



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.

TEACHER'S EDITION

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 takes students through James Flexner’s illustrated edition of *Washington: The Indispensable Man* (ISBN: 9781402778216), our main text, along with selected readings in 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 those Bible passages (use your preferred translation) that record 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 students 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 students and parents. At this time, schedules are not provided for supplemental texts, but may be available in the future.

Parents are also encouraged to read Mark Atteberry's *The Samson Syndrome: What You Can Learn from the Baddest Boy in the Bible* (ISBN: 978-0785264477) from which I've drawn many concepts for this study. Due to some sexual content in the book, I do not recommend that you pass it on to your teens.

NOTES ON EXPANDING THE COURSE:

Sharpened Iron: Dunamis Study Two is currently under development and will focus on Civil War personalities (Lincoln, Lee and Jackson) with selected portraits of Old Testament Kings and the Apostle Paul for a dynamic survey in servant-leadership. The two Dunamis courses used consecutively would then span a full year and would merit 1 credit each in Bible and History for the high school junior or senior. Used in this manner, the set would pair nicely with Key Press' civics course *Declaration Statesmanship*, which itself focuses mainly on these two time periods.

Student who wish to go this route can tackle some of the excellent character studies in Marilyn Boyer's *For You They Signed* (ISBN: 978-0890515983) while waiting for the release of the second Dunamis study.

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 these papers and projects as a permanent record of learning.

UNLOCKING THE WEBLINKS

An essential part of the study, the weblinks can be accessed from the pdf file 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:

Student questions are printed in full below with answers in bold immediately following or on the appropriate worksheets located at the end of this guide. Memory verses are scheduled starting in WEEK TWO.

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? **24, 17**

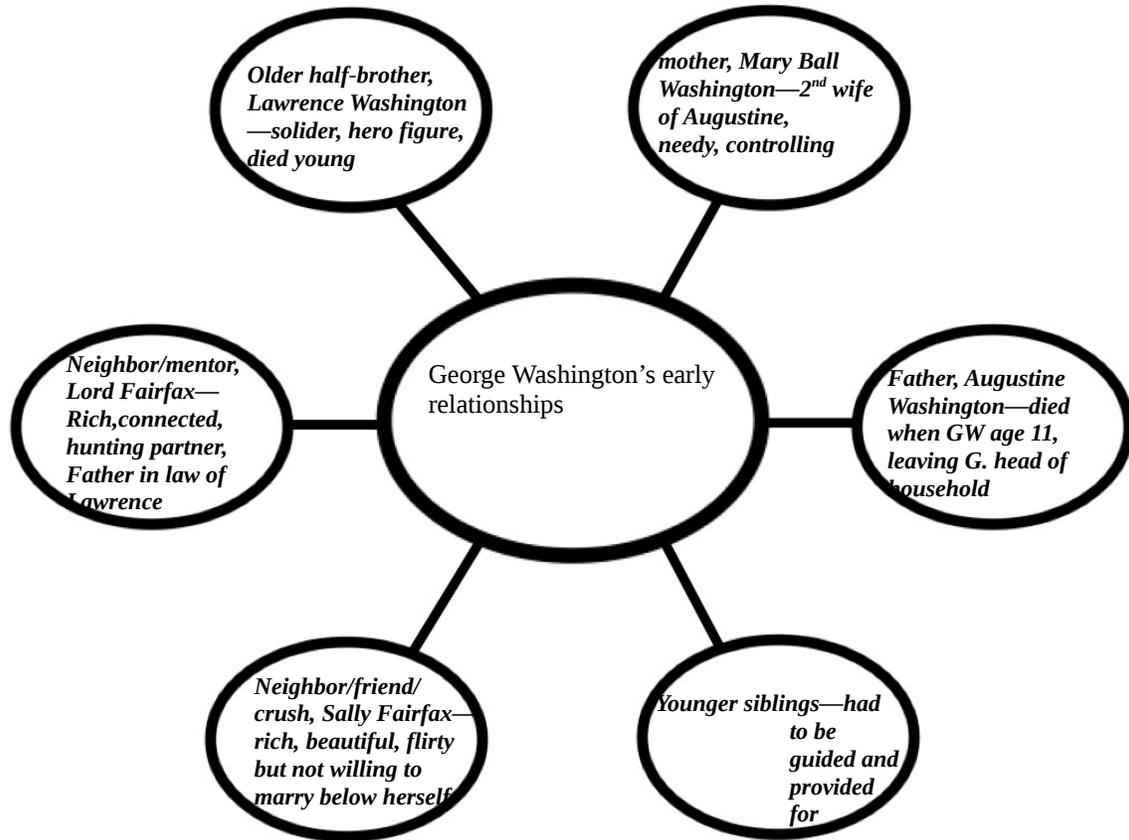
2) What was his first career and how did it propel him into the role of gentlemen farmer at Mount Vernon?

Surveyor; Young George was able to make some very profitable land purchases in the “West” and gain a reputation for courage and integrity that impressed several of the upper social classes, including Lord Fairfax. He used the money and influence to improve the Washington family holdings and his little inheritance.

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
<ul style="list-style-type: none">• <i>rich by birth and training</i>• <i>conservative</i>• <i>British-oriented</i>• <i>Virginian aristocrat</i>• <i>highly educated</i>		<ul style="list-style-type: none">• <i>Relatively poor in young manhood, not manor-born, but lived in modest comfort</i>• <i>Had progressive ideas on many issues</i>• <i>Never set foot in England (or Europe), only admired the military from afar</i>• <i>Spent much time on the fringes of settlement with ruffians and “savages” and had “rascally” ancestors, with George and his father considered minor VA gentry at best</i>• <i>Never attended college or had much formal schooling even in early years</i>

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.

Over 6ft tall, gangly and awkward with reddish hair, gray-blue eyes, narrow shoulders and tremendous hands and feet. He had not much success with the ladies, but his charisma won over influential men, and he was known to be clever, responsible, hardworking, trustworthy and loyal with great shows of familial love and romantic ideals.

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

His mother's plea kept him out of the British Navy, but the need to provide for both himself and his mother/younger siblings sent him into Western territories as a surveyor/soldier. The sense of freedom he experienced in the large, open

places of the American West made a deep impression that stayed with him late into life.

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?

First, forgetting that England and France were not yet officially at war, Washington attacked what turned out to be a French diplomatic mission and killed an ambassador. After the raid, he remarked, "I heard the bullets whistle and, believe me, there is something charming in the sound." This glory-hungriness and his unwillingness to listen to advice drove his Indian allies away, and the poorly built "Fort Necessity" he had erected proved to be a killing pit when the French inevitably retaliated.

Washington was forced to surrender there under very unfavorable terms, including admitting to the assassination of the diplomat, creating an international uproar and much embarrassment for the British Crown in Europe. Still, he (and many fellow Virginians) deemed his willingness to stand up to the French heroic. Ever the naïve youngster, he actually expected a promotion out of the battle and resigned from the British army when it did not materialize.

Clearly, his character still needed work, especially in the area of pride.

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.
Samson in Hebrew means "bright like the sun" or "strong like the sun".
2. From a baby name finder or other online source, find out what 'George' means, and the saint legend attached to it.

George is from the Greek, meaning "farmer or earthworker". In medieval legend St. George (the knight who became patron saint of England) slew a fire-breathing dragon that symbolized the Devil.

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

Note to parents/teachers: While Pastor Atteberry's book is good reading for adults and helpful to familiarize yourself more thoroughly with the tendencies of strong men (as summarized above), it is not recommended for teen audiences due to the mature nature of the material, especially the frank discussions regarding sexual addiction.

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.

12 Tendencies of Strong Men that Lead to Failure:

1. Strong Men tend to disregard boundaries **Judges 14:5-9**
2. struggle with lust **14:1; 16:1,4**
3. ignore good advice **14:1-4**
4. break rules **14:8-10**
5. overestimate their own cleverness **14:12-14**
6. use anger as a tool (of control) **15:4-5,7-8**
7. repeat the same mistakes **16:4,6-13**
8. have big egos **15:16, 16:3**
9. take foolish risks **15:13;16:17**
10. struggle with intimacy **16:15**
11. take too much for granted **16:20**
12. lose sight of the big picture **Judg13-16**



The Samson Syndrome

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

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?

He was counted a hero in the hall of faith, a hero whose "weakness was turned to strength."

