



The Washington Project

Dunamis Study

One

*For all those who would dare to:
Be Strong and Courageous (Joshua 1:9)
as “the Joshua of America” once was**

*Ben Franklin first spoke of Washington in these terms shortly after the British surrender at Yorktown. Franklin, as the US ambassador in Paris, included the remarks as part of toast commending the then general’s military success at the Court of France, 1781

Disclaimer:

This is a nondenominational study focusing on Godly character with our nation's first president, Virginian, George Washington at its center. Though two of the main reading texts: *Washington: the Indispensable Man (Illustrated version)* and *George Washington and Benedict Arnold: A Tale of Two Patriots* are not explicitly Christian, they are studied alongside the biblical stories of Samson and Joshua so that a true picture arises of Washington as man after God's heart.

Secular biases, where they exist—such as Flexner's statement that Washington was a deist—are addressed and investigated through Washington's own writings and other primary sources.

STUDENT COPY

HOW TO USE THIS COURSE

For many generations, the accepted method of teaching history (going back even to Hebraic roots) did not just involve the study of events but the careful contemplation of biographies, autobiographies and the collected writings of real historical persons—both “great men” and those less successful—who were deeply embedded in, or at the center of, those events. As we in America have moved away from this method and its inevitable spotlight on character/virtue/morals, not only has interest in history plummeted, but many young people find themselves unwilling or unable to commit to even the most basic study of “dry facts.” What better way to reclaim history and build a firm foundation of Christian character than with the absorbing life story of our nation’s beloved George Washington!

REQUIRED RESOURCES:

This study guide uses James Flexner’s illustrated edition of *Washington: The Indispensable Man* (ISBN: 9781402778216) as its main text, along with selected readings from Dave Richard Palmer’s *George Washington and Benedict Arnold: A Tale of Two Patriots* (ISBN: 9781596986404), Gene A. Getz’s *Joshua: Living as a Consistent Role Model* (ISBN: 978-0805461633) and Bible passages from your preferred translation that focus on the lives of Joshua and Samson.

In studying these four men, I hope to revive the joy of connecting with our nation’s Christian roots and to set before you an example of what is good (Titus 2:7) so that you too may emerge as men and women of integrity.

RECOMMENDED & SUPPLEMENTAL RESOURCES:

I strongly recommend that you pair this study with a full civics course, such as Notgrass History’s *Exploring Government*, Clarence Carson’s *Basic American Government* text or William Hendricks’ reprinted *Under God* (7th ed). At a minimum, I you should work through *Our Living Constitution, Then & Now* (ISBN: 978-0768224566) starting in WEEK ELEVEN.

For those students who have not previously studied the American Revolution OR who wish to count the course towards ½ credit in history, Daniel P. Murphy’s *The Everything American Revolution Book* (ISBN: 978-1598695380) should be read along with the Flexner text.

Some may also wish to add-in Natalie Bober’s *Abigail Adams: Witness to the Revolution* (ISBN: 978-0689819162) for a more balanced, female prospective.

Additionally, the slim volume *Pray for Our Nation: Scriptural Prayers to Revive Our Country* by Keith Provan (ISBN: 978-1577942542) is highly recommended for the entire household. At this time, schedules are not provided for supplemental texts, but may be available in the future.

SCHEDULING and CREDITS:

Since Flexner's **WTIM** (our main text) is divided into convenient bite-size chapters, we will tackle it at a rate of 2-4 chapters per week, depending upon the depth of the material and "outside" reading assignments. In total, the course should run for 17-18 weeks, or one semester, with some flexibility for additional research and testing.

As written, it can be counted as ½ credit in Bible (and ½ credit in History if using the supplemental Murphy text).

There are small papers due at Weeks Nine and Eighteen with projects scheduled throughout. Completed pages of the guide should be 3-hole punched and added to a student notebook along with research papers and projects as a permanent record of learning.

UNLOCKING THE WEBLINKS

An essential part of the study, the weblinks can be accessed directly from the pdf or as follows:

- 1) Go to: <http://www.livebinders.com>
- 2) Click the Search button at the top right of the screen. Choose "Binder ID" from the Search In drop-down menu.
- 3) Enter 1595050 into search bar and click the magnifying glass.
- 4) Key code: called2Bfree

ONE LAST NOTE:

Memory verses are scheduled starting in WEEK TWO. As you read, remember to record and define unknown words in the "Words to Know" sheets at the end of the guide.

WEEK ONE

Readings: Foreword-Chapter 2 in WTIM
p. iix- 18

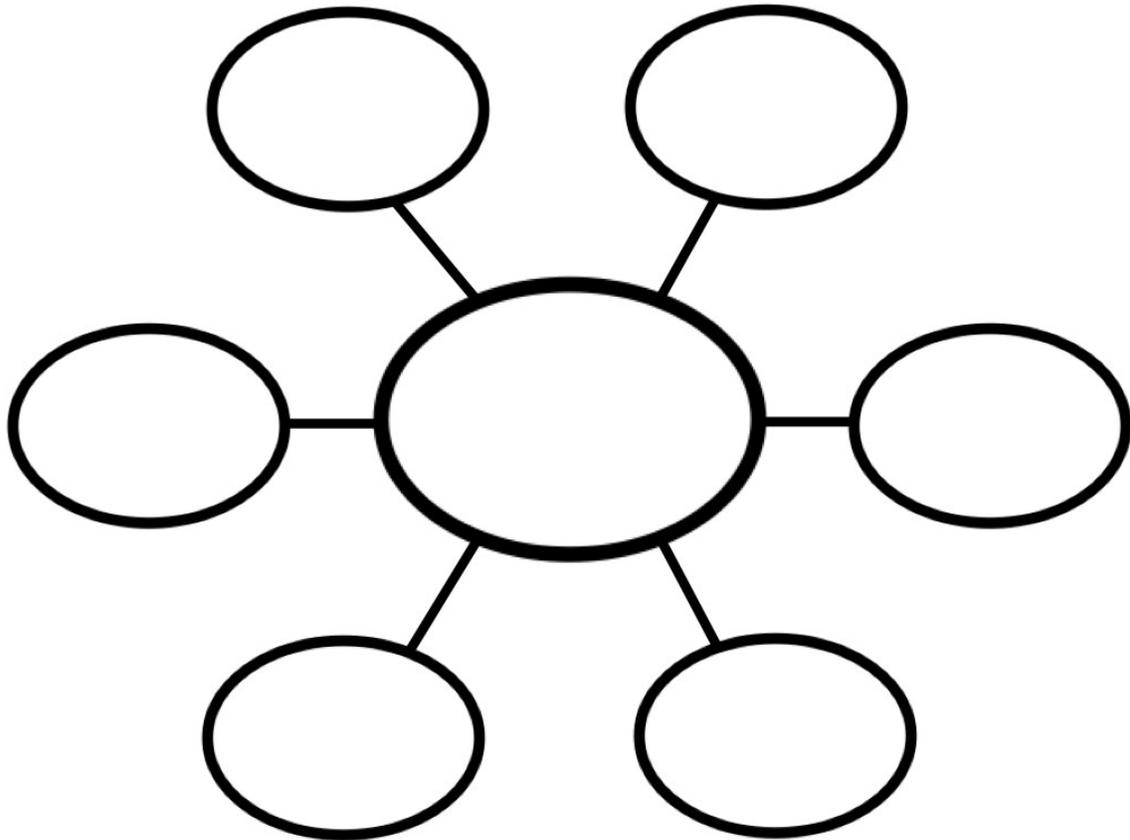
“The scope of my studies was almost doubled by a determination to describe Washington’s indispensable role in the creation of the United States and yet not lose the man in the leader. Events indicative of character were as important to my work as world-shaking decisions.” --Flexner

Chapter One--Questions

- 1) For how many years was George Washington (GW) a public figure? For how many of those was he involved in great events?
- 2) What was his first career and how did it propel him into the role of gentlemen farmer at Mount Vernon?
- 2) Using the T-CHART below, compare the perception of GW (i.e. thought to be rich by birth) to the actual reality (i.e. not manor-born, relatively poor, etc.)?

Perception	vs.	Reality

- 3) Who were GW’s most important early influences? Use the BUBBLE MAP below to record names and relationships and thoughts about each.



4) Describe GW's appearance and notable character traits so far.

5) How does familial love both hinder and guide him into new territory?

Chapter Two--Questions

1) What humbling incident did GW experience at this juncture in his life? Did his final actions show maturity or some weakness in character?

