



## NSDAR Educational Resources Committee

### “George Walton, Georgia’s Founding Father”

#### Lesson Plan

**Contributor:** Patricia F. Croft

**State:** Georgia

**Grade Level:** Grades 4-12

- 1. Identify the standards to be addressed:** CCSS.ELA.RH: Cite specific textual evidence to support analysis of primary and secondary sources. Distinguish among fact, opinion, and reasoned judgment in a text. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. GOAL: The student will use maps to retrieve social studies information. NCSS Standard: VI. Power, Authority, & Government: Demonstrate knowledge of the organization and powers of the national government. SS3CG1 Describe the elements of representative democracy/republic in the United States. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). SSCG4
- 2. Statement of the objective and lesson outcomes:** This lesson was designed to accompany a visit to Meadow Garden, the home of George Walton, signer of the Declaration of Independence. Traveling to Meadow Garden is not a requirement however for completing these activities. Students use George Walton’s service to explore the branches of government and learn about the sacrifices our founding fathers made to create our new national and state government. The suggested levels can be adjusted according to the needs of the students. Younger gifted students may be capable of the older students’ version. High school students in need of more guidance may use the younger level. The teacher is the best judge of this. The individual activities are stand-alone. Using Bloom’s taxonomy, they begin with knowledge and comprehension, move to application and end in analysis and synthesis, and evaluation. The teacher may select as many steps as desired.
- 3. Materials, resources, and technology to be used by teacher/students:** Internet access for all students is ideal, but the teacher can access and print out what is needed. A booklet on the life of George Walton is available from the Meadow Garden gift shop for a modest price. For map activities, string and rulers are all that is required.
- 4. Introduction of the topic:** George Walton was one of the youngest men to sign the Declaration of Independence. He rose from a backwoods carpenter’s apprentice in Virginia to one of the most successful lawyers in Savannah before the Revolutionary War. Not only did he serve in Continental Congress, but he also was a wounded war veteran. After the war he did not return to his profitable practice, but instead served his state and country in many forms of civic activity. You will use George Walton’s service to explore the branches of government and learn about the sacrifices our founding fathers made to create our new national and state government.
- 5. Procedure for instruction:**

#### Part 1.

Let us begin by reviewing the branches of government. Younger students will find this source helpful: Ben’s Guide to the U.S. Government. What are the Branches of Government. Government Publishing Office (GPO) <https://bensguide.gpo.gov/a-what-are-branches>

Older students may use this source:

USA.gov. About the Organization of the U.S. Government <https://www.usa.gov/organization-of-the-us-government>

Both student and teacher answer charts are provided below for this activity.

## **Part 2.**

Read about the life of George Walton from these sources and/or those supplied by your teacher.

Deaton, Stan. "George Walton (ca. 1749-1804)." New Georgia Encyclopedia. 21 February 2018. Web. 23 February 2018. <https://www.georgiaencyclopedia.org/articles/government-politics/george-walton-ca-1749-1804>

Independence Hall Association. "George Walton (1741-1804)." Signers of the Declaration of Independence. <http://www.ushistory.org/declaration/signers/walton.html>

National Governors Association. "Governor George Walton". [www.nga.org/cms/home/governors/past-governors-bios/page\\_georgia/col2-content/main-content-list/title\\_walton\\_george.default.html](http://www.nga.org/cms/home/governors/past-governors-bios/page_georgia/col2-content/main-content-list/title_walton_george.default.html)

Walton, George, (1749/1750 - 1804). Biographical Directory of the United States Congress, 1774 to Present. <http://bioguide.congress.gov/scripts/biodisplay.pl?index=w000114>

Society of the Descendants of the Signers of the Declaration of Independence. George Walton. November 30, 2011. <http://www.dsdi1776.com/signers-by-state/george-walton/>

Head three columns with the names of the branches of government. List positions held by George Walton in their proper column. (see attachment)

## **Part 3. Essays**

For Younger Students:

How did George Walton's experience in his younger life prepare him for his positions in the new government? Give specific examples. Would you like to have a career serving in government? How would you prepare for this?

For Older Students:

The branches of government were set up to provide a system of checks and balances on each other. In your opinion, did Walton's serving in all three branches hinder or advance this system?

There has been a recent concern lately with career politicians. What are the advantages and disadvantages of electing experienced people to government positions?

Extra for Experts:

George Walton was instrumental in drawing up treaties with the Indian nations. Lightly color in the territory designated Country of the Creek Indians. Notice how much of current Georgia that covers.

Mark the following towns with green circles: Petersburg, Washington, Wrightsboro, Augusta, Lexington, Louisville, Ebenezer, Savannah, and St. Mary's .

As a circuit court judge, George Walton had to travel to hear all the cases in the various Georgia counties. Trace the paths he would have taken. Calculate the distance he might have traveled. Use the green dots to guide your path, but follow the existing roads.



Lewis, S and Fairman, D. Georgia. Map. (1:2,800,000) A new and elegant general atlas, comprising all the new discoveries, to the present time. Containing sixty-three maps, drawn by Arrowsmith and Lewis. Published by John Conrad & Co., Philadelphia; M. & J. Conrad & Co., Baltimore; Rapin, Conrad & Co., Washington City; Somervell & Conrad, Petersburg; Bonsal, Conrad & Co., Norfolk. 1804.

