

... of ...
... it be necessary to mention that my
... were given to the public without
... and that every direct and indi
wards, to reward them (as appeared by the
of P. Miller - and the value of 50 shares
... navigation of a who knew that I am
the state of D.C. - should carry with it
any thing that should carry with it
... of reward - you can best judge

... week is his fixed habit, the sometimes
... after.
... many others in this country
... state of the weather - nature of the sea

3 The information given in these
... related from memory, I believe
... depended upon. - It is hastily &
... related - but not so much
... as some others, it is
... that after ~~the~~ ^{the} ~~request~~
... shall judge necessary
... it is ~~in~~ ⁱⁿ ~~your~~ ^{your} ~~own~~ ^{own} ~~hand~~ ^{hand}
... of what I have con
... returned to ~~you~~ ^{you}, or can
... - some of the enu
... and perhaps me
... omitted;

Analyzing Documents



For Part A, Level 1
use Resource Pages 15–20 and
Image 12 on the CD-ROM.

Becoming George Washington relies solely on primary source material, the writings of George Washington. The documents span Washington's young adult life and were written for different purposes. The 1748 journal is a personal account and chronicles the details of his early life. The 1753 journal carefully chronicles his journey to the Ohio Country for Virginia's governor and appears to be more of a work assignment, detailing his actions. The "Remarks," composed about 30 years after the fact, were written specifically for his biographer, David Humphreys. In writing these comments Washington intended to correct mistakes, expand on information, and perhaps justify or explain his later behavior. Unlike secondary source material, these primary sources allow students an inside look into Washington—his personality and reactions to key events in his life. As students work with the excerpts, it is important that they remember that

Key Questions for Document Analysis

- **When was the document written?**
- **Who wrote it?**
- **For whom was it written (audience)?**
- **Why was it written?**
- **What was its purpose?**
- **What is it about (content)?**
- **What is the author's relationship to the document's contents?**
- **What is the author's point of view?**
- **Is the document public or private?**

Washington might not be the most objective of commentators. Also, in his "Remarks," he is writing about events that took place decades earlier.

As students analyze Washington's writings, have them consider whether their own writings offer the fairest interpretations of their lives. How accurate do they think their own memories of current events will be 30 years from now? Do they think that they tend to inflate their own roles or gloss over problems? Do they believe that later achievements affect our perspective on earlier accomplishments?

A DBQ Activity

Becoming George Washington has asked students to consider key events that shaped the man who would become General Washington and President Washington. In a concluding activity, students can relate those earlier experiences to Washington's later success as a leader. Using **Resource Pages 16–20**, you can construct a Document-Based Question (DBQ) activity. Present the following assignment: Using knowledge of George Washington gained from your study of his early years and these documents, explain two reasons why Washington was a successful leader later in life.

Provide copies of **Resource Pages 16–20**:

Resource Page 16: The Young George Washington Retires; **Resource Page 17:** Washington Takes Command; **Resource Page 18:** Washington in Command; **Resource Page 19:** President Washington; **Resource Page 20:** "George Washington" by Gilbert Stuart

If possible, use **Image 12: George Washington, 1796**, to make a transparency of the Gilbert Stuart painting.

Have students answer the Scaffolding Questions that accompany each document. Then ask them to answer the DBQ by writing essays based on the evidence.



For background information, students can use Resource Page 15: Timeline: George Washington's Later Years.

Discuss with students the different depictions of Washington by Peale and Stuart (Images 11 and 12), painted 24 years apart. How did each artist show him as a heroic figure? What symbols might artists today use to depict someone as a heroic figure?

About George Washington's "Remarks"

Although George Washington kept extensive diaries and wrote numerous letters and other documents, he shied away from personal reflection, preferring to let official accounts tell the story of his life and achievements. In 1786, however, Washington agreed to allow his friend and aide Colonel David Humphreys to write his biography. A year or so later, Washington corrected Humphreys's initial draft. He entitled his edits "Remarks."

In editing the biography Washington was moved to tell the story of his adventures as a young man in his 20s, when he was trying to distinguish himself as a military officer. He recounts his experiences from late 1753 to the end of 1758, the five-year period when he led Virginia troops in the French and Indian War.

Washington did not write his "Remarks" for posterity. Instead, he instructed his aide to burn or return the manuscript. Thankfully for history, the aide did not comply with the request. The 11-page manuscript, which had been held in private hands, was purchased for the commemoration of the 250th anniversary of the French and Indian War with funds made available by the Laurel Foundation, Suzy and Jim Broadhurst, and Diane and Glen Meakem. Publicly displayed for the first time during the commemoration, the manuscript is housed at Fort Ligonier in western Pennsylvania.

Facsimiles of the manuscript and a full transcription appear on the CD-ROM that accompanies *Becoming George Washington*.

