

**Teacher's  
Resource  
Guide**

**Becoming  
GEORGE  
WASHINGTON**

*Becoming George Washington* is designed for use in elementary, middle, and high school classrooms. Level One activities are appropriate for Grades 4–6; Level Two activities are geared for Grades 7–12.

## Parts A and B Teaching Strategies

*Becoming George Washington* is designed to deepen an understanding of George Washington through an examination of primary source documents about his young adult life. In Part A, students meet the young surveyor and militia officer on his way to public life. In Part B, students witness Washington’s development as a soldier. For each part, the curriculum presents teaching strategies, student resource pages, and images (including maps and pictures).

## Analyzing Documents

The skills of interpreting and using primary source documents are key to historical thinking. This section provides guidelines for analyzing documents and questions for a Document-Based Question (DBQ) activity in which students will apply what they have learned about Washington’s early years in order to analyze how these experiences affected his later accomplishments.

## About the CD-ROM

On the CD-ROM that accompanies this Teacher’s Resource Guide, you will find files for:

- Teacher’s Resource Guide
- Student Resource Pages and Answer Key
- Image Gallery
- George Washington’s “Remarks”—Original Manuscript and Transcription
- Interactive Learning Journey: Exploring the French and Indian War
- Additional Sources

*Becoming George Washington* meets the following National Standards for History:

### Standards in Historical Thinking

#### Standard 2 Historical Comprehension

- Identify the central questions the historical narrative addresses

- Read historical narratives imaginatively
- Draw upon data in historical maps
- Draw upon visual data presented in paintings

#### Standard 3 Historical Analysis and Interpretation

- Formulate questions to focus their

- inquiry or analysis
- Compare and contrast differing sets of ideas, values, and behaviors
- Compare different stories about a historical figure
- Hypothesize influences of the past

#### Standard 4 Historical Research Capabilities

- Interrogate historical data

#### Era 2: Colonization and Settlement (1585–1763)

**Standard 1B** Analyze the significance of the colonial wars before 1754 and the causes, character, and outcome of the Seven Years War.

# Becoming GEORGE WASHINGTON

## Teacher's Resource Guide

By Carolyn P. Yoder



This curriculum resource  
was made possible by  
**The Grable Foundation**  
and by the  
**U.S. Department of  
Education.**

French and Indian War 250, Inc.



This Resources CD icon indicates materials that can be downloaded from or used on the enclosed CD-ROM, including:

- Resource Pages— Student handouts can be duplicated for individual or group use.
- Image Gallery— These maps, paintings, and photographs can be printed out as individual handouts or used to make transparencies.
- Interactive Learning Journey: Exploring the French and Indian War— This interactive exploration broadens students' understanding of the who, why, what, and how of the conflict.

# Table of Contents

<b>Introduction</b>	3
<b>Part A: Young George Washington</b>	4
<b>Level One (Grades 4-6)</b>	5
<b>Getting Started</b>	5
<b>Reading and Reflecting</b>	6
The Young Surveyor	6
Making a Name for Himself	7
<b>Pulling It All Together</b>	9
<b>Level Two (Grades 7-12)</b>	10
<b>Getting Started</b>	10
<b>Reading and Reflecting</b>	11
A Man of Responsibility	11
<b>Pulling It All Together</b>	13
<b>Making Connections</b>	13
<b>Part B: Becoming a Leader</b>	14
<b>Level One (Grades 4-6)</b>	15
<b>Getting Started</b>	15
Reading and Reflecting	16
At the Start of War	16
The Young Hero	18
<b>Pulling It All Together</b>	19
<b>Level Two (Grades 7-12)</b>	20
<b>Getting Started</b>	20
<b>Reading and Reflecting</b>	21
At the Start of War	21
The Young Hero	24
Dangerous Encounters	26
<b>Pulling It All Together</b>	26
<b>Making Connections</b>	27
<b>Analyzing Documents</b>	28
<b>About George Washington's "Remarks"</b>	30
<b>About the Interactive Learning Journey</b>	31
<b>About the CD-ROM</b>	32

# Introduction

George Washington is at once a completely familiar figure—the best-known “Founding Father”—and a mystery. Most Americans have little clue who Washington really was. They may think of him as a farmer at Mount Vernon, but most will see him as commander-in-chief in the Revolution and as the first president of the United States. Of course, they recognize the famous face on the dollar bill or quarter—portraits of Washington in later years—but most Americans have little knowledge or understanding of the young Washington who came before the iconic figure. In fact, many of the characteristics associated with George Washington the Founding Father—brave, heroic, wise, inventive, smart, wealthy, ambitious—are also associated with him as a young adult.