7. What does this surprising declaration say about God and the human condition?
 - a) ***God is faithful to forgive everyone who asks no matter the sin and b) only true strength comes from the Lord, not from muscle mass or any other human-focused quality.***

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.

lust, ignoring good advice, overestimating own cleverness and taking foolish risks

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 the [Merriam-Webster Dictionary](#), what are the three most common definitions of 'character'?
- ***the way someone thinks, feels, and behaves : someone's personality***
 - ***a set of qualities that are shared by many people in a group, country, etc.***
 - ***a set of qualities that make a place or thing different from other places or things***

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

a : one of the attributes or features that make up and distinguish an individual

c : the complex of mental and ethical traits marking and often individualizing a person, group, or nation <the character of the American people>

d : main or essential nature especially as strongly marked and serving to distinguish <excess sewage gradually changed the character of the lake>

3) Which set of definitions gives the impression of more permanence? **the expanded**

4) Referring to the ‘origin’ heading, when was the first known use of the term and what Greek word is it derived from? **14th century; charaktêr**

5) Lookup *charaktêr* in the Strong’s concordance. What is its Strong number and definition? **G5481;**

a)the instrument used for engraving or carving

b)the mark stamped upon that instrument or wrought out on it

i) a mark or figure burned in (Lev. 13:28) or stamped on, an impression

ii)the exact expression (the image) of any person or thing, marked likeness, precise reproduction in every respect, i.e facsimile

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?

“There is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness..”

- 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?

“Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports.” In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked: Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

It is substantially true that virtue or morality is a necessary spring of popular government.”

- 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 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?

He wanted to gain more knowledge about military arts and possibly a preferment to the regular army.

- 2) Why are Native American allies important to the cause? Compare Braddock's attitude to that of GW's.

It was unfamiliar wilderness in the Indian homelands where the Natives were actively aiding the French in guerilla style attacks. Braddock despised all irregulars as a career military man, whereas GW knew that the only way to succeed against the guerilla tactics and the tricky terrain was to enlist Native help.

- 3) What does illness have to do with GW's future success?

Early illness, including bouts with smallpox, malaria, dysentery, typhoid, influenza, staph and pneumonia, helped to strengthen his immune system making him less vulnerable than other troops, more of whom were lost to illness than military action.

- 4) How did GW's attitude towards war change during this time?

It lost the sheen of glory and became terribly real.

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?

Personally, Washington needed to win and maintain the respect of his troops, his commanding officers and the legislators who held the purse strings and with it the key to supplies and provision. Without Washington's reputation and the goodwill it attracted, the military campaign would have been a flop.

On a national scale, the hangover from the British peerage system wreaked havoc within and between states. Therefore, much rested on individual reputation, and everything was done to maintain it.

- 2) What was GW's response to the gruesome reports (from survivors of Indian attacks) that kept flooding into his headquarters that Spring?

He reacted very emotionally, saying that he would be “a willing sacrifice to the butchering enemy” if it would bring peace to the people.

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

Many of the Virginia Regiment were poor men compelled to service by unfair draft laws and desertion was high. Supply issues abounded, mostly because neighboring states would not accept Virginia currency as payment, and there was tension between British Regulars and Colonials over authority issues.

In Flexner's words, GW compelled allegiance with a mix of "authority, violence, threats, persuasion, and inspiring leadership".

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

Because Washington was treated with great disdain and considered second-class as a Colonial, he began to refer to America as "my country," and said of himself and fellow Virginians that "we can't conceive that being Americans should deprive us of the benefits of being British subjects".

Chapter Five—Questions

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

He survived many attacks completely unscathed even when he was a prime target and opponents were firing directly at him. Often times after a skirmish, he found bullet holes in his clothes, but none had touched his body.

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

The sheen of "Providence" was upon him. His energy, charisma and servant attitude caused even his opponents to like and respect him and those in authority to see him as indispensable to their efforts.

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

It was included in Parson Weems' 19th century biography and was meant for the entertainment and moral instruction of children, with Weems as a sort of grandfatherly storyteller figure that was popular at the time.

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

They expanded his worldview and allowed Washington to work out certain failings in his techniques and character that he promptly undertook to correct.

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?
Slightly older widow with two small children, small, plump with large eyes, wide brow and "strong" crooked nose, timid and not especially intelligent but charming in her simple ways and friendly, nurturing

She was the "quiet soul" GW longed for in contrast to his brash, needy mother.
- 2) Despite his lingering passionate feelings for Sally Fairfax, what did GW say about his marriage and love in general?
He felt it was the event "most conducive to happiness" in his life and said that young love, often based on passion, was not to be trusted, but rather to use one's common sense in finding a partner that was of good disposition and able to hold your respect and provide the necessary support.
- 3) In what one area did his marriage disappoint him? ***Children--***
Martha was not able to give him an heir. Though, the fault was probably his due to the lingering effects of his multiple illnesses. He also did not like the way that she babied her son Jackie.
- 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?
It was partly Virginia's tobacco economy, which relied on debt, and the fact that GW's need for social status outdid his pocketbook.
- 5) How did his gentleman-farmer years distance GW even more from British ties?

GW grew to despise the British factor system that was crippling the Virginia economy. He actively sought ways to disentangle himself, relying increasingly on local goods and souring all on things British.

Chapter Seven-Questions

- 1) Besides managing his estates, in his 16 years as a private farmer, what (4) unusual pastimes did Washington dabble in? ***agricultural experiments, architecture, land speculation and the collecting of landscape paintings***
- 2) How did land speculation ground him even more in “American” dreams?
He was infatuated with the beauty of the continent and pinned his hopes on its expansion as a fitting legacy for future generations.
- 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.

Washington felt that the British taxation measures were "repugnant to every principle of natural justice." He dreaded war, but in the aftermath of the Boston Tea Party, he felt that American opposition to the "despotic system of tyranny" was an absolute duty.

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

Adams, chief of the Massachusetts delegation, considered the giant Virginian unintellectual, but charming. Leadership had to be divided between the Northeast and the South, as the two biggest seats of power. To include one and not the other would have angered half of the colonies and weakened the American position.

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

Historically, power corrupts and Adams worried that such a man, especially a military one like Washington, would try to make himself king.

- 4) What worried Washington about the arrangement?

He was a Southerner in charge of a purely New England army. Also, as the first and only member of the Congress who was part of the Continental army, he would have been a target for the British--as a traitor with sword in hand--should the mood change and Congress withdraw.

- 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?

Charles Lee, Horatio Gates, Joseph Reed and Thomas Mifflin

Lee disobeyed orders at the Battle of Monmouth and was later court-martialed for insubordination. Gates led a whisper campaign behind GW's back in hopes of not only discrediting the Virginian but replacing him. Reed led a mutiny of the Pennsylvania line of the Continental Army, and Mifflin though serving as Quartermaster General kept leaving in order to fight on the front lines.

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

He felt that the only way to slay the giant of the British army was with the support of the Davids in civilian roles. If popular support waned, the army did not have the heart it needed to soldier on.

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

His martial dignity and charm were impressive to Mrs. Adams, and the Yankees appreciated his frugality and work ethic.

Chapter Ten—Questions

- 1) What were spirits like in GW's camp?

There was a lot of back-biting and in-fighting going on over rank to supplies. Many fled when their enlistment was up, and much distrust lingered over possible spies.

- 2) How did British pride keep them from attacking GW's vulnerable defenses?

The British saw them as unruly children, easily crushed, and clung to the belief that they might still come to their senses and give up.

- 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?
He had hopes that kindness would win them over, and if not, it would at least turn them from further hostility.

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?

Howe thought the Colonials were “a few desperate men” and believed their humiliation would turn other Americans, the majority of whom he felt were closet loyalists, back to the crown.

Washington called them “dastardly” and was indeed humiliated when they fled before a small British detachment.

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

The British were left with comfortable winter headquarters, which the Continentals envied.

- 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	GW, Putnam, W. Alexander	Cornwallis, Clinton, Howe
Size	10,000	20,000
Killed/Wounded/Captured	300/ 800/ 1079	64/ 293/ 31
Regiments	Continental brigades +Militia (NY, CT, NJ, PA)	Dragoons, foot, lancers, light infantry, grenadiers +Hessians
Uniforms	civilian waistcoats, jackets, with some hats marked by militia groups	Tailored military red coats w/ bearskin hats, tricorne or small caps depending on regiment
Arms & Equipment	Muskets, guns, some rifles (PA)	Muskets, guns

- 4) What was the first combat victory for the Continentals?
Battle of Harlem Heights
- 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?
He was captured by the British while wooing a pretty widow instead of staying in camp.

