

## LESSON 2A: HONESTY

### Lesson Title:

# Do You Follow the Rules?

**Lesson Purpose:** The purpose of this lesson is to introduce students to George Washington. Students will learn how Washington's early experiences influenced his later life and helped to foster his development as a leader.

### Lesson Objectives:

1. Students will be able to explain how *Rules of Civility* influenced a young George Washington.
2. Students will be able to interpret a selection of *Rules of Civility*.
3. Students will be able to relate the relevance of *Rules of Civility* to their own lives.

### Curriculum Standards:

1. NCSS Standard 2: Time, Continuity, and Change
  - a. Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past; acquire skills in historical inquiry and interpretation; and gain an understanding of how important historical events and developments have shaped the modern world.
2. NCSS Standard 4: Individual Development and Identity
  - a. Personal identity is shaped by family, peers, culture, and institutional influences. In order to understand individual development and identity, learners should study the influence of various times, cultures, groups, and institutions.

**Time Frame for Completing Lesson:** 75 minutes

### Materials:

1. Copy *Rules of Civility* (primary source) found in Lesson 2a of the following website: [www.gwleadershiplessons.org](http://www.gwleadershiplessons.org)
2. Text version of *Rules of Civility*: (Note: Prior to this lesson, review the rules and identify those that are most applicable for use with your students. Be prepared to provide an "excerpt" of the rules to students).
3. Display Rule No. 1: "Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present" on display paper, a SMART Board, or overhead.
4. Worksheets:
  - a. *Primary Source Analysis*
  - b. *What do These Rules Mean Anyway?*
  - c. *A Rule for Me*
5. Magnifying glasses



**As a boy, GW studied reading, arithmetic, geography, astronomy and surveying. Spelling and hand writing were practiced by writing in a "copybook."**

– From *Mount Vernon Booklet*

## Vocabulary:

1. Civility: the formal politeness that results from observing social conventions; a polite act

## Background Information:

George Washington wrote his *Rules of Civility & Decent Behaviour in Company and Conversation* as a school exercise sometime before he reached the age of sixteen. His handwriting on the manuscript is boyish and his grammar and spelling inferior, but what is of far greater importance is that this was the code of conduct that molded his character and helped him assume the leadership of his country. The importance of this document cannot be denied; it influenced our first president and therefore an entire nation.

The origin of Washington's rules is said to have been a 17th-century book of etiquette called *Youths Behaviour, or Decency in Conversation Amongst Men*, by Francis Hawkins. The young Hawkins had, at the age of eight, translated into English a 16th-century set of behavior rules compiled by French Jesuits. The code of conduct in Hawkins' book was simplified and arranged for the schoolboy, Washington, by an unknown instructor, and the future president carefully copied the rules into his exercise book, now preserved at the Library of Congress.

To read more about *Rules of Civility* visit Lesson 2a located at: [www.gwleadershiplessons.org](http://www.gwleadershiplessons.org)

## Procedures:

### Discussion of Manners

1. Brainstorm the following question with students and record their answers on the board:

**Where do you learn table manners, how to greet people, and other social skills?**

2. Explain to students that George Washington learned many of his social skills from his parents, his half brother Lawrence, and his neighbors. Sometime between the ages of twelve and sixteen, he was inspired to copy *Rules of Civility & Decent Behaviour in Company and Conversation*. This book provided him with 110 rules that helped to guide his behavior for the rest of his life.
3. Read out loud Rule No. 1: "Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present," which you have displayed in the classroom.
4. In small groups, have students brainstorm the meaning of this quote. Ask the students to share their ideas with the class as a whole.

## Document Analysis

1. Distribute the image of *Rules of Civility* and a copy of the *Primary Source Analysis* worksheet to each student to complete.
2. Ask the students to share their responses within their group.
3. Next, provide students with an excerpt of the text version of *Rules of Civility* by visiting Lesson 2a at: [www.gwleadershiplessons.org](http://www.gwleadershiplessons.org)
4. Ask each student to read the assigned excerpt and to complete the *What Do These Rules Mean Anyway?* worksheet.
5. As a class, discuss the importance of the rules and whether they have meaning today.

## Assessment:

1. A *Rule for Me* worksheet. Students will select one rule from *Rules of Civility* and describe how that rule will guide their behavior as it guided Washington's behavior.

## Suggested Extension Activities:

1. Have students create their own *Rules of Civility* poster for placing around the classroom.
2. Have students read the graphic novel pgs 3, 8, 9, 13, and 14 regarding the influence of *Rules of Civility* on George Washington's life.

