



# National Park Service

GEORGE WASHINGTON BIRTHPLACE NATIONAL MONUMENT

PRESENTS

## *When George Washington Was A Child*



**CURRICULUM  
MATERIALS**



## How to Use this Guide and Student Workbook

- Please call George Washington Birthplace NM at **804-224-1732 x.227** to arrange your class visit. Programs are available September through November and March through June. Availability is limited.
- Schedule the park visit as early as possible and **at least 1 month in advance** before using the teacher guide and student workbook to ensure continuity with your curriculum timeline.
- The student workbooks are structured with pre-visit exercises, the park visit, and follow-up activities. The pre-visit activities are recommended for students to get more out of the program at the park.
- Teachers may coordinate other park activities such as using the picnic grounds, walking the nature trail, and touring the Washington burial grounds.
- Follow-up activities are included in the workbook to complete the objectives for the Standards of Learning and to review the activities conducted at the park.

# Teachers

## CURRICULUM STANDARDS: VIRGINIA

### Social Studies

K.1, K.2, K.7, K.9

1.1, 1.3

2.3, 2.7, 2.8, 2.9

## MARYLAND

History and Social Studies: (for Kindergarten, Grade 1 and 2)

5.0 A, 6.0 F&G

## Vocabulary terms from Virginia and Maryland curriculum standards

Kindergarten: history, long ago, make believe, past, present, real

1<sup>st</sup> grade: basic needs, community, contribution, change, family, money, wants

2<sup>nd</sup> grade: community, natural resources, scarcity, transportation

## Visiting the Park

- Please have students wear comfortable walking shoes and appropriate clothing for the weather (ex. coat, raincoat). This program includes walking outside, so be prepared for the weather that day. Have students wear large print nametags with the student's first name on their outer layer of clothing.
- Teachers must stay with the students at all times for safety. The park recommends 1 chaperone per 5 to 10 students.
- Students will tour Washington's birthplace and the surrounding historical area with a ranger and/or costumed interpreters. Allow 1 ½ hours for completion of the program at the park.
- Visitor Center facilities include exhibits, 14 minute movie and restrooms. Giftshop adjacent to Visitor Center. There is a picnic ground with tables, restrooms, and space to explore.

## Before Your National Park Visit



page

1.

### **Park Background**

What is a national park? Find out about the park you'll visit.

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2.

### **Happy Birthday George Washington**

Read a story about the Father of Our Country and learn vocabulary words.

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3.

### **Colonial Matching**

Discover colonial animals and animals today through a matching activity.

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4.

### **Past and Present**

Use photos to find differences between life in George Washington's time and your life today.

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## After Your National Park Visit

5.

### **Wants and Needs Chart**

Chart how peoples' wants and needs in George Washington's time were the same or different from our wants and needs today.

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6.

### **Plantation Community Activity**

Use drawing and other skills to learn more about the plantation community And natural resources you saw at the park.

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### **Colonial Timelines**

Learn more about colonial times by arranging these timelines.

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## Park Background

Is your mother or father keeping something valuable for you until you are older? Maybe it is your grandfather's pocket watch that he wanted you to have. It could be your grandmother's necklace or photograph. Your family "safekeeps" this item until you can understand its importance for you and your family. These items tell a story about your family. You will want to keep these "special" family items to pass down to your children.

The National Park Service has the same role your parents do in safekeeping your "special" family items. The National Park Service protects places that have a story to tell about the land, wildlife, or history. These sites are protected because they are "special places" for the people of the United States. The role of the National Park Service has been to protect and preserve (safekeep) these places for the future.



Where *George Washington* was born is a "special place" for the people of the United States. The birthplace is important because *George Washington* was the "Father of Our Country."

Visitors have traveled to the birthplace of *George Washington* since 1815. *George Washington Birthplace National Monument* became a part of the National Park Service in 1930.

Across the United States, almost 400 places that tell a story are in safekeeping by the National Park Service. This means that your children and your children's children will be able to visit these sites just as you can.

## Happy Birthday, George Washington!

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Imagine a cold day in the past in late February. It was more than 275 years ago. It was lambing season at the Popes Creek Plantation on the Northern Neck of Virginia. That's when the baby lambs were being born. It was 1732 and Mary and Augustine Washington were looking forward to the birth of their own baby. In a little house overlooking the water, Mary had a little boy on February 22. She named him George: George Washington.



