

For Part B, Level Two use Resource Pages 9–14 and Images 7–11 on the CD-ROM.

## Level Two (Grades 7-12)

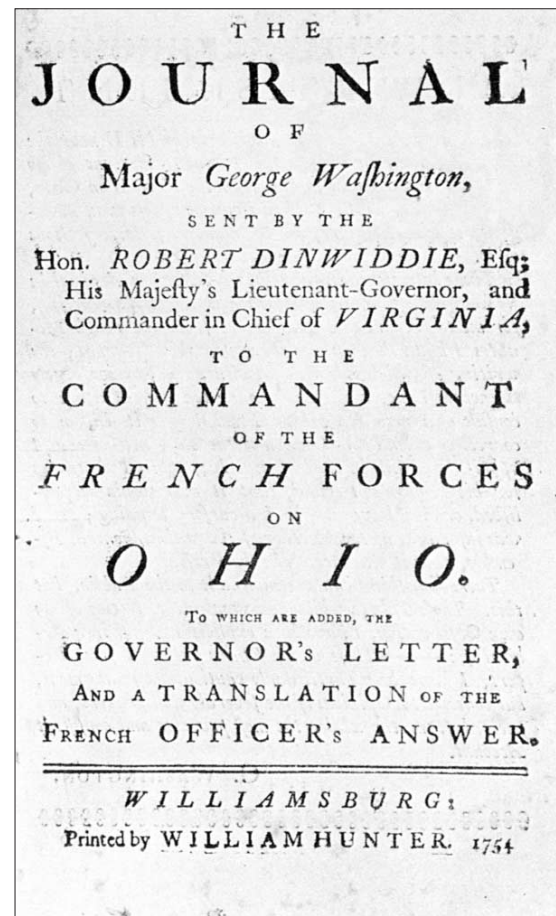
### Getting Started

**1** Ask your students if they have ever seen a painting or sculpture of George Washington in uniform. If they have, it's more than likely that Washington is portrayed as the middle-aged commander-in-chief of the Continental Army, not as a young man in his twenties during the French and Indian War. Ask the class to imagine Washington as a young officer, just about to embark on his military career. Record students' prior knowledge and speculation on the wall chart under the heading Washington: The Young Officer.

**2** Review student knowledge of the French and Indian War before focusing on Washington's accounts. As background information, distribute **Resource Page 9: Timeline: George Washington and the French and Indian War**, **Resource Page 10: All Kinds of Soldiers** and **Image 10: Map of the War at the Forks of the Ohio, 1754–1758**, from the Image Gallery. Suggest that students refer to these resources throughout their study of Washington's accounts from the French and Indian War period.

**3** Tell the class that they are going to have an opportunity to analyze George Washington's own accounts of some of his key experiences in the French and Indian War. As they read, they will be considering the *Focus Question: How did Washington's experiences in the French and Indian War prepare him for his role as a military leader?*

**4** To spark student interest, you might quote historian Don Higginbotham, who said "It would be hard to exaggerate the significance of the French and Indian War in the life and fortunes of George Washington." Ask students to predict how they think the French and Indian War helped create the man they know as George Washington (i.e., the Revolutionary general and U.S. president). Have students record and save their predictions.



*Washington wanted to revise his journal of the expedition to Fort LeBoeuf, but Governor Dinwiddie rushed to publish it in 1754 as evidence of French intentions in the Ohio River Valley.*

**Part A:**  
Level One  
Level Two  
Making  
Connections

**Part B:**  
Level One  
Level Two  
Making  
Connections

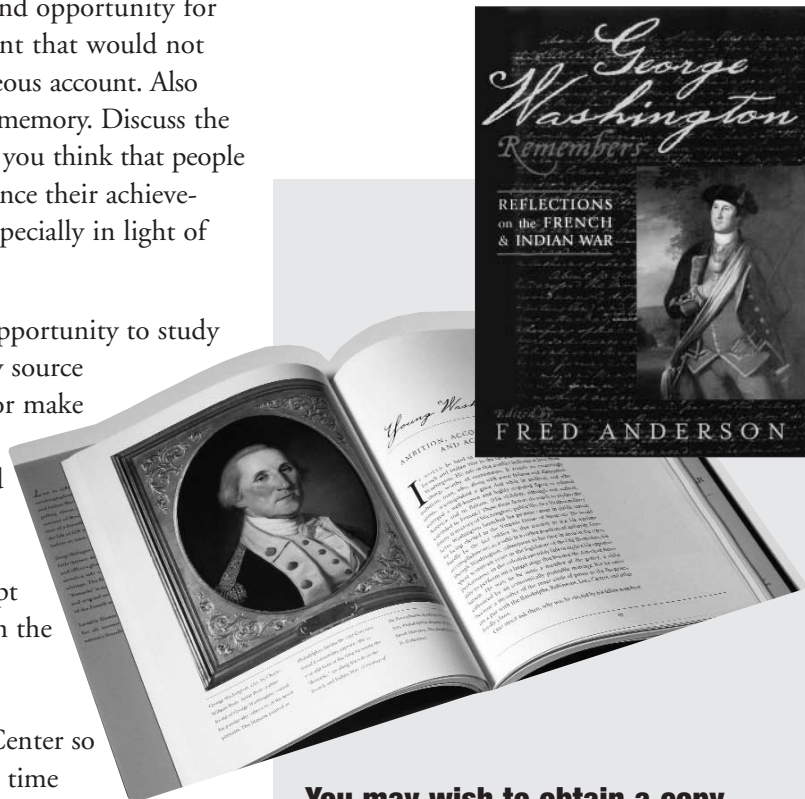
## Reading and Reflecting

### At the Start of War

**1** To introduce this exploration of Washington's experience in the French and Indian War, display the 11 manuscript pages of the "Remarks" found on the CD-ROM. Give students the background of the "Remarks" (see pages 16 and 30 of this guide), and discuss the fact that they were written more than 30 years after the experiences occurred. Help students see that, on the one hand, this allows Washington time for reflection, and on the other hand, provides a perspective and opportunity for analysis and reassessment that would not exist in a contemporaneous account. Also have students reflect on memory. Discuss the following question: Do you think that people have a tendency to enhance their achievements as time passes, especially in light of what happens later?

**2** To give students an opportunity to study this remarkable primary source document, photocopy or make transparencies of the original manuscript and photocopy the transcription. (You will find both the manuscript and the transcription on the CD-ROM.) Place the documents in your Washington Resource Center so that students can spend time studying both.

**3** Explain to students that on May 28, 1754, George Washington and his men were involved in a minor skirmish with the French. It was during this skirmish that the first shots of the French and Indian War were fired. About one month later the French counterattacked, and Washington found himself involved in the first major battle of the war. This was also Washington's first major confrontation and the first time he was in charge. Washington did not emerge a victor or hero; instead, he was defeated by the French and their Indian allies and forced to surrender.