# Rules of Civility & Decent Behaviour In Company and Conversation

- 1<sup>st</sup> Every Action done in Company, ought to be with some Sign of Respect, to those that are present.
- 2<sup>d</sup> When in Company, put not your Hands to any Part of the Body, nor usually Devised.
- 3<sup>d</sup> Show Nothing to your Friend that may affright him.
- 4<sup>th</sup> In the presence of Others, sing not to yourself with a humming Noise, nor Drum with your Fingers or Feet.
- 5<sup>th</sup> If you Cough, Sneeze, Sigh, or Yawn, do it not Loud but Privately; and speak not in your yawning, but put your hand here or there before your face and turn aside.
- 6<sup>th</sup> Sleep not when others speak, sit not when others stand, speak not when you should hold your Peace, walk not on when others stop.
- 7<sup>th</sup> Put not off your Cloths in the presence of Others, nor go out your Chamber half Drest.
- 8<sup>th</sup> At Meals and at Fires its Good manners to give place to the last comers, and affect not to speak louder than ordinary.
- 9<sup>th</sup> Spit not in the Fire, nor stoop low before it, neither put your Hands into the Flames to warm them, nor set your Feet upon the Fire especially if there be meat before it.
- 10<sup>th</sup> When you sit down, keep your Feet firm and Even, without pulling one on the other or Crossing them.
- 11<sup>th</sup> Shift not yourself in the Sight of others nor gnaw your nails.
- 12<sup>th</sup> Shake not the head, Feet, or Legs, nor the Eyes left nor the eyebrow higher than the other, nor the mouth, and bestow no mans face with your Spittle, by appearance of him as you speak.

## **WASHINGTON'S COPY OF RULES OF CIVILITY & DECENT BEHAVIOUR IN COMPANY AND CONVERSATION**

1st Every Action done in Company, ought to be with Some Sign of Respect, to those that are Present.

2d When in Company, put not your Hands to any Part of the Body, not usually Discovered.

3d Shew Nothing to your Friend that may affright him.

4 In the Presence of Others Sing not to yourself with a humming Noise, nor Drum with your Fingers or Feet.

5th If You Cough, Sneeze, Sigh, or Yawn, do it not Loud but Privately; and Speak not in your Yawning, but put Your handkerchief or Hand before your face and turn aside.

6th Sleep not when others Speak, Sit not when others stand, Speak not when you Should hold your Peace, walk not on when others Stop.

7th Put not off your Cloths in the presence of Others, nor go out your Chamber half Drest.

8th At Play and at Fire its Good manners to Give Place to the last Commer, and affect not to Speak Louder than Ordinary.

9th Spit not in the Fire, nor Stoop low before it neither Put your Hands into the Flames to warm them, nor Set your Feet upon the Fire especially if there be meat before it.

10th When you Sit down, Keep your Feet firm and Even, without putting one on the other or Crossing them.

11th Shift not yourself in the Sight of others nor Gnaw your nails.

12th Shake not the head, Feet, or Legs rowl not the Eyes lift not one eyebrow higher than the other wry not the mouth, and bedew no mans face with your Spittle, by appr[oaching too nea]r him [when] you Speak.

Source: <http://gwpapers.virginia.edu/documents/civility/transcript.html>



# PRIMARY SOURCE ANALYSIS WORKSHEET

## Written Documents

	Newspaper		Journal Entry
	Letter		Advertisement
	Map		Census Report
	Book		Other



1. Date(s) of the document: \_\_\_\_\_

2. Author or creator of the document: \_\_\_\_\_

3. Describe what you see: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Is there any text you can read? \_\_\_\_\_

5. What does it say? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Describe anything you see on the pages besides text, such as images or decorations: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Why do you think this document is important? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. If somebody wrote this today, what about it would be different? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WHAT DO THESE RULES MEAN ANYWAY?

Choose one of the rules from the Rules of Civility document.

Write the rule here: \_\_\_\_\_

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What do you think the rule means? \_\_\_\_\_

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**Predict:** In what role of George Washington's life might this rule have helped him to be a successful leader?

(Circle your answer)

**Family Man, Soldier, Farmer, President, & Leader of the Nation**

## A RULE FOR ME

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

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Explain what you think this rule means: \_\_\_\_\_

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

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## LESSON 2B: HONESTY

### Lesson Title:

# Surveying the World Around Me

**Lesson Purpose:** The purpose of this lesson is to help students understand that George Washington's early career as a surveyor provided skills he used in his later roles and impacted the evolution of his character. Students will also be able to discuss the basic uses of surveying in the 18th century and practice basic surveying skills.

### Lesson Objectives:

1. Students will be able to discuss the importance of land ownership and the purpose of land surveying in the 18th century.
2. Students will be able to apply the formula of  $AREA = BASE \times HEIGHT$ .
3. Students will be able to apply the formula of  $PERIMETER = SUM\ OF\ ALL\ SIDES$ .
4. Students will be able to analyze a primary source.
5. Students will be able to measure a specified area.
6. Students will be able to explain why honesty is an important quality for a surveyor.

### Curriculum Standards:

1. Common Core - Math: Grade 5 - Number and Operations in Base Ten
  - a. Perform operations with multi-digit whole numbers and with decimals to hundredths.
2. NCSS Standard 3: People, Places, and Environments
  - a. Learners develop their spatial views and perspectives of the world and understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters.
3. NCSS Standard 8: Science, Technology, and Society
  - a. This theme explores how developments in science and technology impact individuals, groups, institutions, and societies. Wants and needs stimulate advances in science and technology.

**Time Frame for Completing Lesson:** Two 60-minute lessons