



GW

Going by the Rules

Intended Grade Level: Upper Elementary School

Lesson Purpose: Students will be introduced to George Washington's *Rules of Civility* and consider their value in making decisions that lead to success.

Lesson Objectives:

- Students will understand that George Washington valued education and that the *Rules of Civility* was a part of his studies.
- Students will reword selected rules to current language and record them in a copy book.
- Students will consider how a rule may influence a person's success.

National Standards:

NSS-C.K-4.5 ROLES OF THE CITIZEN

What are the Roles of the Citizen in American Democracy?

- What does it mean to be a citizen of the United States?
- How does a person become a citizen?
- What are important rights in the United States?
- What are important responsibilities of Americans?
- What dispositions or traits of character are important to the preservation and improvement of American democracy?
- How can Americans participate in their government?
- What is the importance of political leadership and public service?
- How should Americans select leaders?

NSS-C.5-8.5 ROLES OF THE CITIZEN

What are the Roles of the Citizen in American Democracy?

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- What dispositions or traits of character are important to the preservation and improvement of American constitutional democracy?
- How can citizens take part in civic life?

NL-ENG.K-12.3 EVALUATION STRATEGIES



Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.4 COMMUNICATION SKILLS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.7 EVALUATING DATA

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Materials:

- *George Washington's Rules of Civility In Company and Conversation*, Mount Vernon Ladies' Association, Mount Vernon, VA. 1989 (ISBN 0-931917-18-2)
 - The rules can be found at the following web sites:
 - <http://gwpapers.virginia.edu/documents/civility/civ01.html> in his handwriting
 - <http://www.history.org/Almanack/life/manners/rules2.cfm>
- Copy Book pattern – copy one cover and eight lined sheets, double-sided, for each student
- Rules for George Washington worksheet –copy one for each pair of students
- A Rule for Me worksheet – copy one for each student

Timeframe: Approximately one or two class sessions

Procedures:

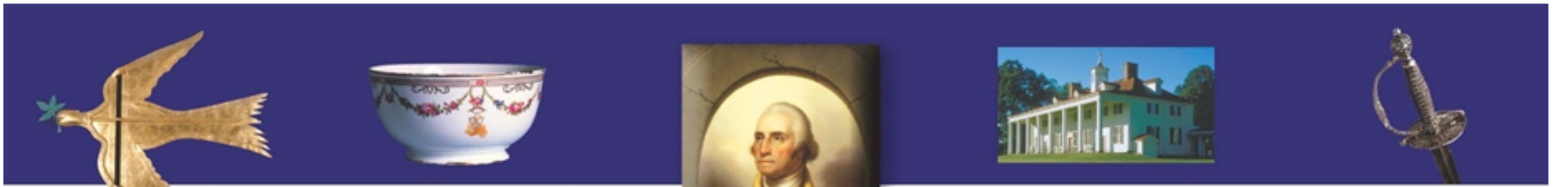
1. The teacher will select about thirty rules and present one or two each day during the weeks the class studies 18th century American history.
2. The class will discuss each rule and reword them into modern language.
3. Each student will record each rule in his/her “copy book” (included below) giving attention to accuracy, careful handwriting, punctuation, and attractive format.



4. After students have a number of rules to consider, the teacher will divide the class into pairs. Each pair will choose a rule they feel may have been important in helping George Washington become successful in one of his pursuits. Using the “Rules for George Washington” worksheet, students will copy the rule and write an explanation of why they believe the rule was important. These will be shared with the class and included in a wall display.
5. Working independently, (outside of class time, if desired) each student completes “A Rule for Me” worksheet (included below). These will also be shared with the class and included in a wall display.



*This has been adapted from a lesson by Carol Scott,
George Washington Teachers Institute 2007.*



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A Rule for George Washington

Choose one of the Rules of Civility you have recorded in the copy book.
Write the rule here.

We believe George Washington's using this rule helped him be more successful in his career as a (choose one)

Surveyor Military Leader Farmer President & Leader of the nation

Explain how the rule was significant in this career.





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A Rule for Me

Select one of George Washington's Rules of Civility that will help you to be successful in your plans for your future. Write the rule here:

Describe how using this rule to guide your behavior can help you be more successful in your plans for the future.





Rules
from
George

