

**Washington:
A Man
Of
Prayer**

**Teacher
Handbook
2014**

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About This Resource

The *Washington: A Man of Prayer Curriculum Teacher Handbook* timelines and implementation suggestions for the use of the curriculum in the classroom. The lessons will help your students understand their Christian heritage and find evidence of God's hand on the birth of America. By using the curriculum, you and your students will be prepared to not just watch the *Washington: A Man of Prayer* simulcast but to also actively participate in the webcast.

As the teacher is the best qualified to determine the activities appropriate for their students, the curriculum is designed to be very flexible. It can be used in one subject area or several different disciplines within a grade level. All of the activities stand alone. Therefore, you can do one lesson or several; they do not build on one another. Take time to look at all the activities. With your skill you may be able to adapt an activity to your grade level.

The lesson material is presented in two forms. First, *The First Presidential Inauguration and Dedication of America* is an article that contains the historical background of the event. The second is a timeline format that provides a quick review of the article. Both contain the same information about the First Inauguration. It focuses on the events of the month before the Inauguration.

Time Table:

Washington: A Man of Prayer Simulcast 2014 will be Wednesday, May 7, 2014. The webcast will be after the simulcast and will be available for you to use at your convenience. The webcast will contain the Guided Prayer Event.

The time table below contains two examples of scheduling. The two essential parts of this curriculum are the Lesson Material, and the Guided Prayer Worksheet.

<u>Lesson Plan</u>	<u>Time</u>	<u>Schedule and Activities Suggestions</u>	<u>Materials</u>
Time is of the Essence	5-7 min/day For 5 days 15 min/ 1 day	<u>5-7 min/day for 5 days:</u> Read one section from the Essay per day for 5 days. <u>15 minutes Day 6</u> On day 6, use the Guided Prayer Worksheet to prepare for the Guided Prayer Time with the simulcast/webcast on May 7, 2014	Lesson Materials Essay Format Guided Prayer Student Worksheet Guided Prayer Teacher Worksheet
My Schedule is Flexible	2-3 Days/Class periods	George Washington Lesson One Activity: Teacher's Choice Guided Prayer Worksheet	Lesson Materials Essay or Timeline format Activity Sheets: Teacher's Choice Guided Prayer Student Worksheet Guided Prayer Teacher Worksheet

Time requirements are suggested for each activity. They are only suggestions and they are provided for an individual teacher. One class period is for teaching the history and significance of the first inauguration. The second class period is designated for completing an activity and the Guided Prayer Worksheet. If teachers choose to work as a team, then individual teaching time will be shortened. For example, if the history teacher(s) presents the historical information to all the students of one grade level and do an activity, then they will spend 2 class periods in the curriculum. However, the English teacher, the music teacher, etc., will only have to review the information with the students and so the timing will have to be adjusted for their class periods.

If you only have time for ONE activity, it should be the Guided Prayer Worksheet. See the appropriate section for your grade level.

Curriculum Content

Focus of Washington: A Man of Prayer 2014 Curriculum

The focus of *Washington: A Man of Prayer 2014 Curriculum* is to analyze the monumental task of bringing the office of President to fruition from the journals, letters and personal writings of George Washington.

Objectives:

The objectives of this curriculum are:

1. To understand that God alone establishes the nations of the World.
2. To know that God uses ordinary men and women to accomplish His purposes.
3. To cause students to understand that all the Founding Fathers were ordinary men who were called to do extraordinary things.
4. To present the details and significance of the first Presidential Inauguration.
5. To educate students of the Christian heritage of the United States of America.
6. To recognize and study Godly leadership in action.
7. To inspire students to serve God in the role He has chosen for them in a manner that honors Him.
8. To cause students to understand the importance of their personal involvement in and understanding of American politics in their lifetime
9. To prepare students to actively participate in the Washington: A Man of Prayer 2014 Simulcast on May 7, 2014.

Curriculum Content:

The *Washington: A Man of Prayer 2014 Curriculum* is comprehensive for grades K-12. It is flexible in its implementation leaving control over scheduling and content in the hands of the educator.

