

For Part B, Level Two use Resource Pages 9–14 and Images 7–11 on the CD-ROM.

Level Two (Grades 7-12)

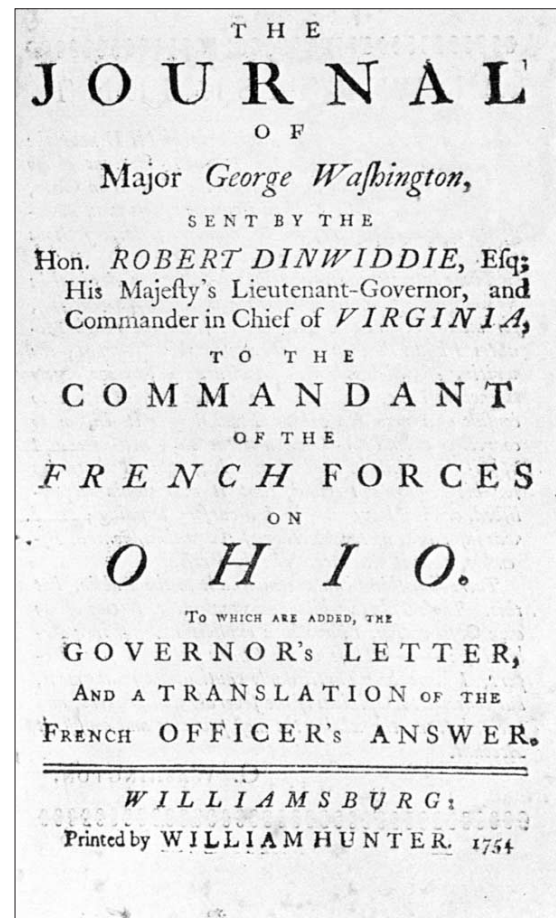
Getting Started

1 Ask your students if they have ever seen a painting or sculpture of George Washington in uniform. If they have, it's more than likely that Washington is portrayed as the middle-aged commander-in-chief of the Continental Army, not as a young man in his twenties during the French and Indian War. Ask the class to imagine Washington as a young officer, just about to embark on his military career. Record students' prior knowledge and speculation on the wall chart under the heading Washington: The Young Officer.

2 Review student knowledge of the French and Indian War before focusing on Washington's accounts. As background information, distribute **Resource Page 9: Timeline: George Washington and the French and Indian War**, **Resource Page 10: All Kinds of Soldiers** and **Image 10: Map of the War at the Forks of the Ohio, 1754–1758**, from the Image Gallery. Suggest that students refer to these resources throughout their study of Washington's accounts from the French and Indian War period.

3 Tell the class that they are going to have an opportunity to analyze George Washington's own accounts of some of his key experiences in the French and Indian War. As they read, they will be considering the *Focus Question: How did Washington's experiences in the French and Indian War prepare him for his role as a military leader?*

4 To spark student interest, you might quote historian Don Higginbotham, who said "It would be hard to exaggerate the significance of the French and Indian War in the life and fortunes of George Washington." Ask students to predict how they think the French and Indian War helped create the man they know as George Washington (i.e., the Revolutionary general and U.S. president). Have students record and save their predictions.



Washington wanted to revise his journal of the expedition to Fort LeBoeuf, but Governor Dinwiddie rushed to publish it in 1754 as evidence of French intentions in the Ohio River Valley.