WEEK TWO

Readings: Judges 13-16, Numbers 6 in your preferred Bible translation

Some Background on the Samson saga:

Like Washington, Samson lived in a time of gathering turmoil. It was the biblical period of Judges, when after the death of the great Jewish leader Joshua, Israel had no king and every man did as he saw fit (Judg 17:6; 21:25). God raised up men and women like Samuel, Deborah and Gideon each time that the people cried out for deliverance, and these judges were then supposed to guide the loose confederacy of tribes that was then the Hebrew nation back into covenant with himself (Judg 2:16-18).

Some were more successful than others. Samson “judged” Israel for 20 years (approximately 1085-1065B.C.) (Judg 16:31). He descended from the tribe of Dan and had a special anointing from God not only to sit as a judge, but to be a warrior-deliverer of the Israelites from the Philistines, who had oppressed them for 40 years (Judg 13). Unlike GW, this anointing came with superhuman strength and a glaring carnal/fleshly side that he failed again and again to restrain, constantly breaking his Nazarite vows.

Samson’s legacy was the classic what-not-to-do story, and his character flaws a powerful teaching tool that GW too could learn from.

Activities:

1. Using a concordance, look up the meaning of Samson’s name.
2. From a baby name finder or other online source, find out what ‘George’ means, and the saint legend attached to it.
3. Add the **The Samson Syndrome*** graphic below to your notebooks. You may wish to print it on the back of an index card with this [free Samson clipart](#) (from Encyclopedia Britannica) on the reverse. You can then attach it to your notebook page with a [lapbook pocket template](#) for convenient review.

12 Tendencies of Strong Men that Lead to Failure:

1. Strong Men tend to disregard boundaries
2. struggle with lust
3. ignore good advice
4. break rules
5. overestimate their own cleverness
6. use anger as a tool (of control)
7. repeat the same mistakes
8. have big egos
9. take foolish risks
10. struggle with intimacy
11. take too much for granted
12. lose sight of the big picture

The Samson
Syndrome

*As identified by Pastor Mark Atteberry
in his book of the same name

4. Annotate each of the numbered tendencies on **The Samson Syndrome** card with the appropriate scripture references from the book of Judges that correspond with those particular incidents of failure in Samson's life.
5. Complete the [\(advanced\) Samson mini-booklet](#) from Practical Pages and add to your notebook (with the pocket template from above) OR draw your own Samson comic with [free templates](#) from Donna Young.
6. Samson's story is not just one of individual failure, but also a picture of Israel's unfaithfulness during the time period. Nevertheless, what is recorded about him in Hebrews 11:32-34?
7. What does this surprising declaration say about God and the human condition?
8. Review chapters 1 and 2 in WTIM and note which of the 12 areas of weakness (according to the Samson Syndrome) young GW is struggling with.

You will find that most of GW's weaknesses at this point are failure points common to young men. Just as the Bible gave scripture for diagnosing these character flaws, in its

pages is the remedy for each. Starting this week, we will begin to commit to memory some of these verses.

9. The **MEMORY VERSES** for this week:
2 Samuel 22:33 and Ephesians 6:10-12

address the source of **true strength** and the use of the armor of God.

Record and illustrate each of these in your notebook using your preferred translation and ideas from an internet image search. You should be able to recite them at the prompting of your parent/teacher.

WEEK THREE

Readings: Chapters Three-Five WTIM
p. 19-40

MEMORY VERSES

Self-Control

Ephesians 4:21-23; 1 Corinthians 10:13; Galatians 5:22

As we explore more of Washington's early experiences, we will continue to evaluate his character based on the Samson Syndrome framework (carnal, human-focused) vs. its spiritual, God-focused counterpart. But first, we will attempt to define the term 'character' more precisely and determine why it matters to individuals and nations.

- 1) According to the [Merriam-Webster Dictionary](#), what are the three most common definitions of 'character'?

- 2) Under the full (expanded) definition, what do 'a', 'c' and 'd' say under heading '2'?

- 3) Which set of definitions gives the impression of more permanence?
- 4) Referring to the 'origin' heading, when was the first known use of the term and what Greek word is it derived from?
- 5) Lookup *charaktêr* in the Strong's concordance. What is its Strong's number and definition?

Aristotle (384 – 322 B.C.), one of the most famous Greek philosophers, made a study of character, breaking it into 'states' that were either virtues or vices, depending upon whether one acted habitually on good or bad choices. His treatise on good choices, or virtues, as the basis of a moral life was the birth of the field of ethics or *êthos*, as he deemed the new philosophical branch.

Other scholars continued to add to his thoughts, and by New Testament times (1st Century A.D.), the Greek word *dokimé*, which was originally applied to fire-purified metals, began to be used to refer to 'tried character' or 'moral worth' (2 Cor. 12:9-10, Heb. 12:11).

Today we use character/virtue/morals almost interchangeably.

- 6) Aristotle said that "happiness is the highest good, being a realization and perfect practice of virtue". What did GW say about virtue and happiness in his 1789 Inaugural Address?
- 7) In his book *The Power Of Character In Leadership*, Dr. Myles Munroe calls character "the foundation of leadership," without which, "we crumble like sand". He says that it is important to nations because "it safeguards the well-being of those who are under the authority of leaders or otherwise affected by leaders' actions and influence" (p.45). What does GW say about virtue/morality in his 1796 Farewell Address?

- 8) Divide a notebook page into two columns. Label it “Washington’s Character.” In the left column, record Washington’s carnal, Samson Syndrome fails and on the right, his “spiritual” virtues for all chapters in WTIM going forward. Note page numbers where possible. (In developing the spiritual side, you may find the Student of the Word [Spiritual Vs. Carnal chart](#) helpful.)
- 9) Begin to fill in the timeline provided in the back of the study guide. You may need to refer to earlier chapters in WTIM, as well as the [Chronicle of the Revolution](#) and [PBS Rediscovering George Washington](#) timeline webpages. The [Museum of the American Revolution](#) also has a fantastic interactive version, my personal favorite. Mark historically significant events in **red**, personal events in **blue**. Box in proper names, such as Braddock or Duquesne and underline names of battles, treaties, etc.

Chapter Three--Questions

- 1) Why does GW want to get to know Major General Braddock?
- 2) Why are Native American allies important to the cause? Compare Braddock’s attitude to that of GW’s.
- 3) What does illness have to do with GW’s future success?
- 4) How did GW’s attitude towards war change during this time?

Chapter Four—Questions

- 1) The Revolutionary War is sometimes referred to as an “affair of honor.” Why was reputation such a key driver for many men, including GW?
- 2) What was GW’s response to the gruesome reports (from survivors of Indian attacks) that kept flooding into his headquarters that Spring?

- 3) Why did GW view his regiment's assignment as an impossible task? How did he keep the allegiance of his men ?

- 4) How did Loudon's refusal lead to a turning point for GW? How did GW's language in referring to America(ns) change?

Chapter Five—Questions

- 1) Why is GW sometimes referred to as “The Bulletproof George Washington” ?

- 2) GW was a less than successful military leader. How then did he became the “celebrated hero” at only 22?

- 3) Where did the apocryphal story of young George and the cherry tree originate? What was the purpose of the tale?

- 4) Why were GW's experiences in the French and Indian War (also known as the Seven Years War in Britian) considered a vital training ground for his Revolutionary War successes?

WEEK FOUR

Readings: Chapter Six & Seven WTIM
p. 41-58

MEMORY VERSES

Good Counsel

Proverbs 15:22; Proverbs 19:20

Chapter Six--Questions

- 1) Describe Martha Dandridge Custis. Why was she attractive to GW?

- 2) Despite his lingering passionate feelings for Sally Fairfax, what did GW say about his marriage and love in general?

- 3) In what one area did his marriage disappoint him?

- 4) With money from his marriage to Martha, wartime earnings and real estate holdings that included Mount Vernon after the death of Lawrence's widow, how was it that GW ended up so far in debt?

- 5) How did his gentleman-farmer years distance GW even more from British ties?

Chapter Seven-Questions

- 1) Besides managing his estates, in his 16 years as a private farmer, what (4) unusual pastimes did Washington dabble in?

- 2) How did land speculation ground him even more in “American” dreams?
- 3) Take a firsthand tour of Mount Vernon and explore some of the intimate details of Washington’s gentleman-farmer years. Write a paragraph each on at least five (5) of the following topics:

[Mount Vernon Virtual Tour](#)

[Washington as a Poet](#)

[6 of 21 Landscapes on Display in the New Room](#)

[George and Martha’s Courtship](#)

[Farming at Mount Vernon](#)

[Love Letter from General Washington](#)

[Making Whiskey at Mount Vernon](#)

[George Washington’s Dogs](#)

[The Rules of Civility](#)

[The Trouble with Teeth](#)

[George Washington’s Greenhouse](#)

[Washington Coat of Arms](#)

WEEK FIVE

Readings: Chapters 8, 9, 10 of WTIM
p. 59-92

MEMORY VERSES

Following Rules

Joshua 1:8; Proverbs 5:22-23

Chapter Eight—Questions

- 1) How were GW's views on "American rights" and duty changed by events during this timeframe? Try to incorporate his own words into your answer.