**For the Teacher:**

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The individual activities are stand-alone. Using Bloom's taxonomy, they begin with knowledge and comprehension, move to application and end in analysis and synthesis, and evaluation. The teacher may select as many steps as desired.

**Assessment:**

**Part 2:**

Executive

Legislative

Judicial

Selected Governor

Representative to 2nd  
Continental Congress

Georgia Chief Justice

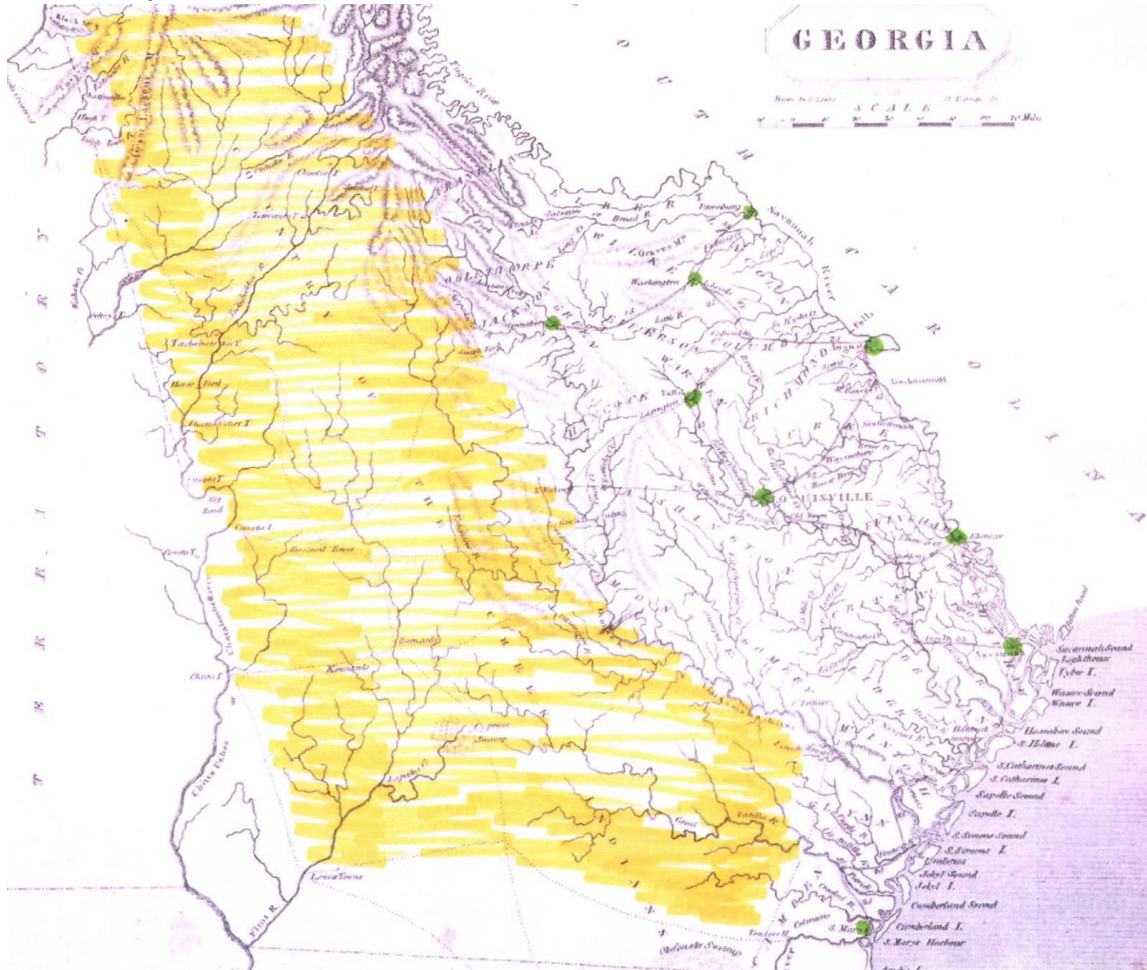
Treaty negotiator

U. S. Senator

Superior Court Judge

Elected Governor

Extra for Experts:





Use a string to measure the distance on the map. It is approximately 10.75 in going from and back to Augusta.

The scale shows approximately 55 mi per in.

$$10.75 \text{ in } (55\text{mi/in}) = 591 \text{ mi}$$

6. **Lesson closure:** The teacher may choose to use the essay topics for class discussion instead of individual essays.
7. **Assessment of student understanding:** See separate attachments.

Branch of Government	Duties	Examples

Branch of Government	Duties	Examples
Legislative	Makes laws	US Representative US Senator State Representative State Senator City or County Commissioners
Executive	Carries out laws	President Vice President Governor
Judicial	Interprets Laws	US Supreme Court Justice State Supreme Court Justice





# GEORGIA

Scale 1:100,000  
Scale 1:100,000





# GEORGIA

Scale 1:100,000  
SCALE  
0 10 20 30 Miles

