George Washington Visits George, Washington
National Portrait Gallery Exhibition Tours, Opens in Little Rock, Arkansas

The sun wasn’t that unusual—a two-door, three-seat automobile. It was like riding in a bus, and it was easier to carry all the memorabilia. Most people don’t experience George Washington, in uniform, coming into town now. Nor would he stop for gas or eat at the local diner. But that’s what he did in the state of Washington, on the morning of March 23, 2003, and the locals took note.

Outfitted “The George Tour,” this journey across Washington State was organized by the Seattle Art Museum in conjunction with their exhibition “George Washington: A National Treasure.” The National Portrait Gallery, Smithsonian Institution, has mounted this exhibition to tour the famous Lansdowne portrait painted by Gilbert Stuart in 1776. The painting has already visited six of eight states across the country; the tour is made possible through the generosity of the Donald W. Reynolds Foundation of Las Vegas, NV.

George Washington, played by historical imagine Will Kimlly, took to the stage at George Elementary School, Seattle, on March 26, 2003, Washington State Education Day. His speech was to a crowd of about 100 students, grades four through six.

“Was he real?”

The three-day tour came to a close at the Governor’s Mansion in Olympia. And reminiscent of Washington, DC, in the spring, the cherry blossoms were in full bloom for the occasion. Joined by National Portrait Gallery Deputy Director Carolyn Carr and Lansdowne Project Manager Michael Fox, curators, and educators, the National Portrait Gallery presented the state of Washington with a reproduction of the Lansdowne portrait. Governor Gary Locke declared March 26, 2003, Washington State Education Day. And for one last time, three beneath the cherry trees, the legacy of George Washington came to life. Then it was off to the airport and back to reality. But we can’t help wondering, “Does George Washington also fly in costume?”

“Jelly Belly” George: Wow! What a Sweet Deal!

It wasn’t the Paul Piper of Hamilton leading the way at the Seattle Art Museum (SAM) on July 2, 2001. It was a fife and drum corps, but the 50 kids gathered in the lobby followed the leader just the same. The exhibition—a four-foot-square portrait of George Washington made entirely of jelly beans. The question: How many beans make up the portrait? The mission, should you decide to accept it, is to compare the famous Lansdowne portrait of George Washington to the Jelly Belly portrait, without sampling a single bean!

The jelly bean portrait is part of an original series designed by San Francisco artist Peter Rocha. Working from photographs, this self-proclaimed “king of jelly bean art” captures the famous faces through rough pencil drawings. He then paints a tight color composition and finishes his unusual work by applying a mosaic of Jelly Belly beans. Favorites in the growing collection include portraits of Elvis Presley, Abraham Lincoln, Martin Luther King Jr., the Statue of Liberty, and the American bald eagle.

Some pie: George, Washington, is the home of the world’s largest cherry pie, which is displayed in a four-foot square. The pie is baked each July 4 and served to the public by the Georgettes, a local ladies’ club.

About the Artist

Gilbert Stuart was born on December 3, 1755, in Saunderstown, Rhode Island. He began to study painting in his early teenage years, while traveling around Europe. After painting the Lansdowne portrait, Stuart painted Presidents John Adams, Thomas Jefferson, James Madison, and James Monroe. His most famous portrait of Washington is recognizable today on the one-dollar bill and on postage stamps.

Middle School Teacher’s Edition

Fellow educators: the Patriot papers was developed as a vehicle for enrichment in the classroom. As a teaching tool it seeks to put George Washington in context, realizing that while Washington influenced America, America also influenced Washington. The news of the day, the social scene, the fashion, the political events, his family, and his contemporaries all had their impact. This interdisciplinary approach to studying Washington should serve a variety of subjects—literature, history, language arts, and visual arts. Designed to coincide with national curriculum standards in both social studies and the language arts, The Patriot Papers provides opportunities to sharpen critical thinking skills, interpret primary source materials, arrange events chronologically, determine cause and effect, summarize and analyze historical events and ideas, and discover relationships between America’s early history and the present day.