**You may wish to obtain a copy of *George Washington Remembers: Reflections on the French & Indian War*, Fred Anderson, editor (Rowman & Littlefield, 2004), which contains an annotated transcription and scholarly essays on the "Remarks."**



**Explain that Washington for the most part described himself in the third person ("he") in the "Remarks," because he was responding to a biography written in the third person.**



**Artist Robert Griffing took the title of his painting from Washington's comment that the Great Meadows was "a charming field for an encounter."**

**4** Display the following images from the Image Gallery to set the scene for discussion: **Image 8: Fort Necessity Today** (noting that this is a re-creation of the fort that Washington built, showing an actor playing the role of the young Washington) and **Image 9: The Battle at the Great Meadows** (artist Robert Griffing's rendering of the battle titled "A Charming Field for an Encounter"). Then distribute copies of **Resource Page 11: At the Great Meadows, 1754**, explaining that this text is excerpted from Washington's "Remarks." Give students time to read the excerpts as a way to get to see the man who would become General George Washington, here in his first battle. Have students answer the Guided Reading Questions after reading the excerpts.

**5** In a class discussion, create a sequence chart such as the following so that students are assured of having a clear sense of chronology.

### Sequence Chart:

- **Troops marched from Winchester, Virginia, toward the Forks of the Ohio.**
- **Washington learned that the French had taken Fort Duquesne (the post at the meeting of the Forks of the Ohio).**
- **Washington's troops fell back to the Great Meadows.**
- **On May 28, they skirmished with a party of French soldiers sent out from Fort Duquesne.**
- **Washington's troops built Fort Necessity.**
- **The French attacked on July 3.**
- **There was heavy rainfall.**
- **The French offered terms of surrender.**
- **Washington accepted terms of surrender.**
- **Next morning (July 4) Washington and troops retreated.**

**6** As with earlier handouts, students should note that this Resource Page contains both an adapted and an original version of the excerpts. As students study the original, point out that letters or words in brackets indicate editorial insertions. Angled brackets such as "my" in "enemy" indicate letters or words that are mutilated or illegible in the original document. To help students understand the spelling and vocabulary, have volunteers read the excerpts aloud, stopping to deal with language issues.

**7** Initiate a discussion of the following questions, asking students to cite evidence from the documents in their answers. They will also need to keep in mind the Focus Question about Washington's role as a young military leader.

~Does Washington seem to make good decisions? *(Yes. Washington was realistic and made solid and smart decisions. He positioned his troops so they could fight the French. He attacked the French when they entered his camp and attacked again when the whole force of the French advanced. Washington realized he would not be able to win the fight because of his location, heavy rains, and lack of supplies so he agreed to a surrender with certain conditions.)*

~Did Washington have leadership skills? *(Washington appeared to be a compassionate leader. His decisions were not foolish and reckless. He took into account the lives of his men. He agreed to a surrender mostly because he realized that he and his men could not survive much longer. Throughout the battle at the Great Meadows, Washington's men did not retreat but fought with great spirit. Washington also seemed to live by a strong code of conduct, following the rules of warfare. He commented negatively on the Enemy when they didn't follow the articles of capitulation.)*

**Part A:**  
Level One  
Level Two  
Making  
Connections

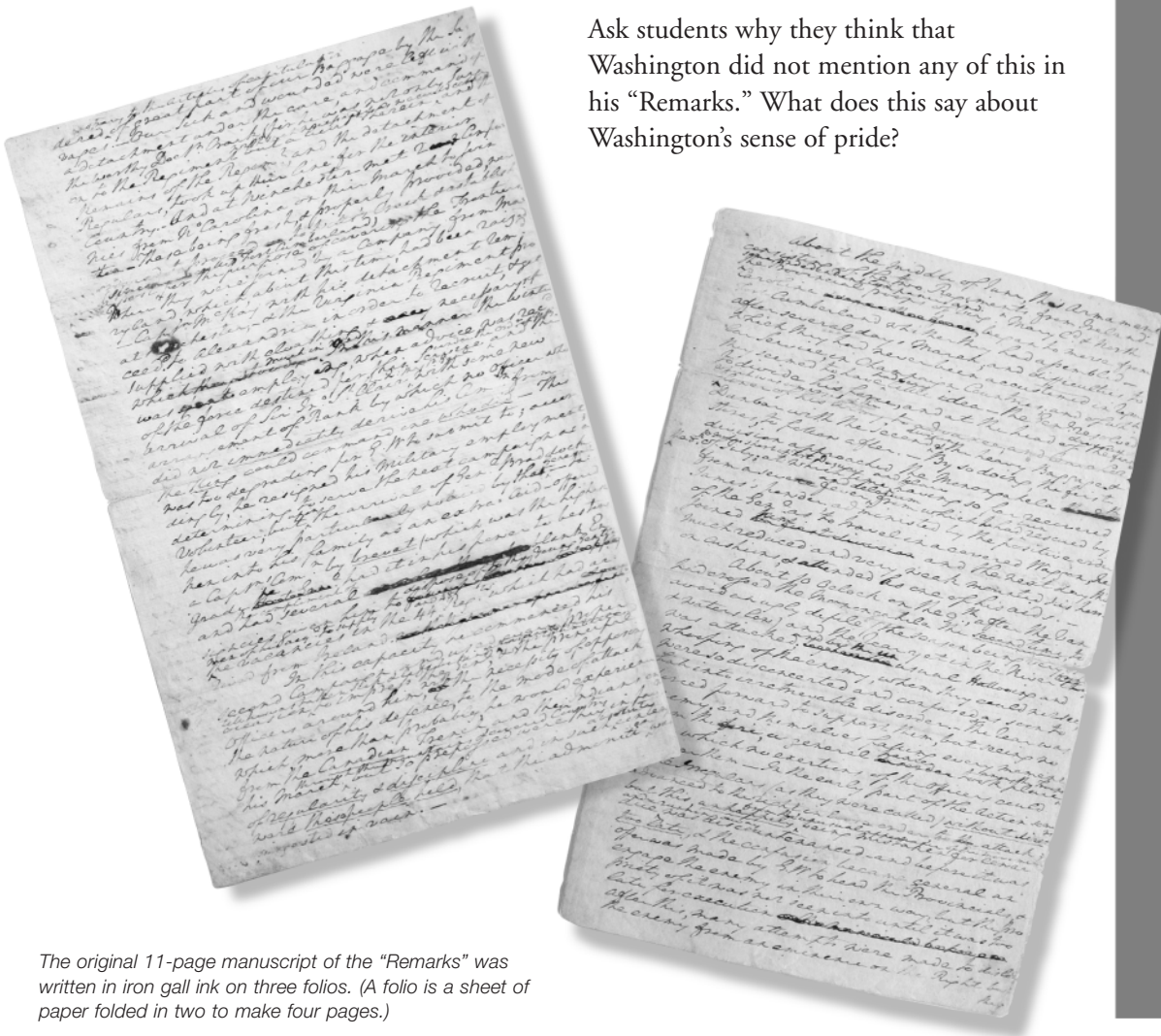
**Part B:**  
Level One  
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Making  
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~Ask students how they would act if they were in a similar situation. (*Encourage students to put themselves in the place of Washington or one of his soldiers. If any students know soldiers who are or have been at war, ask them to share what they have learned about their experiences.*)

