

George  
Washington:  
A National  
Treasure

Teacher  
Resource  
Guide

This Teacher Resource Guide is designed for incorporation into history and social studies curricula. It will introduce your students to some of the events and issues that shaped George Washington's life. The activities should enhance your students' knowledge of Washington and expand their horizons of this complex and interesting man. Please choose the lessons and activities that best suit the level of your students. Adapt them if necessary. Each activity includes suggested objectives, procedures, related standards in historical thinking, worksheets, and other supplemental materials. The level of difficulty for each activity is indicated with a key: ● elementary (second grade and above), ■ middle, ▲ and upper. The lessons meet United States History Standards for either Era 2, Colonization and Settlement, or Era 3, Revolution and the New Nation. The complete United States History Standards can be found at [www.sscnet.ucla.edu/nchs/standards](http://www.sscnet.ucla.edu/nchs/standards). Please note that in the primary source material, the spelling has been retained from the eighteenth century in most cases. A selection of online and print sources of information about George Washington is included at the end of this guide. We hope these materials will enrich your students' study of George Washington and provide them with a deeper appreciation for his role in American history.

Written by Susan Silverstein Scott

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## 2 Student Introductory Reading Material

- About George Washington
- Chronology of George Washington's Life

### Activities and Lesson Plans

- Looking at a National Treasure: *George Washington* by Gilbert Stuart (includes student worksheet and background information) ● ■ ▲
- The Right Stuff: What Qualified George Washington to Be President (includes student worksheet) ● ■ ▲
- Picturing George: A Pictorial Survey of the Life of George Washington ● ■
- For Lands' Sake: George Washington as Land Surveyor (includes student worksheet and background information) ● ■ ▲
- In His Own Words: Quotation Timeline (includes student worksheet) ■ ▲
- Giving Speeches: George Washington's First and Second Inaugural Addresses (includes student worksheet) ■ ▲
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## About George Washington

George Washington was an extraordinary person living in extraordinary times. His leadership, determination, and ambition helped him succeed throughout his life. More than anyone else, Washington proved to be the person who could hold the country together at a time when it was new and its future was uncertain.

Washington grew up in Virginia, the third son of a planter. Although his formal education lasted only a few years, he taught himself the skills he needed by watching others and reading books. The hardworking Washington learned planting and land surveying. He was very tall—over six feet—and very strong. He loved horseback riding, fox hunting, dancing, and card playing. In 1759 he married Martha Dandridge Custis, a widow with large land holdings and numerous slaves.

While still young, Washington began to devote more and more time to being a soldier and a politician. He commanded forces in the French and Indian War and the American Revolution. His leadership, courage, and bravery inspired the men he commanded. More than once, he rode into the thick of battle and emerged unharmed from enemy fire. As a young soldier, he was not always successful, but he learned from his mistakes.

As commander in chief of the Continental army during the American Revolution, Washington faced many challenges. He needed to form and train an army that could do battle with the mighty British empire. He also faced shortages of troops, food, and supplies. In spite of these obstacles, Washington persevered. As time went on, his understanding of military strategy deepened. By the war's end in 1781, he was the most respected and popular man in the country and one of the best-known in the world.

After the war, Washington resigned his commission in the army and returned home to Mount Vernon. Soon he was back in public service. He was the unanimous choice for president of the Constitutional Convention, which would create the Constitution and the new government. In 1789 and 1792, he was the country's unanimous choice for President of the United States. He was so popular that he might have been chosen king, but he refused.

Washington was an effective and well-respected President. Under his leadership, the country remained stable and balanced. Basic systems of government were established, and Washington kept the country out of conflicts with other nations. As our first President, he served two terms and could have been reelected to a third. But he decided that it was in the best interest of the country for him to retire.

Washington spent the last few years of his life overseeing his land and slaves. He was also visited by a steady stream of well-wishers. Six months before he died, he wrote his will. A slave-owner all his adult life, Washington felt torn about the issue of slavery. Although he did not speak publicly about the need to end it, he expressed his opinions in private. In his will, he freed his personal servant, William Lee, immediately, and the other slaves when his wife, Martha, died. He was the only founding father to do so.





## Chronology of George Washington's Life

- 1732 February 22 (February 11 Old Style), Washington is born at Popes Creek, Virginia.
- 1738 His family moves to Ferry Farm, near Fredericksburg, Virginia.
- 1749 Washington is appointed surveyor for Culpeper County, Virginia.
- 1751 Washington goes to Barbados, West Indies, with his half-brother Lawrence and contracts smallpox, which leaves him scarred for life.
- 1752 Washington is appointed a major in the Virginia militia.
- 1753 Washington carries a message from the governor of Virginia to the French at Fort Le Boeuf near Lake Erie. The message demands that the French withdraw from the Ohio Valley. They refuse to comply.
- 1754 Now a lieutenant colonel, Washington leads an expedition against the French in western Pennsylvania and manages to subdue them. The incident is said to have sparked the French and Indian War.  
  
Washington is defeated by the French at Fort Necessity. He and his men are permitted to return to Virginia unarmed.
- 1755 As aide-de-camp to British Major General Edward Braddock, Washington is part of the force defeated by the French at Fort Duquesne in Pennsylvania. Braddock is killed in the battle. Washington is widely praised for his calmness and courage in the face of disaster.
- 1756–58 As commander of Virginia troops during the French and Indian War, Washington oversees the defense of his colony's frontier.
- 1758 Washington is elected to Virginia's colonial legislature, the House of Burgesses.
- 1759 Washington marries Martha Dandridge Custis.

- 1761 Washington inherits the 2,000-acre Mount Vernon plantation, which he had rented since 1754. By the time of his death he expanded it to 8,000 acres, with more than 3,000 acres under cultivation.
- 1765 The British Parliament passes the Stamp Act, imposing new taxes on its American colonies. The act draws heated objections in the colonies. Though sympathetic to the protest, Washington remains uninvolved.
- 1767 Having repealed the Stamp Act, Parliament enacts the Townshend Duties on various goods shipped to the colonies. This measure inspires anger throughout the colonies.
- 1769 Washington helps lead Virginia's protest against the Townshend Duties in the House of Burgesses.
- 1773 In a protest against the British tax on tea, Bostonians dump overboard a cargo of tea from a merchant ship. The incident prompts Parliament to enact stringent measures against Boston. The colonists refer to these measures as the Intolerable Acts.
- 1774 In response to the Intolerable Acts, Washington joins the call in Virginia for the First Continental Congress to be convened to protest the heavy-handedness of British rule in the colonies.
- 1775 The War of Independence begins with the first armed resistance to British rule at Lexington and Concord in Massachusetts.  
  
Washington attends the Second Continental Congress, which appoints him commander in chief of the colonies' newly formed Continental army.
- 1776 The stationing of Washington's forces at Dorchester Heights, overlooking Boston, convinces the British army to evacuate the city.  
  
The Continental Congress approves the Declaration of Independence. The first printed copies are issued July 4, 1776.

In August, Washington suffers defeat at the Battle of Long Island.

In November, British forces occupy New York City as Washington and his army retreat into New Jersey.

In December, Washington crosses the Delaware River and defeats British forces at Trenton, New Jersey.

1777 Washington is defeated at the battles of Brandywine and Germantown.

In October, American forces under Horatio Gates claim a major triumph at the Battle of Saratoga, a turning point in the war.

In December, Washington's army camps for the winter at Valley Forge, outside of British-occupied Philadelphia.

1778 In June, Washington defeats the British at the Battle of Monmouth.

France allies itself with the colonies in the War of Independence.

1781 In October, Washington's army, with French support, defeats the British at the Battle of Yorktown. This ends the military phase of the War of Independence.

Negotiations for peace with Britain are entrusted to John Jay, Benjamin Franklin, John Adams, and Henry Laurens.

1783 The Treaty of Paris, making peace between Britain and its former colonies, is signed.

Washington resigns his commission as commander in chief.

1786 A convention of delegates from five states meets at Annapolis and calls for a constitutional convention. Its purpose is to consider altering the Articles of Confederation, which had governed the country since 1777.

1787 Washington serves as presiding officer of the Constitutional Convention in Philadelphia. His support for the new Constitution produced by the convention is a key factor in winning approval for it from the requisite nine states.

1789 Washington is unanimously elected by the electoral college to serve as the first President of the United States under the Constitution. He is sworn into office April 30.

Executive departments of State, War, and Treasury are created. Congress passes the Federal Judiciary Act that organizes the country's judicial system.

1790 Washington signs legislation calling for placing the nation's capital on the Potomac River and for policies designed to bolster the country's fiscal stability.

1791 Washington signs an act that creates a national bank. He holds his first meetings with his department secretaries, instituting the presidential cabinet meeting.

1792 Washington exercises the presidential veto for the first time to strike down a congressional bill.

1793 Washington is unanimously reelected to the presidency by the Electoral College. To avoid American involvement in hostilities between England and France, Washington issues a Proclamation of Neutrality. Some criticize him for not being more sympathetic to the French.

