George Washington,  
A Study in Leadership

“**To understand the Character, Leadership and Fortitude of George Washington is to truly understand what it is to be an American.**”

“**ENGAGING THE ENEMY**” by **PAMELA PATRICK WHITE**  
*Special permission has been granted by the artist for the use of the painting with the George Washington Leadership Study.*  
**STUDY WRITTEN BY JASON EDWIN ANDERSON,**  
GOAL:
To educate students across the nation about the importance of civic values, patriotism, and personal responsibility by studying one of the greatest Founding Fathers: George Washington.

OBJECTIVES:
By working with their United States History Teachers, Students across America will be actively engaged in an in-depth program that will focus on the following American History and American Heritage components;

• **American History** —— Compare and contrast events of the nation's founding to those of the present generation

• **Civic Responsibility** —— Define the term “civic responsibility” —— focusing on those values that Washington demonstrated —— and evaluate how Washington clearly used these as a personal guide throughout his life.

• **Leadership** —— Analyze the many ways that George Washington demonstrated good leadership skills and qualities.

• **Fortitude** —— Compare the use of “Duty to God and Country” to the life of Washington so that students can recognize that doing one’s duty can take many shapes and forms in the 21st century, just as it did in the 18th century.

• **Service** —— Analyze the many types of service that George Washington performed throughout his life and compare that to the service that students may perform today.

PURPOSE:
Our goal and purpose for this study are one-in-the-same; To reconnect our youth with George Washington as their hero. Few individuals have made such an impact on the founding of the United States as George Washington. No one shaped what it means to be an American more than Washington. As we continue to progress in our society, it is critically important that we take the time to reflect on our “fundamental principles” to pull from George Mason. The youth of America will gain a tremendous knowledge of the life of George Washington through the course of this award, and in doing so will learn about key events of our nation's founding.

The majority of the requirements of the award can be completed by visiting the following web sites, as well as using a whole host of books at your public library written about George Washington.

[www.discovergeorgewashington.org](http://www.discovergeorgewashington.org)  [www.mountvernon.org](http://www.mountvernon.org)  [www.teachingamericanhistory.org](http://www.teachingamericanhistory.org)

The selected passages from the writings of Washington contain spelling errors. The spelling in these passages have not been altered or corrected for today's audience — they remain in Washington's own words and spelling.

Most importantly I would like to thank my wife for her great help and encouragement to me while this study was prepared, without out which this would not have been possible. I would also like to thank Professor Edward Lengel of the University of Virginia for reviewing this study and for his editing help, and to my colleagues Mr. Paul Donatelli and Mr. Tom Hottinger at Archbishop Hoban High School for their mathematical expertise and assistance in writing section one on surveying, as well as the numerous friends who helped edit this study.
Part 1 – George Washington Surveys the West

As a young man, George Washington mastered the skills of a surveyor – a prestigious career in the 18th century. This not only allowed him access to the finest land in the west, it also fine-tuned his outdoor skills and prepared him for years of service in the out-of-doors during the French and Indian War as well as the American Revolution. One of the most remarkable components of being a surveyor at this time was the great deal of mathematical skills one needed in order to perform numerous calculations while in the field. There were no calculators in Washington's day. Everything was calculated by hand.

Washington would have taken measurements of some of the lengths of the parcel and calculated others. A surveyor would need precise lengths of the border, either measured or calculated, to make area calculations later. The area of the land was used to figure the cost of the parcel and the amount of tax the owner would have to pay, so precise measurements and accurate calculations were vital. It is important to consider that George Washington and other surveyors of the time were capable of surveying eight miles a day with a thirty-three foot chain. Speed was as important as accuracy in performing these tasks. The dark line shows the surveyed border of a parcel of land. (*5,280 ft = 1 English Mile. A surveyor’s chain was 33 feet long, so that 160 full chains equaled one English mile.*)

The area of triangle #1, a right triangle, can be found using the triangle area formula; \( A = \frac{1}{2} (ab) \)

For the parcel of land shown, the dotted line’s length, \( e \), can be found with the Pythagorean Theorem using the lengths of sides \( a \) & \( b \); \( a^2 + b^2 = e^2 \).