**8** At this point you may wish to give your class some insights into what Washington did not describe in his “Remarks.” Explain to the class that the May 28th attack on the group of French soldiers had serious consequences—the shots fired that day are said to have started the French and Indian War. The critical event in the attack was the death of a

young French nobleman, Ensign Joseph Coulon de Jumonville. When Washington signed the terms of surrender after his defeat at the Great Meadows, he unwittingly signed a document saying that he had “assassinated” Jumonville. (Washington, who did not read French, relied on a faulty translation of the document.) France would use this as a reason for declaring war on Britain. (You may want to assign advanced students to research and report in greater detail on that encounter at what is now known as Jumonville Glen.) At the time Washington was hailed as a hero in Virginia, even though he had been defeated. As biographer James Flexner noted, colonial opinion was, “had he not won a victory and then, with great bravery, induced his little force to stand up to a superior enemy?”

Ask students why they think that Washington did not mention any of this in his “Remarks.” What does this say about Washington’s sense of pride?



The original 11-page manuscript of the “Remarks” was written in iron gall ink on three folios. (A folio is a sheet of paper folded in two to make four pages.)



**Artists Junius Stearns and Edwin Deming portray “Braddock’s defeat” from very different perspectives. While Stearns gives a broader view of the action, Deming’s painting will give most viewers a stronger sense of immediacy. Ask students to tell what they see in each painting and to describe what each tells them about the battle.**

**Part A:**  
Level One  
Level Two  
Making  
Connections

**Part B:**  
Level One  
Level Two  
Making  
Connections

## The Young Hero

**1** Before students read the account of the Battle of the Monongahela, explain that Washington had resigned from the Virginia militia after the battle at the Great Meadows. Although Washington had suffered defeat at the Great Meadows, he had been treated as a hero when he returned to Virginia. Virginians felt that Washington had led his outnumbered soldiers in a brave fight. In this atmosphere of praise, Washington hoped to receive a commission in the British Army. This would be a superior position to his rank in the Virginia militia. Instead, he was informed that the militia were being reorganized. Colonial officers would serve under officers of the British Army; as a result, Washington’s rank actually would be lowered. A proud Washington resigned from the military, but was not out of service for long. He knew that the military life was a good way to get ahead.

Less than a year after the battle at the Great Meadows, Washington signed on as a volunteer with General Braddock’s campaign to oust the French from the Ohio River Valley. Although he had volunteered as an aide to Braddock, Washington took an active role. He assumed more responsibility as the campaign continued and became a committed military man.

**2** Display **Image 7a: The Battle of the Monongahela**. Tell students that the painting shows Washington just a year after the surrender at the Great Meadows. Now just 23 years old, Washington would display extraordinary bravery and presence under fire. Distribute copies of **Resource Page 12: The Battle of the Monongahela, 1755**. Have students read the excerpts to themselves, then work individually or in pairs to answer the Guided Reading Questions. Then display **Image 7b**, an artist’s rendering of the height of the battle.

**3** Before discussing the account, ask students to work in pairs to create a sequence chart of the events described. Students can trace the route of Braddock’s army on **Image 10, Map of the War at the Forks of the Ohio, 1754–1758**.



*This 19th century engraving depicts the mortal wounding of General Edward Braddock on July 9, 1755. Although the battle’s “official” name is The Battle of the Monongahela, it is most often known as “Braddock’s Defeat.”*

## Sequence Chart:

- **Washington resigned from military, then volunteered for the Braddock campaign.**
- **He tried unsuccessfully to convince Braddock and officers how best to fight the enemy.**
- **The attack at the Monongahela happened on July 9.**
- **Troops panicked.**
- **Washington offered to lead troops in a different style of fighting but his offer was not accepted in time.**
- **Braddock and other commanding officers were wounded.**
- **Washington survived under heavy fire and led the retreat.**
- **Braddock died and was buried by Washington.**

**4** Then ask students to compare the accounts of defeat in the two battles—at Fort Necessity and the Monongahela. In order to answer the following questions, students will need to cite evidence from the documents. They will also need to keep in mind the Focus Question.

~How do you think Washington's experiences at the Great Meadows prepared him for the battle at the Monongahela? *(Washington had experienced the harrowing conditions of battle at the Great Meadows and knew the hardships. He also knew enough about French and American Indian strategies and styles of fighting to be able to warn Braddock ahead of time. In battle, he tried to "fight the enemy like the enemy.")*

~How are these two accounts of battle different? *(Although Washington offered reasons for the British defeat in each account, he expressed far greater understanding of military strategy in 1755 than he did in 1754. Ask students to give examples from the Braddock account.)*

~In what ways does Washington seem the same in both accounts? *(In both situations, Washington had a strong sense of duty and loyalty to both the cause and the people involved. In both battles, he proved to be a strong and brave leader.)*

## Dangerous Encounters

**1** Preface students' reading of the next excerpt by saying that Washington is often perceived as unemotional. Then share **Resource Page 13: Battle Scene, 1755**, with the class. Ask students to describe the emotions evidenced in this short but moving account. (*shock, sympathy, horror*) Invite students to imagine themselves riding alongside George Washington when he saw these scenes.

**2** Finally, share **Resource Page 14: Friendly Fire Episode, 1758**. Preface students' reading of the excerpt by noting that Washington is often perceived as fearless, faultless, and (again) unemotional. Tell the class that this incident is known informally as "the friendly fire episode" and that it took place at the end of Washington's involvement in the French and Indian War. Due to poor intelligence information, the troops of Washington and his fellow American, Colonel Mercer, fired on one another. Washington exhibited extraordinary bravery by running between the firing soldiers, using his sword to lift their gun barrels into the air.

**3** Again, ask students to imagine being George Washington in what he called the most dangerous episode of his life. Ask them what this action tells them about Washington's personality and leadership. (*Placing himself in such danger shows incredible bravery. The action also demonstrates his powerful sense of responsibility for the soldiers who could have been killed in this "friendly fire."*)

## Pulling It All Together

**1** Ask students to return to the predictions they made at the beginning of Part B. What if anything would they change now? You may also want to display **Image 11: Washington, 1772**, when he chose to be painted in his French and Indian War uniform for his first portrait. Ask students what this tells them about Washington's feelings about that conflict.