Curriculum Content Includes:

- Historical account of the political scene in 1789 (essay and timeline format)
- the First Inauguration timeline beginning April 6, 1789 and ending April 30, 1789
- George Washington's prayer at St. Paul's Chapel
- George Washington's First Inaugural Speech
- Grade level appropriate activities for grades K-12

George Washington: A Man of Prayer Lesson Material

The lesson material is presented in two forms. First, *The First Presidential Inauguration and Dedication of America* is an article that contains the historical background of the event. It is referred to as the essay format throughout the curriculum. This format presents the process of establishing the office of Chief Executive from the prospective of Congress, the prospective of George Washington and the prospective of the people. It encompasses the process from the writing of the Constitution until George Washington dedicates America to God as his first official act as President. The second is a timeline format that provides a quick review of the essay. It covers the same time frame but it is 'just the facts'. There are activities for both formats. You may use one or both in your class.

Student Handouts

There are several handouts provided for classroom use with the *Washington: A Man of Prayer Curriculum 2014*. You will find them listed under "Student Handouts" on the American Freedom Museum website. They are listed separately because they can be used for several different activities.

The teacher is free to modify or create a new activity for *Washington: A Man of Prayer Curriculum 2014* using the provided handouts as you know what will work best for your class.

Student Activities

Washington: A Man of Prayer Curriculum 2014 provides activities for grades K-12. You may find that your class would be able to complete an activity not specifically assigned to their grade level. By all means, choose the activities that would benefit you the most! Also, consider working with a teacher in another subject area on the same activity. Several of the hands outs lend themselves to cross-curriculum teaching opportunities.

In this section, you will find time and implementation suggestions for each activity. Be flexible, be creative and enjoy learning about the First Inauguration and the Dedication of America with your students!

Elementary Lesson Activities (K-5):

George Washington Color Page

grades K-1

The George Washington color page can be used to practice color coding. It reinforces the following teaching points:

- The suit was made in America, not Great Britain.
- It used only raw materials from America.
- It showed the world that America was self-sufficient.
- The suit told Americans that if American produced goods were good enough for the President, they were good enough for everyone!
- "Buy American" is not a new idea.

Vocabulary

grades K-5

For grades K-2, the vocabulary sheets provided present sight words and words from Washington's prayer that may not be familiar to students. Some of the words are phrases that will require closer attention. There are two word searches can be used for sight words or vocabulary.

For grades 3-5, the vocabulary is still taken from Washington's prayer and their definitions have been provided. You can choose whether or not to provide the students with definitions or allow them to exercise their dictionary skills! The crossword is designed for them.

Mini-Books

grades K-2

The mini-book is a great way to send the information about the first inauguration home to parents. For the classroom, you will find many uses for the little books. Reading may push most kindergarteners and some first graders to their limits, but they might be able to practice reading with mom or dad. Assembling and doing the activities in the mini books will take one class period. Playing one of the games could take place later in the week. You may want to work on the Prayer for America together as a class first and then allow them to finish on their own. The books can be used again for games and review at a later date.

General Instructions for the mini-books:

- Print the mini-book for your grade level, one for each student.
- Have students complete the activities on each page (square) of the book.
- Have students cut out their book following the instructions. Remind them to only cut on the dotted lines!!
- Complete "My Prayer for America" page together as a class. Lead the class is generating a list of things about which to pray. Allow each child to use this as their prayer during the webcast.
- ** The webcast may be too long for kindergarteners. The most important part of the webcast is this: all students are provided a time to pray for their country. Kindergartners, first and second graders are American citizens too! If you think your students would do best with a shorter prayer time in the classroom, then that is what should be done. They can still be part of the webcast by praying in their room the prayer they have written. Do not prohibit

them from participating in the prayer time because they might be overwhelmed or intimidated by older students or the length of time. Instead provide an alternative that will encourage them to pray. God hears the prayers of his littlest children!

