

**Who is this guy on the one dollar bill
and why is he such a big deal??**



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Day One:

Objectives:

- To create a pictorial representation of Washington and his life using a variety of portraits, etchings, and paintings

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
- To discuss the importance of portraits as visual records and historical documents

FOCUS & MOTIVATE:

Introduction:

- Students will use computer lab and go to www.georgewashington.si.edu/kids/activity1.html

Click on *Portrait for Kids* and solve the mystery!

- Classroom discussion about what they learned about the painting and George Washington

Group Work:

- In assigned groups of 5, students will look carefully at a large number of Washington portraits provided to each group (60 images). Go to www.shunwick.fgms.site.eboard.com and click on eBoard Assignment. Then click to open the power point presentation of images
- Choose five different images that you like or that intrigue you the most.
- Using the Photo Analysis form from the National Archives (attached), evaluate each of the five photos individually. Students will do this online at <http://www.archives.gov/education/lessons/worksheets/photo.html>

Homework:

Choose one of the five images from your selection (each student must have a different one) and write a one page paper on your general impression of the portrait/painting/etching and what historical significance it may have to help us know something about George Washington. Use the internet to try to identify the artist, year it was painted, etc.

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

Activities

People

Objects

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Day Two:

Objectives:

- 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

Introduction:

What do you know about George Washington? Let's see how many things we can come up with. We'll list them on the board. (Student Participation)

INSTRUCT:

Students will read silently the following hand-out making notes or highlighting facts they found interesting or have questions about.

About George Washington

<http://www.georgewashington.si.edu/kids/reading.html>

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 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.

Using <http://gwpapers.virginia.edu/index.html>, click on FAQ (Frequently Asked Questions) to complete the following Web Quest questions. If you do not finish this in class, it is homework and due at the beginning of the hour tomorrow.

GW: WebQuest



Try your hand at this WebQuest on George Washington. Check the number of GWs for the level of difficulty. These questions become more challenging as you move through them.



Front and Center

1. What were young George's opportunities for sibling rivalry?
2. What stamps would GW have had in his passport?
3. What are the origins of the respite from school now known as Presidents' Day?
4. At today's postage rates (34 cents per stamp), how much would GW have spent mailing his correspondence?
5. OK, once and for all, what's the final word on GW's dental hygiene?



Scratching the Surface

1. As a young man, GW earned a great deal of money taking surveys. What notable landmark did he use at one point to hone his skills?
2. Since they couldn't go to the kitchen and pour a bowl of Cheerios, what did the Washingtons feast on for breakfast? Or, if you're not a morning person, seek out the menu for a typical dinner at Mount Vernon.
3. GW was an enthusiastic technophile, continually seeking new inventions for use on his farms. Find an image of one of his ideas for improvements on his plantation. What would the benefit of this have been?
4. Today's real estate agents would have drooled over GW's vast properties, which, in various states, totaled thousands of acres. How many acres did he own near Mount Vernon and how were they divided?
5. GW did not enjoy sitting for the portraits painted of him, but he might have been more willing if he knew what they were worth today. Why has the "Lansdowne Portrait" of GW made headlines recently?



Digging Deeper

1. In August 1761, GW lost some of his property. How many of his slaves ran away? Where did he think they had gone and what reward did he offer?
2. What priceless possession did GW return to the British during the Revolutionary War? How did he know it belonged to the opposing side?
3. What's the irony at the end of Washington's resignation letter as Commander-in-Chief of the Continental Army?
4. On what date was the first official Thanksgiving holiday celebrated in the United States? According to the President, what were Americans supposed to be especially thankful for over their turkey dinners?
5. In what situations did GW exercise his power of checks and balances as President?



Good Luck!

1. What did General Washington hope to prevent his soldiers from doing at the end of the Revolutionary War? What arguments did he use to try and convince them otherwise?
2. What did GW think that "the fairer sex" could contribute to the country on the dawn of enacting the new Constitution?
3. Move over, Mr. Jefferson. Find and summarize GW's public statement on civil liberties.
4. Time to crunch the numbers. According to the final account of his slaves, what percentage of the total were skilled laborers? What percentage of the total performed no labor?
5. Finally, with the youth of American at the forefront of his thoughts, what provision did GW make to foster unity in the country after his death?

Day Three & Four:

Objectives:

- What qualities made George Washington an effective military leader?
- How were the responsibilities of the Commander-in-Chief affected by conditions during the Revolutionary War?
- Familiarize students with some primary documents as a way of evaluating reasons he was chosen to be Commander-in-Chief

Introduction:

What makes one “great”? Who are some real life heroes? With your seat partner, generate a list of 5 people you consider heroes. Next to each name, list the traits that make them worthy of the title “hero.” Is there a mental picture you have of that person that always comes to mind when you hear their name? Be prepared to share your list with the class.

Classroom discussion with students sharing their lists.

INSTRUCT:

When the colonies were forming an army, they had the task of choosing someone to lead it. Let’s look at Washington’s Commission and how he responded to his selection. (Teacher reads aloud.)

