Writing to Learn

Make Your Voice Heard
If you could have a conversation with George Washington, what would it be like? Compose a letter to Washington sharing your thoughts about the state of America during his presidency. Do you agree with the decisions he makes? What would you suggest he do differently? Next, compose a similar letter addressed to our current President. Send this one!

Or . . . pair up with a friend and write a dialogue between Washington and one of his contemporaries where you discuss the issues of the day.

Or . . . play today’s TV correspondent and conduct a live interview with Washington. What might he say today?

If you could have a conversation with George Washington, what would you talk about? What about the state of America during his presidency?

George Washington

False teeth

Divide students into groups and let them brainstorm about possible service projects they could undertake.

Have the students write political poems on “America 2002” and submit them to PatriotPapers@npg.si.edu

Pledge It Forward—Self to Service
Divide students into groups and let them brainstorm about possible service projects they could undertake.

Where’s George? word find puzzle
Find answers on page 7.

MHKFAHMILTONTN
OHTXELGHISSRQT
UKEESDCUMAAPISIP
NSPMIEAOUMLGR
TRCAQTDRTRAWCEI
VRELAESANGQGVF
LTNTNSSLBEFI
RCNHBRLDCIQSEC
NQOAEOWAOAUYSRJF
OJIRBRWBBFFPSTMQ
NHLKNFNSQYNISS
LIPPENSVLANIAE
GYSHTOAYTLAYOLL
MVFHZCGRNQWZGU
XCTCVTQTCHVGUYLR

False teeth

Jefferson

Mount Vernon

Federalists

John Adams

Pennsylvania

George

Landsdowne

Rules of Civility

Gilbert Stuart

Loyalty oath

Hamilton

Martha

Students in Pasadena, Texas
Help Fund The Patriot Papers

The National Portrait Gallery’s Education Office would like to recognize those who continue to care about community. We challenge you to Pledge It Forward—pledge your time to your school, youth organizations, nursing homes, or pets in need of family, mentors, or heroes. Help us build a community of caring.

Write to us at PatriotPapers@npg.si.edu

Pay It Forward

As a Texas Recognized District for outstanding student achievement, the Pasadena District has been involved in local fundraising projects before. Its students contributed to the saving of the Alamo, the San Jacinto Monument, and the renovation of the Battleship Texas. The Pasadena portrait, like these other American treasures, is one that the children of Pasadena hope to save.

Although most of the children had never seen the Pasadena portrait in person, their enthusiasm for saving the national treasure was high. District spokesperson Leticia Gilbert said, “This is a treasure that we all need to recognize. Our students plant flowers on Main Street, if teens answer a call to help an elderly shut-in, if kids in South Texas start a business to save lives—our forefathers, our mentors, our heroes, our friends. But we can pay it forward. We can give to the next generation. We can care about community.”

Together, Museums Create Wall of Expression
On the morning of September 11, 2001, Americans watched in horror as the twin towers of the World Trade Center were destroyed. As a nation we mourned, and as a nation we must heal.

Voicing our collective sorrow, we used art as our medium to express our grief, our anger, our fear, and our hope. Museums have a special place in our society, an essential role to play in this process. Museums are places for unifying, for dialogue, for creative expression, for healing.

Tribute website, from The American Civil Liberties Union

“The times are the trials of men’s souls. The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of the country; but he that stands it, will deserve the love and thanks of man and woman.”

Field Proctor

ON AN
NZY! F RE HION F A S

Unscramble the tiles to reveal a message.

George Washington

AN
AM
OF
VIC
E
SER

Mrs. Washington’s runaway who stayed away?

patriot n.

CO
UNT
FEL
AN
RY
M
LOW

Mistress Goody Quotations...