The paper also encourages student involvement. We challenge all to become actively involved in service to country and share their efforts with students across the United States. We hope to publish student art and poetry, as well as stories of service through our website and publication. Pledge it Forward and enjoy the journey.

—Felice Pulles, editor-in-chief

Related national standards in historical thinking

• Chronological thinking
• Historical comprehension
• Historical analysis and interpretation
• Historical research

Related national standards in language arts

• Reading for perspective
• Reading for understanding
• Applying knowledge
• Evaluating data
• Developing research skills
• Developing writing skills

Making Connections

Imagine you are an actor who portrays a historical figure. Who would you be? How could you talk, dress, and behave to like this person? Create this character.

George Washington in context, realizing that

“Does George Washington also fly in costume?”

The Lansdowne portrait painted by Gilbert Stuart in 1776.

“George Washington: A National Treasure” is organized by the National Portrait Gallery, Smithsonian Institution, and made possible through the generosity of the Donald W. Reynolds Foundation.
Writing to Learn

Students spend numerous hours learning to write, and we usually depend on the English teachers to instruct them. We forget that students can also write to learn. The very act of writing forces them to think. As students write, more ideas emerge, questions find answers, and confusion finds clarity as words take shape and form. We need not always know the ending or the answer when we begin to write. The journey will often reveal it.

The activities suggested in Writing to Learn are intended for student exploration, to let students meander through inspirations, arguments, and ideas until they make meaning of their own. Initially, don’t worry too much about form, structure, spelling, and grammar; it’s only a work in progress. Ideas are best generated when words flow quickly. The mind can race far faster than the pen. Let it race and catch those ideas on the fly.

Create an Old-Fashioned Advertisement

Ask students to create advertisements of their own using our authentic 18th-century advertisements as models.

• Advertise an unusual product
• Publicize an upcoming event
• Place a “Help Wanted” advertisement

Making Connections

Construct a timeline that includes both the “Blast from the Past” news stories on pages 2 and the entries from “The Pudding Papers” on pages 4 and 7. (Students will need to write headlines for “The Pudding Papers” entries.)

Consider adding drawings, images, or symbols. Add significant world events to the timeline, i.e., the beginning of the French Revolution, advances in science, and noted accomplishments in art, music, and literature. It is important to understand Washington and America’s early history in relation to other world events.

Suggestions for the timeline

• 1761, Austria: Wolfgang Amadeus Mozart begins writing minuets at age five
• 1763, Europe: The Treaty of Paris ends the French and Indian War. France cedes Canada to England and gives up all territories in the New World except New Orleans and a few scattered islands.
• 1765, Massachusetts: Chocolate is first produced in America
• 1770, Germany: Composer Ludwig van Beethoven is born
• 1770, Boston: Boston massacre
• 1773, Boston: Boston Tea Party
• 1777, Russia: Alexander I, Czar of Russia is born
• 1789, France: Bastille stormed, French Revolution begins

Washington Wins Election to House from Fort Cumberland

FREDERICKSBURG, 1738—George Washington, son of Augustine and Mary Boll Washington, has been elected to the Virginia House of Burgesses while serving with the British regulars at Fort Cumberland. His friends urged him to return to Virginia and “shave his face,” fearing that he would lose the election. But he chose to stay with his men, and was still successful in winning a seat in the House.

General Washington Rallies Troops at Valley Forge

VALLEY FORGE, 1777—General Washington struggles to keep his troops alive and well in Valley Forge, Pennsylvania, this winter. Inadequate supplies of food, clothing, and supplies have left the regiment in shambles. Poor hygiene and serious disease threaten the lives of all the soldiers camped there. General Washington has appealed for more supplies, but has not been successful. In the meantime, General Washington struggles alongside his men, while his political enemies threaten to remove his power. Some critics feel that others are better suited to lead the Continental army.

Washington Unanimous Pick for President at Convention!

NEW YORK, 1789 (AP)—After months of debate to establish our new American government, the first official election was held on February 4, 1789. George Washington received all 65 electoral votes, Washington who will be inaugurated on April 30 of this year, accepted the presidency, even though he wished to remain in his estate at Mount Vernon and retire. “I was summoned by my country,” said Washington. “I will die when Martha will succeed me in the country’s capital, New York City.