SATURDAY, JUNE 17, 1775

The Congress met according to adjournment.

The committee appointed to draught a commission to the general, reported the same, which, being read by paragraphs and debated, was agreed to and is as follows:

IN CONGRESS

The delegates of the United Colonies of New Hampshire, Massachusetts bay, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, the Counties of New-Castle, Kent, and Sussex, on Delaware, Maryland, Virginia, North Carolina, and South Carolina: To George Washington, Esq.

WE, reposing special trust and confidence in your patriotism, valor, conduct, and fidelity, do, by these presents, constitute and appoint you to be General and Commander in chief, of the army of the United Colonies, and of all the forces now raised, or to be raised, by them, and of all others who shall voluntarily offer their service, and join the said Army for the Defence of American liberty, and for repelling every hostile invasion thereof: And you are hereby vested with full power and authority to act as you shall think for the good and welfare of the service.

And we do hereby strictly charge and require all Officers and Soldiers, under your command, to be obedient to your orders, and diligent in the exercise of their several duties.

And we do also enjoin and require you, to be careful in executing the great trust reposed in you, by causing strict discipline and order to be observed in the army, and that the soldiers be duly exercised, and provided with all convenient necessaries.

And you are to regulate your conduct in every respect by the rules and discipline of war, (as herewith given you,) and punctually to observe and follow such orders and directions, from time to time, as you shall receive from this, or a future Congress of these United Colonies, or committee of Congress.

This commission to continue in force, until revoked by this, or a future Congress.

By order of the Congress.¹

Dated, Philad^a June 17, 1775.

¹The original is in the Library of Congress. It was printed in the *Pennsylvania Packet*, 11 December, 1775, together with the Congress pledge and list of officers of

- **What qualities of Washington does the document cite?**
- **What specific instructions are given to Washington?**
- **What leadership qualities will be required to fulfill those instructions? Point out the last paragraph that establishes the principle of civilian control over the military.**

Now, let's look at Washington's acceptance of the Commission.

ington Esq^r. that he had the order of the Congress to acq[ain]t him, that the Congress had by a unanimous vote made choice of him to be general and com[mander] in chief to take the supreme command of the forces raised and to be raised, in defence of American Liberty, and desired his acceptance of it. Whereupon Colonel Washington, standing in his place, spoke as follows:

“MR. PRESIDENT,

“Tho’ I am truly sensible of the high Honour done me, in this Appointment, yet I feel great distress, from a consciousness that my abilities and military experience may not be equal to the extensive and important Trust: However, as the Congress desire it, I will enter upon the momentous duty, and exert every power I possess in their service, and for support of the glorious cause. I beg they will accept my most cordial thanks for this distinguished testimony of their approbation.

“But, lest some unlucky event should happen, unfavourable to my reputation, I beg it may be remembered, by every Gentleman in the room, that I, this day, declare with the utmost sincerity, I do not think myself equal to the Command I am honored with.

“As to pay, Sir, I beg leave to assure the Congress, that, as no pecuniary consideration could have tempted me to have accepted this arduous employment, at the expence of my domestic ease and happiness, I do not wish to make any proffit from it. I will keep an exact Account of my expences. Those, I doubt not, they will discharge, and that is all I desire.”¹

Upon motion *Resolved*, That a committee of three be appointed to draught a commission and instructions for the general.

¹This reply, in the writing of Edmund Pendleton, with a single line added by Washington, is in the *Papers of the Continental Congress*, No. 152, vol. 1, folio 1.

And finally, there are instructions to Washington:

Ordered, That the secretary get a number of commissions printed, with proper blanks, for the other officers.

The committee appointed to prepare a petition to the king, reported the same.

Resolved that this Congress will to Morrow resolve itself into a committee of the whole to take under consideration the state of America¹

Adjourned till to Morrow 9 o'Clock.

TUESDAY, JUNE 20, 1775

The Congress met according to adjournment.

The committee appointed to draught instructions to the general, reported the same, which being read, were agreed to, and are as follows:

To George Washington Esq:

This Congress having appointed you to be General and Commander in chief of the Army of the united Colonies and of all the forces raised or to be raised by them and of all others who shall voluntarily offer their service and join the said army for the defence of American liberty and for repelling every hostile invasion thereof, you are to repair with all expedition to the colony of Massachusetts bay and take charge of the army of the united colonies.

For your better direction

1st You are to make a return to us as soon as possible of all forces which you shall have under your command together with their military stores and provisions. And also as exact an Account as you can obtain of the forces which compose the British Army in America.

2^{dly} You are not to disband any of the men you find raised until further direction from this Congress and if you shall think their numbers not adequate to the purpose of security, you may recruit them to a number you shall think sufficient, not exceeding double that of the enemy.

3^d In all cases of vacancy occasioned by the death or removal of a Colonel or other inferior officer, you are by brevet or warrant under your seal to appoint another person to fill up such vacancy until it shall

¹ Some of the resolutions of this day were printed in the *Pennsylvania Packet*, 11 December, 1775.