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?
Six brass cannon; wagonloads of arms and supplies; and four regimental flags, the loss of which was a great humiliation to the European army
- 2) Why were the Battles of Trenton and Princeton turning points for both the British and Continentals?
Washington's forces at last proved themselves a formidable foe, boasting morale, and the British finally realized that the war was not going to be an easy win nor were the majority of the Americans partial to the crown.

- 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?

American victories thus far made France hope that the British could be kicked out of North America, but they did not want to commit troops officially just yet. Instead, they sent discreet supplies and allowed citizens to personally enlist.

- 2) Why did Lafayette’s arrival in particular cause such protest from the British? What was Washington’s view of the man?

Lafayette had high connections in the French court, and the British felt this was just as good as official French commitment to war.

Washington found in him a spiritual son.

- 3) How did Gates inadvertently make GW look bad?

In command of the northern army, Gates had successes against Burgoyne at both Freeman’s Farm and Saratoga, while Washington lost in quick succession at Brandywine and Germantown to Howe.

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?

He sent reports directly to Congress instead of to his Commander-in-Chief (GW), refused to send reinforcements or return troops to Washington in Philadelphia, and encouraged other patriots to question GW adequacy as a military commander.

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

a) It was burdensome to the people, especially in places caring for displaced citizens, and b) it gave the people a bad taste for the British who had no qualms about taking from them

- 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?

It was deemed the Conway Cabal after Brigadier General Thomas Conway, an Irish-born Frenchman who had the ear of Congress. Mifflin and Richard Henry Lee also conspired against GW, but they hoped to force him into resigning himself.

- 4) How did the smear campaign backfire?

It rallied Americans around Washington, as they realized he was truly the indispensable man.

- 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?

In Valley Forge: drilling with Steuben, a German volunteer, who wrote a manual of arms and made the task fun and competitive

In Philadelphia: society balls thrown by the Tory girls

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

the washerwomen

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

the hand of Providence; that his troops had mastered regular warfare as well as guerilla tactics

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?

It was a constant dance: The British needed to defend their holdings in the West Indies which were more profitable than the Colonies, but backup from French marines meant the Americans were suddenly more dangerous; and the Americans did not fully trust the French, but they were needed to have a chance against the British navy.

2) Why did GW not want Lafayette to attack Quebec?
He feared that if the French took Canada back, they would use New Orleans and their Native American allies in the Louisiana Territory to bully or conquer the fledging American nation.

3) How did GW almost end up bankrupt & what was his fear of the so-called “money men”?
As a recognized leader, Washington felt compelled to accept US paper money and coin at face value in payment for debts, but those he bought from insisted he pay the inflated rates.

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. following:

****Parents will need to download the “Lesson to Accompany Ben Franklin” provided at the same link as the pamphlet. Print **Reading Guide** (p. 18-21 in pdf) and distribute to students. Answers are provided at the top of the lesson plan (p.7-10). You should also provide the student with **Visual 1** (p.14) to be added to the notebook.

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

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

- 1) Militia—widely deployed throughout the countryside to harass scouting parties and supply lines***
- 2) elite corps (riflemen and light infantry)—attached to regiments, but assembled for surprise raids***
- 3) main Continental army—seasoned, core force***

Chapter 18—Questions

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

Allowing each state to supply its own regiments; GW wanted every state to send an elected representative to Congress and then to allow that body to control provision for war and national issues (while still maintaining control of local matters)

- 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?

She represented home and hearth and helped GW to relax and remember his duties to family; Sometimes, the presence of ladies proved too much of a distraction, especially when the ladies quarreled amongst themselves.

- 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?

Lord Cornwallis, the Red Coats’ second in command, and a large number of troops were tied up in the South. This left the northern arm weak and open to attack.

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

Gates was forced into voluntary retirement, and Congress demanded GW clean up the mess.

- 6) Why were the French reluctant to fully commit their troops to American command?
They still thought the Americans might lose.

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?
The manager boarded a British sloop that had its guns pointed at the estate and bought immunity with provisions.

Washington said he would rather "they had burnt my house and laid the plantation in ruins" because it "will be a precedent to others".
- 2) Even though his heart turned towards Virginia, why did GW refuse to return to his beleaguered home state?
He had a duty to his army and to the future destiny of the rest of America, plus he had no wish to become a quasi-dictator of his native commonwealth as he was being asked.

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?

He feared Patriots would become complacent and forget that Britain was still the undisputed king of the ocean and that the remaining British army vastly outnumbered the Continentals and still held various bases in the colonies.

- 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/Netural 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?
His stepson died and Martha took it hard.
- 2) Why was the issue of soldier back pay almost the undoing of the Revolutionary War?

Failing adequate state provision, under the Articles of Confederation, a unanimous vote was needed to allow for federal taxation. It was feared that the states who had not been contributing their fair share all along, would not vote their approval, especially since King George was on the verge of granting independence. Some soldiers were owed 4-6 years of back pay and did not want to go on, nor leave without the receipt of funds. Some talked revolt.

- 3) How was GW's role in the war more than military?

Because Congress would not lead, many civilian issues were essentially dumped into his lap, making him—not by choice— more of a chief executive than a military commander.

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

Hamilton convinced him that he was the only one who could keep the country out of anarchy by dissuading the army from revolt and by working his charm on the states-rights congressmen.

- 5) Who did GW credit for keeping the presidency from ending up as kingship?
The Ruler of the Universe
- 6) Who did Jefferson credit for averting military tyranny and the “subversion of liberty” as other revolutions had seen? ***Washington alone***
- 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?
The Treaty of Paris 1783
- 2) Record its ten primary [provisions](#) in your notebooks.
- 3) What was GW’s departure from his troops like? Public opinion about Washington?
Emotional, teary; the people saw him as a hero and worshipped him as such
- 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?
He adapted more readily, while the British stuck to tradition; 4

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

Chapter 24—Questions

- 1) Despite an early taste of statesmanship, GW returned to his “own vine and fig tree” for some time. How did he fill his days at Mount Vernon?

With great zeal, he threw himself into the improvement of his estate and grounds, building roads, canals, dabbling in landscaping, interior decorating, and experimenting with new mixes of crops and products such as mules, whiskey and furniture. He also resumed his western land speculation and local political endeavors.

- 2) As GW came to be viewed more & more as a symbol of the nation, crowds began to flood into his estate. How did he treat the visitors? How did he & his family handle the emotional toll?

Washington was exceedingly courteous, allowing some to even stay overnight, and in fact, enjoyed the company. Though, he did not care for the artists that wanted his likeness, he obliged.

To relieve the strain or at least to help bear it, Martha surrounded herself with more family members—adopted grandchildren, cousins, nieces. George hired a personal secretary, a Yankee named Tobias Lear, and did not always appear at the dinner gatherings unless there was someone with interesting news.

Chapter 25—Questions

- 1) Why do you think GW refused to accept government funds either for his service or the entertaining of the public at his estate?

He did not want his sacrifices tarnished by the specter of personal gain, nor did he want to burden the fledgling, financially struggling new nation.

- 2) How did he pay off his debts?
Western land speculation

- 3) Why did he see rapid westward expansion as necessary to the new nation's long-term survival?

They needed to gain control of the Ohio-Mississippi river system for commercial transport before Spain or England used it to expand their foothold in North America.

- 4) What was the Potomac plan? Why was GW eager to get on board with it?
A canal building project to make the Potomac River more navigable that if successful would make Alexandria (VA), GW's near neighbor, the hub of trade
- 5) How did GW's forward-thinking efforts with the project open the way for the Constitutional Convention?

He saw the Potomac canal as the corner piece of a larger system of canals and improved river systems that would, out of the necessity of crossing state lines, be centrally planned. He brought Maryland to the table with Virginia at Mount Vernon, and set off a series of conventions the eventually resulted in the Constitutional Convention.

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

Shay's Rebellion looked like it might spread, gathering large numbers of men that Congress could not hope to dispel without the ability to raise funds for an army.

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

"To forsake the honorable retreat to which he had retired and risk the reputation he had so deservedly acquired, manifested a zeal for the public interest that could, after so many and illustrious services, scarcely have been expected of him," wrote Madison.

Martha was distraught at the thought of having to share him again; while George was reconciled to the fact that, despite his health and feelings, he was once again the only man for the job.