1794 Washington authorizes the use of militia to suppress an uprising over a federal tax on whiskey in western Pennsylvania.

1795 Washington sends the Jay Treaty, an agreement with Great Britain, to the Senate for ratification. Regarded by many as a sell-out to English interests, the treaty inspires some of the fiercest press attacks ever made on Washington.

1796 In April, Washington sits for Gilbert Stuart's full-length Lansdowne painting, commissioned by Senator William Bingham of Philadelphia for the Marquis of Lansdowne.

Washington announces his intention not to seek a third presidential term. He warns against the divisiveness of political-party rivalries and the hazards of permanent foreign alliances.

1797 Washington retires to Mount Vernon.

1799 While touring his plantation through rain and snow in the late fall, Washington contracts a throat infection. Weakened by the purging and bleeding that were common treatments for such ailments, he dies on December 14.



## Looking at a National Treasure: George Washington by Gilbert Stuart

### Objectives:

- To explain the definition of a portrait
- To study the reproduction portrait of George Washington by Gilbert Stuart
- To identify the visual clues that the artist included in the portrait
- To compare this reproduction portrait to other images of Washington
- To discuss the importance of portraits as visual records and historical documents

### Related standards in historical thinking:

- Chronological thinking: distinguish between past, present, and future time
- Historical comprehension: draw upon visual sources
- Historical analysis and interpretation: formulate questions to focus inquiry or analysis; hypothesize the influence of the past
- Historical research capabilities: formulate historical questions; obtain historical data; marshal needed knowledge of the time and place to construct a story, explanation, or historical narrative

### Materials:

- “Looking at a National Treasure: *George Washington* by Gilbert Stuart” student worksheet
- “Looking at a National Treasure: *George Washington* by Gilbert Stuart” background information
- Poster of the portrait of George Washington by Gilbert Stuart (known as the Lansdowne portrait)
- Pencils or pens

### Procedures:

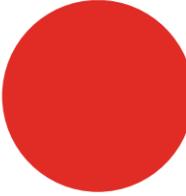
1. Convey the following information about portraiture to the students:
  - a. A portrait is a likeness of a person.
  - b. A portrait can be a painting, photograph, drawing, or sculpture (these are called media).
  - c. Different materials (paint and canvas, pencil, chalk, clay, bronze, camera, and film) can be used to create a portrait in each medium.
  - d. A portrait gives clues about the sitter’s appearance and character.
  - e. The sitter or the person represented in the portrait **does not** have to be famous.
2. Ask the students to describe any portraits they have seen or made.
3. Ask the students to think about ways that a portrait serves as a historical document. Ask this question again after they have finished studying the portrait of Washington and completing the worksheet.
4. Display the poster in a prominent place in the room.
5. Distribute the “Looking at a National Treasure: *George Washington* by Gilbert Stuart” worksheet and background information to each student.
6. Allow the students, individually or in small groups, to spend time looking at the portrait of George Washington. If possible, they should complete the worksheet while looking at the portrait. They should read the background information after they have finished the worksheet.
7. Have a class discussion to review the students’ answers and observations.
8. Ask the students to write a title or caption for the portrait. If appropriate, display their suggestions with the portrait.
9. Ask the students to look for other portraits of George Washington. They can look at paper and coin currency, newspapers, magazines, books, etc., to find other images. If possible, they should bring the images (photocopies or originals) to school. If they cannot bring in the images, they should write descriptions of them or draw them.
10. Create a classroom display or collage of the Washington portraits. Ask the students to compare their images to the Lansdowne portrait.
11. Have a class discussion about how images of George Washington are used today in popular culture. Discuss what characteristics, myths, or virtues we associate with his image.



## Looking at a National Treasure: George Washington by Gilbert Stuart

**A** portrait is an image or a likeness of a person. Looking at portraits is one way to learn about people from the past. A portrait can inform the viewer about the sitter’s appearance as well as the person’s character. Many portraits include visual clues that give more information about the sitter. The background or setting of a portrait may also reveal something about the sitter’s job, interests, and place (status) in society.

Spend some time looking at this reproduction of a portrait of George Washington by Gilbert Stuart and then complete this worksheet. After you have finished, read the background information that follows.

1.  the words you think best describe the way Washington looks in this portrait. You can add other words that you think are appropriate.

**stern**

**old**

**heroic**

**powerful**

**dignified**

**uncomfortable**

**presidential**

**regal**

**handsome**

**content**

**tall**

**stiff**

**imposing**

**calm**

**formal**

2. Does this image portray a man at the beginning of his career or near the end of his career?

Beginning  End

3. What visual information led you to this conclusion?

4. Does Washington look comfortable with what he is doing?

Yes  No

Explain, using your observations.

5. In what way(s) does the portrait show Washington’s accomplishments?

6. What objects do you see that might represent these accomplishments?

7. The artist included many interesting objects important to George Washington and the new country. Most of the objects are symbols that represent ideas. Look at the clues and draw a line to the appropriate image.



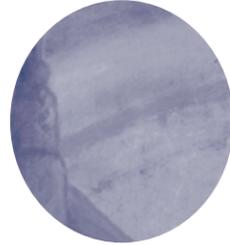
Same colors as the American flag

Representation of the national bird

Representation of the calm after the stormy days of the American Revolution

Books titled *American Revolution* and *Constitution & Laws of the United States*

Washington's family coat of arms



8. Describe what Washington is wearing.

9. Is this outfit appropriate for an American President?

Yes  No

Why or why not?

10. What would a general wear?

11. What would a king wear?

12. What does George Washington look like he is about to do?

13. Which part of this portrait captures your attention most? (Circle one)

face    hands    body    setting of the room

Why?

14. Imagine that the artist asked you to pose for this portrait. Try to position your head, body, feet, and arms in a way that is similar to the portrait. Stand very still. Don't move. Stand a little longer! How does it feel? How long do you think you could hold that position?

15. Have you seen other images of Washington before?

Yes  No

If yes, which ones?

16. Do they depict Washington as a young man or as an older man?

17. Do they depict his whole body or just his head?

18. Is he wearing a military uniform or civilian clothes?

19. Are there any significant objects included in the portrait that give you more information or clues about him?

20. Compare your answers with your classmates' answers. How many different portraits did your class think of?

21. Explain why you think this painting of George Washington is considered a national treasure.

22. Are there any schools, roads, buildings, bridges, or monuments in your area named for George Washington? Make a list of those places. How many geographical locations (e.g., states, cities, towns, bodies of water) can you list? If you're stuck, try using an atlas.





## Looking at a National Treasure: George Washington by Gilbert Stuart

Read this after you have completed the worksheet.

During his lifetime, George Washington sat for many painters and sculptors. He did not particularly enjoy sitting for artists, but he accepted their requests out of a sense of duty and an appreciation for his role in the country's history.

Gilbert Stuart, one of the most talented portrait painters in American history, was the artist for this portrait. It was arranged and paid for by Senator and Mrs. William Bingham of Philadelphia as a gift to the Marquis of Lansdowne, a British admirer of Washington.

Stuart understood the importance of his subject and wanted to create a portrait for posterity—one whose significance would last a long time. He thought carefully about the most meaningful way to portray Washington, the leader of the country and a symbol of the nation's great experiment.

To help him depict Washington's face more accurately, Stuart asked the President to sit for him. Although tired of sitting for artists, Washington agreed. Stuart then completed the rest of the painting without Washington present. Later on, he asked someone else to stand in for Washington so he could add the body.

Stuart painted Washington wearing clothes typical of an eighteenth-century gentleman. The black velvet suit is a good clue that this man is a civilian President, not a king or a military ruler. As President, Washington wore black velvet on official occasions. This is the first full-length portrait painted of Washington as head of the government, wearing civilian clothes instead of his military uniform.

By the time he sat for this portrait, Washington's public and political careers were ending. Many people think he looks as if he is about to give a speech. However, near the end of his second term, when Washington decided not to run for President again, he did not give a speech. Instead, he wrote a farewell address that was published in a Philadelphia newspaper. It was printed in a newspaper so that as many Americans as possible could read his reason for retiring and his hopes for the country's future.

Washington has one of the most familiar faces in American history. From his days as the commanding general of the army in the American Revolution until long after his death in 1799, he has been a popular subject for artists. One of the most familiar portraits of Washington is on the dollar bill. That portrait is based on another painting by Stuart known as the "Athenaeum" portrait.

Since his death, many places have been named for Washington. It is one of the ways his memory has been kept alive.