In *Becoming George Washington*, students will reach a deeper understanding of the innate qualities and life experiences that helped Washington become a great officer, statesman, and visionary entrepreneur. In Part A, students are offered a look at the teenage Washington on his first trip to the wilderness to survey land for a wealthy landowner. On his next trip to the wilderness, the ambitious Washington has volunteered to deliver a message to the French and ventures into the Ohio River Valley. His journal of the trip is published, and Washington becomes widely known.

In Part B, students follow Washington’s early military career during the French and Indian War—his defeat at Fort Necessity, his brave and heroic role during the Braddock campaign, and his miraculous escape from “friendly fire.” When Washington becomes commander, of all Virginia’s forces, his future seems assured.

Throughout, students will come to know a young man who was not immune to disappointment and failure, and who had strong likes and dislikes. Washington knew hardships in the wilderness as a surveyor and officer. He faced failure in battle and in

dealing with the British Army administration. (Washington desperately wanted a royal commission, but never obtained one.) He also was greatly affected by what he experienced or witnessed during battle.

*Becoming George Washington* features Washington’s own writings. By coming to know Washington through his own words, students will meet a far more complex and compelling character than the man presented in their textbooks. In Part A, selections come from Washington’s journals and papers. In Part B selections are excerpted from Washington’s “Remarks,” an 11-page autobiographical manuscript in which Washington reflected on his experiences in the French and Indian War. He wrote the “Remarks” in 1787-1788, shortly before he became president. A friend, David Humphreys, had asked Washington to comment on a biography he was preparing of him. Washington’s response, which he intended for Humphreys’ use only, offers readers a rare look into Washington’s mind and heart. The “Remarks” are the closest Washington ever came to writing the story of his life.

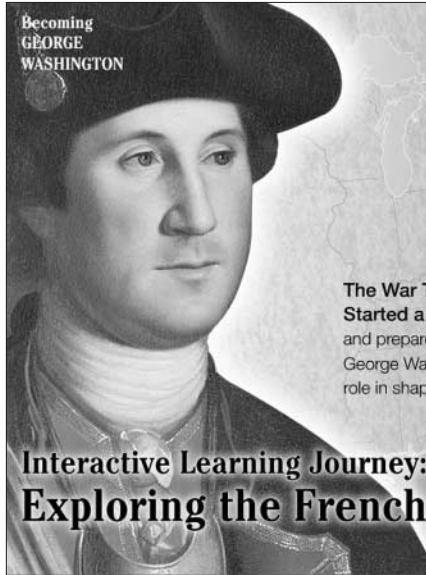
CAROLYN P. YODER



In his book *1776* David McCullough writes of Washington that “experience had been his great teacher from boyhood.”

# About the Interactive Learning Journey

Becoming  
**GEORGE WASHINGTON**



The War That Started a Revolution and prepared the young George Washington for his role in shaping America.

**Interactive Learning Journey:  
Exploring the French and Indian War**

**WHO  
WHY  
WHAT  
HOW**

About 70,000 French colonists lived in the three colonies of New France: Canada (along the St. Lawrence River), the Illinois Country (the mid-Mississippi Valley), and Louisiana (New Orleans and west of the Mississippi). Their economy was based on trade with the American Indians in the region. The French viewed American Indians as trade partners and established personal relationships with many Indian nations.

The French established a series of forts and trading posts along their main trade and trading routes west of the Ohio River Valley. They also traveled throughout the Ohio River Valley itself. The French claimed the Ohio River Valley for France, although they did not have trading posts or settlements there.



American Indians  
French  
British

Close  
Repeat  
Info

**WHO  
WHY  
WHAT  
HOW**

Why were they fighting?  
Four major causes of the French and Indian War are listed below. Click on each cause to find out more.

**Trade Disputes**

**Land Conflicts**  
The French had little interest in settling the land in the Ohio River Valley, but they were determined to maintain authority over it. For the British, however, land represented wealth and opportunity.

British colonists had settled areas as far west as the eastern base of the Appalachian Mountains. They needed more farmland and the Ohio River Valley looked like a perfect place to get it.

Most of the Shawnee and Delaware people living in the Ohio River Valley had only moved to the region in the 1720s. Nonetheless, they wanted to maintain their lifestyle. Settlement by British colonists interfered with the hunting and trading they needed to sustain themselves.

**Control of Rivers**

**National Rivalry**



Close  
Repeat  
Info

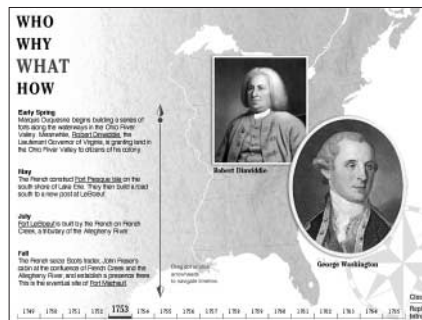
**WHO  
WHY  
WHAT  
HOW**

**Early Trade**  
Missionary Jacques Legarde built a series of forts along the western side of the Ohio River Valley. Meanwhile, British Colonists, the Louisiana Governor of Virginia, and others in the Ohio River Valley to others of the colony.