ILIT Y. THE RULE CIV S OF
“George Washington: A National Treasure” on Tour
National Portrait Gallery, Smithsonian Institution, Opens Exhibition

On February 15, 2002, the National Portrait Gallery's iconic image of the father of our country began a national tour at the Museum of Fine Arts in Houston, Texas. For the first time in history, the prized image—the life-sized portrait of George Washington by artist Gilbert Stuart—has gone on the road. An artist whose historical and cultural significance has been compared to that of the Library Bill and the Declaration of Independence, the painting is one of the most important visual documents of the founding of our nation.

Senator and Mrs. William Bingham of Philadelphia commissioned the portrait from Stuart in 1795 as a gift for the British Marquis of Lansdowne, who sympathized with colonial grievances before the Revolutionary War. Thus the painting is often referred to as the “Lansdowne” portrait to distinguish it from Stuart’s other images of Washington. For more than 200 years, the painting remained in private hands; it was incorporated into the collection of the 5th Earl of Pembroke in the 1870s. It later hung in a castle in Scotland.

In 1968 the Lansdowne portrait was loaned to the National Portrait Gallery in Washington, D.C., where it served as the cornerstone of the museum's opening exhibitions. For thirty-two years, it graced the Gallery's rotunda, serving as the cornerstone of the museum’s opening exhibitions. For thirty-two years, it graced the Gallery’s rotunda, serving as the cornerstone of the museum’s opening exhibitions. For thirty-two years, it graced the Gallery's rotunda, serving as the cornerstone of the museum’s opening exhibitions. For thirty-two years, it graced the Gallery's rotunda, serving as the cornerstone of the museum’s opening exhibitions. For thirty-two years, it graced the Gallery's rotunda, serving as the cornerstone of the museum’s opening exhibitions. But in the fall of 2001, its British owner notified the Gallery of his decision to sell it at auction if the Gallery could not meet his asking price of two million. The search for a benefactor to the Gallery and the nation’s-begins.

In March 2002, a $350,000 gift from the Donald W. Reynolds Foundation of Las Vegas, Nevada, assured that the painting would remain in the United States. Of that amount, one million went to purchase the painting, two million to renovate a gallery space dedicated exclusively to the portrait, and six million to ensure that the portrait would be shared with the American people. After the exhibition closed in Houston, it continues to seven other cities, concluding with the portrait’s return to its permanent home in the National Portrait Gallery.

Originally, the portrait hung in Lord Lansdowne’s London home on Berkeley Square, accompanied by other works, including a sculpture of the Roman general Cincinnatus, with whom Washington is often compared. Reportedly, Cincinnatus left his plow to save the Roman republic; thus Washington re-enacted his public role and returned to private life. The parallel between Cincinnatus and Washington as men of service is striking. This “man of service” is the George Washington that the Donald W. Reynolds Foundation wanted America to see.

Hailed by historians and politicians as the definitive dramatic portrait of George Washington, William Arthur Sommerfield fascinates audiences with the likeness, warmth, and humor of our first President. Sommerfield strips away the marble image of the ideal man and replaces it with a portrayal of George Washington, the immensely human being—a man of humor, anger, sorrow, failure, sacrifice, and love.

The only man ever to interpret Washington at the general’s home, Mount Vernon in Virginia, Sommerfield focuses on more than 20 years of research and performance when creating his character. Every detail, from costume to powdered hair and dress sword, is historically accurate; he even captures the mood of Washington’s signers.

In the Bicentennial Commission on the Constitution selected Sommerfield to portray Washington for the eight-day journey from Mount Vernon to New York in a re-creation of the inaugural ride. In the mounting of the first President. He has continued to captivate audiences on NBC’s Eyewitness to History, the DC Bicentennial Celebration, the National Hill of Rights Year, Good Morning America, the Today Show, and ABC’s This Week. He has appeared in Time magazine and the New Yorker, and on the covers of U.S. Today, the New York Times, and the Times of London.

An arts director and chief writer of the American Historical Theatre in Philadelphia, Sommerfield re-creates history, bringing a piece of the past to life. Favorite performances include “The Glorious Burden,” which explores the presidency, and “The Love Letters of George and Martha.” Join George for an elliptic-verse news conference or a lesson in the minut. Don’t miss this trip back in time! Check local venues for details.