George Washington grew up to do many great things to help our country get started. He led the army in the Revolutionary War. This war caused our country to be separate from England. George Washington became a national hero, somebody that people looked up to. He also became the first president of our country. He helped our country get started, just like fathers help children get a good start in life. That's why he's called the **Father of Our Country**.

Before George Washington did all these great things, he was a child just like most other children of his time. We call the time in the past when George was a child the **colonial times**. The Popes Creek plantation where George was born later became a national park that we can all visit. When you come to the park, look for ways that life was different in the **past**. What do you think has **changed**?

Popes Creek Plantation was like a small town, or a **community**. George Washington's **family**, servants and slaves raised everything for their **basic needs** on the plantation. These were the things they needed to live, like food, clothing, and shelter.

Gardens were important on the plantation because there were no grocery stores. Peas, carrots, beets, cabbages and squash were part of the garden when George Washington was a



child. The people living on the plantation wanted to avoid **scarcity**, or not having enough.

The Washingtons and their slaves grew tobacco on the Popes Creek Plantation. Most of their neighbors grew tobacco too. Virginia was a good place for colonists like the Washingtons to settle. There were lots of **natural resources** here, like good soil that would grow tobacco, waterways that could be used for **transportation**, and plants that could be used for food, medicine and even clothing.



Tobacco could be used instead of **money**. Colonists could trade tobacco for things they wanted to buy. This is called **bartering**. The Washingtons **bartered** their tobacco for fine clothes, spices, glass, medicines and tools from England. Some of these were things they **needed** and some were things they **wanted**. What's the difference?

Are you looking forward to seeing animals when you visit the park? The colonial farm you'll see when you visit the park is almost like it was when *George Washington* was a child there in the **past**. Animals had a lot of space and a lot of people to take care of them, mostly slaves. In the **present**, there are only a few workers on factory farms and the animals are crowded.



Josh and Smoker Red Devon Oxen, being driven by a slave

Just like when *George Washington* was a child, there are wild animals at the park today. You might see deer, squirrels, snakes, swans, rabbits, foxes, woodchucks, turtles, lizards, eagles, or raccoons.



You'll also see domestic, or farmed, animals. They are different from wild animals. Farmed animals depend on us to take care of them. They are much like your pet cats or dogs at home. They are smart, they recognize each other, and they can be happy or sad, contented or scared. They can't live in the wild. Instead they count on us to feed them and treat them well.



There were many more farmed animals on the plantation in the **past** when George Washington was a child. Pigs are very smart and curious. When George was a child, they roamed free. They found roots, nuts and other food to eat under the trees and around the plantation grounds. Sheep recognize their own babies, even in a large flock. They have feelings just like your dog or cat. Sheep are afraid of predators, happy to get attention, and get upset if they're separated from ones they know.



Lydia, a Hog Island sheep with her lamb

Mishak, an Ossabaw Island Hog

Nifty and Sassy, Arabian horses with colonial girl

Dominique, Doercken rooster

Horses were George's favorite. His father had over 40 horses on this plantation. George was an excellent rider. Horses and boats were the best ways to travel when George was little. They were used for transportation. The Washingtons kept chickens too. Chickens are very gentle animals. They need to scratch in the grass outside to find food. In the **past**, colonists needed to eat animals and their milk and eggs for food. In the **present**, we have many other choices for our **basic needs**. Cows give milk that their babies need to survive. When George was a child, all cows had horns. Now people cut cows' horns off, even though it hurts. The older boy cattle are oxen: they're very strong. When George was a child, farmers used oxen to pull carts.



Emma and India, Red Devon cows

The colonists made many of the things they needed, such as tools. A blacksmith made iron tools such as hooks, nails, spoons, and screwdrivers on a forge, which is like a giant fireplace. The Washingtons' slaves cooked the **family's** food over a wood fire. The kitchen was in a separate building from the house, in case it caught on fire.



There are many stories about George Washington as a child. The story of George Washington chopping down the cherry tree probably did not happen. It probably is *make believe*. However, other stories are . What is the difference between *make believe* and *real* stories?