George Washington by Gilbert Stuart, oil on canvas, 1796  
National Portrait Gallery, Smithsonian Institution; acquired as a gift to the nation through the generosity of the Donald W. Reynolds Foundation



## The Right Stuff: What Qualified George Washington to Be President

### Objectives:

- To create a list of the characteristics, qualifications, and skills that make an effective President of the United States
- To determine the characteristics, qualifications, and skills that George Washington had that made him the right choice for President of the United States
- To compare and contrast the changing needs for the job of President of the United States

### Related standards in historical thinking:

- Chronological thinking: explain change and continuity over time
- Historical research capabilities: formulate historical questions; marshal needed knowledge of the time and place to construct an explanation
- Historical analysis and interpretation: formulate questions; compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions

### Materials:

- Chalkboard, chalk, and pencils
- "The Right Stuff: Characteristics of a President" student worksheet
- "About George Washington" student introductory reading material
- Additional biographical information about George Washington

### Procedures:

1. Brainstorm with your students about the qualifications, characteristics, and skills of an effective President.
2. Ask the students to read the list on the worksheet, entitled "The Right Stuff: Characteristics of a President." Explain that the list includes many different characteristics, qualifications, and skills. In the left-hand column they should put a **C** for characteristic, a **Q** for qualification, or an **S** for skill, next to the qualities they consider important for **any** President of the United States to have. They may add other words they think are important.

3. Before continuing, students should read the introductory reading material, "About George Washington," or other biographical material about him. Then, in the right-hand column of the worksheet, they should put a **C** for characteristic, a **Q** for qualification, or an **S** for skill next to the qualities they think made George Washington presidential material. They may add other words they think are important.
4. Compare the lists and ask the students the following questions:
  - a. Which qualities did George Washington have that are considered important for any President?
  - b. Did Washington have any characteristics, qualifications, or skills that a modern President does not need to have? If yes, which ones?
  - c. What characteristics, qualifications, or skills did Washington not have that you think a modern President **should** have?
  - d. Which characteristics, qualifications, or skills do you consider most important for a President to have? Why?
  - e. Have the qualifications or skills for a President changed from George Washington's presidency to today's presidency? Discuss those changes.
5. Ask the students to choose one characteristic, qualification, or skill from the George Washington column. Through research, they should find examples of how George Washington possessed that characteristic, qualification, or skill. Ask them to present the information to the class.



## The Right Stuff: Characteristics of a President

Read the list of characteristics/skills/qualifications in the center column. In the left-hand column, mark those items you think are important for a good President with a **C**, **S**, or **Q**. In the right-hand column, mark those qualities that you think George Washington had that made him qualified to be President with a **C**, **S**, or **Q**.

Any President	Characteristics/Skills/Qualifications	George Washington
	smart	
	handsome	
	military experience or expertise	
	respected	
	brave	
	cautious	
	diplomatic	
	intellectual	
	honest	
	college-educated	
	well-traveled	
	charismatic	
	tall	
	strong	
	understands business	
	farmer	
	strong leader	
	lawyer	
	good with numbers	
	good communicator	
	good character	
	prestigious	
	other	



## Picturing George: A Pictorial Survey of the Life of George Washington

### Objectives:

- To discuss at least one part of George Washington's life and explain why the event was important in his life
- To create a pictorial representation of one aspect of Washington's life using one of the following media: mural, collage, picture book, or quilt

### Related standards in historical thinking:

- Chronological thinking: distinguish between past, present, and future time
- Historical analysis and interpretation: formulate questions to focus inquiry or analysis; explain causes in analyzing historical actions; compare different stories about a historical figure, era, or event
- Historical research capabilities: formulate historical questions; obtain historical data; interrogate historical data; marshal needed knowledge of the time and place to construct a story, explanation, or historical narrative

### Materials:

- Either paints, crayons, and large uniform-sized pieces of paper, or scissors, glue, scraps of felt or fabric, and large, uniform pieces of felt or fabric
- "About George Washington" student introductory reading material
- Additional biographical information on George Washington

### Procedures:

- Select the art activity that the students will use to create a pictorial biography of Washington: mural, collage, picture book, or quilt.
- Depending on the students' reading abilities, either read or ask them to read at least one biography of Washington.

- Discuss different aspects of George Washington's life (jobs he held, his hobbies, important life events, his personal characteristics). Draw a chart on the chalkboard that lists the students' responses. Use the following list for additional ideas:

- childhood at Ferry Farm
- copying the "Rules of Civility"
- relationship with and influence of his half-brother Lawrence, including travel to Barbados
- time spent at Mount Vernon
- land surveying
- farming and tobacco
- marriage to Martha
- participation in the Virginia militia
- French and Indian War
- involvement with Virginia politics and the House of Burgesses
- representing Virginia at the Continental Congress
- being chosen commander in chief during the American Revolution
- presidency
- retirement

- Divide the class into small groups. Either assign or have each group select a different aspect of Washington's life and career. Ask the groups to thoroughly research this part of his life and highlight significant events during the period. They should also detail relevant dates or years.
- Ask the students to design a pictorial image of the event. They should make preliminary drawings or sketches of their ideas before committing to the final product.
- Allow the students to present their images to the class or share them with other classes.
- Organize the images in chronological or other thematic order. Display the students' work in some way—either in the classroom or in a hallway outside the class—so that other students can view their work.



## For Lands' Sake: George Washington as Land Surveyor

### Objectives:

- To discuss the importance of land ownership and the purpose of land surveying in the eighteenth century
- To read and interpret a transcript of an eighteenth-century land survey
- To reflect on the significance of George Washington's early surveying career and how it contributed to his personal development
- To survey an area of land and create a written or visual description of it
- To construct a piece of historical fiction (for example, a journal entry, newspaper article, or letter) that demonstrates an understanding of Washington's qualifications for and interest in becoming a land surveyor

### Related standards in historical thinking:

- Historical comprehension: reconstruct the literal meaning of a historical passage; read historical narrative imaginatively
- Historical analysis and interpretation: identify the author of a historical document
- Historical research: formulate historical questions; obtain historical data; marshal needed knowledge of the time and place to construct a story, explanation, historical narrative, or interpretation

### Materials:

- “For Lands’ Sake: George Washington as Land Surveyor” background information
- “Interpreting an Eighteenth-Century Land Survey” student worksheet
- Paper
- Pencils or pens
- Extra-long measuring tape or other measuring tool
- Directional compass

### Procedures:

- Ask the students to:
  - Define or explain land surveying and its importance during the eighteenth century
  - Explain the value of owning land during the eighteenth century
  - Explain why land surveying was a good career choice for George Washington

- Describe how understanding the wilderness helped Washington later in life
- Tell the students to read the background information on George Washington and his interest in land surveying.
- Explain that Washington was appointed surveyor for Culpeper County, Virginia, in 1749, at the age of seventeen. Ask the students to write a letter explaining why he would have liked the job of county surveyor, mentioning his interests in and qualifications for the job.
- Distribute the worksheet, “Interpreting an Eighteenth-Century Land Survey.” Ask the students to read the land survey and answer the questions that follow.
- Explain to the students that eighteenth-century land surveying parties often consisted of up to twenty people, including a cook, a lead surveyor, and others who performed various jobs such as measuring, flagging, and clearing land. Tell the students that, like a surveying party, they need to work together to complete this project. The project can be completed as a whole class or as a small group project.
  - Ask the students to take a nature walk and imagine that they are walking in uncharted territory. Have them sketch a picture of the area that includes as many landmarks as possible. They should take notes on the area, keeping an accurate count of any landmarks. They must decide what the boundaries will be and think about different ways to mark off and measure the area. Assign the students different tasks in the marking and measuring of the boundaries. Give them a measuring tool to measure the boundary lines.
  - Ask the students to create a written and visual description of the land they have “surveyed.”
  - If the “uncharted territory” is safe and nearby, allow students from another class to try to locate the area based on the written and visual descriptions. If going to the site is impractical or not possible, ask other students to try to identify the location based on the descriptions.
  - Display the visual and written descriptions.



## For Lands' Sake: George Washington as Land Surveyor

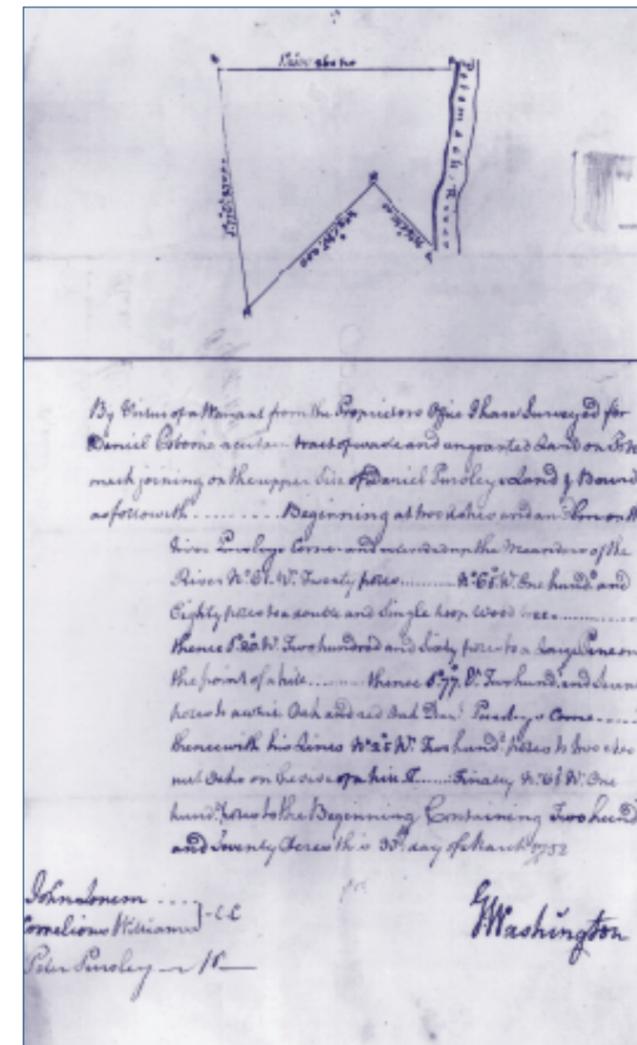
Owning land was one of the main ways a person had wealth and status in eighteenth-century Virginia. Washington wanted both. However, in order to acquire land, Washington first needed money. Land surveying, or determining boundaries of land, offered a good way to earn money while also enabling a person to explore land that might be available for purchase.