Related national standards in language arts
- Reading for perspective
- Reading for understanding
- Applying knowledge
- Evaluating data
- Developing research skills
- Developing writing skills

Related national standards in historical thinking
- Chronological thinking
- Historical comprehension
- Historical analysis and interpretation
- Historical research

Will the Real George W. Please Stand Up?

“For thousands of Americans, William Sommerfield is George Washington.”
—Anthony Brown, Washington, D.C.

High School Teacher’s Edition

Fellow educators: The Patriot Papers was developed as a vehicle for enrichment in the classroom. As a teaching tool it seeks to put George Washington in context, realizing that while Washington influenced America, America also influenced Washington. The news of the day, the social scene, the fashion, the gossip, the political events, his family, and his contemporaries all had their impact. This interdisciplinary approach to studying Washington should serve a variety of subjects—literature as well as history, language arts as well as visual arts. Designed to coincide with national curriculum standards in both social studies and the language arts, The Patriot Papers provides opportunities to sharpen critical thinking skills, interpret primary source materials, arrange events chronologically, determine cause and effect, summarize and analyze historical events and ideas, and discover relationships between America’s early history and the present day.

The paper also encourages student involvement. We challenge all to become actively involved in service to country and share their efforts with students across the United States. We hope to publish student art and poetry, as well as stories of service through our website and publication. Pledge It Forward and enjoy the journey.

—Felice Pulles, editor-in-chief

The National Portrait Gallery, Smithsonian Institution, accepted Gilbert Stuart’s 1795 painted portrait of George Washington in 2002 for a $2 million gift from the Donald W. Reynolds Foundation.

The only man ever to interpret Washington at the general’s home, Mount Vernon in Virginia, Sommerfield focuses on more than 20 years of research and performance when creating his character. Every detail, from costume to powdered hair and dress sword, is historically accurate; he even captures the mood of Washington’s signers.

In the Bicentennial Commission on the Constitution selected Sommerfield to portray Washington for the eight-day journey from Mount Vernon to New York in a re-creation of the inaugural ride, culminating in the mounting of the first President. He has continued to captivate audiences on NBC’s Eyewitness to History, the DC Bicentennial Celebration, the National Hill of Rights Year, Good Morning America, the Today Show, and ABC’s This Week. He has appeared in Time magazine and the New Yorker, and on the covers of U.S. Today, the New York Times, and the Times of London.

An arts director and chief writer of the American Historical Theatre in Philadelphia, Sommerfield re-creates history, bringing a piece of the past to life. Favorite performances include “The Glorious Burden,” which explores the presidency, and “The Love Letters of George and Martha.” Join George for an elliptic-verse news conference or a lesson in the minut. Don’t miss this trip back in time! Check local venues for details.

*George Washington: A National Treasure* is organized by the National Portrait Gallery, Smithsonian Institution, and made possible through the generosity of the Donald W. Reynolds Foundation.

The only man ever to interpret Washington at the general’s home, Mount Vernon in Virginia, Sommerfield focuses on more than 20 years of research and performance when creating his character. Every detail, from costume to powdered hair and dress sword, is historically accurate; he even captures the mood of Washington’s signers.

In the Bicentennial Commission on the Constitution selected Sommerfield to portray Washington for the eight-day journey from Mount Vernon to New York in a re-creation of the inaugural ride, culminating in the mounting of the first President. He has continued to captivate audiences on NBC’s Eyewitness to History, the DC Bicentennial Celebration, the National Hill of Rights Year, Good Morning America, the Today Show, and ABC’s This Week. He has appeared in Time magazine and the New Yorker, and on the covers of U.S. Today, the New York Times, and the Times of London.

An arts director and chief writer of the American Historical Theatre in Philadelphia, Sommerfield re-creates history, bringing a piece of the past to life. Favorite performances include “The Glorious Burden,” which explores the presidency, and “The Love Letters of George and Martha.” Join George for an elliptic-verse news conference or a lesson in the minut. Don’t miss this trip back in time! Check local venues for details.