- 2) What was John Adams attitude towards GW? Why was a New England/Southern alliance important to the cause?

- 3) Why was the prospect of a "strong man" in power such a scary proposition for Adams?

- 4) What worried Washington about the arrangement?

- 5) After reading more about Thomas Paine's *Crisis* pamphlet series at the [National Constitution Center](#) and the [National Portrait Gallery](#) , prepare an abbreviated version using your favorite quotes, Paine's portrait & other visuals.

- 6) Add a paragraph to your notebooks summarizing the article "[How Much Tea Was Destroyed in the Boston Tea Party?](#)"

Chapter Nine—Questions

- 1) To which four men did GW turn in his role as the new Commander-in-Chief of the Continental army? How was each appointment troublesome?

- 2) Why did Washington feel that winning (civilian) popular support was more important battlefield gains?

3) How did GW win over both the “Yankees” and Abigail Adams?

Chapter Ten—Questions

- 1) What were spirits like in GW’s camp?
- 2) How did British pride keep them from attacking GW’s vulnerable defenses?
- 3) When first raised at the dawn of 1776, the British at first mistook [Old Glory \(a.k.a. the Betsy Ross flag\)](#), as a flag of surrender. Visit the link and prepare a one-page pamphlet on how Betsy’s flag came to be.
- 4) After his victory, why did GW urge “generous forgiveness” of Tories/Loyalists rather than expulsion from Patriot-occupied cities?

WEEK SIX

Readings: Chapters 11-16* WTIM
p. 93-146

MEMORY VERSES

Wisdom

James 1:5; Proverbs 3:5-6

*Rich with maps and visuals, these chapters cover the early years of the war (1776-78) and the bulk of the battles. To help you keep names, dates and locations straight, consult the LiveBinder links below:

➔ [Interactive Map 1](#) ; [“Cheat Sheet”](#) ; [Individual \(Menu right\) Battle Animations](#) ; [Battle Maps](#) & [Generals](#)

1) Continue to build your timeline and the “Washington’s Character” chart you set up in Week Three.

Chapter Eleven—Questions

- 1) What was the attitude of Howe towards the Colonials fighting in Long Island? What did GW think of the same men?

- 2) Why was GW disappointed that most of New York City did not burn?

- 3) Using the resources at [British Battles](#), [Uniforms of the American Revolution](#), [Battle Order Wiki](#) and the [Battles Cheat Sheet](#), compare the Continental forces to the British troops at the Battle of Long Island.

	Continental	British
Primary Commanders		
Size		
Killed/Wounded/Captured		
Regiments		
Uniforms		
Arms & Equipment		

- 4) What was the first combat victory for the Continentals?

- 5) Visit [Spy Letters of the Amer. Revolution](#) and write 2-3 paragraphs on Benjamin Tallmadge and common spying methods/techniques.

Chapter Twelve—Questions

- 1) GW gave the ambitious Lee some free reign and a chance for possible glory, but instead of securing a victory for the patriots, what became of him?

Chapter Thirteen-Questions

- 1) After the harrowing trek across the Delaware, taking the surprised Hessians was easy. Besides German prisoners, what else did the Continentals seize?
- 2) Why were the Battles of Trenton and Princeton turning points for both the British and Continentals?
- 3) Read the article "[Yankee Doodle: Not So Innocent](#)" and add both the tune and a paragraph on its history to your notebooks.

Chapter Fourteen--Questions

- 1) Why were Frenchmen suddenly appearing at Washington's headquarters?
- 2) Why did Lafayette's arrival in particular cause such protest from the British? What was Washington's view of the man?
- 3) How did Gates inadvertently make GW look bad?

Chapter Fifteen—Questions

- 1) Though his defeat of Burgoyne was largely thanks to geography, Gates let success go to his head. How did he actively undermine Washington after Saratoga?

- 2) GW refused to commandeer supplies from civilians despite Congress' insistence. What was his reasoning for not doing so?

- 3) In the midst of a hard winter in Valley Forge, word came to GW of a "movement" arose to remove him as commander in chief. Who was at the heart of it and what was it called?

- 4) How did the smear campaign backfire?

- 5) Read this "[Dear Mr. History](#)" article and add 2-3 paragraphs to your notebook about "affairs of honor" and the tradition of dueling.

Chapter Sixteen—Questions

- 1) What was the favorite sport at Valley Forge? In Philadelphia?

- 2) Who were the most effective of Washington's spies in Philadelphia?

- 3) On what did GW pin his success at the Battle of Monmouth? What did the victory prove?

WEEK SEVEN

Readings: Chapters 17-19 WTIM
p. 147-168

MEMORY VERSES

Patience (Overcomes Anger)

Proverbs 16:32; Proverbs 19:11; James 1:19-20

Chapter 17—Questions

- 1) How did the French navy influence the battle strategies of both the British and the Americans?

- 2) Why did GW not want Lafayette to attack Quebec?

- 3) How did GW almost end up bankrupt & what was his fear of the so-called “money men”?

- 4) Explore [Colonial Coins & Currency](#) & [Paper Money In the 13 Colonies](#). Then read [Ben Franklin & The Birth of a Paper Money Economy](#), add the “Glossary of terms” to your notebook and fill in the “Reading Guide” provided by your parent/teacher.

**Students with additional interest can work through the short lessons at [Basic Concepts in Economics](#).*

- 5) Describe GW’s concept of a 3-prong army.

Chapter 18—Questions

- 1) What was the “many-headed monster” GW spoke of and his proposed solution?

- 2) Why were Martha’s visits to GW’s camp important to his well-being? Was the presence of other wives always a good thing?

- 3) Prepare a mini-pamphlet exploring more fully the roles of women during the war using:

[The Role of Women During the Revolution](#) & p. 8-20 of this [handout](#)

4) What was the bright side to the British capture of Charleston?

5) How did Congress react to the loss at Camden?

6) Why were the French reluctant to fully commit their troops to American command?

Read Chapter 19 as an overview of the Benedict Arnold “incident,” noting basic events, actors and how GW’s affections clouded his judgment almost to the detriment of himself and the newly-forming nation. Also, begin to understand how **deeply** emotional this incident was for GW.

WEEK EIGHT/NINE

MEMORY VERSES

Grace

Romans 6:12-14; 1 John 1:9-10

Faithfulness

Luke 6:10-11

Switching to Palmer’s *Tale of Two Patriots* (TTP),

Don’t panic at the thickness of the book. We are only going to read chunks and in non-linear order, as much of the GW-focused material will have already been covered in the WTIM readings. Here we will get a broader portrait of Arnold, and with that, a better understanding of how two such, surprisingly similar patriots ended up on such different paths.

Readings: (listed by chapters, with pages designated if not covering the Chapter as a whole)

BEGIN with=→Ch. 24 “Character”

Ch. 2-Ch. 3

Ch. 4 through pg. 44

Ch. 5 through 63

Ch. 6 through p. 74
ch. 7
ch. 8 starting p. 114,
ch. 9 through p. 132; 135-147; 151-56
Ch. 10 starting 157-88; 162-73; 176-82; last paragraph 188/89
Ch. 11
ch. 12 starting 225-229;233-234;-237-240;242-243;246-250
Ch. 13
ch. 15 through 282; 285-87;291-295; 297-ending
Ch. 16 through 307; 309-10; start end of 311-312
Ch. 17
ch. 18 through p. 335
Ch. 19-23

Tackle the chapters at your own pace over the two week period. Your notes should be light and more about generating a list of adjectives about Arnold's character and spotting similarities/differences in the family background, childhood, and behavior in career and war as compared to GW.

At the end of your readings, you'll use everything you've learned thus far about spiritual vs. carnal characteristics, the Samson syndrome and GW's biography (up to this point) to prepare:

- 1) a Venn diagram (template at the end of the study guide) comparing Arnold to Washington in terms of background and character.
- 2) a short essay (3-5 pages) responding to this statement from p. 395 of TTP:

Your thoughts become your words.
Your words become your actions.
Your actions become you habits.
Your habits become your character.
Your character becomes your destiny....

use Proverbs 3:1-6 and snippets from the lives of GW and Arnold to round out your essay. You may also want to consider "legacy" and the length and tone of the obituaries of the two men:

[Washington's Obit](#)

[Arnold's Obit](#)

- 3) a mini-research project [instructions to follow background notes]
on **the Deism vs. Christianity debate** surrounding GW

Background:

The term '**Deism**' has come to denote the theological belief that God, the so-called watchmaker, created the universe according to scientific laws, set it into motion, but does not interfere in its daily operation, especially through "historical" figures such as Jesus or various church leaders.