The area of triangle #2 was more complicated and required a more advanced method, Heron’s formula; \( A = \sqrt{s(s-c)(s-d)(s-e)} \)

where \( s \) is the semiperimeter; \( s = \frac{c+d+e}{2} \)

You will need to use the plot above to calculate the acreage of the surveyed land. Follow the steps below to solve this 18th century surveying problem. Keep in mind, surveyors of the 18th century had to be well versed in mathematics. These types of calculations would be figured in small pocket sized notebooks and had to be done quickly while out in the wilderness.
1) First calculate the area of triangle #1: \( A = \frac{1}{2}(ab) \)

2) Next, calculate the length of “e” using the Pythagorean Theorem: \((a^2 + b^2 = e^2)\)

(Washington would have had to calculate the square root by hand while outdoors. You need to find the square root to find “e”, but you do not have to figure the square root by hand.)

3) Using Heron's Formula listed above, calculate the area of triangle #2
4) Once the area of triangle #1 and #2 are known, add the two together to calculate the total area of the surveyed plot of land.

5) Now you will need to convert square feet to acres. In colonial days, it was said that an ox could plow a field that was 660 feet long and 66 feet wide in one day. This set the standard size for one acre of land.
   - This made one acre = 43,560 sq. ft. (660 ft. x 66 ft. = 43,560 sq. ft.)

Based on your answer in question #4, how many acres of land would this plot contain. Round your answer to the nearest tenth.

6) In the 1750's one acre of land cost £3 (pounds sterling). How much would this entire plot of land cost in terms of pounds sterling?

7) Finally – in the 1770's in order to pay off the massive national debt incurred after the French and Indian War, Parliament raised the Quitrent (tax on land) to 4 shillings per acre. How much would the new taxes be for this plot of land?
   (There are 20 shilling in 1 pound sterling. Convert the shillings to pounds sterling and list the remaining shillings. Example £10.8s would read ten pounds, 8 shillings.)

Additional – use the following web site to find out the current value of a British pound sterling in regards to the cost and tax of this plot of land. [http://www.nationalarchives.gov.uk/currency/default0.asp#mid](http://www.nationalarchives.gov.uk/currency/default0.asp#mid)
Part 2 – Washington as an Active Youth

As a young man, George Washington used his skills as a surveyor to map out great tracts of land in Virginia and the Ohio Country. The art of surveying was a difficult task, yet one that led Washington into some of the most beautiful land east of the Mississippi. In doing this job, Washington had to spend countless nights camping out in the woods. Read the following selection from “Washington's Journal of 1754” about an incident that occurred that winter.

“...The Day following, just after we had passed a Place called the Murdering Town, where we intended to quit the Path, and steer across the Country for Shannopins Town, we fell in with a Party of French Indians, who had lain in wait for us; one of them fired at Mr. Gist or me, not 15 Steps, but fortunately missed. We took this Fellow into Custody, and kept him till about 9 o'Clock at Night, and then let him go, and walked all the remaining Part of the Night without making any Stop, that we might get the Start so far, as to be out of the Reach of their Pursuit the next Day, as we were well assured they would follow our Track as soon as it was light: The next Day we continued travelling till quite dark, and go to the River about 2 Miles above Shannapins; we expected to have found the River frozen, but it was not, only about 50 Yards from each Shore; the Ice I suppose had broke up above, for it was driving in vast Quantities.”

“There was no Way for getting over but on a Raft, which we set about, with but one poor Hatcher, and got finished just after Sun setting, after a whole Day's Work; we got it launched, and on board of it, and set off; but before we were half Way over, we were jammed in the Ice in such a Manner that we expected every Moment our Raft to sink, and ourselves to perish: I put out my setting Pole to try to stop the Raft, that the Ice might pass by, when the Rapidity of the Stream threw it with so much Violence against the Pole, that it jirked me out into 10 Feet Water, but I fortunately saved myself by catching hold of one of the Raft Logs; notwithstanding all our Efforts we could not get the Raft to either Shore, but were obliged, as we were near an Island, to quit our Raft and make to it.”

“The Cold was so extremely severe, that Mr. Gist had all his Fingers, and some of his Toes frozen, and the Water was shut up so hard, that we found no Difficulty in getting off the Island on the Ice in the Morning, and went to Mr. Frazier's. We met here with 20 Warriors, who were going to the Southward to War, but coming to a Place upon the Head of the Great Cunnaway, where they found 7 People killed and scalped, all but one woman with very light Hair, they turned about and ran back, for Fear the Inhabitants should rise and take them as the Authors of the Murder...”