*George Washington: A National Treasure* is organized by the National Portrait Gallery, Smithsonian Institution, and made possible through the generosity of the Donald W. Reynolds Foundation.
Writing to Learn

Students spend numerous hours learning to write, and we usually depend on the English teachers to instruct them. We forget that students can also write to learn. The very act of writing can help students to instruct themselves. We forget that students can learn to write. The very act of writing can help students to instruct themselves.

The activities suggested in Writing to Learn are intended for student exploration, to let students meander through inspirations, arguments, and ideas until they make meaning of their own. Initially, don’t worry too much about form, structure, spelling, and grammar; it’s only a work in progress. Ideas are best generated when words flow quickly. The mind can race far faster than the pen. Let it race and catch those ideas on the fly.

Create an Old-Fashioned Advertisement

Ask students to create advertisements of their own using our authentic 18th-century advertisements as models.

- Advertise an unusual product
- Publicize an upcoming event
- Place a “Help Wanted” advertisement

Making Connections

Construct a visual timeline that includes both the “Blast from the Past” news stories on pages 2 and the entries from “The Pudding Papers” on pages 4 and 7. (Students will need to write headlines for “The Pudding Papers” entries.) Add significant world events to the timeline, i.e., the beginning of the French Revolution, advances in science, and noted accomplishments in art, music, and literature. It is important to understand Washington and America’s early history in relation to other world events.

Suggestions for the timeline

- 1761, Austria: Wolfgang Amadeus Mozart begins writing minuets at age five
- 1763, Europe: The Treaty of Paris ends the French and Indian War. France cedes Canada to England and gives up all territories in the New World except New Orleans and a few scattered islands.
- 1765, Massachusetts: Chocolate is first produced in America
- 1770, Germany: Composer Ludwig van Beethoven is born
- 1770, Boston: Boston Massacre
- 1773, Boston: Boston Tea Party
- 1777, Russia: Alexander I, Czar of Russia is born
- 1789, France: Bastille stormed, French Revolution begins

Washington Wins Election to House from Fort Cumberland!

WASHINGTON, 1778—General Washington urges his troops to vote for him for the House of Representatives. He was elected to represent the Territory of the United States.

General Washington Rallies Troops at Valley Forge

VALLEY FORGE, 1777—General Washington urges his troops to vote for him for the House of Representatives. He was elected to represent the Territory of the United States.

Washington Graciously Delays Retirement for a Second Term

PHILADELPHIA, 1789—President George Washington declines to resign from office. He was elected to a second term as President of the United States.

The Women of Valley Forge and the American Revolution

Martha Washington and other wives assisted with cooking and entertaining the men at Valley Forge. Did you know that some women actually fought in the American Revolution? Deborah Samson served in the Continental army for three years, under the name Robert Shirtliffe.

For Discussion and Debate

Have students do further research on slavery. Good websites include Mount Vernon’s site at www.mountvernon.org, the Hubbard Underground Railroad Museum in Ohio at www.hubbardundergroundmuseum.org, or the Decatur House at www.decaturhouse.org.
Philadelphia, January 1791

MRS. WASHINGTON’S DRAWING ROOM. On Friday evening at eight, your humble correspondent was among the ladies and gentlemen in attendance at Mrs. Washington’s weekly reception. Mrs. Washington, plainly dressed, but in a gown of rich silk, sat on a sofa by the fire-place and soon in great favor with a pretty lady of which such lady returned. Each gentleman formed her Coffee, tea, and cake were served, and hard cash in the summer; it would have been offered liberties and in the ladies. The ladies much about, and as indelibly good to improve of beauty, they appear to great advantage. President Washington circulated among the crowd, chatting agreeably with all the ladies. It is said that he keeps count of the numbers who come to pay their respects to Mrs. Washington and was pleased to find the room so crowded. It is said that she keeps in her museum more than a hundred portraits of the more noteworthy personages of our country, including our illustrious Washington.