Part A:
Level One
Level Two
Making
Connections

Part B:
Level One
Level Two
Making
Connections

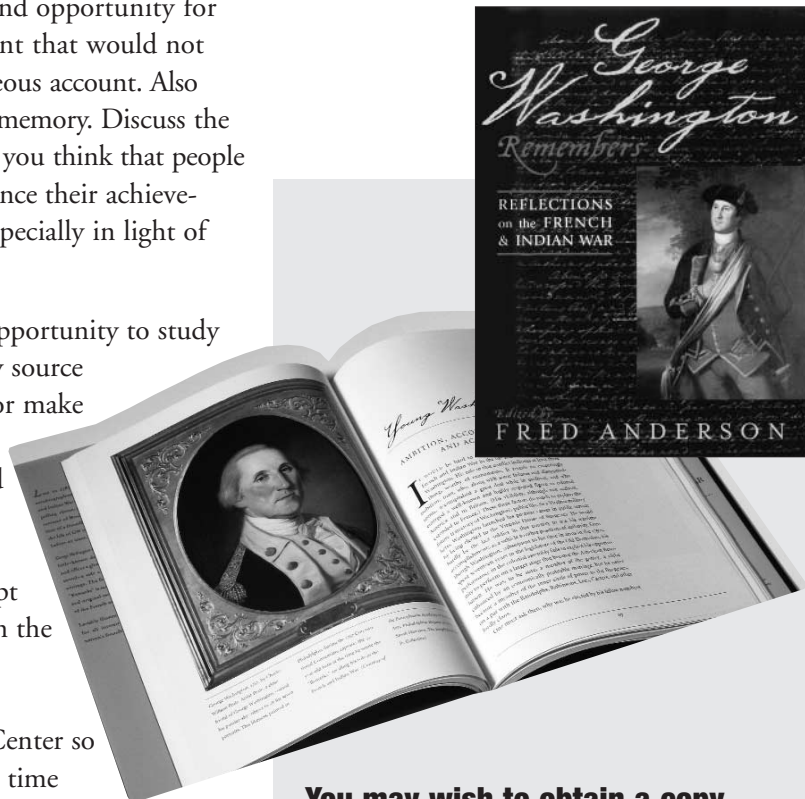
Reading and Reflecting

At the Start of War

1 To introduce this exploration of Washington's experience in the French and Indian War, display the 11 manuscript pages of the "Remarks" found on the CD-ROM. Give students the background of the "Remarks" (see pages 16 and 30 of this guide), and discuss the fact that they were written more than 30 years after the experiences occurred. Help students see that, on the one hand, this allows Washington time for reflection, and on the other hand, provides a perspective and opportunity for analysis and reassessment that would not exist in a contemporaneous account. Also have students reflect on memory. Discuss the following question: Do you think that people have a tendency to enhance their achievements as time passes, especially in light of what happens later?

2 To give students an opportunity to study this remarkable primary source document, photocopy or make transparencies of the original manuscript and photocopy the transcription. (You will find both the manuscript and the transcription on the CD-ROM.) Place the documents in your Washington Resource Center so that students can spend time studying both.

3 Explain to students that on May 28, 1754, George Washington and his men were involved in a minor skirmish with the French. It was during this skirmish that the first shots of the French and Indian War were fired. About one month later the French counterattacked, and Washington found himself involved in the first major battle of the war. This was also Washington's first major confrontation and the first time he was in charge. Washington did not emerge a victor or hero; instead, he was defeated by the French and their Indian allies and forced to surrender.



You may wish to obtain a copy of *George Washington Remembers: Reflections on the French & Indian War*, Fred Anderson, editor (Rowman & Littlefield, 2004), which contains an annotated transcription and scholarly essays on the "Remarks."



Explain that Washington for the most part described himself in the third person ("he") in the "Remarks," because he was responding to a biography written in the third person.



Artist Robert Griffing took the title of his painting from Washington's comment that the Great Meadows was "a charming field for an encounter."

4 Display the following images from the Image Gallery to set the scene for discussion: **Image 8: Fort Necessity Today** (noting that this is a re-creation of the fort that Washington built, showing an actor playing the role of the young Washington) and **Image 9: The Battle at the Great Meadows** (artist Robert Griffing's rendering of the battle titled "A Charming Field for an Encounter"). Then distribute copies of **Resource Page 11: At the Great Meadows, 1754**, explaining that this text is excerpted from Washington's "Remarks." Give students time to read the excerpts as a way to get to see the man who would become General George Washington, here in his first battle. Have students answer the Guided Reading Questions after reading the excerpts.

5 In a class discussion, create a sequence chart such as the following so that students are assured of having a clear sense of chronology.

Sequence Chart:

- **Troops marched from Winchester, Virginia, toward the Forks of the Ohio.**
- **Washington learned that the French had taken Fort Duquesne (the post at the meeting of the Forks of the Ohio).**
- **Washington's troops fell back to the Great Meadows.**
- **On May 28, they skirmished with a party of French soldiers sent out from Fort Duquesne.**
- **Washington's troops built Fort Necessity.**
- **The French attacked on July 3.**
- **There was heavy rainfall.**
- **The French offered terms of surrender.**
- **Washington accepted terms of surrender.**
- **Next morning (July 4) Washington and troops retreated.**

6 As with earlier handouts, students should note that this Resource Page contains both an adapted and an original version of the excerpts. As students study the original, point out that letters or words in brackets indicate editorial insertions. Angled brackets such as "my" in "enemy" indicate letters or words that are mutilated or illegible in the original document. To help students understand the spelling and vocabulary, have volunteers read the excerpts aloud, stopping to deal with language issues.

7 Initiate a discussion of the following questions, asking students to cite evidence from the documents in their answers. They will also need to keep in mind the Focus Question about Washington's role as a young military leader.