Voltaire first introduced the philosophy in 1734, and the exact definition has been in flux ever since. In recent years, it has split into subsets with often contradictory labels, such as Christian Deism, theistic rationalism and Pandeism.

In Washington's day, the rules said: the attendance of church, communion and prayer were useless; Jesus was not anointed or God made flesh; and the Bible was not the inspired Word.

(from New World Encyclopedia).

Your assignment → Search Washington's [own writings](#) for signs that might peg him as a rule-breaker. Use keywords such as 'prayer', 'religion', 'Jesus Christ', 'Almighty', 'Great ruler', 'searcher of hearts', 'heaven', 'hand of Providence' and 'ruler of nations'.

Also examine his [Letter to the Hebrew Congregation at Newport \(1790\)](#) and the text of his [First Inaugural Address \(particularly paragraph #2\)](#).

Finally, find out what Washington's own adopted daughter said about the subject of his Christianity. (her statement [here](#))

In your notebook, summarize your conclusions in 1-2 concise paragraphs.

WEEK TEN

Readings: Chapter 20-23 WTIM
p. 169-204

MEMORY VERSES

Refocusing Pride

Proverbs 16:18; 2 Corinthians 10:17-18; 1 Corinthians 1:31

Chapter 20—Questions

- 1) What distressing decision did Mount Vernon's estate manager make in April 1781? What did Washington say he wished had happened?

- 2) Even though his heart turned towards Virginia, why did GW refuse to return to his beleaguered home state?

Chapter 21--Questions

- 1) Draw [Washington's Flag](#) (carried during Yorktown and other campaigns) in your notebooks. Below the drawing, include at least one paragraph about its design and current location.
- 2) History records the British surrender at Yorktown as the decisive turning point in the war, having proved once and for all that: a) the colonists were unlikely ever to be won back to the Crown and b) the Americans would drag out the fighting until England ran out of funds. Yet, at the time GW did not see Yorktown as such a victory. WHY?
- 3) After reading "[American Indians and the American Revolution](#)," use the following worksheets to identify tribes in the colonies and which side they chose:

[Tribe Chart](#)

[Pro-Brit/Pro-Amer/Neutral Venn Diagram](#)

- 4) After reading "[African Americans During the Revolutionary Times](#)", fill in the **NOTES** section (p. 7-9) of the [Missing Pieces Lesson Plan](#).

Chapter 22—Questions

- 1) Why was a break in the fighting not so relaxing for GW?
- 2) Why was the issue of soldier back pay almost the undoing of the Revolutionary War?
- 3) How was GW's role in the war more than military?

- 4) How did Hamilton manipulate him into making the official leap from soldier to statesman?

- 5) Who did GW credit for keeping the presidency from ending up as kingship?

- 6) Who did Jefferson credit for averting military tyranny and the “subversion of liberty” as other revolutions had seen?

- 7) Write at least a paragraph each on [Propaganda in the Amer. Rev. War](#) & [The History of the Great Seal](#).

Chapter 23—Questions

- 1) What was the name of the treaty that formerly ended the war?

- 2) Record its ten primary [provisions](#) in your notebooks.

- 3) What was GW’s departure from his troops like? Public opinion about Washington?

- 4) Despite lack of schooling and experience, why was GW ultimately more successful in battle than the British? How many British commanders in chief did he see come and go?

WEEK ELEVEN

Readings: Chapters 24-28 WTIM
p. 205-248

MEMORY VERSES

Led by the Spirit

Ephesians 5:15-17; Proverbs 14:12; Romans 8:5-6; Psalm 27:14

- 6) Why did a Massachusetts currency crisis strike fear into broader America, including Virginia and its greatest hero?

- 7) In writing to Jefferson, what did Madison say of Washington's return from private life? How did Martha feel about it? Washington?

Chapter 26—Questions

- 1) What was the one economic conviction all the highly diverse delegates to the Constitutional Convention shared ?

- 2) Why was scrapping the Articles of Confederation such a “giant step”?

- 3) Name the three authors of the Federalist Papers.

- 4) What were some of the more troublesome problems addressed by the Convention, and how did GW help to keep dialogue open though he was prevented by his office as convention president from taking part in official discussions?

- 5) What one issue threatened to derail the convention? What was the compromise?

- 6) When the idea of the Presidency went from a three man (North/South/West) concept to one person deal, who did most delegates have in mind when allocating much of the office's powers? How did this effect the level of powers allocated to it?
- 7) How many states needed to ratify the newly drafted Constitution in order to make it operational?
- 8) Originally not enthusiastic about the draft, what was the tipping point for GW?
- 9) Why was GW's refusal to "meddle" in the ratification process the right political strategy for the moment?
- 10) At the conclusion of the ratification process, what did Jefferson, in writing to Monroe, say about even GW's invisible presence?
- 11) The American Revolution is sometimes referred to as "the Revolutionary War". In light of GW's comments at the end of p.238, why might this be the more appropriate title?

Chapter 27—Questions

- 1) Why did GW loudly oppose a post office regulation that would have limited the distribution of newspapers?
- 2) What did GW see as the most important labor of the new president? The second most important?
- 3) In GW's mind, why was a standing Navy not necessary? What were his views on the cost of government?

- 4) Why was he yet again the indispensable man to the new government? How did he feel about such a great weight resting on his shoulders?

- 5) How is Flexner's claim of GW as a deist (p. 244) contradicted by the very passages quoted from Washington's inaugural address? Go back to the definition and rules of deism for your answer.

- 6) Referring again to the rules of deism and the article "[GW and Religion](#)", what activities of Washington disqualify him as a deist? From your previous study of his writings, did he use the term 'Christ' or 'Jesus Christ'?

- 7) The word 'Christ' is from the Greek word 'christos'. What does it mean?

Chapter 28—Questions

- 1) What illness almost derailed the new president?

- 2) Why did GW accept a vice president that was at odds with him?

- 3) Why was the question of the Senate's right to veto presidential dismissals of cabinet members an issue?

- 4) What did GW believe was the true objective & primary intent of the presidential veto power?
- 5) When political parties emerged and presidents could no longer be seen as impartial judges, to which institution did this power to protect the Constitution pass? What two factors made it a "fundamental change" to government structure?

- 6) Today's presidential cabinet includes sixteen members. How many did Washington's include?
- 7) Some of these cabinet positions turned over during Washington's presidency. Add the flowchart from the article "[GW's first cabinet](#)" to your notebooks.
- 8) Describe GW's relationship with his mother Mary Ball Washington. How did he take her death?
- 9) On commencing his presidential duties, GW stated that "few who are not philosophical spectators can realize the difficult and delicate part which a man in my situation has to act...I walk on untrodden ground. There is scarcely any part of my conduct which may not hereafter be drawn into precedent." List five important precedents he set.

WEEK TWELVE/THIRTEEN

Readings: In Getz's *Joshua* text, tackle a chapter per day for the next two weeks.

*These are very short and for our purposes, you need only concentrate on completing the three tasks assigned below. Omit Points of Action & Godly Man Goals sections unless directed to complete by parent/teacher.

MEMORY VERSES

Walking in Love

Ephesians 4:31-32; John 15:12

Week Thirteen: **Thanksgiving**

James 1:17; Ephesians 5:19-20

Introductory notes:

GW's desire to live a conscientious life before God and the people he led had an important parallel in another military leader/nation builder: the Old Testament hero Joshua, whose story is recorded at the end of Exodus, in parts of Numbers and in the Book of Joshua.

In fact, thanks to Ben Franklin's famous toast before the Court of France in 1781, GW was widely known as "**the Joshua of America**". It following the American victory at the Battle of Yorktown, and ambassador Franklin offered not a salute to kings as the Europeans had done, but to Washington, saying, "I cannot give you the sun nor the moon, but I give you our beloved George Washington, General of the armies of the United States, the Joshua of America who, like Joshua of old, commanded both the sun and the moon to stand still, and both obeyed."

TASK One: As you read through the Getz text, fill in the **Life Profile for Joshua** located at the end of the guide.

TASK Two: Under the heading of Principles to Live By, copy each of Getz's principles into your notebook as they appear in the text. You will recognize much of the language/advice from prior studies of the Samson syndrome and its spiritual counterparts.