Chapter 26—Questions

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

Personal property should not be expropriated by governmental action

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

It forever put away the idea of America as a "loose" confederation of states for the picture of a nation solidified in a central government, in other words, true unity.

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

Alexander Hamilton, James Madison, John Jay

- 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?

Because Washington was friendly with many of the delegates personally, he acted as a sort of bridge in after-hours “tavern talks,” bringing diverse points of view together and helping to find common ground.

Troublesome problems addressed included: the line between state and federal power, the issue of slavery, federal trade regulations, taxation, and the right balance between tyranny and anarchy

- 5) What one issue threatened to derail the convention? What was the compromise?
the issue of representation by population vs. state; House elected by popular vote and Senate by states
- 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?

Almost everyone had GW in mind, and because he was well-liked and known to be a man of integrity, much more power was allocated to the office than some later felt reasonable

- 7) How many states needed to ratify the newly drafted Constitution in order to make it operational? ***9 of 13***
- 8) Originally not enthusiastic about the draft, what was the tipping point for GW?

points made in The Federalist Papers about the rights of man and the proposed form of government being “of the people” and “for the people” with the proper amount of restraints built into its system of checks and balances

- 9) Why was GW’s refusal to “meddle” in the ratification process the right political strategy for the moment?
He wanted to see it appeared on its own merits and not on the weight of his influence.
- 10) At the conclusion of the ratification process, what did Jefferson, in writing to Monroe, say about even GW’s invisible presence?

“Be assured, his influence carried this government.”

- 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?
The greatest accomplishment of the Revolution was the astonishing creation of a form of government that was a new thing on the earth, achieved not by force but “enlightened reason”.

Chapter 27—Questions

- 1) Why did GW loudly oppose a post office regulation that would have limited the distribution of newspapers?

He wanted the American people to have access to everything written on both sides of the ratification debate.

- 2) What did GW see as the most important labor of the new president? The second most important?

To get the American people behind the new form of government; to open up credit for financial enterprises

- 3) In GW's mind, why was a standing Navy not necessary? What were his views on the cost of government?

America already had trading vessels on the sea that could be put into service in the case of war or emergencies, but without meddling abroad it was unlikely to be attacked; he wanted to keep the cost of government as low as possible so as not to burden the people

- 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?

As Madison remarked, the leadership of GW was the only aspect of the new government that really appealed to the people.

Washington was excited about proving once and for all that men could govern themselves, but he was also a bit frightened by the “frenzy” of the people.

- 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.

By his own words, he confirmed his belief that God actively guided the fate of peoples.

- 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’?

He attended church, took communion, prayed, read the Bible as God's instructions for moral living; YES

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

Chapter 28—Questions

- 1) What illness almost derailed the new president?
An anthrax tumor on the thigh
- 2) Why did GW accept a vice president that was at odds with him?
A balance had to be maintained between Northern and Southern power. Adams was from Massachusetts, while Washington hailed from Virginia
- 3) Why was the question of the Senate's right to veto presidential dismissals of cabinet members an issue?
It would have allowed the Senate the ability to keep in power those whose opposed the policies of the president, thereby reducing him to a figurehead. Those who opposed a strong executive insisted on it.
- 4) What did GW believe was the true objective & primary intent of the presidential veto power? ***Only to protect the Constitution and to settle partisan disputes***
- 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?
The Supreme Court; the court was established with no constitutional authority and its rulings could only be overcome with a Constitutional amendment instead of 2/3 vote of Congress
- 6) Today's presidential cabinet includes sixteen members. How many did Washington's include? **4**
- 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? ***Stormy; he was very emotional, but comforted by the prospect of heaven***
- 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.
 - 1) ***accepted a salary for the office***
 - 2) ***served only two terms***
 - 3) ***appointed a cabinet not by preferment as was the British system***
 - 4) ***would not go before the legislative to defend his acts as in Europe***
 - 5) ***limited the role of the vice president***

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 a:

LIFE PROFILE FOR Joshua

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

Joshua was born a slave in the Goshen area of Egypt prior to the Exodus. We find him in the

wilderness with Moses and settling the land of Canaan. His name means ‘salvation’ or ‘God is salvation’.

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

Joseph was deeply influenced by his time in Egypt as a Hebrew slave and very much by surviving the 10th plague that should have taken his life if not for the blood. He was from the tribe of Ephraim as was Moses and studied under his leadership in the wilderness. Took comfort in the friendship of Caleb who was the only other faithful spy who trusted in God’s promise.

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

Joseph’s call was as a political and military leader and nation builder. He was tasked with leading his people into the Promised Land and helping establishing their government. He had to fight many small wars and endure the in-fighting and doubts of his people, but he remained a picture of faithfulness and consistency that is a testament to all future and current leaders.

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

Joseph honored God’s call and enjoyed long life and the fruits of his labor in the land of milk and honey. Through Joseph, God fulfilled his promises to Abraham, Isaac and Jacob.

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

**Self-controlled, faithful, humble, obedient, courageous, man of prayer;
At times, fearful and sometimes depressed instead of casting his cares onto God**

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

Refer to the Points of Action sections of Getz’s book for help with this question

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 (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?
Washington’s style was by necessity more formal than Martha’s. She liked to have intimate tea parties once per week.
- 2) Instead of agriculture, to what new area of study did GW turn during his New England tour?
manufacturing

Chapter 30—Questions

- 1) In what ways were Jefferson & Hamilton polar opposites? What rivalry arose between them?
Jefferson was characterized as sloppy and a thinker, while Hamilton was considered a stickler for neatness and a man of action.
- 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?
Tackling the certificate of indebtedness problem and soldier back pay; discrimination meant that present possession of a certificate only entitled the holder to partial payment, with the rest going to the original holder

Problems: a) the certificates themselves said that the value was to be paid to the holder b) the cost of seeking original owners was too high and c) it would destroy the foreign credit of the US

- 3) Explain the basic mechanics of “funding”.
- Old paper was to be exchanged for new securities that would circulate as money. Certain tax money would be then be sequestered to meet interest payments and redemption needs for those securities, but only 2% could be bought back by the government per year.**
- 4) Why were many states so opposed to Hamilton’s “assumption” plan? Who supported it? **mostly Northern businessmen supported it because they held most of the South’s paper and their states were the ones that owed most of the delinquent war debts; also, those for strong federal government such as Washington**

- 5) What settled the issue?

Jefferson made a deal that swapped southern votes for assumption in exchange for northern votes to build the nation’s capital in the South

Chapter 31---Questions

- 1) What powers did Hamilton envision for the proposed Bank of the United States?

It would function largely as a privately controlled entity and deal only in large scale operations, such as servicing the national debt or making loans to the government and major private projects.

- 2) The ensuing debate over “strict interpretation” vs. “implied powers” brought to light what “Great Schism” in American life? Describe its deeper roots.

The schism was actually the old regional divide of North vs. South that would later explode into the Civil War.

New Englanders were mainly self-made merchants and money men in favor of strong central government and its floodgates of financial credit, while the South was largely agrarian and more focused on states rights protecting land ownership and property.

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

Southern states operated mainly on barter and had little use for fluid capital. Jeffersonians feared that immoral Northern businessmen would suppress southern interests and corrupt the whole county with their greed.

- 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?

GW thought that most of Hamilton's plans were too forward thinking for the times and in some cases beyond the scope of government, but he did see the need for the growth of manufacturing and finance. He wanted agriculture to work alongside those arms, and he thought that Bank was a step in the right direction.

*****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).

Chapter 32—Questions

- 1) What was the "Spanish Conspiracy" and GW's solution to it?
Spain offered trading concessions and bribes to those who would move from American territory on the east side of the Mississippi to the Spanish territory on the west bank. GW reacted by admitting Kentucky into the Union and establishing the Southwest Territory with governmental bodies across the mountains.
- 2) How did he alleviate the Georgia problem?
Washington issued a proclamation forbidding settlement in the Yazoo tract and negotiated the Treaty of New York with the Creek Indians, which returned land to the tribes.
- 3) How and on what three fronts were the British still harassing the Americans?
1)trade restrictions on the seas, 2) induced Indian warfare in the northern frontier and 3) diplomatic relations in Europe
- 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?
Fair treatment under the courts, especially in property rights, and absorption into white society
- 5) Why was this an impractical and naïve proposal?
Absorption required a massive shift in their culture—one for the most part, they were not willing to make. There was also opposition in Congress to returning Native American lands that had already been annexed.