1) What happened to George Washington in this selection? Do you think that you could have done what he did at the age of 17 or 18? Explain why or why not.
Part 3 – George Washington's Service to the Nation

Read ONE (1) of the following excerpts from a moment in Washington's life where he offered his service to others, whether it be to his home state of Virginia as a young officer in the French and Indian War, as a delegate to the Continental Congress, as the Commanding General during the American Revolution, or lastly as our first President of the new United States of America.

Selection I: Washington and Braddock march on Fort Duquesne

In 1755 George Washington traveled with British General Edward Braddock on an expedition to Ft. Duquesne, present day Pittsburgh, Pennsylvania. Washington had traveled to this area before, and offered his services for this expedition. Braddock was a traditional European general very good at fighting in the open fields of Europe. However, he was unable to adapt to fighting in the back woods of western Pennsylvania. The French and Indian force ambushed Braddock’s forces before they reached the fort. In this selection, Washington finds himself leading the British Army in retreat after General Braddock was wounded and out of the fight. Look for the determination and his personal sacrifice in the passage below.

“The British government now prepared for military operations in America. A plan of campaign was devised for 1755…to drive them [the French] from the frontiers of Pennsylvania and Virginia, and recover the valley of the Ohio. The military part of his [Washington’s] character was again in the ascendant; his great desire was to join the [Braddock] expedition as a volunteer. It was reported to General Braddock. The latter was apprised by Governor Dinwiddie and others, of Washington’s personal merits, his knowledge of the country, and his experience in frontier service. The consequence was a letter…written by the general’s order, inviting Washington to join his staff…”

[Washington traveled with General Braddock and his army as a member of his staff to scout the French advance at the forks of the Ohio River – near present day Pittsburgh, Pennsylvania. The British army was not prepared to fight in the woods behind cover as the French and Indians did. General Braddock’s column came under attack en-route and the narrative picks up in the midst of chaos in the woods south of Pittsburgh.]

“Throughout the disastrous day, Washington distinguished himself by his courage and presence of mind. His brother aids…were wounded and disabled early in the action, and the whole duty of carrying the orders of the general devolved on him. His danger was imminent and incessant. He was in every part of the field, a conspicuous mark for the murderous rifle. Two horses were shot under him. Four bullets passed through his coat. His escape without a wound was almost miraculous…At one time he was sent to the main body to bring the artillery into action. In his ardor Washington sprang from his horse; wheeled and pointed a brass field-piece with his own hand, and directed an effective discharge into the woods…”

“Braddock still remained in the center of the field. At length a bullet passed through his right arm, and lodged itself in his lungs. He fell from his horse, but was caught be Captain Stewart of the Virginia guards, who, with the assistance of another American, and a servant, placed him in a tumbril [a small cart]. It was with much difficulty they got him out of the field – in his despair he desired to be left there. The route now became complete.”

Selection II: Washington as Commander of the Continental Army

In June, 1775, Washington accepted the command of the Continental Army, taking no pay for his services. Over eight years later, once the war was concluded, he relinquished his military authority back to Congress, solidifying the idea of full civilian control of the military—which continues to this day.

In the first passage, George Washington, serving as a delegate to the First Continental Congress from Virginia, accepts the duty of overall military commander of the newly formed Continental Army. It was now his responsibility to turn a band of volunteer militiamen into a fighting unit.

In the second passage, George Washington addresses the members of congress after the Revolutionary War and, instead of keeping full control of the army, he hands all military authority back over to the government and retires into private civilian life.

In Congress, 16 June, 1775

“Mr. President, [addressing the acting president of the 1st Continental Congress]

Though I am truly sensible of the high honor 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 the 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, unfavorable 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 accept this arduous employment, at the expense of my domestic ease and happiness, I do not wish to make any profit from it. I will keep an exact account of my expenses. Those, I doubt not, they will discharge; and that is all I desire.”


Annapolis, 23 December, 1783

“Mr. President [addressing the president under the Articles of Confederation]”

“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, and 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.”