TASK Three: Fill out the Fishbone Diagram (also at the end of the study), which will help you to see the many parallels between the lives of Joshua and GW. Some "bones" you will not be able to fill in until you move through the rest of the WTIM book, but flesh out as many as you can and keep it handy in coming weeks.

Graphics to add your notebook:

[Joshua in Battle](#)
[The Armor of God](#)

WEEK FOURTEEN

Readings: Chapter 29-32 WTIM
p.249-276

MEMORY VERSES

Eyes on the Lord

Matthew 6:19-21; Isaiah 50:7; Hebrews 12:1-2

Chapter 29—Questions

1) What was GW's style of entertaining vs. Martha's?

- 2) Instead of agriculture, to what new area of study did GW turn during his New England tour?

Chapter 30—Questions

- 1) In what ways were Jefferson & Hamilton polar opposites? What rivalry arose between them?
- 2) What was Hamilton's first order of business as secretary of the Treasury? How was "discrimination" to work? And what were the inherent problems with it?
- 3) Explain the basic mechanics of "funding".
- 4) Why were many states so opposed to Hamilton's "assumption" plan? Who supported it?
- 5) What settled the issue?

Chapter 31---Questions

- 1) What powers did Hamilton envision for the proposed Bank of the United States?
- 2) The ensuing debate over "strict interpretation" vs. "implied powers" brought to light what "Great Schism" in American life? Describe its deeper roots.

- 3) Why did so few bank certificates circulate in the Southern states? What was so alarming about this to the Jeffersonians/Republicans?

- 4) Hamilton's progressive ideas earned him a reputation amongst Jeffersonians as "a Samson who would pull the temple of American republicanism down," much as Benedict Arnold's betrayal (and GW's blind spot) had threatened the future of the nation during the revolution. What were GW's views about the Bank, the US economy, and Hamilton's plans?

*****For EXTRA CREDIT, read →

[Birth of the First \(Central\) Bank--Hamilton](#) and complete **Handouts 2& 3** (p.26-30; 31-35) from the accompanying Lesson Plan (download below the "Birth" pamphlet at that link).

Chapter 32—Questions

- 1) What was the "Spanish Conspiracy" and GW's solution to it?

- 2) How did he alleviate the Georgia problem?

- 3) How and on what three fronts were the British still harassing the Americans?
- 4) GW's opinion of Native Americans had vastly changed since his French & Indian War days. What did he hope to do for them under the new government?

- 5) Why was this an impractical and naïve proposal?

- 6) What three things involving France caused Jefferson to suspect GW of being a monarchist?

WEEK FIFTEEN

Readings: Chapter 33-38 WTIM
p.277-316

MEMORY VERSES

Galatians 5:22-23; Joshua 1:9

Chapter 33—Questions

- 1) Why was GW's Southern tour in such sharp contrast to his New England one the previous summer?
- 2) In modern times, the *National Gazette* newspaper has been called "a strange beast". What marked it as such a unique and contradictory thing?
- 3) Why were the newspaper wars so distressing to GW? Did it change his opinion of free press?
- 4) Why did some of very instigators of the newspaper wars not want the "indispensable man" to leave office?

Chapter 34—Questions

- 1) What caused GW to finally see the deep personal rift between Jefferson and Hamilton? Which man resigned?

- 2) Applying what you know about the Samson syndrome, which areas of character were Jefferson and Hamilton both struggling with? What was GW's advice to them?

- 3) How did a letter from one of Philadelphia's wealthiest women change the course of history?

- 4) After reading this profile of [Eliza Powel](#), add her portrait to your notebooks with a brief paragraph summarizing her personality and background.

Chapter 35—Questions

- 1) Why were Americans celebrating French military victories? And why did this worry GW?

- 2) How did Jefferson feel about French events? Federalist/Hamiltonians?

- 3) What did GW do to temper official recognition of the new French Republic?

- 4) What prevented GW from helping his old friend Lafayette or Lafayette's brother-in-law?

Chapter 36---Questions

- 1) Despite a growing Pro-French\ Pro-British divide in the US, GW wanted to remain neutral? Which of the two warring nations did a policy of neutrality favor?

- 2) What did the British do to exacerbate the situation ? What did the French do?

3) Match [American Ships](#) to their descriptions, and add the worksheet to your notebooks.

Chapter 37--Questions

- 1) What was the Neutrality Proclamation? Why did it cause trouble for both GW and Jefferson?

- 2) Who was Genêt and what were his plans? Did he respect GW or the office of president?

- 3) How did Jefferson's rival with Hamilton play into Genêt hands? What was GW's attitude towards Genêt?

- 4) Were GW's emotional sympathies more with France or England? Why?

Chapter 38—Questions

- 1) What did GW see as the danger of the Pennsylvania Democratic Societies? How did he want to deal with it? Was this in line with his Cabinet's advice or contrary to it?

- 2) How did GW react privately to domestic insults that charged him with wanting to be king? How did the public react when Washington was maligned by a foreigner in the press?

WEEK SIXTEEN

Readings: Chapter 39-43 WTIM
p.317-342

MEMORY VERSES

Philippians 4:8; Joshua 24:15b

*NOTE: By now, you should have added several more “bones” to your Joshua/GW Fishbone diagram, particularly in the areas of advice, decision-making and long-range thinking. You will use this tool to help shape your essays in coming weeks and for the final paper.

Chapter 39—Questions

- 1) What unforeseen circumstance caused Mount Vernon and then the mansion of Colonel David Franks to temporarily function as the center of government in late 1793?
- 2) How did Jefferson’s resignation affect GW’s decision-making process?

Chapter 40—Questions

- 1) Like Joshua (Getz p. 148), GW had a weakness of “easiness to trust”. Just as the Hamilton/Jefferson divide had at first been overlooked, what two appointments led to another dangerous imbalance both in foreign missions and the domestic scene?
- 2) If not to the president, where did the loyalties of each of the envoys lie?

Chapter 41—Questions

- 1) For what crime did the Republican held House investigate Hamilton?
- 2) What trouble was brewing in Kentucky? What did GW do?
- 3) What were the frontiersmen of Pennsylvania stirred up about? Who was behind the new fire? What were their other grievances?
- 4) How did GW propose to handle the present (and future) threats of succession?
- 5) When Washington finally raised an army to put down the Whiskey Rebellion in PA, why was bringing Hamilton along such a poor decision? How did George manage the other troops?
- 6) Add the list of [tools of political cartoons](#) to your notebooks, analyze “[The Exciseman](#)” cartoon with the [worksheet](#) provided, and finally create your own cartoon using the [rubric](#) guidelines.

Chapter 42—Questions

- 1) Contrary to his own policy of not making divisive statements, GW denounced the Democratic Societies upon his return from PA. What was his quarrel with them, and what alternative pipeline to government did he propose instead?

Chapter 43—Questions

- 1) A Cabinet shake-up left Washington dependent on which man for advice? Was he up to the task?
- 2) The long-awaited Jay Treaty arrived with so many complicated trade provisions that GW needed Hamilton’s expertise to unpack it. Yet, Washington felt the

civilian/government rights divide too great to breach. What event finally allowed him to approach his former adviser in good conscience?

3) What was Hamilton's opinion? Whose advice did GW ultimately take?

4) Then what uncharacteristic move did GW make?

WEEK SEVENTEEN

Readings: Chapter 44-52 WTIM
p.343-419

MEMORY VERSES

2 Peter 1:5-8; Romans 12:2

Chapter 44—Questions

- 1) What ultimately forced GW's hand into ratifying all but the West Indies provision of the Jay Treaty with a separate protest of the Provision Order, exactly as the Senate had suggested?
- 2) When Randolph fought back in the press, what did GW do? How damaging was it to the office of president? His personal reputation? Randolph's?

Chapter 45—Questions

- 1) The incident with Randolph did open the door for a wave of heavy criticism of the president, which at times was very personal and made attracting good men into vacant government positions hard. Despite this, what was the tone of his Seventh Annual Address? Why was it considered a "master stroke"?

- 2) Who helped draft the speech?
- 3) What did GW consider the best possible 65th birthday present? What other success quickly followed?
- 4) Though already considered the law of the land, how did the House use the Jay Treaty to attempt to increase its power? What were the dangers of this grab?
- 5) How did GW choose to handle it? What was the personal cost?
- 6) Using the menu on the left of the article "[Exploring the Gilbert Stuart Portrait](#)," find out about the symbolic, artistic and biographical elements of the portrait. Add a paragraph on each of those "filters" to your notebooks.
- 7) Add [Stuart's Self-Portrait](#) and at least a paragraph on his background and career to your notebooks.