- What was Washington asked to do?
- What leadership qualities were required to accomplish the tasks?
- Do the instructions indicate trust in or mistrust of Washington's leadership? In what way?

Wrap-up:

After looking at how and why Washington was chosen to be Commander-in-Chief of the Continental Army, how does your original list of heroes compare? What qualifications, experiences, and traits did/do they have that made their success possible? Do you have any revisions to that original list? Prepare your thoughts for an online chat tomorrow.

Day Five:

Objectives:

- To examine the life and legend of George Washington and to investigate his contributions to the legend that has grown up around him
- to explore some of the meanings that have been attached to Washington through the course of history
- to present a statement of findings

FOCUS & MOTIVATE:

What have you learned about Washington this week that you did not know? What are some things that you had believed to be facts and have learned were myths? What is a myth? Why do myths persist? Are they good/bad? Do you think we need/want myths about our heroes? Why/why not?

INSTRUCTION:

Using *143 Questions & Answers About George Washington* by Frank E. Grizzard, Jr., discuss the following with your group members:

From **143 Questions & Answers about George Washington** by Frank E. Grizzard.

1. Is it true that Washington never told a lie? Did Washington chop down the cherry tree?
2. What kind of education did Washington receive?
3. Did Washington commission Betsy Ross to sew the first American flag?
4. Did Washington have wooden teeth?
5. Did Washington have a terrible temper?
6. What did Washington do for fun?
7. Did Washington drink alcohol? Did Washington make liquor on his plantation? Did Washington smoke tobacco? Did Washington grow or smoke marijuana?
8. Did Washington love Martha? Was it a marriage for convenience sake? What did Martha do during the Revolutionary War? Did Martha make a good First Lady?
9. What did Washington think of slavery? Did Washington free any slaves? What about Billy Lee?
10. Why is Washington called America's first spymaster? Did Washington order his spies to burn New York City in 1776?

Tomorrow, we will discuss each of these ten topics as a class. Your group will be reporting to the whole class on two of them – you will learn which two when you arrive in class tomorrow.

DAY SIX:

Objectives:

- Using a variety of technological and information resources, students gather and synthesize information to create and communicate knowledge

GATHERING & PROCESSING INFORMATION:

We will be using the computers the entire period. Go to each of the sites listed below and complete the exercises assigned. If you have extra time, feel free to explore other areas of the sites.

- ✓ Virtual tour of www.mountvernon.org
- ✓ <http://history.com/presidents/washington/images> - video gallery 24 videos
- ✓ http://www.metmuseum.org/explore/gw/el_gw.htm - George Washington and the Crossing of the Delaware
 - Take two minutes of silence to examine the painting in detail. What do you see?
 - This painting is approximately 12 feet high and 21 feet long! It is a huge work and its size reflects the enormity of the Revolutionary War.
 - Use the Internet to research the painting, the artist and the history and culture of the time, December, 1776. Complete the handout, Research Guide to 'George Washington Crossing the Delaware'
- ✓ Go to <http://www.history.com/search.do?searchText=George+Washington%27s+teeth>
Click on the video about his teeth (on the right) and watch the short video.
You'll understand why he didn't smile a lot!
- ✓ Go to <http://www.mountvernon.org/virtual/index.cfm/ss/29/>
and click on 'launch the tour' Explore each room and each floor
- ✓ Google 'George Washington and images' or 'George Washington and military images' or 'George Washington and Mount Vernon' EXPLORE and share with the class when you find something of special interest.

Details of “George Washington Crossing the Delaware”

NAME _____ PERIOD ___ DATE _____

1. Who is the artist? Where is he from? When and where did he live? How old was he when he painted this piece?

2. What details did you learn about the painting? Who are the people? What kind of boat is it? Where are they going? What time is it? Where are they? What are they about to do? What else did you find out about the painting?

3. What was happening in this country in 1776? What event does this painting depict? What was going on culturally in 1776? In what ways would the people in the boat be different? In what ways would the people in the boat be alike?

Research Guide to “George Washington Crossing the Delaware”

George Washington Crossing the Delaware

Composition is the arrangement of different elements in a work of [art](#). Let's look at a painting in which the artist used light, color, form, perspective, proportion, and motion to create the composition.

This painting describes the historic moment when General George Washington led the American revolutionary troops across the Delaware River in order to surprise the English and Hessian troops in the Battle of Trenton the day after Christmas in 1776. Keep in mind that this reproduction is small: the original painting is more than 12 feet high and 21 feet long! Click on the image to see a larger reproduction. The artist Emanuel Leutze used a number of elements to express an emotional and patriotic message about this event.



Emanuel Gottlieb Leutze, American, 1816-1868
George Washington Crossing the Delaware, 1851
Oil on Canvas; 12 2/5 x 21 1/4 in. (378.5 x 647.7 cm)
Gift of John S. Kennedy, 1897 (97.34)