“Happy in the confidence of our independence and sovereignty, and pleased with the opportunity afforded the United States of becoming a respectable nation, I resign with satisfaction the appointment I accepted with diffidence; a diffidence in my abilities to accomplish so arduous a task, which, however, was superseded by a confidence in the rectitude of our cause, the support of the supreme power of the Union, and the patronage of Heaven.”

“The successful termination of the war has verified the most sanguine expectations; and my gratitude for the interposition of Providence, and the assistance I have received from my countrymen, increases with every review of the momentous contest.”

“While I repeat my obligations to the army in general, I should do injustice to my own feelings not to acknowledge, in this place, the peculiar services and distinguished merits of the gentlemen, who have been attached to my person during the war. It was impossible that the choice of confidential officers to compose my family should have been more fortunate. Permit me, Sir, to recommend in particular those, who have continued in service to the present moment, as worthy of the favorable notice and patronage of Congress.”
“I considerate an indispensable duty to close this last solemn act of my official life, by commending the interests of our dearest country to the protection of Almighty God, and those who have the superintendence of them to his holy keeping.”

“Having now finished the work assigned me, I retire from the great theater of action; and bidding an affectionate farewell to this august body, under whose orders I have so long acted, I here offer my commission and take leave of all employments of public life.”

Selection III: Washington becomes the first President of the United States of America

In 1789, after returning to public life, and once more retiring to the peace of Mount Vernon, George Washington received word that he had been unanimously elected President of the United States of America (the only person to be elected unanimously). Below are short letters written by Washington on this new honor that had been bestowed upon him. The letter to Charles Thomson reflects a great level of honor and gratitude Washington felt in receiving this tremendous position in the newly created Constitutional government.

George Washington to John Langdon, April 14, 1789, Acceptance of Presidency
Mount Vernon, April 14, 1789.

“Sir: I had the honor to receive your Official communication by the hand of Mr Secretary Thompson, about one O’Clock this day. Having concluded to obey the important and flattering call of my Country, and having been impressed with an idea of the expediency of my being with Congress at as early a period as possible; I propose to commence my journey on thursday morning which will be the day after tomorrow. I have the honor etc”

George Washington to Charles Thomson, April 14, 1789, Acceptance of Presidency
Mount Vernon, April 14, 1789.

“Sir: I have been accustomed to pay so much respect to the opinion of my fellow-citizens, that the knowledge of their having given their unanimous suffrages in my favor, scarcely leaves me the alternative for an option. I can not, I believe, give a greater evidence of my sensibility of the honor which they have done me than by accepting the appointment.”

“I am so much affected by this fresh proof of my Country's Esteem and Confidence that silence can best explain my gratitude. While I realize the arduous nature of the Task which is imposed upon me, and feel my own inability to perform it, I wish however that there may not be reason for regretting the Choice, for indeed all I can promise is only to accomplish that which can be done by an honest zeal.”

“Upon considering how long a time some of the Gentlemen of both Houses of Congress have been at New York, how anxiously desirous they must be to proceed to business, and how deeply the public mind appears to be impressed with the necessity of doing it speedily, I can not find myself at liberty to delay my journey. I shall therefore be in readiness to set out the day after tomorrow38 and shall be happy in the pleasure of your company; for you will permit me to say that it is a peculiar gratification to have received the communication from you.”

1) After you have read this passage of choice, write your personal reaction in comparing Washington's service to service you have already completed as a youth. How are they similar, how are they different?

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General Washington was actively involved in the American Revolution from the outset in 1775 to its conclusion in 1783. Below are several different military engagements and campaigns. Complete the following table to help fully understand his tremendous role in the war.

### Part 4 – Washington & the American Revolution

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<thead>
<tr>
<th>Battle / Campaign</th>
<th>Siege of Boston</th>
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<tr>
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<tr>
<td>Opposing General(s)</td>
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<td>Importance of the engagement</td>
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<td>Outcome of the Battle (Who won?)</td>
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<td>Additional Generals who aided Washington here.</td>
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<td>Importance of the engagement</td>
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After completing this table, answer the following questions:

1) **Why did the Continental Congress select George Washington, a Virginian, to lead the newly created Continental Army stationed in New England?**

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______________________________________________________________________________

2) **Did General Washington win all of the battles that he fought in?**

______________________________________________________________________________
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3) **What was the “Fabian Tactic” that General Washington used? Why did he employ that military strategy? Did it work?**