Philadelphia, April 1791

OUT AND ABOUT. The President of the United States, it is well known, is very fond of the theater and has gone outside the city to Northwalk, where plays are performed. During an affecting moment leading to a happy ending, Washington was observed to shed a tear. As the humorous scene unfolded, those playing the parts of Priscilla Washington was observed to shed a tear. As the humorous scene unfolded, those playing the parts of Priscilla and Young Cockney received the approving smiles and patriotic slogans. The festivities include the ringing of bells, bands of music, cannon salutes, and very very bad poetry.

Philadelphia, July 13, 1793

RICKETT’S AMPHITHEATRE. Word that the President and his family were to attend a performance of Mr. John Hill Rickert’s famous frolics on horseback brought a large crowd to the event to what is called the Circus. The artistic performance was held to raise money to buy firearms for the poor during the coming winter. Mr. Rickert, demonstrating his agility by drinking a glass of wine while on horseback, raised his glass to the health of “The Man of Peace.” This produced an immediate sale of apparels and a food-bread from every part of the country. Mr. Rickert has expressed his agreement with those who call General Washington the finest horseman of his age, saying “I delight to see the general ride, and make it appear to fulfill its base when he knows that he is abroad on horseback; he is so firm, his management so easy and graceful, I am an old professor of horsemanship, would go to his and show in rides.”

Philadelphia, September 1796

PEALE’S MUSEUM. A visit to Mr. Peale’s museum, Preuss’s Wilderness Hall, is well worth the admission of one fourth of a dollar, if only to see the large American Buffalos. Peale’s rooms are filled with specimens of the earth and sea, a rich array of birds, and in the room, consisting of the millions of tortoises, snakes, and many other fearful animals. In one room are rats, birds, and spotted snakes, unconfined in cases enclosed with wires and glass. It was unavailing to ask Mr. Peale to take off black snake about four or five feet long, long, which he permitted to touch his cheek and twine itself around his neck. Another package was improved on issues of the day. Americans also produced a great number of political broadsides—sheets of paper covered with anonymous poems, songs, and essays—that could be tucked away between the city, left on doorsteps, or even read to groups on street corners. Have your students try their hand at creating broadsides, writing political or social poetry or drawing political cartoons.

Making Connections

Fashion design: Design clothing for a historical character or for a historical novel or play.

Research: Investigate Peale’s Museum, Rickett’s Amphitheatre, or the history of the circus.

Create: During the 1770s “Poet’s Corners” appeared in newspapers throughout America. Anonymous poems, songs, and satires commented on issues of the day. Americans also produced a great number of political broadsides—sheets of paper covered with anonymous poems, songs, and essays—that could be tucked away between the city, left on doorsteps, or even read to groups on street corners. Have your students try their hand at creating broadsides, writing political or social poetry or drawing political cartoons.

More Bad Poetry

Revolutionary Tea

There was an old lady lived over the sea
And she was an island queen.
Her daughter lived off in a new country
With an ocean between—

The old lady’s pockets were full of gold
But never contented was she,
So she called on her daughter to pay her a tax
Of three pence a pound on her tea,
Of three pence a pound on her tea.

Revolutionary Moments

Colonists took action and dumped the tea They stood strong and would not be as the British could not be ignored.

*Bostons pronounce Concord — [kahn-kuh].

You’re right, that’s hard to rhyme!
Building Vocabulary

Define the terms “Federalist” and “Republican” as used in Washington’s time. What did each political party represent? Which parties did Jefferson and Hamilton support? Why? How do these terms relate to the Republican and Democratic parties of today?

Vocabulary Words

camp fever 1. Typhus: an infection characterized by high fever, headache, and dizziness; a.k.a. camp diarrhea
cede vt. 1. To surrender possession of, formally or officially; 2. To yield or grant, as by a treaty.
tippet n. 1. A long, slender boa used like a scarf. It was considered a fancy accessory in the 19th century, usually made of swansdown or fur.