**May**  
The French captured Fort Duquesne, 100 on the south shore of Lake Erie. They then built a fort south to a new point of control.

**July**  
The British built Fort Mifflin on the French on French Creek, a tributary of the Allegheny River.

**Fall**  
The French force took back Fort Mifflin's capture of the portlands of French Creek and the Allegheny River, and British's presence there. This is the eventual site of Fort Duquesne.



Robert Halkett  
George Washington

Close  
Repeat  
Info

**WHO  
WHY  
WHAT  
HOW**

How did the outcomes of the war affect America's future?  
Click on each of the consequences below to learn more.

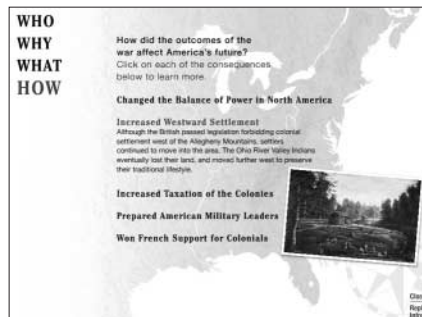
**Changed the Balance of Power in North America**

**Increased Westward Settlement**  
Although the British passed regulations forbidding colonial settlement west of the Appalachian Mountains, settlers continued to move into the area. The Ohio River Valley Indians eventually lost their land, and moved further west to preserve their traditional lifestyle.

**Increased Taxation of the Colonies**

**Prepared American Military Leaders**

**Won French Support for Colonials**

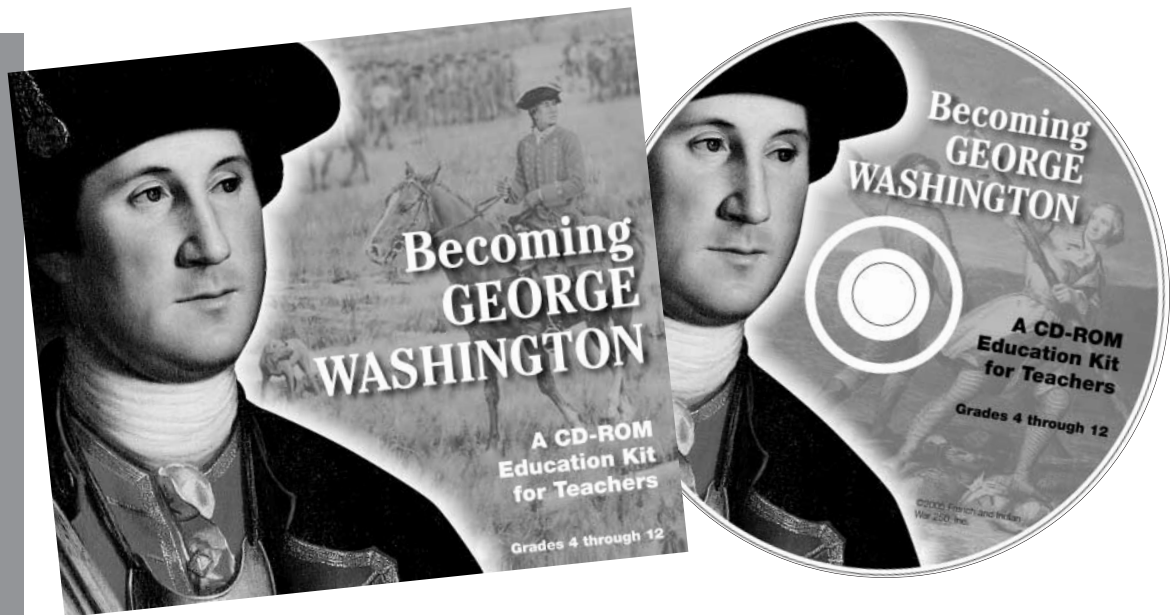


Close  
Repeat  
Info

## Interactive Learning Journey: Exploring the French and Indian War

Interactive learning engages students in a journey of discovery based on their own knowledge, interests, and pace. *Interactive Learning Journey: Exploring the French and Indian War* invites students to click through text, pictures, maps, and a timeline about the French and Indian War. The story unfolds for students as they learn about WHO was involved, WHY they were fighting, WHAT were the key events, and HOW the outcomes of the war affected America's future. Throughout the journey, images help connect students to the places, the people, and the events. An interactive map helps students locate historical places in today's world.