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______________________________________________________________________________
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4) **One of General Washington's largest hurdles came with working under a newly created Continental Congress. This civilian control of the military was very important to Washington even though it was frustrating for him at times. How difficult must it have been to try to control a new army with a government that often times had no supplies nor money?**

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**Part 5 – Washington's Leadership**

George Washington is one of the greatest leaders of American History, and truly a perfect role model for the youth in the United States. Few people can walk onto the stage of history and be the primary actor. Washington was one such man. Through his leadership, America emerged from the Revolutionary War (1775-1783) a new nation. It was only through his leadership that we were able to overcome tremendous adversity and succeed in the field of war, and then in the field of peace.

1) **Read ONE (1) of the following selections that focus on George Washington's leadership. After reading the selection, complete the questions below.**
Selection I: The Battle of Trenton

On Christmas night, 1776, Washington planned and executed a bold, daring move. In the middle of the night his rag-tag army crossed the Delaware River to surprise and attack the Hessian Troop encamped in Trenton. The selection below is from a letter written by George Washington to John Hancock, president of the Continental Congress. Here Washington recalls the battle on December 26th, and the suffering and fortitude of his men, who, despite being cold, hungry and many with bloodied feet, defeated the Hessian soldiers (paid mercenaries from a province in modern day Germany), and won the day.

To John Hancock
Headquarters, Newtown [Pennsylvania] 27th Decemr 1776

“...The Evening of the 25th I ordered the Troops intended for Service to parade back of the McKonkey's Ferry, that they might begin to pass as soon as it grew dark, imagining we should be able to throw them all over, with the necessary Artillery, by 12 Oclock, and that we might easily arrive at Trenton by five in the Morning, the distance being about nine Miles. But the quantity of Ice, made that Night, impeded the passage of Boats so much, that it was three Oclock before the Artillery could all be got over, and near four, before the Troops took up their line of march.”

“This made me despair of surprizing the Town, as I well knew we could not reach it before the day was fairly broke, but as I was certain there was no making a Retreat without being discovered, and harassed on repassing the River, I determined to push on at all Events. I formed my Detachment into two divisions one to march by the lower of River road, the other, by the upper or Pennington Road. As the Divisions had nearly the same distance to march, I ordered each of them, immediately upon forcing the out Guards, to push directly into the Town, that they might charge the Enemy before they had time to form...Being hard pressed by out Troops, who had already got possession of part of their Artillery, they attempted to file off by a road on their right leading to Princetown, but perceiving their Intention, I threw a Body of Troops in their Way which immediately checked them. Finding from our disposition, that they were surrounded, and that they must inevitably be cut to pieces if they made any further Resistance, they agreed to lay down their Arms.”

“In justice to the Officers and Men, I must add, that their Behaviour upon this Occasion, reflects the highest honor upon them. The difficulty of passing the River in a very severe Night, and their March thro' a violent Storm of Snow and Hail, did not in the least abate their Ardour. But when they came to the Charge, each seemed to vie with the other in pressing forward, and were I to give a preference to any particular Corps, I should do great injustice to the other.”

After word of the victory had reached the Continental Congress in Philadelphia, a list of “Resolves of Congress” were passed. These items allotted General Washington full military authority for the duration of the war. Below is Washington’s humble acknowledgment of receiving them. Notice that even on the immediate heals of a great victory, instead of looking to permanently strengthen his own military position, Washington is paving the way to hand over military control to the civilian government.

“You [congress] are pleased to pay me many personal Compliments, as if the Merit of that affair, was due solely to me; but I assure you, the other General Officers, who assisted me in the plan and Execution, have full as good a right to your Encomiums [compliments] as myself....Yours of the 31st of last Month, incloses me sundry Resolves of Congress, by which I find they have done me the honor to intrust me with powers, in my Military Capacity, of the highest nature and almost unlimited in extent. Instead of thinking myself free'd from all civil Obligations, by this mark of their Confidence, I shall constantly bear in mind, that as the Sword was the last Resort for the preservation of our Liberties, so it ought to be the first thing laid aside, when those Liberties are firmly established.”
Selection II: The Newburgh Mutiny, 1783