Chapter 46—Questions

- 1) Who did GW turn to for help in cleaning up early drafts of his Farewell Address? Why did he feel that he needed an editor?
- 2) David Barton provides an infinitely more readable version of the [Farewell Address at WallBuilders](#) along with an outline and vocabulary definitions. After pouring through both the speech and Barton's notes, fill in the "Farewell Address" parallel on the **Fishbone Diagram** you started in Week Thirteen. You may need to consult Ch. 13 of Getz's *Joshua* text where necessary.
- 3) Joshua gave his speech while standing between two mountains. Washington's "mountains" were which two emerging political parties?

- 4) Which “great and strong nations” (Joshua 23:9) had the Lord/Providence driven out before the emerging United States?
- 5) Compare what Joshua said about foreign entanglements (Joshua 23:12-13) with what GW said about the same.

6) Does GW talk about his role with humility or ego? What does he say about mistakes?

7) What does he say about religion and morality?

8) What blessing did he speak over the new Nation?

- 9) Joshua (24: 26-27) laid a stone under an oak as a reminder of the blessing/curses he set before the people. GW intended his Address also as a marker for “frequent review” and hoped that it and “the name of American” would do what for “citizens by birth or choice”?

Chapter 47—Questions

- 1) Why was Monroe recalled from France?
- 2) Why did GW speak about the French in his final public appearance, but stay out of the election process for his soon replacement?
- 3) What was the reaction of the two parties to these decisions?

Chapter 48—Questions

- 1) How was GW ahead of the art collectors of his day?
- 2) What was his first order of business upon returning to Mount Vernon? How did he help pay for his efforts? How did he feel about debt?
- 3) What “pet” project finally forced him to borrow from a bank? What were his feelings about the now necessary practice?
- 4) Two new “businesses” also added income in his later years. What were they?

- 5) Martha was a good companion in marriage, but whom did GW write to when he reached his lowest?

Chapter 49—Questions

- 1) Due mainly to Republican efforts to discredit his character and administration, GW became in his older year staunchly pro-Federalist and anti-French. What catapulted the retiree back onto the public scene at the bidding of a Republican?

Chapter 50—Questions

- 1) GW's new commission proved to be too much for a man of his age, leading to some intense political moments and mental strain that both parties exploited for their own means. In a moment of lucidity, GW seemed to have realized this and made what action his "last important political act"?

Chapter 51—Questions

- 1) Anticipating the American Civil War, what did GW have to say about slavery and the Union? What sort of plan did he hope to see implemented (p.404-406)?
- 2) What did he set in motion for the Mount Vernon slaves?
- 3) Listen to the NPR story "[Hercules and Hemmings: Presidents' Slave Chefs](#)", and add both Hercules' portrait and a paragraph about his life to your notebooks.

Chapter 52—Questions

- 1) Did GW wish for a modest tomb or some grand edifice as would have suited his office?
•
- 2) Read the article on [The Tomb at Mount Vernon](#) and write a brief summary of requests the followed Washington's death and the ultimate outcome.

WEEK EIGHTEEN

Final Projects & Papers

- 1) Provide at least 5 examples of “symbolic” Washingtons. *Hint: Push past the 1800 date in the interactive timeline provided earlier. You may use one of these in your examples, but the rest should be your own finds.
- 2) Document 10 examples of Washington “monuments” and provide an idea of the scope and range of the structures. Is it accurate to call GW a “man of monuments,” as Palmer suggests in the TTP text (p. 385)?

- 3) Abe Lincoln had this to say about GW in his Temperance Address Feb. 1842:

“This is the one hundred and tenth anniversary of the birth-day of Washington. We are met to celebrate this day. Washington is the mightiest name of earth---long since mightiest in the cause of civil liberty; still mightiest in moral reformation. On that name, an eulogy is expected. It cannot be. 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.” (from [Abraham Lincoln: Complete Works p. 63-64](#))

Find out what Calvin Coolidge had to say about GW on the 150th anniversary of Washington taking command of the Continental army (1925).

4) Write at least 2 pages evaluating Flexnor’s statement (WTIM intro p. xiii) that:

Washington exists within the mind of most Americans as an active force.

5) Using everything you’ve learned in this course, “paint” a picture of the real GW, not just in terms of “world-shaking decisions,” but in terms of character assets and flaws. Aim for 5-7 pages or its equivalent in a graphic presentation.