- 6) What three things involving France caused Jefferson to suspect GW of being a monarchist?
- 1) *his letter to Lafayette urging not to send France into confusion with “indiscriminate violence”*
 - 2) *GW’s dejection upon hearing French monarchy overthrown*
 - 3) *the appointment of the foppish Morris as ambassador to France*

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?

Because the population was so spread out and the roads so perilous, there were no bothersome crowds pressing in to see “the greatest man in the world” as in New England.

- 2) In modern times, the *National Gazette* newspaper has been called “a strange beast”. What marked it as such a unique and contradictory thing?

It was a national publication, supported by players within the sitting administration that attacked the administration’s own policies.

- 3) Why were the newspaper wars so distressing to GW? Did it change his opinion of free press?

The papers laid “charges” without evidence and stirred up disunity in the nation. Nevertheless, Washington believed that free press was absolutely necessary in a free nation.

- 4) Why did some of very instigators of the newspaper wars not want the “indispensable man” to leave office?

Without GW, they feared the partisan wars might actually result in war. Washington was the only man both the North and the South could get behind.

Chapter 34—Questions

- 1) What caused GW to finally see the deep personal rift between Jefferson and Hamilton? Which man resigned?
Washington’s announcement that he would not seek a second term and that he wanted the cabinet to stay on after him; Jefferson

- 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?
Ignoring good advice, overestimating their own cleverness, breaking rules, having big egos, and most importantly—losing sight of the big picture— Which is precisely what GW counseled them on

Washington told them that they were two of “the best citizens in the United States, men of discernment...tried patriots” with “pure and well meant” opinions that ought to be listened to and accommodated by the other for the sake of the nation

- 3) How did a letter from one of Philadelphia’s wealthiest women change the course of history?
Eliza Powel, a favorite and intimate companion of Washington’s, begged him not to leave office because to do so would endanger the happiness and prosperity of the nation

Her letter was the tipping point that caused him to seek a second term.

- 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?
Many felt that the French uprising was a reflection of the example of the American Revolution and hoped that “the Spirit of ‘76” would bring down all European aristocracies; Washington worried that the American citizenry’s sympathy for the French would entangle the US in European affairs when their focus should have been on building their own country.

- 2) How did Jefferson feel about French events? Federalist/Hamiltonians?
Jefferson was passionate in his support of the French, saying something along the lines of the tree of liberty had to be watered by human blood, while the Federalist/Hamiltonians were horrified. Like Washington, they worried that the

chaos would spread to the US and derail their efforts to build the American economic system.

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

With recognition, he offered to make a payment on the Revolutionary War debt that had been borrowed from the French under the now-assassinated monarch.

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

GW felt it would be wrong to use his official influence to free Lafayette because to do so would prejudice the foreign policy of the United States. As president, he also could not be seen to entertain Lafayette's brother-in-law for fear it would be taken as a political gesture (choosing sides).

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?

Britain

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

The British insisted on Consolato del Mare and seized all American ships bound for French possessions, often impressing American sailors into the Royal Navy.

France invoked an old treaty to set up American ships as French privateers and also to receive shelter for French ships in American ports.

- 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?

Issued in 1793, when several European nations were at war (including France and England), the proclamation stated that "the duty and interest of the United States require that they should with sincerity and good faith adopt and pursue a conduct friendly and impartial toward the belligerent Powers".

Republicans were outraged that France should be abandoned so, calling GW a monarchist in the press. Jefferson, the leading Republican, had voted for the proclamation to avoid all-out war with England, but was lambasted by Madison, Monroe and others of his own party.

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

Genêt was a French diplomat who sailed to America to enlist citizens into an army that would attack Spanish-held Louisiana. He circumvented Washington and proper protocol, saying openly that he would go around the weak, Federalist-leaning president to gain the trust of the people, who like the Republicans, he believed, were passionate supporters of France.

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

The French diplomat used the rivalry to manipulate Jefferson into indiscretion. Behind Washington's back, Jefferson wrote Kentucky officials in support of Genêt's plan. GW overlooked personal slights, but he was horrified by the man's efforts to divide the American people and draw the nation into war. In the end, even Jefferson wanted the Frenchmen recalled.

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

Washington leaned towards France because of his friendships and their fight towards freedom. He still had a sour taste for the British after his war experiences.

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?

Washington worried that the subversive groups would topple the government. He wanted to quietly discredit their ideas instead of attacking them openly. His Cabinet had mixed ideas, along party lines.

- 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?

GW was deeply insulted, but he let the American people speak for him. Incensed that a foreigner would attack their president, they rallied around him and pro-French sympathies quelled.

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?

Yellow fever hit Philadelphia while Martha and the children were with Washington in the capital. To protect their health, he withdrew to his estate. Later, he called what cabinet members he could to Germantown outside the still stricken Philly.

- 2) How did Jefferson’s resignation affect GW’s decision-making process?

Washington now had no one to balance Hamilton’s strong Federalist opinions, and Hamilton acted more and more on Washington’s behalf or GW acted on the pressure of Hamilton.

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?

James Monroe, a Republican, as ambassador to France and John Jay, a Federalist, as special envoy to Britain

- 2) If not to the president, where did the loyalties of each of the envoys lie?

Monroe was pro-French and reported secretly to Jefferson; Jay was pro-British and in constant consultation with Hamilton

Chapter 41—Questions

- 1) For what crime did the Republican held House investigate Hamilton?

Graft—applying funds marked for foreign debt payments to domestic purposes

- 2) What trouble was brewing in Kentucky? What did GW do?
The Democratic Society of Kentucky demanded that Washington threaten war should the king of Spain not open the Mississippi to navigation.
- For fear that Kentucky might leave the Union or attach itself to another power, Washington sent an envoy to Spain to discuss the river way.***
- 3) What were the frontiersmen of Pennsylvania stirred up about? Who was behind the new fire? What were their other grievances?
the whiskey excise tax; the Democratic Societies; the opening of the Mississippi and class warfare
- 4) How did GW propose to handle the present (and future) threats of succession?
armed suppression, but only if a legitimate effort had been made to right the grievances put forth by the residents of a state
- 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?
- Hamilton was hated as the very author of the excise tax and was seen as the enemy of government by the people.***
- Most of Washington's efforts were to keep the army respectful of their fellow countrymen's rights, including the right to life.***
- 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?
- Washington felt that the societies acted only in their own interests, stirred civil unrest, and drew people away from elected representatives that were accountable (unlike the societies) to their constituents. Besides the ballot box as a means of voicing opinion, GW wanted neighborhoods to have a direct line to the president in the form of resolutions, but only on issues that would arise organically and not from some political center.***

Chapter 43—Questions

- 1) A Cabinet shake-up left Washington dependent on which man for advice? Was he up to the task? **Randolph; absolutely not**
- 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?

A Virginia senator leaked the text of the yet unsigned treaty

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

Though, Hamilton agreed with the Senate that the treaty was acceptable except for the West Indies article, he wanted GW to ratify but hold off sending it to London until the Provision Order was rescinded by Britain. The lesser cabinet members said ratify and send with a memorandum of protest, while Randolph counseled reopening negotiations altogether.

GW listened to Randolph without notifying Hamilton or the rest of the cabinet.

- 4) Then what uncharacteristic move did GW make?
He left the government in the hands of a minister and went off to Mount Vernon in the middle of a crisis.

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?
Randolph was accused of treason, more specifically leaking information about US political decisions to a French diplomat and taking a bribe.
- 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?

Despite the damage it might cause to his reputation and the office of president, Washington gave Randolph permission to publish any private or confidential correspondence he'd had with the man, with the one condition that the fact he'd granted permission be disclosed in the publication.

In actuality, the diatribe made Randolph out as a fool and the president merely indecisive possibly due to his age.

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”?

The tone was very positive, focusing on the numerous blessings of the country, reminding all that it was still free, prosperous, growing, while only mentioning the Jay Treaty, saying he had applied his best judgment in following the advice of the Senate.

It was genius because it turned the people away from warring factions within the government (who were also his critics) and set their minds on unity yet again.

- 2) Who helped draft the speech? ***Hamilton***
- 3) What did GW consider the best possible 65th birthday present? What other success quickly followed?

Pinckney's treaty with Spain arrived, granting access to the Mississippi River for American shipping; the Barbary pirates were “bought off”

- 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?

The House demanded the right to reconsider all treaties. Allowing it this power would topple the system of checks and balances, leeching away rights from the Senate and crippling the office of president, not to mention throw a wrench into foreign affairs and possibly drag the nation back into war.