Washington Graciously Delays Retirement for a Second Term

PHILADELPHIA, 1793 (AP)—President George Washington has won his second election to the presidency of the United States! The inauguration will take place on March 4, as Philadelphia, the new capital of the United States. However, Washington is doubtful about being the President again. He wrote to his friend Henry Lee “That it was after a long and painful conflict in my own mind, that I was without that strong feeling, in time, that no votes might be thrown away upon it, being my final determination to return to the walks of private life.” The next four years could be difficult; there are debates over the interpretation of the Constitution. Secretary of the Treasury Alexander Hamilton, who helped create the National Bank and the National Mint, will continue to work with the President. Edmund Randolph will replace Thomas Jefferson as secretary of state.

Whiskey Rebellion Shakes Pennsylvania

PHILADELPHIA, 1794—Western Pennsylvanians have started a violent opposition to government taxes. They are launching the first major civil disturbance of President Washington’s term in office. Last week, U.S. Marshal David Lenox was trying to collect taxes on locally distilled liquor in Westmoreland County. Military action will be taken, much to the regret of the President. “I have accordingly determined to do so, feeling the deepest regret for the sacrifices, but, with the utmost reluctance, that the essential interests of the Union demand it.” The army is being organized from other northern states and they will advance into Pennsylvania shortly.

The Women of Valley Forge and the American Revolution

Martha Washington and other wives assisted with cooking and entertaining the men at Valley Forge. Did you know that some women actually fought in the American Revolution? Deborah Samson served in the Continental army for three years, under the name Robert Shurtleff. She maintained her identity as a man until she was discovered in 1781. Margaret Corbin replaced her husband on the battlefield at Fort Washington, performing all of his duties. Anne Bailey rode hundreds of miles alone to gather ammunition to bring to Fort Lee. For more information on women and war, visit userpages.aug.com/capbarb/index.html.
NOT OUR FINEST HOUR

November 1796

RUNAWAY SLAVE

Mrs. Washington is greatly distressed by the loss of Olney Judge, her Mount Vernon servant so skilled in needlework. The girl, a free woman, ran away a few weeks before her marriage and has not been heard of since. This provokes a fierce reaction from the President, who in an impromptu situation reveals a deep-perhaps too deep-secret about his temper. He had been known to be violent in the past, and this incident shows his inability to control his anger. The President cautions that no violence should be used to bring her back, lest a mob or riot be excited. Rather than risk this happening, he would leave Washington to deal with the situation alone.

December 1790

FREEDOM TOO GREAT A TEMPTATION

President Washington has freed a number of his slaves on Mount Vernon, but he is cautious in his approach. He is concerned about the law that could lead to a slave returning to his master. The President is also aware that some of his slaves might see freedom as a greater temptation than the President believes.

December 1790

PRESIDENTIAL RESIDENCE

120 HIGH STREET, PHILADELPHIA

Students can be divided into groups and have each group make an inventory for a person of historical or personal significance. Possessions tell us a lot about a person. Have students take an inventory of their family and assign the results to each student. Have each student choose one item to represent him or her. (Each student could assemble a backpack or box with only his or her own items if families prove difficult.)

For Discussion and Debate

Making Connections

George's Genealogy

George Washington's family can be traced back all the way to the mid-1500s. Although George and Martha never had children together, there are numerous recorded cousins, and many people today claim to be related to our first President. How far back can you track your family? Design a family tree.

The White House

President John Adams was the first to live in the White House, even though construction was not complete. During the War of 1812, the British set fire to the White House, but it survived. The original stone walls, built two centuries ago, are still in place today. The White House now has 132 rooms, 35 bathrooms, and 6 levels, with 412 doors, 147 windows, 28 fireplaces, 8 staircases, and 3 elevators. Draw a picture of the house you would want to live in if you were President, or design one special room.

Playing with Possessions

- Possessions tell us a lot about a person. Have each student choose one item to represent each member of his or her family (including the student) and assemble these in a backpack or box. Then each student should choose one item that best represents the entire family. Encourage students to do this exercise with their families. Each student should be able to tell the class why he or she chose the one item that best represents him or her. (Each student could assemble a backpack or box with only his or her own items if families prove difficult.)