# About the CD-ROM



On the CD-ROM that accompanies this Teacher's Resource Guide you will find files for:



## Teacher's Resource Guide



## Student Resource Pages and Answer Key

- 1 Timeline: Young George Washington
- 2 Washington as a Record Keeper
- 3 George Washington, Surveyor, 1748
- 4 Spelling the Washington Way
- 5 Washington's Journey to Fort LeBoeuf
- 6 Return from Fort LeBoeuf, 1753
- 7 Cast of Characters
- 8 Seeking Promotion, 1754
- 9 Timeline: George Washington and the French and Indian War
- 10 All Kinds of Soldiers
- 11 At the Great Meadows, 1754
- 12 The Battle of the Monongahela, 1755
- 13 Battle Scene, 1755
- 14 Friendly Fire Episode, 1758
- 15 Timeline: George Washington's Later Years
- 16 DBQ: The Young George Washington Retires
- 17 DBQ: Washington Takes Command
- 18 DBQ: Washington in Command
- 19 DBQ: President Washington
- 20 DBQ: "George Washington" by Gilbert Stuart  
Answer Key to Guided Reading and Scaffolding Questions on the Student Resource Pages



## Image Gallery

- 1 Map of the Virginia Colony
- 2 Washington as a Young Surveyor
- 3 Map of the Journey to Fort LeBoeuf
- 4 Washington on the 1753 Expedition
- 5 Historic Map of the Ohio River Valley
- 6 Washington's Journal of 1754
- 7 The Battle of the Monongahela
- 8 Fort Necessity Today
- 9 The Battle at the Great Meadows
- 10 Map of the War at the Forks of the Ohio, 1754-1758
- 11 George Washington, 1772
- 12 George Washington, 1796



## George Washington's "Remarks"—Original Manuscript and Transcription



## Interactive Learning Journey: Exploring the French and Indian War



## Additional Sources

## About the Author

Carolyn P. Yoder is the author of *George Washington The Writer: A Treasury of Letters, Diaries, and Public Documents* (Boyd's Mills Press, 2003). She is senior editor of history at *Highlights for Children*, and editor of Calkins Creek Books. Yoder was a writer/editor for The New Jersey Historical Society, editor-in-chief of Cobblestone Publishing, and served as executive director of The New Hampshire Antiquarian Society.

## Acknowledgements

*Becoming George Washington* has been published in cooperation with the Mount Vernon Ladies' Association.

French and Indian War 250, Inc. gives special thanks to the Fort Ligonier Association for permission to reprint portions of the "Remarks" manuscript, which was generously donated to Fort Ligonier by the Laurel Foundation, Suzy and Jim Broadhurst, and Diane and Glen Meakem.

### Grateful acknowledgement also is given to:

- Susan Buckley—National Education Coordinator, French and Indian War 250, Inc.
- James Rees, Ann Bay, Nancy Hayward, Mary Thompson—Mount Vernon Ladies' Association
- Fred Anderson—University of Colorado at Boulder
- Martin West—Fort Ligonier Association
- Jane Clark—National Park Service/Fort Necessity National Battlefield
- Gloria Sesso—Patchogue Medford (NY) School District
- James Wetzler—Pennsylvania Studies LLC
- Houston Art & Frame
- The Greenwich Workshop
- Paramount Press, Inc.

### Cover Image Credits

Front cover foreground: George Washington, 1772; "George Washington" by Charles Willson Peale; The Granger Collection, New York

Front and back cover background: The Battle at the Great Meadows, "A Charming Field for an Encounter," by Robert Griffing; ©Robert Griffing, courtesy of Paramount Press, Inc. National Park Service/Fort Necessity National Battlefield

### Text Image Credits

Pages 4, 7, 8, 9, 13, 20, 24 and 26: The Granger Collection, New York.

Pages 6 and 17: The Library of Congress, Washington, D.C.

Pages 9 and 11: The Mount Vernon Ladies' Association.

Pages 14 and 19: ©Virginia Museum of Fine Arts, Richmond. Gift of Edgar William and Bernice Chrysler Garbisch. Photo by Ron Jennings.

Design and interactive by Agnew Moyer Smith Inc.





FRENCH & INDIAN WAR  
COMMEMORATION

*250 years*

**French and Indian War 250, Inc.**

425 Sixth Avenue, Suite 1100  
Pittsburgh, Pennsylvania 15219  
Phone 412.392.2408  
[www.frenchandindianwar250.org](http://www.frenchandindianwar250.org)

An Initiative of the Allegheny  
Conference on Community  
Development

©2005 French and Indian War 250, Inc.