- Have students put their books in order by page and place inside their book cover. Staple the book together along the spine. (3 staples max.)
- Plan to do one of the following activities: "Beat the Clock (k)", "Hot Seat!" (1st), "What Happened Next?"(2nd)

Beat the Clock! (Kindergarten)

- Extra Supplies: Timer, highlighters, a prize of your choice
- After introducing Washington: Man of Prayer, read this book about Washington together.
- Play '*Beat the Clock*'. Set a timer for 1 minute. Assign the students to a certain page in their book. Do not open the book until the teacher says "Start!" Allow the students to use a highlighter to mark all the sight words on that page that they have learned this year. Student who finds the most sight words wins a special honor/prize. (Teacher's choice)

Hot Seat (First Grade)

- Extra Supplies: *Hot Seat!* Questions from the Washington: Man of Prayer Curriculum Teacher's File, timer, prize of your choice.
- After introducing Washington: Man of Prayer, allow students to read a page from their book aloud to the class.
- How to play:
 - Give every student 10 points. (If you play in 2 teams, give each team 15 points). Have students keep up with their points on their own paper or you can keep total score on the board.
 - Player takes the "Hot Seat" (might be the teacher's chair...) and decides how many points he thinks the question is worth. He cannot make it worth more than the points he has. (Ex: if he has 5 points, then the maximum point value he can assign to the question is 5.)
 - Ask the question.
 - If the student answers the question correctly, he wins all the points and adds them to his total points.
 - Answer incorrectly and the student loses half of the points he assigned to the question. (For example: he assigned 20 points to the question, he will have to subtract half of those points from his total point count.)
 - Student with the highest point total wins! (If you play teams, the points are added and subtracted to the team points.)
 - This game can be played over several days. Just remember who has not had a turn!

What Happened Next? (Second Grade)

- Extra Supplies: *Lesson Timeline* outline, *What Happened Next?* game cards and key from the Washington: Man of Prayer Curriculum Teacher's File, string and clothespins
- After introducing Washington: Man of Prayer, read this book about Washington together. Have students fill in the blanks as you read. (Great note taking skills practice!)
- Stretch the string across the board.
- Have student draw a card.
- Using their mini book, have the student determine where the event goes on the time line.
- Use a clothespin to attach the card to the string.
- Students who come later may have to reposition a few cards to make room for theirs.
- This can be a great race game as well! You will need 2 time lines and 2 sets of game cards. Divide class into 2 teams and let them race to see you can create a correct timeline first. Have a prize for the winning team!

Get Your Story Straight

Timeline Activities

grades 3-5

Timeline: 2 class periods

Subject Area: social studies

Which Came First? Competition: (2 class periods)

- Day 1: Teach/learn the timeline
- Day 2: Competition; Introduce and begin working on "Guided Prayer Worksheet"
 - Supplies: Timeline Lesson Format , 1 copy/student, 1 set "Get Your Story Straight" game cards, Guided Prayer Worksheet
- How to Play:
 - Assign each student a set of points...(10, for example)
 - One player/student comes to the competition table and shakes hands with the Expert (teacher).
 - Student then determines how much the challenge is worth. He can assign points to the questions up to his total number of points. (8, for example)
 - Student draws two cards from the pile of game cards and lays them face down in front of the expert. Do not look at them.
 - The Expert turns the cards over at the same time and reads the cards aloud. Ask: Which one came first?
 - If the student answers correctly, he wins the points and they are added to his total. (total points now equals 18)
 - IF the student answers incorrectly, he loses half of the points he assigned to the challenge. He must subtract the points from his total. (total points now equals 2)

Get Your Story Straight! (2 class periods)

- Day 1 Teach/discuss timeline

- Day 2 “Get Your Story Straight!” timeline game; Introduce and begin working on “Guided Prayer Worksheet”
- Supplies: Timeline Lesson Format, 1 copy/student, 2 sets “Get Your Story Straight” game cards, string, clothespins, Guided Prayer Worksheet
- How to Play:
 - Make 2 timelines out of string in your classroom
 - Divide students into teams
 - Hand out one set of cards to each team. (Shuffle them so they are nicely out of order!)
 - Send each team to their timeline with enough clothespins/card.
 - First team to get their timeline in order wins!
 - For a large class, do 3 teams.
 - For a small class, an individual challenge, or a unique, one question quiz. Use one set of cards. Set them under the timeline. Send students one at a time to draw a card and place it where they think it goes on the timeline. They will have to estimate how much room they need to leave for the cards that come before and after theirs.
 - Students can move a card to make room for their card. Clarify the difference between ‘making room’ and ‘moving to the correct spot’.