**2** Have the students write short essays on **A Young Leader in the Heat of Battle**. Remind them of the Focus Question and ask them to conclude their essays with an analysis of how Washington's young leadership would have prepared him to lead the colonial troops to victory a few decades later.



When Washington posed for his first formal portrait, painted by artist Charles Willson Peale, he was 40 years old. Though the painting was made in 1772, Washington chose to pose in his old French and Indian War uniform.

**Part A:**  
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**Part B:**  
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To focus students' thinking, discuss:

~How did Washington change from the incident at Fort Necessity to the end of Braddock's campaign? What skills did he have to go into the world? (*Washington learned from his mistakes. By the Braddock campaign, he believed he knew how to succeed, by adopting the tactics of the enemy. He is responsible in both excerpts. In both battles he had a strong sense of duty, surviving, and making the most of the situations. He had confidence, leadership, military knowledge, compassion, battle experience, and leadership. He also had the confidence that comes from feeling somewhat invincible, brave, and heroic.*)

~Do you think that Washington was realistic about war by the end of the Braddock campaign? (*Washington thought about military strategy, commenting on what worked and what didn't. He was not an unemotional observer. He understood and responded deeply to the harsh realities of war.*)

**3** Ask for volunteers to read their essays to the class. Discuss with students that Washington survived the Braddock campaign to become a military hero, better prepared to take over Virginia's troops, shortly after Braddock's defeat. Understanding military strategy and the human condition also prepared him for his later life as family man, farmer, statesman, commander-in-chief, and president.

## Making Connections

*Topics for students to consider in discussion or in writing*

- Have a class debate on the subject of leadership. Using Washington and other noted leaders as examples, consider how youthful experiences can affect the development of leadership qualities and skills.
- Washington wrote countless letters during the war. Read some of those letters to compare his writings at the time of the war with the "Remarks," written many years later.
- Compare Washington's battle descriptions (as read in the "Remarks") with war coverage today. What are the similarities and differences?
- Compare and contrast the statements made by George Washington with statements of soldiers who fought in World War II, Vietnam, and other modern wars—as well as by those who decided not to fight. Write an essay about these similarities and differences.
- Interview someone in your community who has played an active role in a war. Type up your interviews and ask the interviewees for review and comments; then share the interviews with the class.
- Investigate and report on whether your town has any relationship to George Washington. Did he ever visit or fight there? Are any organizations, buildings, or sites named for him?



**The DVD "George Washington Remembers"—narrated by Roger Mudd—includes a visit to the restorer of the "Remarks" manuscript, film footage of battle scene reenactments, and images of the "Remarks" manuscript. (Available at [www.frenchandindianwar250.org](http://www.frenchandindianwar250.org))**



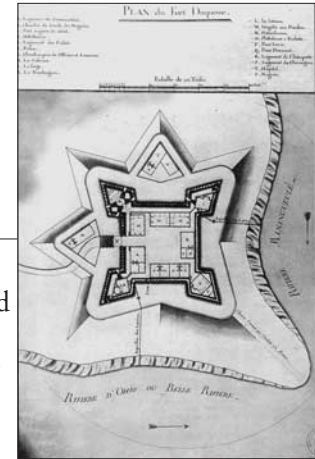
# Timeline: George Washington and The French and Indian War

George Washington travels to Fort LeBoeuf to deliver a message asking the French to leave the Ohio River Valley. He returns to Williamsburg, Virginia, with the French reply: They refuse to leave.

**1753**

**1754**

In the spring, the French build Fort Duquesne at “the Forks of the Ohio,” where the



Allegheny and Monongahela Rivers meet. At the end of May, Lieutenant Colonel Washington is involved in a skirmish with the French, during which the first shots of the French and Indian War are fired. Washington and his troops build Fort Necessity at Great Meadows, Pennsylvania. In July, the French attack at Fort Necessity and force Washington to surrender. It is the only time in his life that Washington surrenders his army. Shortly afterwards, Washington resigns from the military rather than accept a lower rank. Washington rents Mount Vernon from Anne Fairfax, widow of his half-brother Lawrence.

Washington volunteers to serve as an aide to British General Edward Braddock. (Braddock came to America to force the French from the Ohio River Valley.)

Though the campaign fails, Washington survives and is hailed as a hero. At the Battle of the Monongahela Washington had four bullets shot through his coat yet he was unhurt. With so many officers injured during the battle, Washington was instrumental in carrying out Braddock's orders for retreat. Shortly afterwards, Washington is put in charge of Virginia's forces trying to defend the Virginia frontier from raiding French and Indians.

**1755**

**1756**

Washington meets with William Shirley, British commander-in-chief in North America, in Boston. Washington seeks to have his Virginia Regiment incorporated as part of the British Regular Army, but is unsuccessful. Washington has a hard time defending the Virginia frontier with his troops. He lacks the strength and number of men to do the job and his troops are underpaid and badly equipped. There is much discontentment and he considers his troops undisciplined. The British formally declare war on the French. The French capture Fort Oswego and now control all of Lake Ontario.

General Washington is elected to Virginia's House of Burgesses, and his political career begins. Washington and his troops, under the command of British Brigadier General John Forbes, plan to attack Fort Duquesne, the French fort at the Forks of the Ohio. Washington escapes unhurt in a "friendly fire" incident when by mistake other Virginia troops fire on him and his men. The French burn and abandon Fort Duquesne, allowing the British and colonists to move in. At the end of the year, Washington resigns his commission as commander of Virginia's forces. The British capture the Fortress at Louisbourg and Fort Frontenac. They also sustain heavy losses trying unsuccessfully to capture Fort Ticonderoga.



George III becomes King of Great Britain and Ireland. The British capture Montreal. The fighting ends between the French and the British in North America

Washington is elected again to the House of Burgesses. The British need to pay for the British soldiers now stationed in all the French forts gained as a result of winning the French and Indian War and institute the Stamp Act. Tensions between the colonists and Britain grow. Pontiac's War ends when the British change their trade policy with the American Indians in a manner the Indians find agreeable.

### Becoming GEORGE WASHINGTON

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# 1757

Washington continues to do his best to defend the Virginia frontier. He meets in Philadelphia with Lord Loudoun, now British commander-in-chief in North America. Washington is unsuccessful in efforts to obtain a commission in the British army. Again, Washington is not elected to Virginia's House of Burgesses. Washington contracts dysentery and recu-

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# 1758



perates at Mount Vernon. Begins work to improve Mount Vernon. The French capture Fort William Henry.