- Have students take an inventory of their bedroom. (It might be frightening but could be revealing of personality.)

- Students can be divided into groups and assigned a specific historical family to represent. The group would first research the family and then discuss issues and debate ideas representative of that family. They can also construct the same family back-pack representing their historical family.

Have students do further research on slavery. Good websites include Mount Vernon's site at www.mountvernon.org, the Hubbard House Underground Railroad Museum in Ohio at www.hubbardhouseusgrmuseum.org, or the Decatur House at www.decaturhouse.org.
Building Vocabulary

Define the terms “federalist” and “republican” as used in Washington’s time. What did each political party represent? Which parties did Jefferson and Hamilton support? Why? How do these terms relate to the Republican and Democratic parties of today?

Vocabulary Words

camp fever 1. Typhus: an infection characterized by high fever, headache, and dizziness; a.k.a. camp diarrhea
cede n. 1. To surrender possession of, formally or officially. 2. To yield or grant, as by a treaty.
tippet n. 1. A long, slender boa used like a scarf. It was considered a fancy accessory in the 18th century, usually made of swansdown or fur.

Making Connections

You as President

What qualities made George Washington a good President? What kind of person should be the President of the United States? Do you think you have what it takes to be a future President? Would you want to be President? Why or why not?

Writing to Learn

Research colonial medicine

• Find early medical treatments for some common ailments today.
• Research and chart the rising number of female doctors from 1800 to the present day. Devise a graph to present your data.

For Discussion and Debate

The Role and Responsibility of the Press

The entry for August 2, 1793, “The President Enraged,” reminds us that criticism of the press is nothing new.

• Research the effect of the press on political campaigns and elections. How has its role affected election results? Candidates elected?
• Debate freedom of the press vs. necessary for national security. Today, more than ever, the issue is a difficult one. Does the need for national security ever override the public’s right to know?
George Washington Dies at 67

A few riding outside during very bad weather last Thursday and Friday, George Washington became ill atSaturday, December 14. An infection known as epiglottis, or a sore throat, fever, and difficulty breathing. Doctors tried a practice called bloodletting; they made small cuts on his arm to take out blood. They hoped to reduce the pressure in his throat so he would be able to breathe better. Unfortunately, bloodletting did not help. Doctors also gave him many different fluids to gargle or swallow, including a mixture of vinegar, molasses, and butter. None of these cures helped the former President breathe easier.

His friend Tobias Lear wrote that Washington grew calmer in the evening, checked his pulse, and died peacefully in his bed. His wife Martha was with him, as well as several servants, doctors, and friends.

An elaborate funeral is planned for Wednesday, December 18, including gun salutes and a procession.

Did George Washington Stand a Chance?

Colonial Practice of Bloodletting Helped Cause Washington’s Death

—by Vicki Flora, assistant editor

Today, it is easy to think that medicine during the colonial era was crude and painful. Many doctors at the time were untrained. If he had lived today, George Washington could have been cured with antibiotics. But in 1799, could Washington have gotten better after the treatment he received?

Colonial medicine was based on European medical methods and theories. No one understood how diseases or infection spread. One of the main theories focused on the need for a total balance of fluids and fluids in the body. This delicate balance was essential to both physical and mental health. To achieve this balance, Washington’s doctors tried several times. They may have thought that removing extra blood would lessen the swelling in his throat. Unfortunately, they took so much blood that it was hard for Washington’s body to fight the illness.

Doctors also made Washington gargle with mixtures of vinegar, molasses, and butter. These were used to open up his throat. But his throat was too swollen, and he had a lot of trouble swallowing. He almost choked a couple of times too. Finally, doctors tried to make him vomit to take out any bad fluids. This can cause the body to lose too much water, and that can make someone sicker.

Even though Washington’s doctors did a lot of things that modern doctors would not do, they tried very hard to help him. They used medical practices that we believe in the most helpful. Washington knew that he was very ill, and he died peacefully.

Death Be Not Proud

—by John Donne, 1633

Death be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think’st thou dost overthrow,
Die not, poor death, nor yet canst thou kill me.