- 5) How did GW choose to handle it? What was the personal cost?
GW refused to turn over papers related to the treaty, including his own personal ones. He drew sharp criticism from those who thought it meant he had something to hide or was above the people. Washington felt protecting the Constitution and the word of the government was more important.

- 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?
Hamilton; Washington's drafts were much too personal and less focused on pressing issues
- 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? ***Federalists and Republicans***
- 4) Which "great and strong nations" (Joshua 23:9) had the Lord/Providence driven out before the emerging United States? ***England, France, Spain***
- 5) Compare what Joshua said about foreign entanglements (Joshua 23:12-13) with what GW said about the same.

Joshua's words:

"But if you turn away and ally yourselves with the survivors of these nations that remain among you and if you intermarry with them and associate with them, then you may be sure that the LORD your God will no longer drive out these nations before you. Instead, they will become snares and traps for you, whips on your backs and thorns in your eyes, until you perish from this good land, which the LORD your God has given you."

Washington's:

"Why, by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalry, interest, humor, or caprice?"

It is our true policy to steer clear of permanent alliances with any portion of the foreign world, so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. I hold the maxim no less applicable to public than to private affairs that honesty is always the best policy. I repeat, therefore, let those engagements be observed in their genuine sense. But in my opinion it is unnecessary and would be unwise to extend them."

Both said they would be unwise and a drain on peace and prosperity.

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

Humility in all respects; Washington asks "the Almighty" to correct any unintentional errors or defects from his administration and for the public to view them with indulgence in light of his long and fervent service.

- 7) What does he say about religion and morality?

Religion and Morality:

- a) ***Are "indispensable supports" for "political prosperity."***
- b) ***Are the "firmest props of the duties of Men and Country."***
- c) ***The oaths in our courts would be useless without "the sense of religious obligation."***
- d) ***"And let us with caution indulge the supposition, that morality can be maintained without religion."***
- e) ***"Reason and experience both forbid us to expect, that national morality can prevail in exclusion of religious principle."***

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

"I shall carry it with me to my grave as a strong incitement to unceasing vows that Heaven may continue to you the choicest tokens of its beneficence that your union and brotherly affection may be perpetual; that the free Constitution which is the work of your hands may be sacredly maintained; that its administration in every department may be stamped with wisdom and virtue; that, in fine, the happiness of the people of these States, under the auspices of liberty, may be made complete by so careful a preservation and so prudent a use of this blessing as will acquire to them the glory of recommending it to the applause, the affection, and adoption of every nation which is yet a stranger to it."

- 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"?

Concentrate their affections towards unity

Chapter 47—Questions

- 1) Why was Monroe recalled from France?

For inciting the French into violating treaties and considering the American government hostile to their own

- 2) Why did GW speak about the French in his final public appearance, but stay out of the election process for his soon replacement?

He was extremely agitated at being publicly insulted by a second French minister and at the conspiracy among some of his once-trusted Republicans to sour that country on his own government. He began to lean towards the Federalists instead of remaining neutral, and therefore purposely stayed out of the election process because he did not want his own views to influence the choice of the American people.

- 3) What was the reaction of the two parties to these decisions?

Republicans bashed Washington in order to disassociate themselves even more from his government, and the Federalists flaunted their loyalty to it.

Chapter 48—Questions

- 1) How was GW ahead of the art collectors of his day?

He collected large oil landscapes which were unpopular at the time, demeaned trivial and mean.

- 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?

Much-needed repairs to the property; selling of his western land holdings which had much appreciated; one of his deeply held principles was to avoid the yoke of debt

- 3) What “pet” project finally forced him to borrow from a bank? What were his feelings about the now necessary practice?

Building the nation’s capital; it was horrifying

- 4) Two new “businesses” also added income in his later years. What were they?
The distillery and the mill
- 5) Martha was a good companion in marriage, but whom did GW write to when he reached his lowest?
Sally Fairfax

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?

President Adams called up the army after the XYZ affair and without consulting Washington, appointed the former president lieutenant general and commander-in-chief of the Provisional forces.

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”?

Washington informed McHenry he would not get involved on either side from then on.

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)?

He said the unfortunate condition had to be rooted out or the Union would not stand. His plan focused on preparing the younger generation born into slavery for a life outside the plantation with practical education, while keeping the older generation as comfortable and happy as possible with ongoing support. In other words, it was emancipation in slow and graduated steps, with English renters taking over the farm labor.

- 2) What did he set in motion for the Mount Vernon slaves?

His will dictated that ½ of the slaves be freed not at his death, but at Martha’s death since the other half of the slaves belonged not to him but to the Custis

estate and her grandchildren at her death. He did not want to break up families that had intermarried from the two estates. The strange situation this stipulation created forced Martha to free them all at George's passing. The family was making pension payments until 1833.

- 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?
Suiting his character, he wanted something humble and plain.
- 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 1 of these in your examples, but the rest should be your own finds.

Some examples:

[Americans Will Always Fight for Liberty poster](#)
[Stained Glass Window in Congressional Prayer Room](#)
[Vintage Memorial Day postcards](#)
[The One Dollar Bill](#)
[Greatest American Tobacco](#)

- 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)?

From Rushmore to oak trees to asteroids to plaques, Washington is memorialized in almost every state and in many foreign countries. With a [list of monuments](#) that spans pages, he truly is a "man of monuments".

- 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).

“Wherever men love liberty, wherever they believe in patriotism, wherever they exalt high character, by universal consent they turn to the name of George Washington...The contemplation of his life and work will forever strengthen our faith in our country and in our country's God.”

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~

VOCABULARY WORD:	PART OF SPEECH:	DEFINITION:
Sentence:		

VOCABULARY WORD:	PART OF SPEECH:	DEFINITION:
Sentence:		