*Walking with Washington**Map Activities**grades 3-5*

Timeline: 2 class periods

Subject Area: social studies, math

Supplies: WMOP Lesson Essay Format; Walking With Washington Map Worksheet, New York Map, scissors, glue sticks

Day 1: Teaching/ discussing the details and significance of the First Inauguration.

- Introduce *Washington: A Man of Prayer 2014*. Simulcast/webcast
- Explain the events of the First Inauguration
- Review the events of the First Inauguration focusing on the concerns of Congress and George Washington

Day 2: Map Activity

- Distribute maps and worksheets to each child.
- Complete number 1 together as it will most likely be an eye opening exercise for the students!
- Allow students to complete the map worksheet.

*George Washington’s Favorite Hymn**grades 3-5*

Timeline: 1-3 class periods (Teacher’s choice)

Subject Area: language arts (poetry), social studies, music (This activity works easily for across the curriculum studies.)

Supplies: Hymn sheet/child, Hymn worksheet one/child

Day 1: Introduce the Hymn: How Happy is He Born and Taught

- Discuss the difference between a hymn and a praise chorus.
 - Hymns tell stories and are more likely to teach doctrine.
 - Praise choruses generally are a repeated phrase that focuses on a single attribute of God.
 - Etc.
- Discuss/define the verses/chapters of the hymn. Perhaps translate the hymn into modern day language.
- Explain that this hymn explains the characteristics of a righteous person and a Godly leader
- Complete *Section A: Diagram A Hymn* together as a class or in small groups. This will be a challenge for 3-5 graders.

Day 2: Continue the discussion of George Washington using the Hymn Analysis.

- As a class, construct a profile of George Washington as this will be very difficult for 3-5 graders. However, they will be able to better understand the man that chose to serve as our first President.
- OR complete Section C: Comparison. Whether you attempt this section will depend on your knowledge of your children. Several translations of the Bible might be helpful.

Day 3: Learn to sing the hymn

- The joy of this hymn is found in the tempo. You may be tempted to play it slow and reverently, but it is fun to sing at a quick and lively tempo!
- Plan to sing the hymn as a class/school before the Guided Prayer Time.

[Guided Prayer Worksheet](#) [Pray For America Webcast](#) [grades 3-5](#)

Timeline: 1 class period (at least one day before the webcast)

Supplies: Lesson Timeline Format 1/student, Guided Prayer Worksheet 1/student, Guided Prayer Worksheet Teacher Guide

- Explain the significance of the First Inauguration of George Washington.
- Provide each student with a timeline so they can follow along and participate in the class discussion.
- Distribute a Guided Prayer Worksheet to each student. Explain what the Guided Prayer Time Webcast is and how they will participate.
- Provide your students with the names of their congressmen, Supreme Court judges and their local leaders. If you have time, allow students to do the research themselves.
- Brainstorm as a class things that they may want to include in their prayer.
- Provide time (class time or homework) for students to complete their worksheet.
- Consider allowing a brief discussion time after the webcast for students to voice their thoughts of the event.
 - *Kindergarten – 2nd grade teachers: ** The webcast may be too long for kindergarteners. The most important thing about the webcast is this: all*

students are provided a time to pray for their country. Kindergartners, first and second graders are American citizens too! If you think your students would do best with a shorter prayer time in the classroom, then that is what should be done. They can still be part of the webcast by praying in their room the prayer they have written. Do not prohibit them from participating in the prayer time because they might be overwhelmed or intimidated by older students or the length of time. Instead provide an alternative that will encourage them to pray. God hears the prayers of his littlest children!