Washington was good in math, drafting, and horseback riding, and he loved and appreciated the outdoors. These skills and interests made him an ideal candidate for a land surveyor. He studied land surveying using his father's surveying instruments. His half-brother Lawrence introduced him to Lord Fairfax, the most important landowner in Virginia. Lord Fairfax invited the fifteen-year-old Washington to participate in a land surveying expedition. This experience inspired Washington to pursue a career in land surveying, which gave him an opportunity to earn a living. It also allowed him to explore the wilderness and the frontier of Virginia, and enabled him to find and purchase pieces of land that he liked. By the age of seventeen, Washington was a successful land surveyor. He was very popular and sought-after as a surveyor because he was honest and accurate.

Washington's interest in investing in land continued throughout his life. When the U.S. Congress voted to move the federal capital from Philadelphia to a permanent location, President Washington selected a site along the Potomac River, where he and others owned land. Although he was never President in this new city, now known as Washington, D.C., it became the government's permanent home in 1800.

### Contemporary Connection

Washington recognized that the surveys he made would stand as legal boundaries long after his death and that there would be little value in claiming land if one were not able to measure and record its location. Today, surveying plays the same role in determining ownership. Cities, counties, states, and the federal government rely on surveys when considering applications for the construction of new buildings, the legality of land sales, and the ownership of water and mineral rights.



George Washington's land survey for Daniel Osborne, Frederick County, Virginia, March 30, 1752. The Lilly Library, University of Indiana, Bloomington.



## For Lands' Sake: George Washington as Land Surveyor Interpreting an Eighteenth-Century Land Survey

Read the following eighteenth-century land survey and answer the questions.

**George Washington's Land Survey for Daniel Osborne, Frederick County, Virginia, March 30, 1752**  
(Original document at the Lilly Library at Indiana University, American History Documents)

By Virtue of a Warrant from the Proprietors Office I have Surveyed for Daniel Osborne a certain tract of waste and ungranted land on Potomack joining the upper Side of Daniel Pursleys Land & Bounded as followeth Beginning at two Ashes and an Elm on the river Pursleys Corner and extended up the Meanders of the River No.61.W. Twenty poles . . . No.65o.W. One hundd. and Eighty poles to a double and Single hoop Wood trees thence So2oo.W. Two hundred and Sixty poles to a Large Pine on the point of a hill. thence So.77o.E. Two hundd. and Seventy poles to a white Oak and red Oak Danl. Pursleys Corner . . . thence with his Lines No.25o.W. Two hundd. poles to two chestnut Oaks on the side of a hill & . . . Finally No.65o.W. One hundd. poles to the Beginning Containing Two hundd. and Seventy Acres this 30th: day of March 1752.

John Lonem . . . }  
Cornelius Williams } -C.C.

G:Washington

Peter Pursley-M[arker]

1. Who wrote this land survey?
2. When and where was this land survey completed?
3. For whom was the land survey done?
4. How does Washington describe the land?
5. Whose land joins the surveyed land?

6. What kind of landmarks does Washington use to describe the land boundaries?
7. Name at least two different landmarks that he mentions.
8. What unit of measure does Washington use?
9. What is the total number of acres in this land survey?



## In His Own Words: Quotation Timeline

### Objective:

- To read and analyze a series of excerpts from George Washington's letters, journal, speeches, and other documents in order to match the quotation to the event or date in his life

### Related standards in historical thinking:

- Chronological thinking: identify the temporal order of a historical narrative or story; interpret data in timelines
- Historical comprehension: identify the author or source of the historical document or narrative; reconstruct the literal meaning of a historical passage; read historical narratives imaginatively
- Historical research capabilities: obtain historical data; interrogate historical data; marshal needed knowledge of the time and place to construct a story, explanation, or historical narrative

### Materials:

- "Quotation Timeline" student worksheet
- Additional biographical information about George Washington
- "Chronology of George Washington's Life" student introductory reading material

### Procedures:

1. Explain to the students that George Washington enjoyed writing letters and writing in his diary throughout his life. Tell them that, with the exception of his letters to Martha, most of which she destroyed, an extensive collection of these materials survives to this day.
2. Distribute the "Quotation Timeline" worksheet. Explain that the worksheet contains excerpts from letters, journals, speeches, and other documents that Washington wrote over the course of his career.
3. Ask the students to read the quotations and citations. Younger students should read them out loud.

4. Have the students match the correct citation to the quotation. They should write the number of the citation in the space next to the quotation.
5. Ask the students to create a timeline of the quotations. If there is time, ask them to create a visual image to represent the event described in the quotation.
6. Ask the students to choose at least one quotation and answer the following questions about it:
  - a. How old was George Washington at the time of this quotation?
  - b. How does the quotation reflect Washington's age and/or experience?
  - c. What led to the events described in the quotation?
  - d. What, if any, significant events occurred following this quotation?
7. In small groups or individually, ask the students to create a pictorial timeline of the events described in each of the quotations. Display the finished products in the classroom or other appropriate venue.

### Quotation Timeline Answers for Student Worksheet:

E, K, A, B, F, D, H, I, J, C, G





## In His Own Words: Quotation Timeline

Read the following quotations. Then read the list of dates and events on the following page. Match the quotation to the correct date and/or event in Washington's life. Write the letter of the date citation in the space that follows the quotation.

### Quotations

"The great events on which my resignation depended having at length taken place; I have now the honor of offering my sincere Congratulations to Congress & of presenting myself before them to surrender into their hands the trust committed to me, and to claim the indulgence of retiring from the Service of my Country."<sup>1</sup> \_\_\_\_\_

"In the name of God amen I George Washington of Mount Vernon—a citizen of the United States, and lately President of the same, do make, ordain and declare this Instrument; which is written with my own hand and every page thereof subscribed with my name, to be my last Will & Testament, revoking all others.

"Imprimus. All my debts, of which there are but few, and none of magnitude, are to be punctually and speedily paid—and the Legacies hereinafter bequeathed, are to be discharged as soon as circumstances will permit, and in the manner directed."<sup>2</sup> \_\_\_\_\_

"We got our Suppers and was Lighted in to a Room & I not being so good a Woodsman as the rest of my Company striped myself very orderly and went into ye Bed as they call'd it when to my Surpize I found it to be nothing but a Little Straw-matted together without Sheets or any thing else but only one Thread Bear blanket with double its Weight of Vermin such as Lice Fleas &c. I was glad to get up (as soon as ye Light was carried from us) I put on my Cloths and Lay as my Companions. Had we not have been very tired, I am sure we should not have slep'd much that night. I made a Promise not to Sleep so from that time forward causing rather to sleep in the open Air before a fire as will Appear hereafter."<sup>3</sup> \_\_\_\_\_

"I can with truth assure you, I heard Bullets whistle and believe me there was something charming in the sound."<sup>4</sup> \_\_\_\_\_

"I wish the Constitution which is offered had been made more perfect, but I sincerely believe it is the best that

could be obtained at this time—and as a constitutional door is opened for amendment hereafter—the adoption of it under present circumstances of the Union is in my opinion desirable."<sup>5</sup> \_\_\_\_\_

"I luckily escaped with a wound, tho I had four Bullets through my Coat and two Horses shot under me."<sup>6</sup> \_\_\_\_\_

"I am again called upon by the voice of my country to execute the functions of its Chief Magistrate."<sup>7</sup> \_\_\_\_\_

"War having actually commenced between France and great Britain, it behoves the Government of this Country to use every means in it's power to prevent the citizens thereof from embroiling us with either of those powers, by endeavouring to maintain a strict neutrality."<sup>8</sup> \_\_\_\_\_

"Beloved Cherokees: Many years have passed since the White people first came to America. In that long space of time many good men have considered how the condition of the Indian natives of the country might be improved; and many attempts have been made to effect it. But, as we see at this day, all these attempts have been nearly fruitless. I also have thought much on this subject, and anxiously wished that the various Indian tribes, as well as their neighbours, the White people, might enjoy in abundance all the good things which make life comfortable and happy."<sup>9</sup> \_\_\_\_\_