Do you like it when people remember your birthday? We remember the birthdays of people that are important to us: our friends, our families, and our heroes. In the **present**, we remember George Washington's birthday each year because he was so important to our country.

George Washington Birthplace National Memorial is a national park. It protects the place where George Washington was born and spent his younger years. The park protects plants and animals like the ones George knew when he was here. The park helps us think of George Washington. His story is part of our country's **history**, or **past**. You can celebrate the birthday of **The Father of Our Country** any day just by visiting the park.



## Colonial Matching

Match what the animal does to what it means (see example):

|                     |         |
|---------------------|---------|
| Wiggling tail       | Tired   |
| Running away        | Curious |
| Sleeping            | Cold    |
| Eating              | Happy   |
| Shivering           | Hurt    |
| Limping             | Hungry  |
| Coming over to gate | Afraid  |



Nifty,  
Arabian horse

Match the names for boy and girl animals to the type of animal (see example):

|                       |   |
|-----------------------|---|
| Girl: hen             | <br><br><br><br><br> |
| Boy: rooster          |   |
| Girl: cow             |   |
| Boy: ox or bull       |   |
| Girl: filly or mare   |   |
| Boy: colt or stallion |   |
| Girl: ewe             |   |
| Boy: ram              |   |
| Girl: sow             |   |
| Boy: boar             |   |
| Girl: goose           |   |
| Boy: gander           |   |

**Past and Present**

Some pictures here show life in the past when George Washington was a child. Others show life now in the present.

Write **Past** or **Present** under each picture. (Hint: A few could be **Both**.)

Transportation

Car



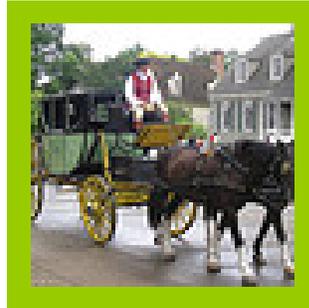
\_\_\_\_\_

Boat



\_\_\_\_\_

Horse



\_\_\_\_\_

Plane



\_\_\_\_\_

Where to get things you Want or Need

Store



\_\_\_\_\_

Make it yourself



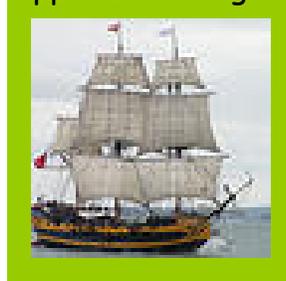
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Internet



\_\_\_\_\_

Shipped from England



\_\_\_\_\_

Clothing

Wool - the only warm choice



\_\_\_\_\_

Synthetic fleece - one of many warm choices



\_\_\_\_\_

**Cooking**

Hauling water



\_\_\_\_\_

Stove



\_\_\_\_\_

Fire



\_\_\_\_\_

Microwave



\_\_\_\_\_

**Farming**

Free roaming animals



\_\_\_\_\_

Factory farms



\_\_\_\_\_

Tractors



\_\_\_\_\_

Oxen



\_\_\_\_\_

**Getting Food**

Grow your own



\_\_\_\_\_

Store



\_\_\_\_\_

Refrigerator



\_\_\_\_\_

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## After Your Visit to the National Park

### Wants and Needs Chart

Think about how your wants and needs are different from people in George Washington's time.



#### Wants

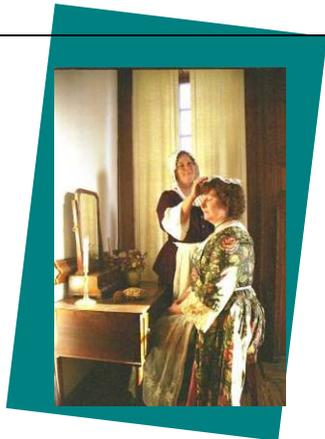
List people's wants in George Washington's time that were the same as your wants today. Then list their wants that were different than yours today.

| <u>The Same</u> | <u>Different</u> |
|-----------------|------------------|
|                 |                  |
|                 |                  |
|                 |                  |
|                 |                  |
|                 |                  |

#### Needs

List people's needs in George Washington's time that were the same as your needs today. Then list their needs that were different than yours today.