In 1783, after the fighting was concluded in the Revolutionary War, Washington found an agitated Continental Army encamped with him at Newburgh, New York. There were some officers in the Continental Army who were envious and jealous of General Washington. These officers had stirred up fears and anger that the Continental Congress would not pay the army for their years of service. This led to a near mutiny in which these very soldiers who had sacrificed so much for the cause of independence and liberty, would march on Congress in Philadelphia and risk everything that they had fought for. In the selection below, General Washington quells this near riot while speaking to his men in a large building. While giving a short speech, Washington reminded them of their previous sacrifice and conviction to the cause, and through reminding them that he to had given everything, the anger and frustration of the army dissipated immediately. In the selection below, Samuel Shaw, an officer in the Continental Army, writes to Reverend Eliot about the incident at Newburgh. His first hand account in one of the few that remain. It was written in April, 1783.

“The meeting of the officers was in itself exceedingly respectable, the matters they were called to deliberate upon were of the most serious nature, and the unexpected attendance of the Commander-in-chief heightened the solemnity of the scene. Every eye was fixed upon the illustrious man, and attention to their beloved General held the assembly mute...he had committed his thoughts to writing, which, with the indulgence of his brother officers, he would take the liberty of reading to them. It is needless for me to say anything of this production; it speaks for itself. After he had concluded his address, he said, that, as a corroborating testimony of the good disposition in Congress towards the army, he would communicate to them a letter received from a worthy member of that body, and one who on all occasions had ever approved himself their fast friend. This was an exceedingly sensible letter; and, while it pointed out the difficulties and embarrassments of Congress, it held up very forcibly the idea that the army should, at all events, be generously dealt with.”

“One circumstance in reading this letter must not be omitted. His Excellency, after reading the first paragraph, made a short pause, took out his spectacles, and begged the indulgence of his audience while he put them on, observing at the same time, that he had grown gray in their service, and now found himself growing blind. There was something so natural, so unaffected, in this appeal, as rendered it superior to the most studied oratory; it forced its way to the heart, and you might see sensibility moisten every eye. The General, having finished, took leave of the assembly, and the business of the day was conducted in the manner which is related in the account of the proceedings.”

“I cannot dismiss this subject without observing, that it is happy for America that she has a patriot army, and equally so that a Washington is its leader. I rejoice in the opportunities I have had of seeing this great man in a variety of situations; calm and intrepid where the battle raged, patient and persevering under the pressure of misfortune, moderate and possessing himself in the full career of victory. Great as these qualifications deservedly render him, he never appeared to me more truly so, than at the assembly we have been speaking of. On other occasions he had been supported by the exertions of and army and the countenance of his friends; but on this he stood single and alone. There was no saying where the passions of an army, which were not a little inflamed, might lead; but it was generally allowed that longer forbearance was dangerous, and moderation ceased to be a virtue. Under these circumstances he appeared, not at the head of his troops, but as it were in opposition to them; and for a dreadful moment the interests of the army and its General seemed to be in competition! He spoke,- every doubt was dispelled, and the tide of patriotism rolled again in its wonted course.”

What leadership skills did Washington show in the passage you read? Compare his leadership to a leadership role that you hold in your school or civic organization? What similarities are there? What differences are there?

Part 6 – Washington's Post Revolution Years

After the American Revolution, Washington found himself engaged in many areas; first as a farmer back at Mount Vernon, second actively keeping in contact with his former officers, and thirdly, helping to maintain the newly independent nation as it struggled to stand on its own political legs.

This section focuses on the last two listed above. Use the Mount Vernon web sites, http://www.discovergeorgewashington.org/ and http://www.mountvernon.org to learn more about the veterans organization that Washington played an active role in.

The Society of the Cincinnati

1) What was the purpose of the society?

2) The Society of the Cincinnati is the fore-runner for many modern day veterans organizations across the nation. Name three (3) modern day examples and explain what each organization represents.

1.  
2.  
3.  

The Constitutional Convention of 1787

The second major post-war issue for Washington was to make sure that the new United States would not now fall apart politically after willing its independence militarily. In order to do this, many of the Founding Fathers realized that the current government in 1787, the Articles of Confederation, were inadequate to do the task of holding everything together. In the summer months of 1787, George Washington found himself once more in Independence Hall in Philadelphia.