For Discussion and Debate

The Role and Responsibility of the Press

The entry for August 2, 1793, “The President Enraged,” reminds us that criticism of the press is nothing new.

- Research the role of the press and its effect on major moments in history.
- Research the effect of the press on political campaigns and elections. How has its role affected election results? Candidates elected?
- Debate freedom of the press vs. the necessity for national security. Today, more than ever, the issue is a difficult one. Does the need for national security ever override the public’s right to know?

Writing to Learn

Research colonial medicine

- Find early medical treatments for some common ailments today.
- Research and chart the rising number of female doctors from 1800 to the present day. Devise a graph to present your data.

Making Connections

Some familiar phrases and famous titles originate from the work of 17th-century poet John Donne. Students may find them familiar. “Death Be Not Proud” was used as the title for John Gunther’s famous novel about his son’s death at age 14 from leukemia. “For Whom The Bell Tolls” titled Ernest Hemingway’s famous WWII novel. And “no man is an island” is captured in everything from poster to song. Students may recall hearing the musical refrain played repeatedly during the 2002 Winter Olympic games held in Salt Lake City, Utah. Ask them why Donne’s words from Meditation XVII were especially relevant to the Olympics, especially in view of the preceding tragic events of September 11, 2001. How is the phrase “No man is an island” relevant to their lives today? Have students explore the meaning of the last line, “Never send to know for whom the bell tolls, it tolls for thee.”
Washington’s Final Hours
PERSONAL RECOLLECTIONS FROM TOBIAS LEAR

George Washington, the first President of the United States, has died at his home at Mount Vernon at the age of 67. His illness was short but...
Possessions

Today, most of us own many more things than our parents or grandparents. If you were to make an inventory of all your possessions, how many items would be familiar to George Washington? How many items would be unfamiliar to George Washington?

In Other Words...

In 1650, in the colonial frontier town of Providence, Rhode Island, young George Washington recorded the Rule of Civility in his workshop, probably as a discipline to social and professional situations. These “guidelines for the reasonable gentleman” would have been shared through family, guided by a teacher's words, and education. In other words, people today do not always get along very well with one another. They need to learn how to act in order to treat others with respect.

Many how many of these same items are owned by your family today? Are you surprised to see “labels” listed as part of the inventory of possessions? If you were to make an inventory of all your items in your home, how long do you think the list would be? How many items would be unfamiliar to George Washington?

Did You Know?...

He came from a blended family, having two older stepbrothers and one stepsister.

He was actually born February 11, not February 22? England changed its calendar in 1752, so George Washington was actually born February 11, not February 22.

He did not always get along very well with his mother, who was bossy and controlling?

He was actually born February 11, not February 22? England changed its calendar in 1752, so George Washington was actually born February 11, not February 22.

He had two stepchildren, but no children of his own.

When George Washington became the first President in 1789, he had only one tooth left in his mouth. As a boy, he had cracked walnut shells with his teeth. As a result, many of them fell out before he was 30! Over the years, Washington wore several sets of false teeth. There is no proof that he ever had wooden teeth. His dentures were made of many things. They were often made from human teeth, animal teeth, and ivory. They were put together with wire and a spring. This allowed the dentures to open and close. Throughout his life, Washington had trouble speaking, chewing food, and smiling. The false teeth could be painful. They sometimes made Washington’s cheeks and lips puff out. Fortunately, modern dentistry now allows painless smiles for even the greatest of walnut lovers!
Valley Forge: An Eyewitness Account

In the winter of 1777, Commander in Chief George Washington moved his army to a winter camp at Valley Forge, some 20 miles outside of Philadelphia. For the next few months, the soldiers suffered from exhaustion, the lack of adequate clothing, and poor hygiene. Although winter was late, Washington managed to keep the struggle going. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army. Adequate clothing, and poor hygiene. Although morale was low, Washington managed to keep the struggling army together.