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# 1759

Washington marries Martha Dandridge Custis, a rich widow with land, property, slaves, and two young children. Washington adds a story and a half to Mount Vernon. The British begin building Fort Pitt at the Forks of the Ohio. They capture Fort Niagara, Fort Ticonderoga, and Crown Point. In September they capture the capital city of New France, Quebec.

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# 1760

Washington purchases more land around Mount Vernon in 1759 and 1760.

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# 1763

The Seven Years War in Europe (of which the French and Indian War is a part) ends with the signing of the Treaty of Paris. The British now own almost all of France's former possessions in North America. New British trade policies with the American Indians cause the Indians real hardship and suffering. Pontiac attacks Fort Detroit and Pontiac's War begins. The American Indians capture eight British forts and both Fort Pitt and Fort Detroit are surrounded. In an effort to stop all the American Indian fighting, King George III issues the Proclamation of 1763, which requires British colonists to live east of the Appalachian Mountains.

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# 1765

*Text credit: Adapted from George Washington: The Writer, compiled and edited by Carolyn P. Yoder, Honesdale, PA: Boyds Mills Press, 2003.*

*Image credits: Mount Vernon Ladies' Association*

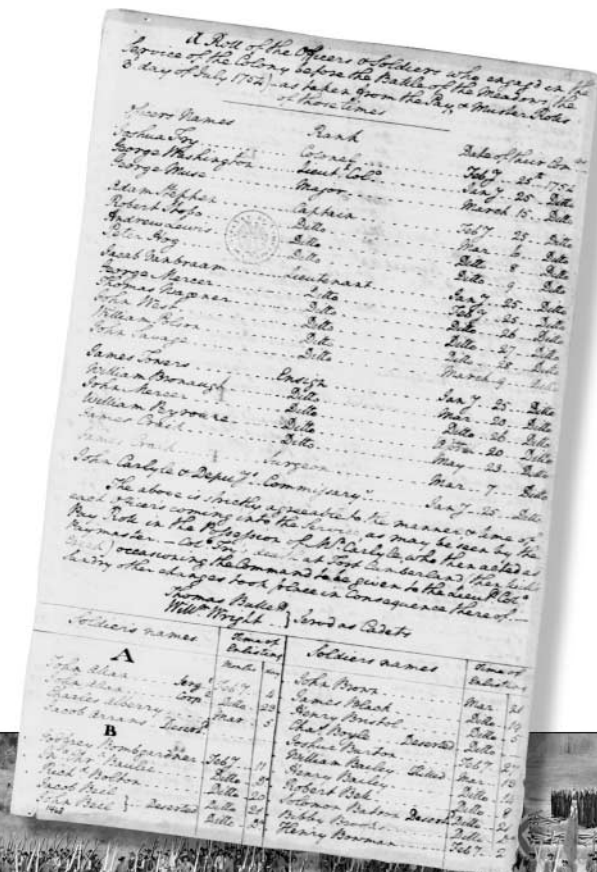
# All Kinds of Soldiers

“Provincials,” “regulars,” “militiamen”—You have read about many different kinds of British soldiers who fought in the French and Indian War. In order to be in an army some government must authorize your enlistment. During the French and Indian War both the colonies and Britain authorized the enlistment of soldiers. Because the colonies were British, both the soldiers who came from Great Britain and the soldiers who came from the colonies were called “the British.”

During the Fort Mifflin campaign in 1754 there were two types of soldiers on the British side. The Virginia Provincial soldiers—Washington’s Virginia Regiment—were one type. These were soldiers who were authorized to be in the army by the Governor of Virginia and were paid by the colony. George Washington was a Virginia Provincial. The other soldiers were British soldiers, sometimes called “British regulars.” They were authorized to be soldiers by the King and were paid by Great Britain.

There also were Virginia militia soldiers at Fort Necessity. These are soldiers who are called together to fight a specific threat or help out with a specific need. These men had other jobs and were only soldiers when they were needed.

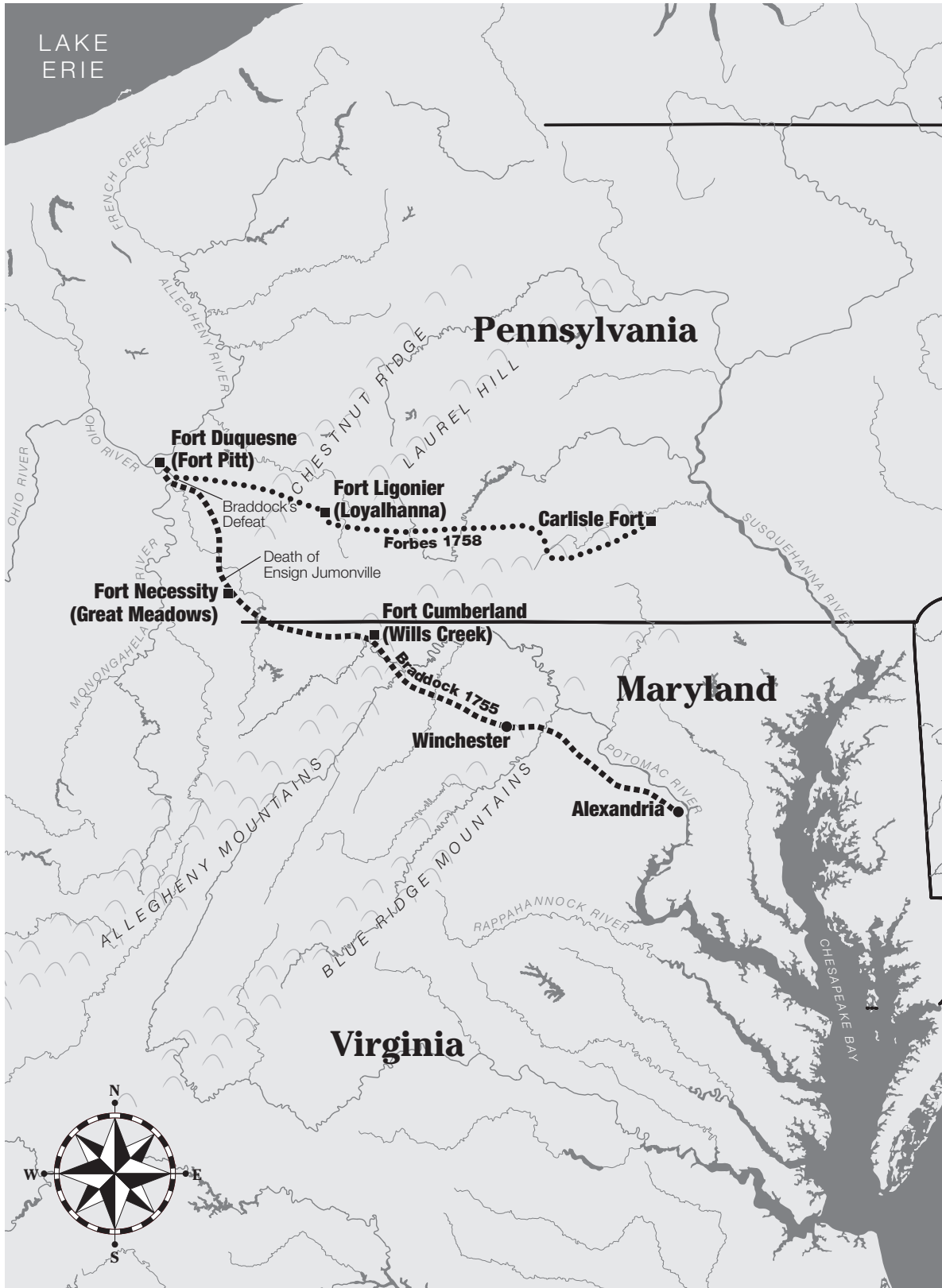
Whether Provincials, regulars, or militia, all of these soldiers were British.