~Does Washington seem to make good decisions? *(Yes. Washington was realistic and made solid and smart decisions. He positioned his troops so they could fight the French. He attacked the French when they entered his camp and attacked again when the whole force of the French advanced. Washington realized he would not be able to win the fight because of his location, heavy rains, and lack of supplies so he agreed to a surrender with certain conditions.)*

~Did Washington have leadership skills? *(Washington appeared to be a compassionate leader. His decisions were not foolish and reckless. He took into account the lives of his men. He agreed to a surrender mostly because he realized that he and his men could not survive much longer. Throughout the battle at the Great Meadows, Washington's men did not retreat but fought with great spirit. Washington also seemed to live by a strong code of conduct, following the rules of warfare. He commented negatively on the Enemy when they didn't follow the articles of capitulation.)*

Part A:
Level One
Level Two
Making
Connections

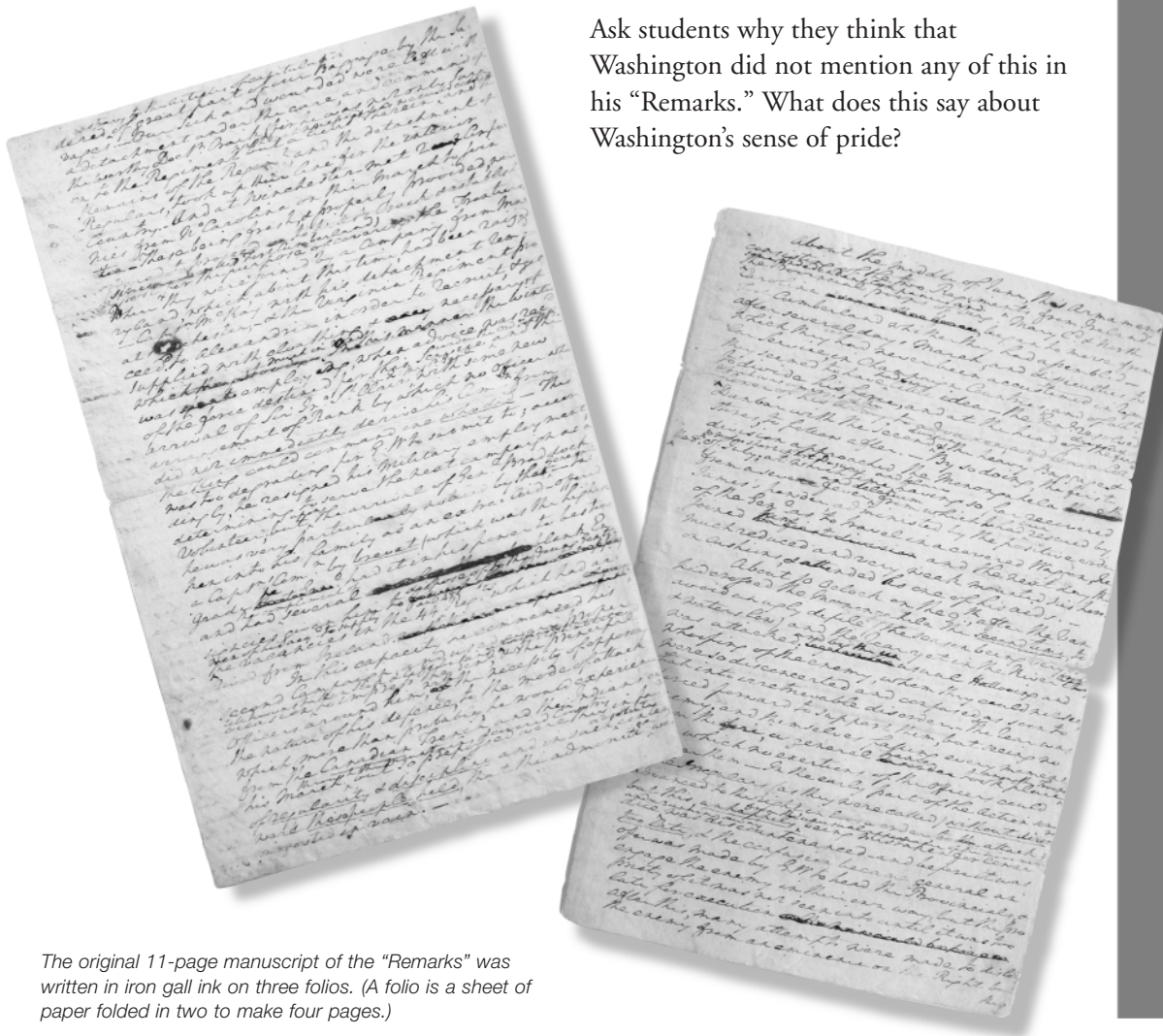
Part B:
Level One
Level Two
Making
Connections