MEMORY VERSES

Week One--NONE

Week Two: **True Strength**

2 Samuel 22:33; Ephesians 6:10-12

Week Three: **Self-Control**

Ephesians 4:21-23; 1 Corinthians 10:13; Galatians 5:22

Week Four: **Good Counsel**

Proverbs 15:22; Proverbs 19:20

Week Five: **Following Rules**

Joshua 1:8; Proverbs 5:22-23

Week Six: **Wisdom**

James 1:5; Proverbs 3:5-6

Week Seven: **Patience (Overcomes Anger)**

Proverbs 16:32; Proverbs 19:11; James 1:19-20

Week Eight: **Grace**

Romans 6:12-14; 1 John 1:9-10

Week Nine: **Faithfulness**

Luke 6:10-11

Week Ten: **Refocusing Pride**

Proverbs 16:18; 2 Corinthians 10:17-18; 1 Corinthians 1:31

Week Eleven: **Led by the Spirit**

Ephesians 5:15-17; Proverbs 14:12; Romans 8:5-6; Psalm 27:14

Week Twelve: **Walking in Love**

Ephesians 4:31-32; John 15:12

Week Thirteen: **Thanksgiving**

James 1:17; Ephesians 5:19-20

Week Fourteen: **Eyes on the Lord**

Matthew 6:19-21; Isaiah 50:7; Hebrews 12:1-2

Scriptures for Christian Living

Week Fifteen: Galatians 5:22-23; Joshua 1:9

Week Sixteen: Philippians 4:8; Joshua 24:15b

Week Seventeen: 2 Peter 1:5-8; Romans 12:2

Week Eighteen--NONE

~WORDS TO KNOW~

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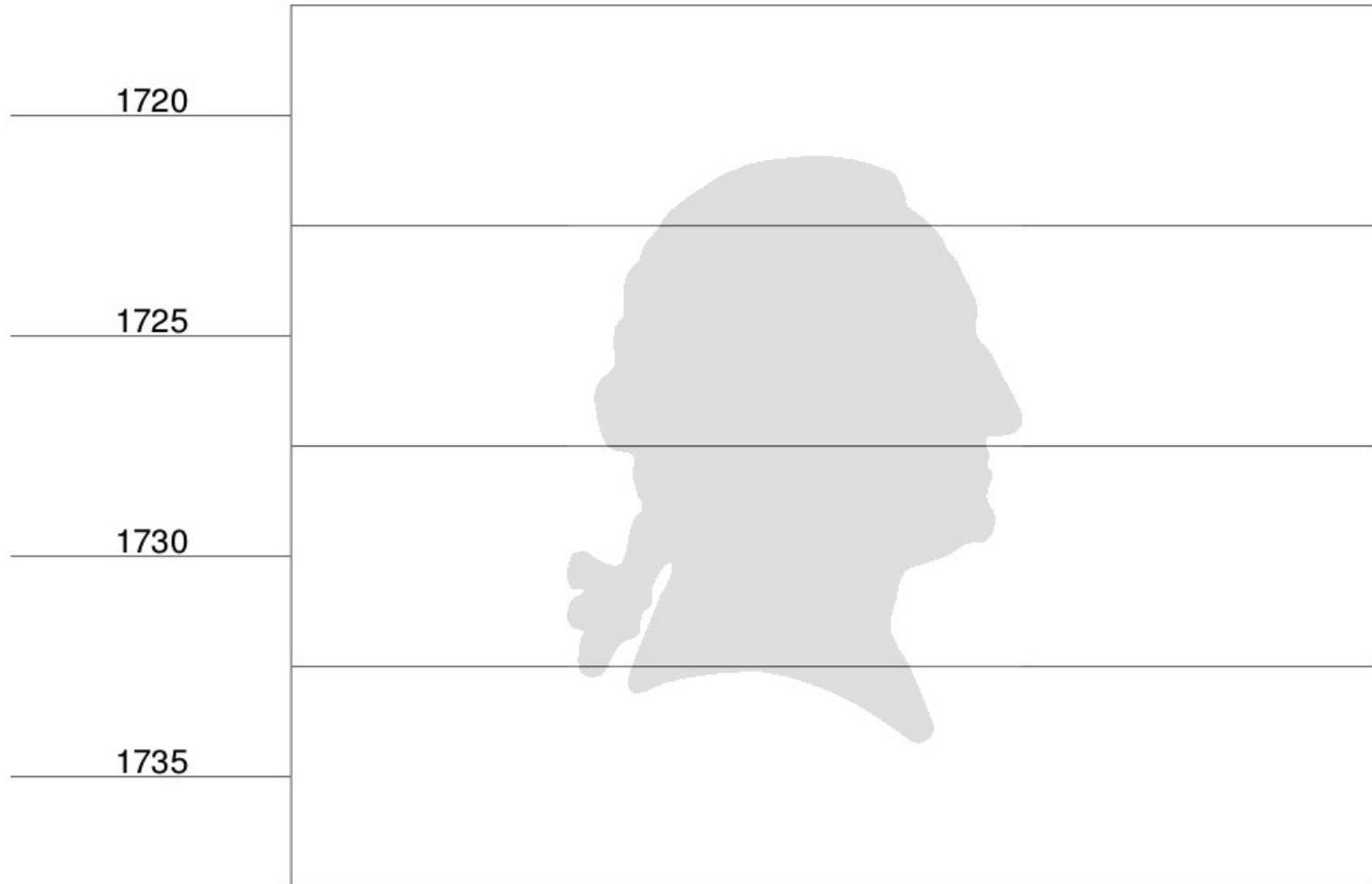
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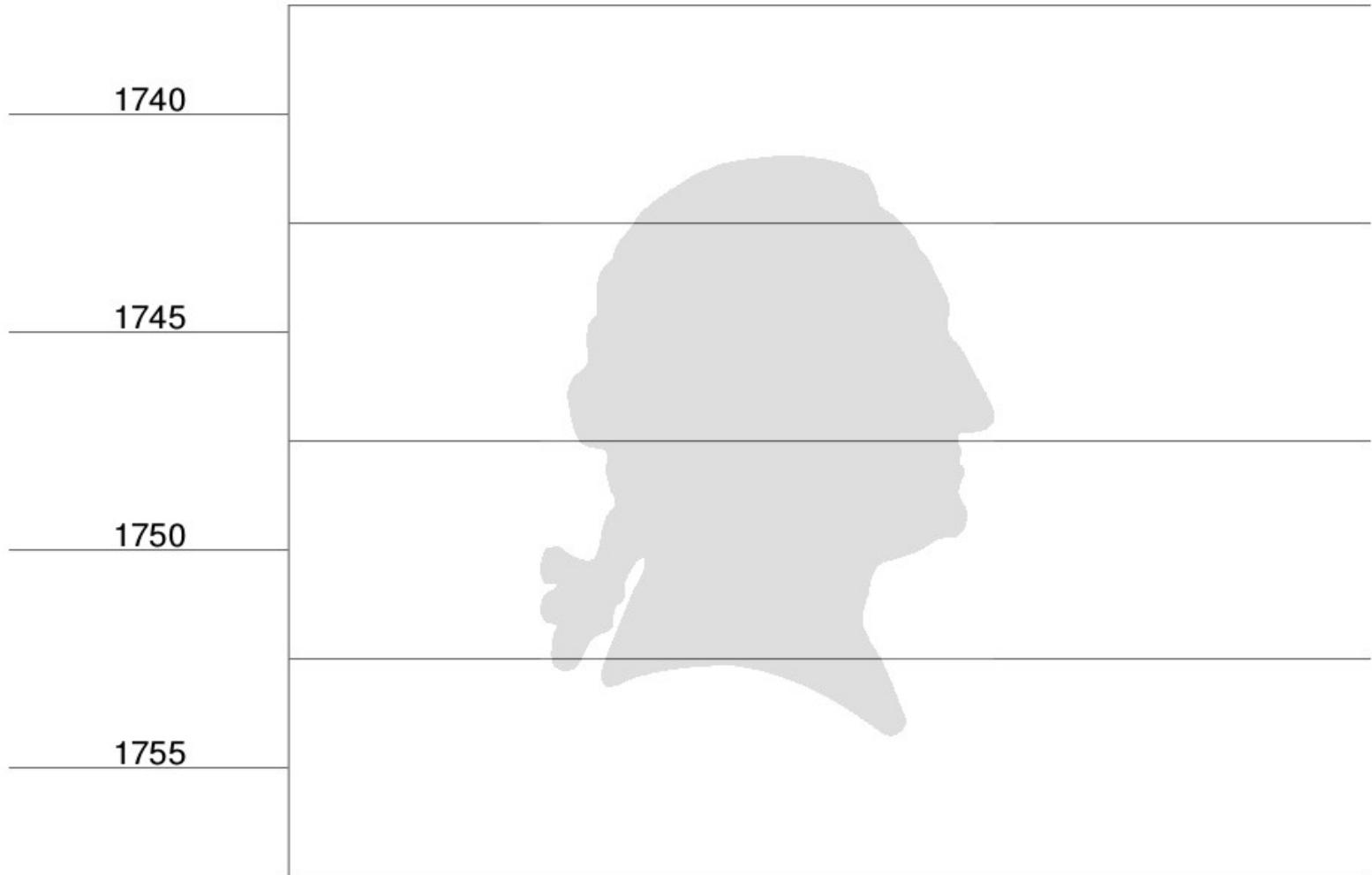
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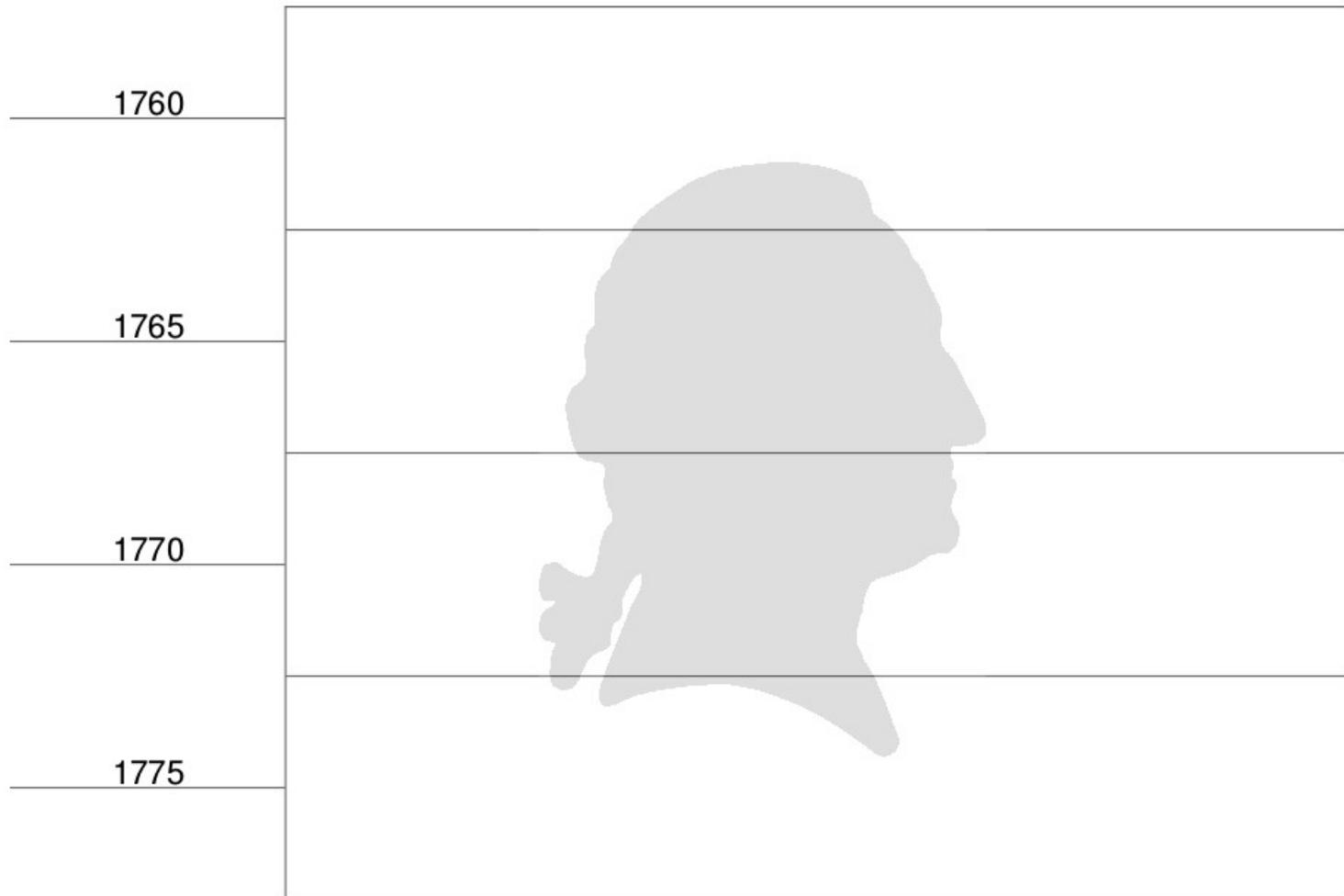
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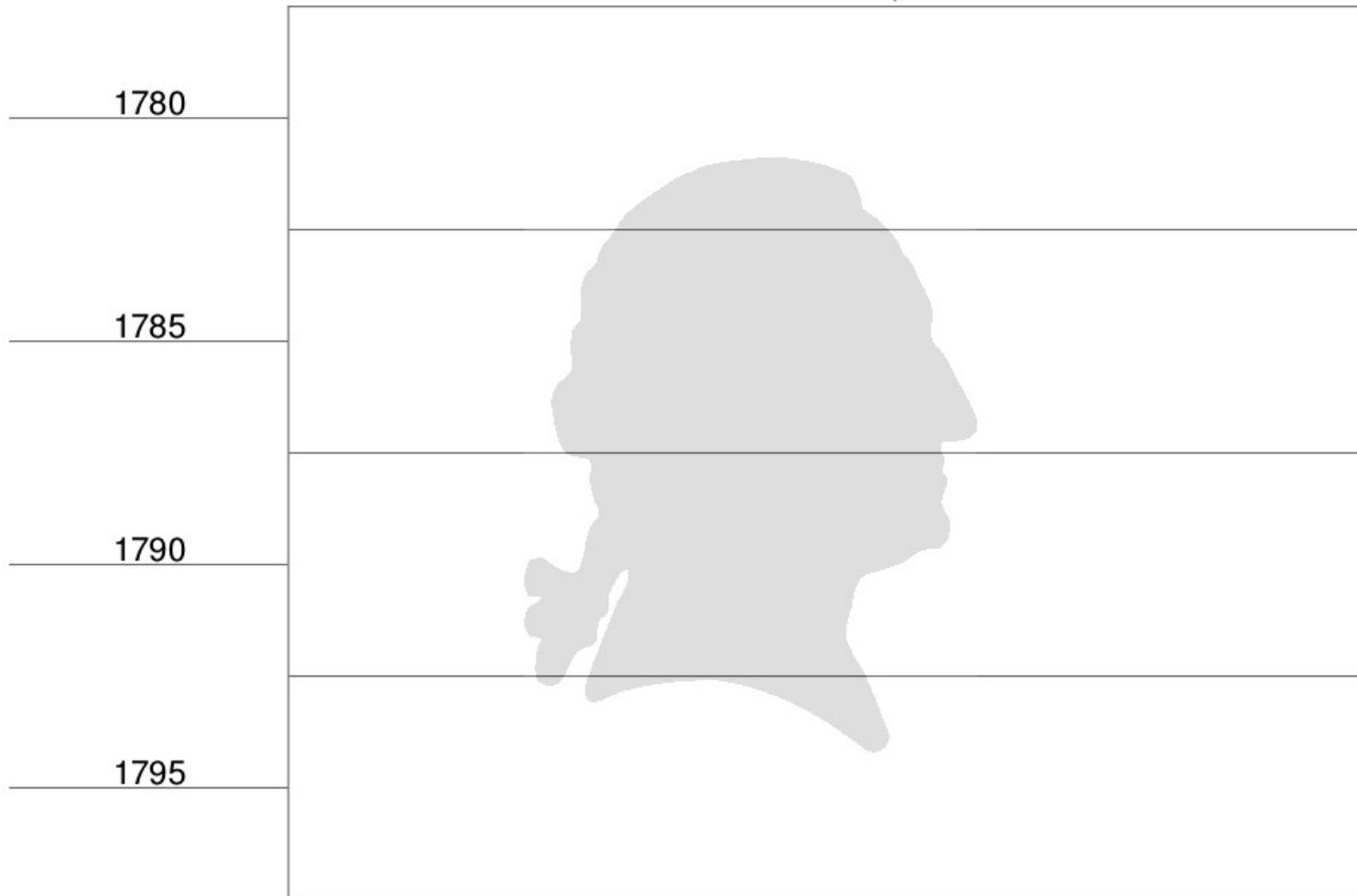
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THE LIFE & TIMES OF GEORGE WASHINGTON