From rest and sleep, which but thy pictures be,
Much pleasure; then from thee much more must flow,
Rest of their bones, and soul’s delivery.

Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell;
And poppy or charms can make us sleep as well
And better than thy stroke; why swell’st thou then?
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.

From Meditation XVII

—by John Donne

“All mankind is of one author, and is one volume; when one man dies, one chapter is not torn out of the book, but translated into a better language; and every chapter must be so translated. . . . As therefore the bell that rings to a sermon, calls not upon the preacher only, but upon the congregation to come: so this bell calls us all: but how much more me, who am brought so near the door by this sickness. . . . No man is an island, entire of itself. . . . Any man’s death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.”
In Other Words...

Mistress Goody's Column of Advice on subjects other than politics and war

RESPECTFUL RATIONS ON THE SUBJECT OF WAR
BY MISTRESS GOODY

In 1746, in the colonial frontier town of Fredericksburg, Virginia, thirteen-year-old George Washington recorded in his workbook, probably as a dictation assignment from Mistress Goody, the following maxim:

"Keep your promise, and you will be respected. If you do not keep your promise, you will be despised and ignored.""
Social Notes from All Over...

Philadelphia, July 13, 1793

RICKETTS AMPHITHEATRE. Word that the President and his family were to attend a performance of Mr. John Bill Ricketts’s American theatre on horseback brought a large crowd this evening to see what is called the Circus. The exhibition and beggarly fare made to bring the Vice President and his family to join him. The visitors to the theatre this evening and has sent his carriage to bring the Vice President and his family to join him. Each gentleman bowed low. Coffee, tea, and wine were served, and had I come in the summer, I would have been offered lemonade and in carriages. The ladies with sashes and headbands painted with images of ladies, some rouged up to the ears, have bedecked themselves with sashes and headbands painted with images of some of the more noteworthy personages of our country, including our illustrious Washington.

Philadelphia, September 1796

PEALE’S MUSEUM A VISIT TO Mr. Peale’s museum, President and his family were to attend a performance of Rickett’s American Circuses. The acrobatic performance was held to raise money for the peace of the country. Mr. Peale’s rooms are filled with many other fearful animals. In the yard and stable were eagles, owls, baboons, monkeys, and a six-footed cow. Mr. Peale is also a painter, and there can be seen in his museum more than a hundred portraits of the more outstanding personages of our country, including our illustrious Washington.

June 1793

THE PRESIDENT ON TOUR. When he entered upon the duties of his office, George Washington decided he would visit all parts of the United States to please the citizens and to see how they felt about the new government. Silas Merriam left on doorsteps, or even read to groups on street corners. Have your students try their hand at creating broadsides, writing political or social essays—that could be tacked up around the city, left on doorsteps, or even read to groups on street corners. Have your students try their hand at creating broadsides, writing political or social poetry, or drawing political cartoons.

Maxims

Benjamin Franklin is well known for writing or rewriting common-sense advice and perspec- tives on his life and times, as found in Poor Richard’s Almanac, which was popular in his day and remains popular. Students enjoy deci- phering the Franklin proverbs. Initiate a class discussion around some or all of the following:

- Early to bed and early to rise makes a man healthy, wealthy, and wise.
- Never leave till tomorrow what which you can do today.
- Great talkers, little doers.
- No gains without pains.
- To err is human, to repent divine; to persist, devilish.
- He has lost his boots but saved his spurs.
- He that falls in love with himself, will have no rivals.
- He that lies down with dogs shall rise up with fleas.

Your Own Portrait of George

What you will need:

- Thin newprint or tracing paper
- A new quarter (or one that is not worn down)
- Peeled crayon

What to do:

1. Cut a quarter on a sheet of thin newprint or tracing paper.
2. Hold the coin steady as you rub over it with the side of a crayon. Tip: If you find that the coin slips, you can put a circle of tape on the bottom of the coin to hold it to the desk.
3. As you rub the crayon over the coin, you will begin to see the head of President Washington appear!
Pledge It Forward—Self to Service

Divide students into groups and let them brainstorm about possible service projects they could undertake.