Use the website listed here - http://www.teachingamericanhistory.org/convention/ - which is an excellent resource on the Constitutional Convention filled with interactive components, to complete this section on the writing of the United States Constitution. This website is designed by Ashland University and the Ashbrook Center – Ashland's political science department.
Part 7 – George Washington- the Entrepreneur

George Washington was not only a military man and a great political leader, he was also a fisherman and a great farmer. In fact, that is what he constantly referred to himself as – a farmer. Mount Vernon was his prize gem, and his thoughts were always on his farm. During his years away while fighting in the American Revolution, George Washington wrote countless letters to his manager at Mount Vernon telling him what to plant, where to plant it, and what to do with it. He was extremely meticulous in his oversight of Mount Vernon.

Create a map of Washington's Mount Vernon Estate, and the other four outlying farms (Muddy Hole Farm, Dogue Run Farm, River Farm, Union Farm, and the Mansion House Farm). Indicate on this map what different crops Washington grew. The map should also show the location of the following items:

- The Mansion House (Mount Vernon)
- The 16 Sided Barn
- The Distillery
- The Grist Mill

Once these items are listed on the map, make a key to indicate what crops were planted and harvested, and what did he do with it? (Did he use it all for the plantation, or did he sell any of it?) You can use George Washington's own map of the farms as a guide. This can be found on line at http://www.mountvernon.org or http://www.discovergeorgewashington.org/

To make your map look old, either draw it in black ink on brown paper (like postal wrapping paper) or before you draw it, place a large sheet of white paper on an old towel, then put a cup of tea in a spray bottle and spray the large sheet of white paper with the tea. Allow the paper to dry in the sun. It will get wrinkled and browned and will make a great antique looking map! Present your map to your school or class and tell them about the many OTHER aspects of George Washington. Washington was not only a great farmer. What other business did he engage in at Mount Vernon. Hint, one you drink, and the other you can swim with...

Go to www.mountvernon.org or http://www.discovergeorgewashington.org/ for the answers.
Part 8 – Washington & Slavery

Slavery was an ingrained institution during Washington's time, especially in the south. Southern agriculture was labor intensive and black slaves from Africa allowed the plantation society to thrive. The chief crop for Virginia was tobacco. The major problem with growing tobacco was that it required a great deal of land since the crop depleted the soil of its nutrients very early on. One of Washington's greatest dilemmas with the crop was the selling of it in England. A “hog's head” of tobacco would be sold at a given daily price far from Virginia where George Washington, and the rest of the Virginia planting class would have absolutely no say in the amount that it brought in – it was all left up to his agent in England.

Washington soon changed his major crop at Mount Vernon, and broke the chain of reliance on labor intensive tobacco. But he still owned, and needed, slaves to run his many farms. The slaves at Mount Vernon did a plethora of jobs for the General. In this section you will research the role of slaves at Mount Vernon, both those that were owned by General Washington, as well as those “dower” slaves brought to the marriage by Martha Custis (these dower slaves were never officially George Washington's property.) Use the Mount Vernon websites to help answer the following questions on Washington & Slavery.

http://www.discovergeorgewashington.org/ and http://www.mountvernon.org

1) How many slaves did George Washington own (those that were just his)?

______________________________________________________________________________
______________________________________________________________________________

2) How many “dower” slaves did he acquire when he married Martha?

______________________________________________________________________________
______________________________________________________________________________

3) What duties did the slaves at Mount Vernon perform?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4) Who was Billy Lee? What special role did he perform for General Washington, especially during the years of the Revolutionary War?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5) Read the following passage from George Washington's Will and Testament. What did he put into his will in regards to his personal slaves?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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.

Item. To my dearly beloved wife Martha Washington I give and bequeath the use, profit and benefit of my
whole Estate, real and personal, for the term of her natural life--except such parts thereof as are specifically
disposed of hereafter: My improved lot in the Town of Alexandria, situated on Pitt & Cameron streets, I give to
her and her heirs forever; as I also do my household & Kitchen furniture of every sort & kind, with the liquors
and groceries which may be on hand at the time of my decease; to be used & disposed of as she may think
proper.

Item Upon the decease of my wife, it is my Will & 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
device, 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 & second
description shall be comfortably clothed & 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 beascertained, 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
& 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; & this I give him as a testimony of my sense of his attachment to me, and for his faithful services during
the Revolutionary War.