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~WORDS TO KNOW~

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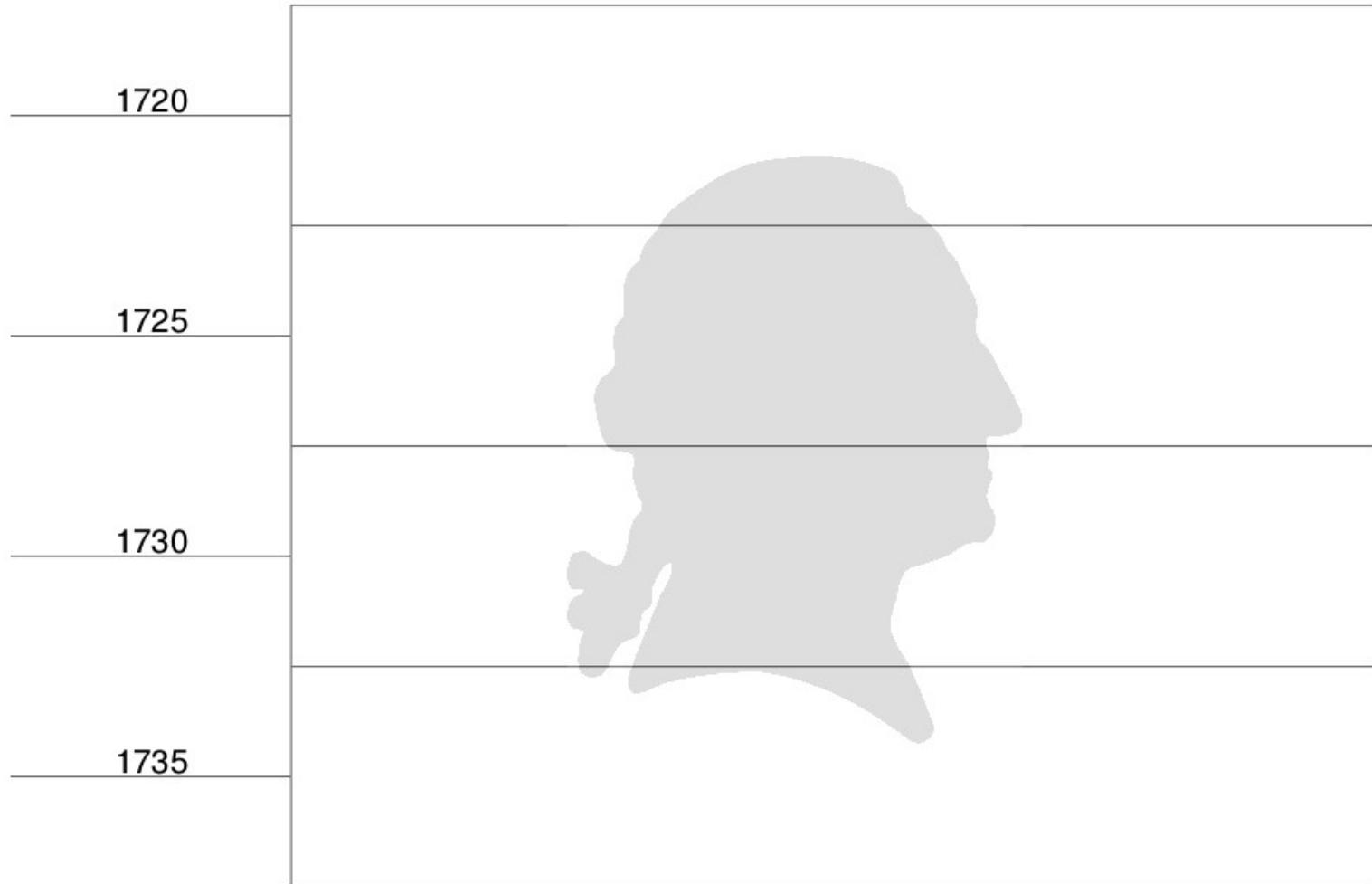
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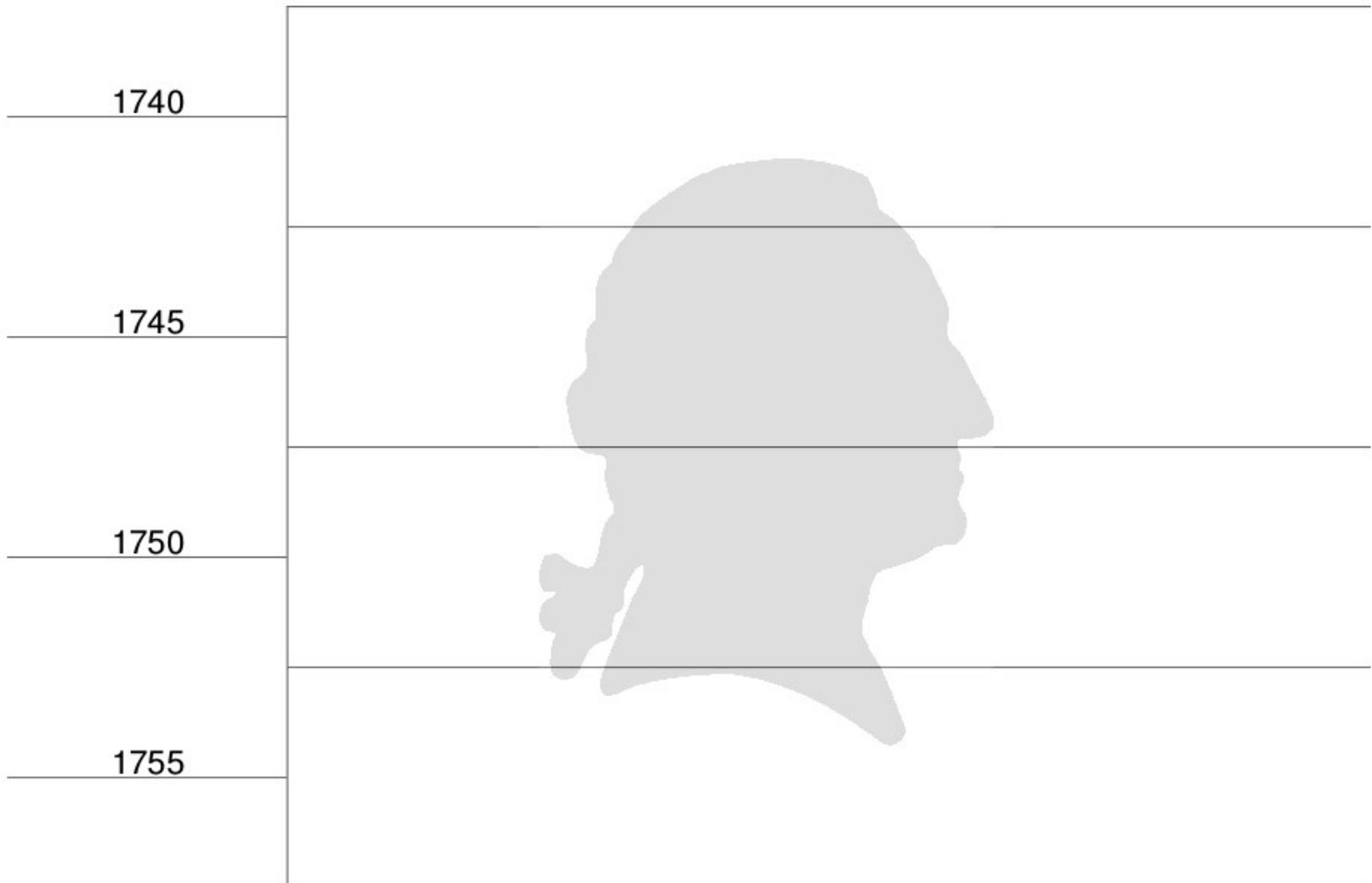
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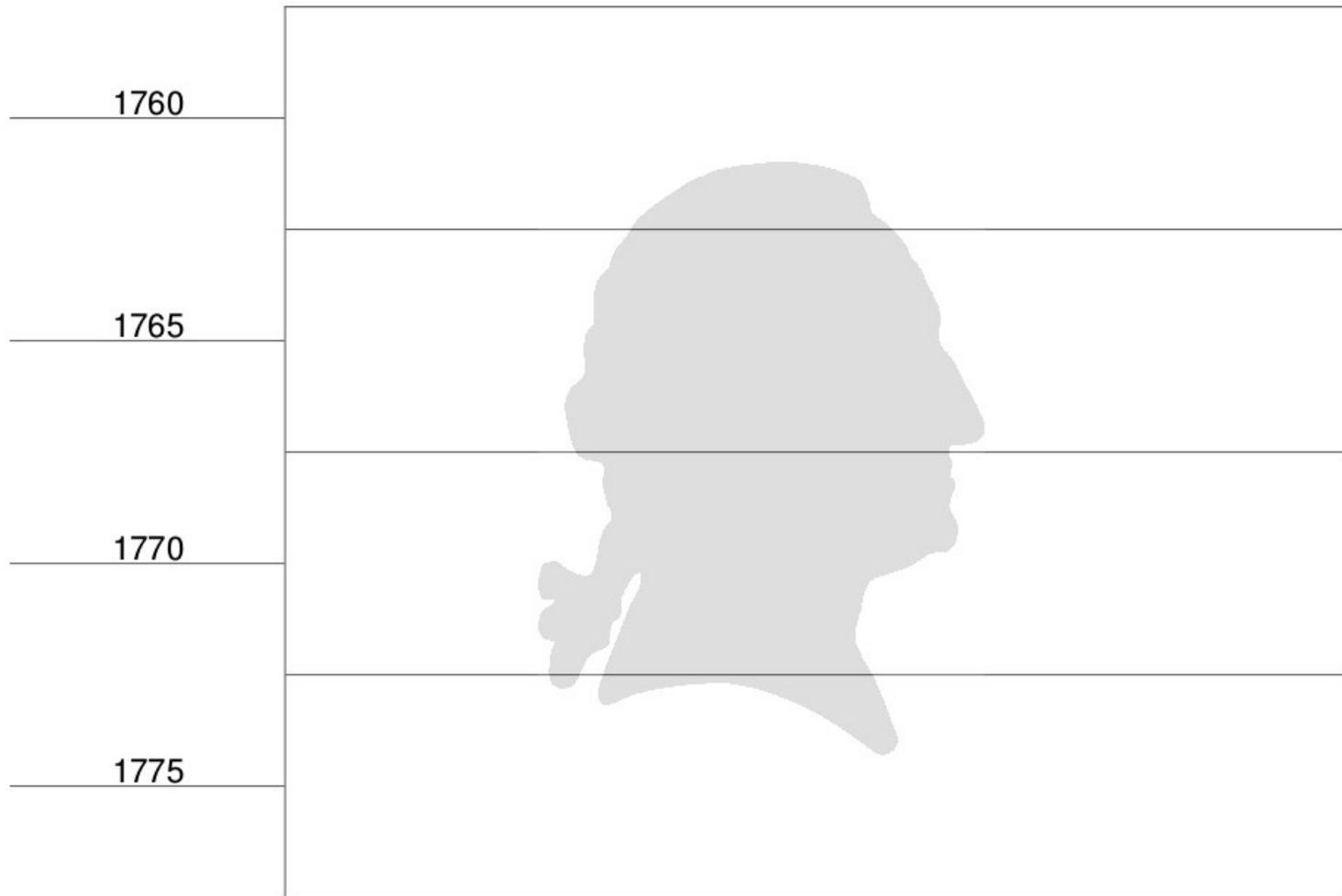
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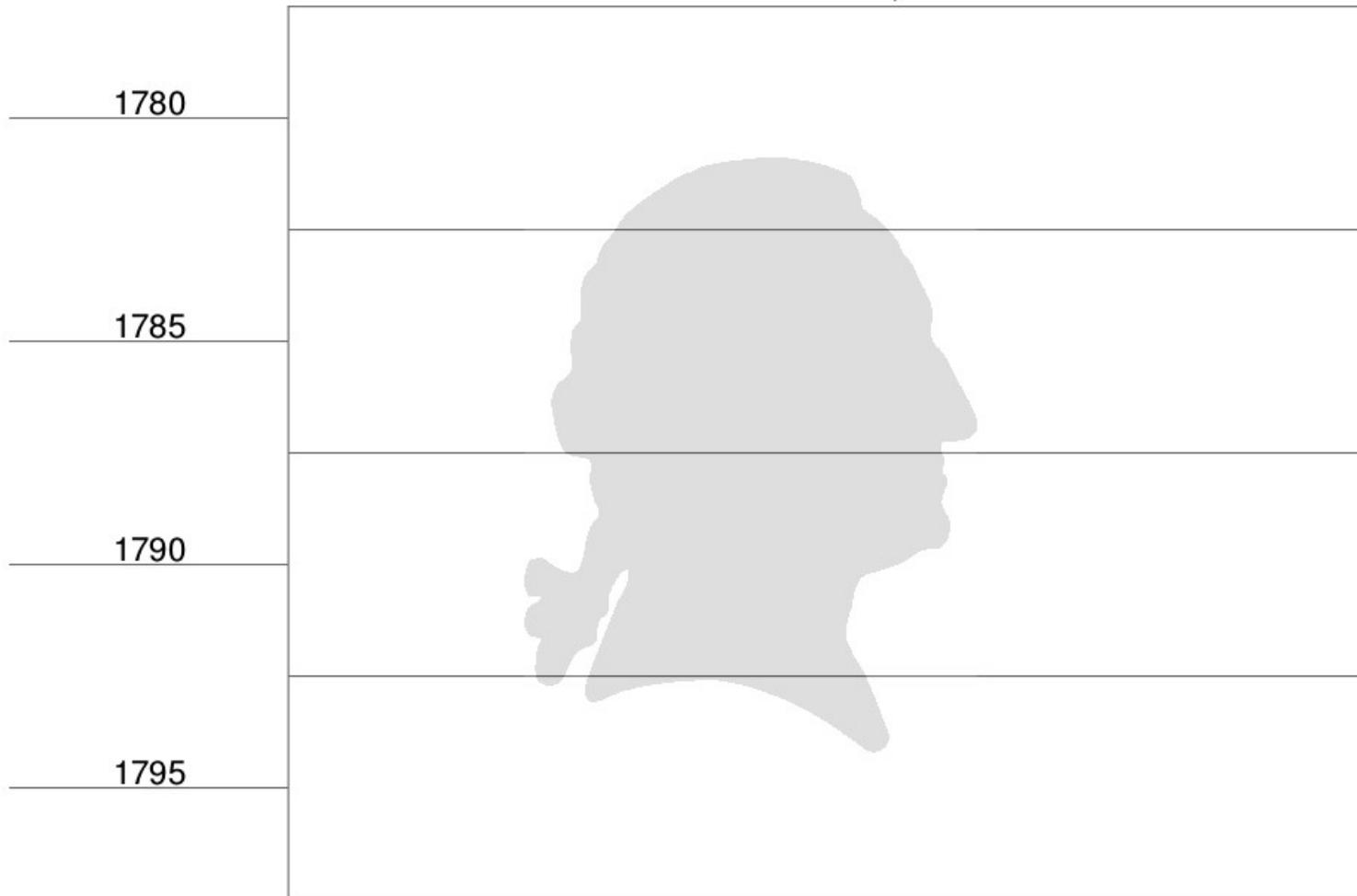
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THE LIFE & TIMES OF GEORGE WASHINGTON





