

TEACHING AMERICAN HISTORY PROJECT
Lesson Title – The Portrait of George Washington
From Shelley Manning

Grade – 11th

Length of class period – 84 minutes one class period

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

What story is told by examining the Gilbert Stuart portrait of George Washington?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will be able to evaluate the role George Washington played in American history.
- Students will be able to synthesize information from a primary source.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- Gilbert Stuart portrait of George Washington (see below)
- The electronic version of the portrait can be found at:
<http://georgewashington.si.edu/portrait/>

Activities (What will you and your students do during the lesson to promote learning?)

The teacher will explain the significance behind presidential portraits and this lesson should follow the study of the American Revolution so students understand the context of the times. Students will utilize the computer lab to access the following website <http://georgewashington.si.edu/portrait/> if technology is not available the teacher can copy the portrait and website creating print outs to use as a hand out for each student. Students will utilize the website and its interactive links (or print out pages) to answer the questions on the Presidential Portrait Analysis Worksheet (see below). Students should work in pairs to complete this activity. When students have completed the activity, a closure activity will follow. The closure activity will be in the whip exercise, each student will be asked to explain one fact they learned from the days lesson.

How will you assess what student learned during this lesson? Students will be assessed through the teacher created question sheet.

Connecticut Framework Performance Standards –

- use primary source documents to analyze multiple perspectives.

Name: _____ Date _____ Score: _____

Presidential Portrait Analysis Worksheet

1. Whom is the portrait of?
2. Identify the creator of the portrait.
3. When was the portrait produced? Why is this date significant?
4. What do you know about the person portrayed in the portrait?
5. Identify two articles of clothing that are significant and explain why.
6. Identify four symbols in the portrait and explain each symbol's significance.
7. Based on what you have observed above, list three things you might infer from this photograph?
8. Based on what you have observed what story is being told about the subject of the portrait?
9. Listen to the audio component of the website and answer the following question:
Why is this portrait the most significant visual document from the founding of the United States?

Gilbert Stuart portrait of George Washington