Middle School Activities (grades 6-8)

Vocabulary

grades 6-8

For grades 6-8, the vocabulary is taken from Washington's prayer and his Inaugural speech. The definitions for some of the words have been provided. You can choose whether or not to provide the students with definitions or allow them to exercise their dictionary skills! The crosswords are designed for them.

Get Your Story Straight

Timeline Activities

grades 6-8

Timeline: 2 class periods

Supplies: Timeline Lesson Format, 1 copy/student, 1 set "Get Your Story Straight" game cards, Guided Prayer Worksheet

Subject Area: social studies

Which Came First? Competition: (2 class periods)

- Day 1: Teach/learn the timeline
- Day 2: Competition; Introduce and begin working on "Guided Prayer Worksheet"
- How to Play:
 - Assign each student a set of points...(10, for example)
 - One player/student comes to the competition table and shakes hands with The Expert (teacher).
 - Student then determines how much the challenge is worth. He can assign points to the questions up to his total number of points. (8, for example)
 - Student draws two cards from the pile of game cards and lays them face down in front of the expert. Do not look at them.
 - The Expert turns the cards over at the same time and reads the cards aloud. Ask: Which one came first?
 - If the student answers correctly, he wins the points and they are added to his total. (total points now equals 18)
 - IF the student answers incorrectly, he loses half of the points he assigned to the challenge. He must subtract the points from his total. (total points now equals 2)
 - The Expert should keep score!

Get Your Story Straight! (2 class periods)

- Day 1 Teach/discuss timeline

- Day 2 “Get Your Story Straight!” timeline game; Introduce and begin working on “Guided Prayer Worksheet”
- Supplies: Timeline Lesson Format, 1 copy/student, 2 sets “Get Your Story Straight” game cards, string, clothespins, Guided Prayer Worksheet
- How to Play:
 - Make 2 timelines out of string in your classroom
 - Divide students into teams
 - Hand out one set of cards to each team. (Shuffle them so they are nicely out of order!)
 - Send each team to their timeline with enough clothespins/card.
 - First team to get their timeline in order wins!
 - For a large class, do 3 teams.
 - For a small class, an individual challenge, or a unique, one question quiz. Use one set of cards. Set them under the timeline. Send students one at a time to draw a card and place it where they think it goes on the timeline. They will have to estimate how much room they need to leave for the cards that come before and after theirs.
 - Students can move a card to make room for their card. Clarify the difference between ‘making room’ and ‘moving to the correct spot’.

*Walking with Washington**Map Activities**grades 6-8*Timeline: 2 class periodsSubject Area: social studies, mathSupplies: WMOP Lesson Essay Format; Walking With Washington Map Worksheet, New York Map, scissors, glue sticks

Day 1: Teaching/ discussing the details and significance of the First Inauguration.

- Introduce *Washington: A Man of Prayer 2014*. Simulcast/webcast
- Explain the events of the First Inauguration
- Distribute maps and worksheets to each child.
- Complete number 1 together as it will most likely be an eye opening exercise for the students!
- Allow students to work independently to finish.

Day 2: Walking With Washington

- Review the events of the First Inauguration focusing on the concerns of Congress and George Washington
- Introduce the Guided Prayer Sheet
- Brainstorm ideas to include in their prayer
- Allow class time or assign as homework the completion of their prayer for America

*What Washington Said Was...**Quotes /Prayers**grades 6-8*Timeline: 2 class periods

Subject Areas: social studies, English, Speech

Supplies: Quotes Handout or Washington's Prayers

Day 1: Teaching/Discussion of the details and significance of the First Inauguration.

- Introduce *Washington: A Man of Prayer 2014*. Simulcast/webcast
- Explain the events of the First Inauguration using Lesson Essay Format
- Allow students to take notes
- Introduce each quote and discuss each one with students. Ask students to identify what event to which the quote refers by using the date of the quote.