~Ask students how they would act if they were in a similar situation. (*Encourage students to put themselves in the place of Washington or one of his soldiers. If any students know soldiers who are or have been at war, ask them to share what they have learned about their experiences.*)

8 At this point you may wish to give your class some insights into what Washington did not describe in his “Remarks.” Explain to the class that the May 28th attack on the group of French soldiers had serious consequences—the shots fired that day are said to have started the French and Indian War. The critical event in the attack was the death of a

young French nobleman, Ensign Joseph Coulon de Jumonville. When Washington signed the terms of surrender after his defeat at the Great Meadows, he unwittingly signed a document saying that he had “assassinated” Jumonville. (Washington, who did not read French, relied on a faulty translation of the document.) France would use this as a reason for declaring war on Britain. (You may want to assign advanced students to research and report in greater detail on that encounter at what is now known as Jumonville Glen.) At the time Washington was hailed as a hero in Virginia, even though he had been defeated. As biographer James Flexner noted, colonial opinion was, “had he not won a victory and then, with great bravery, induced his little force to stand up to a superior enemy?”

Ask students why they think that Washington did not mention any of this in his “Remarks.” What does this say about Washington’s sense of pride?



The original 11-page manuscript of the “Remarks” was written in iron gall ink on three folios. (A folio is a sheet of paper folded in two to make four pages.)



Artists Junius Stearns and Edwin Deming portray “Braddock’s defeat” from very different perspectives. While Stearns gives a broader view of the action, Deming’s painting will give most viewers a stronger sense of immediacy. Ask students to tell what they see in each painting and to describe what each tells them about the battle.

Part A:
Level One
Level Two
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Connections

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Level One
Level Two
Making
Connections

The Young Hero

1 Before students read the account of the Battle of the Monongahela, explain that Washington had resigned from the Virginia militia after the battle at the Great Meadows. Although Washington had suffered defeat at the Great Meadows, he had been treated as a hero when he returned to Virginia. Virginians felt that Washington had led his outnumbered soldiers in a brave fight. In this atmosphere of praise, Washington hoped to receive a commission in the British Army. This would be a superior position to his rank in the Virginia militia. Instead, he was informed that the militia were being reorganized. Colonial officers would serve under officers of the British Army; as a result, Washington’s rank actually would be lowered. A proud Washington resigned from the military, but was not out of service for long. He knew that the military life was a good way to get ahead.

Less than a year after the battle at the Great Meadows, Washington signed on as a volunteer with General Braddock’s campaign to oust the French from the Ohio River Valley. Although he had volunteered as an aide to Braddock, Washington took an active role. He assumed more responsibility as the campaign continued and became a committed military man.

2 Display **Image 7a: The Battle of the Monongahela**. Tell students that the painting shows Washington just a year after the surrender at the Great Meadows. Now just 23 years old, Washington would display extraordinary bravery and presence under fire. Distribute copies of **Resource Page 12: The Battle of the Monongahela, 1755**. Have students read the excerpts to themselves, then work individually or in pairs to answer the Guided Reading Questions. Then display **Image 7b**, an artist’s rendering of the height of the battle.

3 Before discussing the account, ask students to work in pairs to create a sequence chart of the events described. Students can trace the route of Braddock’s army on **Image 10, Map of the War at the Forks of the Ohio, 1754–1758**.



This 19th century engraving depicts the mortal wounding of General Edward Braddock on July 9, 1755. Although the battle’s “official” name is The Battle of the Monongahela, it is most often known as “Braddock’s Defeat.”

Sequence Chart:

- **Washington resigned from military, then volunteered for the Braddock campaign.**
- **He tried unsuccessfully to convince Braddock and officers how best to fight the enemy.**
- **The attack at the Monongahela happened on July 9.**
- **Troops panicked.**
- **Washington offered to lead troops in a different style of fighting but his offer was not accepted in time.**
- **Braddock and other commanding officers were wounded.**
- **Washington survived under heavy fire and led the retreat.**
- **Braddock died and was buried by Washington.**

4 Then ask students to compare the accounts of defeat in the two battles—at Fort Necessity and the Monongahela. In order to answer the following questions, students will need to cite evidence from the documents. They will also need to keep in mind the Focus Question.

