

		Title of Unit Plan:	George Washington – A Good Leader
Grade Level:	8th	Subject Area:	US History
School Name:		Time Frame to Complete Lessons:	2 weeks

Stage 1: Desired Results

Established Goals: (Standards)

CSH.712.IS7. Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g. Mexico, Canada, early colonies in the U.S.).

CSH.712.IS13. Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.

CSH.712.IS15. Analyze the thoughts and deeds of great men and women of the past.

SS.8.A.1.5.¹ Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

SS.8.A.2.4. Identify the impact of key colonial figures on the economic, political, and social development of the colonies.

SS.8.A.3.3. Recognize the contributions of the Founding Fathers (John Adams, Sam Adams, Benjamin Franklin, John Hancock, Alexander Hamilton, Thomas Jefferson, James Madison, George Mason, George Washington) during American Revolutionary efforts.

SS.8.A.3.12. Examine the influences of George Washington’s presidency in the formation of the new nation.

Literature overlap:

ELA.712.IS4. Explain from a Catholic perspective how literature addresses critical questions related to man, such as: How ought men live in community with each other? What are an individual’s rights, duties, freedoms, and restraints? What are a society’s? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life?

ELA.712.IS5. Describe how poets and writers use language to convey truths that are universal and transcendent.

ELA.712.DS6. Display a sense of the “good” by examining the degree in which characters significantly possess or lack the perfections proper to a) their nature as human person, b) their proper role in society as understood in their own culture or the world of the text, c) the terms of contemporary culture, and d) the terms of Catholic tradition and moral norms.

ELA.712.IS14. Analyze the author’s reasoning and discover the author’s intent.

LAFS.68.RH.1.1. Cite specific textual evidence to support analysis of primary and secondary sources.

¹ Social Studies and English Standards are taken from the State of Florida.

LAFS.68.RH.1.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Understandings:

TSW understand the definitions of Goodness and be able to apply these definitions to people and events.

TSW understand how personal goodness affects others.

Essential Questions:

- Why is goodness important (in leaders, in decision-making, in planning, for society, etc.)?
- What constitutes goodness in a leader?
- How does being a good leader (a particular good) affect the common good?

Students will know....

TSW know the motivating values, philosophies, and theologies of the colonists and leaders that existed during the Revolutionary War and thereafter.

TSW know how the moral compass of the colonists (and George Washington) formed the expectations of the office of the President and the workings of the early government.

TSW identify how George Washington uses specific language in his Inaugural Address to convey his acknowledgement and reliance on Divine Providence.

Students will be able to...

TSW be able to analyze and summarize primary (historical) and secondary documents citing specific evidence from the text.

Stage 2: Assessment Evidence

Performance Task(s):

TSW write an essay summarizing the important points of *George Washington's Inaugural Address* including specific citations from the document (**Rubric**).

Other Evidence

Formative:

- Note-taking during 17min. History video on *George Washington: Lessons in Leadership*.
- Qualities of a good leader worksheet.
- Group FAB4 Mat completion.
- WebQuest worksheet.

Summative:

- Vocabulary words worksheet.
- Excerpts from *Washington's Farewell Address of 1796* Worksheet.
- Essay - "How well do you believe George Washington fulfilled his role as a military leader and first President? Cite specific examples of

Stage 3: Learning Plan

Learning Activities: Selected

Day 1: Review the concept of Goodness² with students by using the quote, "The good is that which is, at any given moment, appropriate, fitting, and right in relation to the objective situation" (Caldecott, pg. 142). Goodness also incorporates purposefulness (something which fulfills that for which it was created; its nature, outcome, adherence to natural law, justice, and the common good. **(See Background information on Goodness).**

Brainstorm qualities of good leaders in general vs. military leadership. Discuss *Qualities of good military leaders according to Socrates*. Add other qualities as discussed and which are appropriate.