## Becoming GEORGE WASHINGTON

Image 10

# Map of the War at the Forks of the Ohio, 1754-1758



**Image 8**

# Fort Necessity Today

*Reenactment of George Washington at the fort*



**Becoming GEORGE WASHINGTON**

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*Image credit: National Park Service/Fort Necessity National Battlefield*

**Image 9**

# The Battle at the Great Meadows

*“A Charming Field for an Encounter,” by Robert Griffing*



**Becoming GEORGE WASHINGTON**

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Image credit: ©Robert Griffing, courtesy of Paramount Press, Inc.  
National Park Service/Fort Necessity National Battlefield

# At the Great Meadows, 1754

Reading George Washington's Words



## Original

*“He [George Washington] began his March in the Month of May in order to open the Roads, and this he had to do almost the whole distance from Winchester...for the especiall purpose of siezing, if possible, before the French shd arrive at it, the important Post at the conflux of the Alligany and Monongahela; with the advantages of which he was forcibly struck the preceeding year;...he had but just ascended the Lawrel Hill 50 M: short of his object: after a March of 230 Miles from Alexa. when he received information from his Scouts that the French had in force, siezed the Post he was pushing to obtain ... The object of his precipitate advance being thus defeated...it was thought advisable to fall back a few miles, to a place known by the name of the great meadows—abounding in Forage more convenient for the purpose of forming a Magazine & bringing up the rear—and to advance from (if we should ever be in force to do it) to the attack of the Post which the enemy now occupied; and had called Du Quesne...*

*“...previous to this junction the French sent a detachment to reconnoitre our Camp to obtain intelligence of our strength & position; notice of which being given by the Scouts G. W. marched at the head of a party, attacked, killed 9 or 10 & captured 20 odd. This, as soon as the enemy had assembled their Indian allies, brought their whole force upon him;...*

*“About 9 Oclock on the 3d of July the Enemy advanced with Shouts, & dismal Indian yells to our Intrenchments, but was opposed by so warm, spirited, & constant a fire, that to force the works in that way was abandoned by them—they then, from every little rising—tree—Stump—Stone—and bush kept up a constant galding fire upon us; which was returned in the best manner we could till late in the aftern when their fell the most tremendous rain that can be conceived—filled our trenches with water—wet, not*

## Adaptation

George Washington began his march in May in order to open the roads, almost the whole way from Winchester [Virginia]. The object was to attempt to take the important post at the meeting of the Allegheny and Monongahela rivers [the Forks of the Ohio] before the French got there. He had just ascended the Laurel Hill 50 miles short of his object after he had marched 230 miles from Alexandria [Virginia] when he received word from his scouts that the French had forcefully seized the post he was hoping to obtain. Because the object of his march was defeated, it was thought advisable to fall back a few miles to a place known as great meadows [Pennsylvania]. Here was a good place to find grass for the horses, and it was a good place to set up a fort. It was also a good place to advance from if we ever had to attack the French fort—called Duquesne—where the enemy now was...

The French sent a group of soldiers to survey our camp and to see our strengths and position. When his scouts told him this, George Washington marched at the head of his party and attacked, killing nine or ten and capturing about twenty. The enemy assembled their Indian allies and forcefully counterattacked.... About 9 o'clock on July 3, the enemy advanced with shouts and dismal Indian yells to our fort and entrenchments, but they were met by warm, spirited and heavy fire. They soon abandoned their idea of running over the entrenchments and taking the fort that way.

## Becoming GEORGE WASHINGTON

*only the ammunition in Cartouch boxes and firelocks, but that which was in a small temporary Stockade in the middle of the Intrenchment called Fort necessity erected for the sole purpose of its security, and that of the few stores we had; and left us nothing but a few (for all were not provided with them) Bayonets for defence. In this situation & no prosp [ec] t of bettering it [,] terms of capitulation were offered to us by the ene<my. wch with some alterations that were insisted upon were the more readily acceded to, as we had no Salt provisions, & but indifferently supplied with fresh; which, from the heat of the weather, would not keep; and because a full third of our numbers Officers as well as privates were, by this time, killed or wounded—The next Morning we marched out with the honors of War, but were soon plundered contrary to the articles of capitulation of great part of our Baggage by the Savages.”*

They then attacked us with constant fire from every hill, tree, stump, stone, and bush. We tried to counterattack in the best way possible until late afternoon when a heavy rain fell and filled our trenches with water. The rain also wet the ammunition that was in cartridge boxes and muskets as well as what was in a small temporary stockade called Fort Necessity. Fort Necessity was built to keep things secure and to house our supplies. All we had left to defend ourselves were a few bayonets.

We had no hope to improve our situation. The enemy offered us terms of surrendering. We insisted on a few changes which they readily agreed to. We had no salt, provisions, and little meat, which would not keep because of the heat. Also a third of our officers as well as privates were killed or wounded. The next morning we marched out with certain privileges. Despite the terms of surrender, were attacked by American Indians They took a lot of our supplies and equipment.



## Guided Reading Questions

- 1 What were Washington's goals in taking troops from Virginia into the Ohio country?
- 2 Why did he fall back to the Great Meadows?
- 3 What caused the French to attack Washington at the Great Meadows?
- 4 What was the weather like on July 3, 1754?
- 5 Where were Washington and his men situated? Where was the enemy?
- 6 What happened when it rained?
- 7 What happened at the end of the battle?
- 8 How many men did Washington lose?
- 9 What happened on the morning of July 4?