Day 2: What Washington Said Was...

- Cut out each quote or prayer of the handout.
- Give each student a quote or a prayer.
- On a notebook paper, have students:
 - Translate each sentence into 'modern English' and rewrite the quote or prayer OR
 - Write an essay explaining the quote or prayer.
- Introduce the Guided Prayer Worksheet if you have time.

George Washington's Favorite Hymn

grades 6-8

Timeline: 1-3 class periods (Teacher's choice)

Subject Area: English (poetry), history, choir, orchestra, and Bible (This activity works easily for across the curriculum studies.)

Supplies: Hymn sheet/child, Hymn worksheet one/child

Day 1: Introduce the Hymn: How Happy is He Born and Taught

- Discuss the difference between a hymn and a praise chorus.
 - Hymns tell stories and are more likely to teach doctrine.
 - Praise choruses generally are a repeated phrase that focuses on a single attribute of God.
 - Etc.
- Discuss/define the verses/chapters of the hymn. Perhaps translate the hymn into modern day language.
- Explain that this hymn explains the characteristics of a righteous person and a Godly leader
- Complete *Section A: Diagram A Hymn* together as a class or in small groups. This will be a challenge for 6-8 graders.

Day 2: Continue the discussion of George Washington using the Hymn Analysis.

- As a class, construct a profile of George Washington as this will be challenging for 6-8 graders. However, they will be able to better understand the man that chose to serve as our first President.

- Allow Section C: Comparison to be completed individually. Sharing answers will provide a great discussion on Day 3! Having several translations of the Bible available might be helpful.

Day 3: Learn to sing the hymn

- The joy of this hymn is found in the tempo. You may be tempted to play it slow and reverently, but it is fun to sing at a quick and lively!

Portrait of a President

grades 6-8

Timeline: 2-3 class periods

Subject Area: Art

Supplies: Lesson Essay Format, Timeline Format one copy/student

Day 1: Introduce Washington and the First Inauguration

- Use the Lesson Essay Format to teach students the events and significance of the first inauguration.
- Have students listen as you fill in the details of their outlines. Have students note anything that impresses them. Also, have them note the emotions of George Washington.
- Art activities:
 - (beginning artist) Draw a portrait of George Washington using pictures from the American Freedom Museum website or other sources.
 - (intermediate) Research George Washington's physical features and draw a portrait of George Washington when he was your age.
 - (advanced) Draw a portrait of George Washington capturing his emotional response to one of the events discussed on your timeline.

Day 2-3: Complete art work.

Guided Prayer Worksheet

Pray For America Webcast

grades 6-8

Timeline: 1 class period (at least one day before the webcast)

Supplies: Lesson Timeline Format 1/student, Guided Prayer Worksheet 1/student, Guided Prayer Worksheet Teacher Guide

- Explain the significance of the First Inauguration of George Washington.
- Provide each student with a timeline so they can follow along and participate in the class discussion.
- Distribute a Guided Prayer Worksheet to each student. Explain what the Guided Prayer Time Webcast is and how they will participate.
- Provide your students with the names of their congressmen, Supreme Court judges and their local leaders. If you have time, allow students to do the research themselves.
- Brainstorm as a class things that they may want to include in their prayer.

- Provide time (class time or homework) for students to complete their worksheet.
- Consider allowing a brief discussion time after the webcast for students to voice their thoughts of the event.

High School Activities (grades 9-12)

Vocabulary

grades 9-10

For grades 9-10, the vocabulary is taken from Washington's prayer and his Inaugural speech. The definitions for some of the words have been provided. You can choose whether or not to provide the students with definitions or allow them to exercise their dictionary skills! The crosswords are designed for them.