Watch History channel video *George Washington: Lessons in leadership* taking notes **(formative assessment)** on Washington's qualities of leadership **and** the parameters set for the Presidency. Add these to the *Qualities of good military leaders according to Socrates* sheet **(summative assessment)**. **SS.8.A.3.12**

Day 2 - 3: Read Chapter 13, *Heights (1777)* pp. 113-122 from Flexner (see Student Resources) or a classroom textbook on the Battle of Trenton (Dec. 1776). Read *Washington describes victory at Trenton, New Jersey, December 27, 1776* (see Student Resources) and *A Woman's Witness of War* (See Student Resources). In a class guided discussion, or Socratic seminar, identify the author, intended audience, format and purpose of each document. Address some of the following questions, among others that might arise, citing textual evidence: How ought men live in community with each other? What are an individual's rights, duties, freedoms, and restraints? What are a society's? What is the relationship between man and God? Between man and the physical world? What is the nature of human dignity and the human spirit? What is love? What is the good life? Continue to review and add to the *Qualities of good military leaders* sheet. **SS8.A.1.5; LAFS.68.RH.1.1; CSH.712.IS5, IS13 & IS14; LAFS.68.RH.1.2.**

Day 4: Watch History Channel *George Washington* video and take notes **(formative assessment)** on formation of the office of the president.

Using FAB4 (Reciprocal Teaching) have students perform an initial read of *Washington's Inaugural Address 1789* using Predict, Clarify (words and phrases), Question, and Summarize. (See Teacher Resources for Reciprocal Teaching). Use FAB4 Mat (followed by Vocabulary Worksheet – homework) as **formative assessment**. Create bullet points while reading of Washington's main concerns **(formative)**. **SS.8.3.12**

² If a lesson on Goodness has not been given, then use Day 1 to discuss the definitions and applications of Goodness.

Day 5: Whole class discussion and re-read of *Washington's Inaugural Address*. Analyze the author's reason & intent for writing the document and saying what he says: What does George Washington say about himself at the beginning, middle, and end of the Address? How does he bring the reader to an understanding of his reliance on the transcendent? Who does Washington call upon at the beginning and end of his Address? How does he view this entity? Who does George Washington attribute the success of the New Nation and new government to? What do the Framers of the Constitution and the early colonists believe about freedom and how is this evidenced in George Washington's Inaugural Address? Have students write a one-page narrative summary of George Washington's main points (summative).

CSH.712.IS5,IS13,IS14; LAFS.68.RH.1.2

Day 6 - 7: Read *From George Washington to David Humphreys, 20 July, 1791*.

Identify the motivating values, philosophies, and theologies of the young country at this time. What were the economic, political, social concerns described by Washington? Use Socratic Seminar and provided worksheet (formative). **CSH.712.IS7; SS.8.A.3.12**

Perform a WebQuest search on www.mountvernon.org to find the contributions of George Washington in the area of politics, economics, and society. Add to worksheet (formative).

SS.8.A.3.3; SS.8.A.2.4

Day 8 - 9: Review politics, economics, and society at the time before moving on to read *Excerpts from George Washington's Farewell Address* focusing on precedents set by him for the United States and have students complete the worksheet questions (formative assessment) using Think, Pair, Share. **SS.8.A.2.4; LAFS.68.RH.1.2**

Day 10: Read *Address from the Officers of the Virginia Regiment, 31 December 1758* and identify key leadership qualities of George Washington adding to the *Good Military Leader* worksheet. Review distinction between good leaders and military leaders. In small groups have students talk and reflect on whether these qualities of leadership are the same today as during Washington's time. Have them write a personal reflection on how they exhibit qualities of good leadership and the effect it has on those around them or on the community (formative). Students can then begin their essay (summative) using the definitions of goodness to reference the essential questions and to describe how well they believe George Washington fulfilled his role as a military leader and as the first President of the United States.

Vocabulary and Definitions:

1. **vicissitudes** – a change of circumstances or fortune, typically one that is unwelcome or unpleasant.
2. **predilection** – a preference or special liking for something; a bias in favor of something.