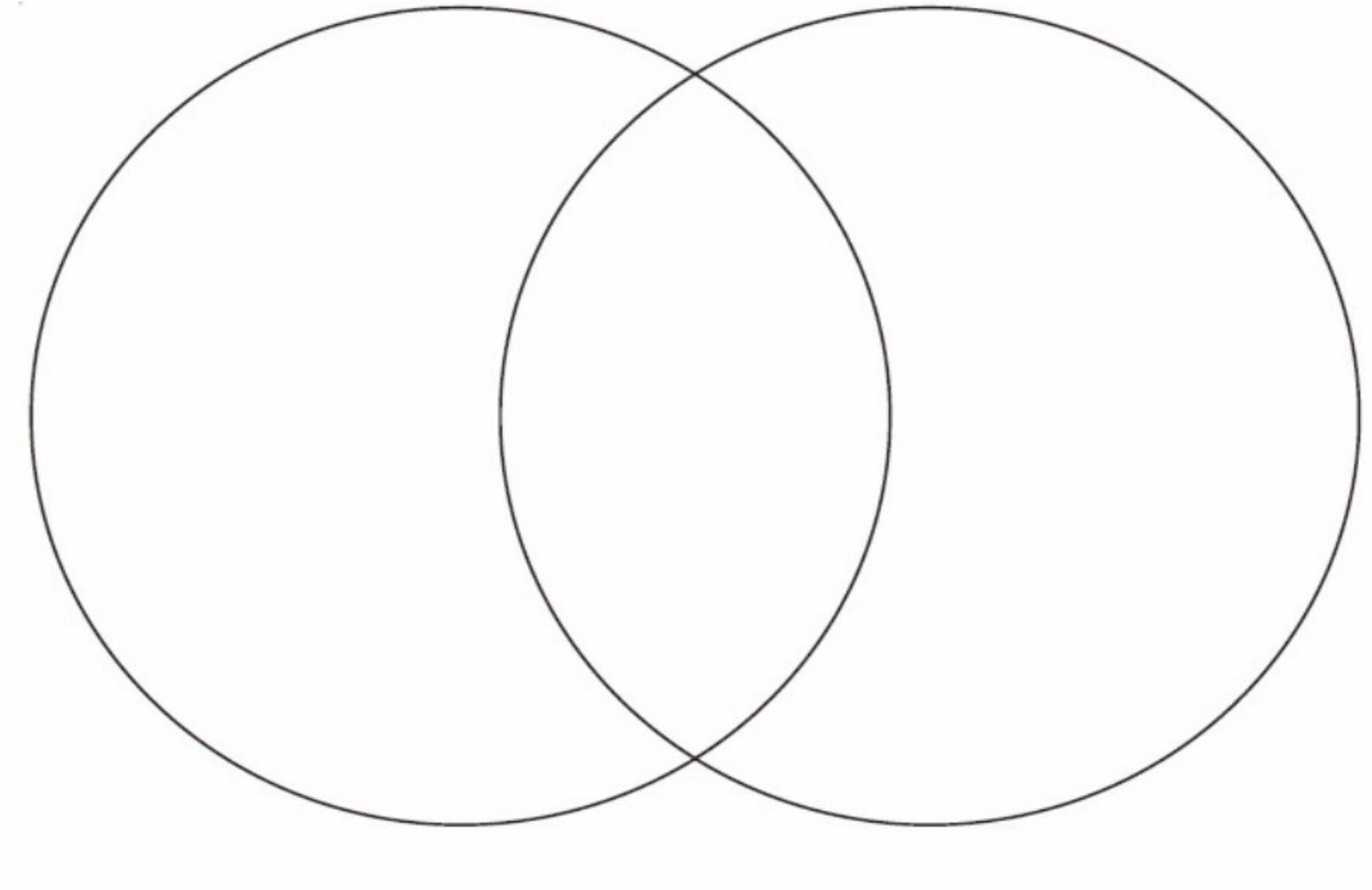




ARNOLD

vs.

WASHINGTON



LIFE PROFILE FOR Joshua

1) When and where do we find this individual in HIStory? What is the meaning of his/her name?

2) Who and what influenced him the most (occupation, relationships, beliefs, background)?

3) How does this person matter to other people or nations? What was God's purpose for his/her life?

4) Did he/she obey God's call? What were the consequences or blessings? How did he/she ultimately bring glory to God?

5) *What are his/her Godly character traits? Negative character traits?

6) Do you struggle with any of those traits? What life lessons can you take away from his/her example?

Fishbone Diagram

Name: _____ Date: _____

