

## FLCHE-TPS Second Grade

### Washington and His Holiday

#### *It's Elementary, My Dear: Primary Sources in the Elementary Classroom*

<p>Enduring Understandings: Understand that some individuals and events represent the United States. We can learn about the past through primary sources.</p>	
<p>Essential Questions: What can we learn about history from paintings? What can we learn about history from letters?</p>	
<p>Vocabulary/Targeted Skills: engraving (technique of making prints from metal plates, where the design has been scored with a cutting tool), evidence, globe, slave</p>	
<p>Unit Assessment/Culminating Unit Activity:</p> <p>Prompt (<i>written or verbal</i>) Write a short paragraph (or 3 sentences, depending on student ability/level) to share three new facts you learned about George Washington and his holiday. Please include evidence from the text and from the portrait to support your writing.</p> <p>For example, <i>I noticed in the portrait that they did family pictures at the dining room table.</i></p>	
Lesson title: Washington and His Holiday	Time: 45 minutes
<p>Standard(s): <u>Florida Social Studies Standards</u> SS.2.A.1.1 Examine primary and secondary sources. SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.</p> <p><u>Language Arts Florida Standards</u> LAFS.2.RI.2.6 Identify the main purpose of a text (in this case a portrait), including what the author wants to answer, explain, or describe. LAFS.2.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. LAFS.2.W.3.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	

**Content Purpose:**

(I will) Use primary and secondary sources (so I can) to learn about individuals and events that represent the United States.

**Assessment/Evaluation:**

The students will write a short paragraph (or 3 sentences, depending on student ability/level) to share three new facts they learned about George Washington and his holiday.

**Reading Materials/Primary Source links:**

The Washington family--George Washington, his lady, and her two grandchildren by the name of Custis / painted & engraved by E. Savage.

<https://www.loc.gov/item/96512002/>

George Washington Was Born February 22, 1732

[http://www.americaslibrary.gov/jb/colonial/jb\\_colonial\\_washingtn\\_1.html](http://www.americaslibrary.gov/jb/colonial/jb_colonial_washingtn_1.html)

**Suggested Procedures:**

1. To introduce this lesson, ask the students what they know about George Washington.
2. Share the picture of *The Washington family* (<https://www.loc.gov/item/96512002/>) then take it away. Ask the students to discuss with their partner what they saw. Share the picture again, but this time have the students create an independent list of five things they observed. Repeat once more and have the students list five more things they observed. This method is leading the students to closely observe the picture. Things the students should point out, but in case they don't, mention these: globe (Why is there a globe in a family portrait?), sword (Why?), a black man/slave (Why would he be part of the portrait...it was a sign of social class.), map on the table (Why?), the way they dressed (again, sign of class), and Martha's fan (it's pointing to "grand avenue," which is believed to be where the National Mall is today.)
3. Guide the students in a class discussion on **when, where, and why** this picture may have been created (author's purpose). Any answers should be accepted, as long as the students support their answer with visual evidence.
4. Share this information with the students: this portrait is of President George Washington, his wife, Martha Washington, and her two grandchildren by the name of Custis. This was painted and engraved by Edward Savage.
5. Read aloud the passage from *George Washington Was Born February 22, 1732* ([http://www.americaslibrary.gov/jb/colonial/jb\\_colonial\\_washingtn\\_1.html](http://www.americaslibrary.gov/jb/colonial/jb_colonial_washingtn_1.html)) and guide the students' comprehension from the same webpage. Remember to go to the second page too. Model close reading (focusing on the information given in the text by reading the text more than once.) Be sure to discuss the question at the bottom of page 2, which will make a connection to their life.
6. The students will write a short paragraph (or 3 sentences, depending on student ability/level) to share three new facts they learned about George Washington and

Extensions:

Have the students do research and prepare a poster or Power Point project on George Washington.

Have the students draw their own family portrait, including evidence to let the future know more about them than what they look like. (Include video games or books, if they like to read, etc.)