3. **immutable** – unchanging over time or unable to be changed.
4. **despondence** – depression of spirits from loss of courage or hope; dejection.
5. **palliated** – make (a disease or its symptoms) less severe or unpleasant without removing the cause.
6. **supplications** – the action of asking or begging for something earnestly or humbly.
7. **benediction** – the utterance or bestowing of a blessing, especially at the end of a religious service.
8. **consecrate** – make or declare (something, typically a church) sacred; dedicate formally to a religious or divine purpose.
9. **presage** – (of an event) be a sign or warning that (something, typically something bad) will happen; an omen or portent.
10. **auspiciously** – conducive to success; favorable.
11. **congenial** – (of a person) pleasant because of a personality, qualities, or interests that are similar to one's own.
12. **actuate** – cause (a machine or device) to operate.
13. **felicity** – intense happiness; the ability to find appropriate expression for one's thoughts.
14. **propitious** – giving or indicating a good chance of success; favorable.
15. **pecuniary** – relating to or consisting of money.
16. **emoluments** – a salary, fee, or profit from employment or office.
17. **benign** – gentle; kindly.
18. **conspicuous** – standing out so as to be clearly visible.
19. **demagogue** – a leader who makes use of popular prejudices and false claims and promises in order to gain power

Student Resources:

[A woman's witness of war.](#)

[Address from the officers of the Virginia Regiment, 31 December 1758](#)

Flexner, J. (1974). *Washington: The indispensable man*. Toronto, ON: Sterling Publishing. pp. 115-121.

[George Washington](#)

[George Washington: Lessons in leadership.](#)

[George Washington to Congress, April 30, 1789, First Inaugural Address](#)

[George Washington to David Humphreys, July 20, 1791](#)

[The first President: George Washington. Mount Vernon.](#)

[Washington Describes Victory at Trenton, New Jersey, December 27, 1776](#)

Teacher Resources:

Resources for Goodness

Caldecott, S. (2012). *Beauty in the Word: Rethinking the foundations of education*. Tacoma, WA: Angelico Press.

[Classroom Strategies: Reciprocal Teaching.](#)

[Reciprocal Teaching.](#)

Cross - Curricular Connection

English (See Above)

Vocabulary Worksheet

1. vicissitudes
2. predilection
3. immutable
4. despondence
5. palliated
6. supplications
7. benediction
8. consecrate
9. presage
10. auspiciously
11. congenial
12. actuate
13. felicity
14. propitious
15. pecuniary
16. emoluments
17. benign
18. conspicuous
19. demagogue

Excerpts from Washington's Farewell Address of 1796³

"In contemplating the causes which may disturb our Union, it occurs as a matter of serious concern, that any ground should have been furnished for characterizing parties by geographical discriminations, Northern and Southern, Atlantic and Western; whence designing men may endeavor to excite a belief that there is a real difference of local interests and views. One of the expedients of party to acquire influence, within particular districts, is to misrepresent the opinions and aims of other districts. You cannot shield yourselves too much against the jealousies and heart burnings which spring from these misrepresentations; they tend to render alien to each other those who ought to be bound together by fraternal affection...."

1. What is the main idea of this first excerpt?
2. Interpret the phrase, "they tend to render alien to each other those who ought to be bound together by fraternal affection....":

"...I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally...."

3. What is the main idea of this excerpt?

"The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism... The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual" (Despotism: Total rule by one person; aka-Tyranny!)

4. Summarize President Washington's predictions on the effects of political parties.

"Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened. ..."