Get Your Story Straight

Timeline Activities

grades 9-10

Timeline: 2 class periods

Supplies: Timeline Lesson Format, 1 copy/student, 1 set "Get Your Story Straight" game cards, Guided Prayer Worksheet

Subject Area: social studies

Which Came First? Competition: (2 class periods)

- Day 1: Teach/learn the timeline
- Day 2: Competition; Introduce and begin working on "Guided Prayer Worksheet"
- How to Play:
 - Assign each student a set of points...(10, for example)
 - One player/student comes to the competition table and shakes hands with The Expert (teacher).
 - Student then determines how much the challenge is worth. He can assign points to the questions up to his total number of points. (8, for example)
 - Student draws two cards from the pile of game cards and lays them face down in front of the expert. Do not look at them.
 - The Expert turns the cards over at the same time and reads the cards aloud. Ask: Which one came first?
 - If the student answers correctly, he wins the points and they are added to his total. (total points now equals 18)
 - IF the student answers incorrectly, he loses half of the points he assigned to the challenge. He must subtract the points from his total. (total points now equals 2)
 - The Expert should keep score!

Get Your Story Straight! (2 class periods)

- Day 1 Teach/discuss timeline

- Day 2 “Get Your Story Straight!” timeline game; Introduce and begin working on “Guided Prayer Worksheet”
- Supplies: Timeline Lesson Format, 1 copy/student, 2 sets “Get Your Story Straight” game cards, string, clothespins, Guided Prayer Worksheet
- How to Play:
 - Make 2 timelines out of string in your classroom
 - Divide students into teams
 - Hand out one set of cards to each team. (Shuffle them so they are nicely out of order!)
 - Send each team to their timeline with enough clothespins/card.
 - First team to get their timeline in order wins!
 - For a large class, do 3 teams.
 - For a small class, an individual challenge, or a unique, one question quiz. Use one set of cards. Set them under the timeline. Send students one at a time to draw a card and place it where they think it goes on the timeline. They will have to estimate how much room they need to leave for the cards that come before and after theirs.
 - Students can move a card to make room for their card. Clarify the difference between ‘making room’ and ‘moving to the correct spot’.

*Walking with Washington**Map Activities**grades 9-10*Timeline: 2 class periodsSubject Area: social studies, mathSupplies: WMOP Lesson Essay Format; Walking With Washington Map Worksheet, New York Map, scissors, glue sticks

Day 1: Teaching/ discussing the details and significance of the First Inauguration.

- Introduce *Washington: A Man of Prayer 2014*. Simulcast/webcast
- Explain the events of the First Inauguration
- Distribute maps and worksheets to each child.
- Complete number 1 together as it will most likely be an eye opening exercise for the students!
- Allow students to work independently to finish.

Day 2: Walking With Washington

- Review the events of the First Inauguration focusing on the concerns of Congress and George Washington
- Introduce the Guided Prayer Sheet
- Brainstorm ideas to include in their prayer
- Allow class time or assign as homework the completion of their prayer for America

*What Washington Said Was...**Quotes /Prayers**grades 9-12*Timeline: 2 class periods

Subject Areas: social studies, English, Speech

Supplies: Quotes Handout or Washington's Prayers or Inaugural Speech

Day 1: Teaching/Discussion of the details and significance of the First Inauguration.

- Introduce *Washington: A Man of Prayer 2014*. Simulcast/webcast
- Explain the events of the First Inauguration using Lesson Essay Format
- Allow students to take notes
- Introduce each quote and discuss each one with students. Ask students to identify what event to which the quote refers by using the date of the quote.

Day 2: What Washington Said Was...

- Cut out each quote or prayer of the handout.
- Give each student a quote or a prayer.
- On a notebook paper, have students:
 - Translate each sentence into 'modern English' and rewrite the quote or prayer OR
 - Write an essay explaining the quote or prayer.
 - Write a 2 minute speech that includes the quote.
 - Allow students time to present their speeches/translations.
- Introduce the Guided Prayer Worksheet if you have time.

George Washington's Favorite Hymn

grades 9-12

Timeline: 1-3 class periods (Teacher's choice)

Subject Area: English (poetry), history, choir, orchestra, psychology and Bible (This activity works easily for across the curriculum studies.)