Have your students write political poems on “America 2003” and submit them to PatriotPapers@npg.si.edu.

Where’s George? word find puzzle

Answers on page 7.

When English as a Second Language (ESL) students planted flowers in front of College Place Middle School in Lynnwood, Washington, few expected that the volunteer project would become part of the curricu- lum. The kids had paid for the flowers themselves. But when they went to plant a second garden, teacher Merrie Branson asked the Parent Club for funds and continued the project into a lesson plan. Soon students and parents planted side by side. Now the effort has expanded to include Master Gardeners and a unit of lessons for science, mapmaking, and math, as well as English language and the Master Gardener volunteers hope that the lessons teach the kids to make gardens both beautiful and environ- mentally sound.

One young African boy, who began the year speaking only a few words of English, has improved his English along with his gardening skills. “When I plant the flower, I feel great [but] I was so sur- prised to put the gloves on my hands,” he had planted flowers before, but never with gloves.

Too often the work of a teacher goes unrecog- nized. The hours are long, the pay is low, the food is lousy, and students are easy to complain. If they like you, they don’t cause trouble. If they don’t like you, they don’t do their work. But one dedicated Pennsylvania teacher did receive a substantial “payback” that will long be remembered.

William Benjamin (Bill) Spong III teaches English, journalism, and speech at Red Land High School, located in a rural area called Fitts on the outskirts of Harrisburg, Pa. An alumnus himself, he has taught there since the fall of 1994. In 1999 his wife Denise gave birth to a very special little boy, William Benjamin (Billy) Spong IV. Just 15 hours after birth, Billy suffered a massive heart attack that caused irreparable damage to his nervous sys- tem. Just six months later, at the Kennedy-Knorr Children’s Center in Baltimore, he was diagnosed with a very rare form of cardiac palsy known as CHAPTER 8 as chance, the youngest child ever to be diag- nosed, and the doctoring began. With little ability to control his muscles, Billy’s development was severely delayed. At the age of three, he was just starting to sit up, he did not walk. Then the Spong heard of a new experimental therapy being offered in Denver. Developed for children with movement disabilities, it involves wearing a special suit that forces the muscles to work. Billy has made two trips to Denver for this special therapy, and already he has started to crawl, can push buttons, and is even trying to stand. Unfortunately, the cost of travel and treatment is high, a trip to Denver with therapy runs about $10,000.

To help with the considerable cost of this long-dis- tance therapy, the teachers and most of the school’s 1,200 students at Red Land High thought of a way to “Pledge It Forward,” and help out. Under the direc- tion of teacher Alison Genco, the students mounted a takethem show like no other. When the call went out for auditions, everyone answered. Seventy-two stu- dents in 42 acts auditioned, 25 acts were chosen, and the tickets went on sale. In just one week, they sold out 1,000 seats. Local businesses also got involved, donating money and prizes for an auction.

The show included everything from dance to a vis- a-vis concert to a black-belt karate act that included the breaking of candy tinies. The winners—sisters Krista and Karlyn Kerney—performed a mime to “I Believe I Can Fly,” and received a check for $500. But the real winner that night was probably Bill. In just one week, the student had raised $6,000 and they presented a check to Billy, his parents, and his baby sister, while actors and audience sang “That’s What Friends Are For.” Some of the money will buy Billy a special walker; the remainder will go toward the purchase of an electric wheelchair.

For Bill and Denise Spong, it was a show of sup- port they will never forget. And as for Billy, he’s just wondering how fast he’ll be able to race in an electric wheelchair.

Where's George? and submit them to PatriotPapers@npg.si.edu.

Pledge It Forward—Self to Service

A Challenge from The Patriot Papers

The Portrait Gallery’s Office of Education would like to recognize those who continue to care about community. We challenge you to Pledge It Forward—pledge time to your schools, youth organizations, senior centers. We’ll feature your stories and photos on our website at www.georgewashington.si.edu.

Projects of particular merit will be published in The Patriot Papers. Get创- ning, get busy. And together, we can build a community of caring.

Write to us at PatriotPapers@npg.si.edu.