~How do you think Washington's experiences at the Great Meadows prepared him for the battle at the Monongahela? *(Washington had experienced the harrowing conditions of battle at the Great Meadows and knew the hardships. He also knew enough about French and American Indian strategies and styles of fighting to be able to warn Braddock ahead of time. In battle, he tried to "fight the enemy like the enemy.")*

~How are these two accounts of battle different? *(Although Washington offered reasons for the British defeat in each account, he expressed far greater understanding of military strategy in 1755 than he did in 1754. Ask students to give examples from the Braddock account.)*

~In what ways does Washington seem the same in both accounts? *(In both situations, Washington had a strong sense of duty and loyalty to both the cause and the people involved. In both battles, he proved to be a strong and brave leader.)*

Dangerous Encounters

1 Preface students' reading of the next excerpt by saying that Washington is often perceived as unemotional. Then share **Resource Page 13: Battle Scene, 1755**, with the class. Ask students to describe the emotions evidenced in this short but moving account. (*shock, sympathy, horror*) Invite students to imagine themselves riding alongside George Washington when he saw these scenes.

2 Finally, share **Resource Page 14: Friendly Fire Episode, 1758**. Preface students' reading of the excerpt by noting that Washington is often perceived as fearless, faultless, and (again) unemotional. Tell the class that this incident is known informally as "the friendly fire episode" and that it took place at the end of Washington's involvement in the French and Indian War. Due to poor intelligence information, the troops of Washington and his fellow American, Colonel Mercer, fired on one another. Washington exhibited extraordinary bravery by running between the firing soldiers, using his sword to lift their gun barrels into the air.

3 Again, ask students to imagine being George Washington in what he called the most dangerous episode of his life. Ask them what this action tells them about Washington's personality and leadership. (*Placing himself in such danger shows incredible bravery. The action also demonstrates his powerful sense of responsibility for the soldiers who could have been killed in this "friendly fire."*)

Pulling It All Together

1 Ask students to return to the predictions they made at the beginning of Part B. What if anything would they change now? You may also want to display **Image 11:**

Washington, 1772, when he chose to be painted in his French and Indian War uniform for his first portrait. Ask students what this tells them about Washington's feelings about that conflict.

2 Have the students write short essays on **A Young Leader in the Heat of Battle**. Remind them of the Focus Question and ask them to conclude their essays with an analysis of how Washington's young leadership would have prepared him to lead the colonial troops to victory a few decades later.



When Washington posed for his first formal portrait, painted by artist Charles Willson Peale, he was 40 years old. Though the painting was made in 1772, Washington chose to pose in his old French and Indian War uniform.

Part A:
Level One
Level Two
Making
Connections

Part B:
Level One
Level Two
Making
Connections

To focus students' thinking, discuss:

~How did Washington change from the incident at Fort Necessity to the end of Braddock's campaign? What skills did he have to go into the world? (*Washington learned from his mistakes. By the Braddock campaign, he believed he knew how to succeed, by adopting the tactics of the enemy. He is responsible in both excerpts. In both battles he had a strong sense of duty, surviving, and making the most of the situations. He had confidence, leadership, military knowledge, compassion, battle experience, and leadership. He also had the confidence that comes from feeling somewhat invincible, brave, and heroic.*)

~Do you think that Washington was realistic about war by the end of the Braddock campaign? (*Washington thought about military strategy, commenting on what worked and what didn't. He was not an unemotional observer. He understood and responded deeply to the harsh realities of war.*)

3 Ask for volunteers to read their essays to the class. Discuss with students that Washington survived the Braddock campaign to become a military hero, better prepared to take over Virginia's troops, shortly after Braddock's defeat. Understanding military strategy and the human condition also prepared him for his later life as family man, farmer, statesman, commander-in-chief, and president.

Making Connections

Topics for students to consider in discussion or in writing

- Have a class debate on the subject of leadership. Using Washington and other noted leaders as examples, consider how youthful experiences can affect the development of leadership qualities and skills.
- Washington wrote countless letters during the war. Read some of those letters to compare his writings at the time of the war with the "Remarks," written many years later.
- Compare Washington's battle descriptions (as read in the "Remarks") with war coverage today. What are the similarities and differences?
- Compare and contrast the statements made by George Washington with statements of soldiers who fought in World War II, Vietnam, and other modern wars—as well as by those who decided not to fight. Write an essay about these similarities and differences.
- Interview someone in your community who has played an active role in a war. Type up your interviews and ask the interviewees for review and comments; then share the interviews with the class.
- Investigate and report on whether your town has any relationship to George Washington. Did he ever visit or fight there? Are any organizations, buildings, or sites named for him?



The DVD "George Washington Remembers"—narrated by Roger Mudd—includes a visit to the restorer of the "Remarks" manuscript, film footage of battle scene reenactments, and images of the "Remarks" manuscript. (Available at www.frenchandindianwar250.org)