Part 9 – Washington's Role in the Government

As an American Citizen, you already have certain duties to perform. For example, it is your
responsibility to obey the law and to attend school. These things are called your Civic Duty. Someday soon you will exercise your Civic Duty and vote in an election. George Washington
was called upon numerous times to do his Civic Duty. The greatest example of this was his
acceptance of the new position of President of the United States of America.
Use the resources available to you, either on-line or in your public or school library, and fill in the chart below. George Washington was faced with some difficult situations and daunting tasks – not just as president but as the **FIRST PRESIDENT** of the United States. No one had ever done this before. How would he react to problems that would face the new nation?

Read about Washington's two terms as President. Look for things that went well, and look for things that did not go so well for him. Also, he set several precedents (doing things that other presidents carried on after him). What were some of these?

The official web-site for Mount Vernon, Washington’s home, is a tremendous resource for this requirement. The interactive timeline will give you a great deal of useful information. [http://www.discovergeorgewashington.org/](http://www.discovergeorgewashington.org/) or [http://www.mountvernon.org](http://www.mountvernon.org)

### George Washington as President

Fill in the following chart with three examples each of the successes of his presidency, the challenges that he faced as president as well as any precedents that Washington faced.

<table>
<thead>
<tr>
<th>Successes</th>
<th>Challenges</th>
<th>Presidential Firsts</th>
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</thead>
<tbody>
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<td>Things that went well...</td>
<td>Facing the New President...</td>
<td>Precedents that he set...</td>
</tr>
<tr>
<td>Example - Washington put down the Whiskey Rebellion in Pennsylvania.</td>
<td>Example - The Jay Treaty was very unpopular in the United States.</td>
<td>Example – Washington establishes the first Presidential Cabinet</td>
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List below the men who served in Washington's cabinet.

*Vice President:* ________________________________

*Secretary of State:* ________________________________

*Secretary of the Treasury:* ________________________________

*Secretary of War:* ________________________________
The last requirement for this section deals with your active participation in the political system of America, just like Washington. Although you are not yet able to run for office, you do have the right (and the responsibility) to contact your elected officials and express your ideas, concerns, or support. **Chose one elected official – the President, your Governor, your town Mayor – and write a one-page letter about an issue that you are concerned with. Share your letter and any reply with your teacher and your class.**

**Letter Writing Exercise**

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George Washington left an indelible mark on the United States of America. Upon his death, the new nation went into a state of national mourning. Historians, statesmen, and citizens alike have made countless speeches on the life of Washington. Below are several eulogy passages made about George Washington. Read each of these passages, and then, based on all that you have read and learned about Washington, write your own eulogy for him.

“First in war, first in peace, and first in the hearts of his countrymen, he was second to none in the humble and endearing scenes of private life. Pious, just, humane, temperate, and sincere; uniform, dignified, and commanding, his example was as edifying to all around him as were the effects of that example lasting.”

Excerpt of Henry “Light Horse Harry” Lee's eulogy of General Washington delivered to the two houses of Congress, December 26th, 1799

“His example is complete; and it will teach wisdom and virtue to Magistrates, Citizens, and Men, not only in the present age, but in future generations”

John Adams

“Washington is the mightiest name on earth....To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it. In solemn awe pronounce the name and in its naked deathless splendor leave it shining on.”

Abraham Lincoln

“Perhaps there never was another man, whose personal character and conduct exercised an influence, so powerful and so beneficial, on the destiny of a great nation.”

James Grahame

“America has furnished to the world the character of Washington. And if our American institutions had done nothing else, that alone would have entitled them to the respect of mankind.”

Daniel Webster

Write your own eulogy to General Washington here based on what you have learned:
Checklist for Student Progress

Part One -

Date Completed
Student's Signature

Part Two -

Date Completed
Student's Signature

Part Three -

Date Completed
Student's Signature

Part Four -

Date Completed
Student’s Signature

Part Five -

Date Completed
Student's Signature

Part Six -

Date Completed
Student's Signature

Part Seven -

Date Completed
Student's Signature

Part Eight -

Date Completed
Student's Signature

Part Nine -

Date Completed
Student's Signature

Part Ten -

Date Completed
Student's Signature

Map Completed -

Date Completed
Student's Signature

Letter Written -

Date Completed
Student’s Signature