5. Summarize the main idea of this excerpt:

6. Why did George Washington feel that the general population needed to be educated?

³ Adapted From <http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/4034/Washingtons%20Farewell%20excerpts.pdf>

“As a very important source of strength and security, cherish public credit. One method of preserving it is to use it as sparingly as possible, avoiding occasions of expense by cultivating peace, but remembering also that timely disbursements to prepare for danger frequently prevent much greater disbursements to repel it, avoiding likewise the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertion in time of peace to discharge the debts which unavoidable wars may have occasioned, not ungenerously throwing upon posterity the burden which we ourselves ought to bear. ...” (Posterity: Future generations)

7. Identify President Washington’s economic goals for the United States.

“Observe good faith and justice towards all nations; cultivate peace and harmony with all. ... The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith.”

8. Summarize the advice that George Washington gives to Americans regarding foreign nations.

Using the excerpts above, create a list of precedents that President Washington suggested for the United States and future Presidents:

9.

10.

11.

12.

13.

Qualities of a Good Military Leader According to Socrates – George Washington

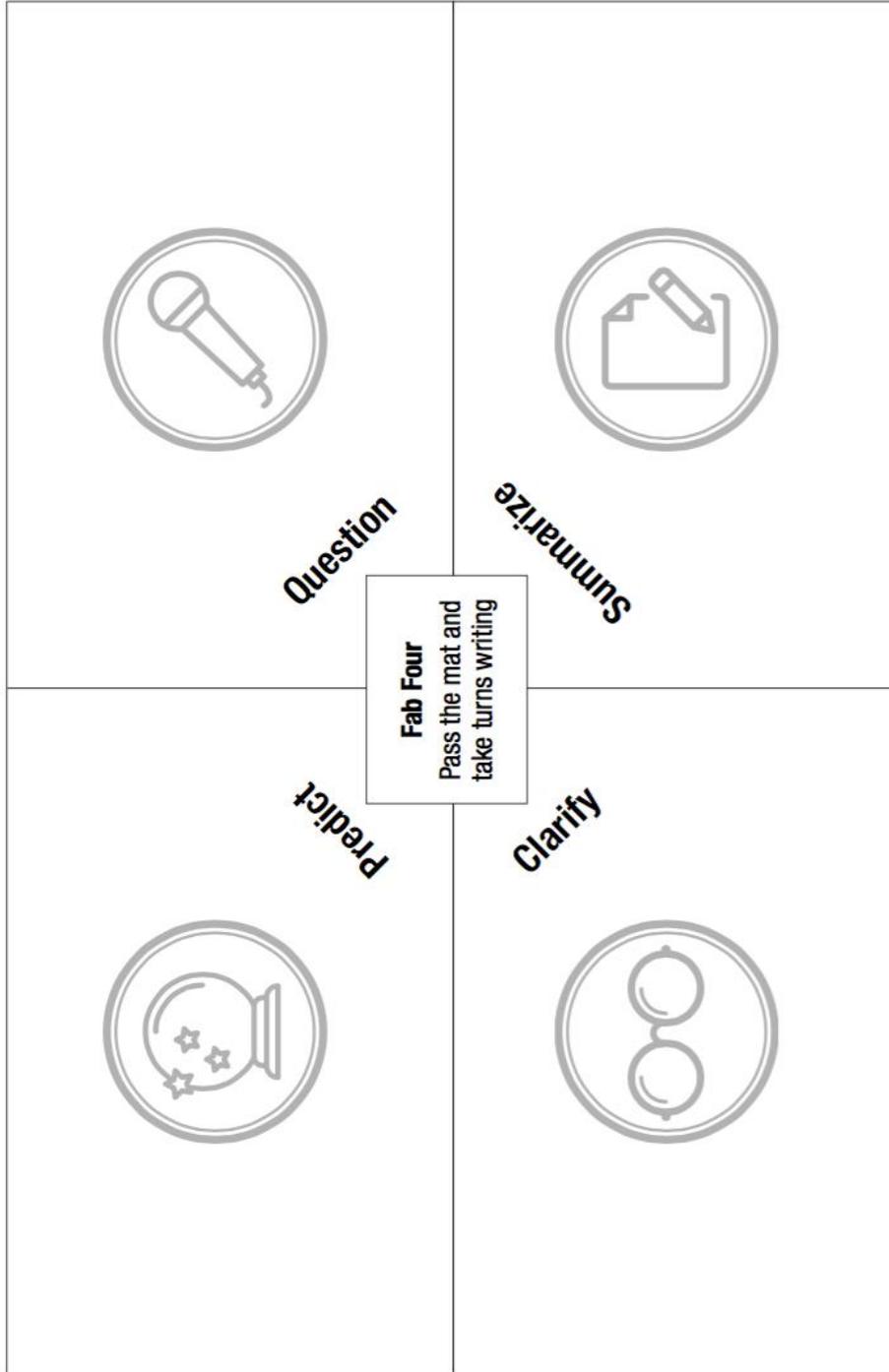
Student Name _____

Qualities	Had Experience with (Yes, No, NA)	Success in (Yes, No, N/A)	Failure in (Yes, No, N/A)	Evidence with Citation (unless N/A)
Tactics				
Furnishing Equipment/Supplies				
Being Resourceful				
Staying Active				
Being Careful				
Being Hardy				
Being Quick-witted				
Being Gentle				
Being Brutal				
Being Straightforward				
Being Designing, (i.e., Scheming)				
Showing Caution				
Being Capable of Surprise				
Being Lavish (i.e., Generous)				
Being Rapacious (i.e., Going to any length to get what is needed)				
Being Lenient				
Being Strict				
Defense				
Attack				

... tactics ... is only a small part of generalship. For a general must also be capable of furnishing military equipment and providing supplies for the men; he must be resourceful, active, careful, hardy and quick-witted; he must be both gentle and brutal, at once straightforward and designing, capable of both caution and surprise, lavish and rapacious, generous and mean, skilful in defense and attack; and there are many other qualifications, some natural, some acquired, that are necessary to one who would succeed as a general.

—Attributed to Socrates in *The Memorabilia* (3.1.5–3.1.6) by Xenophon on the EDSITEment resource [The Perseus Digital Library](#)

Fab Four Mat



Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension (3rd ed.), by Lori D. Oczkus, 2018, Alexandria, VA: ASCD. Copyright 2018 by ASCD.

Worksheet for Attitudes and Concerns of the Colonist during the Revolutionary War

Early Colonial attitudes and values	<i>From George Washington to David Humphreys</i>	WebQuest (cite source) www.mountvernon.org
Values		
Philosophies		
Theologies		
Economics		
Politics		
Society		

Main Points of George Washington’s Inaugural Address of 1789

Grading Scale: 1 point for any of the following.

- Fear of not being up to the task. Inadequacies.
- Acknowledgement and consecration to Divine Providence for the founding and guidance of the new country.
- Non-partisanship.
- Private morality is the foundation for National policy.
- Free government and its attributes will win the affections of the people and respect of the world.
- Relationship between virtue and happiness; duty and advantage; honest and magnanimous policy will generate public prosperity and felicity.
- The nation cannot disregard the eternal rules of order and right, which Heaven itself has ordained, to remain in the Lord’s favor.
- This type of Republican government is an experiment.
- Working with the new government leaders to discern what is right for the public good.
- Declined a salary except that which is limited to his actual expenses.

Informal Essay

Features	4 - Expert	3 - Accomplished	2 - Capable	1 - Beginner
Content (See main points)	7-10 main points	5-6 main points	3-4 main points	0-2 main points
Text references	Includes 7-10 textual references.	Includes 5-6 textual references.	Includes 3-4 textual references.	Includes 0 -1 textual references.
Style & Voice	Writing is smooth, coherent, and consistent with central idea. Sentences are strong and expressive with varied structure, Diction is consistent, and words well chosen.	Sentences are varied and inconsistent with central idea, vocabulary and word choices.	Lacks creativity and focus. Unrelated word choice to central idea. Diction is inconsistent.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
Organization	Essay is logically organized and well-structured, displaying a beginning, body, and a conclusion. Critical thinking skills are evident.	Essay somewhat digresses from the central idea; ideas do not logically follow each other.	Central point and flow of essay is lost; lacks organization and continuity.	Ideas were unorganized and vague; no particular flow was followed.
Grammar usage & Mechanics	Written work has no errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (1-2 errors).	Written work has several errors in word selection and use, sentence structure, spelling, punctuation, and capitalization, (3-6 errors).	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization (7 or more errors).
Totals				