Decades of Prismatic Controversy continue as The Army which has been surprisingly healthy better than we had expected, due to the care and attention it has received. We have seen many soldiers pass away from disease, but they have been replaced by new recruits. Occasionally, an old soldier will fall ill, but they are quickly replaced by fresh arrivals.

Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together.

Decades of Prismatic Controversy continue as The Army which has been surprisingly healthy better than we had expected, due to the care and attention it has received. We have seen many soldiers pass away from disease, but they have been replaced by new recruits. Occasionally, an old soldier will fall ill, but they are quickly replaced by fresh arrivals.

Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together.

Decades of Prismatic Controversy continue as The Army which has been surprisingly healthy better than we had expected, due to the care and attention it has received. We have seen many soldiers pass away from disease, but they have been replaced by new recruits. Occasionally, an old soldier will fall ill, but they are quickly replaced by fresh arrivals.

Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together. A new quartermaster general, Nathaniel Greene, a German drillmaster, Baron von Steuben, helped bring low, Washington managed to keep the struggling army together.

Decades of Prismatic Controversy continue as The Army which has been surprisingly healthy better than we had expected, due to the care and attention it has received. We have seen many soldiers pass away from disease, but they have been replaced by new recruits. Occasionally, an old soldier will fall ill, but they are quickly replaced by fresh arrivals.


At Valley Forge, General George Washington lived in a corner of the Pennsylvania State House. The city of Philadelphia was only 20 miles away, but the conditions were艰苦—Chamber, he states that the Mad and Cold is with all the wintering and War—the Washington. If he food bad, he eat it out of the window, with scaring that—his bed cold and tight. His legs easily ached from the constant movement of a ship, and his face often felt the cold wind. His meals were often simple, consisting of meat and potatoes. His clothes were often dirty, and his shoes wore down quickly.

Throughout the coming months, The Patriot Papers will address the issues of slavery during Washington’s time. In some of Washington’s many letters and accomplishments, it is difficult to find any mention of slavery. A recent book has shown their perspectives, we need you to share your views. Hopefully, through dialogue, we will uncover our understanding.

George Washington’s fundamental dilemma: How to reconcile the proclaimed ideals of the revolution with the institution of slavery

As a Virginia plantation proprietor and a lifelong slaveholder, Washington had a substantial private stake in the economic system of the South. However, in his role as a trusted political leader of the country, his overriding concern was the preservation of the union.

Have students write their own diary entry as a real or imaginary historical figure. They could write as a colonist, a soldier, runaway slave Olney Judge, or Strawbury, the slave sought through an actual advertisement.

Writing to Learn

“Valley Forge: An Eyewitness Account”

This very personal and rather disturbing diary entry of Dr. Albigence Waldo attests to the power of primary sources and to the power of the first-person narrative. The personal recollections of Tobias Lear in Washington’s Final Hours on page 5 are equally powerful. Have students write their own diary entry as a real or imaginary historical figure. They could write as a colonist, a soldier, runaway slave Olney Judge, or Strawbury, the slave sought through an actual advertisement.

November 1793

RUNners Slaves. Mrs. Washington was greatly distressed by the loss of Olney Judge, her Missouri servant so skilled in needlework. The girl, who was born away by a Frenchman who claimed her, and left her stranded in Portsmouth, New Hampshire. President Washington has warned that all will give his consent if she returns to hers, but she has refused to come back unless promised her freedom. This puts the President in an awkward situation. Privately he has said that although his sympathies are with her, sending her free would only reward her for running away, and would spread discontent among the rest of her servants (as it also would), which is being held in any deserving of their freedom than the runaway. Above all, the President cautioned that no abrupt measures should be used to bring her back, lest a riot or riot be excited. Rather than risk this happening, he would tell Mrs. Washington that the man should go along without the permission of Olney Judge.

December 1793

FREEDOM FOR A GREAT TEMPTATION. President Washington has brought a handful of servants from Mount Vernon, but he will be faced with the difficulty of providing for them with Pennsylvania’s rising adult slaves who have lived in Pennsylvania for six months in a city to which he believes the President, therefore, will have to cherish these servants back and forth to the inconvenience of occupation being entwined together. To suggest that you can tell a story about whites and not talk about blacks, or blacks and not talk about whites, is preposterous.