"It has been determined in Congress, that the whole Army raised for the defence of the American Cause shall be put under my care, and that it is necessary for me to proceed immediately to Boston to take upon me the Command of it. You may believe me my dear Patcy, when I assure you, in the most solemn manner, that, so far from seeking this appointment I have used every endeavour in my power to avoid it, not only from my unwillingness to part with you and the Family, but from a consciousness of its being a trust too great for my Capacity."<sup>10</sup> \_\_\_\_\_

"In our progress towards political happiness my station is new; and, if I may use the expression, I walk on untrodden ground. There is scarcely any action, whose motives may not be subject to a double interpretation. There is scarcely any part of my conduct whc may not hereafter be drawn into precedent."<sup>11</sup> \_\_\_\_\_

### Dates

A. March 11, 1747: Reaction to sleeping in an isolated cabin during his first time on a surveying expedition to the Shenandoah Valley and the Blue Ridge Mountains

B. May 31, 1754: Reaction to his first experience with hostile gunfire in a battle between his Virginia Regiment and the French during a mission to build a fort at the Forks of Ohio, in western Pennsylvania; the incident is said to have sparked the French and Indian War

C. June 18, 1775: Letter to Martha Washington announcing his appointment as commander in chief of the Continental army

D. July 1755: Letter describing events during the loss at Fort Duquesne in Pennsylvania, when the British Major General Edward Braddock is killed and Washington, his aide, survives despite intense fighting

E. December 23, 1783: Resignation from the army; address to the Continental Congress

F. September 24, 1787: Letter to Patrick Henry after submission of the proposed Constitution to the Continental Congress

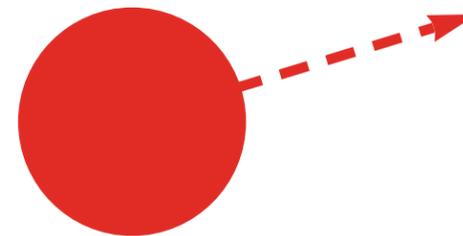
G. January 9, 1790: Letter to Catharine Sawbridge Macaulay Graham, describing his thoughts on the magnitude of his role as the first President of the United States

H. March 4, 1793: Washington's second inaugural address

I. April 12, 1793: Letter to Thomas Jefferson regarding Washington's thoughts on the country's need to remain neutral

J. August 29, 1796: Washington's "Address to the Cherokee Nation"

K. July 9, 1799: Washington's last will and testament



G. Washington

### Notes

1. <http://www.virginia.edu/gwpapers/revolution/doc3.html> 2. George Washington, *Writings*, ed. John Rhodehamel (New York: Library of America, 1997), p. 1022. 3. *Ibid.*, p. 11. 4. *Ibid.*, p. 48. 5. *Ibid.*, p. 656. 6. *Ibid.*, p. 59. 7. <http://www.bartleby.com/124/pres14.html> 8. Washington, *Writings*, p. 837. 9. *Ibid.*, p. 956. 10. *Ibid.*, pp. 167–68. 11. *Ibid.*, p. 752.



## Giving Speeches: George Washington's First and Second Inaugural Addresses

### Objectives:

- To interpret George Washington's first and second inaugural addresses
- To compare and contrast the information in each speech
- To write an imaginative historical narrative based on the events of the two inauguration days

### Related standards in historical thinking:

- Historical comprehension: reconstruct the literal meaning of a historical passage; identify the central question(s) in the historical passage; read historical narratives imaginatively
- Historical analysis and interpretation: identify the author or source of the historical document or narrative; hypothesize the influence of the past
- Historical research: obtain historical data; interrogate historical data

### Materials:

- Biographical information on George Washington
- Transcripts of George Washington's first and second inaugural addresses
- "Giving Speeches: George Washington's First and Second Inaugural Addresses" student worksheet

### Procedures:

1. Discuss the purpose of the President of the United States giving an inaugural address.
2. Ask the students to:
  - a. Describe their impressions of any inaugural speeches they have heard or read
  - b. Reflect on the mood or spirit of the country on inauguration day
  - c. Describe events or festivities that surround current inaugurations
3. Ask the students to:
  - a. Research the circumstances and events leading up to Washington's first inauguration
  - b. Describe the mood and spirit of the people of the country at the time of Washington's first inauguration
  - c. Explain the importance of this particular inauguration

4. Ask the students to discuss the following:
  - a. America's new government was untried and experimental—not the inevitable success that it appears to be today, in hindsight. In what ways did the failure of the previous American government under the Articles of Confederation act as a springboard for this new and innovative approach to the presidency? How did this approach to government differ from that of America's government under the Articles of Confederation? Compare this with how other countries were being governed at the time.
  - b. What might have happened if the new government had failed?
  - c. What might have happened if someone other than Washington had been elected President?
  - d. In what ways had the country changed in the four years between the first and second inaugurations? How did those changes affect Washington's approach to his second term in office?
5. Distribute copies of the inaugural addresses and the worksheet, "Giving Speeches: George Washington's First and Second Inaugural Address." Have them complete Part One of the worksheet. Discuss their answers.
6. Ask the students to write a newspaper article about Washington's first or second inaugural address. They should assume the role of a newspaper reporter covering the content of the speech and any events surrounding inauguration day. Remind them to include the "who, what, when, where, and why" of good journalism.

### Consider This

George Washington's inauguration as the first President of the United States might have also been the last. The government of the new nation had been invented by the people whom it would govern. This had never happened before, and many believed that this "great experiment" would fail. The situation called for a person of unimpeachable character—a leader who was recognized and respected by all, whether they agreed with his policies or not. George Washington was the only person in the nation who was held in such high esteem, and he was unanimously elected to the newly created office of President.



## Giving Speeches: George Washington's First and Second Inaugural Addresses

Read both speeches carefully and then answer the questions that follow.

### George Washington's First Inaugural Address

*Fellow-Citizens of the Senate and of the House of Representatives:* AMONG the vicissitudes incident to life no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the fourteenth day of the present month. On the one hand, I was summoned by my country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years—a retreat which was rendered every day more necessary as well as more dear to me by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time. On the other hand, the magnitude and difficulty of the trust to which the voice of my country called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence one who (inheriting inferior endowments from nature and unpracticed in the duties of civil administration) ought to be peculiarly conscious of his own deficiencies. In this conflict of emotions all I dare aver is that it has been my faithful study to collect my duty from a just appreciation of every circumstance by which it might be affected. All I dare hope is that if, in executing this task, I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof of the confidence of my fellow-citizens, and have thence too little consulted my incapacity as well as disinclination for the weighty and untried cares before me, my error will be palliated by the motives which misled me, and its consequences be judged by my country with some share of the partiality in which they originated.

Such being the impressions under which I have, in obedience to the public summons, repaired to the present station, it would be peculiarly improper to omit in this first official act my fervent supplications to that Almighty Being who rules over the universe, who presides in the councils of nations, and whose providential aids can supply every

human defect, that His benediction may consecrate to the liberties and happiness of the people of the United States a Government instituted by themselves for these essential purposes, and may enable every instrument employed in its administration to execute with success the functions allotted to his charge. In tendering this homage to the Great Author of every public and private good, I assure myself that it expresses your sentiments not less than my own, nor those of my fellow-citizens at large less than either. No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than those of the United States. Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of providential agency; and in the important revolution just accomplished in the system of their united government the tranquil deliberations and voluntary consent of so many distinct communities from which the event has resulted can not be compared with the means by which most governments have been established without some return of pious gratitude, along with an humble anticipation of the future blessings which the past seem to presage. These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed. You will join with me, I trust, in thinking that there are none under the influence of which the proceedings of a new and free government can more auspiciously commence.

By the article establishing the executive department it is made the duty of the President "to recommend to your consideration such measures as he shall judge necessary and expedient." The circumstances under which I now meet you will acquit me from entering into that subject further than to refer to the great constitutional charter under which you are assembled, and which, in defining your powers, designates the objects to which your attention is to be given. It will be more consistent with those circumstances, and far more congenial with the feelings which actuate me, to substitute, in place of a recommendation of particular measures, the tribute that is due to the talents,

the rectitude, and the patriotism which adorn the characters selected to devise and adopt them. In these honorable qualifications I behold the surest pledges that as on one side no local prejudices or attachments, no separate views nor party animosities, will misdirect the comprehensive and equal eye which ought to watch over this great assemblage of communities and interests, so, on another, that the foundation of our national policy will be laid in the pure and immutable principles of private morality, and the preeminence of free government be exemplified by all the attributes which can win the affections of its citizens and command the respect of the world. I dwell on this prospect with every satisfaction which an ardent love for my country can inspire, since there is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness; between duty and advantage; between the genuine maxims of an honest and magnanimous policy and the solid rewards of public prosperity and felicity; since we ought to be no less persuaded that the propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself has ordained; and since the preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered, perhaps, as *deeply*, as *finally*, staked on the experiment entrusted to the hands of the American people.