Supplies: Hymn sheet/child, Hymn worksheet one/child

Day 1: Introduce the Hymn: How Happy is He Born and Taught

- Discuss the difference between a hymn and a praise chorus.
 - Hymns tell stories and are more likely to teach doctrine.
 - Praise choruses generally are a repeated phrase that focuses on a single attribute of God.
 - Etc.
- Discuss/define the verses/chapters of the hymn. Perhaps translate the hymn into modern day language.
- Explain that this hymn explains the characteristics of a righteous person and a Godly leader
- Complete *Section A: Diagram A Hymn* together as a class or in small groups. This will be a challenge for 6-8 graders.

Day 2: Continue the discussion of George Washington using the Hymn Analysis.

- As a class begin to construct a profile of George Washington and then allow students to complete it on their own. This will be challenging but should lead the students to better understand the man that chose to serve as our first President.

It should also allow them to be able to begin to recognize Godly leadership qualities in others.

- Allow Section C: Comparison to be completed individually. Sharing answers will provide a great discussion on Day 3! Having several translations of the Bible available might be helpful.

Day 3: Learn to sing the hymn or Discuss answers from their Hymn worksheet

- The joy of this hymn is found in the tempo. You may be tempted to play it slow and reverently, but it is fun to sing at a quick and lively!
- Section B and C will provide great discussions!
- Introduce the Guided Prayer sheet if you have time.

Portrait of a President

grades 9-12

Timeline: 2-3 class periods

Subject Area: Art

Supplies: Lesson Essay Format, Timeline Format one copy/student

Day 1: Introduce Washington and the First Inauguration

- Use the Lesson Essay Format to teach students the events and significance of the first inauguration.
- Have students listen as you fill in the details of their outlines. Have students note anything that impresses them. Also, have them note the emotions of George Washington
- Art activities:
 - (beginning artist) Draw a portrait of George Washington using pictures from the American Freedom Museum website or other sources.
 - (intermediate) Research George Washington's physical features and draw a portrait of George Washington when he was your age.
 - (advanced) Draw a portrait of George Washington capturing his emotional response to one of the events discussed on your timeline.

Day 2-3: Complete art work.

What in the World is a Chief Executive?!?

Grades 11-12

Timeline: 2-3 class periods

Subject Areas: U.S. History, U.S. Government

Supplies: Lesson Essay Format (website), What in the World is a Chief Executive Student worksheets and teacher worksheet (website), Article II of the Constitution

Day 1: Introduce Washington and the First Inauguration

- Use the Lesson Essay Format to teach students the events and significance of the first inauguration.
- Introduce the activity and assign or allow students to choose a character to research.
- Outline the characteristics of the Federalists and Anti-Federalists or assign students to research this information.
- Allow students to research their characters political position.
- Assign a date and time for the Committee on Office of Chief Executive Meeting which will take place on Day 3.

Day 2: Committee on Office of Chief Executive Meeting Preparation Day

- Students divide into Federalist and Anti-Federalists.
- Allow students to create solutions for the Issues listed on their worksheet according to Federalist or Anti-Federalist positions.
- Formulate arguments, determine limits of compromise

Day 3: Committee on Office of Chief Executive Meeting

- Create the Office of Chief Executive following procedures you establish for implementing answers to the questions on student worksheet.

Guided Prayer Worksheet *Pray For America Webcast* *grades 9-12*

Timeline: 1 class period (at least one day before the webcast)

Supplies: Lesson Timeline Format 1/student, Guided Prayer Worksheet 1/student, Guided Prayer Worksheet Teacher Guide

- Explain the significance of the First Inauguration of George Washington.
- Provide each student with a timeline so they can follow along and participate in the class discussion.
- Distribute a Guided Prayer Worksheet to each student. Explain what the Guided Prayer Time Webcast is and how they will participate.
- Provide your students with the names of their congressmen, Supreme Court judges and their local leaders. If you have time, allow students to do the research themselves.
- Brainstorm as a class things that they may want to include in their prayer.
- Provide time (class time or homework) for students to complete their worksheet.
- Consider allowing a brief discussion time after the webcast for students to voice their thoughts of the event.