### Becoming GEORGE WASHINGTON



**Image 7a**

# The Battle of the Monongahela

*Washington at the Battle of the Monongahela, July 9, 1755*

*“Washington as Captain in the French and Indian War” by Junius Brutus Stearns*



## **Becoming GEORGE WASHINGTON**

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

Image 7b

# The Battle of the Monongahela

*“Defeat of General Braddock” by Edwin Willard Deming*



**Becoming GEORGE WASHINGTON**

*Image credit: The Wisconsin Historical Society*

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# The Battle of the Monongahela, 1755



Reading George Washington's Words

## Original

*"...no officer who did not immediately derive his Comn from the King could command one who did – This was too degrading for G.W. to submit to; accordingly, he resigned his Military employment; determining to serve the next campaign as a Volunteer; but upon the arrival of Genl Braddock he was very particularly noticed by that General – taken into his family as an extra-Aid..."*

*"In this capacity he commenced his second Campaign and used every proper occasion ...to impress the Genl, & the principal Officers around him, with the necessity of opposing the nature of his defence, to the mode of attack which, more than probably, he would experience from the Canadian French, and their Indians on his March through the Mountains & covered Country but so prepossed were they in favr of regularity & discipline and in such absolute contemp <t> were these people held, that the admonition was suggested in vain...."*

*"About 10 Oclock on the 9th, after the Van had crossed the Monongahela the second time...the front was attacked; and by the unusual Halloing and whooping of the enemy, whom they could not see, were so disconcerted and confused, as soon to fall into irretrievable disorder. The rear was forced forward to support them, but seeing no enemy, and themselves falling every moment from the fire, a general panic took place among the Troops from which no exertions of the Officers could recover them...Before it was too late, & the confusion became general an offer was made by G.W. to head the Provincials, & engage the enemy in their own way; but the propriety of it was not seen into until it was too late for execution [...] after this many attempts were made to dislod<ge> the enemy from an eminence on the Right but they all proved eneffectual; and fatal to the Officers who by great exertions and good examples endeavourd to*

## Adaptation

No officer who did not receive his commission from the King could command one who did. This was too degrading to George Washington to accept so he resigned from the military. He was determined to serve the next time as a volunteer. However, when General Braddock arrived, he was noticed by the general and accepted into his circle of advisors as an extra aide.

In this role he began his second military operation and used every opportunity to inform the general and the important officers around him with the right way to defend themselves. He told them about the way the Canadian French and their Indian allies would probably attack them in his march through the mountains and forests. But Braddock and his officers were in favor of regularity and discipline and would not be persuaded. His warning was not even considered.

About 10 o'clock on the 9th [of July] after the lead units of the army had crossed the Monongahela the second time, the front was attacked. The unusual hollering and whooping of the enemy, whom they could not see, was so disconcerting and confusing to them that they fell into disorder. The troops in the rear advanced to help them out, but they too couldn't see the enemy and were themselves being attacked by musket fire. A general panic took over the troops. The officers could not help them. Before it was too late and the confusion took over all the troops, George Washington offered to head the troops and fight the enemy like the enemy was fighting them. But by the time the plan was accepted, it was too late to execute it.

After this many attempts were made to move the enemy from controlling the right but all of them failed and were fatal to the officers who tried hard to

## Becoming GEORGE WASHINGTON

*accomplish it. In one of these the Genl recd the Wd of which he died; but previous to it, had several horses killed & disabled under him. Captns Orme & Morris his two Aids de Camp having received wounds which rendered them unable to attd G. W. remained the sole aid through the day, to the Genl; he also had one horse killed, and two wounded under him – A ball through his hat – and several through his clothes, but escaped unhurt....*

*“No person knowing in the disordered State things were who the Surviving Senr Officer was & the Troops by degrees going off in confusion; without a ray of hope left of further opposition from those that remained; G. W. placed the Genl in a small covered Cart,...and in the best order he could, with the last Troops (who only contind to be fired at) brought him over the first ford of the Monongahela;...he rode forward to halt those which had been earlier in the retreat... The shocking Scenes which presented themselves in this Nights March are not to be described...*

*“at an Incampment near the Great Meadows the brave, but unfortunate Genl Braddock breathed his last. He was interred with the honors of war, and as it was left to G. W. to see this performed, & to mark out the spot for the reception of his remains... Thus died a man, whose good & bad qualities were intimately blended.”*

accomplish them. On one of these attempts the general [Braddock] received the wound that would kill him. Before this he had several horses killed and wounded under him. Captains Orme and Morris, his two aides, received wounds which made them unable to help the general. George Washington was the only aide to the general throughout the day. He also had one horse killed and two wounded under him, a musket ball through his hat, and several through his clothes, but he escaped unhurt.

In all this disorder nobody knew who the surviving senior officer was. The troops also were leaving in a state of confusion. Sure that he would not be opposed in his actions, George Washington placed the general in a small covered cart. As well as he could – with the rest of the troops who continued to be fired on – he brought Braddock over the first crossing of the Monongahela. He rode forward to stop those who had retreated earlier.

The shocking scenes in that night march cannot be described.

At a place near the Great Meadows, the brave but unfortunate General Braddock breathed his last. He was buried with the honors of war. It was left to George Washington to see this performed and to mark the spot where his remains were placed. Thus died a man in whom both good and bad qualities were blended.



## Guided Reading Questions

- 1 Why did Washington resign his commission? How did he serve General Braddock?
- 2 What did Washington try to warn Braddock about? What was Braddock's reaction and why?
- 3 What happened when the British front lines were attacked?
- 4 What did George Washington offer to do and why? Was he successful?
- 5 What happened to Washington's horses, hat, and clothes?
- 6 What happened to General Braddock in the battle? What did Washington do?
- 7 What was George Washington's opinion of General Braddock?

### Becoming GEORGE WASHINGTON

# Battle Scene, 1755

*Reading George Washington's Words*

## Original

*The shocking Scenes which presented themselves in this Nights March are not to be described – The dead – the dying – the groans – lamentation – and cries along the Road of the wounded for help...were enough to pierce a heart of adamant. the gloom & horror of which was not a little encreased by the impervious darkness occasioned by the close shade of thick woods which in places rendered it impossible for the two guides which attended to know when they were in, or out of the track but by groping on the ground with their hands.*

## Adaptation

The shocking scenes during our night march are not to be described. The dead and the dying. The groans and the cries of the wounded along the road were enough to pierce the heart of the hardest person. The gloom and horror was not helped by the darkness and the shade of the thick woods which in places made it impossible for the two guides to know if they were on or off the track except by feeling the ground with their hands.