Background Information on Goodness

Goodness is one of the five transcendentals or “attributes of being” known to all men everywhere for all time. The transcendentals are truth, beauty, love, and unity or perfect being. These attributes form the basis for philosophical questions⁴ teachers can use to go “deeper and broader” into discussions about any concept or discipline.

There are many different aspects of Goodness, but the first that usually comes to mind is goodness from the moral perspective which includes the concepts of equality and justice. This perspective of goodness is easily seen through the eyes of children who are quick to recognize when an injustice has occurred and someone has not been treated fairly. Goodness, in this sense, is goodness from a particular perspective. We see this notion of goodness throughout human history, but most especially as found in the Natural Law precepts of “Do good; avoid evil” or God’s revealed law of the Ten Commandments. Societies, also, tend to establish their own sets of rules to provide the means for members from diverse groups to work together for a common purpose, a common cause, and a common good. That end could be practical, such as monetary exchange and services, or an ennobled one, such as the pursuit of justice or peace. This is an example of working for the Common Good.

Goodness is also recognized in the purposefulness of a thing – whether and how, it fulfills all that it was intended to be or whether it acts as a means for another particular end⁵. For example, “This orange is good” because it fulfills all the requirements of an orange, or “This orange is good for me” because it provides me with Vitamin C and fiber that my body needs. The first fulfills its purpose by fulfilling its nature, and the second fulfills its purpose as a means to provide nutrition. Both are considered good.

Goodness can also be based on the fulfillment (or lack thereof) of sensual desires, known as the Goods of the Body.⁶ This includes getting enough food, sleep, leisure, activity, shelter, etc. They are primary and necessary goods but should not be the final end because focusing on the acquisition of these items alone could bring about hedonism - the pursuit of pleasure and intrinsic goods as an end in itself.

There are also other goods that act as means to an end, such as money, stocks, gold, investments, etc. which are called Goods of Fortune.⁷ These are all considered “good” because they can be exchanged for food, shelter, clothing, recreation, medicine, and so forth. These Goods of Fortune tend to leave man with the notion he never has enough.

The Common Good is part of what some call the Goods of Society. Other goods of society include friendship, social status, political honor, fame, and the state itself. These goods, if seen as a final end, could lead to the subordination of man to the dictates of the state by a utilitarian

⁴ See the Transcendental Taxonomy on The Cardinal Newman Society’s website. <https://roewr2fq9w5e53ga110obv13-wpengine.netdna-ssl.com/wp-content/uploads/Transcendental-Taxonomy.pdf>

⁵ Aristotle calls these the Goods of Fortune. See Sullivan, D. (1957). *An introduction to philosophy: The perennial principles of the classical realist tradition* p. 130.

⁶ Ibid. p. 131.

⁷ Ibid. p. 130.

or tyrannical government, thus suppressing man's God-given dignity for the broader needs and goals of society.

Higher goods that man hopes to achieve are the Goods of the Soul. These are the virtues that, when perfected, elevate him to be all that he can be. These virtues include both the intellectual virtues and moral virtues. There is a realization, though, that one can never be virtuous enough, can never attain perfect goodness⁸, which brings us to the fullness of Goodness Himself – God.

⁸ See Fr. Robert Spitzer S.J.'s book *New proofs for the existence of God: Contributions of contemporary physics and philosophy* (2010), pp. 269-270.