Besides the ordinary objects submitted to your care, it will remain with your judgment to decide how far an exercise of the occasional power delegated by the fifth article of the Constitution is rendered expedient at the present juncture by the nature of objections which have been urged against the system, or by the degree of inquietude which has given birth to them. Instead of undertaking particular recommendations on this subject, in which I could be guided by no lights derived from official opportunities, I shall again give way to my entire confidence in your discernment and pursuit of the public good; for I assure myself that whilst you carefully avoid every alteration which might endanger the benefits of an united and effective government, or which ought to await the future lessons of experience, a reverence for the characteristic rights of freemen and a regard for the public harmony will sufficiently influence your deliberations on the question how far the former can be impregnably fortified or the latter be safely and advantageously promoted.

To the foregoing observations I have one to add, which will be most properly addressed to the House of Representatives. It concerns myself, and will therefore be as brief as possible. When I was first honored with a call into the service of my country, then on the eve of an arduous struggle for its liberties, the light in which I contemplated

my duty required that I should renounce every pecuniary compensation. From this resolution I have in no instance departed; and being still under the impressions which produced it, I must decline as inapplicable to myself any share in the personal emoluments which may be indispensably included in a permanent provision for the executive department, and must accordingly pray that the pecuniary estimates for the station in which I am placed may during my continuance in it be limited to such actual expenditures as the public good may be thought to require.

Having thus imparted to you my sentiments as they have been awakened by the occasion which brings us together, I shall take my present leave; but not without resorting once more to the benign Parent of the Human Race in humble supplication that, since He has been pleased to favor the American people with opportunities for deliberating in perfect tranquillity, and dispositions for deciding with unparalleled unanimity on a form of government for the security of their union and the advancement of their happiness, so His divine blessing may be equally *conspicuous* in the enlarged views, the temperate consultations, and the wise measures on which the success of this Government must depend.

From: <http://www.bartleby.com/124/pres13.html>

### George Washington's Second Inaugural Address

*Fellow Citizens*

I AM again called upon by the voice of my country to execute the functions of its Chief Magistrate. When the occasion proper for it shall arrive, I shall endeavor to express the high sense I entertain of this distinguished honor, and of the confidence which has been reposed in me by the people of united America.

Previous to the execution of any official act of the President the Constitution requires an oath of office. This oath I am now about to take, and in your presence: That if it shall be found during my administration of the Government I have in any instance violated willingly or knowingly the injunctions thereof, I may (besides incurring constitutional punishment) be subject to the upbraidings of all who are now witnesses of the present solemn ceremony.

From: <http://www.bartleby.com/124/pres14.html>



## Part One

### First Inaugural Address

1. How does Washington feel about being elected President of the United States?

2. Why does Washington accept the job if he has reservations?

3. To what is he referring when he uses the word “experiment”? Characterize the significance of this experiment and reflect on what was at stake if it failed. In what way could this experiment also be called the “second American Revolution”?

4. In what document is the power of the President designated?

5. How does Washington describe the government?

6. Describe what you think is the overall message Washington is trying to convey in this address.

## Second Inaugural Address

1. What is the message of Washington's second inaugural address?

2. Why do you think Washington kept this speech so short?

3. How does this speech differ from the first inaugural address?

4. Is what Washington referred to as the “experiment” still working? How?

5. How does the “experiment” continue to work after he decides not to seek another presidential term?

## Part Two

Imagine you are a newspaper reporter. You are covering the inaugural addresses by George Washington for your local newspaper. Write a news story about Washington's first or second inaugural address. Like every good journalist, remember to answer the following questions in your story:

- Who attended the inauguration?
- Where did the address take place?
- When did the address take place?
- What—if anything—happened during the address?
- How well did George Washington do as a public speaker on these occasions?



## Of Human Bondage: George Washington and the Issue of Slavery

### Objectives:

- To read and interpret four documents George Washington wrote regarding his slaves and the issue of slavery
- To analyze the reasons why Washington was conflicted over the issue of slavery
- To discuss the evolution of Washington's attitude toward slavery
- To explain the significance of Washington's eventual freeing of his slaves

### Related standards in historical thinking:

- Chronological thinking: identify the temporal structure of a historical narrative; establish temporal order in constructing historical narratives; create timelines
- Historical comprehension: identify the author or source of the historical document or narrative; reconstruct the literal meaning of a historical passage; identify the central question(s) the historical narrative addresses; read historical narratives imaginatively; appreciate and evidence historical perspectives
- Historical analysis and interpretation: compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions; consider multiple perspectives; analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas
- Historical research capabilities: formulate historical questions; obtain historical data; interrogate historical data; marshal contextual knowledge and perspectives of the time and place to construct a story, explanation, historical narrative, or interpretation
- Historical issues-analysis and decision making: identify issues and problems in the past; analyze the interests and values of the various people involved; identify causes of a problem or dilemma; formulate a position or course of action on an issue; evaluate the implementation of a decision

### Materials:

- Biographical information on George Washington that mentions the slavery issue
- "Of Human Bondage: George Washington and the Issue of Slavery" student worksheet
- Pencils or pens

### Procedures for elementary-level students:

1. Distribute the four passages written by George Washington relating to slaves and the slavery issue. You may wish to abridge the longer documents. Have the students read them once on their own. Then, read the documents out loud together as a class.
2. Ask the students to answer the questions from Part One of the "Of Human Bondage: George Washington and the Issue of Slavery" worksheet. Have them answer the questions out loud in class to ensure their understanding.
3. Tell the students to make a timeline of the documents to help them trace the development of Washington's thoughts on slaves and slavery. They should include the document's date, type (letter, will, etc.), and purpose.
4. Ask the students to discuss how Washington's attitude toward slavery changed. Ask them to discuss the significance of his freeing his slaves in his will.

### Procedures for middle- and upper-level students:

1. Ask the students to read the four passages from documents written by George Washington relating to slaves and the slavery issue. Have them complete the worksheet, "Of Human Bondage: George Washington and the Issue of Slavery," for each document.
2. Divide the class into three groups. Assign each group one of the three sides of George Washington listed below. Ask the students to research the topic and prepare a presentation on it.
  - a. George Washington as a politician
  - b. George Washington as a human being
  - c. George Washington as a businessman
3. Ask each group to select a spokesperson to present their remarks. Hold a class discussion following the oral presentations.



## Of Human Bondage: George Washington and the Issue of Slavery

Read the following documents by George Washington and then answer the following questions for each one.

### Documents

1. **To Josiah Thompson (captain of the schooner *Swift*), July 2, 1766**

"Sir,

With this Letter comes a Negro (Tom) which I beg the favour of you to sell, in any of the Islands you may go to, for whatever he will fetch, & bring me in return for him

One Hhd of best Molasses

One Ditto of best Rum

One Barrl of Lymes—if good & Cheap

One Pot of Tamarinds—contg about 10 lbs.

Two small Do of mixed Sweetmeats—abt 5 lb. each

And the residue, much or little, in good old Spirits

That this Fellow is both a Rogue & Runaway (tho.

he was by no means remarkable for the former, and never practised the latter till of late) I shall not pretend to deny—But that he is exceeding healthy, strong, and good at the Hoe, the whole neighbourhood can testify & particularly Mr Johnson and his Son, who have both had him under them as foreman of the gang, which gives me reason to hope he may, with your good management, sell well, if kept clean & trim'd up a little when offerd to Sale.

I shall very cheerfully allow you the customary Commissions on this affair, and must beg the favour of you (least he should attempt his escape) to keep him handcuff'd till you get to Sea—or in the Bay—after which I doubt not but you may make him very useful to you.

