden identificar sus responsabilidades y exponerlos alrededor de su silueta por escrito o ilustrados.
3. Las siluetas también pueden usarse en la cubierta del Diario titulado “YO SOY RESPONSABLE.”

# S-Q-A Carta

<b>Lo que Sé</b>	
<b>Lo que Quiero saber</b>	
<b>Lo que Aprendí</b>	