| <u>The Same</u> | <u>Different</u> |
|-----------------|------------------|
|                 |                  |
|                 |                  |
|                 |                  |
|                 |                  |
|                 |                  |



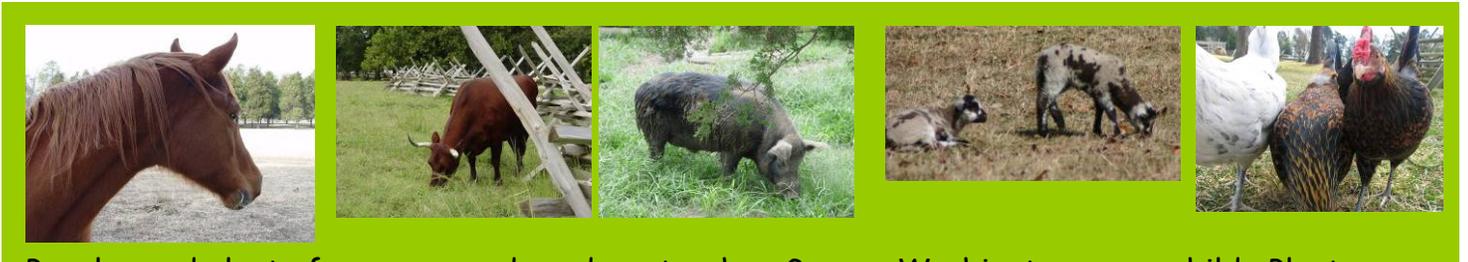
## Plantation Community Activity

Animals were an important part of the plantation community when *George Washington* was a child. Draw the faces of animals you saw at the park. Which one is your favorite?

When *George Washington* was a child, the farmed animals were named. In the national park, the farmed animals have names today.

List the names you would give the farmed animals that live in the park today.

| Horses | Cattle | Hogs | Sheep | Chickens |
|--------|--------|------|-------|----------|
|        |        |      |       |          |
|        |        |      |       |          |
|        |        |      |       |          |
|        |        |      |       |          |
|        |        |      |       |          |



People used plants for many needs and wants when *George Washington* was a child. Plants are natural resources. Match the plant with what it was used for. See example.

- |                            |               |
|----------------------------|---------------|
| Indigo                     | Money         |
| Flax                       | Cloth (linen) |
| Vegetables and fruit trees | Dye for cloth |
| Herbs from the garden      | Food          |
| Tobacco                    | Spices        |

Could we still use plant for any of these uses? Which ones?



## Colonial Clothing Timelines:

Cut out the pictures/word cards. Arrange each timeline in order.

### Silk



George Washington wore fancy silk clothes that came **by ship**. He paid for them with tobacco grown on his plantations.



Silkworms are boiled alive inside their cocoons. The cocoons are then unwound for **silk thread**.



**In China**, silkworms spin cocoons around themselves with their silk threads. If left alone, they turn into moths.



**Today** silk is still made the same way, but now we have many other fancy fabric choices that don't hurt silkworms.



The woven silk **cloth** was sent **by ship** to England, and then to the Virginia colony.



The **thread** was woven into silk cloth.

## Sheep and Wool



Wool thread was woven or knitted into cloth and made into clothing.



Sheep can recognize at least 50 faces. They may remember you if you come back to the park in the future.



Baby lambs are born in the spring. When they're happy they jump and wiggle their tails, just like a puppy does.



Today we have many warm clothing choices like synthetic fleece that don't hurt any sheep. Some people still choose to eat sheep.



After shearing, the wool from the sheep was cleaned and spun into thread.



Sheep are **sheared** (their fur is cut off) in late winter, and often are killed for meat at the same time.

## Flax and Linen



By **summer**, flax plants grow long stems and blue flowers.



**Flax thread** was woven into cloth - we call it linen. The Washingtons used it for clothes and household uses.



**Today**, linen cloth is used for fine clothing, and fancy sheets and tablecloths. It's still made from flax.



After the **flax** was pulled up, the long plant fibers of its stems were soaked, beat and **combed** on this heckle.



Flax **seeds** were planted in the **spring**.



**Combed** flax fibers were spun into **thread** and dyed with colorful plants, berries and seeds.