I wish you a pleasant and prosperous Passage, and a safe & speedy return, being Sir, Yr Very Hble Servt"<sup>1</sup>

2. **"Reflection on Slavery," circa 1788–1789**

"The unfortunate condition of the persons, whose labour in part I employed, has been the only unavoidable subject of regret. To make the Adults among them as easy & as comfortable in their circumstances as their actual state of ignorance & improvidence would admit; & to lay a foundation to prepare the rising generation for a destiny different from that in which they were born; afforded some satisfaction to my mind, & could not I hoped be displeasing to the justice of the Creator."<sup>2</sup>

3. **To Lawrence Lewis (a nephew of Washington), August 4, 1797**

"Dear Sir: Your letter of the 24th ulto has been received, and I am sorry to hear of the loss of your servant; but it is my opinion these elopements will be MUCH MORE, before they are LESS frequent: and that the persons making them should never be retained, if they are recovered, as they are sure to contaminate and discontent others. I wish from my soul that the Legislature of this State could see the policy of a gradual Abolition of Slavery; It would prevt. much future mischief."<sup>3</sup>

4. **Last Will and Testament, July 9, 1799**

"Item Upon the decease of my wife, it is my Will and desire that all the Slaves which I hold in *my own right*, shall receive their freedom. To emancipate them during her life, would, tho' earnestly wished by me, be attended with such insuperable difficulties on account of their intermixture by Marriages with the Dower\* Negroes, as to excite the most painful sensations, if not disagreeable consequences from the latter, while both descriptions are in the occupancy of the same Proprietor; it not being in my power, under the tenure by which the Dower Negroes are held, to manumit them. And whereas among those who will receive freedom according to this devise, there may be some, who from old age or bodily infirmities, and others who on account of their infancy, that will be unable to support themselves; it is my Will and desire that all who come under the first and second description shall be comfortably clothed and fed by my heirs while they live; and that such of the latter description as have no parents living, or if living are unable, or unwilling to provide for them, shall be bound by the Court until they shall arrive at the age of twenty five years; and in cases where no record can be produced, whereby their ages can be ascertained, the judgment of the Court upon its own view of the subject, shall be adequate and final. The Negroes thus bound, are (by their Masters or Mistresses) to be taught to read and write; and to be brought up to some useful occupation, agreeably to the Laws of the Commonwealth of Virginia, providing for the support of Orphan and other poor Children. And I do hereby expressly forbid the Sale, or transportation out of the said Commonwealth, of any Slave I may die possessed of, under any pretence whatsoever. And I do moreover most pointedly, and most solemnly enjoin it upon my

Executors hereafter named, or the Survivors of them, to see that *this* clause respecting Slaves, and every part thereof be religiously fulfilled at the Epoch at which it is directed to take place; without evasion, neglect or delay, after the Crops which may then be on the ground are harvested, particularly as it respects the aged and infirm; Seeing that a regular and permanent fund be established for their Support so long as there are subjects requiring it; not trusting to the uncertain provision to be made by individuals. And to my Mulatto man William (calling himself William Lee) I give immediate freedom; or if he should prefer it (on account of the accidents which have befallen him, and which have rendered him incapable of walking or of any active employment) to remain in the situation he now is, it shall be optional in him to do so: In either case however, I allow him an annuity of thirty dollars during his natural life, which shall be independent of the victuals and cloaths he has been accustomed to receive, if he chuses the last alternative; but in full, with his freedom, if he prefers the first; and this I give him as a testimony of my sense of his attachment to me, and for his faithful services during the Revolutionary War.”<sup>4</sup>

\**Dower Negroes* refers to those slaves brought to the marriage by Martha Washington.

### Part One

1. When was the document written?
2. How old was Washington when he wrote it?
3. What was Washington’s occupation at the time he wrote it?
4. Was the document personal and private or public?
5. What type of document is it?
6. What is the main message or purpose of the document?

### Notes

1. George Washington, *Writings*, ed. John Rhodehamel (New York: Library of America, 1997), p. 118. 2. *Ibid.*, pp. 701–2. 3. *Ibid.*, p. 1002. 4. *Ibid.*, pp. 1023–24.

### 7. How would you interpret Washington’s attitude toward slavery based on this document?

#### Part Two

Compare and contrast the documents.

1. Do the four documents show a change in Washington’s attitude regarding his slaves and slavery? Explain your answer.

2. What do you think contributed to Washington’s changing attitude?

#### Part Three

1. Explain how slavery might be justified by an eighteenth-century Virginian.



## Hidden George Washington: Word Search with a Twist

### Objectives:

- To identify significant people, places, events, and milestones in George Washington’s personal and professional life
- To find the words hidden in a word search puzzle

### Related standards in historical thinking:

- Chronological thinking: distinguish between past, present, and future time; establish temporal order; interpret data presented in timelines
- Historical analysis and interpretation: compare and contrast differing sets of ideas, values, personalities, and behaviors; analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance

### Materials:

- Biographical information about George Washington
- “Chronology of George Washington’s Life” student introductory reading material
- “Hidden George Washington: Word Search with a Twist” clues student worksheet
- “Hidden George Washington: Word Search with a Twist” puzzle worksheet
- Pencils or pens

### Procedures for elementary-level students:

1. Hand out the “Hidden George Washington: Word Search with a Twist” puzzle worksheet.
2. Give the students the list of hidden words from the answer sheet. Explain that all of the hidden words are people, places, events, or milestones that were important in Washington’s life. Ask them to find the words hidden in the puzzle.
3. After they have found the hidden words, discuss with the students the importance of each in Washington’s life.

### Procedures for middle- and upper-level students:

1. Ask the students to read an overview of George Washington’s life to become familiar with the people, places, events, and milestones in his personal and professional life.
2. Ask the students to complete the “Hidden George Washington: Word Search with a Twist” clues worksheet by filling in the answers in the appropriate spaces. Make sure their answers are correct before they continue with the word search!
3. After the students have answered the questions, ask them to list the correct words on a separate piece of paper. Tell them to use the correct word answers to solve the word search puzzle.

### Answer Sheet

Hidden George Washington: Word Search Clues and Puzzle

- |                      |                         |
|----------------------|-------------------------|
| 1. Virginia          | 10. American Revolution |
| 2. Ferry Farm        | 11. Commander in chief  |
| 3. Surveyor          | 12. Trenton             |
| 4. Horseback riding  | 13. Valley Forge        |
| 5. William Lee       | 14. President           |
| 6. Planter           | 15. The Jay Treaty      |
| 7. Rules of Civility | 16. Political parties   |
| 8. Mount Vernon      | 17. Two terms           |
| 9. Martha Custis     |                         |





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### Part One

Word search clues: Answer the following questions about George Washington. Find the answers hidden in the word search puzzle worksheet.

1. Washington was born in this colony: \_\_\_\_\_
2. He grew up here and inherited it when his father died: \_\_\_\_\_
3. In his first job, he determined the boundaries of farms and was called a land \_\_\_\_\_.
4. This sport was one of Washington's favorite daily activities. He was considered an expert at it. \_\_\_\_\_
5. The personal servant who was freed after Washington's death: \_\_\_\_\_
6. When not serving as a soldier or a politician, Washington was a \_\_\_\_\_.
7. He copied these in his best handwriting. They gave him ideas about how an eighteenth-century gentleman should behave. \_\_\_\_\_
8. Washington's beloved home: \_\_\_\_\_
9. She was five feet tall and brought to their marriage thousands of acres of land and many slaves: \_\_\_\_\_
10. The war fought for independence from Great Britain was the \_\_\_\_\_.
11. George Washington's position during the American Revolution: \_\_\_\_\_
12. Washington defeated British forces here, in a surprise nighttime attack on Christmas Day, 1776: \_\_\_\_\_
13. Washington and his troops spent a harsh winter here in 1777: \_\_\_\_\_
14. Washington was the unanimous choice for this position twice: \_\_\_\_\_
15. It allied the country with our former enemy, England, at the expense of our ally, France. \_\_\_\_\_
16. During his presidency, Washington worried about the rise of these: \_\_\_\_\_
17. Washington served \_\_\_\_\_, setting a precedent for limits of presidential power by not seeking an additional one.



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### Part Two

#### Word Search

Using the answers from the word search clues, circle the words hidden in the puzzle. They may be written forwards, backwards, or on the diagonal. Hint: Multiword answers are **not** separated by a space in the word search.

T N E D I S E R P N H I J R P A Y G Y T T Z  
 Y G T M E K A G A Q B Q S U O M Q J Q X W T  
 F E R R Y F A R M Y P L O L L E M A T I O A  
 A U B T Y A N Q K W M I S E I R X R R T I I  
 G M W Z W I F Z D A Q I P S T I V M E B E N  
 Z N E V G O B Y I N T L K O I C P M N A R I  
 S V I R A Z T G R S A J S F C A P V T O M G  
 F O I D I L D E U N C Z N C A N J I O D S R  
 N V N R I O L C T J E U P I L R O W N Z Q I  
 T C X G V R A E H M E F T V P E Y I I F I V  
 R E X I O H R N Y T S E D I A V T L L D K T  
 L W L N T J U C R F R C A L R O A L J F H S  
 I S M R B S W A A E O L T I T L E L G P X R  
 C H A S I S L A G B V R Q T I U R I K T N I  
 F M O G N I S D Y S E O G Y E T T A Q P J F  
 A I X L T X O V W A J S L E S I Y M K B I Y  
 G N I D I R K C A B E S R O H O A L B Q Y I  
 Z O M E L N P U B J I A P O T N J E R P D N  
 G N T P S U R V E Y O R P B H I E E V T G K  
 R T Z E N E P K J W H M X G I U H X Z J N J  
 F E I H C N I R E D N A M M O C T N Y C E X  
 M O U N T V E R N O N T I L I C Q W E I X R



## Resources, Outside Reading, and Websites

### Books

#### Elementary level

Adler, David A. *A Picture Book of George Washington*. New York: Holiday House, 1989.

A short illustrated biography accompanied by an audio book for elementary level students.

D'Aulaire, Ingri, and Edgar Parin D'Aulaire. *George Washington*. New York: Doubleday, 1936.

Simple, illustrated biography that highlights major events in Washington's life.

Fontes, Ron. *George Washington: Solider, Hero, President*. New York: Dorling Kindersley, 2001.