—Paul Reber, Decatur House

“Slavery is like holding a wolf by the ears.”

—Thomas Jefferson

For Discussion and Debate

Use the following scholarly perspectives for open class discussion, or ask students to choose one quote and write a paragraph that supports or rejects the author’s opinion.

“Not talking about slavery isn’t a question of not having the information. It’s a question of what you decide to selectively remember.”

—Paul Reber, Decatur House

“A major factor in Washington’s failure to put his growing opposition to slavery into practice in the 1790s was certainly his own conception of his presidential role.”

—In Abigail Adams, perhaps, who first noticed the paradox of Virginia. In a letter to her husband in the spring of 1776, she remarked that it odd was marked that it was those patriotic with the strongest ‘passion for Liberty’ were also ‘those who were accustomed to deprive their fellow Creatures of theirs.”

Reading: Washington’s many letters and accomplishments, it is difficult to find any mention of slavery. A recent book has shown their perspectives, we need you to share your views. Hopefully, through dialogue, we will uncover our understanding.

For Discussion and Debate

Use the following scholarly perspectives for open class discussion, or ask students to choose one quote and write a paragraph that supports or rejects the author’s opinion.

“Not talking about slavery isn’t a question of not having the information. It’s a question of what you decide to selectively remember.”

—Paul Reber, Decatur House

“A major factor in Washington’s failure to put his growing opposition to slavery into practice in the 1790s was certainly his own conception of his presidential role.”

—In Abigail Adams, perhaps, who first noticed the paradox of Virginia. In a letter to her husband in the spring of 1776, she remarked that it odd was marked that it was those patriotic with the strongest ‘passion for Liberty’ were also ‘those who were accustomed to deprive their fellow Creatures of theirs.”

Reading: Washington’s many letters and accomplishments, it is difficult to find any mention of slavery. A recent book has shown their perspectives, we need you to share your views. Hopefully, through dialogue, we will uncover our understanding.

For Discussion and Debate

Use the following scholarly perspectives for open class discussion, or ask students to choose one quote and write a paragraph that supports or rejects the author’s opinion.

“Not talking about slavery isn’t a question of not having the information. It’s a question of what you decide to selectively remember.”

—Paul Reber, Decatur House

“A major factor in Washington’s failure to put his growing opposition to slavery into practice in the 1790s was certainly his own conception of his presidential role.”

—In Abigail Adams, perhaps, who first noticed the paradox of Virginia. In a letter to her husband in the spring of 1776, she remarked that it odd was marked that it was those patriotic with the strongest ‘passion for Liberty’ were also ‘those who were accustomed to deprive their fellow Creatures of theirs.”

Reading: Washington’s many letters and accomplishments, it is difficult to find any mention of slavery. A recent book has shown their perspectives, we need you to share your views. Hopefully, through dialogue, we will uncover our understanding.

For Discussion and Debate

Use the following scholarly perspectives for open class discussion, or ask students to choose one quote and write a paragraph that supports or rejects the author’s opinion.

“Not talking about slavery isn’t a question of not having the information. It’s a question of what you decide to selectively remember.”

—Paul Reber, Decatur House

“A major factor in Washington’s failure to put his growing opposition to slavery into practice in the 1790s was certainly his own conception of his presidential role.”

—In Abigail Adams, perhaps, who first noticed the paradox of Virginia. In a letter to her husband in the spring of 1776, she remarked that it odd was marked that it was those patriotic with the strongest ‘passion for Liberty’ were also ‘those who were accustomed to deprive their fellow Creatures of theirs.”

Reading: Washington’s many letters and accomplishments, it is difficult to find any mention of slavery. A recent book has shown their perspectives, we need you to share your views. Hopefully, through dialogue, we will uncover our understanding.