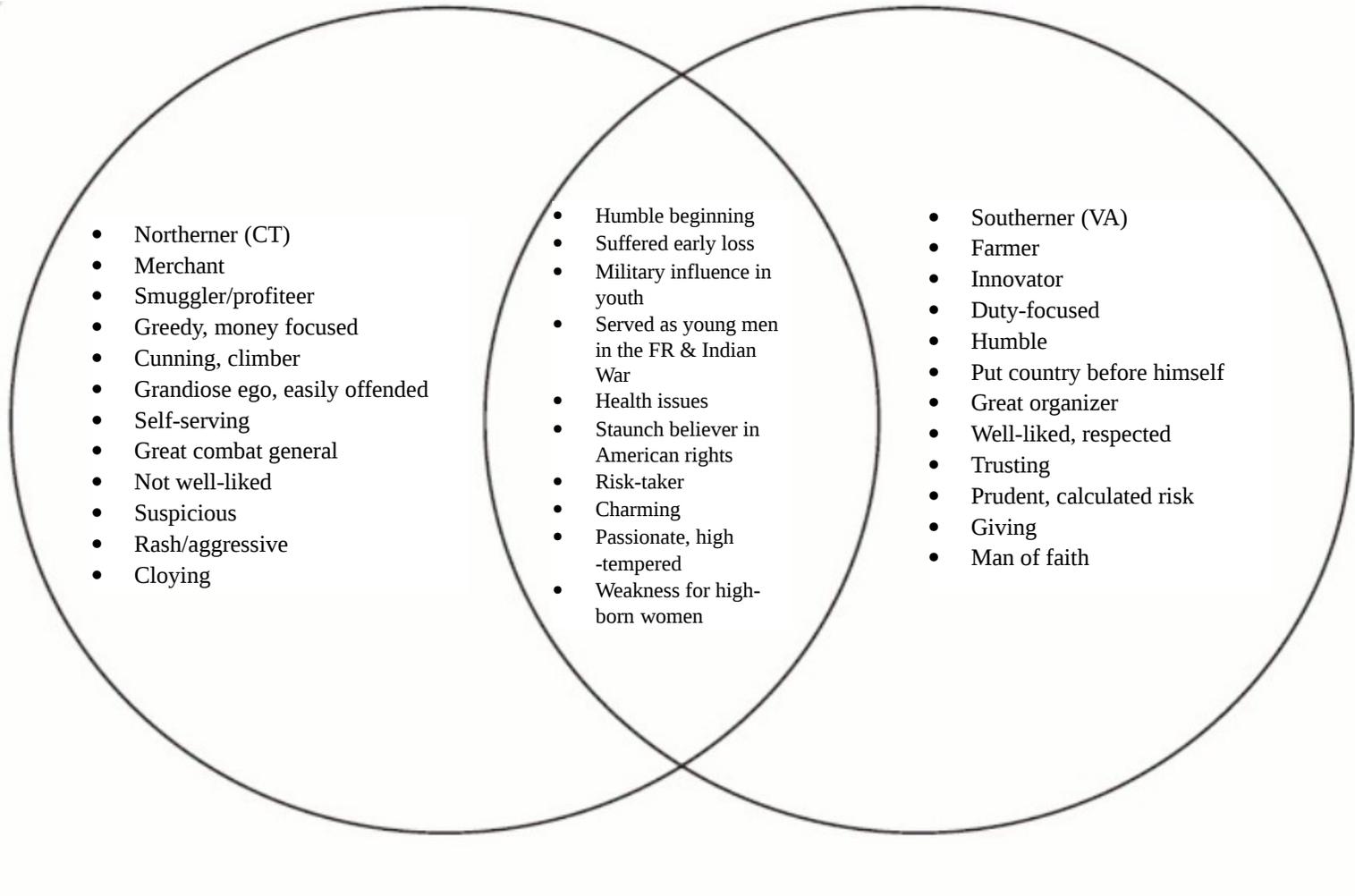




ARNOLD

vs.

WASHINGTON



Fishbone Diagram

Name: _____ Date: _____