Biography of Washington that discusses his childhood and life as a farmer, statesman, general, and President.

Giblin, James. *George Washington: A Picture Book Biography*. New York: Scholastic, 1992.

An illustrated biography that highlights Washington's family life and career. The book also includes information on myths, legends, and monuments to him.

Gross, Ruth Belov. *If You Grew Up with George Washington*. New York: Scholastic, 1992.

A description of what it was like to grow up in the times of George Washington.

Harness, Cheryl. *George Washington*. Washington, D.C.: National Geographic Society, 1999.

Illustrated biography that covers Washington's childhood, life as a farmer, participation in the American Revolution, and role as the first President.

Keller, Kristin Thoennes. *George Washington*. Minnesota: Bridgestone Books, 2002.

Illustrated biography that highlights important events in Washington's life; includes maps, timeline, glossary, and recommended print and Internet sources.

Santella, Andrew. *George Washington*. Minnesota: Compass Point Books, 2002.

Brief illustrated biography that covers major events in Washington's life; includes important dates and glossary.

Welsbacher, Anne. *George Washington*. Minnesota: ABDO Publishing Company, 1998.

Brief illustrated biography that also includes charts, glossary, and recommended Internet sites.

#### Middle- and upper-level

Falkof, Lucille. *George Washington: 1st President of the United States*. Oklahoma: Garrett Educational Corporation, 1989.

Biography of Washington's life from his childhood through his death; includes an annotated bibliography.

Ferrie, Richard. *The World Turned Upside Down: George Washington and the Battle of Yorktown*. New York: Holiday House, 1999.

A look at George Washington's role in the Battle of Yorktown, which led to the defeat of the British during the American Revolution.

Foster, Genevieve, and Joanna Foster. *George Washington's World*. Massachusetts: Beautiful Feet Books, 1997.

Illustrated look at the life and times of George Washington that includes period information on women, Native Americans, and African Americans.

Kallen, Stuart A. *George Washington*. Minnesota: ABDO Publishing Company, 2001.

Illustrated biography that looks at major events in Washington's life; includes timeline, recommended Internet sites, and a glossary.

Marrin, Albert. *George Washington and the Founding of a Nation*. New York: Dutton Children's Books, 2001.

A richly illustrated biography that focuses on Washington's military career, but also includes information on most aspects of his life, politics, and views on slavery.

Old, Wendie C. *George Washington*. Berkeley Heights, N.J.: Enslow Publishers, 1997.

A general biography.

Rosenburg, John M. *First in Peace: George Washington, the Constitution and the Presidency*. Connecticut: Millbrook Press, 1998.

A biography that highlights Washington's life and career from his involvement in the Constitutional Convention to his death in 1799; primary source material from Washington's journals and other writings are included.

Sims, Camelia, and Laura Gore. *George Washington: A Timeless Hero*. Los Angeles: ZANA International, 2000.

Straightforward biography that traces major events in Washington's life and explores issues of character and religious beliefs.

#### Upper level

Flexner, James Thomas. *Washington: The Indispensable Man*. Boston: Little Brown, 1969.

One-volume biography that explores Washington's multifaceted life and complex character in detail.

Washington, George. *Writings*. Edited by John Rhodehamel. New York: Library of America, 1997.

Extensive collection of the writings of George Washington from 1747 to 1799.

### Magazines

"George Washington." *Cobblestone: The History Magazine for Young People* 13, no. 4 (April 1992).

Issue devoted to articles about George Washington as a farmer, soldier, President, and owner of slaves.

"Slavery at Mount Vernon." *Footsteps: African American History* 2, no. 5 (November–December 2000).

Articles related to the slaves who worked at Washington's home, Washington's changing views on slavery, and current archaeological projects.



An additional lesson plan, "The Proper Gentleman: George Washington and the Rules of Civility," is available on the National Portrait Gallery's Lansdowne website, at [www.georgewashington.si.edu](http://www.georgewashington.si.edu)

### Internet

#### Encyclopedia biographies

<http://www.bartleby.com/65/ws/WshngtnG.html>

A general biography designed for grades six and above from the *Columbia Encyclopedia*.

<http://gi.grolier.com/presidents/ea/bios/01pwash.html>

A general biography designed for grades six and above from *Encyclopedia Americana*.

<http://gi.grolier.com/presidents/nbk/bios/01pwash.html>

A general biography of Washington designed for grades three through eight from the *New Book of Knowledge*.

<http://www.wbol/wbPage/na/ar/co/59294>

An extensive general biography for grades five and above from *World Book Online Americas Edition*.

#### Online sources for primary materials

<http://www.bartleby.com/124/pres13.html>

Text of Washington's two inaugural addresses from *Bartleby.com*.

<http://www.indiana.edu/~liblilly/history/george.html>

Two documents written by Washington, including his letter to John Langdon accepting the presidency, April 14, 1789, and his survey of Daniel Osborne's land, March 30, 1752. From the American History Documents collection at Indiana University's Lilly Library.

<http://www.mountvernon.org/education/biography/civility.asp>

Information about the "Rules of Civility" from the official Mount Vernon website.

<http://www.padrak.com/masonry/THANKSG.html>

Washington's "Thanksgiving Proclamation" from PADRAK (Personal Assistance and Development through Research and Acquired Knowledge).

<http://www.virginia.edu/gwpapers>  
Documents and articles providing biographical information on George Washington from the George Washington Papers on the University of Virginia's website.

<http://www.virginia.edu/gwpapers/faq/survey.html>  
Image of the survey of the turnip field surveyed by George Washington, in 1747, from the George Washington Papers.

#### Online exhibitions and historic sites related to George Washington

<http://www.americaslibrary.gov/cgi-bin/page.cgi>  
"Meet Amazing Americans: America's Story from America's Library," from the Library of Congress; includes biographical information and primary source material.

<http://www.hsd.org/GW.htm>  
"George Washington, Man, Myth, Memory," from the Delaware History Museum's website.

<http://lcweb2.loc.gov/ammem/gw/html/gwhome.html>  
The largest collection of original Washington documents in the world is the George Washington Papers from the Library of Congress; consists of approximately 65,000 documents.

<http://www.mountvernon.org/>  
The home page for George Washington's Mount Vernon Estate and Gardens, which includes many educational resources appropriate for students and teachers, including a good biography of Washington.

<http://www.npg.si.edu/exh/gw/gwexh.htm>  
"George and Martha: Portraits from the Presidential Years," from the National Portrait Gallery, Smithsonian Institution, website.

<http://www.state.ma.us/sec/mus/musexe/muswash/washtext.htm#inmass>  
Resources related to the time George Washington spent in Massachusetts, from the Commonwealth of Massachusetts's website.

<http://www.ushistory.org/valleyforge/washington/index.html>  
The website for Historic Valley Forge, which includes historical background information and transcripts of primary source material.

#### Online sources that include biographical information, as well as links to other sites about George Washington

<http://63.111.53.150/Almanack/people/bios/biowash2.htm>  
Brief biography of George Washington and other information on Colonial America from *Historical Almanack*.

<http://www.theamericanpresidency.net/01st.htm>  
Background information and a bibliography on George Washington with links to related websites, from the website *The American Presidency: Selected Resources*.

<http://www.americanpresident.org>  
Information from the website for the PBS television series *The American President*.

<http://www.nara.gov/publications/prologue/georget.html>  
"The Surprising George Washington," an article by Richard Norton Smith from the National Archives's website.

<http://www.potus.com/gwashington.html>  
Background information on George Washington with links to related George Washington websites from the Internet Public Library, POTUS.

### Miscellaneous

<http://library.thinkquest.org/12587/contents/personalities/gwashington/gw.html>  
Information on politics and political campaigns from the ThinkQuest Library website.

<http://www.sscnet.ucla.edu/nchs/standards/>  
Internet site for National Standards for History.

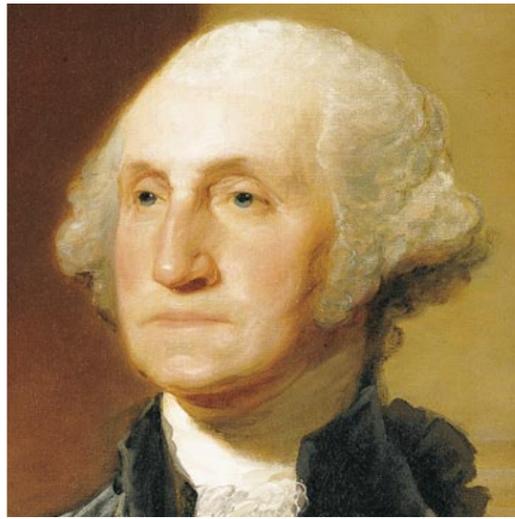
<http://www.surveyhistory.org>  
Internet site for the Virtual Museum of Surveying.

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William E. Amburn  
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Kelly S. Curtright  
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Linda Guiffreda-Baker  
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Little Rock, Arkansas

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New York, New York