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## Becoming GEORGE WASHINGTON

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# Friendly Fire Episode, 1758

Reading George Washington's Words

## Original

*"...he detached Scouts to investigate the cause & to communicate his approach to his friend Colo. Mercer advancing slowly in the meantime – But it being near dusk and the intelligence not having been fully disseminated among Colo. Mercers Corps, and they taking us, for the enemy who had retreated approaching in another direction commenced a heavy fire upon the relieving party which drew fire in return in spite of all the exertions of the Officers one of whom & several privates were killed and many wounded before a stop could be put to it. to accomplish which G.W. never was in more imminent danger by being between two fires, knocking up with his sword the presented pieces.*

## Adaptation

He [George Washington] sent out scouts to investigate the cause [of sounds of fire and then silence] and to tell his friend, Colonel George Mercer, that he was approaching. Mercer was slowly advancing. But because it was near dusk and the word that Washington was approaching did not reach all of Mercer's troops, they took us [Washington's troops] for the enemy who had left and were approaching in another direction.

Mercer's troops began firing heavily on Washington's troops who counterattacked despite the warnings of the officers. One of the officers and several privates were killed. Many were wounded before the firing stopped. George Washington was never in more danger than when he ran between the two attacking sides, knocking up their guns with his sword so that they could not shoot one another.



## Guided Reading Questions

- 1 Why did Washington want to warn Colonel Mercer?
- 2 Why did Mercer's troops attack Washington's troops?
- 3 What did Washington do to stop the "friendly fire"?

### Becoming GEORGE WASHINGTON

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**Image 11**

# George Washington, 1772

*“George Washington” by Charles Willson Peale*



**Becoming GEORGE WASHINGTON**

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- 6** Did Washington feel capable of serving as lieutenant colonel?  
*(Yes. Washington felt that under the right commander he would work hard and not do anything wrong and therefore would be worthy of the promotion.)*
- 7** Does Washington appear confident, ambitious, and optimistic?  
*(Yes. This letter was a “pitch” for a promotion to lieutenant colonel. He was confident enough in his abilities to point out his weaknesses [his youth and inexperience]. He was ambitious enough to take the initiative in writing to Corbin, and he was ambitious to be of equal rank with his fellow officers. The tone of the letter seems optimistic, as Washington reminds Corbin that he had given him reason to be hopeful.)*

## **Student Resource Page 11**

### **Guided Reading Questions**

- 1** What were Washington’s goals in taking troops from Virginia into the Ohio country?  
*(To seize the fort at the point where the Allegheny and Monongahela rivers meet before the French did.)*
- 2** Why did he fall back to the Great Meadows?  
*(The French had already seized the fort at the Forks of the Ohio. Washington and his men went to Great Meadows because it was a good place to find food for the horses, to set up a fort to defend themselves, and a good location if they had to attack the French fort.)*
- 3** What caused the French to attack Washington at the Great Meadows?  
*(According to Washington, the French came to look at his camp and to assess the British strengths and position. When Washington learned that they were there, he attacked.)*
- 4** What happened on the morning of July 3, 1754?  
*(The French and their Indian allies attacked with shouts and yells. Washington and his men fiercely counterattacked. The French then changed that plan of attack and took up several positions in the forest. Washington and his men counterattacked in the best way possible.)*
- 5** Where were Washington and his men situated? Where was the enemy?  
*(Washington and his men were on the fields [meadows] inside a man-made fort and in trenches. The French and their Indian allies were located in the surrounding woods and hills.)*
- 6** What happened when it rained?  
*(The trenches filled with water, and Washington’s ammunition and supplies became wet and ruined. All that remained dry was a little food and a few bayonets.)*
- 7** What happened at the end of the battle?  
*(Washington had no choice but to surrender. He and his men could not defend themselves and their food supply would not last much longer.)*



- 8 How many men did Washington lose?  
*(One third of his officers and soldiers were killed or wounded.)*
- 9 What happened on the morning of July 4?  
*(Washington and his men marched out of the fort.)*

## **Student Resource Page 12**

### **Guided Reading Questions**

- 1 Why did Washington resign his commission? How did he serve General Braddock?  
*(Washington did not accept the fact that he could not command any officer of the British Regular Army. He volunteered to serve Braddock and became his extra aide.)*
- 2 What did Washington try to warn Braddock about? What was Braddock's reaction and why?  
*(Washington tried to tell Braddock about defensive strategies in the wilderness. Used to regularity and discipline, Braddock and his officers did not follow his advice.)*
- 3 What happened when the British front lines were attacked?  
*(The soldiers in the front lines were upset and confused by the unusual cries and yells of the enemy [the French and their Indian allies]. The soldiers who came forward to help them panicked when they were attacked by the unseen enemy.)*
- 4 What did George Washington offer to do and why?  
*(Washington offered to take over the troops and lead them in fighting in the same way or style that the enemy was using. By the time Washington's plan was accepted, it was too late to be put into action.)*
- 5 What happened to Washington's horses, hat, and clothes?  
*(One of his horses was killed and two were wounded. One musket ball went through his hat and several went through his clothes.)*
- 6 What happened to General Braddock in the battle? What did Washington do?  
*(Braddock was wounded. Washington placed him in a covered cart and took him over the Monongahela River to a place near the Great Meadows. Braddock then died, and Washington had his body buried.)*
- 7 What was George Washington's opinion of General Braddock?  
*(He considered him a mix of both good and bad qualities.)*

## **Student Resource Page 14**

### **Guided Reading Questions**

- 1 Why did Washington want to warn Colonel Mercer?  
*(He was concerned because he heard gunfire and then silence. Washington probably was worried too, because it was dusk and visibility was not good.)*
- 2 Why did Mercer's troops attack Washington's troops?  
*(Some of Mercer's troops had not gotten word that Washington's troops were approaching. They mistook them for the enemy.)*
- 3 What did Washington do to stop the "friendly fire"?  
*(Realizing that one group of Virginians was firing on another, he ran between the two sides with his sword raised. Using his sword, he hit the gun barrels up so that the soldiers were firing into the air instead of at one another.)*

## **Student Resource Page 16**

### **Scaffolding Questions**

- 1 How did Washington feel about the men who served under him?  
*(He felt close to them and told them that if need be he would help them in the future.)*
- 2 How would this affect his success later in life?  
*(Washington's feelings toward the people who served under him—as commander in chief of the army and country—made him a compassionate leader. People tended to be loyal to him because of his concern.)*

## **Student Resource Page 17**

### **Scaffolding Questions**

- 1 Why was Washington uneasy about accepting this position?  
*(Washington recognized that it was an important position and that it was an honor to be chosen for it, but he was unsure that he was the right person for the position. He pointed to his abilities and military experience.)*
- 2 How would this attitude affect Washington's success?  
*(Washington was humble and realistic at the same time. He was also more concerned with the "cause"—serving his country—than with satisfying himself.)*